



**PONTIFICIA
UNIVERSIDAD
CATÓLICA
DEL ECUADOR
SEDE AMBATO**
SERÉIS MIS TESTIGOS

**DEPARTAMENTO DE INVESTIGACION POSTGRADOS
Y AUTOEVALUACION**

TEMA:

STRATEGIES TO IMPROVE ENGLISH PRONUNCIATION IN YOUNG LEARNERS.

Tema de investigación previo a la obtención del título de Diploma Superior en Metodologías Comunicativas del idioma Inglés.

AUTOR:

LENY PATRICIA GAMBOA SILVA

DIRECTOR:

LIC DPL SYLVIA RIVERA

Ambato – Ecuador

Diciembre 2010

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SEDE AMBATO

DEPARTAMENTO DE INVESTIGACION POSTGRADOS Y

AUTOEVALUACION

HOJA DE APROBACIÓN

Tema:

STRATEGIES TO IMPROVE ENGLISH PRONOUNCIATION

IN YOUNG LEARNERS.

Autor:

LENY PATRICIA GAMBOA SILVA

Sylvia Mariela Rivera Simba, Lic. Dpl.

f. _____

DIRECTORA DEL TEMA DE INVESTIGACION.

Telmo Viteri, Ing

f. _____

DIRECTOR DEL DEPARTAMENTO DE

INVESTIGACION, POSTGRADOS

Pablo Poveda, Abg

f. _____

SECRETARIO GENERAL PUCESA

DECLARACIÓN DE AUTENTICIDAD Y RESPONSABILIDAD

Yo, Leny Patricia Gamboa Silva portadora de la cédula de ciudadanía No. 160032622-5 declaro que la investigación que presento como informe Final, previo la obtención del título de Diplomado Superior en Metodologías Comunicativas del idioma ingles son absolutamente originales, auténticos y personales.

En tal virtud, declaro que el contenido, las conclusiones y los efectos legales y académicos que se desprenden del trabajo propuesto de investigación y luego de la redacción de este documento son y serán de mi sola y exclusiva responsabilidad legal y académica.

Leny Patricia Gamboa Silva

CI. 160032622-5

THANKS

I want to express my gratitude to Pontificia Universidad Católica del Ecuador Sede Ambato for giving me the opportunity to continue my career successfully. As well as to professor Diplomada Sylvia Rivera , who guided this important investigation on strategies to improve English pronunciation for young learners, with her such valuable experience.

RESUMEN

Los lenguajes son sistemas de sonidos, palabras y métodos para expresar sentimientos y de esta forma aprender un lenguaje toma tiempo. Cada sistema es diferente y requiere reorganizar los pensamientos de uno, el contacto con el lenguaje y un poco de práctica. Los profesores se han dado cuenta que en el colegio los estudiantes muestran una falta una buena pronunciación en el lenguaje inglés y tienen dificultad en interactuar con las personas. Los maestros han decidido hacer la experiencia educacional más productiva a través de una investigación para utilizar un método que es basado en crear ideas y estrategias que incluyen habilidades de comunicación, competencias comunicativas, y factores que influyen la pronunciación. Por ejemplo las habilidades de comunicación son identificadas tales como dialogo, narrador de una historia, modelos a imitar, y correcta pronunciación a través del acento en la silaba. Adicionalmente los componentes lingüísticos, sociolingüísticos, pragmáticos ayudan a desarrollar una efectiva comunicación .Edad, aptitudes, actitud y motivación to do influyen pronunciación. En este sentido, los profesores pueden ayudar a los estudiantes a obtener un mejor sentido en la expresión del lenguaje y desarrollar estrategias didácticas para mejorar su pronunciación y participación.

SUMMARY /ABSTRACT

Languages are complex systems of sounds, words and methods to express sentiments and thus learning a language takes time. Each system is different and requires reorganizing one's thoughts, contact with the language and lots of practice. Teachers have realized that in high school students show a lack of good English pronunciation and have difficulty interacting with people. Teacher have decided to make the educational experience more productive through a research to use a method that is based on creating ideas and strategies that include communication skills, communicative competences and factors that influence pronunciation. For example, communication skills are identified such as dialogue, storytelling, role playing and correct pronunciation through syllable stress. Additionally, linguistic, social linguistic and pragmatic components help develop effective communication. Age, aptitude, attitude and motivation all influence pronunciation. In this manner, teachers can help students obtain a better sense of language expression and develop didactic strategies to improve their pronunciation and participation.

TABLE OF CONTENTS

Resumen.....	v
Abstract	vi
Introduction	1

CHAPTER I.

1.1. Communicative skills.....	2
1.1.1. What is dialogue	2
1.2. What is story telling	4
1.3. Role playing	8
1.4. Pronunciation syllable stress.....	9

CHAPTER II.

