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"TEACHING PRONUNCIATION TO TEENAGERS THROUGH ACTIVITIES BUILT ON MULTIPLE INTELLIGENCES AT THE PUCESA AS AN EXPERIMENTAL STUDY"

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INTRODUCTION

Speaking involves the acquisition of a variety of rules and the development of oral skills which students should learn from basic levels and improve throughout the English learning process.

According to our experience, we have found that pronunciation has become a problem that students carry from basic to advanced levels which can affect the message when students want to communicate their ideas.

For the reason mentioned above, we consider that it will be useful to apply practical activities based on students' multiple intelligences in order to improve pronunciation with teenagers studying English at basic levels at the PUCESA, since young learners are able to go beyond intelligibility if pronunciation is emphasized when starting to acquire a new language.

Our study begins with a research study about the main aspects which influence pronunciation of a second language such as age, attitude, aptitude, motivation, personality, learning styles, and native language influences.

In order to have a better idea of how the English phonological system works, we explain and describe the different aspects such as segmental and suprasegmental features that will help us to get to know students' pronunciation problems.

Afterwards, we define what multiple intelligences are, their classification and the description of characteristics which identify each one and, also, how this theory can be applied in an EFL classroom in order to improve students' pronunciation.

Based on a MI study and a pronunciation pretest, we identify both: students' weaknesses in certain phonemes as well as their predominant multiple intelligences. We create and adapt activities to improve students' pronunciation problems exploiting their multiple intelligences.

Finally, we will analyze the data collected and make a comparison between control and experimental groups to obtain results (positive or negative) and discover whether their pronunciation has improved or not through the activities used. We will also present conclusions and recommendations that teachers should consider in order to teach pronunciation in a better way.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1 The History of Pronunciation Teaching

Since the beginning of language teaching, many linguists agree that grammar and vocabulary were focused on more than pronunciation. At the beginning of the twentieth century, pronunciation became an important skill in the acquisition of a second language.

Modern language teaching has developed two approaches to the teaching of pronunciation (Kelly 1969):

1. **An intuitive-imitative approach**, which is based on the imitation of sounds and rhythms of the target language with no information or explanation of language phonology.

2. **An analytic-linguistic approach,** which uses information and tools (phonetic alphabet, articulatory descriptions, charts of vowel apparatus, contrastive information) in order to complement listening, imitation and production. Students are taught how the sounds and rhythm of the target language function. This approach was developed to complement the intuitive- imitative approach.

The importance of pronunciation teaching has changed throughout time; that is why for some language teaching methods, pronunciation has been irrelevant, and for others, it has been emphasized to develop and improve the oral skill.

In the **Grammar Translation** and **reading based approaches**, for example, pronunciation was considered to be an irrelevant skill since oral communication was not the objective. In the **Direct method** (1800's and early 1900's), pronunciation was taught only as an imitation and repetition of sounds.

In the 1890's, the **Reform movement** appeared. It was strongly influenced by phoneticians (Henry Sweet, Wilhelm Vietor, Paul Passy) who created the International Phonetic Association (1886) and then the International Phonetic Alphabet (IPA), which represents the sounds of any language. From this contribution, phonetics is seen as a science which describes and analyses the sound system of a language.

In the **Audio-lingual Method** (1940's-1950's), pronunciation is considered to be an important issue. The teacher uses information from phonetics in order to demonstrate the articulation of sounds for listening practice and oral production. Pronunciation in the **Cognitive approach** (1960) is de-emphasized, since the transformational generative grammar influenced this approach, and Chomsky holds that native-like pronunciation is unrealistic, and that grammar structures and vocabulary are more relevant.

Gattegno (1972 – 1976) in his method, the **Silent Way,** emphasizes pronunciation, since it focuses on the sound system of the target language, although it does not take into consideration the phonetic alphabet or linguistic information. The production of sounds is not taught in isolation, but rather the combination of words, stress and intonation within a phrase.

Teaching pronunciation with **Community Language Learning** (Charles A. Curran, 1976), is similar to the direct method (intuitive – imitative). The difference is that the learner controls the learning process and not the teacher or textbook. When students pronounce an unknown word, the teacher stands behind the learner and repeats the word until the student feels satisfied with his/her pronunciation.

In the **TPR** (Asher 1977) and **Naturalistic approach** (Krashen and Terrell 1983), learners listen and internalize the target sound system, and then they are allowed to speak.

Since language is used for communication, linguists agree that language instruction should be based on communication; that is why they proposed the **Communicative Approach** (1980) in order to teach a second language. In contrast to other methods, in the communicative approach, pronunciation is an important subskill to be exploited in the learner. Teaching pronunciation to students does not aim at achieving a native-like accent, but the goal is to enable learners to communicate in an intelligible way.

Teaching intelligible pronunciation is not an easy task because there are no specific strategies, but there are some techniques and materials which can be used in order to teach it, such as:

- ❖ Listen and imitate

- ❖ Phonetic training

- ❖ Minimal pair drills

- ❖ Contextualized minimal pairs

- ❖ Visual aids

- ❖ Tongue twisters

- ❖ Developmental approximation drills

- ❖ Practice of vowel shifts and stress shifts related by affixation

- ❖ Reading aloud /recitation

- ❖ Recording of learners' production

(Celce-Murcia, Brinton, Goodwin, 1996)

Students can face miscommunication problems when suprasegmental features are not used in a correct manner. Nowadays, pronunciation should be taught in an integrative way. That is, a combination of segmental and suprasegmental features in a real context, in order to meet students' and teachers' needs.

1.2 Factors which Influence Second Language Acquisition and Pronunciation

Most studies on second or foreign language teaching focus just on language forms and functions, as well as methodologies that teachers should use, so that students

learn or acquire the foreign language. However, not enough attention has been paid to contextual factors which play an important role for the learner. According to Rod Ellis in his book Understanding Second Language Acquisition (1986), these contextual factors can be divided into personal and general factors which affect the language learning process. Since our research is based on pronunciation, this chapter also includes some factors that teachers should consider in teaching pronunciation in the classroom.

1.2.1 Personal Factors

1.2.1.1 Students' Interaction in the Classroom

Students' interaction in the classroom is an important factor when learning a new language. Creating a good atmosphere between teacher - student and student – student can help them to reduce anxiety and feel more confident in taking risks or making mistakes. This can also help students to interact in real situations, using the language correctly with its features (grammar, vocabulary, cohesion, coherence and pronunciation). As a consequence of this, students will be able to communicate in a better way with English speakers.

Through this, students will be able to develop competitiveness which is not seen as bad, because if one student has a good performance in the classroom, classmates will want to perform better. This serves as a stimulus to improve the learning process.

1.2.1.2 Attitudes to the Teacher and Course Material

The students' attitude towards the teacher will depend on different aspects. One of them can be the attitude the teacher has in front of students; also, the way he presents activities, the ability the teacher has in producing the language (if the teacher's knowledge of structures of the foreign language and pronunciation is not adequate, the students' attitude will not be favorable to their learning process) and the teacher's ability to use different and attractive material for each lesson. To accomplish this, at the beginning of the course, the teacher and students can negotiate and establish a consensus to meet the teacher's and students' needs.

Materials should be based on students' needs, interests and their different types of multiple intelligences, so students can feel motivated to perform any activity in the classroom. The teacher and students have to be aware that the course book is only a guide and not the only tool to teach the language.

1.2.1.3 Individual Learning Techniques

Teachers should be conscious that each student has different learning styles, multiple intelligences (Verbal-linguistic, Logical-Mathematical, Visual-Spatial, Bodily-Kinesthetic, Musical-Rhythmic, Interpersonal, Intrapersonal, Naturalist and Existential) and uses different learning strategies to acquire the language.

When students have freedom to choose their own learning style and have opportunities to apply and use their intelligences, they are going to learn the language in a better way than those students who are exposed to a set of strategies imposed by the teacher. Therefore, if one student has a certain strategy for learning, or masters certain kinds of intelligences, the teacher has to exploit it, but not criticize or try to change it, because it will affect the student's motivation and confidence toward his English learning process.

1.2.2 General Factors

1.2.2.1 Age

According to our research, many teachers consider that Age is an important factor which influences the acquisition of a second language. However, authors have found that age is not a determining factor in the learning process. Many studies suggest that "Age does not alter the route of acquisition" (Rod Ellis, 1986).

All learners (children, teenagers and adults) have the same innate ability (Noam Chomsky cited by Rod Ellis, 1986) to acquire new structures and to identify and distinguish the different sounds of a foreign language in order to develop and master their speaking skill, using all the features that the morphological and phonological system of the target language has.

Each group has different strategies for learning as well as different intelligences; for instance, children and adolescents are not interested in learning the language forms and functions (they generally present bodily-kinesthetic, musical, and interpersonal intelligences), but the use of them for communication. On the other hand, adults who have most of the time linguistic, logical and existential intelligences are always worried about language structures and rules for pronunciation when they want to perform the language. (Rod Ellis, 1986)

On the other hand, according to Krashen, there are two periods in the language acquisition process:

- ❖ **Brain lateralization:** this is a period where certain functions of language are completed.
- ❖ **Critical period:** which is prior to the completion of lateralization. It determines the maximum condition for language acquisition.

He states that some students can not reach a native like pronunciation because there is a decrease in brain plasticity. According to Celce-Murcia (1996), this concept is rejected since brain plasticity remains throughout life.

Age seems to be a determining factor when acquiring the pronunciation of a second language because when children and adolescents are involved in an English speaking environment, they are more motivated because they have the need to interact with society. On the contrary, when a language is taught

of as a foreign one, children and adolescents are not always exposed to the language. Therefore, mastering the target language pronunciation becomes a weakness for students. One advantage that young learners have is that their identity is not determined yet and they are open to acquiring other phonological features.

Unlike children and adolescents, "adults have already developed an awareness of the sound system of their first language when they come to learn English. As a result, they seem to process the English sounds using the categories they have already established in their L1..." (Leather and James 1991). This can affect and make more difficult their oral performance when trying to produce the sounds of the target language. Furthermore, some of them (consciously or unconsciously) have a strong connection with their culture so that they want to reflect when they are interacting with the L2. This can be the reason why adults cannot acquire a native-like accent.

1.2.2.2 Intelligence and Aptitude

Rod Ellis, Patsy M. Lightbown and Nina Spada (1993) state that Intelligence and Aptitude are not easy factors to be measured, but they play an important role in the learning process. These two concepts are defined as "intellectual abilities" by Rod Ellis, which learners have to develop in the classroom when learning the target language.

Intelligence is considered to be a "language ability" which is divided into "Cognitive/Academic Language Proficiency (CALP) and Basic Interpersonal Communication Skills (BICS)". The former is the proportion of language proficiency which is related to cognitive and academic skills (receptive skills), while the latter relates to productive skills (oral fluency), which also involves the sociolinguistic aspects of the individual. Students will use the multiple intelligences which they have in order to learn or acquire new structures and they will produce them to interact with society as an ability to learn a new language.

The concept of Aptitude is not easy to define; nevertheless, Carroll 1973 defines it as "the rate at which persons at the secondary school, university and adult level learn to criterion". Aptitude is usually measured through specific tests such as the Modern Language Aptitude Test (MLAT) and the Language Aptitude Battery (LAB).

According to Carroll, there are four components of aptitude:

1. Phonetic Coding Ability
2. Grammatical Sensitivity
3. Inductive Ability
4. Memory

The first one refers to the ability to acquire new language sounds in a learner's memory; in other words, it is the ability to segment and identify

distinct sounds, to form associations between those sounds and symbols representing them, and to retain this association. The second one, also called "individual's ability", which the learner should have in order to master syntactical patterning of sentences in a language, has been defined by Chomsky as Linguistic Competence (grammatical rules of a language). It refers to the fact that a learner is able to recognize grammatical functions of words in the foreign language structures. The third one is the ability that the learner has to identify and compare languages in order to find similarities and differences between grammatical forms, meaning and phonological patterns. The last one is the amount of rote learning activity needed to internalize something (new sounds, lexical items, grammatical rules, pronunciation or spelling of the word).

These two components, Intelligence and Aptitude, are directly related to learning. If the learner has a high aptitude, his learning will be faster than for those who have a lower level of aptitude.

1.2.2.3 Cognitive Style

Cognitive Style refers to the way in which people perceive, conceptualize, organize and recall information. It is divided in two categories: Field Dependence and Field Independence; the principal characteristics of these, based on Hawkey (cited by Rod Ellis, 1998), will be described in the following table.

Field Dependence	Field Independence
1. *Personal Orientation* i.e. reliance on external frame of reference in processing information.	1. *Impersonal Orientation* i.e. reliance on internal frame of reference in processing information.
2. *Holistic* i.e. perceives a field as a whole: parts are fused with background.	2. *Analytic* i.e. perceives a field in terms of its components parts: parts are distinguished from background.
3. *Dependent* i.e. the self-view is derived from others.	3. *Independent* i.e. sense of separate identity.
4. *Socially sensitive* i.e. greater skill in interpersonal/social relationships.	4. *Not so socially aware* i.e. less skilled in interpersonal/social relationships

Independent learners seem to perform better in the classroom because they are interested in analyzing the structure of the language, instead of having contact with speakers of the target language. Meanwhile, the dependent learners develop a greater ability to interact and become part of the language community. These factors in an ESL classroom are going to vary because students are not in real contact with native speakers of the target language, which will have an influence on students' motivation and also on students' pronunciation. These factors could be overcome if the teacher creates an environment where students can perform the language in different situations. Thus, teachers should be aware of them in the teaching process.

1.2.2.4 Motivation and Attitudes

Motivation and Attitudes are important factors which determine the level of proficiency of the learner, as well as the success that he achieves in second language learning.

Motivation has been defined by Gardner as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitude toward learning the language."(1985) In other words, we can state that motivation is the stimulus that the learner has in order to accomplish personal needs, interests, ideals, dreams and goals.

Gardner and Lambert (1985), distinguish two types of motivation "integrative and instrumental". Integrative motivation refers to the desire the learner has to be involved in and understand the culture of the target language. In addition, Gardner has established a relationship between integrative motivation and *additive bilingualism* which occurs when the learner maintains his mother tongue when learning a second language.

On the contrary, instrumental motivation refers to the desire of the learner to obtain something practical or concrete from the study of the second language. Learners with this type of motivation can have various purposes for acquiring the language, such as "meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status". Moreover, Gardner links instrumental motivation with *subtractive bilingualism*, where the learner loses his mother tongue or fails to develop the ability to express certain language functions.

Integrative and instrumental motivation are essential elements of success in second language learning. The application will depend on the environment

where the learner acquires the language. Thus, when the student is involved with the target community, integrative motivation will be fostered because the learner's purpose is to become an active individual in that society. On the other hand, when the student is learning the language as a foreign one, instrumental motivation plays an important role since he does not have the opportunity to practice the language outside the classroom. This can affect the students' speaking skill because he will not perceive the sounds of the target language as it is, affecting communication when students face real situations. The usage of this kind of motivation will vary according to the students' needs.

Motivation is a relevant element in second language acquisition. For this reason, it is necessary to identify the learner's type of motivation that will help him to be successful in language learning or acquisition. Teachers should consider that a successful learner will be the one who has a positive attitude and a high level of motivation for learning. Of course, this may be influenced by the social context in which learning takes place.

Likewise, attitude plays an important role in students' language acquisition. Attitude can be defined as a feeling or emotion that a person can have towards any situation or fact. Stern performed a number of different studies and came up with three types of attitudes: "(1) attitudes towards the community and people who speak the L2...; (2) attitudes towards the language concerned; and (3) attitudes towards languages and language

learning in general." (Rod Ellis 1987: 118) These attitudes are directly influenced by the kind of personality of the learner.

In students' attitudes, there can be a 'social-affective filter' (Patsy M. Lightbown, Nina Spada, 1993) which is defined as an imaginary barrier that limits the individuals' input from the environment around them. When the affective filter is up, the person is likely to be stressed or unmotivated; on the contrary, when the affective filter is down, the person will be able to get input from the environment easily because the student feels relaxed and motivated. Positive attitudes towards the teacher and the classroom in general can be a manifestation of self-confidence and integrative motivation and they can also lead to acquisition (unconscious process- the learner is not aware of the rules of the language but uses them for communication) instead of learning (conscious process- the learner knows the rules, is aware of them and is able to talk about them) in a formal setting.

Patsy M. Lightbown, Nina Spada (1993)

Learners' pronunciation level will vary according to their attitude. Therefore, teachers should not expect learners to acquire the same pronunciation skills in the same amount of time, or to the same extent.

1.2.2.5 Personality

Personality can be described as individuals' characteristics which distinguish one person from another. Eysenck (cited by Rod Ellis 1998) identifies a dichotomy —extroversion/introversion-; he argues that a student who is extroverted learns faster and more successfully than an introverted student, because the extroverted one will search for more opportunities to interact with English-speaking people and, in this manner, he will improve his English ability.

Inhibition and anxiety are also regarded as negative factors in the process of a L2 acquisition. When inhibition and anxiety are characteristics of a student, his risk-taking will decrease because his egocentrism will be deeply rooted and will create a barrier for his social interaction.

This factor (personality) can affect students' speaking skill because each learner is different in terms of personality. For instance, if a student is not an outgoing person, he will not interact with others and therefore will not practice the target language thus affecting the student's pronunciation. On the contrary, a student who is outgoing will have more opportunities to interact with the language and will improve his speaking skill.

1.2.2.6 Learning Styles

David Kohll (cited by Patsy M. Lightbown and Nina Spada, 1993) states that learning style is an individual's general approach to learning (e.g. visual, auditory, hands-on; analytic, global, extroverted, introverted, thinking and feeling). Each learner has different ways to develop a task using skills he feels more comfortable with. For instance, some students will prefer to have visual input than auditory, or some will prefer to perform physical actions instead of memorizing something.

Sometimes there can be a conflict between the teacher's teaching style and the learner's learning style. For this reason, the teacher should respect and exploit students' styles by giving them freedom to use their own styles and not trying to force them to acquire the teacher's style. Hence, students will perform the tasks in a better and successful way. However, teachers should encourage to expand the use of new styles in students, but not by force.

Patsy M. Lightbown, Nina Spada (1993)

1.3 The Role of the Native Language in Second Language Pronunciation Acquisition

One may think that teaching a second language is an easy task, but it is a very complex process and more, when the two languages (native and second language) have many differences in their structure. First language is a factor that can affect the acquisition of the second language, and we as teachers should be aware of the difficulties that the learners may have when they face interference between the two languages.

Celce-Murcia, Brinton and Goodwin (1996) explained the role of the native language in learners. Language acquisition is stated in six theories or hypotheses of second language phonological acquisition: how first language interferes positively or negatively in the acquisition of the second language.

- ❖ The Contrastive Analysis Hypothesis
- ❖ Error Analysis and Avoidance
- ❖ Interlanguage Analysis
- ❖ Markedness Theory
- ❖ Language Universals
- ❖ Information Processing Theory

1.3.1 The Contrastive Analysis Hypothesis

According to this hypothesis, the process of acquisition is going to be **facilitated** if the structures of the first language show some similarities to the structures of the second language (**positive transfer**), whereas if the structures of the two

languages are dissimilar or non existent, the first language will **interfere** in a negative way with the acquisition process of the second language (negative transfer). These variations can be the cause of the existence of so many accents within a society learning a second language.

This theory was first proposed by Lado (1957) and it had positive acceptance among linguists of that time because they considered that this theory was valid in the sense that it could explain the difficulties of second language acquisition, such as problems in syntax, morphology and phonology. Nevertheless, nowadays this theory has been changed and rejected since it is not capable " to predict the degree of difficulty learners would experience with a given item" (Celce-Murcia, Brinton, pag 20) . In other words, the contrastive analysis theory could not explain all learning problems, but could explain many systematic language-learning errors.

Today, **positive transfer** is considered to be valid in second language pronunciation acquisition, because most languages share some phonemes and transferring a phoneme that is similar in the first and second language can facilitate the learning process. For instance, the phoneme /s/ in Latin American Spanish in initial position is not different from /s/ in English pronunciation when it is preceded by vowel.

1.3.2 Error Analysis and Avoidance

Error Analysis is a complement of contrastive analysis. Richards (1971) proposed a three – way classification of language learning errors:

1. *Interlingual errors:* those errors caused by negative transfer from the learner's first language. e.g.

   What's the <u>price</u> of this t-shirt?   (What's the /prais/ of this t-shirt?

   What's the first <u>prize</u>?   (What's the first /praiz/?)

   This example shows a common pronunciation error with the consonants /s/ and /z/ . Spanish speakers tend to pronounce the two consonants as /s/, since the Spanish phonetic system does not have the phoneme /z/ as in English. This kind of errors can produce a breakdown in communication.

2. *Intralingual errors:* those errors stemming from marked or complex features in the structure of the target language itself which thus seem to be made by all second language learners of the target language, regardless of their native language. e.g.

   There are some <u>texts</u> on the desk.

   The <u>theater</u> is new.

For Spanish speakers, final clusters become a problem when learning English because there are no final clusters in Spanish. The pronunciation of the voiceless interdental fricative /θ/ is another obstacle to acquire native-like pronunciation, because this phoneme does not exist in the Latin American Spanish sound system.

3. *Developmental errors:* those second language errors that reflect the same problems and strategies that young children encounter and use in acquiring the target language as their first language. e.g.

Spanish   English

murcielago   tragedy

murciegalo   tradegy /trædidʒi/

When acquiring the first language (Spanish) the target language (English), there is a common mistake of metathesis (transposition of sounds).

Error analysis was criticized because it focuses on students' errors rather than their achievements.

1.3.3 The Interlanguage Hypothesis

Selinker (1969, 1972) proposed the term interlanguage to refer to "a separate linguistic system based on observable output which results from a learner's

attempted production of the language norm". Thus, the interlanguage is a system between the native language and the language to be learned.

There are some factors which affect the output of the interlanguage system, and Selinker lists the following:

> ➤ *Language Transfer:* fossilizable items, rules, systems which occur in the interlanguage as a result of transfer from the native language, e.g.

> > She speak English.   (She speaks English)
> > This example shows us fossilization in the bad use of the verb in third person singular in simple present tense.

> > My school is clean.   (My /eskul/ is clean) (My /skul/ is clean)

> > This sentence represents a transfer in pronunciation from the native language (Spanish) to the target language (English).

> ➤ *Transfer in training:* This results from particular approaches used in training. For instance, when a teacher does not know the pronunciation or stress of a word, he can transmit this error to his students during the learning process. Thus, students will maintain the problem as they have been exposed to the teacher's mispronunciation.

> *Strategies of second language learning:* Identifiable approaches by the learner to the material being learned. The learner's multiple intelligences play an important role in this aspect because he can develop his own techniques and strategies to learn the target language based on preferences. For example, if the learner is linguistic, he would like to practice new vocabulary in a written form.

> *Strategies of second language communication:* Identifiable approaches by the learner to communicate with native speakers of the target language. The learner will search for ways to use the language and practice all the grammar and pronunciation rules learned.

> *Overgeneralization of target language linguistic material:* Overgeneralization of target rules and features. For example, the past tense in English is usually overgeneralized when students think all the verbs are regular (think-thinked).

These factors should be considered in teaching a foreign language in order to avoid negative transfer from the native to the target language, fossilization of bad use of structures, and overgeneralizations, which can cause a misunderstanding of the message the learner wants to transmit. For this reason, teachers should detect these problems from the beginning and use strategies and activities based on the students' multiple intelligences in order to facilitate their learning process.

1.3.4 Markedness Theory

This theory was developed by Trubetzkoy (1939) and Jakobson (1941) in order to explain phonological differences among languages. Throughout their study, they introduced two terms:

- **Unmarked** to refer to those phonological or semantic features which are more basic, or neutral, more universal, more frequent and first acquired.

- **Marked** for those phonological or semantic features which are more specific, less frequent, more limited, and are later acquired. e.g.

	SPANISH	ENGLISH
Unmarked	/ b /	/ b /
	/ f /	/ f /
	/ m /	/ m /

As these phonemes exist in both languages, these do not represent a big problem for learners who are acquiring English or Spanish.

	SPANISH	ENGLISH
Marked	/ - /	/ ʌ /
	/ ñ /	/ - /
	/ - /	/ θ /

There are some sounds in Spanish which do not exist in English and vice versa. These represent a problem when English or Spanish speakers are learning either language.

