

Teaching Explicit English Pronunciation to Young Learners

M.Sc. Yendry Alvarado Castillo
Universidad Nacional, Costa Rica
yendry.alvarado.castillo@una.cr

M.A. Lena Barrantes Elizondo
Universidad Nacional, Costa Rica
lenna.barrantes.elizondo@una.cr

Resumen

En la enseñanza del inglés como segunda lengua en Costa Rica, la instrucción explícita de la pronunciación en etapas tempranas del sistema educativo sigue siendo controversial. Siempre y cuando no exista una guía oficial que establezca el enfoque que se debe seguir, los profesores seguirán tomando decisiones personales con respecto a este tema. A pesar de que la materia de inglés en primaria se hizo oficial en 1995 (Córdoba, Coto y Ramírez, 2005, p.6), muchas ideas para mejorar su instrucción siguen bajo escrutinio, ya que los resultados lingüísticos al final del programa no son los esperados. Es un hecho que hay muchos retos que rodean un programa de idiomas cualquiera que sea. En el caso particular de educación infantil, Moon (2005) identificó tres grandes argumentos a favor de esto: la hipótesis “entre más joven mejor”, la idea “entre más tiempo mejor”, y finalmente la importancia global de aprender un idioma internacional. Basado en estos hechos es que se genera esta investigación cualitativa, la cual pretende indagar el papel de la instrucción de pronunciación explícita a niños en diez escuelas en Pérez Zeledón. Para obtener información significativa se aplicaron cuestionarios, se recolectaron documentos y se llevaron a cabo observaciones estructuradas. Los profesores de inglés fueron los principales informantes de este estudio. Una vez analizada la información, las investigadoras sugieren un modelo de instrucción explícita para enseñar vocales a estudiantes de primaria el cual incluye principios importantes del enfoque basado en experiencias.

Palabras clave: educación infantil, pronunciación, enfoque deductivo, aprendizaje basado en experiencias, instrucción deductiva

Abstract

In foreign language teaching in Costa Rica, the explicit instruction of pronunciation at an early age remains a controversial issue. As long as there is not an official guideline for primary school English as a Foreign Language (EFL) teaching that establishes the approach to be used, educators will continue making personal choices regarding this issue. Though EFL teaching started as a basic subject in primary schools in 1995 (Córdoba, Coto and Ramírez, 2005, p.6) a lot of ideas to raise standards are still under scrutiny since results seem not to be the desired ones. It is a fact that there are many challenges in implementing a language program. In this particular setting, Moon (2005) identified three main arguments in favor of instruction at an early age. She pointed out the hypotheses “the younger the better”, the argument that “longer is better”, and the global importance of learning an international language. Based on the

previous facts, this qualitative study aims at introspecting the role of explicit instruction for the teaching of pronunciation to young learners in ten primary schools in Pérez Zeledón. To gather meaningful data, questionnaires, structured observations and artifact collection were some of the instruments used. Language teachers were the main informants in this study. After results were obtained and analyzed, researchers decided to suggest a deductive model to teach vowel sounds pronunciation to primary school learners that follows key principles of the experiential approach.

Keywords: young learners, pronunciation, deductive approach, experiential approach, deductive instruction

1. Introduction

English is a worldwide spoken language, and every day the number of people interested in learning it increases. Costa Rica is not the exception. English as Foreign Language (EFL) learning dates back to the 19th century. It was in 1825 when the Executive Power enforced a law to include it in the curriculum at Casa de Enseñanza (Córdoba, Coto and Ramírez, 2005, p.3). From that time on, the curriculum has been improved many times. It has always searched for making students able to communicate in English as comprehensible as possible. However, some students are not able to establish a fluent conversation using the target language after six years of exposure in primary school and five more years in high school. There are people who blame the school system and the curriculum itself. Other experts identify teachers as the main cause. Indeed, government authorities claim that the main problem regarding this burden is that some educators start teaching without a desired proficiency (Mora, 2011, n.p). Other arguments are directed toward monotonous non-authentic classes.