2.1. Communicative language competences.....	10
2.1.1. Linguistic Competences.....	10
2.1.1.1. Lexical competence	12
2.1.1.2. Grammatical Competence.....	14
2.1.1.3. Semantic competence.....	16
2.1.1.4. Phonological Competence	17

2.1.1.5. Orthographic competence	19
2.1.1.6. Orthoepic competence	19
2.2. Sociolinguistic competence	20
2.2.1. Linguistic markers of social relations	20
2.2.2. Politeness conventions	21
2.2.3. Expression of folk wisdom	23
2.2.4. Dialect and accent	23
2.3. Pragmatic competence	25

Chapter III

3.1 Factors influencing pronunciation Mastering	28
3.1.1. Age.....	28
3.1.2. Aptitude.....	29
3.1.3. Learner attitude and motivation	30

Bibliography.....	31
-------------------	----

Annexes

Annex 1	32
Annex 2	33
Annex 3	34
Annex 4	35
Annex 5	36
Annex 6	37
Annex 6	38

Annex 7	39
Annex 8	40

INTRODUCTION

The purpose of education is to gain the necessary knowledge and skills to be informed about science and make reasonable decisions. The function of education therefore is to teach one to think intensively and to think critically. It is important to take into account that in many high schools in Ecuador most students speak Spanish and English is taught as a second language being part of the curriculum.

Teachers realized that in the mastery of speaking skills young learners at high school have poor English pronunciation and difficulty interacting with people. It is because English is a foreign language, students make many syntax mistakes and pronunciation mistakes, they pronounce certain sounds incorrectly or with difficulty, they do not have a wide knowledge and ability to use vocabulary and language organization. All of this is related with his or her age and attitude.

The goal of the teacher is to look for strategies to improve English pronunciation. They should be applied in the English class focused on speaking skills and encourage to show a positive attitude in the classroom. They are communicative skills, communicative language competences and pronunciation mastery.

CHAPTER I

1.1 Communicative Skills

The communicative approach to teach foreign languages is based on the idea of building up and developing communicative skills and one of the crucial factors for its realization are the learner strategies. Despite the fact that learner strategies are taken as a key factor in teaching and learning various aspects of the foreign language like conversation focused to dialogue, storytelling, role playing, pronunciation syllable stress are the most important to improve pronunciation.

1.1.1 What is dialogue?

To start with it would be better to define what it means. In general, dialogue is a special kind of discourse employing distinctive skills to achieve mutual understanding.

Linguistically speaking, it is a term used very frequently in applied linguistics to refer to conversations serving to fulfill one or more purposes in language teaching such as contextualizing or setting the scene, focusing the attention on the meaning, familiarization, creation of new utterances, etc. According to Pat Pigg (1976:291) dialogues are meaningful natural excerpts of conversation focused on one point of English usage and capable of stimulating further conversation. That is to say, a

dialogue in foreign language teaching, as we usually understand it, is a natural conversation to be presented either orally or in writing, practiced, and drilled in class,(Pilleux, 1969:203).

1.1.2 Why do we use dialogues?

It is accepted that language is primarily speech and its primacy is valid in a correct communication. We, foreign language teachers, believe that communicative skills should be developed as much as possible if we want our pupils to communicate appropriately in the target language. One of the reasons for using dialogues, most probably the underlying purpose, is to enable learners to promote their communicative competence through which they can get the ability to be able to use the target language appropriately. The other factors could be to stress on the language items such as vocabulary, structure, pronunciation and culture.

According to Daniel Yankelovich and Dr Steve Rosell 2008. There is a procedure how to promote the dialogue. (See annex 1)

1.2 What is story telling

Storytelling is a creative art form that has entertained and informed across centuries and cultures (Fisher, 1985), and its instructional potential continues to serve teachers. Storytelling, or oral literature, has many of its roots in the attempt to explain life or the mysteries of the world and the universe to try to make sense out for things,

(Tway,1985).In doing so, the characters and themes in the stories have become cultural and often cross-cultural archetype of historic and continuing importance (Lasser, 1979).Even in today's technological world,we have not changed to such a degree that archetypes presented in traditional literature are no longer applicable.(Livo and Riezt, 1986)Storytelling has been used as a means of communication since earliest times. Many religions started with a person who told stories that conveyed values in a memorable and moving way, and which were also capable of being understood at many levels. Storytelling; however, today is becoming one of the key ingredients to managing communications, education, training, and innovation in the 21st century. Educators have long known that the arts can contribute to student academic success and emotional well being.

According to June Baner,1997"For a classroom teacher who wishes to use storytelling, it is best to begin by choosing a simple story with only a few characters and an uncomplicated plot. The story should have action, the plot should be understandable to the listeners, and the events of the story should have a definite climax that leads to a conclusion the students will find satisfactory".

1.2.1 Why to use story telling

When teachers need to improve English pronunciation in their classroom, it is important to develop interaction, the use of language, vocalization, physical movement , gestures , active imagination involved in storytelling .According to Gross, Amelia and Batchelder, Mary, 1986 there are the following examples:

1. Storytelling is interactive.

Storytelling involves a two-way interaction between a storyteller and one or more listeners. The responses of the listeners influence the telling of the story. In fact, storytelling emerges from the interaction and cooperative, coordinated efforts of teller and audience.

2. Storytelling uses words.

Storytelling uses language, whether it is a spoken language or a manual language such as American Sign Language. The use of language distinguishes storytelling from most forms of dance and mime.

