

PROMOTION AND TEACHING OF PRONUNCIATION IN A
NINTH GRADE OF A PUBLIC SCHOOL IN PEREIRA
RISARALDA

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LICENCIATURA EN LENGUA INGLESA
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Trabajo de grado presentado como requisito parcial para obtener el título de
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ABSTRACT

Pronunciation teaching and learning is a key element of EFL classrooms. However, there is not a significant amount of relevant studies conducted in the region concerning this subject. This is the reason why this study intends to present the state of the art in pronunciation teaching/learning in a ninth grade from a public school in Pereira, Colombia. During this study, classes in a ninth grade from a public high school in Pereira were observed, the teacher interviewed, and the students surveyed in order to collect data. It was found that pronunciation was not given the importance it deserves in the EFL classroom and that the rare occasions to approach it were not effective even though there are plenty of techniques to be implemented. In addition, pronunciation was not tested, and the students did not appear to know what pronunciation entails. Also, it was ascertained that classes were guided in Spanish, which minimized the opportunities for upgrading this sub-skill. Out of the aforementioned elements, it is clear that teaching pronunciation-and communicative English in general- should be considered and implemented.

ABSTRACT

La enseñanza y el aprendizaje de la pronunciación es un componente crucial en el aprendizaje de inglés como lengua extranjera. Sin embargo, no hay suficientes estudios que den cuenta de este tema en la región. Por esta razón, este estudio tiene como objetivo presentar el estado del arte en la enseñanza y aprendizaje de la pronunciación inglesa en un grado noveno de un colegio público de Pereira, Colombia. En este estudio se observaron las clases de inglés de un grado noveno perteneciente a un colegio público de Pereira. Para recolectar datos, además, se hizo una entrevista al profesor y una encuesta a los estudiantes. Se encontró que a la pronunciación inglesa no se le daba la importancia que se merece en el aula de inglés y que las pocas ocasiones en las que se trató, el acercamiento no fue efectivo aunque existen muchas estrategias y técnicas para trabajar con el componente fonético. Además, se encontró que las clases eran guiadas en español, lo que redujo significativamente las oportunidades para mejorar esta sub-habilidad. A partir de estos hallazgos, es claro que la enseñanza de la pronunciación -e inglés comunicativo en general- debe de ser considerada e implementada.

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INTRODUCTION

In Colombia, English as a Foreign Language is instructed in public schools. Within English language teaching, several components of the language must be taken into consideration, and one of these is pronunciation. Literature on this field highlights the importance that pronunciation instruction has on the language learning process. However, it was found that in Colombia, especially in this region (Risaralda), studies concerning phonetics and phonology are scarce, which is the reason why this study was agreed to be conducted.

The research project was decided to be a case study conducted in a ninth grade belonging to a public school (whose main population are students from medium-lower social statuses) from Pereira, Risaralda. The researchers were observer as participants, which means they let the people subject of investigation know what they were to do and how. In addition, data was collected through interviews, researchers' journals, questionnaires and field notes; and it was analyzed taking into consideration the grounded theory.

After analyzing data, it was found that pronunciation was a mild element in pronunciation teaching and language awareness. There are different reasons why that issue took place; the most notorious was the teacher's slender knowledge on the affair, which might have been a factor for the decision of not to include pronunciation and make it an evaluated part of the program. By not doing so, the gap in that aspect of the foreign language learning persists. In addition, during the few moments in which pronunciation was addressed in the sessions, it was alit that it was limited to repetition of words and

sentences with no feedback nor clear aim, having as a result confusion amongst students.

What is more, it was noticed that the facilitator disregarded several opportunities that could have been exploited in order to improve the oral outcome of students in terms of sound production. Finally, although the study was focused on pronunciation, its promotion, use, and inclusion in the curriculum, it was found that there is overuse of exposure to L1 for grammar instruction, a fact which hindered the possibility to work on pronunciation.

The main purpose of this study was to evidence the way in which a public school was working on pronunciation, so further research can be done aimed at improving and implementing new ideas. It was, also, intended to spread awareness on the importance of working with that aspect of the language. In order to answer the research questions, we interacted with previous works made in the country and abroad. We started by working with the theory related to the topic and afterwards with those works made aimed at having a clear panorama on how pronunciation is and should be taught in EFL environments.

STATEMENT OF THE PROBLEM

In the last decades, EFL (English as a Foreign Language) classrooms have started to make use of the Communicative Approach, whose main assertion is that the ultimate purpose of language is communication (Celce-Murcia, Brinton and Goodwin, 1996). Proof of this is that the Council of Europe created a document called Common European Framework of Reference for Languages (CEFRL), which serves as basis for the elaboration of syllabuses, textbooks, tests, and other similar elements related to learning a language (Council of Europe, 2001). In the same fashion, the council of Europe highlights how the CEFRL sets several competences which are necessary in order to use a language for communication. These competences are divided into (a) general competences and (b) communicative language competences. While the former competences deal with declarative knowledge, skills on knowing how to behave depending on the context, existential affairs, and ability to learn; the latter deal with the components of the language as such, namely the linguistic competences (i.e. lexical, grammatical, semantic, phonological, orthographic and orthoepic), sociolinguistic competences, and pragmatic competences (Council of Europe, 2001). Of all these components of what learning a language implies, this study is focused on the phonological aspects of the linguistic competence, which deals with pronunciation.

Pronunciation, then, is a component embedded in every spoken language, and it consists, among others, of the way sounds are produced in relation to rhythm, intonation, production of individual sounds, and production of chunks of sounds. In a successful learning scenario where the learning of English is aimed, pronunciation must be taught and developed in a proper manner. As Celce-Murcia, Brinton and Goodwin (1996) remark, there is a threshold in pronunciation for non-native speakers of English, and when they fall

below this threshold, communication breakdowns start to appear no matter how good quality the command of grammar and vocabulary of the learners might be.

As said before, and according to Celce-Murcia et al. (1996), pronunciation is an essential element for communicating successfully with others. However, in practice, English pronunciation can be difficult, as claimed by Roach (2000) “Because of the notoriously confusing nature of English spelling, it is particularly important to learn to think of English pronunciation concerning phonemes rather than letters of the alphabet”. This means that pronunciation cannot be based on letters, but on independent sounds.

Notwithstanding, pronunciation is not given the importance it deserves, for it has been “swept under the carpet” (Brown, 1991), which means that pronunciation has been given insufficient attention. Also, there is a fair difference between what students usually want to do, in terms of pronunciation, and what they actually get from their English classes- which is a rather an inaccurate production (Shaw, 1981 cited in Brown, 1991).

According to the Ministerio de Educación Nacional (MEN), the current standards for teaching English at secondary schools are based on the CEFRL, chapter 5, which deals with the learner’s general and communicative competences (MEN, 2006). Within this framework, the Communicative approach (which proposes a series of competences including the Linguistic ones, and therefore a phonetic component) is suggested in order to develop an appropriate level of intelligibility with regard to communication. What is more, this framework suggests a series of elements to be taken into account when dealing with the phonological competence, for instance, the sound units of the language, phonetic features, phonetic composition of words, sentence phonetics (stress, rhythm, and intonation), and phonetic reduction. For this reason, EFL teachers at high school levels are to be prepared to teach pronunciation and set pronunciation models to learners.