EFL teachers may pay some attention to pronunciation, but it is necessary to identify to what extent it is approached in class, specifically at the primary school level. Educators in public education are guided by a syllabus that outlines key principles; however, specific frameworks are not decreed. They can make their own choices regarding class instruction as long as they follow the topics, approach and functions.

2. Literature Review

This paper covers an exploration of theoretical contributions about general principles when teaching children, the role of explicit pronunciation instruction and experiential learning.

2.1. Teaching English to Young Learners

Teaching English as well as any other language represents a big challenge and requires not only effort and creativity but also time and dedication. Being a language teacher is not an easy task. There are many factors that determine the way a class needs to be addressed. One of those aspects, and a very important one, is the kind of population taught. Teaching adults

and children imply different processes. Piagetian and Vygotskian theories contribute to understand the world of children and how they function in their surroundings. Piaget viewed the idea of the child as an active learner and thinker, and a sense maker. Children identify intentions and purposes in what people around them do, they tend to make sense of other's behaviors and even language. He saw the child as an active learner alone in the world. They see the opportunities for learning the world gives them.

On his part, Vygotsky identified the child as a social being. He believed that they learn and develop as a consequence of the social context. He constructed the Zone of Proximal Development (ZPD) concept which helps frame the teaching of foreign languages. The importance of this term is described by Cameron (2001) "the idea that the adult tries to mediate what next it is the child can learn; this his implications in both lesson planning, and in how teachers talk to pupils minute by minute" (p.8). Additionally, routines play a key role in the classroom since they give room to progressive learning or words and sounds. Language improvement takes place when the child takes control over the social encounters with peers and adults. Understanding their world is key to maximizing their opportunities. As Linse (2005) noted "there are many ways to learn about children's development and interests. Observing children both in and out of the classroom is a good way" (p.7); they have favorite games, TV shows and toys that can be taken to the class. Surveying for information is a tool to tailor instruction too.

Brown (2001) established a clear difference among three main groups when teaching a foreign language: children, teenagers and adults. He noted that the former group possesses a spontaneous peripheral attention to forms, has a short attention span, needs to have all five senses stimulated and is focused on the "here and now" (pp.87-90).

The Critical Period Hypothesis holds the argument that older learners can never achieve the same levels of achievement as young ones do. Age has strong effects that according to immersion studies, youngsters who seem to pay more attention to sound and prosody are more attentive to word order. They are generally less able to give prolonged attention (Cameron, 2001, p. 15). That is why the amount and type of exposure play a meaningful role when addressing kids. Meaningful experiences have a deeper impact and leads to stronger retention.

2.2. Reasons for Explicit Pronunciation to Young Learners

Pronunciation is one of the most important features to be taken into account when teaching English to children. This micro-skill involves aspects like fluency, listening comprehension, vowels and consonants, intonation, rhythm, and stress among others. Poor performance means poor fluency. In fact, learners actually avoid words or grammatical structures that they find difficult to pronounce, and teachers are sometimes guilty of misinterpreting these 'gaps' in production as gaps in a learner's knowledge or understanding (Oxford University Press, 2012, pa. 2). It is mandatory to make students familiar with both structures and sounds so that students will always feel comfortable and able to perform any. In this way, students

will not avoid instruction; on the contrary, they will find challenges an opportunity for improvement, and a way to get more goals and achievements.

The instruction of this micro-skill should, then, be tailored to kids' particular needs. There are many relevant ideas related to this issue, one of them is the fact that

Young learners are usually very aware that English feels and sounds different to their mother tongue. This makes this a great age for working on pronunciation, and offers us an opportunity to sow seeds that will produce very tangible benefits. (Oxford University Press, 2012, par. 2)

Based on these premises, educators should not underestimate its role in the primary school class; indeed comprehensible input must be provided at all times. By doing so, young learners will accurately replicate sounds and patterns to become effective communicators. It is a well-known fact that what kids learn in early ages is well learned and kept for long terms.