1.3.5   Language Universals

This theory assumes that all languages share common properties and that their surface differences might be quite unimportant. Investigation in language universals has taken two different paths:

1. Jakobson (1941) and Chomsky's (1986) theory, where they agreed that all humans have an innate language acquisition device.

2. Greenberg's (1962) theory, where he argues that there are typological or implication language universals which are common to many or sometimes all languages.

(cited by Celce-Murcia, Mariane, Donna, Brinton, Janet, Goodwin, 1996)

According to Joan Bybee (cited by Celce-Murcia, 1996) there are some phonological universals, such as:

- ❖ All languages have vowels and consonants.
- ❖ All languages have stop consonants.
- ❖ All languages have a low vowel, [a]

Considering English and Spanish phonology, both languages share almost the same phonemes, so these do not represent a problem when students are learning English. Of course, there are some phonemes that do not exist in Spanish and can be overcome by constant practice with attractive and real material so students can be motivated to acquire new sounds in their phonological system.

1.3.6 Information Processing Theory

This theory tries to describe how the phonological cognitive process works in second language acquisition. According to Rumelhart and Norman (1978), cited by Celce-Murcia, 1996, individuals have their own way of interpreting data (semantic or phonological) based on their existing structures from the native language. These are referred to as **schemata.**

The Information Processing Theory establishes three modes of learning:

1. Accretion mode
2. Restructuring mode
3. Tuning mode

The first one refers to the addition of new structures to learners' existing schemata or known structures. In the second, learners restructure and reorganize these structures to create new schemata based on their preexisting patterns. Finally, in the third mode, learners modify their schemata to make it more accurate, general or specific.

For example, as in Spanish there are only five vowels representing five phonemes, and in English there are five vowels representing twelve phonemes, the learner will add these new vowel sounds to their schemata, and he will then organize the new sounds and finally will be able to produce acceptable pronunciation.

CHAPTER II

2. THE SOUND SYSTEM OF ENGLISH

2.1 English Phonetics

Before describing the different features that the English system involves, we think that it is relevant to clarify the difference between "Phonetics" and "Phonology". According to David Crystal (1991), in his " Dictionary of Linguistics and Phonetics", **PHONETICS** is the " science which studies the characteristics of human sound-making, especially those sounds used in speech , and provides methods for their description, classification and transcription" (pg. 259). On the other hand, **PHONOLOGY** is a "branch of linguistics which studies the sound systems of languages. The aim of phonology is to demonstrate the patterns of distinctive sounds found in a language, and to make as general statements as possible about the nature of sound systems in the languages of the world".(pg. 261)

Taking these two concepts into consideration, we will focus on English Phonetics and its classification, thus:

- ❖ *Articulatory phonetics:* is the study of the way speech sounds are made (articulated) by the vocal organs.

- ❖ *Acoustic phonetics:* studies the physical properties of speech sound, as transmitted between mouth and ear.

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❖ *Auditory phonetics:* studies the perceptual response to speech sounds, as mediated by ear, auditory nerve and brain.

(David Crystal, 1991)

In order to teach our students how to produce English sounds, articulatory phonetics and auditory phonetics will be our tool to accomplish our research.

2.1.1 Articulatory Phonetics

The first point to consider is the functioning of the speech mechanism since it is closely related with speech. The following are the elements that constitute the whole speech mechanism, according to Diana F. Finch and Hector Ortiz Lira (1982).

1. Lungs

2. Larynx

3. Cavities or Resonators:

    3.1 Pharynx

    3.2 Nose (nasal) cavity

    3.3 Mouth (oral) cavity

4. Articulators:

    4.1 Palate

    4.2 Tongue

    4.3 Teeth

    4.4 Lips
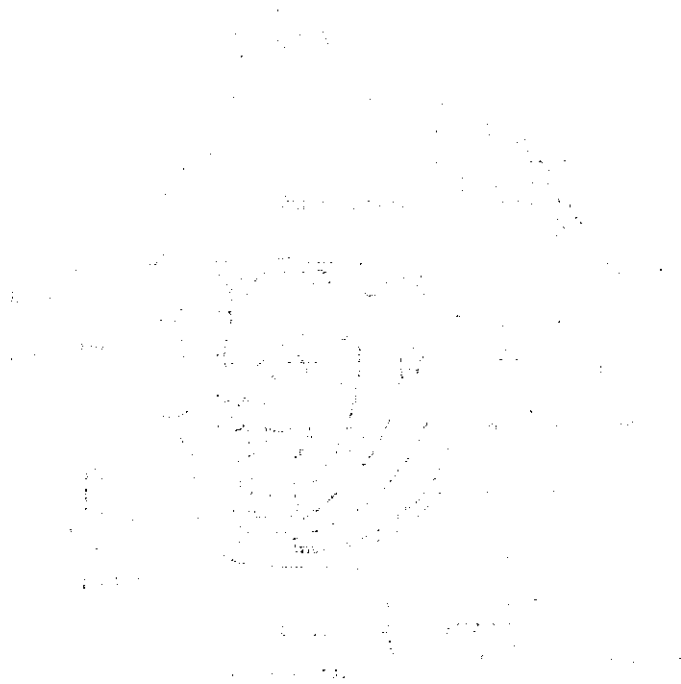
Fig. 1 Speech Organs

(A.C. Gimson, pg 8, 1970)

2.1.1.1 The Lungs

These organs have the function of taking in air (inhalation) and letting it out (exhalation). The function of the lungs is to let the air flow out in order that speech sounds can be produced.

2.1.1.2 The Larynx

The larynx is situated at the top of the trachea and below the pharynx. We can locate it with our fingers and it is known as the Adam's apple. Focusing on speech, the larynx plays an important role because here we can find the vocal

folds which vibrate when the air passes through, producing a human being's voice. When sounds are produced without vibration, they are called *voiceless;* on the contrary, when the vocal folds vibrate, the sounds are called *voiced.*

2.1.1.3 The Cavities or Resonators

The cavities can be divided into three: the pharynx which can change in shape slightly; the nasal cavity, which helps to produce nasal sounds (/m/ /n/ /ŋ/), and the oral cavity, which is the most important resonator, since it has the active articulators (tongue and lips).

2.1.1.4 The Articulators

They are situated in the oral cavity. Articulators can be active and passive. *Active* when they are capable of movement (the tongue, the lips, the soft palate, velum, the jaw and the vocal folds), and *Passive* when they are incapable of movement (teeth, alveolar ridge, and hard palate) .

One of the articulators is the *Palate* which separates the mouth from the nasal cavity. It is divided into:

> ❖ *Alveolar Ridge*, the prominence just behind the upper teeth,
>
> ❖ *Hard Palate*, the immovable part that lies over the center of the mouth.

❖ *Soft Palate or Velum*, the movable part at the back, which can

be raised or lower.

A very important articulator is the **tongue** which can move into different positions and shapes. It is divided into three parts: *tip, blade, front, back and root.*

The **teeth** contribute to many speech sounds since they interfere with or stop the air-flow with the help of the tongue. These sounds are called *dental.*

The **lips** are important in producing speech sounds. When they are in contact with the teeth, they can produce *labiodental sounds* and when the lips are pressed together, they produce sounds called *bilabial.*

2.2   Description and Classification of Speech Sounds

According to Greek Grammarians, letters can be classified into "vowels and consonants". These two terms refer to the sounds and letters. The English vowel system uses five vowels (a, e, i, o, u) to represent many vowel sounds (/I // i // U/ /u/ /a/ /ʌ/ /ə/...), whereas in Spanish, there are five vowels (a, e, i, o, u) to represent five vowel sounds.

For teaching pronunciation, sounds can be described both auditorily and articulatorily because some sounds are easier to learn articulatorily and others

auditorily. Vowels, for example, are better learned auditorily (listening and imitation). Consonants, on the contrary, can be taught auditorily and articulatorily.

2.2.1 Description of the vowels

Before starting with the description of vowels, it is important to state the definition of what a vowel is. *Vowels are the core or peak of the syllable.* (Crystal, 1991) Most vowels do not have a place of articulation; the air flows freely from the larynx to the lips without any interruption. All of them are voiced since there is a vibration of the vocal folds. Their production differs in the movement of the lips (vowel quality) called lip-rounding. These are:

- ❖ **Rounded:** where the corners of the lips are brought towards each other and the lips pushed forwards (/ u /).
- ❖ **Spread:** with the corners of the lips moved away from each other, as for a smile (/ i: /)
- ❖ **Neutral:** when the lips are not noticeably rounded or spread. ("er" when English speakers are hesitating)

Daniel Jones established a vowel diagram of the Cardinal Vowels in 1917 for the description of vowel sounds. According to the lip position, vowels can be *close, half-close, mid, half-open, and open.* According to the tongue position they can be *front, central and back.* Finally, vowels can be short or long according to their length.
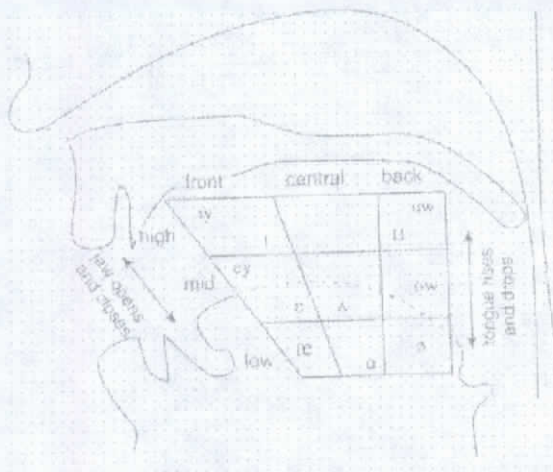
Fig 2. Vowel Quadrant and Sagittal Section of the Mouth.
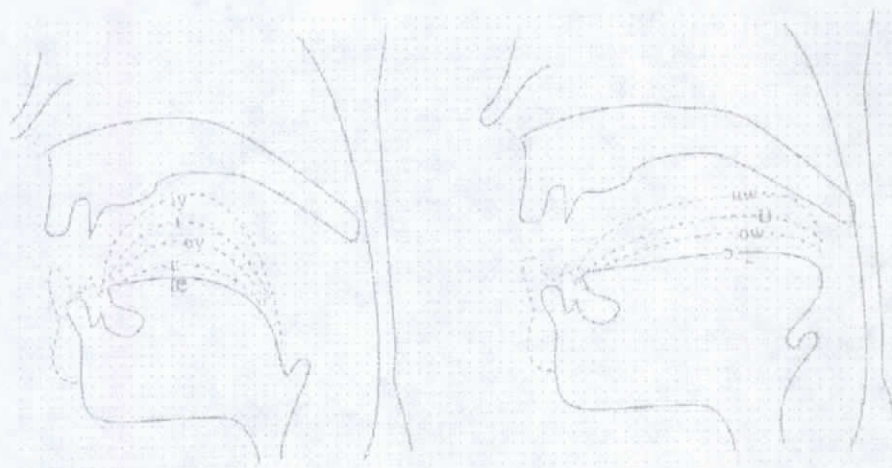
Fig. 3 Tongue Position and Jaw Position for Front and Back Vowels.

(Celcia- Murcia, Brinton, Goodwin, 1996, p 95)

2.2.1.1 Short Vowels

English has a large number of vowel sounds. Among them there are the short

vowels or lax vowels / I, ε, æ, Λ, U / since they are articulated with more relaxed

muscles.   Vowels can differ in length depending on the context. Vowels differ

from consonants in different aspects to be defined phonetically. Thus, the

articulation of vowels is not accompanied by any closure or narrowing in the

speech tract which would prevent the escape of the air stream through the mouth, or give rise to audible friction which we can call voiced.

2.2.1.2 Long Vowels

The English Vowel System also has long vowels which are longer than the short vowels in a similar context (type of sound that follows them) and the presence or absence of stress. Some authors label them as tense vowels / iː, a, ɔ, uː/ since they are articulated with more muscle tension than the lax or short vowels. These long vowels are different from short vowels not only in length but also in quality.

It is wise to consider that American and British people use and pronounce English in different ways; this is the reason why we are going to present some vowels which differ in American Standard English and Received Pronunciation (British).

For example, in British English (BE) vowels, which are before an / r / sound become longer than as pronounced in American English (AE), since / r / is not clearly pronounced in BE, whereas in AE, there is a distinct retroflexion of the tongue.

	American English	British English (RP)
Card	/ kard /	/ kaːd /
Normal	/ norml /	/ noːml /
Heart	/ hart /	/ haːt /

2.2.1.3 Diphthongs

Diphthongs are sounds which consist of a movement or glide from one vowel to another. Diphthongs have a similarity with long vowels in their length. The total number of diphthongs is eight, and they are divided into centering (ending in ə) and closing (ending in u and I). The centering diphthongs glide towards the schwa vowel (ə) (Iə, eə, uə). The closing diphthongs have the characteristics that they all end with a glide towards a closer vowel (eI, aI, ɔI, əU, aU).

DIPHTHONGS

CENTRING

ending in /ə/

/I ə/ - /eə/ - /Uə/

Fearse – air- tour

CLOSING

ending /I/

/eI/ - /aI/ - /ɔI/

pain – time – boys

ending /U/

/əU/- /aU/

home – loud

/aɪ/   /aʊ/   /ɔɪ/
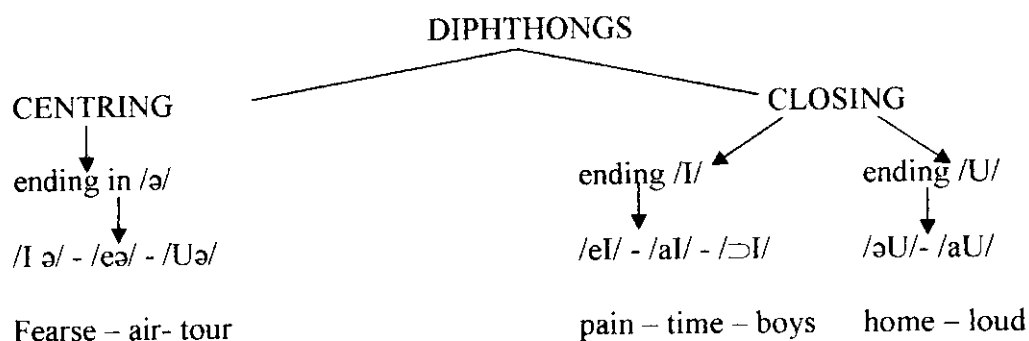
Fig. 4 Tongue and Jaw Movement for Dipthongs.

(Celcia- Murcia, Brinton, Goodwin, 1996, p 101)

2.2.1.4 Triphthongs

The most complex English sounds of the vowel type are the Triphthongs. They are very difficult to pronounce and recognize for students. It is a glide from one vowel to another and then to a third. These are produced rapidly and without interruptions. Triphthongs are derived from five closing diphthongs with schwa added on the end.

Examples:

         /eɪə/   player

         /aɪə/   fire

         /ɔɪə/   lawyer

/əuə/   lower

/auə/   hour

As a summary, we can state that vowels and diphthongs have some characteristics which can guide teachers for pronunciation teaching.

- Vowels are classified as high, mid, or low.

- Vowels are also classified as front, central, or back.

- Vowels can be tense or lax.

- Vowels are simple or glided.

- Vowels are characterized by the degree of lip rounding or spreading during their articulation.

2.2.2 The English Consonants

For the description and classification of the English consonant sounds, we will take into consideration Diana F. Finch and Hector Ortiz's (A Course In English Phonetics for Spanish Speakers, 1982) criteria. According to them, consonants can be classified by: energy of articulation, consonant length, voicing, aspiration, variations of place of articulation, and manner of articulation.

C O N S O N A N T   C L A S S I F I C A T I O N

❖ ENERGY
- 1. Fortis
- 2. Lenis

❖ LENGTH
- 1. long
- 2. short

❖ VOICING
- 1. Voiced
- 2. Voiceless

❖ ASPIRATION
- 1. Strongly Aspirated
- 2. Weakly Aspirated
- 3. Unaspirated

❖ PLACE OF ARTICULATION
- 1. Bilabial
- 2. Labio-dental
- 3. Dental
- 4. Alveolar
- 5. Palato-alveolar
- 6. Palatal
- 7. Velar
- 8. Glottal

❖ MANNER OF ARTICULATION
- 1. Plosives
- 2. Fricatives
- 3. Affricates
- 4. Rolls
- 5. Laterals
- 6. Nasals
- 7. Semivowels

2.2.2.1 Consonants According to Their Energy

Consonants can be classified by the energy with which they are articulated and perceived. *Fortis,* when the energy for articulation is strong. On the other hand, if the energy of articulation is weak, consonants are called *Lenis.* In the next chart, you will appreciate the classification according to their energy.

FORTIS	p t k tʃ f θ s ʃ
LENIS	B d g dʒ v ð z ʒ
NO OPPOSITION	M n ŋ l r j w

The consonant / h / is a special case since it does not belong to any of the groups above.

2.2.2.2 Consonants According to Their Length

This refers to the capacity of English fortis consonants to shorten, and lenis consonants to lengthen, a preceding vowel.

2.2.2.3 Consonants According to Their Voicing

Previously, we have defined what *voicing* is, so here we will only list which consonants are *voiced*, and the ones which are *voiceless* in isolated environment.

❖ **Voiced Consonants ->**   b d g dʒ v ð z ʒ

m n ŋ l r j w

❖ **Voiceless Consonants ->**   p t k tʃ f θ s ʃ

According to the phonetic environment, voiced consonants can lose part of their voice quality. For teaching at elementary level, it is necessary to consider voicing in an isolated environment, since it will be easier for elementary students to learn them in this way, than learning some rules when consonants change from voiced to voiceless ones. Later, more advanced students need to hear and pronounce assimilated consonants.

2.2.2.4 Consonants According to Their Aspiration.

When vowels precede / p /, / t / , / k / in accented syllables, a puff of air comes out before the articulation of the vowel, this is called *aspiration* and it is represented in this way, for example / p^h /. Aspiration can have various degrees. There are some rules to follow in order to know if the aspiration is *strong, weak* or if there is no aspiration (*unaspirated*) in the sounds p , t , k .

* *Strong aspiration* : in accented syllables.

* *Weak aspiration* : in unaccented syllables and in final position.

* *Unaspirated* : when / s / precedes them.

2.2.2.5 Consonants According to the Place of Articulation

Taking into consideration the fact that there are active and passive articulators, as explained before, in the production of speech sounds, we

will classify consonants according to the points in which articulators get in contact (passive and active) in order to be pronounce. Most articulators are located in the vocal tract, and the sounds take the name of these articulators. There are bilabial, labio-dental, dental, alveolar, palato-alveolar, palatal, velar and glottal sounds in the English consonants.

❖ **Bilabial Sounds.**

When upper lip and lower lip make contact, they produce *bilabial* sounds.

e.g.   /p/ , / b /, / m /, / w/
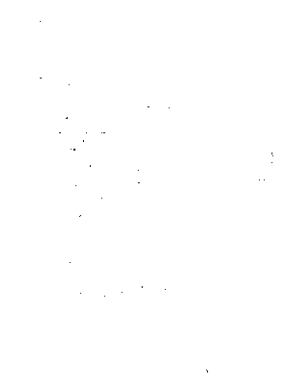
Fig.5 Bilabial Sound. Tongue Position.

(Peter Roach, 1987 pg. 29)

❖ **Labio-dental Sounds**

When Lower Lip and upper teeth make contact, they produce *Labio-dental* sounds.

e.g. / f / , / v /

Fig. 6 Labio-dental Sound Tongue Position.

(Peter Roach, 1987 pg. 39)

❖ **Dental Sounds**

When the tip of the tongue and the upper teeth make contact, they produce *Dental* sounds.

e.g. / ð / , / θ /
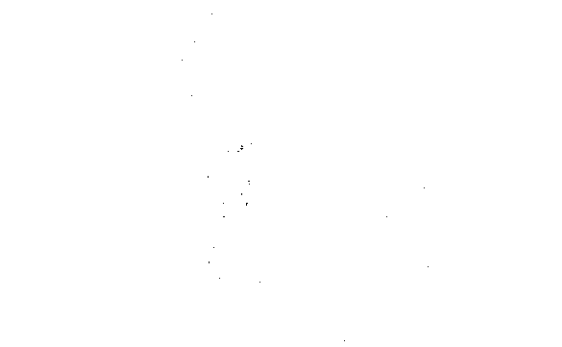
Fig. 7 Dental Sound Tongue Position.

(Peter Roach, 1987 pg. 39)

❖ **Alveolar Sounds**

These sounds are produced when the blade or tip and blade of
the tongue make contact with the alveolar ridge.

e.g.   / t /, /d /, /n/, /s/, /z /, /l /

Fig. 8 Alveolar Sound Tongue Position.

(Peter Roach, 1987 pg. 29)

❖ **Palato-alveolar (Post-alveolar) Sounds.**

Whith the blade or tip and blade make contact with alveolar ridge
and there is a raising of the front of the tongue towards the hard
palate the production of *palato-alveolar* sounds takes place.

e.g.   / r /, /dʒ/, /ʒ/, / ʃ /, /t ʃ/

Fig. 9 Palato-alveolar Sound Tongue Position.

(Peter Roach, 1987 pg. 41)

❖ **Palatal Sounds.**

Palatal sounds are produced when the front of the tongue and the hard palate make contact.

e.g.   / j /

Fig.10 Palatal sound. Tongue Position

(Diana Finch-Hector Ortiz, pg 68, 1982)

❖ **Velar Sounds.**

When the back of the tongue and the velum make contact, they produce *velar* sounds.

e.g.   / k/, / g /, / ŋ/

Fig. 11 Velar Sound Tongue Position.

(Peter Roach, 1987 pg. 29)

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❖ **Glottal Sounds.**

Consonant sounds which are produced in the glottis (space between the vocal chords) are called *glottal.*

e.g. / h /

2.2.2.6 Manner of Articulation

Another way of classifying English consonants sounds is according to the manner of articulation, which refers to the kind of articulatory process involved in the production of sounds. They are the following:

- Plosives

- Fricatives

- Affricates

- Nasals

- Laterals

- Rolls (flaps or trills)

- Semivowels

2.2.2.6.1 Production of Plosives

According to Diana Finch and Hector Ortiz (1982) stops or plosives are produced "when an active articulator comes into firm contact with a

passive one, forming a stricture of complete closure, the air-stream is built up behind this closure. The articulators separate suddenly producing an explosive sound called *plosion*"(pg. 16). The stops sounds in English are / t /, / k /, / b /, / d /, / g /

2.2.2.6.2 Production of Fricatives

Fricatives are also labeled as **continuants** because you can continue making them without interruption.. In the production of these consonants, air escapes through a small passage and makes a hissing sound. /f /, /v /, /ð / , / θ /, / ʃ /, / ʒ / , / s /, / z /

2.2.2.6.3 Production of Affricates

Affricates are a combination of a STOP and a FRICATIVE. They begin as a stop and end as a fricative. To be called an affricate, the stop and the fricative must be made with the same articulators (homorganic)./ tʃ / , /dʒ/

2.2.2.6.4 Production of Nasals

As the name suggests, these sounds are produced when the air escapes though the nasal cavity. The soft palate must be lowered for the production of nasals, since it is raised for vowels and the rest of the consonants. /m /, /n /, / ŋ/

2.2.2.6.5. Production of Laterals

Laterals are produced when the tip or blade of the tongue curves back touching the alveolar ridge or the palate so that the air escapes through both sides of the tongue. In English, we have only one lateral which is the sound / l /

2.2.2.6.6 Production of Approximants

Approximants are difficult to describe since there is not a complete contact between the articulators; there is only a close approximation. In the production of the sound / r /, the tip of the tongue approaches the alveolar ridge, but there is not a complete contact with it or any part of the roof of the mouth.

2.2.2.6.5 Production of Semivowels.

Semivowels are also labeled as *Glides* and sometimes they are classified as approximants. Semivowels are phonetically produced as vowels - / j / / w /, for instance, are articulated like the vowels /iː/ and /uː/; but phonologically, they are like consonants since they occur before vowel phonemes, which is typical in consonant distribution.