In contrast to that, Gutiérrez (2005) states that in Colombian settings, and mainly in public schools, the oral skills are not developed in a proper manner. The author continues to say that this problem is caused by different factors such as the number of students per classroom, the insufficient amount of tools for learning, the lack of motivation to learning. In addition, the author states that as a result of these factors, students who only produce isolated words in unintelligible sentences arise. Also, Bygate (1987: 1, cited by Gutiérrez, 2005) affirms that “learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged”. This means that apposite sound production is of highest importance when speakers want to interact with others in the target language, for they are being evaluated, somehow, by their interlocutors, and, also, the fact that pronunciation is one of the first factors detected when someone speaks.

In conclusion, pronunciation is an important sub-skill from the Speaking skills which include the use of correct words, correct word order, register, coherent discourse, and other similar elements (Summer Institute of Linguistics, 1999). In addition, pronunciation lacks acknowledgment from EFL facilitators and official government tests (proven by the fact that pronunciation testing does not exist in official exams such as the ICFES or SABER PRO). However, and according to the Ministry of Education, this skill is to be taught and evaluated to learners at high school levels (2006).

The significance of the present study can be evidenced since it aims at describing the role of pronunciation as skill in an EFL ninth grade scenario. Furthermore, pronunciation-related studies are scarce in Colombia, and there are not sufficient sources for establishing a solid theoretical background.

RESEARCH QUESTIONS

1. What is the role of pronunciation in a ninth grade EFL setting of a public school?
2. In which ways is pronunciation included in the curriculum and evaluation of the course?
3. How do students perceive the teaching of pronunciation and its testing?
4. In which ways are the opportunities to teach pronunciation utilized?

GENERAL OBJECTIVE

Describe and analyze the role of pronunciation in an EFL ninth grade.

SPECIFIC OBJECTIVES

1. To get acquainted with what a teacher does relative to teaching pronunciation.
2. To observe, from the selected course, the ways students learn to produce oral outcome.
3. To know what the students' perceptions in the matter of pronunciation learning, teaching and assessment are.

THEORETICAL FRAMEWORK

In this section, not only what pronunciation means today will be presented, but also the way it has been seen throughout the history of English teaching. Excerpts from different authors have been employed on the grounds that different points of view ought to be taken into account in order to create a broader sense of a holistic approach. It is of utmost importance to bear in mind that pronunciation is an important element of all spoken languages due to the fact that it sets the way words and sentences sound, and, therefore, it permits speakers of the language to understand each other.

Making sounds

When languages are divided in terms of productive and receptive skills, the four skills, which are writing, speaking (productive), reading, and listening (receptive), emerge, according to the CEFRL (Council of Europe, 2001). It is, then, inside the speaking and listening skills where the phonological competence appears. This competence gathers certain abilities with regard to the intelligible income and outcome of elements such as single sounds, distinctive features, the constitution of words (phonetically), intonation, stress, and rhythm (ibid).

Teaching pronunciation

Teaching pronunciation is an aspect of language teaching that has improved throughout time. During this process, it has been acknowledged the value it deserves as part of the skills to be taught and which integrate the components of a language.

Approaches from the past

In the *Direct Method* (1800s, early 1900s) pronunciation teaching consisted of imitating models, such as the teacher or a recording, aiming at producing an outcome as similar as

the input as possible (Celce-Murcia, Brinton, and Goodwin, 1996). Then, the *Naturalistic Methods* proposed that before any speaking, exposure to listening had to take place in order for the brain to systematise the language sounds scheme. Furthermore, the *Intuitive-Imitating Approach* consists of trying to produce sounds and rhythm with no explicit information whatsoever while the *Analytic-Linguistic Approach* consists of teaching phonemes, symbols, place of articulation, and other features of pronunciation along listening and repetition. In contrast to the aforementioned approaches which take into account pronunciation, the *Grammar Translation Method* and the *Reading-Based Approaches* do not consider pronunciation whatsoever. Alternatively, a new approach, which establishes real communication as the ultimate goal of learning a language, has been introduced: the *Communicative Approach*. This approach affirms that there is a “threshold” (p.7) level that non-native speakers of English must reach in order to be understood, and if this level is not achieved, communication problems would be relatively likely to arise. This approach bases the teaching-learning of pronunciation on different kinds of techniques such as “listen and imitate... phonetic training... visual aids... reading aloud/ recitation... recording of learner’s production...” (p. 8-10) (ibid).

Teaching today

Learning English as a foreign language is a challenge since the target language is not widely spoken in the learner’s environment. In fact, one of the most difficult abilities encountered by EFL learners is pronunciation, not only because it is usually different from their mother tongue pronunciation, but also because of the teachers’ lack of expertise in the matter. This idea is supported by Brown (1991), who claims that pronunciation is an underestimated subject inside the teaching English world since it is given hardly any attention or no attention at all, by the teacher. Besides, the majority of students are aware of the fact that

they have some problems with pronunciation, but they do not know specifically what difficulties they have and how to deal with them (Miller 2000). The previous author created a text to help learners improve their pronunciation making it fun and easy to teach to instructors. She states that "A reasonable and attainable goal, however, is to be able to communicate as clearly and as effectively as possible for the learner's own purposes," which means that it is necessary to utter speech making use of sufficiently clear sounds so that others are able to understand what is being said.

Moreover, an important reason sustained by Ur (2003) to teaching pronunciation is that whether a learner is interacting with an English speaker, disregarding if this is native or not, they should be aware of the importance of accuracy in order to be understood. In the same fashion, when aiming at interacting in English successfully, learners should be conscious of the different rules, exceptions and usage in both, spoken and written language.

Likewise, the main goal in teaching pronunciation is not to have a command of the English language in terms of perfection, but to grasp the sufficient knowledge to use the language in a comprehensible and clear way. For this reason, Brazil (1994) claims that when teaching English, the phonemes, symbols and their importance should be taught having in mind that learners must understand that a native-like pronunciation is not the target.

Apart from that, the elements of pronunciation that should be borne in mind, according to Ur (2003), are rhythm, which deals with the beat of an utterance (Roach, 2004), stress, which refers to the higher muscular energy a speaker uses when pronouncing a prominent syllable (ibid), intonation, which is "the rises and falls in tone that make the tune of an utterance" (Ur, 2003), and understanding and identifying accents. All of these elements are inherent to meaning since, as Celce-Murcia, Brinton, and Goodwin (1996) state, there is a

minimum level of intelligibility a user of English must have in order to be clearly understood, so no communication breakdowns appear.

When talking about inclusion of pronunciation in textbooks, Levis and Grant (2003) claim that the textbooks with which teachers work nowadays articulate pronunciation and speaking, and as cited by these authors, within exercises of oral outcome, “activities centered around speaking and listening are vastly more common.” Besides, it is also affirmed that pronunciation is entangled with other linguistic aspects, and it is part of the main skills of listening and speaking (Murphy, 1991, p. 64). What is more, giving pronunciation the importance it has, it should be taught with reference to those skills. Levis and Grant also refer to the importance of focusing on specific aspects of pronunciation and, accordingly, Firth (1993, p. 173) suggests that “a pronunciation syllabus should begin with the widest possible focus [general speaking] and move gradually in on specific problems” which has a clear connection to what Miller proposes as previously stated.