Poor pronunciation is a problem that can be fixed in time if attention is given to it during the first years of learning. This issue is also linked to listening comprehension problems. As a result, students with bad performance will be facing listening comprehension problems as well. Language teaching must be wise enough to determine students' abilities and needs in order to provide them with practice and the tools to improve it; however,

Teachers will have observed that in some cases students will still get pronunciation wrong even after listening and repeating an item or feature many times. So the first goal is to see if learners can be taught specific items and if they can retain this learning. The second goal is to see if they can then transfer this learning to other items contextualized at the sentence level. At a further stage, one would also want to see if they can also produce them correctly in less-controlled situations... (Couper, 2006, p. 47)

Poor fluency may not be the only outcome. Listening can be a nightmare for students with limited skills, either because they simply do not recognize key sounds or words in their spoken form, or because they have to concentrate so hard when listening so that their brains overload and 'block'. In order to improve listening skills, it is important to improve and practice stress, intonation, vowels and consonants because both skills are interrelated.

As soon as problems with listening are addressed, students are less frustrated when they face exercises or experiences of this type. The main need, of course, is to focus on phonetic elements. Although problems with speaking and listening are a cause of poor pronunciation, other skills can also be affected. At the level of writing, spelling issues are very common which, at the short and long term, affects more complex structures like sentences and paragraphs. As a side effect, reading is affected as well since students can get easily confused. All four skills are closely linked to this micro-skill. All of them are related and linked to each other. A person with poor pronunciation has problems when trying to understand what he or she listens to. Moreover, if a student is asked to read aloud, he or she

will not either understand what is being read, nor be understood by others. It is obvious that learning vocabulary may face the same problems.

Fortunately, there are many different activities that can be done to help students with. If a textbook is used to teach the course and those books have different activities related to phonics, it is important not to skip them. However, there are many other activities that enhance students' performance. There are different tips that teachers can take into account. Some of them are:

Stick to what matters: Sometimes teacher pay too much attention to very simple and meaningless aspects and do not give emphasis to what is really important.

Integrate pronunciation into normal lessons.

Do not leave the teaching of pronunciation to the end of the week or to that moment when there is nothing else to do. Pronunciation must be at first, or a point with big importance and attention in every class.

Insist on accuracy but don't demand perfection. Insisting on good pronunciation is the first way of showing that it matters.

Work on pronunciation and enjoy working on it. But most of all, make sure learners enjoy working with it

Make the teaching of pronunciation fun and enjoyable (Oxford University Press, 2012, pa. 9-10)

Teaching sounds, stress and intonation to young learners might mean a challenge for some teachers. However, it is important to be open to changes and to be willing to focus on students' needs.

It is a fact that young learners, especially the ones attending preschool will not have any personal reason or long-term goals for studying English. They might not care about any specific subject; however, they expect the new and fun when entering a room. Experiential learning promotes not only meaningful experiences but also a reflection on them. Its role in language instruction to kids is not only significant but also urgent.

2.3. Experiential Learning

This approach to teaching is defined as "a key approach to student-centred learning for a sustainable future" (Cox, Calder & Fien, 2010, pa. 1). It is also explained that it involves making opportunities for debriefing and consolidation of ideas and skills through feedback, reflection, and the application of the ideas and skills to new situations (Cox, Calder & Fien, 2010, pa. 2). There is no age limits for this type of instruction. Indeed, based on the argument the sooner the better, implementing it at early stages assures that students develop abilities that will shape their later stages. The EFL classroom should not be the exception for

experiential in-class activities. Language teachers can find practical principles that can be adopted in every class.

Next there is a list of eight key principles for this approach. First, *Intention* represents the goals, objectives, and activities that define the experience. Second, *Preparedness and Planning* outlines the idea that teachers must ensure that they enter the experience with sufficient foundation to support a successful experience. Third, *Authenticity* implies that the experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. Fourth, *Reflection* explains that this process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Fifth, *Orientation and Training* determine that teachers must be prepared with important background information about each student and about the context and environment in which the experience will operate. Sixth, *Monitoring and Continuous Improvement* states that while reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools. Seventh, *Assessment and Evaluation* means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it. Finally, *Acknowledgment* claims the recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. (National Society for Experiential Education, 2009, pa. 2-9)

3. Research Procedure

A qualitative case study methodology was adopted for this research because it allowed the process for describing and explaining the phenomena that relate to a specific group, in this particular case EFL public education. The setting was ten different public primary schools in Pérez Zeledón that include EFL into the formal curriculum. Regarding this type of investigation, Creswell stated that in case study “the researchers develops an in-depth analysis of a case” (2014, p.14). In this study, the case is pronunciation instruction to young learners in public elementary schools.