3. Storytelling uses actions such as vocalization, physical movement and/or gesture.

These actions are the parts of spoken or manual language other than words. Their use distinguishes storytelling from writing and text-based computer interactions. Not all nonverbal language behaviours need to be present in storytelling. Some storytellers use body movement extensively, for example, whereas others use little or none.

4. Storytelling presents a story.

Storytelling always involves the presentation of a story—a narrative. Many other art forms also present story, but storytelling presents it with the other four components.

Every culture has its own definition of story. What is recognized as a story in one situation may not be accepted as one in another. Some situations call for spontaneity and playful digression, for example; others call for near-exact repetition of a revered text.

5. Storytelling encourages the active imagination of the listeners.

The storytelling listener's role is to actively create the vivid, multi-sensory images, actions, characters, and events—the reality—of the story in his or her mind, based on the performance by the teller and on the listener's own past experiences, beliefs, and understandings.

There are many cultures on earth, each with rich traditions, customs and opportunities for storytelling. All these forms of storytelling are valuable. All are equal citizens in the diverse world of storytelling.

According to National storytelling Network. 1994 There is a procedure on how to encourage students story telling development (See annex 2)

1.3 Role playing

Role playing is a useful technique for thinking about difficult situations before they occur, so that you have good pre-prepared responses for the different eventualities that can arise. Role playing can also be used to analyze problems from different perspectives, to spark brainstorming sessions, to experiment with different solution to a problem, to develop team work and help group problem –solving.

According to H. Douglas Brown, 1994 “Role-playing happens when a group of people act out roles in a particular scenario. The scenario is usually based on a problem that needs a solution, a situation that needs to be more closely examined, or a case or issue that demands a different perspective.

The issue of pronunciation is very stressful for the students; however, using creative Drama tasks can alleviate the pressure and make for a fun, relaxed atmosphere that encourages real speech production. Creative drama is a platform in which students move in a free space, which allows for movement around the room, acting out, connecting in pairs or groups, communicating, and being able to express oneself in an unstructured, unrestricted environment. Here are some creative drama ideas”

1.3.1 Why to use role playing?

In speech practice, it is necessary to consider opportunities for language development through drama that provides the ultimate multi-sensory learning experience, it is inclusive and it supports the learning of a foreign language.

According to H. Douglas Brown, 1994“Whether they are auditory, visual or kinesthetic learners, the staging of a play in a foreign language offers a variety of opportunities for language acquisition. Songs are integral to this kind of theatre, as are games and dance. The association of words with their visual representation clearly helps those who see to learn.

Whatever their linguistic competence, a useful contribution can be made and even if a child has two words to say, synergy demands that their contribution is valued. In any case, they have the chance to listen.

Repetition is a valuable learning tool and this is repetition with a purpose. Whether the production is for their own school or a wider audience, the children must practice and accent may be corrected 'sideways on' – 'No, remember you are angry. Say it like

this. There are several ideas that teacher can create to develop speaking skills related to role playing” (See annex 3)

1.4Pronunciation Syllable stress

According to Peter Roach, 1991“Any pronunciation experts say that learning to use **syllable stress in words** is the best way to improve your American English pronunciation. That is because when you use American English syllable stress correctly you create the speech rhythm that Americans use to identify words.Although you cannot see syllable stress in the written form of the language, you need to know that in spoken English one syllable in each word always receives strong stress or emphasis while the other syllables are reduced.For example- 90% of two syllable English nouns are stressed on the first syllable and 60% of two syllable English verbs are stressed on the second syllable.The vowels in stressed syllables take on a special quality in spoken English. These vowels are lengthened and pronounced with a high pitch. This makes words sound comprehensible to American listeners. When you are speaking you really need to lengthen the vowels in stressed syllables”

1.4.1 Why practice intonation and stress

This feature takes a look on how intonation and stress influence the way English is spoken. This "how to" focuses on improving your pronunciation through the recognition of the "time-stressed" character of English.

Teacher is continually surprised to see how much his/her student's pronunciation improves when they focus reading sentences focusing on only pronouncing the 'stressed' words well! This feature includes practical exercises to improve your pronunciation skills by improving the stress-timed character of your pronunciation when speaking in full sentences.

Communicative skills developments are focused in language interaction through interpret contexts; negotiate meaning, physical movements, active imagination to build a real speech production. There are several strategies. (See annex 4)

CHAPTER II

2.1 Communicative language competences

For the realization of communicative intentions, users/learners bring to bear their general capacities such as: study skills, heuristic abilities, and the independence in his or her learning and use of language, with a more specifically language-related Communicative competence. They need to get the ability to use new words, organize the meaning, relation of the words, and identify sounds, and linguistic aspects. Communicative competence in this narrower sense has the following components; linguistic, Sociolinguistic and Pragmatic competences, these are focused to promote the interaction among people according to the cultural development.