With reference to the different existing tools to practice pronunciation, it is relevant to mention that there is an interesting quantity of resources that can be used in order to improve pronunciation. These resources can be found in language textbooks, research studies, and free online resources such as the ones found in www.fonetiks.org, and the website of the BBC, www.bbc.co.uk/learning/.

Pronunciation techniques

Regarding pronunciation techniques and procedures to work on pronunciation, literature suggests the following features:

According to Bradley-Bennett (2007), one of the crucial elements to improving pronunciation is listening (as long as the recordings are understandable for learners and meaningful for their lives). This listening material should include different voices and

ranges, for listening just to the teacher constrains students from understanding other people. In the same line, Gilbert (2008) proposes dictation of sentences including the specific sounds which are being worked. The author continues to say that linking words could be a proper way to work with final sounds. For example, “the boats_ entered the water: boatssssentered” (p.35).

Accordingly, Robertson (2003) estimates that in order to get students pronunciation sufficiently clear, the speed of speech could be reduced so as to achieve proper English production. In addition, he says that providing students with the script of the modeled pronunciation is suggested, but it should be gradually removed until the focus is completely on students’ word understanding. In the same fashion, Bradley-Bennett (2007) states that modeling syllables in a disjointed way (I... am... a... teach--er) or extending diphthongs (mah-ee neh-eem is...) could help students produce accurately.

Accordingly, Harmer (2011) suggests the use of other techniques for working on pronunciation such as identifying items from a list (listening a series of words and checking the ones which are included in the printed list), comparing minimal pairs (analyzing the difference between “day-they” not only in sound but in meaning), and using the phonetic symbols to clarify specific sounds. He continues to say that these techniques might satisfy students who have different needs and attitudes towards pronunciation practice.

The Ministry of Education (2006) recommends the inclusion of self-monitoring tools (self-correction) when learning pronunciation. One of these monitoring tools is suggested by Bradley-Bennett (2007) which is a “phone” made of PVC pipes joint together. The learner speaks to one of the ends of the phone and listens to themselves on the other end.

The techniques and procedures aforementioned are samples of what research and literature provide to the world of teaching pronunciation.

Related Researches

Research studies have been explored in order to see what literature says about pronunciation teaching and related elements. Studies conducted in other parts of the world show how sound production is an element which is necessary to work in class and not to leave aside or treat mildly. Additionally, in Colombia there have been researches which suggest the study of pronunciation teaching, learning, and assessment. In the next paragraphs, some of these studies will be described.

One of the reasons why pronunciation teaching is not strong among teachers is that even when teachers have received training in Pronunciation Pedagogy (PrP), they tend to make use of repetition drills as the favorite and sometimes only technique to pronunciation according to a study conducted by Baker (2011). In addition, the author continues to say that numerous teachers may possibly neither have sufficient background on English pronunciation nor enough understanding on how to teach it.

On other accounts, Macháčková asserts that although there are students who learn the correct pronunciation of the language they are learning by being exposed to it, most students need clear explanation and to be guided towards the correct production of difficult sounds (2012). However, as stated by Vernon (2009), when teaching pronunciation, it is not recommendable to make use of drilling as the sole technique for pronunciation instruction. She continues to say that it would be more appropriate to combine techniques taking into account that the basics for pronunciation should start at the level of the phoneme.

Regarding the use of L1 in L2 language instruction, Morahan (2002) avers that supporting the use of both languages for English instruction can be of great use in the process of learning a second language. However, she continues to say, the use of L1 should not be greater than that of L2, but rather that it should be utilized on disentangling grounds,

not as the primary means for communication. She also suggests that when appropriately conducted, the use of L1 helps increasing the level in which L2 is used in the classroom.

In Colombia, a study on oral language conducted in Medellín showed that there are inconsistencies between what English teachers believe, what students believe, and what actually happens in the EFL classroom. Moreover, one of the most evident differences is that found between what teachers believe and what they, in fact, do. Consequently, researchers came to the conclusion that teachers lack expertise in the teaching and assessment of pronunciation, and that many of the teachers' options when teaching are against the communicative approach (Muñoz, Aristizabal et al, 2002). These facts show how oral production teaching is not in truth strong among facilitators on the grounds that teachers continue using traditional methods in EFL settings.

In the same way, pronunciation teaching is arising and teachers are finding ways of improving students' pronunciation through appealing tools, many of which have had relative success, according to Rengifo (2009). He claims that through music, and singing, humans might learn faster, hence the idea of implementing karaoke in the English class. Also, he asserts that using karaoke (complemented with assignments and tasks) in the English class promotes learning in a "laid-back" surrounding (Rengifo, 2009:103).

Furthermore, Gutiérrez (2005) asserts that in Colombian public schools, the speaking skills –amongst others- are not properly developed because of factors such as the over use of grammatical approaches to teaching. The author continues to say that this exposure to grammatical approaches may cause a lowering on students' motivation in the learning process. Accordingly, Soto claims that for learning pronunciation of English as a Foreign Language, teachers and students should make use of the phonetic symbols in order to improve features successfully (2009).

All of these theoretical elements are the foundation which supports this project.

However, the real context environment ought to be kept in mind as well since it provides the actual necessity for conducting this research, and the next section will thoroughly describe this setting.

METHODOLOGY

Type of study

This study was conducted as a case study, for a situation was described and analyzed (Wilson, 1979, cited in Merriam, 1998). This situation was found in a specific context (a school), which is, according to Merriam, one of the characteristics of a case study. In addition, Reichardt and Cook (1979, cited in Merriam, 1998) assert that when a process is studied, case studies are a suitable tool. In the same fashion, the case study observes and analyzes actual events, considering that supreme behaviours will not be (and cannot be) modified in any way, but rather it presents the phenomenon through a thorough account of the facts aiming at interpreting the gathered data (Merriam, 1998). In addition, this case study is descriptive because it presented a meticulous description (as stated by Merriam, 1998) on how pronunciation is promoted in an EFL classroom. Furthermore, according to Merriam (1998), this study is also interpretive because it not only presents a methodical introduction of the phenomenon under study, but it also intends to analyze and infer from the collected data in order to theorize about the given facts.

Context

The research took place at a public school of Pereira, Risaralda. This school is located in the Southeast area of the city, and it is surrounded by neighbourhoods of medium and lower social statuses. People who attend this school are mostly from the area of town where it is located. Regardless of the social status of the location, this institution aims at educating students who belong to lower social status communities which do not have sufficient economical income. This institution receives students from 6th to 11th grade. It has 52

teachers in staff to educate 2.800 students who attend classes there. Since this High-School is public, it works with state budget.

Setting

There are 3 teachers of English who work at this Institution. Most of these teachers hold the same degree, “Licenciado en Lenguas Modernas”, while some others belong to different fields and have different academic certifications. In addition, some of these teachers are majored in English Didactics. What is more, these teachers’ ages range from 30 years old until 55 years old. In this school, they are in charge of teaching twenty groups (4 of them belonging to 9th grade), each one with an average of 33 students, who take 4 hours of this subject weekly. By the same token, this school claims that it follows the same standards, 'Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés' created by the National Ministry of Education.