3.1. Research Questions

This study sought to answer the following questions about pronunciation instruction:

- What are the recommendations to the teaching of vowel sounds to young learners provided by the Ministry of Public Education?

- What are teachers' perceptions regarding the use of an explicit instruction for the teaching of pronunciation to young learners?
- What explicit model can be suggested to teach vowel sounds to primary school teachers?

3.2. Context and Curriculum

Public primary schools drive EFL instruction by following a specific syllabus; one for first cycle (1st, 2nd and 3rd grade) and another one for second cycle. Students attend ten lessons per week. The syllabus suggest the use of the Communicative Approach in which classroom activities are recommended to be designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing (MEP, 2004, p. 24). Some methodologies are recommended as well. The oral and aural skills are the object of study. Emphasis is given to the two basic linguistic abilities: listening and speaking are the main focus of the curriculum (MEP, 2004, p. 20).

3.3. Data Collection

The participants were ten teachers who answered a questionnaire (see appendix 1). The focus on a small number of participants in a case-study allowed for close analysis. In-class behavior was recorded through non-participant structured observations (see appendix 3) that were made in ten different public primary schools. The syllabus was subject of analysis which provided significant details. Additionally, a textbook used in some of the classes observed was scrutinized.

4. Findings

After a deep analysis of the data gathered, the next findings can be outlined. They are the foundation for the design proposed in the recommendation section.

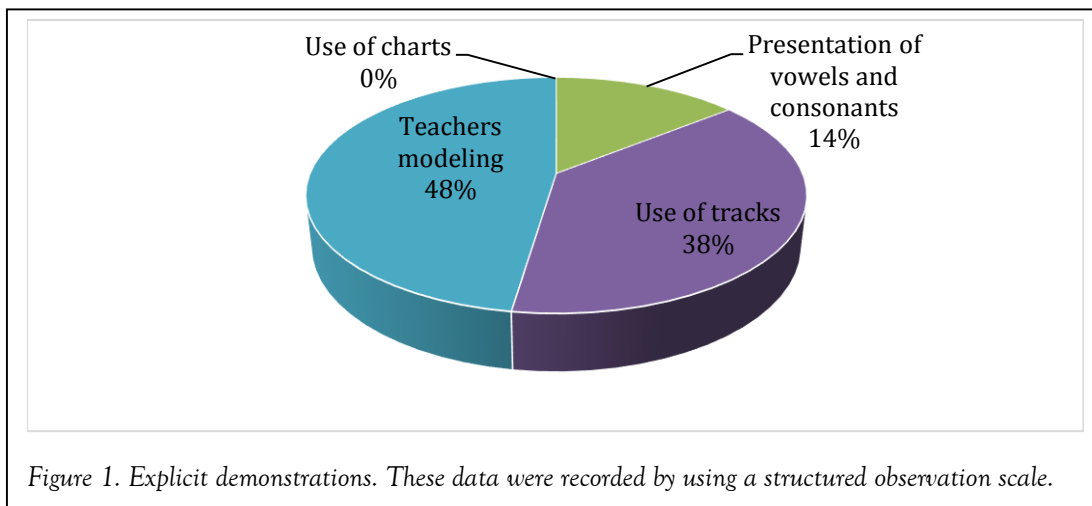
4.1. Possibilities and issues regarding explicit pronunciation instruction

The MEP syllabus does not limit instruction of pronunciation; however, it does not provide any guideline nor suggests a particular methodology or textbook. The reference it gives to some elements is outlined when delineating how to teach speaking. This document notes that, to promote the development of this skill, teachers must be aware of the following principles: speaking is acquired through listening and practice; supra-segments of intonation, pitch, rhythm are learned by listening to good language models such as native speakers and non-native speakers. (Ministry of Public Education, 2004, p. 21)

No specific section is devoted to help or guide instructors in this endeavor.

