

THE STATE OF THE ART OF PRONUNCIATION TEACHING IN PRE-SERVICE PRACTICES OF THE ENGLISH
LANGUAGE TEACHING PROGRAM

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LICENCIATURA EN LENGUA INGLESA

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ABSTRACT

The present study aims to report on how the pronunciation component is incorporated by pre-service English teachers in two public schools located in Pereira, Colombia. The participants of the study were nine pre-service teachers from an English language teaching program affiliated to a state university of the aforementioned context, each of them was observed for five lessons during a month. The research was conducted by means of interviewing teachers with the intention of inquiring their perceptions towards pronunciation teaching, and observing lessons following a pre-prepared form that was utilized as a tool for categorizing the strategies and feedback procedures employed by the observed teachers. During the analysis process, the information collected was triangulated, and grounded theory was the method used.

As a result, the researchers of this study found three main findings. Firstly, pronunciation teaching was limited to two main strategies. Secondly, the participants utilized immediate and delayed feedback procedures to correct students' errors. Finally, the pre service teachers revealed their perceptions concerning the aspects that influence pronunciation teaching. The aforementioned implies that it is necessary to empower the future teacher with tools to teach and integrate the phonological component in the EFL classroom. Based on the previous facts, the significance of this study is that the results will serve for future studies in the pronunciation teaching field.

RESUMEN

El presente estudio tiene como finalidad reportar como la enseñanza la pronunciación inglesa es incluida en el aula de clase en dos colegios públicos ubicados en Pereira, Colombia. Los participantes del estudio fueron nueve profesores en formación de un programa de enseñanza del idioma Inglés perteneciente a una universidad pública del contexto antes mencionado, cada uno de ellos fue observado cinco clases durante un mes. La investigación se realizó por medio de entrevistas a los practicantes con la intención de indagar sus percepciones hacia la enseñanza de la pronunciación, y la observación de clases basado en un formulario previamente diseñado que fue utilizado como una herramienta para la categorización de las estrategias y procedimientos de retroalimentación empleadas por los profesores observados. Durante el proceso de análisis, la información recogida fue triangulada, y se utilizó el método de la teoría fundamentada.

En efecto, los investigadores de este estudio encontraron tres resultados principales. En primer lugar, dicha enseñanza se limitaba a dos estrategias principales. En segundo lugar, los participantes utilizaron procedimientos de retroalimentación inmediata y demorada para corregir errores de los estudiantes. Por último, los practicantes revelaron sus percepciones acerca de los aspectos que influyen en la enseñanza de la pronunciación. Lo anterior implica que es necesario facultar a los futuros maestros con herramientas para enseñar e integrar el componente fonológico en el aula de clases. Basado en lo anterior, la importancia de este estudio radica en que los resultados servirán para futuros estudios en el campo de enseñanza de la pronunciación.

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INTRODUCTION

Considering the demands of the society, the National Ministry of Education (MEN) established English Language Learning as a fundamental subject to be covered by the institutions in Colombia. One of the main purposes of English Language Teaching is that the learners are able to communicate effectively. It means that language teachers must integrate all the skills including the pronunciation component because it might affect the capacity to communicate with other language users. In this sense, the current study intends to analyze and describe the state of the art of pronunciation teaching in the English Language Teaching program affiliated to the state university of Pereira. Specifically, the pronunciation strategies, and feedback procedures the pre-service teachers use and their perceptions towards the teaching pronunciation.

In the first chapter of the study, the reasons why the research was conducted will be explained. In this session the researchers will contextualize the importance of teachers' quality, the definition of the phonological competence according to the Common European framework of reference for languages and the problem regarding pronunciation teaching at the local and international level. Finally, the purpose and the impact of the study will be stated.

The theoretical framework corresponds to the second part to the study where important concepts concerning pronunciation teaching are highlighted. It is divided into two constructs which are pronunciation and teaching pronunciation. Each construct entails different components, namely, the concept of pronunciation, its characteristics, the history and scope of pronunciation teaching over the years, some common pronunciation strategies and types of feedback on pronunciation. All these definitions are compared by authors and authorities in the

field of study in order to support concepts necessary for this project. Lastly, current national and international studies are framed to support this research idea.

In the next section, it is explained the methodology applied to conduct the research since this study was conducted as a descriptive case study, it required to report and describe in detail how the pre-service teachers incorporated the phonological component in the EFL classroom, what were the strategies they applied and what feedback procedures they implemented to enhance the learners' pronunciation. This part of the study also explains the context where the project was developed, the participants, how they were selected, their characteristics, the researchers' role and the data collection methods utilized for the research. The methodology is closed by presenting the ethical considerations to be taken into account during the process of data collection and analysis.

After analyzing data, it was found that pronunciation instruction was limited to the implementation of reading aloud and listening- imitation strategies in order to integrate the phonological component in the EFL classroom, and opportunities for pronunciation teaching and practice were disregarded by the participants. Besides, data revealed that immediate and delayed feedback were the main procedures utilized to correct students. Furthermore, pre service teachers' perceptions concerning the aspects that influence pronunciation teaching hindered the teaching-learning of pronunciation. Finally, another section in which pedagogical and research implications are proposed; and a section that provides the limitation and the conclusions of the research paper, followed by the bibliography and samples of evidence are clearly explained.

1. STATEMENT OF THE PROBLEM

Education is a universal human right proclaimed in the Universal Declaration of Human Rights (1948). UNESCO (2005) states the right to education as part of its mission and the fundamental principle of “equality of educational opportunity” as one of its purposes. In addition, the same organization considers that all children, no matter their gender, should have access to quality basic education by right. Improving education and ensuring learning outcomes achieved by all, especially in literacy, is one of the six goals established in the World Education Forum led in Dakar in 2000. However, UNESCO remarks that to achieve this goal, some factors need to be taken into consideration; namely, student/teacher ratio, teacher education, the quality of available infrastructure and the equipment available to both students and teachers.

Teacher’s quality is the keyword for ensuring the quality of education. It implies the process of providing teachers with the knowledge, attitudes, behaviors and skills they require that lead to an effective teaching in the classroom environment (Kumar & Parveen, 2013). Concerning Foreign Language Teaching Education there have been two elements within this area, one focusing on classroom teaching skills and pedagogical issues, and the other on knowledge about language and language learning (Richards, 2008). Therefore, English language teaching (ELT) programs must educate teachers with the previous requirements to be successful in their respective field and at the same time to enhance the quality of education.

In Colombia, the CNA (Consejo Nacional de Acreditación) (2012) seeks to contribute to the quality of higher education by accrediting undergraduate programs. This association guarantees that higher education programs follow the required standards and achieve their purposes and objectives. Particularly for ELT programs, the CNA entails that all of them educate

teachers with a high proficiency level of English based on the communicative competence set by Common European Framework of Reference for languages.

In the same line, the current national English language project *Colombia Very Well* (2014) targets at improving the English language proficiency level in the classroom by designing an integral curriculum in which ELT programs educate teachers to be competent in the linguistic, sociolinguistic and pragmatic areas. These three components empower teachers with both, the communicative competence and the pedagogical skills required in the classroom.

According to the Common European Framework of Reference for languages (CEFRL) (2001), learning a second/foreign language implies to develop a series of competences. One of the competences established by this framework is the linguistic which embraces the lexical, grammatical, semantic, orthographic orthoepic, and phonological. As for the phonological competence, it comprises the knowledge and skills in the perception and production of sounds-units of the language, phonetic features and composition of words, sentence phonetics (stress, rhythm, and intonation), and phonetic reduction (CEFRL, 2001).

This subcomponent of the linguistic competence is an essential element for communicating successfully with others, as said by Celce-Murcia, Briton & Godwin (1996). Thus, the phonological competence is expected to be included in the English as a foreign language (EFL) classroom. Nevertheless, English pronunciation can be one of the most complex skills to be developed “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” (Roach, 2000). In Colombia, some state universities such as Universidad de Antioquia, Universidad de Caldas, Universidad de Nariño, Universidad Nacional

de Colombia and Universidad Tecnológica de Pereira provide English Language students one or two pronunciation/phonology courses that empower pre-service teachers on the phonological component. However, the aim of these courses is to improve their pronunciation rather than learning how to teach it.

However, in Colombian settings, and mainly in public schools, pronunciation instruction is limited to repetition and effective pronunciation teaching techniques are not exploited given the fact that most of the lessons are restricted to the use of segmental strategies (Gomez & Peláez, 2012). In addition to that finding, Gutierrez (2005) argues that the oral skills are not developed in a proper manner and that this problem is caused by different factors such as the number of students per classroom, the insufficient amount of tools for learning and the lack of motivation to learning. This issue is not only evidenced in the national scenario, but also in the international one.