Participants

The population involved in this project was one of the English teachers in charge of English language courses of 9th grade. In addition, from all the groups of ninth grade, one course of this school was selected as the population under study. Apart from the teacher, a focal group of twenty-two students (who were male and female participants between the ages of 13-15 years of age) was subject of observation. The number of participants were considered taking into account the fact that for this kind of studies, it is necessary to have a “purposeful sampling” as stated by Patton (1990 cited in Merriam, 2002), which means that the sample, rather than being just random, provides a perspective gathered from a significant population from the setting.

Researchers' roles

During the collection data stage both researchers were in charge of performing the same activities in order to have a broader sense of the class they observed, playing the role of observer as participant (Merriam, 1998). This role consists in letting the group of people subject of investigation know the activities of the study to be implemented by the observers. This group of people will also have the control about how much information to reveal to the observers (ibid). As Adler and Adler (1994, cited in Merriam, 1998) state, in the position of observer as participant, researchers “observe and interact closely enough with members to establish an insider’s identity without participating in those activities constituting the core of group membership.” This means the observers will not interrupt by any means the activities of the group of people subject of investigation, but rather to take advantage of the relevant facts which might take place during the observation.

Data collection instruments

The instruments that the researchers used as means of data collection were: interviews, researchers’ journals, questionnaires and field notes. Regarding the gathered data, the researchers transcribed the transcripts (regular and phonetic depending on what they focused) from the interviews and the recordings for a later interpretation along the researchers’ journals. The methods for data collection were: Interviews (see appendix 1 and 4), researcher journals (see appendix 2), and observations (see appendix 3) (observer as participant) as stated by Merriam (1998).

The use of researcher’s journals is due to the fact that, as Merriam (1998) points out, “they have been written to be read as public documents”. Thus, these documents will be shared with colleagues for sharing the results of the investigation and for further studies, also. Besides, the researchers aimed at allowing the possibility of contrasting the personal

view reflected in their journals with the evidence collected throughout the study where possible.

As Brock, Yu and Yong (1992, cited by Merriam 1998) state, journals “enhance awareness about the way a teacher teaches and a student learns”, which is feasible with this study since it aims at analyzing the way pronunciation is being taught at a public school in ninth grade. And being “an excellent tool for reflection” (Merriam, 1998) these journals can be subject of further studies on the same topic. In the same fashion, the author suggests to focus on “key incidents” which are closely related with the study. This will avoid the researchers’ losing the track on the study. In other words Brock, Yu and Yong (1992, cited in Merriam, 1998) suggest “teachers to narrow their focus to a few salient teaching issues”.

Once data was collected, the process of analyzing began. This process was conducted taking into consideration the grounded theory as stated by Charmaz (2007). The procedures proposed by the author which were considered are the following: In the first place, data was coded (by naming segments of data) in order to identify the relevant information for the creation of concepts. These concepts, later, were made part of the categories (a much wider term which includes the aforementioned elements as a whole) (see appendix 5). Once the categories were set, theory emerged. This theory was contrasted to what literature says about the phenomenon (ibid).

ETHICAL CONSIDERATIONS

Different mechanisms were employed in order to complete the study in a proper way. Since one of the aims was not to cause intrusion at high school, a letter (see appendix 6) asking for permission to conduct the study was delivered to the director of the school. Once there was approval from the director, the teacher in charge of the ninth grade to be under study was asked to fill a form (see appendix 7) which granted us permission to observe and record his classes. When we were inside the classroom under study, students were asked to sign a format (see appendix 8) which said they allowed the researchers to observe, record, and survey them.

What is more, apart from these means to protect the integrity of the study and people involved in it, using pseudonyms and other devices to protect the high school and people during the collection data process and during the stage of analyzing information and writing of the document was another means utilized.

FINDINGS AND DISCUSSION

In this section, five findings related to the way pronunciation instruction was addressed, student awareness on pronunciation, the inclusion of pronunciation in the testable portion of the curriculum, and the language of instruction, which were ascertained from interpreting data, are to be presented and thoroughly described.

Pronunciation instruction was limited to repetition

In the sessions observed, it was noticed how the only work which can be related directly to pronunciation was the small number of repetition activities the teacher conducted in rare occasions. Despite the fact that this can be aimed at working pronunciation as drilling activities, the teacher did not take advantage of the opportunity to make use of other strategies to working on pronunciation, which is a rather unrealistic way of teaching pronunciation when no other techniques are utilized for the purpose of learning how to produce orally. We support this statement with the following information:

The first support to this finding was taken from a class observation.

OD1.1

“The teacher drills words without providing feedback.”

It was registered that the teacher only encouraged students’ oral outcome in English occasionally with no clear objective, for he asked students to repeat a series of words while working on different activities. In addition, once students uttered what they thought they had heard, the teacher did not provide any type of feedback, not on the spot, not after the activity, nor in any other class time space whatever. These activities could have been aimed

at working pronunciation by chanting or focusing on different sounds and phonetic aspects. Its aim was not possible to be linked to pronunciation improvement due to the lack of feedback and other necessary strategies that provide a meaningful learning opportunity.

The second support to this finding was taken from the Researcher's Journal.

RDJ11.2

"Students repeat isolated words receiving no feedback."

As asked by the teacher, students repeated some assigned words, and once students repeated the words or phrases uttered by the teacher, the teacher continued with the grammatical point he was explaining, paying no attention to what students had produced even when substantial errors were tangible. This situation where there was learner outcome followed by a lack of correction or explanation was evidenced in all classes.

The last support was taken from a questionnaire performed to students.

SCH2.5

"Half students say teacher makes use of repetition".

As interviews show, many students were able to identify this technique as used by the teacher while approaching pronunciation. However, it was noticed that the repetition activities to which students refer are aimless since there are no continuous repetition or clarification activities, drilling or correction linked to those activities mentioned. It is believed that half students were not able to recognize repetition as a strategy used by the teacher due to the lack of knowledge and awareness on pronunciation learning.

After triangulating the data, it could be blatantly inferred that the sole technique exploited by the teacher when he taught pronunciation was repetition drills which included no feedback. The repercussion of this state of affairs is rather negative since students did not have the opportunity of learning how to produce accurate sounds when uttering. What is more, we believe that considerable opportunities to work on pronunciation which could have had a positive impact on students learning process were ignored.

In the same line of what has been stated, Vernon (2009) claims that drilling pronunciation is a rather negative technique to approaching pronunciation teaching. She continues to say that what is necessary in order to guide properly the learning process is the solid instruction starting from the basic bricks of spoken language, the phoneme. Furthermore, Macháčková (2012) agrees that even when a small amount of students might be able to pick the correct pronunciation of English sounds just by listening to them, the majority of students do need guidance towards a successful production of individual sounds. This study showed that not only the teacher made use of repetition as the sole technique to approach pronunciation, but also that there were no strategies to scaffold the process of pronunciation learning.

The teacher did not include pronunciation teaching/assessing as a part of the evaluated linguistic components of the course.

What has been drawn from collected data is that the teacher did not receive proper training in pronunciation teaching. This might explain why the phonological segment of the language is not evaluated and, moreover, it could account for being one of the reasons why students were not sufficiently exposed to features related to the oral components of the language. This scarce work on pronunciation was rather limited to repeating isolated words/phrases sporadically with no weigh on the grades the teacher assigned to students. In addition, it has been inferred from the observations that because of the fact that the teacher did not take into consideration the students' phonological outcome, they did not appear to do the effort to produce accurately English segments. This idea is supported by the following evidence:

The next piece of evidence comes from an interview performed to the teacher.