2.1.1 Linguistic competences

According to the Common European Framework of reference for languages. "No complete, exhaustive description of any language as a formal system for the expression of meaning has ever been produced. Language systems are of great complexity and the language of a large, diversified, advanced society is never completely mastered by any of its users. Nor could it be, since every language is in continuous evolution in response to the exigencies of its use in communication. Most nation states have attempted to establish a standard form of the language, though never in exhaustive detail for its presentation, the model of linguistic description in

use for teaching the corpus is still the same model as was employed for the long-dead classical languages. This 'traditional' model was, however, repudiated over 100 years ago by most professional linguists, who insisted that languages should be described as they exist in use rather than as some authority thinks they should be and that the traditional model, having been developed for languages of a particular type, was inappropriate for the description of language systems with a very different organization. However, none of the many proposals for alternative models has gained general acceptance. Indeed, the possibility of one universal model of description for all languages has been denied.

Recent work on linguistic universals has not as yet produced results which can be used directly to facilitate language learning, teaching and assessment. Most descriptive linguists are now content to codify practice, relating form and meaning, using terminology which diverges from traditional practice only where it is necessary to deal with phenomena outside the range of traditional models of description. It attempts to identify and classify the main components of linguistic competence defined as knowledge of, and ability to use, the formal resources from which well-formed, meaningful messages may be assembled and formulated. The scheme that follows aims only to offer as classificatory tools some parameters and categories which may be found useful for the description of linguistic content and as a basis for reflection. Those practitioners who prefer to use a different frame of reference are free, here as elsewhere, to do so".

(Common European Framework, 2001, p109)

According to the Common European Framework of reference for languages. They should then identify the theory, tradition or practice; they are the following:

Here, we distinguish:

- 1.1 Lexical competence; L
- 1.2 Grammatical competence;
- 1.3 Semantic competence;
- 1.4 Phonological competence;
- 1.5 Orthographic competence;
- 1.6 Orthopedic competence.

(Common European Framework, 2001, p109)

Progress in the development of a learner's ability to use linguistic resources can be scaled and is presented in that form below as appropriate. (See annex 5).

2.1.1.1 Lexical competence

It refers to knowledge of, and ability to use, the vocabulary of a language consists of lexical elements and grammatical elements.

Lexical elements include:

- a) Fixed expressions, consisting of several words, which are used and learnt as wholes.

Fixed expressions include:

According to the Common European Framework of reference for languages, Expressions, greetings, proverbs, phrasal idioms, intensifiers; they are identified in the following examples:

- How do you do?
- Good morning! etc.
- Be off with you!
- Phrasal idioms, often:
- semantically opaque, frozen metaphors, e.g.:

He kicked the bucket (i.e. he died). It's a long shot (= unlikely to succeed).

Intensifiers their use is often contextually and stylistically restricted,

e.g. as white as snow (= 'pure'), as against as white as a sheet (= 'pallid').

Grammatical elements belong to closed word classes, e.g. (in English):

- Articles (a, the)
- Quantifiers (some, ah, many, etc.)
- Demonstratives (this, that, these, those)
- Personal pronouns (I, we, he, she, it, they, me, you, etc.)
- Question words and Relatives (who, what, which, where, how, etc.)
- Possessives (my, your, his, her, its, etc.)
- Prepositions (in, at, by, with, of, etc.)
- Auxiliary verbs (be, do, have, modals)
- Conjunctions (and, but, if, although)
- Particles (e.g. in German: ja, wohl, aber, doch, etc.)

(Common European Framework, 2001, p111)

Illustrative scales are available for the range of vocabulary knowledge, and the ability to control that knowledge.(See annex 6)

2.1.1.2 Grammatical competence

Grammatical competence may be defined as knowledge of, and ability to use, the grammatical resources of a language. According to “common European framework of reference for languages (1986-1996)“Formally, the grammar of a language may be seen as the set of principles governing the assembly of elements into meaningful labeled and bracketed strings (sentences). Grammatical competence is the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences in accordance with these principles (as opposed to memorizing and reproducing them as fixed formulae). The grammar of any language in this sense is highly complex and so far defies definitive or exhaustive treatment. There are a number of competing theories and models for the organization of words into sentences. It is not the function of the Framework to judge between them or to advocate the use of any one, but rather to encourage users to state which they have chosen to follow and what consequences their choice has for their practice. Here we limit ourselves to identifying some parameters and categories which have been widely used in grammatical description”.

According to Common European framework of reference for languages (1986-1996) the description of grammatical organization involves the specification of:

- Elements, e.g.: morphs

Morphemes-roots and affixes

Words

- Categories, e g: number, case, gender
 - Concrete/abstract, countable/uncountable
 - (in) transitive, active/passive voice
 - Past/present/future tense
 - Progressive, (im)perfect aspect

- Classes, e.g.: conjugations
 - Declensions
 - Open word classes: nouns, verbs, adjectives, adverbs, closed word
 - Classes (grammatical elements)

- Structures, e.g.: compound and complex words
 - Phrases: (noun phrase, verb phrase, etc.)
 - clauses: (main, subordinate, co-ordinate)
 - sentences: (simple, compound, complex)

- Processes (descriptive), e.g.:
 - Nominalisation
 - Suppletion
 - affixation
 - gradation
 - transposition
 - transformation

- relations, e.g.: government

Concord

Valency

(Common European Framework, 2001,p 113)

The grammatical resources promote to analyze accuracy related with a general linguistic range that is applicable across of the languages.