Notwithstanding, from the point of view of Brown (1991) and Baker (2011) pronunciation is not given the importance it deserves, for it has been the “swept under the carpet”. In the same fashion, relatively few teacher education programs offer courses on how to teach L2 pronunciation. Actually, research has indicated that many L2 teachers have received little or no specific training in this area (Breitkreutz, Derwing & Rossiter, 2001; Derwing, 2010; Derwing & Munro, 2005; Murphy, 1997) and that teachers can be reluctant to teach pronunciation due to lack of training in pronunciation pedagogy and/or access to appropriate materials (Macdonald, 2002). The aforementioned means that pronunciation has been given little attention at a local and a global scale in the English Language Teaching scenario.

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Based on these facts, the current study intends to analyze and describe the state of the art of pronunciation teaching in the Bachelor of Arts in English teaching affiliated to the state university of Pereira. Thus, pre-service teachers from the autonomous practicum course were observed and interviewed for describing the inclusion of the phonological component in their classes led in two state schools located in the same region. Considering that there are no studies related to this aspect in the context where this research was executed and with the main intention of covering the gap in research of the topic that was under study, the importance of this study is that the results will serve as a bridge for future studies in the pronunciation teaching field.

1.1 RESEARCH QUESTIONS

- What is evidenced in the pre-service teaching practices in terms of the phonological competence in the classroom?
 - What are the pronunciation strategies, and feedback procedures the pre-service teachers use?
 - What are the pre-service teachers' perceptions towards pronunciation strategies they use in the classroom?

2. THEORETICAL FRAMEWORK

In the previous section, the statement of the problem describing the issue that exists in the literature, theory, or practice regarding pronunciation teaching and that lead to a need for this study was presented. The purpose of this section is to explore a range of issues regarding pronunciation teaching. First of all, from the point of view of several authors the concept of pronunciation and the segmental and suprasegmental aspects that it includes will be described. What is more, an overview about the scope and history of pronunciation teaching will be presented in order to visualize its evolution that began from the direct method to the most recent known as the communicative approach.

For the development of this project, it is necessary to comprehend what pronunciation means due to the fact that this is the field in which the study was based on; however, the main focus of this project is on pronunciation teaching which involves the analysis of pronunciation strategies and feedback procedures.

To start with, it is challenging to provide a specific definition of what pronunciation is since there are different perspectives around this term. In this sense, Yates (2002) refers to pronunciation as the production of sounds used to make meaning. Furthermore, in accordance with Lane (2010) pronunciation is close-related to the oral and aural skills, which influence listening comprehension and fluency. The same author remarks that pronunciation plays an essential role for communication to be successful.

Besides, as stated by Rogerson-Revell (2011) both pronunciation and listening are linked and supported one another. Nevertheless, Gilakjani & Ahmadi (2011) describe pronunciation as a

sub-skill of speaking and as a "cognitive skill for which some people may have more natural aptitude and / or interest and motivation than others, but which everyone can learn to a certain degree if given appropriate opportunities" (p.75). In addition, Rogerson-Revell (2011) agrees on the idea that pronunciation is connected to the speaking skills. However, the author argues that when people speak, they tend to focus on grammar forms and planning what to say with the appropriate words rather than on pronunciation itself. In line with the previous ideas the aim of pronunciation is not only producing isolated sounds but also to allow human beings to communicate effectively.

Yates (2002) says that pronunciation involves segments defined as the specific sounds of a language. They include vowels and consonants that may be voiced or unvoiced depending on the vibration of the vocal cords. According to Lane (2010) segmental aspects comprise the different sounds within a language, which are categorized in two groups: vowels and consonants. On the other hand, Yates (2002) mentions aspects of speech beyond the level of individual sounds, such as intonation, stress, and rhythm that are called suprasegmental aspects. On this point, for the development of this study it is worthwhile to know what these aspects refer to in order to identify them in the English language teaching practicum.

Pronunciation teaching

History and Scope

Through history, different teaching language methods have emerged. The first of them did not focus on the teaching of pronunciation, as a clear example, the grammar-translation method (Celce-Murcia, Brinton, Goodwin, 1996). However, over time, pronunciation started to be included in the following methods.

The direct method was founded by the German scholar and psychologist F. Frankie in 1884, and popularized in the United States in the late 1800s and 1900s by Sauver and Maxilmiliam Berlitz (Richards & Rodgers, 2001). The same authors propose that in this method all teaching is done exclusively in the target language, speech and listening comprehension is taught, and correct pronunciation and grammar is given careful attention. Claimed by Celce-Murcia et al. (1996), in the direct method, pronunciation is taught through imitation and intuition. It means, that students imitate a model which can be the teacher or a recording, and they have to imitate and repeat it in the best way they can in order to improve their pronunciation.

Successor to this method is the popular Total Physical Response developed by Asher (1997), and defined by Richards & Rodgers (2001) as “a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity” (pp. 73). Although Total Physical Response emphasizes on listening without pressure to speak, students start to produce language when they feel confident in understanding and producing utterances (Celce-Murcia et al., 1996).

The following method is the audio-lingual that emerged during the 1940s and 1950s in which pronunciation is taught explicitly from the beginning by using information from phonetics, the visual transcription system and charts. Besides, the minimal pair drill is the main technique employed in the classroom. This technique involves words that vary by only a single sound (Celce-Murcia et al., 1996). Bloomfield (1993, cited in Celce-Murcia et al., 1996) states that this technique “is based on the concept of the phoneme as a minimally distinctive sound” (pp. 4).

The silent way is the name of a method of language teaching introduced by Caleb Gattegno. Richards and Rodgers (2001) argues that the strongest characteristic of this method is that the teacher keeps silent as much as possible while learners are encouraged to speak. Moreover, accuracy of production of sounds and structures are taken into account from the beginning. In contrast to the audiolingual method, in the silent way learners do not need to learn the phonetic alphabet; instead of that, teacher uses material such as: sound-color chart and colored rods (Celce-Murcia et al., 1996). As Richards and Rodgers (2001) explain, the function of these tools is to “serve as associative mediators for students learning and recall”.

Community language learning (CLL) is another teaching method, which was developed by Currant (1976), and it is based on the client-centered learning proposed by Rogers (1951) as cited in Richards and Rodgers (2001). One significant point in this method is that the teacher and learner roles are redefined. In this sense, the teacher can be seen as a counselor and learners as clients (Richards and Rodgers, 2001) who can determine what is to be learned (Larsen-Freeman, 1986). Celce-Murcia et al. (1996) point out that audiotape recorder and human computer are techniques present in this method.

In the 1980s, the communicative approach arose. Skehan (2002) says that Communicative Language Teaching provides opportunities for learners to use the target language for communicative purposes. It is valuable to note that in this approach, the goal is not to acquire a native-like pronunciation but to communicate effectively (Celce-Murcia et al., 1996).

The following chart, taking from Celce-Murcia et al., (1996), condenses how pronunciation has been teaching from different methods in the EFL classroom.

TEACHING PRONUNCIATION: METHODOLOGICAL VARIATION Celce–Murcia, M., Brinton, D. M., and Goodwin, J. M. (1996).

METHOD	FOCUS	TOLERANCE OF PRONUNCIATION ERRORS	METHOD USED	SUMMARY
Grammar-Translation (late 19 th – early 20 th century)	N/A	Relatively tolerant	Teacher correction via lecture/explanation	Little or no attention is paid to pronunciation
Direct Method (early 1900s)	Accuracy	Relatively intolerant	Teacher correction and repetition	Students learn to pronounce by listening to and repeating the teacher's model of a word or phrase.
Audiolingual (1940s – 1950s)	Accuracy	Relatively intolerant	Teacher correction Repetition drill and practice in the language lab Minimal pair drill	Pronunciation is emphasised and taught from the beginning.
Silent Way (1960s)	Accuracy first, then fluency	Not tolerant	Teacher correction cued by sound/color charts and Fidel charts; use of gesture and facial expression	There is a strong emphasis on accuracy of production; words and phrases are repeated until they are near nativelike.