ITR5.2

“...realmente nosotros no estamos preparados ni nosotros mismos para enseñar pronunciación.”

The teacher was aware that he has no training in teaching and assessing pronunciation. Besides, in other passages of the interview, he showed misunderstanding in basic concepts related to pronunciation teaching and assessing.

From the observations, the following data was ascertained.

OR10.5

“Mispronunciation takes place, the teacher repeats the sentence with the appropriate pronunciation, but does not take advantage to improve it.”

During the sessions, there were quite a few moments in which errors related to pronunciation took place, and it was evidenced that these numerous opportunities to work on pronunciation were disregarded.

The Researcher’s Journal is the source of the next support.

RDJ8.1

“The teacher drills every now and then some words or sentences (with a rather proper pronunciation), he gives no feedback although most students mispronounce what has been drilled.”

It was attested by the fact that the teacher did not make use of any strategies to improve pronunciation that there is a gap in knowledge on how to handle bursts in pronunciation issues.

These pieces of evidence show the basic knowledge and awareness on pronunciation that the facilitator had. Hence, opportunities to work on pronunciation meaningfully and efficiently were neglected, which can be evidenced even from the teacher’s acknowledgement (ITR5.2). When we realized that the teacher had a proper command of the language, this issue became more interesting. Additionally, what has been taken into consideration is the manner in which the teacher perceived teaching at high school levels.

Even though the study conducted did not explicitly include perceptions towards teaching, it seems there were instrumental reasons to teaching rather than functional ones.

In accordance to this finding, it was asserted by Baker (2011) that English teachers might not have adequate preparation on sound production and its didactics. Furthermore, Muñoz, Aristizabal et al (2002) assert that facilitators might have a strong position against testing pronunciation because of the insufficient grounding on pronunciation assessing. These assertions were proven accurate while noticing how there was no proper instruction in pronunciation, nor any evaluation devices which included this oral constituent of the language.

Students were not able to distinguish whether pronunciation and its testing was included or not in the lessons.

After analyzing data, it was found that students, due to the scarcity of exposure to the language and lack of pronunciation practice, could not recognize when pronunciation was integrated within the lesson. Contrary to what they claimed in terms of evaluation being conducted by the teacher, the latter considered students' pronunciation should not be corrected. Furthermore, there was no evidence of pronunciation testing during the observation period. The next excerpts show what has been stated above:

The Researcher's Journal served as evidence supplier in the next support.

RDJ12.1

"...students seem to believe they are doing just fine in their process".

When we were observing, we registered that when students spoke, they claimed to have learnt much English and to be satisfied with what they knew at the moment. In addition, many students thought that the teacher used to work on pronunciation and that he tested it (as ascertained from the questionnaires). Furthermore, apart from repeating isolated words, there were no pronunciation strategies evidenced during the observations.

The following chart shows the results from a questionnaire students filled.

SCH2.4



Chart 1

It can be inferred from this chart how the vast majority of students believed that the teacher tested pronunciation. In addition, on other accounts of this method, it was found that all students thought pronunciation teaching was included in classes.

The interview performed to the in-service teacher is the source of the next evidence.

ITR3.5

“... Y jamás lo evaluó. Jamás he pensado en evaluar eso porque es un tema como de cierto aliento que hay que dedicarle mucho tiempo...”

From this portion of the teacher's own words, it is important to see how he claims not to evaluate pronunciation. From other excerpts of the interview, it was evidenced how the teacher himself said that students were "always" lost in terms of the oral part of English.

Data collected suggests that students had a misconception on how their pronunciation was and what pronunciation testing entailed due to the fact that there was little work on pronunciation, and pronunciation strategies did not go further than parroting. This misconception can be reflected in chart 1, where most students (71 per cent) claim that the teacher evaluates pronunciation while the teacher himself claimed not to evaluate pronunciation as can be seen in ITR3.5. In addition, the importance which pronunciation must be given was not promoted nor encouraged whatsoever. Once the triangulation process ended, we concluded that students' perceptions emerge from the assumption that repeating isolated words implies working on pronunciation and it might lead them to believe that they are upgrading their pronunciation skills.

In agreement to this finding, Muñoz, Aristizabal et al (2002) claim that there is a disagreement between what learners believe concerning their pronunciation and the actual production evidenced in the classroom. In addition, they highlight this might happen because of the fact that evaluation of pronunciation is a field in which EFL teachers lack expertise. We relate these reasons to what happened in the observed classroom since students probably think that the little work on pronunciation is sufficient for the development of it.

Effective pronunciation teaching techniques were not exploited

Taking into consideration all the sessions which were observed, and all the data collected, it was clear that the numerous techniques suggested by literature, research, textbooks and other sources, such as identifying items from a list, drilling words/sentences, comparing minimal pairs, and using the phonetic symbols, were not implemented to enhance the L2 oral outcome of students. In order to clarify this assertion, supporting data will be introduced:

The next piece of data was taken from the Observations.

OD1.6

“During the class, the teacher asked a student to read a word out loud. The student read the word “Speaking” as /espeikɪŋ/.”

It was evident that even though students tended to utter words with an inappropriate pronunciation, there were no techniques implemented to improve them. For instance, in this case, the teacher could have made use of modeling the sound /i:/ and given further examples so students would start understanding the pattern sound of ‘ee.’

From the Interview to the teacher, the next data emerged.

ITR3.2

“...yo no lo haría (trabajar con símbolos fonéticos. El manejo de la simbología, eso es un enredo.”

Working with phonetic symbols is suggested to be the starting point when working with pronunciation, a strategy which was completely avoided. The teacher himself acknowledged this evasion since he believes that working with them is very confusing for students.

The next excerpt was taken from the Researcher's Journal.

RDJ11.2

“...the rare pronunciation elements dealt during class do not follow any recognised style or didactics to pronunciation other than a few repetition drills with no feedback”

It was clear that useful techniques to address pronunciation improvement, such as working with minimal pairs or drilling words providing proper feedback, could have been implemented. Making use of suggested techniques could improve the phonological aspect in the students' oral outcome.

The analyzed data suggests that all the strategies an English teacher could employ to work successfully on pronunciation were ignored. Proper instruction on phonetics didactics was not a part of the class, and therefore, the approach to oral outcome in terms of producing sounds was inadequate. In contrast to what was found, Bradley-Bennett (2007), Robertson (2003) and Harmer (2011) suggest a series of techniques and procedures to work on pronunciation in class such as identifying items from a list, comparing minimal pairs, monitoring one's pronunciation, separating syllables, slowing the speaking rate, using the phonetic symbols chart, and other elements of the kind. In addition, Rengifo (2009) claims that music promotes pronunciation learning in a relaxed mode. We noticed how none of

these techniques were adopted in the classes, and therefore, the available techniques which exist and which could have been used to improving pronunciation were disregarded.

The language teaching tendencies were not aligned to teaching approaches where pronunciation is embedded.

From the analyzed information, it was witnessed the overuse of L1 in order to explain grammatical patterns, which were, basically, the core of all sessions observed. This fact limited the opportunities to work on pronunciation during class. Supporting data will be introduced to clarify this finding:

The next quotation is part of the Observations.