ENGLISH CONSONANT PHONEMES

Manner of articulation / Place of articulation	BILABIAL	LABIO DENTAL	DENTAL	ALVEOLAR	PALATO ALVEOLAR	PALATAL	VELAR	GLOTTAL
PLOSIVE	p b			t d			k g	
FRICATIVE		f v	θ ð	s z	ʃ ʒ			h
AFFRICATE					tʃ dʒ			
NASAL	m			n			ŋ	
LATERAL				l				
APPROXIMANT						r		
SEMIVOWELS	w					j		

(Peter Roach, 1983, pg. 52)

2.3. English Suprasegmental features

After the above description of vowels and consonants (segmental features), it is relevant to focus on stress, rhythm and intonation (suprasegmental features) which play an important role in communication. When a speaker does not a have a good rhythm and intonation, the message will probably be misunderstood. It is important for teachers to take these features into consideration in the process of teaching pronunciation.

2.3.1.1 Stress

Celce-Murcia, Brinton and Goodwin in their book Teaching Pronunciation (1996) define stressed syllables as "those syllables that are longer, louder, and higher in pitch". Stress within a word is very important because it helps us to distinguish one word from another, for example, the difference between blackBIRD *and*

BLACK bird. The former referring to a bird which is black and the later to a kind of bird. Stress can be studied from two points of view articulatorily (caused by greater muscular energy and breath force) and auditorily (perceived as loudness); it can be defined as the property of a sound which enables us, using only our ears, to place it on a scale going from long to short.

There are three degrees of stress *primary* / \ / , *secondary/ ' /, and tertiary /^/* (going from to the strongest to the weakest degree of force). In isolated words, stress can be marked in the following way:

　'teacher'　　　　　　　　'furni^ture'

This type of stress will vary according to the number of syllables that the word has and also the prominence a syllable has.

Stress is not only present in an isolated word (word stress) but also in a sentence (sentence stress) which in English follows a fixed pattern. The term 'sentence stress' is used to refer to the various stressed elements of each sentence. Word and sentence stress are combined to create the *rhythm* of an English utterance.

Sentence stress is predominant in *content words* (words that carry information), generally the nouns, main verbs, adjectives, possessive pronouns, demonstrative pronouns, interrogatives, negative contractions, adverbs and adverbial particles. Whereas *function words* (words that signify grammatical relationships), are usually unstressed unless in final position or when used emphatically; among

them, we have articles, auxiliary verbs, personal pronouns, possessive adjectives, demonstrative adjectives, prepositions and conjunctions.

It is important to point out that stress can also be marked when we want to transmit the most relevant information which is called *emphatic stress* (giving emphasis on a particular element), for example:

■ [.] ■ ■ ● ■

The books are on the table. (not the magazines, but the BOOKS)

■ ■ ■ [ ] ■ ■

The books are on the table. (not under, but ON the table)

■ ■ ■ ■ ■ □

The books are on the table. (not on the chair , but on the TABLE)

On the contrary, *contrastive stress*, is marked when two parallel elements can receive prominence in an utterance, for example:

A: Would you like COFFEE or TEA?

B : I'd like COFFEE, please

We have already discussed word stress, sentence stress, emphatic stress and contrastive stress, which help students to master some of the features of the sound system of English as well as development of their speaking skill in the communication process.

2.3.2 Rhythm

According to Paulette Dale and Lillian Poms in their book "Pronunciation for Spanish Speakers, 1985", rhythm is created by the strong stresses or beats in a sentence. The English rhythm is stressed-timed. This means that its rhythm is determined by the number of stresses and not by the number of syllables as in Spanish. English speakers tend to reduce the syllables in a sentence and sometimes syllables are also lost, for example:

English:

I will have bread and milk.   (I'll have bread'n milk)

Spanish

(Yo) comeré pan y leche.   (Spanish speakers do not reduce any of the syllables)

The correct use of rhythm will help student to achieve a more natural sound in speech.

A good speech rhythm in English depends on the following aspects.

- Giving proper emphasis to stressed syllables, and making them reoccur rather regularly within a thought group.

- Weakening unstressed words and syllables, and obscuring the vowels in most of them.

- Organizing words properly into thought groups by means of pauses.

- Blending the final sound of each word with the initial sound of the one following within the same thought group.

- Filling the entire sentence into a normal intonation pattern.

According to Chela Flores, to achieve a good English rhythm, students should be first exposed to English rhythm patterns in isolation from lexical items or phrases, then by matching patterns to items or phrases, and finally by imposing the patterns on words, phrases, and sentences. When this process is in constant practice, students will produce a better English rhythm.

2.3.3 Intonation

2.3.3.1 Definition

First, it is important to know the meaning of the word "intonation". According to Celce-Murcia, intonation is defined as "the entire melodic line of a language, 1996" (p 184). Every language has intonation, so every language has a melody in its system. Diana Finch and Hector Ortiz define intonation in "terms of the rises and the falls of the voice in speech, 1982" (p 118). Whenever people speak English, they have a tendency to rise and to let

fall their voice according to the message they want to convey. As a final definition of intonation, linguistically speaking, "it consists of the pitch counters of the phrase and the concluding terminal juncture" Bowen Stockwell, 1965 (p 27). Thus, intonation will consist of pitch and the terminal juncture that people produce when saying an utterance.

2.3.3.2 Functions

Intonation has two main functions, which are the following:

❖ *Intonation reflects the grammatical function of an utterance.* That is to say that the intonation serves as an indicator of a grammatical form. For example, we have a sentence like:
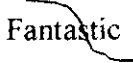
They've traveled

With a falling intonation, this will indicate that it is a statement, whereas if it has a rising intonation, it will indicate that the statement has changed into a question:

They've traveled

As we can notice in the example above, a sentence can be grammatically the same, but if we change our intonation, this sentence has two meanings.

❖ *Intonation also performs the function of conveying an attitude or emotion.* We can make people notice our attitude or feelings by the way we say a word, phrase or sentence using different intonation at the moment of speaking. It is clear that people will choose the kind of intonation that they want to employ in order to transmit the message as they want it to be decoded by the listener. The types of intonation that a person can demonstrate can be the following:

Fantastic   (perfunctory)

Fantastic   (enthusiasm)

Fantastic   (sarcasm)

2.3.3. 3 Intonation Contour

Intonation contour has to do with the movement of pitch that can occur within a sentence or an utterance. The English language has rising, falling and rising-falling intonation. We will analyze the intonation of the four major syntactic classes that exist in English, which are: statements, questions, commands, and exclamations.

2.3.3.3.1 Statements

According to Diana Finch and Hector Ortiz (1982) , within statements, there are some types of intonation counters that belong to this category,

such as: neutral conclusive statements, enumeration, apologies and astonishment.

❖ *Neutral conclusive statements*: usually take the falling intonation.

E.g.   She's crying.

- Non- conclusive statements take a rising intonation, e.g.:

He turned around suddenly and there she was.

❖ *Enumeration.* Enumeration and listing usually take a rising intonation on each element when the list or enumeration is incomplete. When we want to indicate that the list or enumeration is complete, we make a falling intonation on the last element. For example:

I have some magazines, books, comics, ...

I have some magazines, books, and comics,

❖ *Apologies.* They normally take a falling-rising intonation, e.g.

I'm very sorry

❖ *Astonishment and awe:* These types of statements take a rising-falling intonation, e.g.

It was a terrible accident !

2.3.3.3.2 Questions

The intonation of questions varies according to the type of questions that we want to ask. We have WH-questions, Yes- No questions, tag-questions, alternative questions and echo-questions.

❖ *WH-questions:* This kind of questions begin with question words such as: what, who, which, why, when, where, how, etc. These will usually take a falling intonation, e.g.

What's your name?

When we have a WH-question and it is made with a rising intonation, we are indicating politeness, and a PLEASE will be unnecessary. e.g.

Where are my shoes? (please)

❖ *Yes-No questions:* The intonation of these questions takes a rising tone. They will usually start with auxiliaries or "be" like: will, would, shall, can, may, might, must, have, has, had, am, are, is, was, were, do, does, did, e.g.

Do you have a ‾|‾pencil?

A Yes-No question can be made without a question word in its structure. This is done when we use a statement and we want to make a question without including a question word. The statement will have a rising intonation in order to transform it into a question, e.g.

The class ‾|starts right now?

Negative Yes-No questions become exclamations by changing its intonation from rising to falling. E.g.

Weren't they ‾|happy? (question)

Weren't they ⌐|happy! (exclamation)

❖ *Tag questions:* English has two types of tag questions.

a) Tag questions that elicit agreement. These take a rising-falling intonation. The speaker already knows the answer; he wants just to confirm what had been said, e.g.

Mark will go home, won't he?

b) Tag questions signaling uncertainty. They have a rising intonation. The speaker is not sure about the answer, so he wants more information. This will keep the conversation going, e.g.

He really arrives at noon, doesn't he?

(I think he arrives around noon, but I'm not sure)

* *Alternative questions:* These take a rising intonation on each element and a falling intonation on the last element. The person has a free choice of the alternatives being offered, e.g.

Would you like, milk or yogurt? (has to choose)

Alternatives which require a yes-no answer will take a rising intonation on the last element, e.g.

Would you like milk?

* *Echo-questions:* They request a repetition of what has been said. They take a rising intonation. This indicates that the person did not hear and he /she wants the person to repeat the utterance, e.g.

A: I've a mouse!
B: You have what?

Echo-questions with exaggerated pitch rise means "I can't believe what I just heard. Tell me again". e.g.

A: What are you doing this weekend?

B: I'm going scubadiving

A: What are you doing?   Or   You're doing what?

2.3.3.3.3 Commands

Commands usually take a verb in the imperative mood. Generally they take a falling intonation, e.g.

Shut up !   Don't scream at me !

Commands can change from sharp orders to polite ones if we make a falling-rising intonation, e.g.

Give me that eraser, Mary !

An imperative with a falling-rising intonation becomes a warning, e.g.

Watch out !

2.3.3.3.4. Exclamations

Exclamations generally take a falling intonation. These may consist of a what or how phrase, e.g.

<u>What an awful day it's been</u> !

Rising and falling intonation depends on what the speaker wants to transmit or emphasize, e.g.

Will you drive to the office tomorrow ?	(rather than the driver)
Will you drive to the office tomorrow ?	(rather than walk)
Will you drive to the office tomorrow ?	(rather than anywhere else)
Will you drive to the office tomorrow ?	(rather than some other time)

(Celce-Murcia, Brinton, Goodwin, 1996, p 189)

Intonation is one of the features that we as teachers have to take into consideration in teaching a language, since this will help the ESL speaker to emphasize the information he wants to transmit to the listener. Teaching Intonation in a foreign language environment represents a problem when the native language (Spanish) does not have similar intonation contours to the target language (English), because students are not in frequent contact with the language. This feature can be mastered easily if students are involved with the target language most of the time, as happens when learning the language in the target language environment.

CHAPTER III

3. MULTIPLE INTELLIGENCES THEORY

3.1 The concept of 'intelligence' throughout time.

Human intelligence has been studied since the time of ancient Greece with Plato and Aristotle, who claimed that humans could only be intelligent by studying geometry and logic. These studies only contributed with a tiny part in the search for a definition of "intelligence".

Buddhists also contributed to this study by speaking about three qualities of mind: 'wisdom', 'morality' and 'meditation', which guide humans to correctly view, think about and act in the world around them.

Later, Christian philosophers such as Saint Augustine and Thomas Aquinas thought that the study of human intelligence was not relevant since, for them, faith and piety were their priority. Then, Renaissance thinkers such as Niccolo Machiavelli, Leonardo Da Vinci and Thomas More said that intelligence was the human capacity to reason and create.

In 1904, the first intelligence test was developed in France by the Minister of Public Instruction and a group of colleagues. This test was used to measure students' IQ (intelligence coefficient) objectively.

The 20th century was a remarkable period for the study of the human intelligence. Reuven Feuerstein, Paul MacLean, Roger Sperry and Jean Piaget base their research on the understanding of the human brain and its cognitive process. This has become an important foundation for understanding the brain's natural learning capacity.

3.2 Gardner's Theory

By the year 1981, Howard Gardner and his colleagues, after a deep study of intelligence, decided to call the cognitive and psychological faculties "Multiple Intelligences", rather than abilities or gifts. For this reason, Howard Gardner (1983) is known as "The Father of Multiple Intelligences Theory".

Howard Gardner changed the concept of intelligence by including human abilities as part of intelligent behavior. In addition, he states that culture is an important issue in the development of human intelligence. He explores the way in which particular cultures value individuals in the way individuals create different products or serve their cultures in various capacities.

How the definition has changed

Old View	New View
➤ Intelligence was fixed.	➤ Intelligence can be developed.
➤ Intelligence was measured by a number.	➤ Intelligence is not numerically quantifiable.
➤ Intelligence was unitary.	➤ Intelligence can be exhibited in many ways- multiple intelligences.
➤ Intelligence was measured in isolation.	➤ Intelligence is measured in context/real-life situations.
➤ Intelligence was used to sort students and predict their success.	➤ Intelligence is used to understand human capacities and the many and varied ways students can achieve.

In 1983, Howard Gardner wrote the book "Frames of Mind" where he outlines his theory of multiple intelligences. There are two fundamental propositions:

1. **Intelligence is not fixed.** Students are not stuck with the intelligence level there were born with. We have the ability to develop the intellectual capacity of our students.

2. **Intelligence is not unitary.** There are many ways to be smart. There is not just one human intelligence, but rather multiple intelligences. Everyone has each intelligence and a unique pattern of intelligences.

    Gardner defines intelligence as:

➤ The ability to solve problems that one encounters in real life.
➤ The ability to generate new problems to solve.
➤ The ability to make something or offer a service that is valued within one's culture.

In addition, he introduced three distinct uses of the term "intelligence":

❖ A property of all human beings (all of us have these 8 or 9 intelligences)
❖ A dimension on which human beings differ (no two people - not even identical twins - possess exactly the same profile of intelligences)

❖ The way in which one carries out a task in virtue of one's goal (Joe may have a lot of musical intelligence but his interpretation of that piece may make little sense to us)

Howard Gardner divided the traditional notion of intelligence into seven categories (verbal/linguistic, logical/mathematical, visual/spatial, musical/rhythmic, bodily/kinesthetic, interpersonal and intrapersonal intelligence) and later in 1995, he added an eighth intelligence (naturalist intelligence) to his model. In recent years, in addition to the explosion of interest in emotional intelligence, there have also been serious efforts to describe 'existential intelligence' which he considers to be the "intelligence 8 ½".
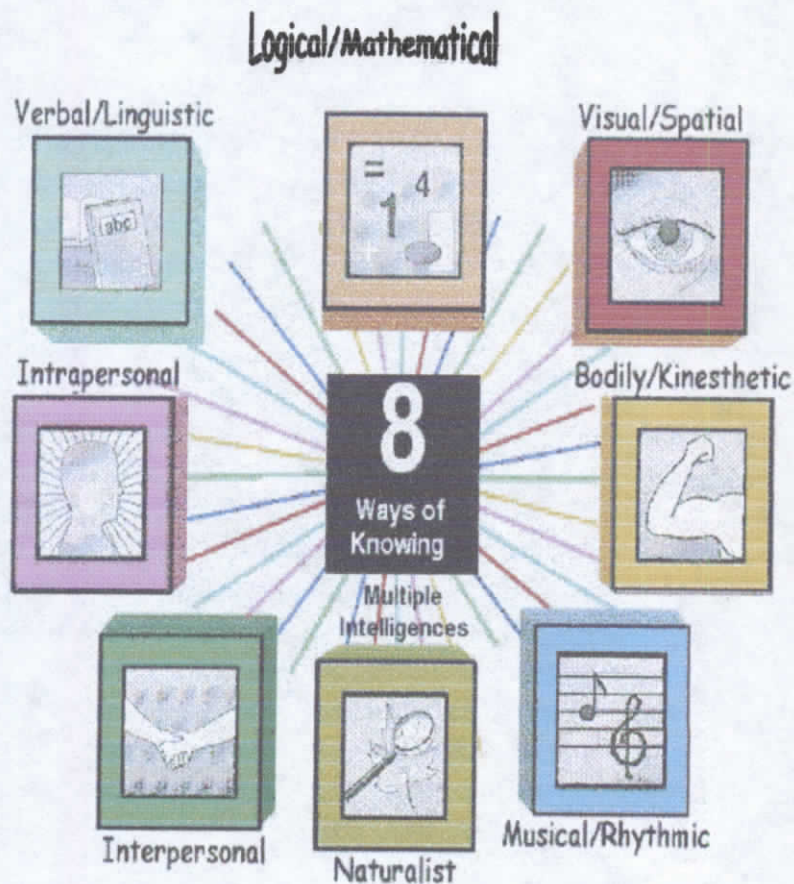
http://www.multi-intell.com/MI_chart.html.

3.3 Multiple Intelligences Definitions and Characteristics According to Howard Gardner.

3.3.1 Verbal – Linguistic Intelligence

Linguistic Intelligence *(Word Smart)* "is the capacity to use language, your native language, and perhaps other languages, to express what's on your mind and to understand other people. Poets really specialize in linguistic intelligence, but any kind of writer, orator, speaker, lawyer, or a person for whom language is an important stock in trade, highlights linguistic intelligence." (Gardner http://www.chariho-k12.ri.us/curriculum/MISmart/Verbal.html)

People with high verbal-linguistic intelligence often love to play with words and use metaphors, similes and others. Very often, people who have strong verbal-linguistic intelligence can think in words and read for hours at a time. Their *auditory* skills tend to be highly developed, and they learn best when they can speak, listen, read, or write.

It also involves understanding the order and meaning of words in both speech and writing and how to properly use the language. People with this intelligence

love learning new words, writing assignments, and their comprehension of anything they read is high.

3.3.2 Logical-Mathematical Intelligence
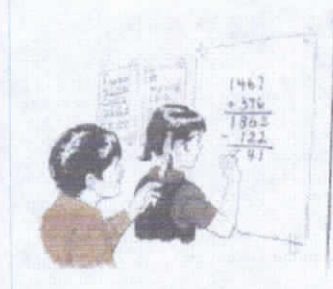
People with highly developed "**logical/mathematical intelligences** *(math smart)* understand the underlying principles of some kind of a causal system, the way a scientist or a logician does; or can manipulate numbers, quantities, and operations, the way a mathematician does."(Gardner http://www.chariho-k12.ri.us/curriculum/MILogical/Mathematical)

People who use logical-mathematical intelligence emphasize the rational. They are usually good at finding patterns (thought patterns, number patterns, visual patterns, color patterns, and so on), establishing cause and effect relationships, conducting, controlling experiments, and sequencing. Generally, they think in terms of concepts and questions and love to put ideas to the test. They are probably systematic and organized, and they always have a logical rationale or argument for what they are doing or thinking at any given time.

3.3.3 Visual - Spatial Intelligence

Spatial intelligence "refers to the ability to represent the spatial world internally in your mind – the way a sailor or airplane pilot navigates the large spatial world, or the way a chess player or sculptor represents a more circumscribed spatial world."(Gardner http://www.chariho-k12.ri.us/curriculum/MIVisual.html)

Spatial intelligence can be used in the arts or in the sciences. People who are spatially intelligent and oriented toward the arts are more likely to become painters or sculptors or architects than, say, musicians or writers. It is also called "art smart" or "picture smart" http://www.multi-intell.com/MI_chart.html.

People who are spatially intelligent are perceptive of visual details; they can usually sketch ideas out with graphs, tables, or images; and are often able to convert words or impressions into mental images. Spatial intelligent people think in images and have a strong sense of location and direction.

Many, who are strong in visual-spatial intelligence love to work with jigsaw puzzles, read maps and find their way around new places. They probably have definite opinions about colors that go together well, textures that are appropriate, and how a room should be decorated. And, they are excellent at performing tasks that require "seeing with the mind's eye", such as visualizing, pretending, imagining, and forming mental images.

3.3.4 Musical – Rhythmic Intelligence

Musical Rhythmic Intelligence, *(music smart or sound smart),* " is the capacity to think in music, to be able to hear patterns, recognize them, and perhaps manipulate them."(Gardner http://www.chariho-k12.ri.us/curriculum/MIMusical.html)

People who have strong musical intelligence don't just remember music easily - they can't get it out of their minds. It is the ability to produce melody and rhythm, as well as to understand, appreciate, and form opinions about music. They are who are able to sing in key, keep tempo, analyze musical forms or create musical expression. Musically intelligent people are sensitive to all types of nonverbal sounds and the rhythms of everyday noise.

Various sounds, tones, and rhythms may have a visible effect on them, whereas others can often see a change in facial expressions, body movement, or emotional responses. They like to create music and enjoy listening to a wide variety of music. They may be skilled at miming sounds, language accents, and others' speech patterns, and they can probably readily recognize different musical instruments in a composition.

3.3.5 Bodily – Kinesthetic Intelligence

Bodily/Kinesthetic intelligence, *(body smart or movement smart)* "is the capacity to use your whole body or parts of your body: (your hands, your fingers, your arms), to solve a problem, make something, or put on some kind of production. The most evident examples are people in athletics or the performing arts, particularly when dancing or acting."(Gardner http://www.chariho-k12.ri.us/curriculum/MIBodily.html)

People who are Bodily-Kinesthetic intelligent, know how to ride a bike, how to park a car, dance the waltz, catch a thrown object, maintain balance while walking, and where the keys are on a computer keyboard.

Those who are kinesthetically intelligent can generally handle objects or make precise bodily movements easily. Their tactile sense is usually well developed, and they enjoy physical challenges. These learners learn by doing, moving, and acting things out.

People who have strength in this intelligence area like physical movement, dancing, making and inventing things with their hands, and role-playing. They probably communicate well through body language and other physical gestures. They can often perform a task much better after seeing someone else do it first and then miming their actions. They probably like physical games of all kinds and they like to demonstrate how to do something for someone else. They may find it difficult to sit still for long periods of time and are easily bored or distracted if they are not actively involved in what is going on around them.

3.3.6.1 Interpersonal Intelligence

Interpersonal intelligence, (*people smart or group smart*) "is understanding other people. It's an ability we all need, but is at a premium if you are a teacher, clinician, salesperson, or a politician. Anybody who deals with other people has to be skilled in the interpersonal sphere."(Gardner http://www.chariho-k12.ri.us/curriculum/MIInterpersonal.html)

Interpersonally intelligent people work well with others and are quite sensitive to slight variations in people's moods, attitudes, and desires. Often, interpersonally-intelligent people are friendly and outgoing. Most people with this intelligence know how to guess, identify with, and react to the temperaments of others.

They are generally excellent team players and managers, and they learn best when they can relate to other people. This way of knowing also helps them to develop a whole range of social skills that are needed for effective person-to-person communication and relating.

They probably have lots of friends; show a great deal of empathy for other people and exhibit a deep understanding of other points of view. They love team activities of all kinds and are good team members. They are sensitive to other people's feelings and ideas, and are good at influencing others' thoughts. They are likely skilled at drawing others out in a discussion. They are also probably skilled in conflict resolution, mediation, and finding a compromise when people are in radical opposition to each other.

3.3.7 Intrapersonal Intelligence

Intrapersonal intelligence, *(self smart or introspection smart)* "refers to having an understanding of yourself, of knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward. We are drawn to people who have a good understanding of themselves because those people tend not to screw up. They tend to know what they can do. They tend to know what they can't do. And they tend to know where to go if they need help."(Gardner)

http://www.chariho-k12.ri.us/curriculum/MIIntrapersaonal.html)

Intrapersonally-intelligent people usually like to work on their own. They are in touch with their inner feelings and are able to form realistic goals and conceptions of themselves.

People with this intelligence like to work alone and sometimes may shy away from others. They are probably self-reflective and self-aware and thus they tend

to be in tune with their inner feelings, values, beliefs, and thinking processes. They frequently have a creative wisdom and insight; they are highly intuitive, and they are motivated themselves rather than needing external rewards to keep them going. They are often self-confident. Other people will often come to them for advice and counsel.

3.3.8 Naturalist Intelligence
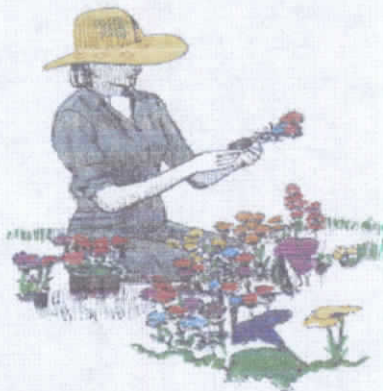
Naturalist intelligence (*nature smart or environment smart*) "designates the human ability to discriminate among living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rock configurations). This ability was clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef. I also speculate that much of our consumer society exploits the natural intelligences, which can be mobilized in the discrimination among cars, sneakers, kinds of makeup, and the like. The kind of pattern recognition valued in certain sciences may also draw upon the naturalist intelligence."(Gardner)

http://www.chariho-k12.ri.us/curriculum/MINaturalist.html)

People who have a high naturalist intelligence love to be outdoors and tend to notice patterns, features, and anomalies in the ecological settings they encounter. Those with this intelligence show an appreciation for, and a deep understanding of, the environment.