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Community Language Learning (1970)	Fluency, then accuracy	Somewhat tolerant	Teacher correction via repetition	Learners decide what degree of accuracy in pronunciation to aim for.
Total Physical Response and Natural Approach (1970)	N/A	Very tolerant	Native-speaker input	Production is delayed until learners are ready to speak, which gives them time to internalise the sounds of the new language; thus good pronunciation is assumed to come naturally.
Communicative Approach (1980s)	Fluency obligatory, accuracy optional	Relatively tolerant	Learner engagement in authentic listening and speaking tasks.	Communicatively adequate pronunciation is generally assumed to be a by-product of appropriate practice over a sufficient period of time.
Suggestopedia (Developed in the 1970s)	Fluency	Relatively tolerant	Peripheral learning; dialogue dramatisation	Music, visualisation, a comfortable setting, low lights and a new names/identities are used to reduce learner inhibition. Lengthy dialogues are read aloud by the teacher who matches his/her voice to the rhythm and pitch of the music; these are subsequently performed by the learners.

Strategies/ Techniques to integrate pronunciation in the EFL classroom

Teaching pronunciation involves a variety of challenges (Gilbert, 2008). For this reason, some techniques have emerged for "stimulating and monitoring the learning of spoken language" (Yates, 2002). The basic technique in all pronunciation practice is listening and imitating in which students listen and repeat a model as accurately and fluently as they can (Tench, 2005). Celce-Murcia et al. (1996) state that this technique is linked to the Direct Method and it is related to the use of tape-recorders, language labs, and video recorders as materials. Furthermore, the

phonetic training is a technique from the Reform Movement which uses the phonetics transcription to describe and analyze the sound systems of languages (Celce-Murcia et al. 1996). Following the same authors, this technique makes use of articulatory descriptions, articulatory diagrams, and the phonetic alphabet. According to Brown (2012) this last tool is "a set of symbols design to be used for representing the speech sounds of languages" (pg. 3); consequently, it creates a relationship between a written symbol and the sound it represents (Celce-Murcia, et al., 1996).

In addition, Minimal pair drills is a technique that appeared during the Audiolingual method for helping learners to differentiate between similar and difficult sounds in the target language using listening discrimination and spoken practice (Celce-Murcia et al., 1996). This technique "is made for two words which differ from each other by only one phoneme and, as a consequence, differ in meaning" (Arias, 2009, pg. 22). Minimal pairs are important due to the fact that they evidence phonemic categories and establish the meaningful elements of language (Levis & Cortes, 2008). On the other hand, the visual aids are utilized to make more fruitful the teaching-learning process (Joshi, 1995). Celce-Murcia et al. (1996) argue that the use of audiovisual aids such as sound-color charts, Fidel wall charts, rods, pictures, mirrors, props, realia, etc, enhance the teacher's explanations of how sounds are produced and how these devices are also used to cue production of the target sounds.

Tongue twisters are "words difficult to articulate rapidly, usually because of a succession of similar consonant sounds" (Morris, 1975). From the perspective of Iglesias (2009), the object of this technique is to practice as many times as possible, as fast as possible, without mispronunciation. In addition, tongue twister may be promoted by language learners to improve their accent and speech difficulties (Iglesias, 2009). Reading aloud/recitation is a technique that

allows learners to improve their pronunciation (Gabrielatos, 2002). Students use "passages or scripts to practice and then read aloud, focusing on stress, timing, and intonation. This technique may or may not involve memorization of the text, and it usually occurs with speeches, poems, plays, and dialogues." (Celce-Murcia et al., 1996). An advantage is that students can improve their shortcomings in pronunciation when they read aloud (Ariyani, Marbun & Riyanti, 2013).

Recordings of learners' production is another technique which uses audio and video tapes of prepared or spontaneous speeches such as free conversations, and role plays. It gives the opportunity for feedback from teacher/ peers and self-evaluation when playing back the recording (Celce-Murcia et al. 1996). As a consequence, "students are enabled to see their weaknesses and strengths, to repeatedly view any specific part of the recordings to detect their weak points and to learn about the strengths of good presenters, which motivated them to improve themselves" (Yamkate, 2012, p.p 153).

Some other pronunciation strategies to integrate the phonological component such as sounds in different places, annotations, reading phonemes, analyzing the sound system and sound-shapes are useful to work on segmental aspects of the language. On the other hand, role plays, contrasting accents, changing word stress, numbering syllables, mumbling, brazil's annotation system and karaoke serve to enhance intonation, stress, and rhythm which belong to the suprasegmental aspects (Yates, 2002). Brazil's annotation system consist of reasonable visual clarity through using capitals and clear divisions of tone units with // (Stenton, Tazi, &Tricot, 2005). What is more, Rengifo (2009) states that karaoke provides a lot of motivation to students to try to imitate the sound and especially to find a relaxed atmosphere where they can use their English without fear or being criticized. It means that this strategy helps to improve the learners' pronunciation while at the same time having a good experience.

Teaching methods such as direct method, Total Physical Response, Audio-lingual, Silent way, Community language learning and communicative approach are included to facilitate the teaching of pronunciation. Accordingly, some techniques related to these methods have emerged to encourage and supervise the students' learning process of spoken language. In this regard, listening and imitating is incorporated in the direct method, the Phonetic training technique in the Reform Movement, Minimal pair drills in the Audio-lingual method, Visual aids in the Silent way, and Tongue twisters and Recordings of learners' production do not belong to a specific method but are important in the pedagogical practice.

Types of Feedback on Pronunciation

Feedback can be defined as the explanation learners receive when they make an error in a task performance. As the name suggests, corrective feedback is used to give foreign language students information on correctness of what they have linguistically produced and provide them with the correct form of their erroneous production (Hamidi & Montazeri, 2014). Depending on the aim of the feedback, two types of feedback on pronunciation are going to be described: immediate and delayed.

With respect to immediate feedback, it is provided right after a student has responded to an item or problem, precisely after the learner has completed an intervention (Shute, 2007). This type of feedback can help fix errors in real-time, producing greater immediate gains and more efficient learning (Corbett & Anderson, 2001; Mason & Bruning, 2001). According to Clariana (1990) immediate feedback is more appropriated when a student is learning a new difficult task.

On the other hand, delayed is usually considered as the feedback that occurs minutes, hours, weeks, or longer after the learners have completed a task or test (Shute, 2007). Besides, it has been associated with better transfer of learning (Schroth, 1992). Delayed feedback is commonly used when a student is learning a simple task in order to prevent feelings of feedback intrusion and possibly annoyance (Clariana, 1990; Corno & Snow, 1986).

Based on the previous issues that teaching pronunciation implies, it is productive to explore other studies associated to this project.

3. LITERATURE REVIEW

Tergujeff (2012) describes an experimental analysis that focuses on how English pronunciation teaching practices are in Finnish schools from the primary to upper secondary level; in particular, which methods are used and which items are emphasized. The participants of the study were four ELT teachers, each of them was observed for six to nine lessons during one week. The research was conducted by means of a pre-prepared observation form that was utilized as a tool for categorizing the teaching methods employed by the observed teachers. As a result, it was found that each of the participants had a particular way to teach pronunciation, but in general, the pronunciation teaching was discovered to be pragmatic and teacher-led, and traditional teaching methods were included. The analysis concluded that it was evidenced that a strong emphasis on segmental level (phonemes) is difficult for L1 Finnish-speaking learners especially on sibilants and affricates; despite the emphasis on suprasegmental in pronunciation teaching literature, explicit teaching of suprasegmental aspects of speech was neglected by the observed teachers. Therefore, this paper has relevant information for this study inasmuch as it provides updated information; its results are useful as they describe each teacher and the exercises that are used to teach pronunciation and to identify the methods implemented during the development of the class.

In addition, Gomez & Peláez (2012) led an experimental analysis that presents the state of the art in pronunciation teaching/learning in a public school in Pereira. The participants of the study were students from ninth grade of this school. The study was conducted by observing

lessons, interviewing teachers, and completing surveys from students in order to collect data.

Consequently, it was found that the importance pronunciation deserves in the EFL classroom was not given, and when occasions to approach it were provided; they were not effective even though several techniques were implemented. The analysis concluded that pronunciation was not tested, and the students did not seem to know what pronunciation involves. In addition, it was recognized that classes were guided in Spanish, which reduced the opportunities for upgrading this sub-skill, and that teaching pronunciation and communicative English in general should be considered and implemented. Although the context and the participants differ, the aforementioned papers include elements that offer the foundation for supporting this project.