OR1.1

“Teacher...reviews components of a sentence. The session is developed in Spanish.”

The language of instruction was only Spanish. Throughout the observed lessons, the use of L2 was limited to a few isolated words and in sentences/words written occasionally on the board, which made it impossible for the oral component to emerge. Furthermore, there was emphasis on learning the parts of the sentence.

The following passage was taken from the interview performed to the teacher.

ITR6.2

“...trabajar el armazón, la estructura gramatical, la composición es muy importante. Nosotros estamos empeñados este año en trabajar mucho composición. Comenzamos con el sujeto, nombrando el objeto, tratando de diferenciar algunos masculinos, otros femeninos y otros neutros y luego tratamos de hacer una oracioncita simple. Trabajamos un ‘clause’, luego hacemos la oración completa, que es la ‘sentence’ y sobre esa ‘sentence’ tratar de construir párrafos.”

It was clearly evident how from the teacher's point of view, the aim of teaching English was focused on learning grammar and identifying isolated elements in order to get to a higher level of production skills. It is also necessary to mention that all of these explanations to understand these isolated elements were conducted in Spanish. This focus leaves aside the oral component of the language.

From the Researcher's Journal, it was ascertained what is to be shown next.

RDJ7.1

"...classes are taught in Spanish, which is one of the characteristics of the Grammar-Translation Method..."

It was noticed that, just as in the grammar translation method, the classes were conducted in L1, explaining grammatical patterns from L2. In addition, all approaches to L2 were made exclusively to work solely with words and sentences at the written level.

The support presented hints that the teacher focused the classes on teaching grammatical elements to students (ITR6.2, OR1.1), and what is more, the language of instruction, instead of being L2, was L1 (RDJ7.1). This has an effect in the learning process, for the contact that students have with L2 is limited and unrealistic. Moreover, this little exposure had no communicative aim, which is one of the main reasons for learning another language.

This detection is connected to what Gutiérrez (2005) avows that speaking is one of the skills which is not properly developed at public Colombian schools since there is an exaggerated use of grammar approaches, action which was evidenced in the data collected in this study. In addition, this finding opposes what Murphy (1991, cited in Levis and Grant, 2003) states about pronunciation and how it is embedded with other linguistic

aspects, and for this reason, it should be included in the teaching practice, situation which was not found during the collecting data stage. Furthermore, Morahan (2002) asserts that even though the employment of L1 might have a positive impact -especially in illustrative situations- its usage is not to outweigh the use of L2, which is supposed to be the primary language for communication. We could not identify any instances of this suggestion from Morahan in the sessions observed since L1 was dominant in language instruction and not used for clarification.

To summarize, it was determined from data that the work on pronunciation was addressed only through repetition with no feedback, disregarding the many techniques and procedures suggested by literature and research conducted in the country and overseas, and that the production of sounds was not part of the evaluated component of the language. In addition, the approaches to language teaching which were employed were not connected to approaches which consider pronunciation as an important component of language teaching; finally, students did not seem to be able to recognize what pronunciation and its testing entail.

To finish this chapter, it is apposite to say that the findings which emerged from data analysis set a series of pedagogical and research implications which will be described next.

PEDAGOGICAL AND RESEARCH IMPLICATIONS

Having conducted this study we could see how limited the work in the field of EFL and the teaching of pronunciation in Colombia is. However, this study contributes to the evidence on this affair. Also, it serves as the support for further studies, which can be related to action research aimed at studying the impact of implementing different strategies to work and improve the teaching of pronunciation in Colombian high schools. Additionally, we suggest this study be replicated in other public schools as well as in private ones.

The findings of this study could serve as great help and contribution to further work on language teaching programs. Great work can be made in the matter of how to teach pronunciation at different levels, including of course, high school, and taking into consideration the amount of students per classroom.

As the role of teachers is paramount, the training of teachers on the field of pronunciation should be heeded. This is asserted on the grounds that during the process of learning/teaching pronunciation, it is necessary to include a wide range of techniques which are suggested by other teachers/authors who have already tested them and proven them worthy of implementing. In addition, these elements could lead to pronunciation awareness not only for the teacher, but also for pupils.

Facing the need of expertise on the area, it is important to be aware on the importance of keeping on learning and preparing even if instruction is not given in the process throughout the bachelor degree phase. It has been evidenced how much the field lacks inclusion in the real practice. For this reason, changes, inclusion, and improvements are to be done during the university process.

Finally, it is essential to make sure that English classes are to be instructed in the target language, and that the use of L1 should not be predominant. Furthermore, because of the fact that the main purpose of learning another language is to be able to communicate in an intelligible way with other users of it, the production skills, including pronunciation, should be tested.

CONCLUSIONS

After finishing this study, we can conclude that the role of pronunciation is not given the attention it should receive because of different situations, such as the methodology, inclusion in the curriculum, teacher preparation, and language awareness. It is fundamental for the English course to comprise the study of the language in a more communicative manner, paying special attention to the oral production.

Secondly, pronunciation testing is not a component of the course. Some of the reasons for this avoidance are the lack of training in pronunciation teaching and the reluctance to implement it due to the belief that it is especially difficult for students and time consuming for the teacher. This event does not have a positive impact on increasing students' motivation towards improving the phonological competence. Hence the importance to include the testing of pronunciation in the curriculum of the course.

Thirdly, there is little awareness of the students on what pronunciation is and encompasses. This situation takes place due to the limited exposure of meaningful work on pronunciation and is evident in the students' response to questions related to pronunciation recognition. Therefore, actual work on pronunciation should be executed in order to change the students' perception towards this feature of language.

Next, the many techniques recommended by numerous authors/teachers in the field of pronunciation are not taken into consideration to practice oral outcome understood as sound production. One of the reasons for this circumstance to exist is the disinclination to use suggested techniques and the limited training in pronunciation teaching. This situation can be improved by getting acquainted with what literature in the field proposes to do in terms of working this oral feature.

Finally, the trend towards which language instructions is inclined does not include pronunciation as a fundamental characteristic of L2 to be dealt. This happening is a consequence of the employment of explaining grammatical issues as the core of the class. However, the implementation of a more communicative tendency to language teaching can lead to the inclusion of the oral component of the language as an important element of the English class.

LIMITATIONS

There were a series of events which constrained the study and made it change. Firstly, the little research conducted in Colombia regarding pronunciation teaching made it difficult to compare data and have a richer outcome. The majority of studies we have used have been conducted in different parts of the world, all within the field of EFL or ESL. And since the field has great impact worldwide, we were able to take advantage of the vast work made before.

At the beginning, the study was intended to be conducted in two public schools. However, due to problems of schedule and permissions with the other school, we decided to narrow the study to only one, where other inconveniences, such as cultural events, abruptly change of classrooms, curricular meetings and cancellation of sessions took place without previous notice or planning. These unexpected events caused interruptions for the observations to be conducted, delaying the collection of data. To certain extent, the impossibility to carry out observations at the school was a constraint. There were some moments in which it was difficult or not possible to get to the place, so re scheduling in the calendar had to be made.

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APPENDIXES

Appendix 1

Interview questions performed to the in-service teacher.