Naturalist intelligent people have a love for the outdoors, animals, plants, and almost any natural object. They are probably fascinated by and are sometimes sensitive to things like the weather, changing leaves in the Fall, the sound of the wind, the warm sun, or an insect in the room. At a young age, they like to collect things like bugs, rocks, leaves, seashells, sticks, and so on. They tend to have an affinity with and respect for human beings.

3.3.9 Existential Intelligence

The existential intelligence "refers to the individuals who exhibit the proclivity to pose (and ponder) questions about life, death, and ultimate realities."(Gardner)

http://www.chariho-k12.ri.us/curriculum/MIVisual.html

Existential Intelligence can be defined as the ability to be sensitive to, or have the capacity for, conceptualizing or asking questions about human existence, such as the meaning of life, why we are born, why we die, what consciousness is, or how we got here.

There are many people who feel that this be a ninth intelligence, *existential intelligence (A.K.A.: "wondering smart, cosmic smart, spiritually smart, or metaphysical intelligence")* should be included in the intelligences. The possibility of this intelligence has been alluded to by Gardner in several of his works. People who have developed existential intelligence will ask themselves questions such as:

- Why am I here? Why are we here?

- Are there other dimensions and, if so, what are they like?

- Can animals understand us, or do animals go to heaven?

- Are there really ghosts?

- Where do we go when we die?

- Why are some people evil?

- Is there life on other planets?

- Where is heaven?

- Why does God live?

These may be those people who can be described as "fully aware" of the cosmos of its diversity, complexity, and wonder. Frequently, these are the people who persist in asking those "big" questions that are difficult to answer.

Howard Gardner holds that all people possess not just a single intelligence (often called "g" for general intelligence), but all his eight intelligences, and that they use them in different situations if given the appropriate encouragement, enrichment and instruction. However, people demonstrate a high ability in one or two intelligences. It is important to point out that intelligences are always interacting with each other.

There is no standard set of attributes that a person must have in order to be considered intelligent in a specific area. For instance, if a person cannot read fluently that does not mean that he is not linguistically intelligent, because he might be good at story telling or at writing.

Gardener's research is based on anthropology, cognitive psychology, developmental psychology, biographical studies, psychometrics, physiology, and neurology. This gives more credence to his work. He also holds that a skill, talent or mental capacity has to pass several criteria before it can be identified as true intelligence. Some of this criteria includes the following (Silver Harvey, Richard Strong, Mathew Perine, <u>So Each May Learn</u>, 2000, pg 9)

➤ A unique symbol system through which the intelligence can be expressed, such as

Verbal-linguistic – phonetic languages (English, French, Spanish)

Logical-Mathematical – numerical systems, computer languages (C+, Java)

Visual-Spatial – ideographic languages (hieroglyphics), icons (street signs, computer operating systems like Windows)

Bodily-Kinesthetic – sign language, Braille, expressive dance, mime

Musical-Rhythmic – musical notation

Interpersonal – body language

Intrapersonal – self-symbols (e.g., in dreams)

Naturalist – natural taxonomies, Linnean classification systems

➤ Individual histories in terms of emergence and development within an individual.

➤ A biological basis that is subject to change through injury to the brain.

➤ Expression of the intelligence in products that are culturally meaningful.

Gardner notes that his eight intelligences may not be the only capacities that the human being can have. In his book "Multiple Intelligences for the 21st Century" (1999), he mentions three candidate intelligences: spiritual, existential, and moral intelligences, but these ones are still being studied by Gardner.

CHAPTER IV

4. Multiple Intelligences (MI) and Learning Styles in the Classroom for Teaching Pronunciation.

Teaching pronunciation through multiple intelligences (Howard Gardner, 1993) is not an easy task for teachers because it involves considerable research into students' intelligences, the MI theory itself, the phonological system of the language and the different (MI) activities to develop and promote their pronunciation, as well as developing their repertoire of intelligences. Teachers should use them in their daily lessons in order to keep students' attention and interests in the language.

According to our research, we can state that using multiple intelligences activities in the classroom is an educational innovation which can help students not only to master a language morphologically or syntactically, but also phonologically.

4.1 Multiple Intelligences and Learning Styles in the Classroom: the Classroom Environment

In the past, when teachers heard the word 'classroom', they thought of a place where students sat in rows in complete silence, just listening to what the teacher said. Nowadays, the classroom environment is an important setting where learning takes place and where the students have to feel

comfortable and confident to express their doubts, interests and needs to acquire a foreign language.

When working with multiple intelligences in the classroom, it is important to know that not every student learns in the same way and at the same speed. As individuals, we all are different, so we all learn in different ways. Teachers should know that the learning process depends on students' capacity to acquire information and skills, and how students perceive this information and these skills. Therefore there is a need to know the type of intelligence that students have so that teachers develop a variety of techniques and strategies so learning can become an easier process for students.

Being aware of students' intelligences is also being aware that we cannot impose any particular way of learning on them. Our task is to respect students' ways of learning, and also to create an atmosphere where students and teachers feel comfortable, relaxed and motivated to develop any task in the classroom.

Moreover, Multiple Intelligence theory can help the teacher to achieve better management in the classroom. Thus, teachers will be able to catch students' attention when beginning the class or a specific activity. For example, when the teacher wants students to be quiet, he cannot address students only using oral commands like "SILENCE!" (Verbal/Linguistic intelligence-auditory learning style), but he can take advantage of other strategies using the different intelligences students have. For instance:

- Verbal-Linguistic   (write on the board the phrase "be quiet, please" and students read it)

- Musical- Rhythmic strategy   (use a bell or rhythmic phrase)

- Bodily-kinesthetic   (use a TPR activities: using gestures that indicate silence)

- Visual-Spatial   (use posters or pictures)

- Logical-Mathematical   (teacher can count from 1 to 10 until students are quiet)

- Interpersonal   (use Chinese whispers to send a message to students)

- Intrapersonal   (Students take responsibility for creating silence)

4.2 Incorporating Multiple Intelligences and Learning Styles in the Classroom

When talking about multiple intelligences in language teaching one cannot ignore the term "Learning Styles". According to Elena María Ortiz (2002), a learning style is a general focus that a person can apply to a set of indefinite contents. They have a close relationship with the multiple intelligences. Whereas intelligence is the capacity which is focused on specific contents.

According to Howard Gardner, styles are very important in the learning process because they are the practical way in which intelligences function; in other words, the style reflects the intelligence the student has.

Teaching with multiple intelligences does not only involve knowing students' styles, but also teachers' styles. If they share the same style, the teaching-learning process will be accomplished easier than if they do not match, but our responsibility as teachers is to respect students' ways of learning.

Christison (1996) suggests four steps to show how MI theory can be applied to language teaching.

1. The first step is to identify the different activities that we use in the classroom and to classify them according to each type of intelligence.
2. The second step is to prepare a plan by selecting activities and tasks that meet students' needs, strengths, levels, learning styles, learning strategies, learning potentials, intelligences, the objective of the subject and teaching styles.
3. The third step is to use checklists which can be weekly or monthly in order to balance activities focusing on the different intelligences.
4. Finally, the fourth step is to analyze the different activities from the checklist so that we can find out if they are working well and, if not, to incorporate new ones.

The steps mentioned above are just as helpful in developing a syllabus with pronunciation activities based on students' multiple intelligences.

Celcia-Murcia, Brinton and Goodwin (1996) propose a framework that supports a communicative-cognitive approach to teaching pronunciation. They state the following aspects:

- Description and analysis of the pronunciation features to be targeted.

- Listening discrimination activities.

- Controlled practice and feedback (support learners production of the feature in a controlled context)

- Guided practice and feedback (communication exercises in which learners can produce and monitor for the target feature)

- Communicative practice and feedback (provides opportunities for the learner to focus on content but also get feedback on where specific pronunciation guidance is needed)

In addition, teachers must use different methodologies and strategies to help learners understand and produce effective pronunciation features according to their multiple intelligences. For example:

- Have learners touch their throats to feel vibration or no vibration in sound production, to understand what sound features are voiced and voiceless. (Bodily-Kinesthetic learner)

- Have learners use mirrors to see placement of tongue and lips or shape of the mouth. (Visual-Spatial learner)

- Have learners use a whistle or a musical instrument to provide reinforcement of stress or intonation patterns. (Musical-Rhythmic)

- Have learners stretch rubber bands to illustrate lengths of vowels. (Bodily-Kinesthetic learner)

- Provide visual or auditory associations for a sound (a buzzing bee demonstrates the pronunciation of /z/) (Visual-Spatial, and Musical-Rhythmic learner)

- Ask learners to hold up fingers to indicate number of syllables in words. (Logical-Mathematical learner)

Through our research, we have found that there is no standard model of a plan to apply MI theory in the classroom for teaching pronunciation because, as we have said, each group of students is going to be different (needs, interests, goals); as well as the teacher and objectives of the course.

4.3 Applying Multiple Intelligence and Learning Styles to teach pronunciation.

Based on the steps mentioned above, we have elaborated a weekly plan to teach pronunciation in our classroom focused on discrimination of the phonemes /θ/ /ð/ for 10 or 20 minutes in a 60 minutes period of class. This is a referential lesson plan to help teachers achieve a better understanding of how MI theory is incorporated into the classroom.

Our objective in our study is to help students improve their English pronunciation, taking advantage of their multiple intelligences. Thus, we present an example we have used during this research applied on the experimental group (See Chapters 5).

WEEKLY PLAN

Time Limitation: 20 minutes in each class

Students Level: Beginners

Number of Students: 20

Phonemes: /θ/ voiceless, fricative, interdental

/ð/ voiced, fricative, interdental

Objective: At the end of the week, students should be able to identify and pronounce these sounds correctly.

Day	Classroom Activities	Time	Intelligence (s)
Mon.	Provide a paragraph to students and ask them to underline words that have TH	10 mins.	Verbal/Linguistic Visual/Spatial
Tue.	Have students play bingo to analyze and discriminate the two phonemes	15 mins.	Verbal/Linguistic, Logical/Mathematical, Visual/Spatial, Bodily/Kinesthetic Intrapersonal
Wed.	Give students a jumping lily paths activity to practice the phonemes (pair work)	15 mins.	Visual/Spatial Logical/Mathematical Interpersonal
Thur	Complete gaps in a conversation with words which contain the two sounds and practice in an onion ring.	15 mins.	Logical/Mathematical Verbal/Linguistic Interpersonal
Fri.	Students present the conversation to be recorded	20 mins.	Verbal/Linguistic Interpersonal

Teachers can use this referential plan not only to teach pronunciation but it can also be adapted according to students' needs and their strongest intelligences.

It is also useful to make a checklist where teachers can control the intelligences they have exploited during the week, in our case, or during a month. Likewise,

we have adapted the following checklist from Christison (1996), which we have applied in our study.

Pronunciation Multiple Intelligences Weekly / Monthly Checklist From: _____ To: _____					
Intelligence	1st Week Monday	2nd Week Tuesday	3rd Week Wednesday	4th Week Thursday	5th Week Friday
Verbal/Linguistic					
Logical/Mathematical					
Visual/Spatial					
Bodily/Kinesthetic					
Musical/Rhythmic					
Interpersonal					
Intrapersonal					
Naturalist					

What we have described is only one way to incorporate Multiple Intelligences in the classroom during our experimental study, but it is important to point out that there are different ways to apply MI theory in the classroom.

Thus, we can mention that teachers can use activities through centers where students feel free to work in any center they want, according to their preferences. Moreover, teachers can work using topic-based activities where students work on a specific topic and develop their intelligences. Another way to work with

multiple intelligences is by projects, where students can develop not only their intelligences, but also their creativity, so at the end they have a tangible product.

Pronunciation can be one of the most difficult parts of the language that learners have to master, and also one of the least favorite topics for teachers to address in the classroom. Nevertheless, with careful preparation and the incorporation of multiple intelligences in the classroom, pronunciation can play an important role in supporting learners' communicative competence.

CHAPTER V

5. Activities and Strategies to Improve Pronunciation

Since pronunciation is an essential part of an English course, we have considered that it is important to teach it from low levels in order to avoid mispronunciation problems at high levels, which can cause misunderstandings. Of course, students will not acquire a native-like pronunciation, because they are not in constant contact with the language. It is also important to point out that after a certain age it becomes almost impossible to acquire native-like pronunciation, but if they have an intelligible pronunciation, they will be able to communicate effectively if they have the chance to speak with native speakers inside or outside their country, or to communicate with other non-native speakers in English.

Through our study, we want to demonstrate that if students are exposed to activities and strategies based on their intelligences, they can improve their pronunciation.

This is the reason why we have chosen two groups of teenagers (beginners) at the PUCESA to prove if our hypothesis works or not. One of the groups will be the **experimental group**, where the different activities will be applied to improve their pronunciation according to their intelligences. The other group will be the **control group,** where students will not be exposed to activities focused on specific pronunciation features, and for a period of time dedicated only to practice pronunciation.

There are twenty students in the experimental group. Their ages are between twelve and fourteen years old. Their English level is low (Level 1). Our research began by taking a pronunciation questionnaire (Annex 1) to discover students' (experimental and control group) opinions about learning pronunciation.

Through analysis of this questionnaire, we concluded that students are aware that pronunciation is an important aspect in their learning process. Furthermore, students suggested activities with which they would like to work with on mastering English pronunciation.

After this step, the two groups (control and experimental) took a pretest which helped us to discover the main pronunciation problems that they had. Through the analysis of this test, we realized that their main problems in segmental features are: short vowels, / t /, /θ/, / ð /, / tʃ/, /dʒ/, /v /, and / b /. In suprasegmental features, they had stress and intonation problems in isolation and in context.

We applied a multiple intelligences profile (Annex 3) to the experimental group in order to discover the predominant intelligence of each student and the group. We found that the principal intelligences in the group are Visual/Spatial, Musical/Rhythmic, Logical/Mathematical and Bodily/Kinesthetic. The analysis of the different questionnaires, pre-tests, post-tests and profile will be analyzed deeply in the following chapter.

Taking into consideration all the results and information collected, we have adapted pronunciation activities incorporating students' multiple intelligences in them for the experimental group, in order to improve their weaknesses in pronunciation. We have to mention that students were not only exposed to activities based on their strongest intelligences, but also the weakest ones, in order to develop these intelligences in students.

Each week, we chose specific sounds to practice through activities which lasted from 10 to 20 minutes as a warm-up for each period of class. We elaborated a weekly plan which was divided into five activities to be applied each day. Thus,

- On Monday, we chose an activity only to present the phonemes to be practiced during the week.
- On Tuesday, students were taught how to produce the sounds and patterns to identify them.
- On Wednesday, students were exposed to an activity where they had to identify and discriminate the sounds.
- On Thursday, students used the sounds in context with the correct pronunciation, and they practiced them orally.
- On Friday, students were able to present an oral activity in order to check their improvements.

As an extra activity, students had to choose a paragraph with the sounds studied and record themselves at home each day from Tuesday to Thursday. They had to listen to the tape and evaluate themselves and read and record again. On Friday, students gave the tapes to the teacher, and we checked them to see if their pronunciation had improved or not.

5.1 Weekly Plans Focussing on Students' Multiple Intelligences for Pronunciation.

The following weekly plans describe the activities we applied to the experimental group in order to improve their English pronunciation based on their weakest points. We would like to point out that the activities developed in this research will be described in a more detailed way in the next section, as well as the checklists prepared for each week, to monitor the variety of activities based on students' multiple intelligences.

It is important to mention that each activity was introduced by the teacher demonstrating how to produce the different sounds and movement of the articulators when possible (Visual/Spatial, Bodily/kinesthetic Intelligences).

❖ **WEEK ONE**

During this week, we presented activities to practice students' pronunciation of / θ / and /ð/.

WEEKLY PLAN

Phonemes: /θ/ voiceless, fricative, interdental

                                           /ð/ voiced, fricative, interdental

Objective: At the end of the week, students should be able to identify and pronounce these sounds correctly.

Day	Classroom Activities	Time	Intelligence (s)
Mon.	Provide a paragraph to students and ask them to underline words that have TH	10 mins.	Verbal/Linguistic
Tue.	Have students play bingo to analyze and discriminate the two phonemes	15 mins.	Verbal/Linguistic, Logical/Mathematical, Visual/Spatial, Bodily/Kinesthetic Intrapersonal
Wed.	Give students a jumping lily paths activity to practice the phonemes (pair work)	15 mins.	Visual/Spatial Logical/Mathematical Interpersonal
Thur	Complete gaps in a conversation with words which contain the two sounds and practice in an onion ring.	15 mins.	Logical/Mathematical Verbal/Linguistic Interpersonal
Fri.	Students present the conversation to be recorded	20 mins.	Verbal/Linguistic Interpersonal

❖   **WEEK TWO**

In this week, we presented activities to practice and reinforce students' pronunciation of / θ / (interdental, fricative, voiceless) and / t / (alveolar, stop, voiceless) phonemes.

WEEKLY PLAN

Phonemes: /θ/ fricative, voiceless, interdental

/t/ stop, voiceless, alveolar

Objective: During this week, students practice these sounds in isolation and context.

DAY	DESCRIPTION	TIME	INTELLIGENCES
Mon.	Provide the students with a crossword which contains the phonemes. / θ /- / t /	10 mins.	Visual/Spatial Logical/Mathematical Verbal/ Linguistic
Tue.	Chinese Whisper activity to identify and differentiate sounds.	15 mins.	Interpersonal Verbal/Linguistic
Wed.	Dominoes to match sounds.	15 mins.	Logical/mathematical Interpersonal
Thur.	Use a song to listen to specific words with the sounds being studied.	15 mins.	Musical/Rhythmic Bodily/Kinesthetic Intrapersonal
Fri.	Students give an oral presentation using posters.	15 mins.	Interpersonal Verbal/Linguistic Visual/Spatial

❖ **WEEK THREE**

This week, students practiced the phonemes / b / (bilabial, stop, voiced) and / v / (labiodental, fricative, voiced) since there was a big problem in discriminating and producing these phonemes.

WEEKLY PLAN

Phonemes: /b/ stop, voiced, bilabial

/v/ fricative, voiced, labio-dental

Objective: At the end of the week, students should be able to identify and pronounce these sounds correctly in isolation and context

DAY	DESCRIPTION	TIME	INTELLIGENCES
Mon.	Students bring a mirror to see themselves articulating these sounds and make modifications.	10 mins.	Intrapersonal Bodily/Kinesthetic
Tue.	The teacher provides a set of cards to a group of students. They choose the words that they listen.	15 mins.	Interpersonal Bodily/Kinesthetic
Wed.	Group dictation activity to practice sounds in context.	15 mins.	Verbal/Linguistic Interpersonal
Thur.	Listen and complete the song.	10 mins.	Music/Rhythmic Logical/Mathematical
Fri.	Sing the song in groups of four.	15 mins.	Music/Rhythmic Verbal/Linguistic Interpersonal

❖ **WEEK FOUR**

The sounds practiced during this week were / dʒ / and / tʃ /. They were presented in the following plan:

WEEKLY PLAN

Phonemes: /dʒ/ affricate, voiced, palato-alveolar

/ tʃ / affricate , voiceless, palato-alveolar

Objective: At the end of the week, students should be able to identify and pronounce these sounds correctly.

DAY	DESCRIPTION	TIME	INTELLIGENCES
Mon.	Word Builder to introduce the sounds	10 mins.	Logical/Mathematical Verbal/Linguistic
Tue.	Turn And Touch activity to practice the sounds in groups.	10 mins.	Interpersonal Bodily/Kinesthetic Verbal/Linguistic Logical/Mathematical
Wed.	Humming Sentences to practice the sounds, stress and intonation in context.	15 mins.	Verbal/Linguistic Musical/Rhythmic
Thur.	Matching the conversation and identify sounds in context. Practice stress and intonation.	10 mins.	Verbal/Linguistic Logical/Mathematical Interpersonal Visual/Spatial
Fri.	Present the conversation with the correct pronunciation.	15 mins.	Verbal/Linguistic Interpersonal

❖ **WEEK FIVE**

During this week, students were trying to master and differentiate short vowel / I / and long vowel / i: /. We thought that these sounds were difficult for them because in the Spanish phonological system there are no short vowels.

WEEKLY PLAN

Phonemes: /I/ Front, half close, unrounded

/i: / Front, close, unrounded

Objective: Through these activities, students should identify the two sounds and use them correctly.

DAY	DESCRIPTION	TIME	INTELLIGENCES
Mon.	Filling-gap activity with the sounds to practice.	10 mins.	Logical/Mathematical Verbal/Linguistic Intrapersonal
Tue.	Word Builder and a Gap Activity.	10 mins.	Verbal/Linguistic Logical/Mathematical Visual/Spatial
Wed.	Burst the balloon to order the sentence.	10 mins.	Verbal/Linguistic Bodily/Kinesthetic Interpersonal Visual/Spatial
Thur.	Words into Music to practice the phonemes / I/ and / i /, rhythm and intonation.	15 mins.	Interpersonal Musical/Rhythmic
Fri.	Students present the chants with the rhythm created by themselves.	15 mins.	Musical/Rhythmic Interpersonal

❖ **WEEK SIX**

These students were exposed to the diphthong / oU / and the vowel / a /, and the sounds were presented through the following activities.

WEEKLY PLAN

Phonemes: /oU/ Back, mid, rounded

/ a / Central, open unrounded

Objective: At the end of the week, students are able to identify and use these sounds in context.

DAY	DESCRIPTION	TIME	INTELLIGENCES
Mon.	My teacher is a tape recorder.	15 mins.	Interpersonal Bodily/Kinesthetic Verbal/Linguistic
Tue.	Stealing the card to match the same sounds	10 mins.	Interpersonal Verbal/Linguistic Visual/Spatial
Wed.	Picture Story to practice sounds in context.	15 mins.	Verbal/Linguistic Visual/Spatial Interpersonal
Thur.	Mime the story and the class guesses it.	15 mins.	Verbal/Linguistic Visual/Spatial Bodily/Kinesthetic
Fri.	Role Play the Story	15 mins.	Verbal/Linguistic Bodily/Kinesthetic Interpersonal

❖ **WEEK SEVEN**

The activities used in this week were designed in order to improve

students' pronunciation on / æ /, /e /, / ɔ / phonemes.

WEEKLY PLAN

Phonemes: / æ /   Front, open, unrounded

/e /   Front, half close, unrounded

/ ɔ/   Back, half open, rounded

Objective: At the end of the week, students should be able to distinguish the

three sounds.

DAY	DESCRIPTION	TIME	INTELLIGENCES
Mon.	Spelling Bee to introduce the sounds	15 mins.	Intrapersonal Verbal/Linguistic
Tue.	Pronunciation crossword to practice pronunciation of past tense verbs.	10 mins.	Verbal/Linguistic Logical/Mathematical
Wed.	Pick the correct word and write sentences with them.	15 mins.	Logical/Mathematical Bodily/Kinesthetic Visual/Spatial Interpersonal
Thur.	Talking about last vacation (conversation)	15 mins.	Verbal/Linguistic Interpersonal
Fri.	Present the conversation	15 mins.	Verbal/Linguistic Interpersonal

❖   **WEEK EIGHT**

The phonemes practiced this week were / 3: / , / e / in order to continue practicing the vowels in which students showed problems.

WEEKLY PLAN

Phonemes: /3:/   Central, half close, unrounded

                      /e /   Front, half close, unrounded

Objective: At the end of the week, students should be able to identify and pronounce these sounds correctly.

DAY	DESCRIPTION	TIME	INTELLIGENCES
Mon.	Memory cards to present sounds.	10 mins.	Logical/Mathematical Visual/Spatial
Tue.	Sound maze to identify / 3: / sounds	10 mins.	Interpersonal Visual/Spatial Logical/Mathematical
Wed.	Shouting dictation to practice sounds in context.	15 mins.	Verbal/Linguistic Interpersonal
Thur.	Students write about future plans using the words studied.	10 mins.	Verbal/Linguistic Intrapersonal
Fri.	Debate "The Third World War". Students support their ideas".	15 mins.	Verbal/Linguistic Interpersonal

❖   **WEEK NINE**

Finally, students practiced activities focused on stress and intonation.