4. METHODOLOGY

In previous sections, the problem regarding pronunciation teaching as well as the theory necessary to guide the study were presented. Next, different elements relevant to the design of the study will be covered. Firstly, considering that the object of study is the state of the art of pronunciation teaching in the pre-service teachers' practices, this research will be led under the parameters of the qualitative descriptive interpretive case study. Secondly, this session will deal with the context, setting, participants, researchers' role, data analysis and collection methods, and finally, the ethical considerations.

4.1 Type of research

This study was conducted under the constraints of the qualitative approach given the fact that it took place in a natural setting, which was the English language Teaching program, in order to analyze the pronunciation instruction guided by the pre-service teachers in the EFL classroom. Denzin and Lincoln (2009) agree that qualitative research studies specific population in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. What is more, this research project is qualitative because it employed different data collection methods to gather the pre-service teachers' views; the strategies and feedback procedures applied regarding pronunciation teaching.

4.2 Type of study

Concerning the type of study, this research is a case study inasmuch as it follows three characteristics. The first one is particularistic which means that the researchers intend to analyze the state of the art of pronunciation instruction in the pre-service teachers' practices. In addition, it is descriptive due to the fact that the final product was a description of the pronunciation strategies and feedback procedures pre-service teachers incorporated. The last characteristic is heuristic which means that case studies help researchers to understand the state of pronunciation instruction (Merriam, 1998). Besides, a case study reports on the results obtained from the particular researched population, but it does not intend to generalize the results.

From the point of view of Merriam (1998), interpretative case study demonstrates, supports, or challenges prior assumptions concerning pronunciation teaching that the researchers had before collecting the data. Additionally, this type of case study conveys explanations, interpret and explain the participants' perceptions towards pronunciation teaching, and all the information collected by the researchers in terms of pronunciation strategies and feedback procedures observed in the pre-service teachers' classes (Dobson, 2006).

4.3 Context

The research was executed at a high quality state university located in the southeast of Pereira, Risaralda. It offers a variety of academic programs with around 18,000 students. One academic program is the Licenciatura en Lengua Inglesa that aims to professionalize teachers with the ability to improve the quality of education in English language teaching as a foreign language, particularly in Risaralda. On this detail, the English Language Teaching program covers a complex curriculum with the purpose of accomplishing its mission.

4.4 Setting

The English Language Teaching program affiliated to the state university was founded in 2004, and currently it has approximately 700 students, and since its foundation, it has prepared students with the ability to respond to the demands of the society. Furthermore, it intends to achieve excellent levels regarding humanistic, technological and research training, and undoubtedly, in the practice of teaching, research and social projection. To achieve this, language learners have to study during ten semesters and to fulfill all the subjects established in the curriculum; two of them are guided and autonomous practicum in which learners have to teach English as a foreign language at two public schools of the city.

The autonomous practicum course, which is taken by students from tenth semester, focuses on developing strategies for the improvement of the professional skills of the Licenciatura students. This course has an intensity of five hours per week and equally number of credits. In the first stage, students attend in-class sessions in order to discuss, observe, reflect upon, share, and implement ideas and principles for ELT. During the second stage, students teach in schools where the program has the agreement with. They are observed by the course facilitator during some of their teaching practices and receive feedback and suggestions in order to improve their teaching skills.

4.5 Participants

The participants involved in this project were nine pre-services teachers, who were enrolled in the autonomous practicum course. They corresponded to the 30% of the whole population, and they were selected based on non-random convenience sampling. Fraenkel and Wallen (2012) suggest that in non-random sampling, the participants have not an equal and independent probability to participate. According to the same authors, convenience sampling consists on forming specific groups who conveniently are available for the study and the researcher's schedule.

Following the previous idea, the population was characterized by having completed the linguistic and pedagogical subjects such as four English courses, applied linguistics, professional development and curriculum design. Besides, they had taken two pronunciation courses in which they received initial instruction on pronunciation teaching. The group of participants was constituted by five females and four males' undergraduate students whose average ages range from 22 to 33 years old. They were in tenth semester and their English proficiency level was approximately B2 according to the CEFRL. The participants spent three hours per week teaching English as a foreign language in the public school.

4.6 Researchers' role

During the process of collecting data, the researchers assumed the role of complete observers. Merriam (1998) points out that this role implies the gathering of information by observing the individual or individuals without affecting or disturbing the situation, for this reason, the researchers must gain access and be accepted by the group of people (pre-service teachers) being observed. According to Fraenkel and Wallen (2012), complete observer consists

on observing what happens in a group without influencing the actions of the same. In this study, the researchers centered their attention on the use and inclusion of pronunciation strategies, techniques and feedback incorporated in the classroom.

4.7 Data analysis and collection methods

The qualitative methods that the researchers used as means of data collection were observations, interviews and researchers' journals, which were implemented according to this type of study given the fact that they were the sources to answer the research questions, and to triangulate the data collected.

Regarding the data analysis, the researchers transcribed the information from the interviews and the observation format for a later interpretation in their researchers' journals. In order to analyze the data obtained from these methods, the grounded theory was the method utilized for the analysis of data. According to Williams (2015), grounded theory is an inductive methodology in which a theory emerges from the data collected. It is characterized by following a rigorous procedure in which codes are grouped into concepts, then into categories, and finally these categories become the basis for a new theory (Charmaz, 2008).

In the present research project, three methods will be used to gather data:

4.7.1 Observation

The reason to include this data collection method is that this study focuses on finding answers to "wh" questions, particularly "what" questions. The observations provided an in depth and rich understanding of the state of the art of pronunciation instruction in the pre-service teacher's practices. In line with these ideas, the researchers implemented this method with each

participant one hour per week during a month by using an observation format (see appendix 1). It includes pronunciation strategies (segmental and suprasegmental), type of feedback, task related to pronunciation and teachers' instruction with the purpose of documenting the pronunciation strategies and feedback procedures the pre-services teachers applied in their lessons. According to Larsen-Freeman (2000) observation is defined as the closely watching of events, happenings, and interactions as they occur in the natural setting (The English language teaching program of a public university of Pereira). In addition, Johnson & Christensen (2012) say that observation involves all the detailed description of the phenomena taking extensive field notes about what happens.

4.7.2 Interview

Semi-structured interviews were implemented because they allowed the researchers to develop a profound understanding of the topic by probing the pre-service teachers' answers. In this respect, this type of interview was guided by the researchers once at that end of the data collection process in order to inquire the participants' performance during their classes. As Gillham (2000) claims, an interview is an oral exchange usually between two people in which the interviewer elicits particular information from the interviewee. This method was suitable to gather information about the participant perceptions, beliefs, opinions, and feelings regarding a specific topic (Johnson & Christensen, 2014). Interviews were useful for this study because it intended to identify the perceptions of the pre-service teachers towards pronunciation teaching. One type of interview highlighted by Merriam (1998), is semi-structured interview that is characterized by containing a mixture of highly structured and unstructured/informal questions (see appendix 2).

4.7.3 Researcher's journals

This instrument was utilized inasmuch as it is a valuable tool for describing and reflecting the state of the art of pronunciation instruction in pre-service teachers' practices (Merriam, 1998). After conducting each observation, the researchers wrote their insights and perceptions on the journals about the information collected, and these served as a source of data. Based on Merriam's ideas (1998), the researcher's journal is an instrument in which the researchers can write their thoughts, views and feelings regarding the data collection process. Thus, these journals are shared with colleagues for comparing the data of the investigation.

4.8 Ethical considerations

This subsection aims at providing the necessary considerations to be taken in this study in order to avoid deception, intrusiveness and subjectivity, and this way to assure that the research project is reliable and valid. It is important to follow these parameters since this project will benefit the English Language Teaching Program given the fact that it serves as a base land for future studies and proposals in the field of pronunciation.

Firstly, following the ethical conduct, a formal letter (see appendix 3) asking for permission to guide the study was delivered to the director of the program in order to avoid intrusiveness. Once there was approval from the director, the pre-service teachers to be under study received a consent form (see appendix 4) in which it was specified that no one else (other than perhaps a few key research assistants) had access to the data, and pseudonyms were utilized to guarantee that the names of the pre-service teachers were not revealed in any publications that

describe the research. Furthermore, all participants in the study had the right to withdraw from the study or to request that data collected about them not be used.

From the perspective of Fraenkel and Wallen (2012) in a qualitative study, much depends on the perception of the researcher. All researchers have certain biases; accordingly, the subjectivity was avoided by using a variety of instruments to collect data, some of them from the participants' perceptions and others from the researchers', and they were analyzed by using triangulation (Fraenkel and Wallen, 2012). Observing the situation of interest, which was the state of the art of pronunciation teaching in the teaching practicum classes over a period of time (a semester) was another procedure for enhancing validity and reliability. In the same fashion, the whole project and the instruments to collect data were validated by asking for the opinion of an expert on the pronunciation field. On the other hand, the interview and the observation format were piloted to indicate the accuracy or precision of the measuring instrument.