2.1.1.3 Semantic competence

Deals with the learner's awareness and control of the organization of meaning.

Lexical semantics deals with questions of word meaning, e.g.:

According to Common European framework of reference for languages.

- Relation of word to general context:

reference;

connotation;

exponence of general specific notions;

- interlexical relations, such as:

synonymy/antonymy;

Hyponymy;

Collocation;

part-whole relations;

componential analysis;

Translation equivalence.

(Common European Framework, 2001, p115)

Users of the Framework may wish to consider what kind of semantic relation learners are equipped/required to build up/demonstrate? Many unknown answers related to communication are treated in this Framework.

According to the Common European Framework of reference for languages “Linguistic competence is treated here in a formal sense. It refers to language like highly complex symbolic system. Many factors can be identified according to components of communicative competence, knowledge (largely unconscious) of and ability to handle formal structure. Also, of this formal analysis should enter into language learning or teaching is a different matter. The functional/notional approach adopted in the Council of Europe publications Wastage 1990, Threshold Level 1990 and Vantage Level offers an alternative to the treatment of linguistic competence. Instead of starting from language forms and their meanings, it starts from a systematic classification of communicative functions and of notions, divided into general and specific, and secondarily deals with forms, lexical and grammatical, as their exponents. The approaches are complementary ways of dealing with the ‘double articulation’ of language”.

2.1.1.4 Phonological competence

In an English conversation knowledge, the skill of perception, production of sound units, features, and phonetic composition of words should be developed.

- The sound-units (phonemes) of the language and their realization in particular contexts (allophones);
- The phonetic features which distinguish phonemes (distinctive features, e.g. voicing, rounding, nasality, plosion):
- The phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones);
-

According to Common European framework of reference for languages there are the following examples:

.Sentence phonetics (prosody)

- Sentence stress and rhythm
- Intonation;

The user/learner's competences

- Phonetic reduction
- Vowel reduction
- Strong and weak forms

- Assimilation
- Elision.

(Common European Framework, 2001, p117)

2.1.1.5 Orthographic competence

Involves a knowledge and skill in the perception and production of the symbols of which written texts are composed. The writing systems of ah European languages are based on the alphabetic principle, though those of some other languages follow an ideographic (logographic) principle (e. g: Chinese) or a consonantal principle (e.g. Arabic). For alphabetic systems, learners should know and be able to perceive and produce:

According to the Common European framework of reference for languages there are the following examples:

- The form of letters in printed and cursive forms in both upper and lower case
- The proper spelling of words, including recognized contracted forms
- Punctuation marks and their conventions of use
- Typographical conventions and varieties of font, etc.
- Logographic signs in common use (e.g. @, &, \$, etc.)

(Common European Framework, 2001, p117)

2.1.1.6 Orthoepic competence

According to the Common European framework of reference for languages. “Conversely, users required to read aloud a prepared text, or to use in speech words first encountered in their written form, need to be able to produce a correct pronunciation from the written form. This may involve:”

- Knowledge of spelling conventions
- Ability to consult a dictionary and a knowledge of the conventions used there for the representation of pronunciation.
- knowledge of the implications of written forms, particularly punctuation marks, for phrasing and intonation
- Ability to resolve ambiguity (homonyms, syntactic ambiguities, etc.) in the light of the context

At the end learners need to analyze the text to produce speech in an organized way and with a correct pronunciation.

2.2 Sociolinguistic competence

According to the Common European framework of reference for languages “Sociolinguistic competence is concerned with the knowledge and skills required to deal with the social dimension of language use. As was remarked with regard to sociocultural competence, since language is a sociocultural phenomenon, much of what is contained in the Framework, particularly in respect of the sociocultural, is of relevance to sociolinguistic competence. The matters treated here are those specifically relating to language use and not dealt with elsewhere: linguistic markers

of social relations; politeness conventions; expressions of folk-wisdom; register differences; and dialect and accent”.

2.2.1 Linguistic markers of social relations

These are of course widely divergent in different languages and cultures, depending on such factors as a) relative status, b) closeness of relation, c) register of discourse, etc. The Examples given below for English are not universally applicable and may not have equivalence in other languages.

2.2.2 Politeness conventions

Politeness conventions provide one of the most important reasons for departing from the straightforward application of the ‘co-operative principle’. It refers to knowledge and ability to control the ordering of sentences in terms of topic, natural sequencing. They vary from one culture to another and are a frequent source of inter-ethnic misunderstanding, especially when polite expressions are literally interpreted.

According to the Common European framework of reference for languages there are the following examples:

1. ‘Positive’ politeness, e.g.:

- showing interest in a person’s well being;
- sharing experiences and concerns, ‘troubles talk’;
- expressing admiration, affection, gratitude;
- offering gifts, promising future favours, hospitality;

2. ‘Negative’ politeness, e.g.:

- Avoiding face-threatening behavior (dogmatism, direct orders, etc.);
- expressing regret, apologizing for face-threatening behavior (correction, contradiction, prohibitions, etc.);
- using hedges, etc. (e.g. ‘I think’, tag questions, etc.);

3. Appropriate use of:

‘please’, ‘thank you’, etc.;

4. Impoliteness (deliberate flouting of politeness conventions), e.g.:

- bluntness, frankness;
- expressing contempt, dislike;
- strong complaint and reprimand;
- venting anger, impatience;
- asserting superiority.