WEEKLY PLAN

Suprasegmentals: Stress and intonation

Objective: At the end of the week, students should be able to mark and produce correct stress and intonation in isolated words, sentences and questions.

DAY	DESCRIPTION	TIME	INTELLIGENCES
Mon.	Word Stress: Students mark the stress in isolated words.	10 mins.	Logical/Mathematical Bodily/kinesthetic Intrapersonal
Tue.	Stress in Context: Students mark stress in a paragraph.	10 mins.	Interpersonal Verbal/Linguistic Logical/Mathematical
Wed.	Rhyming Pairs: Provide students a jigsaw puzzle to match rhyming pairs.	10 mins.	Visual/Spatial Interpersonal Bodily/Kinesthetic Logical/Mathematical Musical/Rhythmic
Thur.	Singing with stress and intonation.	15 mins.	Interpersonal Musical/Rhythmic
Fri.	Oral Presentation with posters. "How to protect the Earth"	15 mins.	Verbal/Linguistic Visual/Spatial Intrapersonal

The activities developed in these nine weekly plans helped us to introduce and practice the sounds in isolation so that students would identify and produce them. These plans were designed to improve students' weaknesses in pronunciation. Furthermore, these weekly plans had a variety of activities to exploit students' multiple intelligences. To have a better idea of how students' intelligences were considered in each week, we have used a checklist to control the activities based on multiple intelligences according to the results of the MI profile, so that we could take advantage of them in order to improve students' pronunciation.

Intelligence	1st Week	2nd Week	3rd Week	4th Week	5th Week	6th Week	7th Week	8th Week	9th Week
Verbal/Linguistic	X	X	X	X	X	X	X	X	X
Logical/Mathematical	X	X	X	X	X	X	X	X	X
Visual/Spatial	X	X		X	X	X	X	X	X
Bodily/Kinesthetic	X	X	X	X	X	X	X		X
Musical/Rhythmic		X	X	X	X				X
Interpersonal	X	X	X	X	X	X	X	X	X
Intrapersonal	X	X	X		X		X	X	X
Naturalist								X	X

Pronunciation Multiple Intelligences Weekly Checklist
From: November 17th 2003 To: January 30th 2004

As you can see in the table above, in the activities, most of the intelligences were exploited and reinforced. As we did not have students with naturalist or existential intelligences, we did not focus on them.

5.2. Activities Based on Students' MI to Improve Pronunciation.

The activities used during the nine weeks are best described as follows:

PARAGRAPH

Point: Discrimination of sounds / θ / (voiceless, fricative, interdental) - / ð / (voiced, fricative, interdental)

Level: Elementary

Type: Individual work to identify words which have TH.

Time: 10 minutes.

Objective: Identify and underline words which contain the TH

MI: Verbal/Linguistic

Preparation:

We gave a paragraph to each student.

(Paragraph taken from New Interchange 2 by Jack Richards, 1997)

Procedure:

1. Give the paragraph to each student.

2. Students read the paragraph and circle words with TH.

3. Teacher explains that there are two sounds for TH : / θ / , / ð /.

4. Teacher gives examples and demonstrates how to produce the sounds.

5. Ask students to classify the words they circled in the two sounds.

6. Students practice them in pairs.

PARAGRAPH

William's Report

We went to Thailand for our summer vacation last year. It was our first trip to Asia. We loved it. We spent a week in Bangkok and did something different everyday. We went to the floating market very early one morning. We didn't buy anything there, we just looked. Another day, we went Wat Phra Keo, the famous Temple of the Emerald Buddha. It was really interesting. Then we saw two more temples nearby. We also went on a river trip somewhere outside Bangkok. The best thing about the trip was the food. The next time we have friends over for dinner and going to cook Thai food.

....

PRONUNCIATION BINGO

Point: voiceless / ð / and voiced / θ /

Level: Elementary

Type: A listening and research game for the whole class

Time: 20 minutes.

Objective: The objective of this activity is for students to distinguish voiceless / θ / and voiced / ð /

Multiple Intelligences: Logical/Mathematical and Visual/Spatial, Verbal/Linguistic, Bodily/Kinesthetic Intelligences

Preparation:

We copied and cut the sheet of cards so that there was a card for each student.

(Bingo cards Adapted from <u>Pronunciation Games</u> by Mark Hancock, 1995)

Procedure:

1. Give a card to each student.

2. Read aloud each word from one of the cards in random order.

3. Ask students to cross out the words on their cards as they hear them.

4. When a player completes a horizontal or vertical line, he or she should shout

BINGO! The winner reads aloud the words and the teacher checks them.

BINGO

cloth	that	they
theirs	father	breath
leather	tooth	with

BINGO

thing	these	thing
theater	father	theirs
thanks	rather	breath

BINGO

there	bother	these
north	leather	anything
mouth	rather	this

BINGO

together	this	bath
mouth	bother	tooth
anything	smooth	cloth

BINGO

that	this	another
leather	mouth	rather
smooth	think	father

BINGO

together	this	bath
mouth	bother	tooth
anything	smooth	cloth

BINGO

cloth	that	they
theirs	father	breath
leather	tooth	with

BINGO

thing	these	thing
theater	father	theirs
thanks	rather	breath

BINGO

there	bother	these
north	leather	anything
mouth	rather	this

JUMPING LILY PATHS

Point: sound discrimination / ð / - / θ /

Level: Elementary

Type: A path-finding for students working individually or in pairs.

Time: 15 minutes.

Objective: The objective is for students to distinguish the phonemes / θ / - / ð /

MI: Verbal/Linguistic and Visual/Spatial Intelligence

## Preparation:

We copied the puzzle for each student.

(Jumping Lily Paths adapted from Pronunciation Games by Mark Hancock, 1995)

Procedure:

1. Give the copies to each student.

2. Explain that students can only jump the lily paths which have the sound / θ /. There is only one path to cross the lake.

3. Students are allowed to jump horizontally, vertically and diagonally.

KEY: TEETH – THANKS – MOUTH – CLOTH – ANYTHING – THEATER – SOUTH – FOURTH.

they	rather	then	fourth
this	theater	south	mother
anything	with	those	these
that	cloth	other	bath
feather	brother	mouth	that
smooth	leather	thanks	theirs
together	teeth	father	another

CONVERSATION

Point: Discrimination of sounds / θ / - / ð /

Level: Elementary

Type: Pair work to practice sounds in context.

Time: 15 minutes.

Objective: Use sounds and practice the conversation.

MI: Verbal/Linguistic, Logical/Mathematical, Interpersonal and Visual/Spatial

intelligences.

Preparation:

We chose a conversation with the sounds to practice.

(conversation taken from New Interchange 1, by Jack Richards, 1997)

Procedure:

1. Give the conversation to each pair of students.

2. Ask them to underline words that have TH.

3. Check with students.

4. Work with them to classify the sounds / ð / - / θ /

5. Students practice the conversation with correct sounds.

CONVERSATION

Man: Do you know who Michelle Smith is?

Woman: Yeah. She was in that James Bond movie-Tomorrow Never Dies-

Man: I'm reading this article about her. Did you know she was born in

North Carolina?

Woman: No, I didn't.

Man: Yeah. She was born in North Carolina in 1962.

Man: And, do you know anything about this guy, Thomas Thunder?

Woman: Thomas Thunder? No, I don't think so. Who is he?

Man: He's a skier. He won third place in 1998 Olympics, and he helped the

Japanese team win the gold medal. He's a great person, too. People call

him "Happy Harada"

Woman: Where's he from?

Man: He was born in Japan.

Woman: Is he young?

Man: Well... I think he was born in 1968.

WORD SOUP IN TWO PARTS

Point: voiceless, interdental, fricative / θ / and / t / voiceless, alveolar, stop.

Level: Elementary

Type: A pair work activity to practice pronunciation with vocabulary.

Time: 15 minutes.

Objective: The objective of this activity is to identify vocabulary and discriminate sounds: voiceless /θ / and / t /

MI: Logical/Mathematical and Visual/Spatial Verbal/Linguistic intelligences

Preparation:

We copied the word soup sheet for each pair of students.

Procedure:

1. Give a crossword sheet to each student.

2. Ask students to find words in the word soup.

3. Check with the whole class.

4. Ask students to classify the words according to their sounds.

5. Check the answers and ask to each pair to make a sentence with the words in the word soup.

WORD SOUP

Fimd the following words in the Word Soup

WORD SOUP

Find the following words in the word soup.

CHINESE WHISPERS

Point: /θ/, / t /

Level: Elementary

Type: A listening group work activity

Time: 15 minutes

M.I: Bodily-kinesthetic, Interpersonal and Verbal/Linguistic Intelligences.

Objective: The objective is to pass the message from one student to the other. The group who writes the correct messages on the board will be the winner.

Preparation:

We selected some sentences with the sounds to practice.

Procedure:

1. Write one sentence in each card.

2. Divide the class in two groups.

3. Line up the students.

4. Give one card to the last student. Then he/she reads and passes the message to the next student telling it in his/her ear once.

5. The first student in the line will write the message on the board.

6. The group which has the correct message will be the winner.

CHINESE WHISPERS

GROUP 1

1. They think about their MATH class.

2. Those three students were on THURSDAY.

3. This THEATER is in the SOUTH.

4. That MOTHER is with her FATHER.

GROUP 2

1. There are many TEETH in your MOUTH.

2. On THURSDAY, they will take a BATH.

3. The TENTH is my birthday.

4. This month we will travel TOGETHER.

DOMINOS

Point: Discrimination of sounds / θ / - / t /

Level: Elementary

Type: Group work activity to practice sounds.

Time: 15 minutes.

Objective: Match words with the same sounds.

MI: Logical/Mathematical, Interpersonal and Bodily/Kinesthetic Intelligences.

Preparation:

We designed domino cards for each group with words that had the sounds to practice.

(Adapted from Pronunciation Games by Mark Hancock, 1995)

Procedure:

1. Give a set of domino cards to each group.

2. Ask students to deal the cards to each student from the group (5 to each one)

3. Students match words according to their sound.

4. The winner will be the student who has played all his/her domino cards.

DOMINOES

WITH	TANK

BIRTHDAY	TENNIS

TEETH	THINK

TIE	TOP

THEATHER	TIME

THREE	THROUGH

CAFETERIA	SPORT

MOUTH	TWELVE

THUMB	TWINS

TRY	RETURN

PATH	TOWEL

THICK	THIN

RACKET	STAIRS

BATH	SKIRT

RUTH	THING

ELEVATOR	HAT

MATH	WRITE

MONTH	THRISTY

WORTH	SHORT

THANKS	COAT

COUNTING WORDS IN A SONG

Point: Discrimination of sounds / θ / - / t /

Level: Elementary

Type: Individual work to discriminate sounds

Time: 15 minutes.

Objective: To listen to specific words and count them in a song.

MI: Musical/Rhythmic, Bodily/Kinesthetic, Intrapersonal Intelligences.

Preparation:

We chose a song that had words with the sound to practice and copied the lyrics

for the students.

(Song taken from <u>Singing Grammar</u>, by Mark Hancock, 1998)

Procedure:

1. Write on the board five words with the sounds / t / - /θ / from the song.

2. Ask students to listen to the song and count how many times each word is

   repeated in the song.

3. Then, give the lyrics so that they can check with the teacher.

4. Check pronunciation of these words.

5. Sing the song with the correct pronunciation.

KEY: nothing –with – shoot –to - teeth

COUNTING WORDS IN A SONG

SPACE INVADER

I'm your space invader
And I live behind your screen
I'm your favorite alien
Come and play with me

I wake up in the morning
And I lie in bed and think
I comb my hair and brush my teeth
And then I have a drink

I know you like computer games
You know I like them too
I live in a computer
And there's nothing else to do

I eat fast food for breakfast
And I read a magazine
You switch on your computer
And I jump behind your screen

I stand there with my monster friends
We wave our arms and legs
We move around, you shoot us down
And then we go to bed.

CHOOSE YOUR TOPIC AND PRESENT

Point: Practice sounds / θ / - / t / in context.

Level: Elementary

Type: Individual work to improve the oral skill.

Time: 15 minutes.

Objective: Choose a topic and speak about it.

MI: Verbal/Linguistic, Interpersonal Intelligences.

Preparation:

We filled a box with slips of papers that contained different topics provided by the teacher.

Procedure:

1. Ask each student to choose one slip of paper and to talk about it for 2 minutes.

2. Tell other students to ask a question to the one who is presenting.

3. Teacher takes notes on students' problems in pronunciation.

MY LAST VACATION
MY FAMILY
MY FAVORITE FOOD
THINGS I LIKE TO DO
MY BEST EXPERIENCE
MY BEST FRIEND
MY FAVORITE CITY
MY FAVORITE SINGER – ACTOR
MY DAILY ROUTINE
MY FAVORITE SUBJECT

LOOKING AT YOURSELF IN THE MIRROR

Point: / b / (voiced, bilabial, stop) , / v / (voiced, labiodental, fricative)

Level: Elementary

Type: An individual activity to watch lip and jaw position.

Time: 10 minutes

M.I: Visual-spatial, Intrapersonal and Bodily/Kinesthetic Intelligences

Objective: To identify lip position between these two phonemes.

Preparation:

We asked students to bring a mirror to the class and selected words with the phonemes they were going to practice.

(Idea adapted from <u>Pronunciation with an Eye on MI</u>, by Shirley Thomson, TESOL, 2001)

Procedure:

1. Copy the set of words to each student.

2. Tell them to pronounce the word and watch the different lip position in their mirrors.

3. Ask students to find the difference between the two sounds.

berry	very	discover
best	vest	baby
bowel	vowel	love
ban	van	lab
belt	leave	over

CATCH THE CORRECT WORD

Point: / b /, / v /

Level: Elementary

Type: Group work listening discrimination activity.

Time: 10 minutes

M.I: Verbal-Linguistic, Interpersonal and Bodily-kinesthetic Intelligences

Objective: To discriminate words and pick up the correct one.

Preparation:

We selected a set of 10 minimal pairs.

Procedure:

1. Divide the students in groups of four.

2. Give a set of cards to each group.

3. Ask students to place the cards face up on the desk.

4. Read the cards aloud one by one.

5. Students in each group pick up the words they hear.

6. The winner will be the student who has more cards.

7. Finally, ask students to write five sentences with any words from the set of minimal pairs.

----

b	v
best	vest
boat	vote
berry	very
bowel	vowel

GROUP DICTATION

Point: / b /, / v /

Level: Elementary

Type: Group work listening discrimination activity.

Time: 15 minutes

M.I: Verbal-Linguistic and Interpersonal Intelligences.

Objective: To discriminate the two sounds and order the paragraph.

Preparation:

We selected a paragraph and divided it into five parts.

(Paragraph taken from In Tune Book1, by Manuel dos Santos, 1983)

Procedure:

1. Divide students in four groups of five.

2. Give one part of the paragraph to each student.

3. Ask one student to dictate his/her sentence and when they finish the dictation; tell them to order the paragraph.

4. Ask students to circle the words with / b / and underline words with / v /.

5. Check with students.

6. Students practice the words with the correct pronunciation.

GROUP DICTATION

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Jack Hope is a bus driver. He drives a bus and likes his job.

Mrs. Hope is a housewife. She works at home but wants a job very much.

She wants to be a secretary. She and her husband want a house, but they need money.

Jill, the Hope's daughter, is a nurse. She works in a hospital and she loves her job. She wants to be a doctor.

John, Mr. And Mrs. Hope's son, works in a bank. He's a clerk. He doesn't like his job. He wants to be an actor and to travel.

.

SING AND COMPLETE

Point: Discrimination of sounds / b / - / v /

Level: Elementary

Type: Individual work to discriminate sounds.

Time: 15 minutes.

Objective: To listen to a song and complete the gaps.

MI: Musical/Rhythmic, Logical/Mathematical, Intrapersonal Intelligences.

Preparation:

We chose a song which had words with the sound to practice.

Procedure:

1. Give a copy of the lyrics of the song to each student.

2. Ask them to listen to the song and complete the gaps.

3. Check with students and sing the song again.

KEY: goodbye, ever, lives, heaven, lived, burned, before, loveliness, even, brings.

SING AND COMPLETE

CANDLE IN THE WIND (Elton John)

_____.. England's rose

May your _____ grow in our hearts

You were the grace that placed itself

Where _____ were torn apart

You called out to our country

And you whispered to those in pain

Now you belong to _____

And the stars spelled out your name

CHORUS

And it seems to me

You _____ your life

Like a candle in the wind

Never fading with the sunset

When the rain set in

And your foot steps

Will always fall here,

Along England's greenest hills

Your candle's _____ out long _____

Your legend ever will

_____ we've lost

these empty days without your soul

these torch will always carry

for our nation's golden child

and _____ though we try

the truth _____ as two tears

all our words cannot express

the joy you brought us to the years.

_____, England's rose

May your _____ grow in our hearts

You were the grace that placed itself

Where _____ were torn apart

You called out to our country

And you whispered to those in pain

Now you belong to _____

And the stars spelled out your name

CHORUS

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for our nation's golden child

and _____ though we try

the truth _____ as two tears

all our words cannot express

the joy you brought us to the years.

WORD BUILDER

Point: Discrimination of sounds / dʒ / (voiced, palato-alveolar, affricate) - / t ʃ /

(voiceless, palato-alveolar, affricate)

Level: Elementary

Type: Individual or pair work to introduce the sounds

Time: 10 minutes.

Objective: To practice word spelling.

MI: Logical/Mathematical, Bodily/Kinesthetic and Verbal/Linguistic Intelligences.

Preparation:

We copied the alphabet twice for each student.

We gave the alphabet to students and asked them to cut them at home.

We selected a list of words to practice the sounds

Procedure:

1. Students bring the alphabet.

2. Teacher says the word and students build the word using the alphabet.

3. Ask students to spell the word.

4. Elicit from students a sentence using the word.

5. Teacher asks students to identify the sound / dʒ / or / tʃ / in each word.

WORD BUILDER

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
y	z		

TURN AND TOUCH

Point: /dʒ/ /tʃ/

Level: Elementary

Type: A listening discrimination work group activity.

Time: 15 minutes

M.I: Interpersonal, Visual-Spatial, Logical-Mathematical and Bodily-kinesthetic Intelligences

Objective: To discriminate and identify the phonemes.

Preparation: We selected words with the two sounds especially minimal pairs.

Procedure:

1. Divide the students into 2 or 4 groups.

2. Write the two sounds on the board.

3. Ask students to stand up with their back to the board.

4. Read the word and tell students that they have to turn and touch the sound that they hear.

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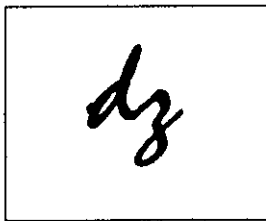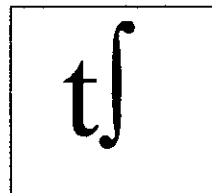
dʒ		tʃ	
cheap	H	match	age
choke	jeep	jeers	
cheers	joke	Madge	

HUMMING SENTENCES

Point: /dʒ /, / t ʃ / stress, intonation

Level: Elementary

Type: Listening pair work activity.

Time: 15 minutes

M.I: Musical-Rhythmic and Verbal-Linguistic Intelligences

Objective: To identify the intonation of sentences.

Preparation:

We selected ten sentences for each pair of students and marked the stress in the sentence with capital letters, e.g. Do you want to GO to the movies?

(Idea adapted from Pronunciation with an Eye on MI, by Shirley Thomson, TESOL, 2001)

Procedure:

1. Copy the sentences for the pair of students.

2. Give five sentences to each student.

3. Ask students to sit facing each other.

4. Tell student A to start humming a sentence and student B identifies the sentence and takes out the correct one.

5. Students take turns humming the sentences.

HUMMING SENTENCES

- ❖ I drink ORANGE juice in the morning.

- ❖ Do YOU have a large jeep?

- ❖ MARY teaches GERMAN.

- ❖ I like to tell JOKES

- ❖ My birthday is in JANUARY

- ❖ Did TOM leave the message?

- ❖ The PRISIONER escaped from jail

- ❖ Guayaquil is a DANGEROUS city.

- ❖ THAT tree has cherries.

- ❖ He's telling jokes in JAIL now.

MATCHING CONVERSATION

Point: /dʒ/, /t ʃ /

Level: Elementary

Type: Pair work reading and speaking activity.

Time: 15 minutes

M.I: Interpersonal, Visual-Spatial, Logical-Mathematical, Bodily/Kinesthetic

and Verbal/Linguistic Intelligences

Objective: To introduce the sounds in context and practice intonation and stress.

Preparation:

We copied this conversation for each pair of students.

(conversation taken from Pronunciation Pairs. An introductory course for students

of English, 1990)

Procedure:

1. Copy the conversation for each pair of students.

2. Tell students to match column A with column B to order the conversation.

3. Check the answers with students.

4. Tell students to mark stress and intonation in the conversation.

5. Check and practice in pairs.

FILLING GAP ACTIVITY

Point: Identification and discrimination of sounds / I /(front, half close, unrounded) and / i: / (front, close, unrounded)

Level: Elementary

Type: Individual work to practice the sounds

Time: 10 minutes.

Objective: To recognize sounds in context.

MI: Logical/Mathematical, Verbal/Linguistic, Intrapersonal Intelligences.

Preparation:

We selected a paragraph with words that have the sounds studied.

(paragraph taken from New Interchange 1, by Jack Richards, 1997)

Procedure:

1. Provide students with the paragraph.

2. Ask them to fill the gaps with the words provided (Individual work).

3. Check answers with students.

4. Ask them to classify the words in /I / and / i: /.

5. Check and practice the pronunciation.

FILLING GAP ACTIVITY

is	Little	Streets	Theater	It's
Live	Here	Big	Noisy	Traffic

My neighborhood _____ (1) very convenient- it's near the shopping center and the bus station. It's also safe. But those are the only good things about living downtown. It's very _____ (2) - the _____ (3) are always full of people! The _____ (4) is terrible, and parking is a _____ (5) problem! I can never park on my own street. I'd like to _____ (6) in the suburbs. We live in the suburbs, and _____ (7) just too quiet! There aren't many shops, and there are certainly no clubs or _____ (8). There are a lot of parks, good schools, and very _____ (9) crime; but nothing ever really happens _____ (10). I would really love to live downtown.

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is	Little	Streets	Theater	It's
live	Here	Big	Noisy	traffic

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WORD BUILDER

Point: / iː / / I /

Level: Elementary

Type: A pair work or group work activity.

Time: 15 minutes

M.I: Verbal-Linguistic and Bodily-Kinesthetic Intelligences.

Objective: Listen carefully and build the correct word. Students also use that word to complete a sentence.

Preparation:

We selected 10 words (minimal pairs) and wrote sentences on a poster to be completed with these words. We also copied the alphabet twice for each pair of students.

Procedure:

1. Give the alphabets to each pair.

2. Read aloud one word and students listen to and build the word.

3. Then students complete the sentence with the word given.

WORD BUILDER

1. _____ are my shoes.

2. _____ is my bedroom.

3. I like to _____ candies.

4. I like _____ for my mom.

5. They _____ in Asia.

6. _____ it on the desk.

7. She's wearing high _____.

8. Ambato has many _____.

9. I _____ happy.

10. We _____ the box with oranges.

BURST THE BALLOONS

Point: Use / I / and / i: / in context.

Level: Elementary

Type: Group work to practice the sounds

Time: 15 minutes.

Objective: To burst the balloon take the pieces of the sentence and order it.

MI: Verbal/Linguistic, Bodily/Kinesthetic, Visual/Spatial, Interpersonal Intelligences.

Preparation:

We selected three sentences with the sounds and cut them into pieces. We put each sentence inside a balloon.