Through the observation process, key information was garnered. First, it was shown that teachers did use songs in class. Some of them made use of clapping and tapping too.

The ten informants asked students to listen to different sounds and imitate them. Three of them, indeed, demonstrated the location of articulators. There was no record of the use of charts, and a short percentage presented vowels and consonants explicitly (see figure 2). It can be concluded that there is a tendency to address pronunciation in an indirect way. It was also observed that all teachers used games while a 50% used copies from textbooks. No evidence of the use of tests and dictation was recorded.



During the observations, the use of a textbook was evinced. After analyzing its content, it was found that it did not provide any section for sounds, stress or intonation. It did not include any exercise or activity to address this micro-skill neither.

Some drills were recorded in the classes observed. The most used were songs, poems and tongue twisters (see figure 3). Chants were never used. The syllabus insists on the use of songs. Under the class procedures suggested, it can be identified “Identify basic vocabulary by playing games and singing songs. Participate in oral tasks like poems, riddles, songs and games. Listen to songs, dialogues, or descriptions in order to fulfill a task” (pp.43-47). Also, one specific linguistic objective listed is “Pronouncing correctly (songs, poems, and riddles) familiar language.” (p. 62). Finally, one didactic tip recommended is “Expose student to different charts, grids and resources such as: big books with stories with sequencing pictures, thematic, pneumonic and semantic pictures, poems, riddles, musical games, songs, puppets shows and fairy tales” (p.74). However, none of these are recommendations are directed toward pronunciation instruction but to listening and speaking. There is not a section devoted to this micro-skill in the document. What is important though is that these resources are not restricted.

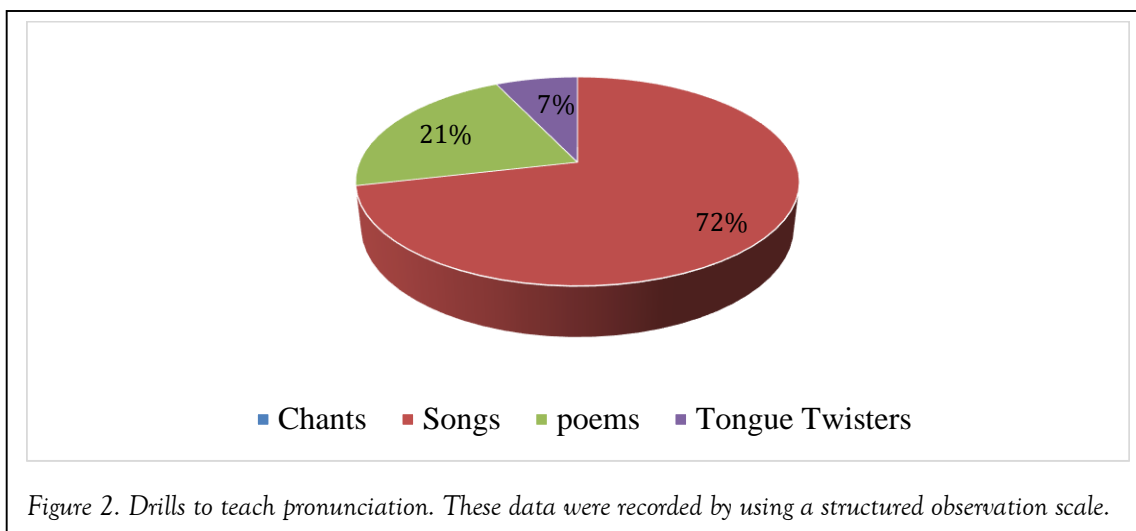


Figure 2. Drills to teach pronunciation. These data were recorded by using a structured observation scale.