(Common European Framework, 2001, p119)

2.2.3 Expressions of folk wisdom

According to the Common European framework of reference for languages “these fixed formulae, which incorporate and reinforce common attitudes, make a significant contribution to popular culture. They are frequently used, or perhaps more often referred to or played upon, for instance in newspaper headlines. Knowledge of this accumulated folk wisdom, expressed in language

assumed to be known to all, is a Significant component of the linguistic aspect of sociocultural competence”.

There are the following examples: (See annex 7).

2.2.4 Dialect and accent

Sociolinguistic competence also includes the ability to recognize the linguistic markers. According to the common European Framework of reference for languages there are the following examples:

- social class
- regional provenance
- national origin
- ethnicity
- occupational group

Such markers include:

- lexicon, e.g. Scottish wee for ‘small’
- grammar, e.g. Cockney I ain’t seen nothing for ‘I haven’t seen anything’
- phonology, e.g. New York boid for ‘bird’
- vocal characteristics (rhythm, loudness, etc.)
- paralinguistics
- body language

(Common European Framework,2001,p119)

European communities are not the same in the language and the culture. They are marked by social class, occupation and educational level. The identification of dialectal features gives significant clues to the interlocutor characteristics. Learner will communicate with speakers with several dialects.

According to the Common European framework of reference for language “The scaling of items for aspects of sociolinguistic competence proved problematic . Items successfully scaled are shown in the illustrative scale below. As can be seen, the bottom part of the scale concerns only markers of social relations and politeness conventions. Users are then found able to express themselves adequately in language which is sociolinguistically appropriate to the situations and persons involved, and begin to acquire an ability to cope with variation of speech, plus a greater degree of control over register and idiom.

2.3 Pragmatic competences

According to the Common European framework of reference for languages “Pragmatic competences are concerned with the user/learner’s knowledge of the principles according to which messages are:

- a) Organized, structured and arranged (‘discourse competence’);
- b) used to perform communicative functions (‘functional competence’);

c) sequenced according to interactional and transactional schemata ('design competence')".

2.3.1 Discourse competence

It is the ability of a user/learner to arrange sentences in sequence so as to produce coherent stretches of language. It includes knowledge of and ability to control the ordering of sentences in terms of:

According to common European Framework of reference for languages there are the following examples:

- topic/focus;
- given/new;
- 'natural' sequencing: e.g. temporal:

He fell over and I hit him, as against

- I hit him and he fell over.
- cause/effect (invertible) — prices are rising — people want higher wages.
- ability to structure and manage discourse in terms of:

thematic organization;

coherence and cohesion;

logical ordering;

style and register;

rhetorical effectiveness;

The '**co-operative principle**' (Grice 1975): 'make your contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged, by observing the following maxims:

- quality (try to make your contribution one that is true);
- quantity (make your contribution as informative as necessary, but not more);
- relevance (do not say what is not relevant);
- manner (be brief and orderly, avoid obscurity and ambiguity).

(Common European Framework, 2001, p123)

Departure from these criteria for straightforward and efficient communication should be for a specific purpose rather than because of inability to meet them.

Text design: knowledge of the design conventions in the community concerning,

e.g.:

- How information is structured in realizing the various macro functions (description, narrative, exposition, etc.);

- How stories, anecdotes, jokes, etc. are told;
 - How a case is built up (in law, debate, etc.);
- How written texts (essays, formal letters, etc.) are laid out, signposted and sequenced.

A good deal of mother tongue education is devoted to building a young person's discourse skills. In learning a foreign language, a learner is likely to start with short turns, usually of single sentence length. At higher levels of proficiency, the development of discourse competence, the components of which are indicated in the section, becomes of increasing importance; illustrative scales are available for the following aspects of discourse competence:

- Flexibility to circumstances;
- Turn taking (also presented under interaction strategies);
- Thematic development;
- Coherence and cohesion.

The ability to use vocabulary should be developed when having an English conversation, as well as, organization of meaning, relation of words, perception of sound units, phonetic composition of words, polite expression, , linguistic aspects . Also, it is important to consider dialect, accent, attitude and culture related to send and receive a message according to any topic. These components should be acquired by the students and guided by the teacher.

CHAPTER III

3.1 - Factors influencing pronunciation mastery

When a person is acquiring a second language his/her cognitive development experiment several states in the learning process. Also, each learner comes with his/her ability to get a determined Knowledge with a positive or negative point of view. Research has contributed some important data on factors that can influence the learning and teaching of pronunciation skills. Celce-Murcia, Brinton, & Goodwin, (1996), Gillette (1994), Graham (1994) and Pennington (1994) discuss the following factors. They are age, aptitude, learner attitude and motivation.