(adapted from Pronunciation with an Eye on MI, by Shirley Thompson, TESOL, 2001)

Procedure:

1. Divide students in four groups.

2. Put the balloons on one side of the classroom.

3. Ask one member of each group to run and take a balloon.

4. The students who take the balloon have to run to their group and burst it without using their hands or feet.

5. The group orders the sentences.

6. Teacher and students check the answers.

7. Students identify words with the sounds studied in the sentences.

BURST THE BALLOONS

MY	GRANDPA	HAS	BIG	YELLOW	CHEEKS		
MY	GRANDMA	HAS	TEN	SHEEP	IN	HER	FARM
MARY	FILLS	HER	BAG	WITH	TEN	TOMATOES	
TOM	IS	STEALING	THE	PACIFIC	BANK		
IT	IS	A	WONDERFUL	DAY	TODAY		
CAN	YOU	HELP	ME	FIXING	MY	CAR	?
ANNA	AND	MARY	SPEAK	THREE	LANGUAGES		
ARE	YOU	GOING	TO	THE	BEACH	IN	DECEMBER?
THERE	ARE	MANY	LEAVES	IN	THE	PARK	
TIM	DOESN'T	LIKE	PEAS	AND	CARROTS		
WE	FELT	VERY	SICK	IN	THE	CLASSROOM	
I	DON'T	LIKE	READING	THESE	BOOKS		

WORDS INTO MUSIC

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Point: Short vowel / I /

Level: Elementary

Type: A group activity to practice rhythm and intonation.

Time: 15 minutes

M.I: Musical-Rhythmic , Bodily/Kinesthetic and Interpersonal Intelligences

Objective: Create a new rhythm for the chant given and also practice short vowel /I / in context.

Preparation:

We selected a chant for each group.

(chant taken from <u>Teaching Pronunciation</u>, by Celcia- Murcia, 2001)

Procedure:

1. Ask students to underline words with short vowel / I /

2. Students will create a rhythm for the chant using correct pronunciation.

3. Students present their song to the class.

WORDS INTO MUSIC

SORRY I WASN'T IN CLASS

Sorry I wasn't in class.

I said, I'm sorry I wasn't in class.

I had the flu

My cat got sick.

My car broke down.

I lost my keys

Sorry I wasn't in class.

I said, so sorry I missed your class.

I overslept.

I missed the bus.

I met a friend.

I had a date.

So sorry I missed class.

I know I should have come.

It's the only way to learn.

MY TEACHER IS A TAPE RECORDER

Point: Identification and discrimination of sounds / oU /(back, half close, rounded) and / a / (back, open, rounded)

Level: Elementary

Type: Individual work to identify sounds in context.

Time: 10 minutes.

**Objective:** To listen, copy the paragraph and recognize sounds in context.

MI: Logical/Mathematical, Verbal/Linguistic, Bodily/Kinesthetic and Intrapersonal Intelligences.

Preparation:

We chose a paragraph with words that had the sounds. (Activity adapted from Young learners, by Sarah Phillips, 1993)

Procedure:

1. Draw the buttons of a tape recorder on the board.
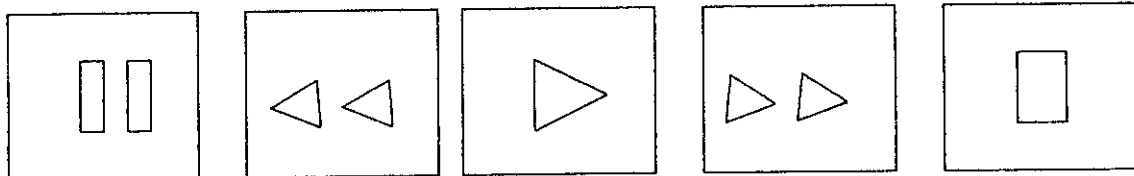
| PAUSE | REWIND | PLAY | FAST FORWARD | STOP |

2. Read the paragraph at normal speed.

3. Ask students to call out the commands (play, stop, pause...) to continue or stop the dictation.

4. When finished, check spelling.

5. Ask them to underline words with the sounds studied.

6. Students practice the words with the correct pronunciation.

Ten years ago, Kathy's father bought a house in the east coast.

One day, he drove his car and watched a boat. He stopped and got

out of the car and found a bottle with a message inside which said

"Hello everyone, come into the boat." He went in and saw a ghost

with a hat who asked for his bottle. The man was scared and ran

away.

PRONUNCIATION CARDS

Point: Discrimination of sounds /OU/ and /a/

Level: Elementary

Type: A pronunciation and identification of sounds group game.

Time: 20 minutes.

Objective: Get cards if they match with the sounds.

MI: Verbal linguistic, logical-mathematical, Bodily/Kinesthetic and Visual/Spatial Intelligences.

Preparation:

We copied and cut the sheet of cards for each group. There were 30 cards for each group.

Procedure:

1. Divide the class in groups of five students.

2. Give out six cards to each student.

3. Each student will place a card on the table before starting to play the game.

4. The first student looks at his cards, takes one card if the sound matches with one of his cards.

   e.g., ghost - drove   /goust/ - /drouv/

5. The winner of the game is the student who gets more pairs of cards.

NOTE: Teachers can adapt the game according to the sound or phoneme they want to practice.

GO	STOP
AGO	STAR
BOAT	HALF
BOWL	FATHER
COAT	CAR
COLD	WATCH
DROVE	CLOCK
GHOST	WANT
HELLO	SMART
HOLE	SOCK
NO	WASH
KNOW	BOTTLE
OH	BOX
ROAD	HOT
WROTE	CARPET

PICTURE STORY

Point: Practicing the sounds / OU / and / a / in context.

Level: Elementary

Type: Group work to practice the sounds

Time: 15 minutes.

Objective: To create a story with the pictures given using words with /ow/ and

/a /

MI: Verbal/Linguistic, Visual/Spatial, and Interpersonal Intelligences.

Preparation:

We copied the pictures for each group of students.

Procedure:

1. Give the pictures to each group.

2. Ask students to order the picture.

3. Students create a story based on the pictures and the words given.

4. Students read the stories to their classmates.

PICTURE STORY

MIMING THE STORY

Point: Practice the sounds / OU / and / a /

Level: Elementary

Type: Group work to practice pronunciation.

Time: 15 minutes.

Objective: Practice sounds in context.

MI: Verbal/Linguistic, Visual/Spatial, Bodily/Kinesthetic and Interpersonal

Intelligences.

Preparation:

We asked students to use the paragraph they wrote in the picture story.

Procedure:

1. Students use their own stories to mime in front of the class.

2. Each group presents their story.

3. The class describes what they see.

SPELLING BEE

Point: Practice the sounds / e /(front, half close, unrounded), / ɔ / (back, half open, rounded) and / æ / (front, open unrounded)

Level: Elementary

Type: Group work to practice pronunciation.

Time: 15 minutes.

Objective: to practice spelling words.

MI: Verbal/Linguistic Logical/Mathematical and Interpersonal Intelligences.

Preparation:

We selected a list of irregular verbs.

Procedure:

1. Divide the class into two groups.

2. The teacher says an irregular verb and the student has to spell its past tense.

3. Teacher writes their answers on the board.

4. Ask students to classify the verbs according to their sound.

5. Check with the whole class.

SPELLING BEE

/æ/	/ɔ/	/e/
Drank	Thought	Felt
Had	Saw	Left
Ran	Taught	Went
Sat	Fought	Sent
Stand	Dog	read

PRONUNCIATION CROSSWORD

Point: vowel sounds in irregular past tense verbs: / æ /, / e /, / ɔ /

Level: Elementary

Type: A discrimination crossword. An individual activity.

Time: 10 minutes.

Objective: The objective is to complete the crossword and to distinguish vowel sounds.

**MI:** Verbal/ Linguistic and Logical/Mathematical Intelligences

Preparation:

We copied the crossword sheet for each student.

(Crossword taken from English Puzzles 2, Doug Case, 1990)

Procedure:

1. Give the crossword to each student.

2. Read instructions with students and ask them to complete the crossword.

3. Make students repeat each group of verbs and ask them what each group has in common.

4. Make students identify the three sounds / æ /, / e /, / ɔ / and practice them.

CROSSWORD IN THREE PARTS
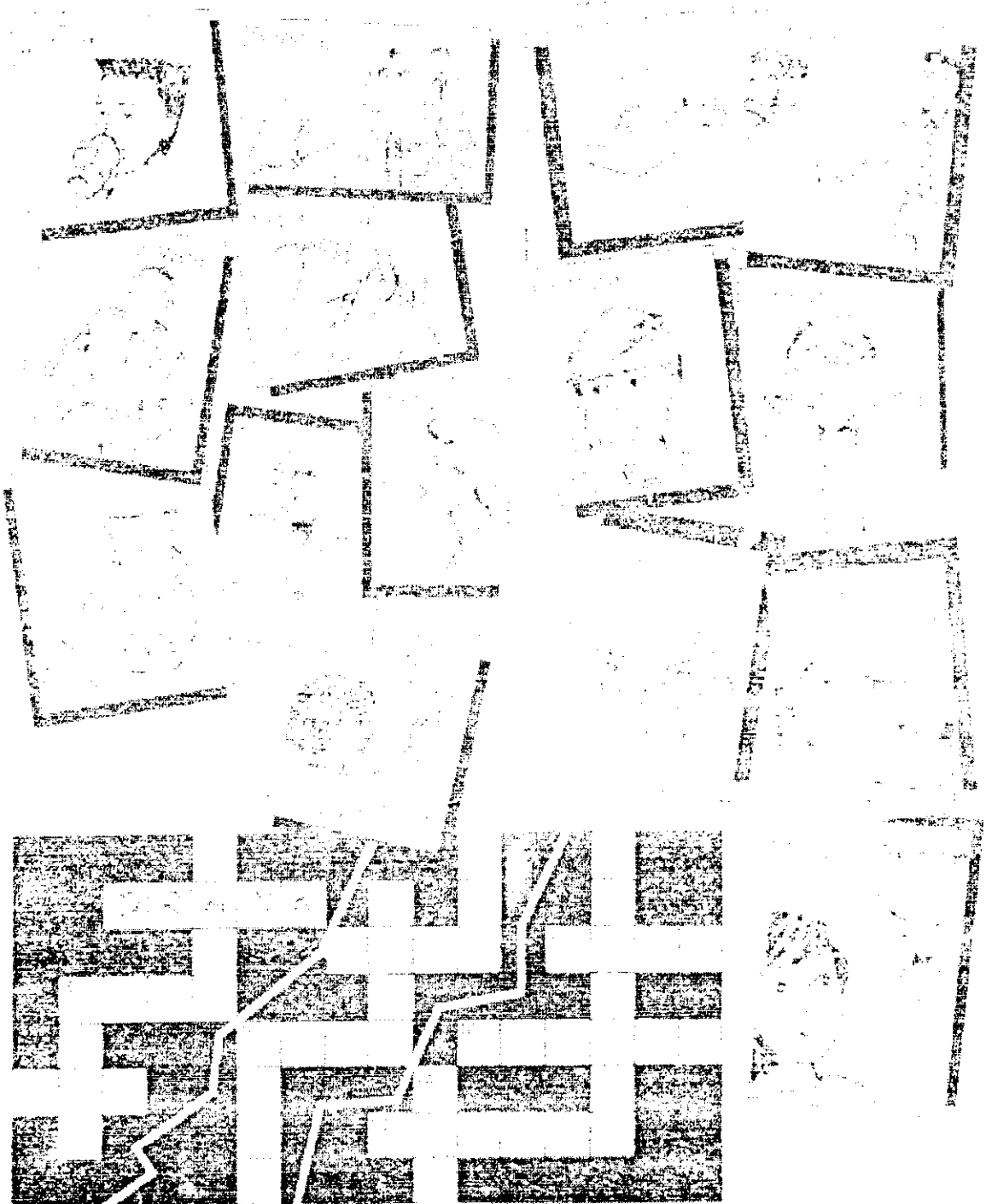
PICKING THE CORRECT WORD

Point: Practice the sounds / æ/ , / ɔ / and / e /

Level: Elementary

Type: Pair work to practice irregular verbs pronunciation.

Time: 15 minutes.

Objective: Practice sounds in isolation and in context.

MI: Logical/Mathematical, Visual/Spatial, Bodily/Kinesthetic and Interpersonal

    Intelligences.

Preparation:

We prepared a set of cards with irregular verbs in the past.

Procedure:

1. Divide the students in pairs.

2. Give students a set of cards for each pair.

3. Teacher reads each verb in present and students take the correct past tense of

    the verb heard.

4. Ask students to write sentences in past.

5. Students read the sentences aloud.

PICK THE CORRECT WORD

sat	bought	spent	sent
read	fought	rang	met
stand	had	taught	brought
ran	felt	went	saw
dog	drank	left	thought

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MY LAST VACATION

Point: Practice the sounds / æ/ , / ᴐ / and / e /

Level: Elementary

Type: Pair work to use sounds in context.

Time: 15 minutes.

Objective: Practice sounds in context.

MI: Verbal/Linguistic and Interpersonal Intelligences.

Preparation:

Students wrote a conversation about their last vacation.

Procedure:

1. Divide the class into pairs.

2. Ask students to write a short conversation about their last vacations.

3. Teacher can help students.

4. Check spelling and grammar.

5. Ask students to present the conversation to the class.

MEMORY CARDS

Point: vowel sound / 3: / / central, half close, unrounded), / e / (front, half close, unrounded)

Level: Elementary

Type: A sound matching game. A group work activity.

Time: 15 minutes.

Objective: The objective of the game is to find words that have the same vowel sound.

MI: Logical/Mathematical , Verbal/Linguistic, Interpersonal and Visual/Spatial intelligences.

Preparation:

We selected a set of words with the sounds to practice and cut square peaces of cardboard to cover the words.

Procedure:

1. Write the words in random order on the board.

2. Use masking tape to cover the words with the square cards.

3. Each group will have a turn to find a pair of words. If the group finds a correct pair they will have another turn. If not, the next group will have the turn

/ 3: / worst, bird, heard, turn, weren't, bear, pear, shirt, nurse, work, hurts

/ e / west, bed, head, ten, went, bell, pen, rest, fell, felt, check, cent.

/ 3r/   MAZE

Point: / 3 / vowel before /r/

Level: Elementary

Type: A path-finding puzzle for individual work.

Time: 15 minutes.

Objective: The objective of this activity is to find the correct path from the entrance to the exit through the identification of the vowel sound before / r /.

MI: Verbal/Linguistic and Intrapersonal Intelligences

Preparation:

We copied the maze sheet for each member of the class.

(Adapted from Pronunciation Games, Mark Hancock, 1995)

Procedure:

1. Give to each student a maze.

2. Tell students that they can move from one square to the next horizontally or vertically but not diagonally.

3. When students have finished, check the route together.

KEY: WEATHER- CHAIR- YESTERDAY- RIVER- AIRLINE- OFFICER- SUMMER- HAMBURGER – TEACHER- OCTOBER- BIRTHDAY – BETTER – FATHER- PAIR –MARCH – HEARD – WATER
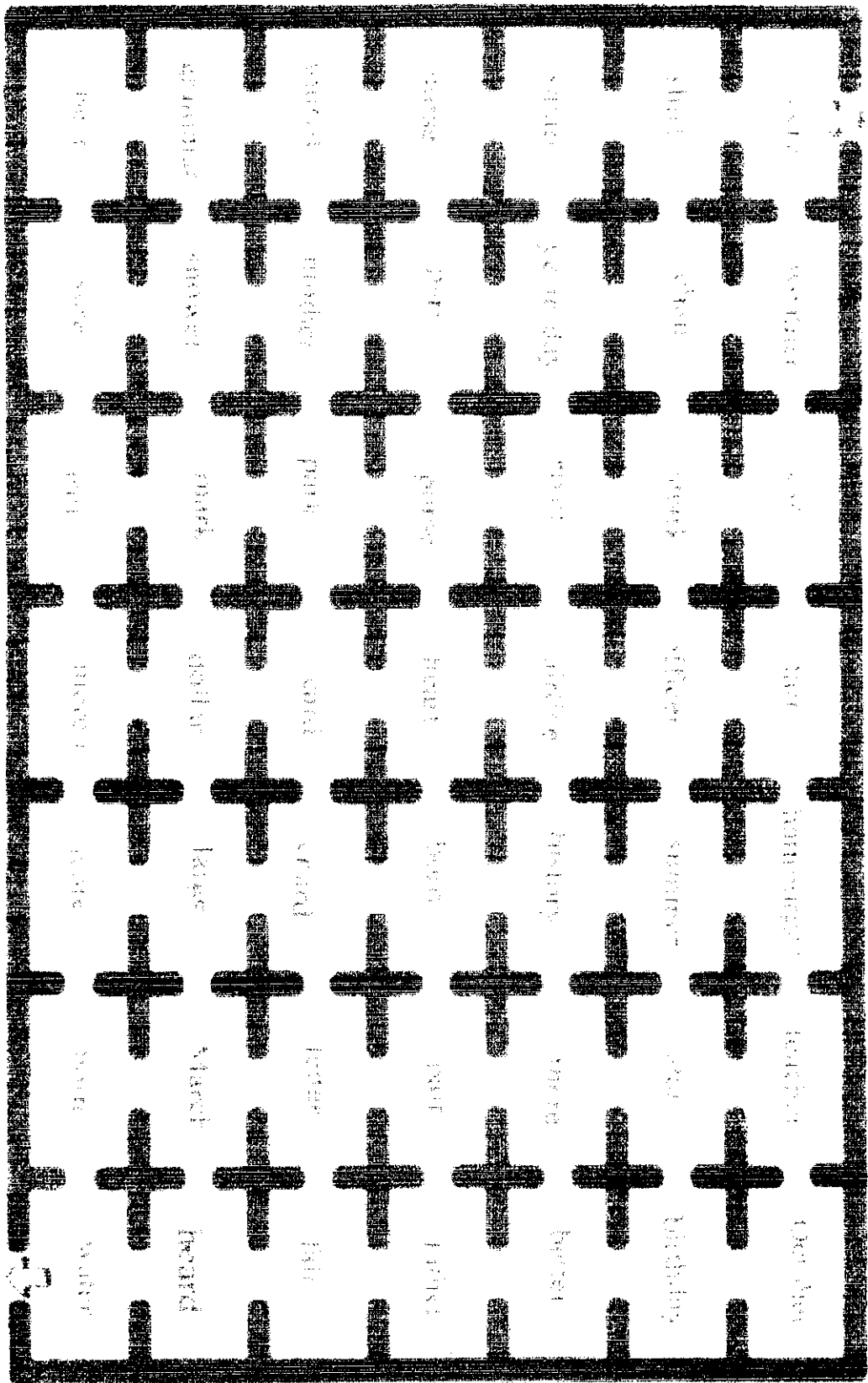
SHOUTING DICTATION

Point: / 3: / and / e /

Level: Elementary

Type: A pair work activity to practice sounds.

Time: 15 minutes.

Objective: to complete a paragraph with words which have the sounds to be studied.

MI: Verbal/Linguistic and Interpersonal Intelligences

Preparation:

We selected a paragraph and erased the words to practice.

(paragraph taken from In Tune Book 1, Manuel dos Santos, 1983)

Procedure:

1. Divide the class in pairs. (Student A and Student B)

2. Provide each student with the paragraph with the missing words. Student A and B will have the paragraph with different missing words.

3. Ask students the paragraph to read to each other (very loud because of the noise of the class).

4. Students complete the paragraph with the missing words.

5. Check with the whole class.

SHOUTING DICTATION

STUDENT "A"

Mr. And Mrs. Lee live in Chicago. They _____ going to Jamaica on _____ vacation. They're going by plane and they're staying there for a month. They aren't staying in hotel. They're staying with friends. They're _____ have a beautiful house near the beach. The Lees aren't taking their _____. They're leaving their son and _____ two daughters with Mr. Lees' parents. They are only taking one big suitcase. They don't need any cloths in Jamaica they usually just wear their swimsuits every day.

STUDENT "B"

Mr. And Mrs. Lee live in Chicago. They are going to Jamaica on their vacation. _____ going by plane and they're staying there for a month. They aren't staying in _____. They're staying with friends. They're friends have a beautiful house near the beach. The Lees aren't taking their children. They're leaving their son and their two _____ with Mr. Lees' _____. They are only taking one big suitcase. They don't need any cloths in Jamaica they usually just wear their swimsuits _____ day.

MY PLANS IN THE FUTURE

Point: / 3: / and /e/

Level: Elementary

Type: Individual to practice sounds in context.

Time: 10 minutes.

Objective: To practice the sounds in context.

MI: Verbal/Linguistic, Bodily/Kinesthetic and Intrapersonal Intelligences

Preparation:

We asked students for a paper and a pencil

Procedure:

1. Ask students to think about their future plans.

2. Students write a paragraph trying to use words with the sounds studied.

3. Ask them to circle the words with the sounds studied.

4. Students read it aloud.

THE THIRD WORLD WAR (DEBATE)

Point: / 3: / and / e /

Level: Elementary

Type: A group work activity to practice oral skills.

Time: 15 minutes.

Objective: To practice sounds in context.

MI: Verbal/Linguistic and Interpersonal Intelligences

Preparation:

We selected a role for each pair of students to support their opinions or ideas during the debate.

Procedure:

1. Divide the class in pairs and given them a role.

2. The teacher is the monitor.

3. Ask students to start the debate.

4. Each pair has to support their ideas and opinions.

ROLES: doctor, scientist, engineer, computer programmer, priest, farmer, pilot, astronaut, student, mother.

WORD STRESS

Point: Stress in isolated words

Level: Elementary

Type: An individual activity to practice stress.

Time: 10 minutes.

Objective: The objective is to practice stress in words of 2 , 3 and 4 syllables.

MI: Bodily/Kinesthetic and Verbal/Linguistic Intrapersonal Intelligences

Preparation:

Students cut three squares (5cm x 5cm) and one square (8 cm x 8 cm) for each student. The big square marks the stress.

Procedure:

1. Make a list of the words you want to practice with.

2. Ask students to cut the squares.

3. Read the words aloud.

4. Ask students to arrange the squares with the correct stress: e.g.,   interesting

5. Check students mark the correct stress.

STRESS IN CONTEXT

Point: stress and intonation.

Level: Elementary

Type: A pair work activity to mark stress in context.

Time: 15 minutes.

Objective: The objective of this activity is to mark the stress and intonation in a paragraph.

MI: Logical/Mathematical , Verbal/Linguistic, Bodily/Kinesthetic and Interpersonal Intelligences.

Preparation:

We selected a piece of reading.

(paragraph taken from <u>In Tune 2</u>, by Manuel dos Santos, 1983)

Procedure:

1. Copy the paragraph for each pair.

2. Ask students to mark the stress and intonation in the paragraph.

3. Check with the whole class.

4. Practice it reading aloud.

RHYMING PAIRS

Point: vowel sounds / ɜ: /, / a /, /ou/, /au/, / u /

Level: Elementary

Type: Pair work activity to match words with the same rhyming sound.

Time: 10 minutes.

Objective: The objective of this activity is to match rhyming words.

MI: Logical/Mathematical, Bodily-kinesthetic and Verbal/Linguistic intelligences.

Preparation:

We copied and cut the puzzle (each puzzle has two pieces) for each pair of students.

Procedure:

1. Give the set of puzzles to each pair of students.

2. Ask students to match words with the same rhyming sound.

3. Check answers with the whole class.

RHYMING PAIRS

better   cold   hot   north

wetter   old   not   fourth

snows   south   sunny   true

goes   mouth   money   **too**

better   cold   **hot**   north

wetter   **old**   **not**   fourth

snows   south   sunny   true

goes   mouth   money   **too**

SINGING WITH STRESS

Point: Stress and intonation

Level: Elementary

Type: A song for the whole class.

Time: 10 minutes.

Objective: The objective of this activity is to practice stress in content words and intonation of statements and Yes/No Questions.

MI: Musical, Interpersonal and Bodily/Kinesthetic Intelligences.

Preparation:

We copied the song sheet for each student.

Procedure:

1. Give out the sheet to each student.

2. Ask students to work in pairs and mark the stress (╱) in sentences and the intonation in questions (rising ∿ - falling ∿) . e.g. :

╱ ╱
Mary played basketball yesterday.   Do you have a pencil? ∿

3. Check with the whole class.

4. Divide the class into two groups (e.g., boys vs. girls) and practice it.

(This song was taken from <u>American Shine # 1</u> Students Book)

These activities were applied to the experimental group to improve students' pronunciation of the phonemes (segmental features) and the suprasegmentals that were difficult for them to produce.

In the next chapter, we are going to present the analysis of the different questionnaires and checklist to discover if these activities helped students to produce the language in a better way, taking into consideration the fact that our study is based on "teaching" pronunciation focusing on their intelligences.