Throughout the official syllabus there is no guideline, lineament or limitation regarding pronunciation; however, there is a persistent urge for contextualizing input provided. After introspecting some current practices and possibilities, it was necessary to consider teachers’ perspectives. They are the builders and rulers of learning opportunities. Their daily practice in the primary school classrooms give them the strongest arguments to state what can be achieved, what is required, and what needs to be changed, improved and avoid.

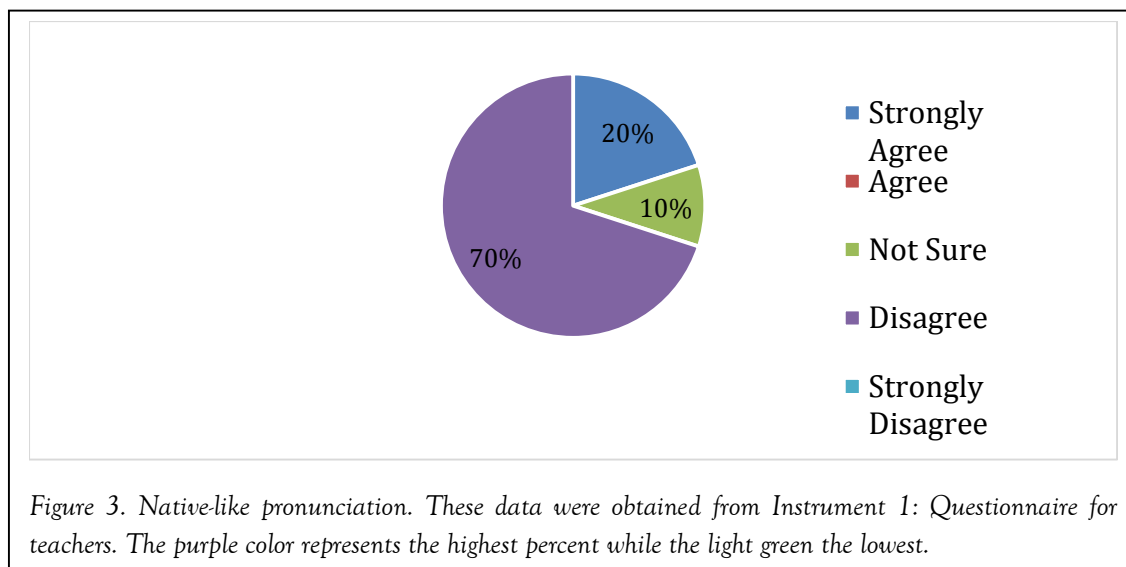
4.2. Teachers’ perceptions

Section 4 in the questionnaire intended to obtain perceptions regarding teachers’ own practices. Most of them mentioned that they do not teach pronunciation explicitly. One of them stated that explicit instruction favors learning since “you can guide the student and not just work informally”. Another informant wrote that both explicit and implicit approaches are equally necessary. None of them used a textbook as reference for pronunciation exercises and activities. These informants questioned did not seem to underestimate their learners’ capacities. They all believed their students are prepared to receive direct explanations. Also, they assured that it is not difficult for kids to get and produce sounds. These informants gave some practical recommendations for successful instruction; they urged the use of technological devices, the use of audios other than the teacher’s voice, training sessions and separate classes.

Language instructors have different opinions about what is required to address sounds. Regarding the role of the target language, a really high percentage disagreed that teachers must have a native-like linguistic level (see figure 3). They do not consider having an accent or a not so high linguistic performance a limitation to instruct.

In addition, 60% agreed that a multimedia laboratory is required. All informants agreed with the argument that teachers need to know specific language theories about methodologies to be able to address phonetic elements in class. However, 60% disagreed

with the idea that it is necessary to attend workshops to be trained on the subject. When questioned about the role of textbook use, 90% agreed that it is necessary. This was an interesting finding since MEP primary school teachers do not have a suggested textbook; indeed, in many cases they are not even allowed. A high percentage believed that pronunciation could be taught in separate classes instead of incorporating this micro-skill to the current curriculum. All informants think that monitoring and correction should be exhaustive. This finding reveals that they are aware of the positive effect of feedback which gives room to experiential learning. Time was also a factor that they remarked. In fact, they stated that they do need more time.