5. FINDINGS AND DISCUSSION

The purpose of this section is to present, describe and support with evidence three findings and their respective sub-findings which emerged after completing the data analysis process. The data found is associated to the pronunciation strategies, feedback procedures and the pre service teacher's perceptions towards pronunciation teaching.

5.1 Pre- service teacher instruction evidences a limited knowledge on the strategies to integrate the phonological component in the EFL classroom.

Data reported that the pre-service teachers implemented the teaching of English pronunciation in their practicum; nevertheless, it was restricted to reading aloud and listening-imitation strategies. It means that the participants focused their attention on strengthening grammar and listening rather than incorporating new pronunciation strategies in their lessons. Furthermore, some opportunities that might be used for pronunciation teaching were neglected by the participants. These issues were evidenced in different pieces of data; namely, the classroom observations, teacher's reflections and interviews.

5.1.1 Reading aloud and listening- imitation the main strategies for incorporating the phonological competence.

The inclusion of the phonological competence in the EFL classroom revealed that reading aloud and listening- imitation were the only strategies used by the pre service teachers. This is illustrated during several activities in which learners were exposed to read aloud pieces of texts and to repeat isolated words or sentences; however, the pre service teachers only ask students to repeat once certain patterns of pronunciation.

The following extract is the first support for this finding that is taken from an interview in which the pre-service teacher was inquired about the pronunciation strategies used in the lessons.

IN1P1: *“La estrategia que siempre utilizo es listening and imitation donde los estudiantes tiene que repetir la palabra que la profesora dice... ellos la repiten varias veces. Algunas veces la utilizo con algunos estudiantes; repitan todos juntos y luego digo... bueno, repítanme esta palabra. Es la única estrategia de pronunciación que yo uso”*

The teacher expressed in the above extract of an interview that listening and imitation is the only pronunciation strategy he uses for enhancing his students' pronunciation. Additionally, in other passage of the same interview the participant was aware of the fact that he is not able to teach pronunciation using the phonemic chart. Based on what is explained, it is interpreted that the participant has the philosophy that pronunciation teaching is only focused on teaching the phonetic symbols. This shows the teacher's assumptions towards the teaching of pronunciation, which leads the researchers to believe that there is limited knowledge regarding the integration of the pronunciation teaching.

The second support for this finding was evidenced during a classroom observation in which the participant was presenting the differences among races around the world:

ON1 P3: *The pre-service teacher asks students to repeat single words:*

Teacher: Guys, repeat

- *White*

- *Indian*

- *Bamboo*

- *Black*

In the situation above, researchers observed that the teacher shows flashcards with images that represent different races with the purpose of introducing vocabulary, and after that she asks students to repeat chorally each word once. Then, the teacher asked some students to repeat specific words based on the images. This strategy was implemented without checking that all learners were pronouncing the words accurately.

Concerning pronunciation strategies used in the classroom by the pre-service teachers, it was observed that some participants utilized segmental and others supra-segmental pronunciation strategies inasmuch as activities that involve reading aloud and listening and imitation were implemented. To illustrate this, the participants tended to make students repeat new words related to the topics that they were teaching. The pre-service teachers' purpose was to introduce vocabulary without making sure if students' pronunciation improved or not. It was evidenced when the teacher asked students to repeat each word only once chorally. Also, teacher did not make sure if all the students were participating and if they had the correct pronunciation. Teacher integrated listening and imitation as one of the main pronunciation strategies; however, data revealed that the strategy could be addressed in such a way that students benefit more from its application. This finding goes in line with other national research conducted by Gomez and Peláez (2012) who found that "*the only work which can be related directly to pronunciation was the small number of repetition activities the teacher conducted in rare occasions*". (P.21). It means that although listening and imitation is a pronunciation strategy, it was not well exploited and used with the purpose of improving students' pronunciation but as an activity to present unknown vocabulary.

Further evidence taken from a classroom observation the pre-service teacher proposed an oral presentation in which students had to read their poster aloud about one country and its main characteristics such as customs, food and dances.

ON2 P4: T asks Ss to read the posters they made about a country and its characteristics: customs, food, dances:

Word: Chinese

Students' pronunciation error: / Chines/ Teacher's correction: /tʃaɪ 'ni:z/

In the previous excerpt, some learners were in front of the classroom reading their posters aloud regarding a specific country. Throughout the presentation, one of them mispronounced the word “Chinese” assuming that the pronunciation was similar to his native language; the teacher noticed that error and corrected him by only saying the word with accuracy. The main goal of the reading aloud activity was focused on improving learners' English pronunciation and at the same time their reading skill. The aforementioned indicates that the promotion of the phonological awareness is not addressed during the lessons since the teacher does not explain that the target language has a variety of sound units, which are different from the first language.

The next sample was obtained from a classroom observation in which students' task consisted of reading short sentences related to the races and their characteristics:

ON2 P3: Teacher encourages students to read sentences aloud from a short text.

- *Her hair is usually long*

- *Her eyes are light*

- *Her lips are slim.*

The sample data above demonstrates the use of reading aloud as a simple activity to reinforce the topic without strengthening the learners' English oral production. The majority of students, who participated in the activity, produced sentences properly and they could communicate the message of the reading since they had listened to those words in previous sessions. Although the pre-service teacher realized that few of students made the same pronunciation mistake regarding the word "light", he did not try to work on it.

After interpreting the data, it is worthwhile to highlight that participants incorporated reading aloud by asking students to read some sentences of a specific text. However, it was perceived that the aim of these activities was not centered on enhancing the learners' pronunciation as there was little emphasis on correcting their errors and when there was correction, the pre-service teachers did not model the articulation or asked learners to repeat. It was noticed that the amount of students and lack of time limited the pre-service teachers' opportunities to offer feedback on mispronounced words. Furthermore, the reading aloud activities were not focused on supra-segmental aspects mentioned above namely stress, timing, and intonation. In contrast, an international research led by Martinez (2014), reported that reading aloud helps students to improve their English pronunciations if it is utilized with the purpose of enhancing the oral production. The aforementioned shows that in this study the reading aloud pronunciation strategy was not used appropriately according to the purpose it had.

5.1.2 Opportunities for pronunciation teaching and practice are disregarded.

After having analyzed data, it revealed that teachers discarded some helpful occasions to incorporate the phonological competence in the EFL classroom. It indicates that in many English activities, pronunciation teaching was granted the least attention since the participants developed activities in order to present vocabulary without taking advantage of different strategies for practicing the students' pronunciation.

This is illustrated by the following excerpt from the researchers' journal in which the teacher presented a list of personality adjectives without asking students to repeat and practice pronunciation several times:

RJ3ON3P3:

When the teacher asked some students to describe their personality by using the question "what are you like?" most of the students used the adjective "sociable"; however, they pronounced /'sociable/ rather than /'səʊfəbl/. Although the pre-service teacher noticed that it was a common pronunciation mistake, she did not try to work on pronunciation.

In the previous portion of data, the researcher expressed that the pre-service teacher presented a set of adjectives for describing students' personality. She utilized flashcards of different people who represented each adjective. The teacher read aloud the words once, and some students repeated after her. After presenting the adjectives, the participant asked students to describe themselves by using the previous words, most of them defined their personality with the utterance "I am sociable". Nevertheless, they pronounced the adjective as it sounds in their mother tongue, the teacher perceived the error and she corrected it by

saying /'səʊfəbl/ once. In spite of the fact that the teacher exposed the learners to the precise pronunciation, they continue with the same mistake. In this regard, the opportunity for using strategies to practice pronunciation was unattended since the participant did not take into consideration the learners' mistake and she did not implement activities that could have been helpful for enhancing the learners' English oral production.

The data gathered from a classroom observation shows how the pre-service teacher introduced vocabulary related to the time. He employed slides supported by written words and pictures, then he read the sentences and automatically some of the learners repeated what the teacher said:

ON2P6

- *24 hours*
- *Days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday)*
- *A second, a minute, sixty seconds, an hour, sixty minutes, a day, a week, a month , a year and 365 days.*

This evidence confirms that chances for including the phonological competence were not recognized by the teacher. What is more, the amount of vocabulary presented could have been appropriated for using pronunciation strategies; however, the teacher's desire to present all the words in a short period of time, with the purpose of moving to the next activity, hindered the process of pronunciation teaching. Throughout the activity, few students participated actively by repeating after the teacher. This fact led the participant to assume that all learners comprehended the words and produced them with an intelligible

pronunciation; nonetheless, it was observed that most of the students were not active participants in the class since they preferred to do other activities and to remain silence.