3.1.1. Age.

The debate over the impact of age on language acquisition and specifically pronunciation is varied. Some researchers argue that, after puberty, lateralization (the assigning of linguistic functions to the different brain hemispheres) is completed, and adults' ability to distinguish and produce native-like sounds is more limited. Others refer to the existence of sensitive periods when various aspects of language acquisition occur, or to adults' need to re-adjust existing neural networks to accommodate new sounds. Most researchers, however, agree that adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation. Yet experiences with language learning and the ability to self-monitor, which come with age, can offset these limitations to some degree.

Amount and type of prior pronunciation instruction, Prior experiences with such pronunciation instruction may influence learners' success with current efforts. Learners at higher language proficiency levels may have developed habitual, systematic pronunciation errors that must be identified and addressed.

3.1.2. Aptitude.

Individual capacity for learning languages has been debated. Some researchers believe all learners have the same capacity to learn a second language because they have learned a first language. Others assert that the ability to recognize and internalize foreign sounds may be unequally developed in different learners.

3.1.3. Learner attitude and motivation.

Nonlinguistic factors related to an individual's personality and learning goals can influence achievement in pronunciation. Attitude toward the target language, culture, and native speakers; degree of acculturation (including exposure to and use of the target language); personal identity issues; and motivation for learning can all support or impede pronunciation skills development.

According to H Douglas Brown, 1994 "The pronunciation of any one learner might be affected by a combination of these factors. The key is to be aware of their existence so that they may be considered in creating realistic and effective pronunciation goals and development plans for the learners. For example, native-like

pronunciation is not likely to be a realistic goal for older learners; a learner who is a native speaker of a tonal language, such as Vietnamese, will need assistance with different pronunciation features than will a native Spanish speaker; and a twenty-three year old engineer who knows he will be more respected and possibly promoted if his pronunciation improves is likely to be responsive to direct pronunciation instruction”.

It is important to mention about a book of learner strategy training is Rebecca Oxford's (1990) aforementioned language learning strategies. This author recommends many different techniques and shows which strategies should be developed to stimulate students communicate in a foreign language. Teacher should consider strategies to encourage students to develop the language in a better way.

(See annex 8).

It is important to determine and identify cognitive development according to his /her age and aptitude, attitude and motivation. Also, teacher are going to encourage to the students to lose shyness, get self confidence, make mistakes in English pronunciation sharing their knowledge and promoting the communication.

BIBLIOGRAPHY

Council for cultural cooperation, Communicative Competence: Common European framework of Reference for languages learning, teaching assessment, Educational committee, Modern Language Division ;Strasbourg United Kingdom ,Press Syndicate of the University of Cambridge 2002.

Gross, Amelia, and Batchelder, Mary. Storytelling: A process approach to speaking skills. In Nugent, Susan Monroe (Ed.), Integrating Speaking Skills into the Curriculum, New England Association of Teachers of English 1986. 48pp. [ED 274 002]
<http://www.vtaide.com/png/ERIC/Storytelling.htm> (Storytelling by children)

H. DouglasBrown, Teaching by Principles.An interactive Approach to language pedagogy. Tina Carver.3. 3.Interaccion analysis in education. United states of America: DominickMosco, 1994.page104,105.106,261,201.

Mario Rinvoluceri, "Language Learning Through Communicative Practice"in the Communicative Approach To Language Teaching, performed by. C.J. Brumfit; J.K Jhonson. OUP.1979,Lavery, C. . British tlx of learning English Books,2006
 Year 11 issue 1:February 2009 ISSN1755-9715
www.britishcouncil.org/languageassistant-teaching-tips-dialogues.htm
<http://www.hltmag.co.uk/feb09/less01.htm> (dialogue) (pp 203-206).

Peter Roach.English Phonetics and Phonology .A practical course.Cambridge Second edition1991. United Kindong.University press, Cambridge,pp18.
<http://www.cup.cam.ac.uk>

Annex 1

DIALOGUE:

Competence:	linguistic
Skill:	speaking
Level:	eight
Task:	communication
Time:	ten minutes
Group:	young learners
Resource:	book, board.

*Procedure:

- Ask for the students open their book at the page number six.
- Explain words related with classroom language.
- Encourage students to cooperate in oral activities.
- Organize group works and stimulate the practice of explained words.
- Example: Getting and giving personal information.
- Tell the class, your name, address, the telephone number .Spell your name.

Annex 2

STORYTELLING

Competence:	linguistic
Skill:	Speaking
Task:	oral - telling
Level:	nine
Time:	thirty minutes
Group:	young learners
Resource:	book.

***Procedure:**

- Tell a story developing a personal style like to add arm and hand gestures.
- Ask for the students identify verbs in past and nouns in the story.
- Encourage students create a story with the same verbs and nouns.
- Tell the students that their story should say something important about culture and legends.
- Divide students into storytelling teams.
- Remember to the students that their story should be dramatic reading or presentation.