1. ¿Usted qué cree que es pronunciación y qué elementos tiene? O sea, ¿Qué se considera dentro de la pronunciación?

2. ¿Qué elementos se incluyen dentro de lo que es pronunciación?

3. ¿Usted expone a sus estudiantes a aspectos de pronunciación?

4. De acuerdo a muchos profesores de inglés alrededor del mundo, la pronunciación no debe ser tratada en el aula de idiomas de manera explícita en los colegios debido a la gran cantidad de estudiantes por aula. ¿Usted qué opina de eso?

5. ¿Y cómo trabajar eso (pronunciación) cuando son grupos muy grandes? Debido a esas condiciones en el proceso de enseñanza y aprendizaje, ¿En qué se podría ver reflejado el trabajo en pronunciación?

6. ¿Qué maneras o qué estrategias utiliza para enseñar pronunciación? ¿Cómo guía esa parte?

Una profesora de otro colegio dice que se debe enseñar los símbolos fonéticos del inglés al estudiar pronunciación. ¿Usted qué opina sobre esto? Sobre enseñar los símbolos fonéticos. ¿Pero no profundiza?

7. Algunos docentes consideran que una de las maneras efectivas de aprender pronunciación es a través de la corrección. Usted considera que esta es una estrategia efectiva? ¿O sea que la corrección sería de manera indirecta?

8. ¿Cuál es el objetivo, el principal objetivo en enseñar pronunciación? Por ejemplo en caso de que los alumnos no sepan pronunciar bien muchas palabras, ¿Qué tipo de estrategias o

actividades utiliza usted para corregir esos errores o ayudarles a desaprender lo que tienen mal aprendido? Digamos que más bien sería enfocarnos en la última parte porque la primera ya la respondió, entonces ¿cómo ayudarles a desaprender ciertas cosas que ellos ya traen?

9. ¿Cómo motivar a los estudiantes para que mejoren en pronunciación, en su pronunciación?

¿Pero cómo maneja entonces el audio y los subtítulos de las películas? ¿Y cuál sería el rol de la autonomía especialmente en el caso de aprender pronunciación?

10. Usted nos decía que (la pronunciación) no está incluida en las evaluaciones y que no la incluye usted, pero ¿Cree que se debería incluir? ¿O bajo qué circunstancias se debería incluir?

11. Volviendo un poquito a la parte de evaluación, el hecho de que en las pruebas de estado, en el icfes, no se evalúe la parte oral, ni listening ni speaking, ¿Eso cómo afecta a la hora de enseñarla?

Appendix 2

Researcher's journal format

While writing the researcher's journal, reflective analysis on what happened during the observed classes and what theory says about the theme were compared and contrasted.

When coding, the researchers' journal instances were marked as RDJ.

Appendix 3

Observation format

For the observations, it was taken into consideration the classroom layout, what the facilitator did in terms of teaching in general (paying special attention to work on pronunciation), and what students did related to understanding and production. When coding, the observation instances were marked as OD and OR.

Appendix 4

Questionnaire format (filled by students)

Cuestionario

1. ¿Cree que aprender la pronunciación del inglés es importante?
A. Sí. B. No. C. ¿Por qué? _____
2. ¿Está incluida la pronunciación en las clases de inglés?
A. Sí. B. No. C. Otro _____
3. ¿Le parece adecuada la manera en que se enseña pronunciación?
A. Sí. B. No. C. Otro _____
4. ¿Considera que el docente de inglés sabe acerca de pronunciación?
A. Sí. B. No. C. Otro _____
5. ¿Considera que el docente pronuncia y habla adecuadamente inglés?
A. Sí. B. No. C. Otro _____
6. ¿Cómo considera usted su pronunciación?
A. Excelente. B. Buena. C. Mala. D. Deficiente
7. ¿El docente evalúa la pronunciación?
A. Sí. B. No. C. Otro _____
8. De las siguientes actividades, ¿Cuáles desarrolla el profesor en clase?
A. Repetición. B. Presentación. C. Diálogo espontáneo. D. Comparación de sonidos.
E. Ninguna.

Appendix 5

Codes

N	Field Notes	Code
1	T drills words without providing feedback	OD1.1
2	T uses L1 in instructions	OD1.2
3	T uses the blackboard in L2	OD1.3
4	T's lack of oral production (L2) in class	OD1.4
5	S's behavior is not adequate	OD1.5
6	Student mispronounces a word	OD1.6
7	Drilling words (No feedback)	OD2.1
8	T drilling words	OD2.2
9	Explanation in L1 of grammatical rules	OD2.3
10	Use of board in L2	OD2.4
11	S's frustration	OD2.5
12	T's suggestion to autonomous practice (pronunciation)	OD2.6
13	T's justification for activities	OD2.7
14	S's engagement in talking to their peers in L1	OD3.1
15	S's failing in doing homework	OD3.2
16	S's lack of attention in class	OD3.3
17	Translation of words from L2 to L1	OD3.4
18	Ss lack of oral production	OD4.1
19	Explanation of grammatical rules in L1	OD4.2
20	S's engagement in activities different from class work	OD5.1
21	Explanation of grammatical rules in L1	OD5.2
22	Using the board writing in L2	OD5.3
23	Explaining grammatical rules in L1	OD5.4
24	Identifying non-class related activities Ss do	OD5.5
25	Identifying S's action inside class	OD6.1
26	Identifying activities different from class-work Ss do	OD6.2
27	T asking for explanations in L1	OD6.3
28	S's oral production in class	OD6.4
29	Grammatical analysis in L1	OR1.1
30	A Ss pronounces one word	OR1.2
31	T drills pronunciation	OR1.3
32	T drills word providing no feedback	OR2.1
33	T reads out loud	OR3.1
34	Ss repeats words with no direction	OR3.2
35	T teaches grammar in L1	OR3.3
36	T uses the board in L2	OR4.1
37	T explains in L1	OR4.2
38	Lack of feedback	OR4.3
39	T's lack of strategies to improving pronunciation	OR4.4
40	T pays no attention to pronunciation mistakes	OR5.1
41	T is not confident about the way he pronounces	OR5.2

42	Lack of attention to pronunciation	OR5.3
43	T pays no attention to pronunciation	OR6.1
44	Ss misbehave during class	OR6.2
45	T focuses on grammatical patterns	OR6.3
46	T does not provide feedback	OR7.1
47	T encourages the use of L1 in English class	OR7.2
48	Ss attitude disrupt the class' flow	OR7.3
49	T uses board making use of L2	OR8.1
50	Activities are explained in Spanish	OR8.2
51	T explains in L1	OR10.1
52	T does not provide feedback for oral production	OR10.2
53	T explains grammatical issues in Spanish	OR10.3
54	Ss are given the opportunity to participate orally	OR10.4
55	Lack of strategies for improving pronunciation	OR10.5
56	The language of instruction is L1	OR11.1
57	T focuses on grammatical issues	OR12.1
58	T focuses on grammatical issues	OR13.1
59	T explains grammar in L1	OR13.2
60	Grammatical explanations in Spanish	OR16.1
61	S participates by writing on the board in L2	OR 16.2
62	Ss oral outcome through repetition of words	OR17.1
	Researcher's Journal	
1	Identifying the weak role of pronunciation	RDJ1.1
2	Use of L1 to teach L2	RDJ1.2
3	Lack o training in pronunciation	RDJ2.1
4	Little use of L2 in the class	RDJ4.1
5	Use of L1 for instruction	RDJ4.2
6	Ss behave in a disruptive way	RDJ4.3
7	Translation from L2 to L1	RDJ4.4
8	Method used in class is grammar translation	RDJ5.1
9	Lack of in-class pronunciation training	RDJ6.1
10	T uses L1 to teach English	RDJ7.1
11	Drilling words providing no feedback	RDJ8.1
12	Ss drilling with no direction	RDJ9.1
13	Ss lack of strategies to learning pronunciation	RDJ9.2
14	Using L1 for instruction	RDJ10.1
15	Little use of L2	RDJ10.2
16	T does not provide feedback on pronunciation	RDJ10.3
17	Little work on pronunciation	RDJ10.4
18	T uses L1 for instruction	RDJ11.1
19	Ss repeat isolated words receiving no feedback	RDJ11.2
20	Ss lack of attention	RDJ11.3
21	Ss lack of engagement	RDJ11.4
	Interview transcript	
1	T perceives pronunciation as culture	ITR1.1
2	T says vowel sounds are difficult	ITR1.2