CHAPTER VI

6. Analysis and Results of the Data Collected.

This chapter will show the results we have gotten from our experimental study. We have to mention that we started our study by giving a questionnaire to students in order to find out about their opinion about learning English pronunciation. We also wanted to know the teachers' opinion about teaching pronunciation.

Afterwards, students took an MI profile to discover their strongest and weakest intelligences, which helped us to elaborate the different activities we have applied during our study. Based on these intelligences, students took a pretest to discover the problems they had in English pronunciation.

According to the results we got from the pretest, we developed activities over nine weeks in order to improve students' weaknesses, taking advantage of their intelligences. At the end of the study, we applied a post test to find out if the activities had helped them improve their pronunciation.

6.1. Students' Questionnaire Results

From the data collected in the students' pronunciation questionnaire (See Annex 1), we have found that 99 % of the students think that pronunciation should be emphasized in the classroom, and that having a good pronunciation is also important

because they think that pronunciation is a complement and a key element in learning a language. Students also agree that a good intelligible pronunciation will help them to communicate in a better way.

The students' questionnaires also shows that suprasegmental features are the most common problems in students' performance. Furthermore, segmental features are also a problem for them. They think that the most problematic phonemes are vowels / I /, / æ /, / ɔ /, / ʌ/, / 3: /, / U /, and some consonants such as / z /, / t /, / tʃ /, / h /.

In addition, students agree on having a specific period of time to practice English pronunciation through games, repetition, dialogues and songs.

6.2. Analysis and Results of Teachers' Questionnaire.

According to teachers at the PUCESA (questionnaire Annex 2), teaching pronunciation is necessary in an EFL classroom because it helps students to have better communication and avoid misunderstanding in their oral interaction.

Teachers also agree that first language, personality and motivation are the factors which influence students' pronunciation learning. According to teachers, age, attitude and aptitude are factors which are not relevant in learning pronunciation. Nevertheless, they have to be taken into consideration to create a good atmosphere, so that students feel confident to learn the target language.

Furthermore, teachers think that 15 minutes will be the appropriate length of time to teach and practice pronunciation through some activities such as games, drills, tongue twisters, words in context, songs, reading aloud and listening activities, to improve students' pronunciation.

English teachers at PUCESA describe their students' pronunciation level as fair (In the range: excellent, very good, good, fair and bad), because they conclude that pronunciation problems in higher levels are due to lack of knowledge of the English sound system. As a consequence of this, fossilization has taken place in some students find it difficult to overcome them.

According to teachers, the main pronunciation problems in their students are:

- ❖ / b /, / v /
- ❖ Diphthongs
- ❖ / tʃ /, / ʃ /
- ❖ / s / - /z /
- ❖ Regular Past tense verbs endings (-ed)
- ❖ / I / / iː /
- ❖ Stress and intonation
- ❖ / s / initial position in consonant clusters.

6.3 Multiple Intelligences Inventory Analysis

In order to discover the types of intelligences that students have, we applied a multiple intelligence inventory (Mary and Christison, 1998) to the experimental group in order to design a variety of activities to improve their pronunciation. This inventory was translated into Spanish because of the students' level (See Annex 3).

The results of the inventory were analyzed in the following way:

Taking into consideration the fact that students have all the intelligences, the following percentages will show intelligences from the strongest to the weakest (See Annex 4).

❖ Visual – Spatial	13.52%
❖ Musical - Rhythmic	13.33%
❖ Bodily - Kinesthetic	12.76%
❖ Logical - Mathematical	12.76%
❖ Verbal - Linguistic	12.48%
❖ Naturalistic	12.19%
❖ Interpersonal	11.81%
❖ Intrapersonal	11.14%
TOTAL	99.99%

From the results we got, we established that the four most strongly developed intelligences are:

- ❖ Visual - Spatial
- ❖ Musical – Rhythmic
- ❖ Bodily – Kinesthetic
- ❖ Logical – Mathematical

So, according to these results, we prepared, selected and adapted activities to improve their pronunciation, taking advantage of their strongest intelligences, and also trying to help them develop the weakest ones.

6.4 Pronunciation Pre-test and Post-test – A Global Analysis.

Since our study was based on improving pronunciation, we elaborated a pre-test (See Annex 5) in order to find the students' weak and strong abilities in English pronunciation. The format of the pronunciation post-test was the same as the pre-test in order to achieve reliable results, and also compare the results at the end of the study, and find out whether or not the students had improved their pronunciation.

These Tests were divided into four sections:

❖ The first one was a conversation which was read in pairs and recorded. It helped us to find pronunciation problems in context, such as segmental and suprasegmental features.

❖ The second part was a chant that students had to read individually. This was made in order to recognize especially suprasegmental problems (stress, rhythm and intonation). It was recorded, too.

❖ Section three of the pre-test was elaborated in order to identify stress problems in isolated words.

❖ The last part consisted of a listening activity to discriminate sounds in context. Students had a list of sentences with minimal pairs; they listened to a tape and had to circle the words they listened to.

6.4.1. Experimental and Control Groups Pre-test Results.

6.4.1.1 Experimental Group Pre-test Results

Throughout analysis of the pre-test, which was checked by native speakers, we found that the main problems that students had were:

❖ **Vowels:**

/ e /, /ʌ/, / æ /, / ai /, / 3: /, / I /

❖ **Consonants:**

/ v /, / t /, / g /, / tʃ /. / dʒ /, / θ /, / ð /

❖ **Suprasegmentals:**

Stress in isolated words and in sentences, intonation in questions and statements (students were not fluid)

The pretest was taken by 21 teenage students from level one. We graded each pretest over 100 points divided into four parts:

1. Conversation :	40 points
2. Chant:	30 points
3. Stress (isolated words)	15 points
4. Discrimination of sounds in context:	15 points
TOTAL	100 POINTS

In order to get an average of students' performance in pronunciation of the experimental group, we took the highest, the median and the lowest score, and then got the mean grade of the group.

- High Score	85
- Median Score	75
- Low Score	54
- Mean	74.19

From these results, we can state that students' pronunciation level is fair, taking into consideration the fact that they are beginners. Thus, the teaching of some phonemes is necessary to improve students' pronunciation.

6.4.1.2 Control Group Pre-test Results

On the other hand, there were 18 students in the control group, and the pronunciation problems that they presented were:

❖ **Vowels**

/ I /, / Λ /, / ai /, / 3r /

❖ **Consonants**

/ t /, / d /, / g /, / z /, / dʒ /, / ð /, / θ /, / v /

❖ **Suprasegmentals**

Students do not pay attention to stress in a correct way in isolated words and in sentences. Besides, they do not give a correct intonation in their oral performance.

The average scores from the control group were:

- High Score   87
- Median Score   73

- Low Score   54

- Mean   72.33

We can determine that the control group level is also fair. They presented almost the same problems as the experimental group in their pronunciation. It is important to point out that this group was not exposed to specific activities to improve their weaknesses in pronunciation.

6.4.2. Experimental and Control Groups Post-test Results.

6.4.2.1 Experimental Group Post-test Results.

According to the results we got from the experimental group, we found that they continue having pronunciation problems in:

❖ **Vowels:**

/ I / and /3:/

❖ **Consonants:**

/dʒ/, / θ /, / v /

❖ **Suprasegmentals:**

There are still problems in sentence stress and intonation in Wh-questions (rising-falling).

We have to mention that students had improved in the production of some of their weak pronunciation problems, thus:

❖ **Vowels:**

/ e /, /Λ/, / æ /, / ai /

❖ **Consonants**

/ v /, / t /, / dʒ / , / θ /

❖ **Suprasegmentals**

There is a high improvement in word stress and a slight improvement in sentence stress. Moreover, intonation was improved especially in yes / no questions.

The average scores from the experimental group post-test were:

- High Score	89
- Median Score	75
- Low Score	58
- Mean	75

Based on these results, we can state that students had improved their pronunciation. We can point out that students are also more fluent than they were at the beginning of the study.

6.4.2.2 Control Group Post-test Results

On the contrary, the control group still presents the following problems:

❖ **Vowels**

/ l /, / ʌ /, / 3r /

❖ **Consonants**

/ z /, / dʒ /, / θ /, / v /

❖ **Suprasegmentals**

Students still have problems in sentence stress and there is a problem in wh-questions intonation.

The features in which the control group had improved are the following:

❖ **Vowels**

/ ai /

❖ **Consonants**

/ t /, / d /, / g /, /ð/

❖ **Suprasegmentals**

Students had improved in stress in isolated words and also in intonation of yes/no questions.

The average scores from the control group post-test are the following:

- High Score   89
- Median Score   81
- Low Score   69
- Mean   82.73

According to these results, the control group presented a satisfactory improvement in their pronunciation, and also we found that students were more fluent than at the beginning of this study.

Throughout the analysis of the post-test, we found that the experimental and control groups had improved in the production of some sounds.

At the beginning of the study, the experimental group had more problems with vowels and consonants than the control group had. This is the reason why we determined that the control group had a better level of pronunciation than the experimental group.

However, analysis of the post-test showed us that the experimental group was able to overcome most of their pronunciation problems when compared with the pre-test results. On the other hand, the control group had not improved in the majority of the problems in segmental phonemes they had had at the beginning, although there was a considerable improvement in suprasegmental features.

6.5 Pronunciation Pre-test and Post-test Analysis – A Deep Study.

The previous analysis was done in a general way in order to determine whether there was progress or not as a group in both control and experimentalgroups.

In order to have a clearer idea of how students had performed in pronunciation, we chose ten students from each group (control and experimental) and analyzed them individually in order to get more scientific results in our study. The students were chosen randomly, and their performances were analyzed according to the following features:

- ❖ Vowels
- ❖ Consonants
- ❖ Stress
- ❖ Intonation

Using these features, we elaborated a chart which helped us to take notes on each student's pronunciation problems. We compared them to the results at the end of this study.

6.5.1 Experimental Group Pre-test and Post-test Individual Analysis.

The following charts show if students improved their oral skill production. We also present a conclusion of each student comparing the result at the beginning and at the end of the study.

STUDENT 1: Vannesa Altamirano	
PRETEST	**POSTTEST**
VOWELS: /I/ pronounced as /i:/, /e/ eg. It, Pretty /3:/ pronounced as /al/ eg. Airplane, airline /a/ pronounced as /u/ eg. God /ʌ/ pronounced as /u/ eg. Study	/ I / pronounced correctly. / 3:/ pronounced as /al/ eg. Airplane /ʌ/ pronounced as /u/ eg. Study /a/ pronounced as /u/ eg. God
CONSONANTS: /v/ pronounced as /b/ eg have /dʒ / pronounced as /h/ eg job /θ/ pronounced as /t/ eg Thursday /s/ pronounced as /ʃ/ eg see	/ v / pronounced correctly /dʒ/ pronounced as /h/ eg job /θ/ pronounced as /t/ eg Thursday /s/ pronounced as /es/ eg study
STRESS: Sentence stress and word stress in wrong position	Sentence stress is not correct but a word stress is appropriate.
INTONATION: Most of the time it is sustained. Rising intonation is occasionally used.	There is a slight improvement in the production of rising-falling intonation.

Vanessa (student 1) had problems in nine phonemes at the beginning but, at the end of the study, we can notice an improvement in some of the

phonemes as well as the suprasegmental features. For example, the intonation in questions and sentences was always sustained at the beginning of the study but, at the end, there was fair improvement in this aspect.

STUDENT 2: Mauricio Cañar	
PRETEST	**POSTTEST**
VOWELS: /I/ pronounced as /i:/, /ea/ eg. It, really /3:/ pronounced as /al:/ eg. Airplane, airline /ʌ/ pronounced as /u/ eg. Study	/I/ pronounced as /i:/, /ea/ eg. It, really /3:/ pronounced correctly /ʌ/ pronounced correctly
CONSONANTS: /v/ pronounced as /b/ eg have /θ/ pronounced as /t/ eg Thursday	/v/ pronounced as /b/ eg have /θ/ pronounced as /t/ eg Thursday
STRESS: Sentence stress in wrong position	Sentence stress is not correct but there is a good word stress
INTONATION: All the time is sustained all the time.	Intonation in sentences is occasionally used. Intonation in questions is sometimes good.

Mauricio (student 2) has shown an improvement in vowels but not in consonants. This chart also shows that he improved in suprasegmental features since, at the beginning, there was not a good word and sentence stress, and neither good intonation.

STUDENT 3: Samantha Donato	
PRETEST	**POSTTEST**
VOWELS: /I/ pronounced as /i:/, /e/ eg. It, Pretty /3:/ pronounced as /aI/ eg. Airplane, airline /u/ pronounced as /ou/ eg good /aI/ pronounced as /I/ eg. time /ʌ/ pronounced as /u/ eg. Study	**VOWELS:** /I/ pronounced as /i:/, /e/ eg. It, Pretty /3:/ pronounced correctly. /u/ pronounced correctly. /aI/ pronounced correctly. /ʌ/ pronounced as /u/ eg. Study
CONSONANTS: /v/ pronounced as /b/ eg have /dʒ/ pronounced as /h/ eg job /θ/ pronounced as /t/ eg Thursday /s/ pronounced as /es/ eg study /k/ does not pronounce at the end of a word	/v/ pronounced as /b/ eg have /dʒ/ pronounced correctly. /θ/ pronounced as /t/ eg Thursday /s/ pronounced correctly. /k/ pronounced correctly.
STRESS: Sentence stress and word stress in wrong position	Sentence stress is not always correct but there is a good word stress.
INTONATION: Most of the time it is sustained in all statements and questions.	Intonation in questions is correct but *not in* statements.

Samantha (student 3) shows considerable progress taking into consideration the fact that she began with many pronunciation problems in vowels, consonants and suprasegmentals. In the post-test, we found that she took advantage of the different activities the teacher presented, in order to improve pronunciation.

STUDENT 4: Diana Garzon	
PRETEST	**POSTTEST**
VOWELS: /I/ pronounced as /i:/, /e/ eg. It, Pretty /3:/ pronounced as /a/ eg. Airplane, airline /ʌ/ pronounced as /a/ eg. Thursday /ou/ pronounced as /ɔ/ eg go	/I/ pronounced correctly. /3:/ pronounced as /aI/ eg. Airplane /ʌ/ pronounced as /u/ eg. Study /ou/ pronounced correctly.
CONSONANTS: /θ/ pronounced as /t/ eg Thursday /s/ pronounced as /es/ eg study /ŋ/ not pronounced at the end of the word	/θ/ pronounced as /t/ eg Thursday /s/ pronounced as /es/ eg study /ŋ/ not pronounced correctly.
STRESS: Sentence stress is in the wrong place but there is a good word stress.	Sentence stress is in the correct position and there is a good word stress
INTONATION: Most of the time it is sustained but just in some questions is rised.	Rising-falling intonation is occasionally used and there is improvement in the production of rising intonation.

Diana (student 4) started with problems in eight phonemes and, at the end, we can see that she had improved vowels, but there are still the same problems in consonants. There is a slight progress in suprasegmentals.

STUDENT 5: Veronica Intriago	
PRETEST	**POSTTEST**
VOWELS: /3ː/ pronounced as /aI/ eg. Airplane /u/ pronounced as /ɔ/ eg good /ai/ pronounced as /I/ eg flight /ð/ pronounced as /a/ eg attendant /ʌ/ pronounced as /e/ eg Thursday /ei/ pronounced as /aI/ eg way	/3ː/ pronounced as /aI/ eg. Airplane /u/ pronounced correctly /ai/ pronounced correctly /ð/ pronounced correctly /ʌ/ pronounced correctly /ei/ pronounced as /aI/ eg way
CONSONANTS: /v/ pronounced as /b/ eg have /θ/ pronounced as /t/ eg Thursday /f/ is not pronounced at the beginning of a word in clusters. /d/ is not pronounced at the end of a word	/v/ sometimes pronounced correctly /θ/ pronounced correctly /f/ pronounced correctly /d/ occasionally correct pronunciation.
STRESS: Sentence stress is sometimes present and word stress is sometimes in wrong position.	Sentence stress is sometimes correct, good word stress.
INTONATION: Most of the time intonation is sustained but just some questions have a rising intonation.	Rising intonation in some questions is sometimes used and occasionally in sentences.

Veronica (student 5) is one of the students who presents a significant improvement in pronunciation. At the beginning, her pronunciation was not fluent and, therefore, she presented a lot of problems. Throughout the practice of pronunciation features in the class, she could improve them.

STUDENT 6: Maria Jose Larrea	
PRETEST	**POSTTEST**
VOWELS: /I/ pronounced as /iː/, /e/ eg. It, Pretty /3ː/ pronounced as /aɪː/ eg. Airplane, airline /a/ pronounced as /u/ eg. God /ou/ pronounced as /ɔ/ eg. go /ʌ/ pronounced as /u/ eg. Study	/I/ pronounced correctly 3ː/ pronounced as /aɪ/ eg. Airplane /a/ pronounced as /u/ eg. God /ou/ pronounced correctly /ʌ/ pronounced as /u/ eg. Study
CONSONANTS: /s/ pronounced as /es/ eg study Final clusters are not pronounced	/s/ pronounced as /es/ eg study Final clusters have improved in some way especially in regular past verbs.
STRESS: Sentence stress and word stress is sometimes placed in the wrong position	There is an improvement in word and sentence stress.
INTONATION: Intonation in questions and in sentences is just sustained.	Intonation in sentences is correct. Rising-Falling intonation in questions is still a problem.

Maria Jose (student 6) did not have many problems with consonants but there were some mispronunciations in vowels. In the final evaluation, she presents progress in vowels and suprasegmentals.

STUDENT 7: Sebastian Salvador	
PRETEST	**POSTTEST**
VOWELS: /ʌ/ pronounced as /u/ eg. Study /I/ pronounced as /i:/,eg. It /3:/ pronounced as /aI:/ eg. Airplane, airline /ei/ pronounced as /aI/ eg Monday	/ʌ/ he has improved the pronunciation of this sound /I/ pronounced as /i:/,eg. It /3:/ pronounced as /aI/ eg. Airplane /ei/ pronounced as /aI/ eg Monday
CONSONANTS: /s/ pronounced as /es/ eg study /m/ is omitted in contractions eg I'm	/s/ pronounced as /es/ eg study /m/ in contractions is slightly improvement.
STRESS: There is some stress in sentences and in words.	There is some stress in sentences and in words.
INTONATION: Most of the time is sustained just in some questions is rised.	Only rising intonation is used in questions but not rising –falling for wh-questions.

Sebastian (student 7) does not show any noticeable progress in his pronunciation. In spite of his negative attitude towards the language, we found that there was slight progress, especially in suprasegmental features.

STUDENT 8: Maria Fernanda Lopez	
PRETEST	**POSTTEST**
VOWELS: /I/ pronounced as /i:/ eg. It /3:/ pronounced as /al:/ eg. Airplane, airline /a/ pronounced as /u/ eg. God /ei/ pronounced as /al/ eg day /ʌ/pronounced as /a/ eg Thursday	/I/ pronounced as /i:/, /e/ eg. It, pretty /3:/ pronounced as /al/ eg. Airplane /a/ pronounced correctly /ei/ pronounced correctly /ʌ/pronounced correctly
CONSONANTS: /s/ pronounced as /es/ eg study /dʒ/ pronounced as /h/ eg job /θ/ pronounced as /t/ eg Thursday /t/ is omitted at the end eg flight	/θ/ pronounced as /t/ eg Thursday /dʒ/ pronounced correctly /θ/ pronounced correctly /t/ in final clusters has been improved.
STRESS: At times sentence stress and word stress are in wrong position.	Sentence stress is sometimes correct but there is a good word stress.
INTONATION: All questions have a rising intonation but statements have a sustained intonation.	The same problems persist.

Maria Fernanda (student 8) also demonstrates high progress, especially in vowels and consonants. Suprasegmental features were not highly achieved, but at least she was trying to achieve them.

STUDENT 9: Ismael Sanchez.	
PRETEST	**POSTTEST**
VOWELS: /ʌ/ pronounced as /u/ eg. Study /I/ pronounced as /i:/, /e/ eg. It, Pretty /3:/ pronounced as /aI:/ eg. Airplane, airline /a/ pronounced as /u/ eg. God	/ʌ/ pronounced as /u/ eg. Study /I/ pronounced as /i:/, /e/ eg. It, Pretty 3:/ pronounced as /aI/ eg. Airplane /a/ pronounced correctly
CONSONANTS: /θ/ pronounced as /t/ eg Thursday /s/ pronounced as /es/ eg study /v/ pronounced as /b/ eg. Believe	/θ/ problems persist /s/ problems persist /v/ problems persist
STRESS: Sentence stress and word stress in wrong position	Sentence stress is not correct but there is a little improvement stress in words.
INTONATION: Most of the time it is sustained just in some questions is rised.	There is some intonation but there's no difference between rising-falling and rising intonation

Ismael (student 9) had improved in suprasegmental features, but not in vowels and consonants. We think it was because he was not self-confident. He also presented problems with learning and producing the language in general.

STUDENT 10: Fernando Lopez	
PRETEST	**POSTTEST**
VOWELS:	
/ʌ/ pronounced as /u/ eg. Study	/ʌ/ pronounced as /u/ eg. Study
/iː/ pronounced as /ea/ eg really	/iː/ pronounced correctly
/I/ pronounced as /iː/, /e/ eg. It, Pretty	/I/ pronounced as /iː/ is sometimes well pronounced.
/ɜː/ pronounced as /aɪː/ eg. Airplane, airline	/ɜː/ pronounced as /aɪ/ eg. Airplane
/a/ pronounced as /u/ eg. God	/a/ pronounced correctly
CONSONANTS:	
/v/ pronounced as /b/ eg have	/v/ occasionally good pronounced.
/θ/ pronounced as /t/ eg Thursday	/s/ pronounced as /es/ eg study
/s/ pronounced as /es/ eg study	/θ/ pronounced as /t/ eg Thursday
STRESS:	
There is a good word stress but stress in sentences is incorrect.	There is appropriate stress in sentences and also word stress.
INTONATION:	
Questions and sentences have sustained intonation.	At times tries to produce rising intonation in some questions.

Fernando (Student10) shows more progress in the production of vowels than in consonants, and there is also an improvement in stress, intonation and rhythm.

6.5.2 Control Group Pre-test and Post-test Individual Analysis.

In order to make the comparison with the experimental group, we also chose ten students from the control group, in random order, and analyzed them individually. Thus, we present the following charts with the conclusions for each student.

STUDENT 1: Paulina Velastegui	
PRETEST	**POSTTEST**
VOWELS: /I/ pronounced as /i:/, /e/ eg. It, Pretty /ʌ/ pronounced as /a/ eg. Study /3:/ pronounced as /aI/ eg. Airplane	/I/ pronounced as /i:/, /e/ eg. It, Pretty /ʌ/ improved /3:/ pronounced as /aI/ eg. Airplane
CONSONANTS: /v/ pronounced as /b/ eg have /θ/ pronounced as /t/ eg Thursday /s/ pronounced as /es/ eg study	/v/ pronounced as /b/ eg have /θ/ pronounced as /t/ eg Thursday /s/ improved.
STRESS: Good sentence and word stress.	Good sentence and word stress.
INTONATION: Good intonation in statements and some questions.	Good intonation in statements and some questions.

In most of the study, Paulina (student 1) presents the same problems at the beginning and at the end. So, we can state that there is not any noticeable progress.

STUDENT 2: Andrea Romero	
PRETEST	**POSTTEST**
VOWELS: /ʌ/ pronounced as /a/ eg. Study /I/ pronounced as /i:/ eg It /3:/ pronounced as /aI:/ eg. Airplane, airline	/ʌ/ pronounced as /a/ eg. Study /I/ pronounced correctly /3:/ pronounced as /aI/ eg. Airplane
CONSONANTS: /θ/ pronounced as /t/ eg Thursday /s/ pronounced as /es/ eg study	/θ/ pronounced as /t/ eg Thursday /s/ pronounced as /es/ eg study
STRESS: There is a good word stress but stress in sentences is incorrect.	There are some problems with sentence stress but there is a good word stress.
INTONATION: There is a slight tendency to produce rising intonation in questions.	The same problems persist.

Andrea (students 2) shows progress in suprasegmentals, but continues having almost the same problems in vowels and consonants. It is important to mention that her overall pronunciation was quite good.