The following graphic supports the pre-service teachers' perceptions towards the importance of teaching pronunciation in the EFL classroom. It shows how grammar prevails over the phonological component:



The graphic demonstrates that the majority of the participants consider that grammar plays the most important role in the class since teachers center their attention on developing the use of language rather than the students' oral production. On the other hand, other pre-service teachers agree on the idea that other factors namely the type of school, the teacher, the amount of students and the time affect the inclusion of the phonological component.

According to the data and the graphic above, researchers interpret that pre – service teachers disregarded several opportunities for giving instruction on pronunciation and utilizing strategies to enhance English oral skills. The results of this study confirms what Gutierrez (2005) says about the oral skills; he argues that they are not developed in a

proper manner and that this problem is caused by different factors such as the number of students per classroom, the insufficient amount of tools for learning and the lack of motivation to learning. In line with this, some of the activities conducted by the teachers did not have a positive impact on supporting the students' oral skills given the fact that the aim of those activities was centered on presenting new vocabulary. The aforementioned highlights that on some occasions, the participants did not benefit from the activities for creating awareness and stressing the importance of pronunciation in the EFL classroom. In the same fashion, Gomez and Pelaez (2012) found that considerable opportunities to work on pronunciation which could have had a positive influence on students learning process were ignored. Relying on the data gathered and the previous research, it is possible to say that teachers are not totally empowered with aptitude to recognize meaningful chances for practicing and improving English pronunciation.

5.2. Immediate and delayed feedback evidenced on pronunciation instruction.

As for this finding, the researchers acknowledged that participants provided two types of feedback on the students' pronunciation errors. Those varieties are related to the activities implemented in the classroom. The first one is immediate feedback which went hand in hand with the reading aloud strategy since it allowed the teachers to interrupt the learners and correct them at the moment they mispronounced a word. In addition, the pre-service teachers applied delayed feedback as soon as the learners finished their intervention; however, both procedures were limited to underscore the error without verifying that students comprehend the correct pronunciation and pronounce the word accurately. This finding is supported by different methods; namely, the classroom observations, teacher's reflections and interviews.

5.2.1 Immediate feedback on reading aloud activities seemed to be not very significant for the learning process

The data yielded by this study provides evidence that some teachers corrected the students immediately. This was exemplified on different occasions in which the teacher asked the learners to read aloud sentences, paragraphs or posters and subsequently, provided immediate feedback as soon as the error was made. Nonetheless, the researchers perceived that it was purposeless as the pre-service teachers corrected just some of the students' error only once without confirming whether they internalized the appropriate pronunciation or not.

The following excerpt taken from a classroom observation shows how the students were asked to read aloud a poster about Colombian history. During the presentations, one student pronounced a word as in Spanish, and the pre-service teacher provided immediate feedback:

ON3P4:

Word: History

Student pronunciation: /'istory/

Teacher's feedback: /'hɪstəri/

In the previous passage, some learners were in front of the classroom reading their posters aloud concerning Boyacá's battle. During the presentation, one of them mispronounced the word "history" assuming that the consonant "H" is silent as in Spanish; the teacher noticed that error and corrected him by saying the word properly. Nevertheless,

the teacher did not take advantage of any pronunciation strategy for explaining students that “H” in some words is voice and in others voiceless. This proves that the purpose of this exercise was not focused on enhancing the learners’ oral accuracy or preventing future mispronunciation, but on learning about Colombian history; therefore, it seemed not to be very significant since the teacher did not use a strategy to help the students to learn the correct pronunciation.

In the next extract obtained from an interview, the participant expressed the type of feedback he provides to his learners when pronunciation errors emerged:

IN1P7:

“Si es una lectura por lo general yo trato de hacerlo en el mismo instante, o sea en el momento en el que el cometió el error para que él sea consciente que si lo dijo de esa manera y lo corrija inmediatamente”.

The available evidence confirms that the immediate feedback is used by the teacher to correct pronunciation errors while students are reading aloud a text. The teacher explained in the above sample of an interview the reason why he employs this procedure. He argues that learners have to raise awareness on their errors, and an effective way to do this is by interfering on the learners’ oral performance.

The data collected outlines that teachers used immediate feedback as a way to correct the learners’ errors. It was observed during some lessons led by the participants that there is a tendency to correct students’ errors at the moment that they mispronounce a word or a sentence. It is evidenced when the teachers interrupt the learners to emphasize on their errors by pronouncing appropriately. Nevertheless, from the perspective of the researchers,

the immediate feedback is not having the impact that teachers expect since they only provide the correct pronunciation without the application of any strategy. Probably, it occurs because the amount of students in the class and the lack of taking advantage of strategies to improve students' pronunciation; these facts seem to be affecting the way teachers provide feedback. Consequently, the students do not internalize the corrections and fall into the same error. It is demonstrated in different activities of the lessons when students mispronounce the words that have been already rectified. Although the pre-service teachers realize that there is a common mistake on pronunciation, they do not try to correct again as they assumed that saying the word accurately is enough for the students to improve their pronunciation. Following the previous facts, it is possible to deduce that immediate feedback is the most common type of feedback utilized for implementing reading aloud strategy given the fact that errors are corrected instantly through the development of this activity. Even though the teachers provide this type of feedback, they do not center on raising students' awareness on pronouncing well.

5.2.2 Delayed feedback is restricted to highlight the error.

The gathering information reported that the other type of feedback some participants provided is delayed. It was demonstrated on different situations in which the teacher took notes on the students' errors and waited until they finished their oral presentation to correct them. However, it was noticed that the feedback process on pronunciation did not have positive results on the learners' oral performance as it was limited to underline a list of mispronounced words without applying pronunciation strategies. This occurs because the pre-service teachers take for granted that exposing the learners to the correct pronunciation once is sufficient for students to enhance their phonological skill.

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The next sample was retrieved from a classroom observation in which the students' task consisted of talking about the activities that they did in the holy week. Throughout the oral presentations, some words were mispronounced by the students, and the pre-service teacher did not interrupt them and preferred to reinforce the pronunciation of those words at the end:

ON3P7:

1. *Word: pool*

Student pronunciation: /pol/

Teacher's feedback: /pu:l/

2. *Word: pry*

Student pronunciation: /pri/

Teacher's feedback: /praɪ/

3. *Word: watched*

Student pronunciation: /gʌtʃəd/

Teacher's feedback: /wɑ:tʃt/

In the previous excerpt, some students were in front of the classroom talking about past events concerning the holy week; they spoke during one minute utilizing the Past Simple Tense. Although the pre-service teacher realized the mispronunciation of some nouns and verbs, he decided to give delayed feedback by pronouncing each word correctly. The students were exposed to the accurate pronunciation only once; consequently, the correction was not significant since students did not have the opportunity to compare their own pronunciation with the target model. The foregoing facts show that there was no good pronunciation training as the majority of the teachers did not explain to their learners

neither how to pronounce regular verbs in past tense nor the phonological rules of a duplicated vowel.

In the following passage of an interview, the participant was asked about the specific moment in which the feedback on pronunciation is given:

IN1P1:

“Yo los corrijo después de que pronuncian mal. Yo los dejo que digan la oración completa y luego les repito la oración con la buena pronunciación para que ellos entiendan”.

The prior quote reports that the teacher gives feedback on pronunciation after the students' oral performance. Conversely, it is evidenced that the teacher's feedback is restricted to repeating the mispronounced sentence accurately instead of prolonged practice by the learners. For instance, in another passage, the same participant exemplifies how this process is developed. When the participant notices phonological errors, she corrects them by producing the utterance accurately without helping the learners to be aware of the right pronunciation.