There is no doubt that primary school language teachers face tremendous challenges. Their work is limited when it comes to understanding that the lack of resources is a reality, and that training on updated methodologies is not as accessible as it is desired. Fortunately, nowadays they have more and better opportunities than ever to get material and resources. They are living in a digital era that provides access to conversation exchange websites, authentic and didactic videos of all topics, interactive webpages and many more. Textbooks are no longer the only resource.

5. Conclusions

This paper establishes that deeper analysis should be done. Conducting a more exhaustive observation process and recording an inventory of materials can help explore more factors surrounding the topic studied. The main conclusions from this case study are: most teachers agreed on the fact that it is not necessary to have a native-like language proficiency to be able to teach pronunciation and that having a multimedia laboratory can boost learning. They also stated that training on theories and methodologies may contribute as well. According to the teachers, having separate pronunciation-only classes seems to be a need too. It was evinced that explicit instruction is not taught; however, they stated that their students are

prepared to learn some phonetic elements in this way and that it is not difficult for young learners to get and produce sounds properly.

Based on these conclusions and the findings, the next model is proposed to addressing pronunciation explicitly. This model proposed incorporates explicit and implicit instruction. The former for first, second and third graders while the latter for fourth, fifth and sixth graders. Vowel sounds and prosodic elements are included as well as eight principles of experiential learning. To visualize each experiential principle, the next color code identifies them in the chart.

1. Intention
2. Preparedness and planning
3. Authenticity
4. Reflection
5. Orientation and training
6. Monitoring and continuous improvement
7. Assessment and evaluation
8. Acknowledgment

The next chart organizes the vowels to be taught, the level of instruction, the period of the school year to teach each sound and element, and some suggested classroom activities.

				Suggested activities
1ST CYCLE	INDUCTIVE INSTRUCTION			
First grade	Vowels	I Period	a (æ, ɑ:, aɪ, aʊ, ɒ)	-Memory games -Chants-songs
		II Period	e (ɛ, eɪ, ɹ)	-Drills
		III Period	i (ɪ, i:)	-Non-authentic videos -Domino
Second grade	Consonants	I Period	o (ɔ:, ɔɪ)	-Tongue twisters -Listening and imitating
		II Period	o (oʊ)	-Using a mirror
		III Period	u (ʊ, u:, ju:)	-Reflection activities -Formative testing games
Third grade	Prosodic elements	I Period	Stress	-Reporting experiences
		II Period	Blending	
		III Period	Intonation	

2ND CYCLE	DEDUCTIVE INSTRUCTION			Suggested activities
Fourth grade	Vowels	I Period	a (æ, ɑ:, aɪ, aʊ, ɒ)	-Listening and imitating -Using a mirror -Demonstration of location of articulators
		II Period	e (ɛ, eɪ, ʌ)	-Presentation of symbols -Games and competitions -Dictation
		III Period	i (ɪ, i:)	-Drills -Formative Testing Exercises -Reflection activities -Reporting experiences
Fifth grade	Consonants	I Period	o (ɔ:, ɒ)	-Listening and imitating -Using a mirror -Demonstration of location of articulators
		II Period	oo (oo)	-Presentation of symbols -Dictation -Drills -Games and competitions
		III Period	u (ʊ, u:, ju:)	-Formative Testing Exercises -Reflection activities -Reporting experiences
Sixth grade	Prosodic elements	I Period	Stress	-Tapping -Clapping -Dictation
		II Period	Blending	-Listening and imitating -Drills -Games and competitions -Authentic video analysis
		III Period	Intonation	-Formative Testing Exercises -Reflection activities -Reporting experiences

References

- Bernard Cox, B, Calder, M and Fien, J (2010) *Learning for a sustainable environment*. UNESCO.
 Retrieved from http://www.unesco.org/education/tlsf/mods/theme_d/mod20.html
- Brown, D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Addison Wesley Longman, Inc.
- Cameron, L. (2001) *Teaching languages to young learners*. Cambridge: Cambridge University.
- Córdoba, P, Coto, R, Ramírez, M (2005) La enseñanza del inglés en Costa Rica y la destreza auditiva en el aula desde una perspectiva histórica. *Actualidades Investigativas en Educación*, (5), 2. 2-12.