STUDENT 3: Javier Lascano	
PRETEST	**POSTTEST**
VOWELS: /I/ pronounced as /iː/, eg. It /3ː/ pronounced as /aIː/ eg. Airplane, airline /ou/ pronounced as /ɔ/ eg go /Λ/ pronounced as /u/ eg. Study	/I/ pronounced as /iː/, /e/ eg. It, /3ː/ pronounced as /aI/ eg. Airplane /ou/ improved /Λ/ pronounced as /u/ eg. Study
CONSONANTS: /v/ pronounced as /b/ eg have /θ/ pronounced as /t/ eg Thursday /s/ pronounced as /es/ eg study	/v/ pronounced as /b/ eg have /θ/ pronounced as /t/ eg Thursday /s/ pronounced as /es/ eg study
STRESS: Word stress is not accurate, nor is sentence stress.	There is an improvement in sentence and word stress.
INTONATION: There is not correct intonation in statements and in questions.	Rising intonation is sometimes correct but not rising-falling intonation for wh-questions questions.

Javier (student 3) presents slight improvement in vowels, but continued having the same consonant problems. Suprasegmental difficulties occasionally are well produced.

STUDENT 4: Diego Stacey	
PRETEST	**POSTTEST**
VOWELS: /aɪ/ pronounce as /iː/ e.g. Hi /ɪ/ pronounced as /iː/, eg. It /ɜː/ pronounced as /aɪː/ eg. Airplane, airline /eɪ/ pronounce as /aɪ/ e.g. Monday /ɜː/ pronounced as /aɪː/ eg. Airplane, airline	/aɪ/ improved /ɪ/ pronounced as /iː/, eg. It /ɜː/ pronounced correctly /eɪ/ pronounce as /aɪ/ e.g. Monday /ɜː/ improved
CONSONANTS: /θ/ pronounced as /t/ eg Thursday /s/ pronounced as /es/ eg study	/θ/ pronounced as /t/ eg Thursday /s/ pronounced as /es/ eg study
STRESS: There is a good word stress, but stress in sentences only a bit.	Stress in words is OK. Stress in sentences is occasionally used.
INTONATION: There is sometimes rising-falling intonation, but most of the time is sustained.	Intonation in questions is good, but in statements it is still sustained.

Diego's (student 4) pronunciation at the beginning was not good, especially in vowels and suprasegmentals. In his final evaluation, we can notice that there had been improvement in vowel production, and also a little in suprasegmental features.

STUDENT 5: Maria Escobar	
PRETEST	**POSTTEST**
VOWELS: /aɪ/ pronounced as /I/ eg. time /3:/ pronounced as /aɪ:/ eg. Airplane, airline /ʌ/ pronounced as /a/ eg. Study /u/ pronounced as / ɔ / e.g. good	/aɪ/ pronounced correctly /3:/ pronounced as /aɪ/ eg. Airplane /ʌ/ pronounced as /a/ eg. Study /u/ pronounced correctly
CONSONANTS: /θ/ pronounced as /t/ eg Thursday /s/ pronounced as /es/ eg study /dʒ/ pronounce as /h/ eg. job	/θ/ pronounced as /t/ eg Thursday /s/ pronounced as /es/ eg study /dʒ/ pronounce as /h/ eg. Job
STRESS: There is sometimes inaccurate word stress and sentences stress	Sentence stress has improved and there is a good word stress.
INTONATION: Rising-falling intonation is not used and in statements most of the time it is sustained.	There is only rising intonation in all questions but there is not good intonation in sentences.

Looking at the chart, we can notice that Maria (student 5) improved the pronunciation of vowel sounds, but not consonants. She made the same errors in the posttest analysis. There was only a slight improvement in the production of stress and intonation.

STUDENT 6: Daniel Moya	
PRETEST	**POSTTEST**
VOWELS: /ʌ/ pronounced as /u/ eg. Study /3:/ pronounced as /aɪ:/ eg. Airplane, airline /U/ pronounced as /u/ eg. Good /I/ pronounced as /i:/ e.g. it	/3:/ pronounced as /aɪ/ eg. Airplane /ʌ/ pronounced as /u/ eg. Study /I/ pronounced as /i:/ e.g. It /I/ is occasionally well pronounced
CONSONANTS: /θ/ pronounced as /t/ eg Thursday /s/ pronounced as /es/ eg study	/θ/ pronounced as /t/ eg Thursday /s/ pronounced as /es/ eg study
STRESS: There is a good word stress but stress in sentences is incorrect.	There is an improvement in sentences stress and continues having a good word stress.
INTONATION: All kind of statements have sustained intonation.	Rising intonation is used in Wh-questions.

At the beginning of the study, Daniel (student 6) presented some problems with vowels and just a few consonant were inaccurately pronounced. His posttest shows that there were improvements in vowels and in suprasegmentals.

STUDENT 7: Veronica Espinoza	
PRETEST	**POSTTEST**
VOWELS:	
/ʌ/ pronounced as /u/ eg. Study	/ʌ/ pronounced as /u/ eg. Study
/iː/ pronounced as /eaː/ eg really	/iː/ pronounced correctly
/I/ pronounced as /iː/, eg. It	/I/ is occasionally well pronounced
/3ː/ pronounced as /aIː/ eg. Airplane, airline	/3ː/ pronounced as /aI/ eg. Airplane
/aI/ pronounced as /I/ eg. Time	/aI/ pronounced as /I/ eg. Time
/eI/ pronounced as / aI/ e.g day	/eI/ pronounced as / aI/ e.g day
/a/ pronounced as /U/ e.g God	/a/ pronounced as /ɔ/ e.g God
CONSONANTS:	
/v/ pronounced as /b/ eg have	/v/ pronounced as /b/ eg have
/θ/ pronounced as /t/ eg Thursday	/θ/ pronounced as /t/ eg Thursday
/s/ pronounced as /es/ eg study	/s/ pronounced as /es/ eg study
/ŋ/ in final position is not pronounced correctly. E.g. studying	/ŋ/ in final position has improved.
STRESS:	
Word and sentence stress is sometimes inaccurate.	Stress in sentences has improved but word stress is sometimes incorrect.
INTONATION:	
There is no rising intonation in yes/no questions, and neither rising-falling intonation in wh-questions.	Tries to make a rising intonation in yes/no questions. Statements are sustained.

Veronica (Student 7) started with many pronunciation problems, but her post-test shows that she has improved a lot in the production of vowels, and only in a few consonants. Suprasegmental features have a slight improvement.

STUDENT 8: Guillermo Barragán	
PRETEST	**POSTTEST**
VOWELS: /ʌ/ pronounced as /e/ eg. Study /U/ pronounced as /u/ eg. good /3:/ pronounced as /aI:/ eg. Airplane, airline	/ʌ/ pronounced as /e/ eg. Study U/ improved /3:/ improved
CONSONANTS: /θ/ pronounced as /t/ eg Thursday /s/ pronounced as /es/ eg study	/θ/ pronounced as /t/ eg Thursday /s/ improved
STRESS: There is a good word and sentence stress.	There is a good word and sentence stress.
INTONATION: There is a good intonation in questions and statements.	There is a good intonation in questions and statements.

Guillermo (student 8) improved his pronunciation. It should be taken into account that he did not have many pronunciation problems in the pre-test.

STUDENT 9: Fernando Cerón	
PRETEST	**POSTTEST**
VOWELS: /U/ pronounced as /ɔ/ eg. Good /3:/ pronounced as /aI:/ eg. Airplane, airline /ə/ pronounced as /e/ eg. attendant /ʌ/ pronounced as /u/ eg. Study /eI/ pronounced as / aI/ eg. Monday	/U/ pronounced correctly /3:/ pronounced correctly /ə/ pronounced as /e/ eg. attendant /ʌ/ pronounced as /u/ eg. Study /eI/ pronounced as / aI/ eg. Monday
CONSONANTS: /v/ pronounced as /b/ eg have /θ/ pronounced as /t/ eg Thursday	/v/ pronounced as /b/ eg have /θ/ improved
STRESS: There is a good word and sentence stress.	There is a good word and sentence stress.
INTONATION: Questions and statements have good intonation.	Good intonation.

Fernando (Student 9) shows his improvement, especially in vowels. There was not a big problem in the production of consonants in the pretest. Suprasegmentals also show a slight improvement.

STUDENT 10: Enrique Caicedo	
PRETEST	**POSTTEST**
VOWELS: /ʌ/ pronounced as /u/ eg. Study / aU/ pronounced as /oU/ eg. about /æ/ pronounced as / a/ eg. Have /ɜ:/ pronounced as /al/ eg. Airplane /oU/ pronounced as / ɔ/ eg. go	/ʌ/ pronounced as /u/ eg. Study / aU/ pronounced correctly /æ/ pronounced correctly /ɜ:/ pronounced as /al/ eg. Airplane /oU/ pronounced as / ɔ/ eg. go
CONSONANTS: /v/ pronounced as /b/ eg have /θ/ pronounced as /t/ eg Thursday /s/ pronounced as /es/ eg study /dʒ/ pronounced as / h/ eg. Job	/v/ sometimes is well pronounced /s/ pronounced as /es/ eg study /θ/ pronounced as /t/ eg Thursday /dʒ/ pronounced as / h/ eg. Job
STRESS: There is a good word stress but stress in statements is incorrect.	There is a good word stress but stress in statements is incorrect.
INTONATION: Intonation only questions.	Intonation is well pronounced in questions and there is a slight improvement in statements.

Enrique (student 10) has improved a lot in a few vowels and consonants, but most of them were still mispronounced. On the contrary, stress and intonation were slightly improved.

CHAPTER VII

Conclusions and Recommendations

7.1 Conclusions

Based on the research we have done , the different instruments we used in order to learn more about the group of students (experimental and control) we worked with, and the group and individual analysis we did, we can state that the experimental group began the study with many pronunciation problems, especially in vowels and suprasegmentals. It is important to consider that the pronunciation level of this group was lower than the control group.

The experimental group was exposed to a variety of activities based on students' multiple intelligences, and focused on the pronunciation problems they presented in the pre-test. At the end on the study, we can notice that the activities we applied helped them to improve their pronunciation, mostly in vowels and suprasegmentals.

These activities helped the teacher to create a better atmosphere in the classroom, so that students could be confident with themselves and with the group. They enjoyed the activities, and were always motivated and willing to have a pronunciation period of class everyday.

On the other hand, the control group was not exposed to specific activities based on their pronunciation problems, but only to activities in the pronunciation section in their textbooks. They used American Shine #1-2. Pronunciation problems were corrected any time the teacher heard an error in their oral production. This can be the reason why the control group kept most of the pronunciation problems they presented at the beginning of the study.

If we refer to the analysis of the pronunciation tests in a global way, we can determine that the experimental group improved their pronunciation only in some segmental and suprasegmental features, but in the individual analysis, we can notice that the majority of students, who were taken as a sample, improved in most of their pronunciation problems.

On the other hand, in the global analysis given to the control group, students presented fewer pronunciation problems so, their scores were higher than the experimental ones. However, in the individual study, we found that the pronunciation problems that the sample of students had, were not totally improved.

We can conclude that if teachers are aware of students' pronunciation problems at the beginning of the term, they can create or adapt activities based on students' multiple intelligences. This will help teachers to create a good atmosphere in the classroom, and also to achieve good English pronunciation, so that when students interact in or outside the classroom, they will not be

misunderstood by native speakers. Moreover, if students have constant practice with the correct English sounds, they will not fossilize common pronunciation problems.

As we are not in an English speaking country, it is difficult for students to achieve a native-like pronunciation, but at least teachers should try to expose their students to the correct sound system of the target language. In this way, students will be aware of the different sounds that the target language has, and will acquire both intelligible and appropriate for interaction with native speakers of the language.

7.2 Recommendations

Throughout our study, we suggest that teachers conduct classroom research study at the beginning of the semester, in order to find out students' problems, not only in pronunciation, but also in other skills. Based on the results they get, teachers should elaborate activities which keep students' attention and involvement so that the learning process will become an easy task.

These kinds of activities can be applied as a warm-up in a period of 15 minutes when students can practice the pronunciation sounds of specific segmental and suprasegmental phonemes.

We also recommend to record students throughout the term so that teachers have a better idea of how students are improving their pronunciation, and what pronunciation problems they have to practice more. This will also help students feel confident when they are being recorded by the teacher at any time this might be required.

Finally, we suggest that teachers should take advantage and exploit students' multiple intelligences, so that all learners will be involved and enjoy all the activities created by the teacher, and will acquire an efficient and intelligible pronunciation.

ANNEX 1

PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR
SEDE AMBATO

Pronunciation Questionnaire for Teenagers at the PUCESA

TEMA: Pronunciación en Inglés.

NOMBRE: _____ **EDAD:** _____

NIVEL: _____

FECHA: _____

Tu opinión es muy valiosa para la realización de esta investigación. Contesta el siguiente cuestionario con la mayor seriedad posible.

"Conteste las siguientes preguntas poniendo una (X) dentro del paréntesis de la respuesta que mejor exprese su criterio"

1. ¿ Se debería enfatizar la enseñanza de pronunciación de Inglés a los estudiantes?

       SI   (   )   NO   (   )

    ¿Por qué? _____

_____

2. **¿Es para ti importante tener una buena pronunciación en Inglés?**

1. Totalmente de acuerdo.	( )
2. De acuerdo.	( )
3. Indeciso.	( )
4. En desacuerdo.	( )
5. Totalmente en desacuerdo	( )

    ¿Por qué? _____

_____

3. ¿Cuáles son tus mayores dificultades al pronunciar el Inglés?

    1. Entonación al hacer preguntas.   (   )
    2. Acentuación de palabras.   (   )
    3. Acentuación en oraciones.   (   )
    4. Vocales. ¿Cuáles? _____   (   )
    5. Consonantes. ¿Cuáles? _____   (   )

4. ¿ Piensas tú que al tomar clases de pronunciación mejorarías la misma?

    1. Totalmente de acuerdo.   (   )
    2. De acuerdo.   (   )
    3. Indeciso.   (   )
    4. En desacuerdo.   (   )
    5. Totalmente en desacuerdo   (   )

    ¿Por qué? _____

    _____

5. **¿A través de que actividades te gustaría mejorar y practicar la pronunciación en Inglés?**
(Puede marcar más de una opción)

    1. Juegos   (   )
    2. Repeticiones   (   )
    3. Diálogos   (   )
    4. Trabalenguas   (   )
    5. Presentaciones orales   (   )
    6. Otros: (   )

    ¿Cuáles? _____

    _____

6. **¿Qué estrategias piensas que te ayudarían a mejorar tu pronunciación?**

    1. Agrupación de sonidos.   (   )
    2. Identificar sonidos en contexto.   (   )
    3. Asociación de sonidos con imágenes.   (   )
    4. Repetición de sonidos.   (   )

GRACIAS POR SU COLABORACION

ANNEX 2

PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR
SEDE AMBATO

Pronunciation Questionnaire for English Teachers' at the PUCESA

TOPIC: English Pronunciation

DATE: _____   **LEVEL:** _____

"Answer the following questionnaire. Put an (X) in the most suitable answer that expresses your opinion."

1. **Teaching English Pronunciation in the classroom is:**

   1. Useful   (   )
   2. Necessary   (   )
   3. Unnecessary   (   )

   Why? _____

   _____

2. **What factors do you think influence learning English pronunciation? Rank them from 1 to 6 (1=the least important; 6=the most important)**

   ➤ Age   (   )
   ➤ Motivation   (   )
   ➤ Personality   (   )
   ➤ Aptitude   (   )
   ➤ Attitude   (   )
   ➤ First Language   (   )

3. **How much time do you think you should spend in JUST teaching pronunciation in a class of 60 minutes?**

   1. 5 minutes   (   )
   2. 10 minutes   (   )
   3. 15 minutes   (   )
   4. more than 15 minutes   (   )

4. Your students' pronunciation is :

1. excellent   (   )
2. very good   (   )
3. good   (   )
4. fair   (   )
5. bad   (   )

5. What kind of activities do you use to teach pronunciation? (You can mark more than one)

1. games   (   )
2. drills   (   )
3. tongue twisters   (   )
4. isolated words   (   )
5. words in context   (   )
6. minimal pairs   (   )
Others: _____

_____

6. What are the main problems you have found in your students pronunciation? List them.

_____   _____
_____   _____
_____   _____
_____   _____

THANKS FOR YOUR COOPERATION!

ANNEX 3

PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR
SEDE AMBATO
MULTIPLE INTELLIGENCES INVENTORY FOR ESL STUDENTS

NOMBRE: _____ **NIVEL:** _____

Escriba en cada una de las siguientes afirmaciones 0, 1, ó 2. Escriba el 0 si la afirmación no es verdadera según su criterio. Escriba el 2 si esta totalmente de acuerdo y el 1 si la afirmación es verdadera o falsa.

LINGUISTIC INTELLIGENCE

1. Me gusta leer algo casi todos los días. _____
2. Me gusta escribir poemas, historias, cartas, etc. _____
3. Pongo mucha atención a los anuncios y propagandas. _____
4. Disfruto resolviendo sopa de letras o crucigramas. _____
5. Cuando escucho una canción pocas veces, usualmente puedo recordar su letra. _____

MUSICAL INTELLIGENCE

1. No tengo problemas al identificar el compás de diferentes ritmos. _____
2. Puedo tocar un instrumento musical. _____
3. Escucho música en todo momento y en todo lugar. _____
4. Me gusta tararear, silbar o cantar cuando estoy solo. _____
5. Escuchar música que me gusta, me hace sentir bien. _____

LOGICAL - MATEMATICAL INTELLIGENCE

1. Puedo calcular números mentalmente con facilidad. _____
2. Me gusta jugar cartas. _____
3. Disfruto mucho las clases de matemáticas. _____
4. Siempre estoy interesado en los avances científicos. _____
5. Me gusta trabajar con calculadoras y computadoras. _____

VISUAL-SPATIAL INTELLIGENCE.

1. Pongo atención en los colores de ropa que uso. _____
2. Me gusta tomar fotos. _____
3. Me gusta dibujar. _____
4. Disfruto al leer textos o libros que tengan muchos gráficos y figuras. _____
5. Me es fácil ubicarme en lugares desconocidos. _____

BODILY- KINESTHETIC INTELLIGENCE

1. Disfruto las caminatas largas. _____
2. Me gusta bailar. _____
3. Disfruto al hacer deporte. _____
4. Me gusta hacer cosas con las manos como: escarbar, coser, construir, tejer, etc. _____
5. Se me hace difícil permanecer sentado por mucho tiempo. _____

INTRAPERSONAL INTELLIGENCE

1. Me considero una persona independiente. _____
2. Me gusta meditar mucho. _____
3. Tengo un diario en donde escribo todo lo que hago. _____
4. Prefiero trabajar solo que en grupo. _____
5. Reflexiono sobre mis acciones. _____

INTERPERSONAL INTELLIGENCE

1. Prefiero ir a fiestas a permanecer en casa. _____
2. Cuando tengo problemas, busco a mis amigos. _____
3. Me considero un líder. _____
4. Ayudo a mis compañeros en algo que no saben hacer. _____
5. Tengo más de tres buenos amigos. _____

NATURALIST INTELLIGENCE

1. Soy bueno para identificar tipos de aves. _____
2. Me gusta tener mascotas. _____
3. Disfruto actividades fuera de casa. _____
4. Cuidar plantas es algo que yo disfruto. _____
5. Me gusta mirar al cielo y predecir el clima. _____

MARY ANN CHRISTISON
ENGLISH TEACHING FORUM 1998

ANNEX 4

MI ANALYSIS OF THE EXPERIMENTAL GROUP
AT THE
PUCESA

MULTIPLE INTELLIGENCES	%	
VISUAL-SPATIAL	13,52	Strongest
MUSICAL	13,33	
BODILY – KINESTHETIC	12,76	
LOGICAL – MATHEMATICAL	12,76	
LINGUISTIC	12,48	
NATURALIST	12,19	
INTERPERSONAL	11,81	
INTRAPERSONAL	11,14	Weakest
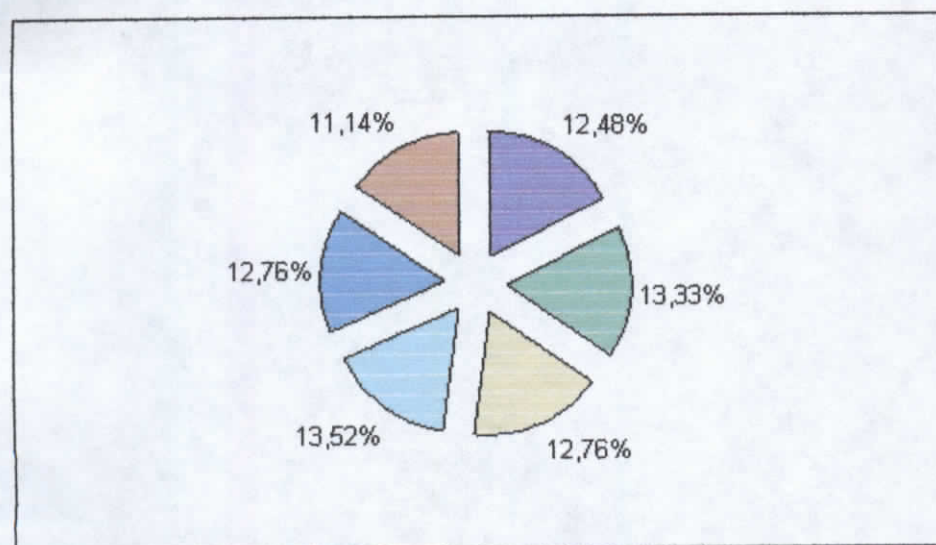
ANNEX 5

PRONUNCIATION PRE-TEST   AND POSTTEST

NAME: _____   **NUMBER:** _____
LEVEL: _____
DATE: _____

OBJECTIVE: Test students to find their weak and strong abilities in English Pronunciation.

" Listen to the teacher and read the instructions carefully."

1. READ THE FOLLOWING CONVERSATION.(40 points)

PETER: Hi! Jane. How are you?
JANE: Pretty good! And What about you?
PETER: I'm fine. Are you working or studying?
JANE: I study in the morning and in the afternoon I have a part time job.
PETER: Really? Where do you work?
JANE: I'm working at the airport for American Airlines.
PETER: At American airlines? I can't believe it! I start working there on Monday.
JANE: Oh! Are you the new flight attendant?
PETER: Yes. And What do you do there?
JANE: I'm a messenger. I only work on Monday, Thursday and Friday. By the way.
           What day is today?
PETER: It's Thursday.
JANE: Oh my God! I'm late! I have to go! See you on Monday.
PETER: See you Jane! Take care!

2. READ THE FOLLOWING CHANT. (30 points)

DO YOU KNOW MARY?

Do you know Mary?

Mary Who?

Mary McDonald.

Of course I do.

Do you know her little brother?

Yes, of course I do.

I know her brother, and her mother

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And her father too.

Do you know her older sister?

Yes, of course I do.

I know her older sister, Betty

And her younger sister, Sue.

Do you know her Aunt Esther?

Yes, of course I do.

I know her aunts and her uncles

And her cousins too.

Do you know her husband Bobby?

Yes, of course I do.

I know her husband and his brother

And his father too.

3. PUT EACH WORD INTO THE PROPER COLUMN ACCORDING TO ITS STRESS PATTERN. (15 points)

vacation	overlook	engineer
expensive	interesting	company
understand	computer	holiday
architect	direction	factory
instruction	Lebanese	undercook

● ● ●	● ● ●	● ● ●

4. LISTEN TO THE TAPE AND CIRCLE THE WORD THAT BEST COMPLETES THE SENTENCE. (15 points)

1. It's a _____.

    sheep   ship

2. I need _____ .

    paper   pepper

3. The _____ can come.

    man   men

4. The _____ is big.

    ball   bull

5. The _____ is red.

    cap   cup

6. The _____ arrives at 7:30.

    boss   bus

7. That is a _____ .

    foot   boot

8. That _____ is beautiful

    cat   kite

9. I like that _____ .

    pear   bear

10. I have a big _____ .

    back   bag

11. The _____ is expensive.

    price   prize

12. There are many _____ .

       ships   chips

13. Is this the _____ ?

       best   vest

14. This _____ is too small.

       bat   bath

15. _____ finally came.

       day   they

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