The data collected summarizes that the learners' phonological errors are corrected at the end of their oral performance. This feedback procedure was demonstrated on some lessons guided by the participants in which the learners were developing oral presentations. In this type of exercises, it is common that students make phonological errors, and it is an opportunity for teachers to correct and enhance the learners' oral accuracy. The researchers observed that the most common type of feedback used in oral presentations is delayed since the pre-service teachers preferred to allow the learners finish their intervention and write down the errors in order to highlight them at the end. This confirms what Hedge (2000)

says about avoiding interruptions during oral speeches. The author believes that there is no use interrupting and giving feedback since the learner is focusing on his/her speech, and therefore not able to concentrate on any feedback given. Even though the participants of this study provided feedback at the end, this process was not meaningful inasmuch as it was evidenced that the learners continued making the same mistakes. In this situation, the pre-service teachers did not take into consideration the strategies and training received during the two pronunciation courses the English language teaching program offers. One of the reasons could be related to previous curriculum in which pronunciation courses were taught in first and second semester where possibly, the students had not acquired academic awareness about the importance of learning a variety of strategies for teaching pronunciation.

Data reveals that the pre-service teachers employed immediate, delayed and a mixture of both types of feedback in order to correct the students' phonological errors. The following graphic summarizes the information obtained from the interviews and the searcher's journal. It shows how the participants responded to the learners' utterances containing errors:

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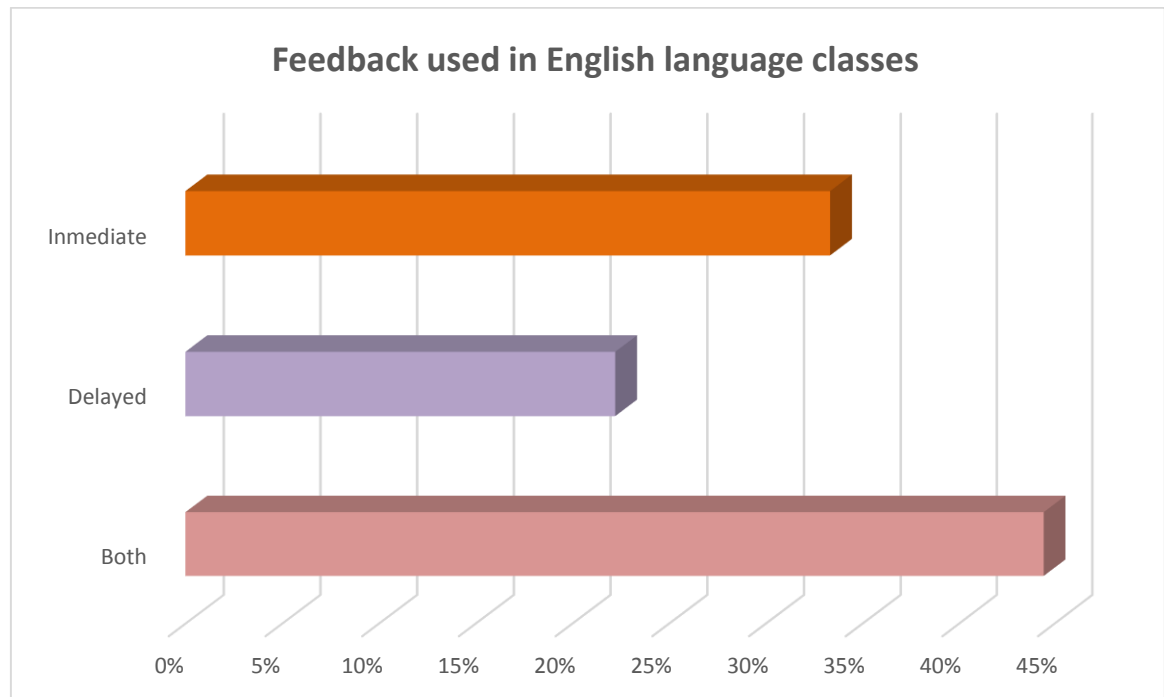


Figure 2: feedback used in English language classes

The above mentioned statistics are divided into immediate, delayed and a combination of both types of feedback on the learners' oral production. Figure indicates that in English language classes, immediate feedback was used by 33% of the participants while the delayed type was provided by 22% of them. However, the teachers claimed to use a mixture of both types in most of the occasions. It can be inferred that depending on the situation the students receive immediate or delayed feedback. For instance, if the learners are reading aloud, teachers prefer to correct them instantly after the error is made. On the contrary, if it is an oral presentation, the teacher uses delayed feedback as the learners are focused on their speeches, and therefore, they do not concentrate on the feedback given and get distracted. The majority of the teachers considered that a mixed is needed depending on the activities developed (Rydahl, 2005). However, data confirmed that they were unsuitable

ways of providing feedback as the teacher highlighted the errors excluding whether the feedback had impacted the learner's oral production or not.

5.3 Pre service teachers' perceptions concerning the aspects that influence pronunciation teaching.

This finding gathers the participant's perceptions regarding the teaching of pronunciation in their English classes. According to the data collected from the interviews, the researchers realized that it exists a lack of training when pre-service teachers design activities for promoting pronunciation learning. Participants expressed that the pace of the lesson could be affected if they incorporate pronunciation strategies. Additionally, there is a fear of affecting the students' motivation towards the learning of the foreign language due to repetitive error correction. Besides, pre-service teacher believe that other skills deserve more attention in comparison to the phonological one. Finally, there is a philosophy that the pronunciation teaching should be implicitly developed throughout the lesson.

5.3.1 Lack of training for designing pronunciation activities.

During the interview process, the participants pointed out that they do not feel prepared for implementing activities in order to reinforce pronunciation learning. The pre-service teachers expressed that they found it difficult to design exercises that allow learners to improve the phonological component in the EFL classroom.

In the following excerpt of an interview, the participant was asked about the factors he considers that affect the inclusion of pronunciation teaching:

IN1P1:

“En lo que yo he enseñado, no me siento en la capacidad de enseñar pronunciación por los símbolos fonéticos. Un día lo intenté y fue difícil porque los estudiantes se confundieron; entonces yo pensé que era mi manera de enseñar pronunciación. Yo no sé cómo enseñar pronunciación para que los estudiantes entiendan, ellos no saben qué es eso y por eso es difícil”.

Based on the participant’s answer, it is possible to affirm that that pre-service teachers feel that there is not enough preparation for teaching English pronunciation. What he claimed in the passage allows the researcher to infer that the pre- service teacher has a teaching philosophy connected to the explicit way of promoting the phonological component since he believes that pronunciation is restricted to teach the phonetic symbols. This demonstrates that pronunciation is not totally included by the interviewee inasmuch as he considers that it is difficult and that he does not how to guide this process.

5.3.2 Teaching pronunciation is time consuming and it affects the pace of the class

After analyzing the participants’ perceptions towards including pronunciation teaching, it was found that the instruction on it affects the rhythm of the class given the fact that the teacher spends a lot of time monitoring each students’ oral performance and correcting their errors. In this sense, the participant affirmed that the procedures are delayed and as a consequence the pace of the class is altered.

The following evidence illustrates the pre-service teacher’s reasons of avoiding to give feedback during an oral presentation conducted by his students:

IN1P3:

“aaa de todas maneras yo tenía que seguir con el ritmo de la clase, yo les tengo un blog a ellos donde aparece la pronunciación de las palabras. Ese blog yo lo tomo como apoyo para ellos y para no afectar la lesson y terminar en el tiempo establecido”.

The available evidence shows that the pre-service teacher gives more importance to accomplish all the procedures of the lesson plan rather than correcting each error that emerged during an oral presentation. It seems that the participant prefers to overlook the mispronounced words since the process of correction requires too much time. What he does is to publish the errors on a blog with the purpose of saving time and guarantee the pace of the class. The foregoing reason permit researchers to deduce that the participants restrict feedback procedures because the time is limited and they have to cover all the activities planned.

5.3.3. Fear of affecting students' motivation for learning English

Data reported that the pre-service teachers prefer not to overwhelm students with many corrections since they feel that learners' motivation and their interest about the target language could be affected. Most of the time, the participants highlight the relevant errors rather than correct all the mispronounced words with the purpose of avoiding alterations regarding learners' self-confidence, mood, emotions, attitude and anxiety.

This is illustrated by the following excerpt from an interview in which the participant was commenting about the feedback procedures that she includes in the class:

IN1P7:

“Yo corrijo mis estudiantes de una manera más bien implícita, que ellos no sepan que están siendo corregidos, sino que ellos de la clase se sientan cómodos y en

confianza. Yo les digo que es normal que ellos se equivoquen por apenas están aprendiendo”.