Annex 3

ROLE PLAYING

Competence:	Linguistic
Skill:	speaking
Task:	Develop fluency and communication
Time:	ten minutes
Level:	fourth
Group:	young learners.
Resources:	book, board

***Procedure:**

- Decide the context from the lesson plan for the exercise and roles that the students will play.
- Explain the lesson carefully and supervise in order to involve the students.
- Ask questions. Through these should incorporate the role play and the vocabulary /idioms involved.
- Organize in partners to the students to develop the activity.
- Role play .Work with a partner. One of the problems in exercise 4.
- The class will listen and answer the question in the chart.

Annex 4

PRONUNCIATION SYLLABLE STRESS

Competence:	Linguistic
Skill:	speaking
Task:	repeat and correct mistakes.
Level:	third
group:	young learners
resource:	book.

***Procedure:**

- To write on the board sentences with stressed words.
- To use a worksheet to practice.
- Ask for the students to listen the words with most important information.
- Ask for the students tell the stress words.
- Correct the mistake in the pronunciation.

Annex 5

By common European Framework of reference for languages.

General linguistic range

C2
Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. . . No signs of having to restrict what he/she wants to say.
C1
Can select an appropriate formulation from a broad range of language to express him/ herself clearly, without having to restrict what he/she wants to say.
B2
Can express him/herself clearly and without much sign of having to restrict what he/she wants to say. Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do
B1
Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts an abstract or cultural topics such as music and films. Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, lexical limitations cause repetition and even difficulty with formulation at times.
A2
Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words. Can produce brief every day expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. Has a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.
A1
Has a very basic range of simple expressions about personal details and needs of a concrete type.

Annex 6

By common European Framework of reference for languages.

VOCABULARY RANGE

C2
Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.
C1
Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.
B2
Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation. Do avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
B1
Has a sufficient vocabulary to express him/ herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.
A2
Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. — Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.
A1
Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations?

Annex 6

By common European Framework of reference for languages.

VOCABULARY CONTROL

C2	Consistently correct CD and appropriate use of vocabulary.
CI	Occasional minor slips, but no significant vocabulary errors.
B2	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.
Bi	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
A2	Can control a narrow repertoire dealing with concrete everyday needs.
A1	<p>No descriptor available</p> <p>Users of the Framework may wish to consider and where appropriate state:</p> <ul style="list-style-type: none"> • which lexical elements (fixed expressions and single word forms) the learner will need/be equipped/be required to recognize and/or use; • How they are selected and ordered.

Annex 7

By common European Framework of reference for languages.

LINGUISTIC MARKERS OF SOCIAL RELATION

- use and choice of greetings:
on arrival, e.g. Hello! Good morning
introductions, e.g. How do you do?
leave-taking, e.g. Good-bye . . . See you later
- Use and choice of address forms:
Frozen, e.g. My Lord, Your Grace
Formal, e.g. Sir, Madam, Miss, Dr, Professor (+ surname)
Informal, e.g. first name only, such as John! Susan!
no address form
Familiar, e.g. dear, darling; (popular) mate, low peremptory, e.g. surname only, such as Smith! You (there)! ritual insult, e.g. you stupid idiot! (Often affectionate)
- Conventions for turn taking
- Use and choice of expletives (e.g. Dear, dear!, My God!, Bloody Heil!, etc.)

LINGUISTIC ASPECTS OF SOCIOCULTURAL COMPETENCE

- Proverbs, e.g. a stitch in time saves fine
 - idioms, e.g. a sprat to catch a mackerel
 - familiar quotations, e.g. a man's a man for a' that
 - Expressions of:
belief, such as — weather saws, e.g. Fine before seven, ram by eleven
attitudes, such as — clichés, e.g. It takes ah sorts to make a world
values , e.g. It's not cricket.
- Graffiti, T-shirt slogans, TV catch phrases, work-place cards and posters now often have this function.

Annex 8

By common European Framework of reference for languages.

STRATEGIES TO ENCOURAGE STUDENTS TO PRACTICE ENGLISH LANGUAGE.

<p>1.-to lower inhibitions: play guessing games and communication games do role plays and skits sing songs, use plenty of group work laugh with his her students have them hare their fears in small groups.</p>
<p>2.-to encourage risk taking praise students for making sincere efforts to try out languageuse fluency exercises where errors are no corrected at that time: give outside of class assignment to speak or write otherwise try out the language .</p>
<p>3.-To build students´-self confidence: tell students explicitly (verbally and nonverbally) that you do indeed believe them; have them make lists of their strengths, of what they know or have accomplished so far in the course.</p>
<p>4.-To help them to develop intrinsic motivation: remind them explicitly about the rewards for learning English: describe (or have students look up) jobs that require English; play down the final examination in favor of helping students to see rewards for themselves beyond the final exam.</p>
<p>5.-To promote cooperative learning: direct students to share their knowledge; play down competition about students, get your class to think of themselves as a team.</p>
<p>6.-To promote ambiguity and tolerance: encourage students to ask you, and each other, questions when don ´t understand something; keep your theoretical explanations very simple and brief; deal with just a few rules at a time; occasionally you can resort to translation into a native language to clarify a word or meaning.</p>
<p>7.-To get student to make their mistake work for them: tape record students oral production and get them to identify errors; let students catch and correct each other´s errors; do not always give them the correct form; encourage students to make a lists of their common errors and to work on them on their own.</p>