- Couper, G. (2006). The short and long-term effects of pronunciation instruction. *Prospect*. 21,1. Auckland University of Technology.
- Creswell, J. (2014) *Research design*. London: Sage.
- Linse, C. (2005). *Practical English language teaching: Young Learners*. New York: Mc Graw Hill.
- Ministerio de Educación Pública (2004). *Programas de estudio primer y segundo ciclo*. San José: MEP.
- Mora, P. (2 de febrero de 2011). Plan de inglés enfrenta a académicos y educación. La República. Recuperado de https://www.larepublica.net/app/cms/www/print_friendly.php?viewmode=print&codigo_locale=es-CR&pk_articulo=11677
- National Society for Experiential Education. (2009) Retrieved from <http://www.nsee.org/8-principles>
- Oxford University Press (2012). *Pronunciation for young learners*. Retrieved from <http://oupeltglobalblog.com/2012/10/25/pronunciation-for-young-learners/>

Appendix 1: Questionnaire for teachers

RESEARCH TOPIC: AN EXPLICIT INSTRUCTION FRAMEWORK FOR THE TEACHING ENGLISH PRONUNCIATION TO YOUNG LEARNERS 2015

QUESTIONNAIRE 1

DEAR TEACHER

Researchers:
M.SC. YENDRY ALVARADO
M:A. LENA BARRANTES

This questionnaire aims at collecting your insights about the role of pronunciation instruction to young learners. The information you give will be used for academic purposes only.

SECTION 1: Complete the next chart with your background information.

INSTITUTION	GRADES YOU CURRENTLY TEACH	GRADES YOU HAVE TAUGHT	YEARS OF TEACHING EXPERIENCE

SECTION 2: This section contains a number of statements with which some people agree and others disagree. Please rate how much you personally agree or disagree with these statements-how much they reflect how you feel or think personally. For each statement, check in the right margin the box corresponding to the degree of your agreement or disagreement. Note, there is not right or wrong answer. All that is important is that you indicate your personal feeling.

To teach pronunciation...	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1. teachers must have native-like language proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. teachers need a language laboratory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. teachers need to know specific language theories about methodologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. teachers need to attend workshops to be trained on the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. students must have a good textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. students need separate pronunciation-only classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. teachers need more time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. teachers monitoring and correction must be exhaustive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Appendix 2: Observation Scale

RESEARCH TOPIC: AN EXPLICIT INSTRUCTION FRAMEWORK FOR THE TEACHING OF ENGLISH PRONUNCIATION TO YOUNG LEARNERS 2015

OBSERVATION SCALE OBSERVATION OBJECTIVE:

To gather information about classroom behavior regarding the teaching of English pronunciation to young learners.

Researchers:
 M.SC. YENDRY ALVARADO
 M:A. LENA BARRANTES

DATE: _____ NUMBER LESSONS OBSERVED: _____ GRADE: _____
 SCHOOL: _____ NUMBER OF STUDENTS OBSERVED: _____

Observed Behaviors	Tally record		OBSERVER'S NOTES These notes should include duration, material used,
	Choral	Individual	
Drills	Chants		
	Songs		
	Poems		
	Tongue-twisters		
Marking stress	Clapping		
	Tappings		
	Dots		
	Underlining		
	Clicking		

Articulation of sounds	Listen and imitate			
	Use of mirror			
	Demonstration of location of parts (tongue, mouth, teeth)			
Explicit demonstrations	Use of phonemic charts			
	Presentation of symbols			
	Presentation of vowels and consonants			
	Use of tracks (authentic-nonauthentic)			
	Teacher's modeling			
Teaching activities	Dictations			
	Games			
	Textbook			
	Tests			