The previous quote reports that students are exposed to the correct pronunciation of the words in an implicit way. The participant expresses that it is an appropriate way to provide feedback and not to affect the learners' affective filter. In addition, she utilizes motivating words after the corrections by stressing that errors are part of the language learning process. It demonstrates that the pre-service teacher has a pedagogical awareness of avoiding to affect students' self-esteem and their interest towards English language learning. The aforementioned permits to state that overcorrection is avoided inasmuch as it is regarded as intrusive and it could disturb the students' attitude or the environment of the class. The teacher does not focus on each error made by the students given the fact that she believes that the learners can feel frustrated and their self-esteem can be affected.

5.3.4. Other skills deserve more attention than pronunciation

Data shed light on the fact that the participants focused their classes on the grammar component. This was evidenced during the interview process in which they consider that the majority of the teachers design a lesson plan focused on improving students' written use of language rather than enhancing the whole communicative competence. It means that most teachers think that others skills are more important than including pronunciation strategies in the EFL classroom.

The entry below corresponds to an interview in which it is asked about the inclusion of the phonological component in the EFL class:

IN1P2:

“Pues en algunos casos, sí, pienso que el componente de pronunciación es el menos desarrollado. Los profesores no se enfocan mucho en la pronunciación, siempre son en la gramática, que conjuguen bien los verbos y que escriban bien”.

The previous passage illustrates the perception of the interviewee about whether pronunciation is the least component developed in an English class or not. She agrees that commonly, English teachers focused their attention on explaining verbs' conjugation and grammar mistakes rather than giving importance to the oral production. This leads researchers to deduce that the participant believes that teaching grammar has greater impact on the learners' English learning process than other skills. This reflects the teacher's philosophy which is based on the assumption that by teaching structures of the language and grammar patterns, learners will be able to communicate messages without any pronunciation mistake.

5.3.5 Pronunciation should be implicitly developed

After analyzing the passages of the interviews, it can be argued that pronunciation teaching is not explicitly included in the lesson plan; on the contrary, it is a procedure that emerges based on the learners' oral performance during the class. It indicates that pre-service teachers do not plan to incorporate pronunciation strategies as a process for learners to accomplish a better oral communication.

The information collected from an interview supports the previous idea. In this, a pre-service teacher is asked for the reason why he does not include the phonological component in his class:

IN1P9: *“Yo en mis lesson plan como aspecto digamos elemental no incluyo la pronunciación como aspecto a desarrollar dentro de la clase porque como ya lo dije*

es algo que el docente a través de su experiencia y a través de la clase misma desarrolla implícitamente en los estudiantes”.

The existing piece of data explains the reason for teaching pronunciation in an implicit manner. Participants consider pronunciation in their classes without a specific previous planning or with a clear purpose.

This finding addresses the participant's teaching philosophy which is influenced by their belief to focus on other skills rather than on pronunciation. Also, their lack of training on pronunciation contributes to the previous idea and, therefore, teachers are afraid to demotivate their students by teaching this component claimed to be difficult. In this finding, it was observed that participants agree on this fact. For instance, they concentrated their classes on developing activities that promote the use and practice of grammar skills leaving oral communication aside. According to Schmidt (2010), grammar is insufficient in itself if it is not used and practiced for functional goals. Likewise, explicit instruction in pronunciation should be given to foreign language learners since they need to be aware of the spoken system of the language in order to decode messages and produce them (Hişmanoğlu, 2006). This final idea claims once again the necessity and importance teaching pronunciation has.

6. PEDAGOGICAL AND RESEARCH IMPLICATIONS

After conducting the present study and analyzing its findings, some pedagogical and research implications have emerged which may be useful for future research studies and for language teaching education. Researchers realized that there is a limited research regarding pronunciation teaching in Colombia; nevertheless, this study serves as a contribution to the EFL field. It provides support for future research papers, which can be associated to action research aimed to improve and create strategies that can help the pre-service teachers to incorporate effective pronunciation strategies and feedback procedures in the classroom.

The findings obtained in the current study have important implications for English language teaching programs. In this sense, a monitoring project can be implemented for pre-service teachers with the purpose of training them and guaranteeing the enhancement of the phonological component in the teaching practicum.

Concerning the training, especially in instruction, the pre-service teachers should be empowered with a wide range of feedback procedures, pronunciation strategies and related activities in order to avoid disregarding useful opportunities to teach pronunciation in the pedagogical practices. In terms of research implications, it is imperative to start doing research on the effectiveness of certain pronunciation strategies in the EFL classroom, and it is necessary to conduct an analysis of what strategies or techniques work better in each population. Thus, this process could create teachers' phonological awareness about the importance of including pronunciation teaching in their lessons.

7. CONCLUSIONS

After conducting the present study, it can be concluded that pre-service teachers evidence limited knowledge on pronunciation strategies and the incorporation of the same in the classroom. For this reason, pronunciation is given reduced consideration throughout their classes despite having opportunities to include it, which are often disregarded. Besides, when this component is considered, two main and repetitive pronunciation strategies are used.

Secondly, feedback on learners' pronunciation is provided in both immediate and delayed form considering the types of activities being developed; nonetheless, they are not always efficient for enhancing the learner's oral production as the feedback is limited to highlight errors without contributing learners to understand them or checking the learners' correct pronunciation of the word/sentence.

Finally, pre-service teachers consider that their reluctance to promote the phonological competence on their learners is straight related to their lack of training on this matter, which does not enable them to design pronunciation activities. In addition to the previous issue, the length of the classes and the idea that this component might overwhelmed the learners are other reasons for pre-service teachers to focus on other skills.

8. LIMITATIONS

There were a series of situations which constrained the research and made it change. First of all, a national teachers' strike delayed the data collection process and reduced the observation process since the classes at the two institutions were cancelled for approximately three weeks. Therefore, the researchers could not complete the number of observations initially established.

In addition, at the beginning of the observation process some participants were reluctant to be observed inasmuch as they felt intimidated and they considered that the presence of an observer could alter the students' behavior. However, learners accustomed rapidly to this procedure.

Finally, on some occasions due to cultural events and cancellation of sessions, re scheduling in the calendar had to be made in order to continue with the class observations.

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10. APPENDIXES

Appendix 1: Observation format

OBSERVATION FORMAT

Name:

Grade:

Time:

Observer:

Pronunciation strategies		Strategy procedure	Type of feedback	Task related to pronunciation	Teachers' instruction on pronunciation
Segmental	Suprasegmental				
Minimal pairs	Role plays				
	Contrasting accents				
Tongue twister	Reading aloud				
Listen and imitate					
Sounds in different places	Changing word stress				
Annotations	Numbering syllables				
	Mumbling				
Reading phonemes	Brazil's notation system				
Analyzing the sound system	Karaoke				
Soundshapes					

Appendix 2: interview questions

1. Cree usted que el componente menos desarrollado en una clase de inglés es pronunciación? Qué piensa acerca de eso?
2. Utiliza usted estrategias para enseñar pronunciación?
3. Qué resultados positivos o negativos ha obtenido?
4. Corrige los errores de pronunciación en los estudiantes?
5. En qué momento corrige los estudiantes cuando cometen los errores de pronunciación?

Appendix 3: School consent letter.

Pereira, marzo _____ de 2015

Señor,

xxxxxx

Rector

Colegio _____

Pereira, Risaralda

Cordial saludo:

El programa de Licenciatura en Lengua Inglesa de la Universidad Tecnológica de Pereira es un programa académico que responde a la necesidad de profesionalizar docentes capaces de mejorar el nivel educativo de la región en el aprendizaje del inglés como lengua extranjera. Por lo anterior, de una manera muy cordial le solicitamos su colaboración con el fin de que los estudiantes Karen Gissel Calderón Ruiz, identificada con C.C 1111793818, Jhony Alexander Ríos Vélez, identificado con C.C 1088014513 y Laura Andrea Toro García, identificada con C.C 1088308257 puedan realizar observaciones de clase a los estudiantes de la Licenciatura en Lengua Inglesa que están llevando a cabo su práctica docente en el colegio _____. El propósito de estas observaciones de clase es hacer un estudio descriptivo y un diagnóstico sobre como los futuros docentes desarrollan las clases de inglés en términos metodológicos. 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 su colaboración que contribuye al logro de nuestros objetivos académicos.

Atentamente,

Enrique Arias Castaño

Director

Licenciatura en Lengua Inglesa

Appendix 4: 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 Karen Gissel Calderón Ruiz, Jhony Alexander Rios Velez and Laura Andrea Toro Garcia students at the English Language Teaching Program from Universidad Tecnológica de Pereira.

I understand that the research study will include the observation of my English lessons. I also understand that my identity will not be revealed and that I can withdraw at any time from the project.

Signed: _____

Printed name: _____

Date: _____