3	T says he reads aloud as a strategy to expose Ss to pronunciation	ITR1.3
4	T believes Ss are always lost in terms of understanding oral speech	ITR1.4
5	T believes modeling pronunciation is important	ITR1.5
6	T believes it is important to work with pronunciation in class	ITR1.6
7	T believes monitoring is a good strategy for improving pronunciation	ITR2.1
8	T claims the system is not proper in terms of number of students	ITR2.2
9	T believes Ss attitude towards learning is not adequate	ITR2.3
10	T mentions the affective filter is a constrain for assessment	ITR2.4
11	T points out how it is not possible to approach Ss individually	ITR2.5
12	T indicates that showing patterns of pronunciation is a useful strategy	ITR2.6
13	T claims that Ss forget what has been taught regarding pronunciation by the time they are evaluated.	ITR3.1
14	T does not believe it is proper to work with phonetic symbols	ITR3.2
15	T believes it is necessary pronunciation experts to teach it	ITR3.3
16	T claims he makes use of phonetic symbols slightly	ITR3.4
17	T does not evaluate pronunciation	ITR3.5
18	T believes that Ss attitude is usually against what T says	ITR3.6
19	T claims Ss should not be corrected	ITR3.7
20	T says Ss realize their mistakes indirectly	ITR4.1
21	T mentions fossilization as a crucial problem to pronunciation	ITR4.2
22	T believes that while he reads aloud, Ss learn how to pronounce	ITR4.3
23	T says that using songs is a proper strategy to learning pronunciation	ITR4.4
24	T says Ss pronunciation gets better with songs	ITR 4.5
25	T believes watching movies is relevant for improving pronunciation	ITR4.6
26	T says learners make connections between subtitles and sounds	ITR4.7
27	T believes reading subtitles is helpful for learning how to pronounce	ITR5.1
28	T says he is not prepared to teach pronunciation	ITR5.2
29	T says his pronunciation is difficult to understand	ITR5.3
30	T believes pronunciation could be tested within a wider weekly-hour class	ITR5.4
31	T believes since ICFES does not test pronunciation, it is a waste of time to work on it	ITR6.1
32	T claims he works explicit grammar in class	ITR6.2
	Survey	
1	All Ss believe pronunciation is important	SCH1.1
2	Most Ss believe pronunciation is included in class	SCH1.2
3	The majority of Ss think the teacher teaches properly pronunciation	SCH1.3
4	Most Ss believe the teacher knows about pronunciation	SCH1.4
5	Most Ss think T speaks and pronounces in L2 properly	SCH2.1
6	A third of the class considers their pronunciation is not proper	SCH2.2
7	Two out of 5 students think their pronunciation is correct	SCH2.3
8	Most Ss claim that T evaluates pronunciation	SCH2.4
9	Half Ss say T makes use of repetition	SCH2.5
10	A third of Ss say that T makes use of oral presentations	SCH2.6
11	A quarter of Ss say that T compares sounds	SCH2.7
12	A quarter of Ss say they have spontaneous dialogs	SCH 2.8
13	S says it is important to be understood	SWA3.1
14	S claims proper English includes correct pronunciation	SWA5.1

15	S believes a correct pronunciation is key when travelling and for job opportunities	SWA6.1
16	S considers a proper pronunciation is important for life	SWA9.1
17	S considers that correct pronunciation will help get better opportunities in life in the future	SWA10.1
18	S claims proper pronunciation is important when travelling	SWA11.1
19	S says that a correct pronunciation is part of a better learning process	SWA12.1
20	S claims correct pronunciation is important when communicating with others	SWA15.1
21	S claims correct pronunciation is important when communicating with others	SWA16.1
22	S says correct pronunciation is relevant for working	SWA19.1
23	S claims proper pronunciation is important when travelling	SWA20.1
24	S claims proper pronunciation is important when travelling	SWA21.1

Appendix 6

Letter to school

Pereira, 28 de marzo de 2012

Señor Rector

XXXXXX

XXXXXX

Pereira

Cordial saludo:

El programa de Licenciatura en Lengua Inglesa de la Universidad Tecnológica de Pereira, pretende formar profesionales capaces de estudiar y desarrollar todos los aspectos relacionados con la actividad pedagógica, por tal razón, de una manera muy respetuosa les solicitamos su colaboración con el fin de que los estudiantes Jorge Raúl Peláez Gutiérrez, código 1088243542 y Daniel Gómez Toro, código 1088261765 pueda describir e interpretar la manera en que el idioma inglés se enseña y se percibe en el grado noveno de su institución a través de las siguientes actividades:

Observaciones de clase (un grado noveno).

Una entrevista dirigida al profesor del área de inglés.

Una encuesta a los estudiantes.

El objetivo de este ejercicio, es abrir un rango de experiencias y procesos que puedan convertirse en material útil para los futuros profesionales aportando a su crecimiento y desarrollo profesional.

Los estudiantes que realizarán este proceso se identificarán con el carnet que los acredita como miembros de nuestra institución. De antemano reciba nuestros agradecimientos por la colaboración al respecto, con la cual contribuye al logro de nuestro objetivos académicos.

Atentamente

XXXXXXXX

Corrdinador

Licenciatura en Lengua Inglesa

Appendix 7

Teachers' consent form

I am willing/ I am not willing (please cross out the one that does not apply) to participate in the study being conducted by Jorge Raúl Peláez Gutiérrez and Daniel Gómez Toro at this high school.

I understand that the research study will include audio-recording my English lessons. I also understand that my identity will not be revealed and that I can withdraw at any time from the project should I choose to.

Signed: _____

Printed name: _____

Date: _____

Appendix 8

Formato de consentimiento de estudiantes

Estoy dispuesto(a)/ no estoy dispuesto(a) (Tachar la que no corresponde) a participar en el estudio conducido por Jorge Raúl Peláez Gutiérrez y Daniel Gómez Toro en la institución educativa.

Entiendo que el estudio incluirá grabaciones de audio, que mi identidad no será revelada y que puedo retirarme en cualquier momento durante el proyecto si así lo elijo.

Firma: _____

Nombre: _____

Fecha: _____