THE PRONUNCIATION INSTRUCTION OF THE –ed PAST TENSE MORPHEME:

IN A PUBLIC SCHOOL FROM TUMACO-NARIÑO

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"Las ideas y conclusiones aportadas en el trabajo de grado son responsabilidad exclusiva

de los autores".

Artículo 1º del acuerdo N º 324 de octubre de 1996, emanado del Honorable Consejo

Directivo de la Universidad de Nariño

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San Juan de Pasto, 3 de Mayo 2018

Resumen

Este estudio cualitativo describe las creencias de un grupo de profesores de secundaria sobre la instrucción de pronunciación del morfema de tiempo pasado / ed/. Proponemos comprender las creencias de los profesores de EFL como se describe en sus respuestas sobre el proceso de instrucción de la pronunciación de la lengua a adquirir, siguiendo un enfoque de tres partes propuesto por Miles, Huberman y Saldana (2014), que es un flujo simultáneo de tres actividades: (a) condensación de datos, (b) visualización de datos, y (c) extracción / verificación de conclusiones. Para la recopilación de datos, utilizaremos dos instrumentos: entrevistas cualitativas y documentos. La siguiente pregunta de investigación guiará este estudio: ¿Cuáles son las creencias que los maestros de una escuela pública de Tumaco tienen sobre las instrucciones de pronunciación del morfema / ed / pasado en clase?

Abstract

This qualitative study describes the beliefs of a group of high school teachers have about pronunciation instruction of the /ed/ past regular tense morpheme. We propose to understand the beliefs of EFL teachers as described in their responses upon the instructional process of the target language following a three-part approach proposed by Miles, Huberman and Saldana (2014), which is a concurrent flow of three activities: (a) data condensation, (b) data display, and (c) conclusion drawing/ verification. For the collection of data, we will use two instruments: qualitative interviews, and documents. The following research question will guide this study: What are the beliefs that teachers from a public school from Tumaco have about the pronunciation instruction of the /ed/ past morpheme in class?

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Introduction

From as far back as we can remember, we have always been involved with the English language, but in our learning process from school to the University we have not received a clear and explicit instruction about the pronunciation of some English phonemes. We asked ourselves why after six years of studies of English as a foreign language at school, we as students, ended with a limited or nule knowledge about pronunciation in English. A few years ago, after being already involved in the teaching and learning process of languages, we started looking at the importance of the pronunciation instruction in EFL classrooms especially with the /ed/ past morpheme in English. Morley (1991) stated that the importance of pronunciation instruction is to develop functional intelligibility, functional communicability, increased self-confidence, the speech monitoring abilities, and speech modification strategies.

Some studies have shown that not enough time is devoted to working on pronunciation. Moreover, the time allocated to students' work on pronunciation is used in having the students do drills or focusing on the textbook activities most of the time. (Tejeda & Santos, 2014; Gilakjani, 2016; Fraser 2000). The scarcity of information on the pronunciation instruction in classrooms is regrettable because it is the sort of evidence the educational system appears to be requiring if they are to emphasize pronunciation instruction as a relevant issue in the learning process of English.

In classrooms, the pronunciation instruction most of the times is left aside because there could

be a lack of sufficient knowledge of teachers to teach pronunciation to their students;

furthermore, in the school's syllabus few or none attention is given to the pronunciation practice.

Two theories skill acquisition theory (Dekeyser 1998) and the Markedness Differential

Hypothesis (Eckman, 1977) could back up the requirements of explicit instruction to improve the

students' language learning process.

Chapter 1

1.1 Problem And Description Of The Problem

The beginning of the pronunciation instruction started with the reform movement in the 1880s

with Henry Sweer, Wlhelm Vietor, and Paul Passy that proposed a scientific analysis and

description of the sound system of languages. They created the International Phonetic

Association in 1886 and its International Phonetic Alphabet (IPA).This was the base of some

approaches to implement the pronunciation instruction in the classroom:

- The Direct Method (1900).

- The development of Audiolingualism in USA

- The Oral approach in U.K during the 1940s and 1950s.

These approaches remarked the significance of teaching pronunciation through the

behaviorism that consisted in repeating drills with a stimulus-response technique. Later on, in

1960, pronunciation instruction was deemphasized with the beginning of the Cognitive approach

since it is believed native like pronunciation was an unrealistic objective and could not be

achieved (Scovel 1969), time would be better spent on teaching more learnable items, such as

grammatical structures and words Celce-Murcia, Goodwin and Brinton (1996). Nowadays the

communicative Approach acknowledges the importance of the pronunciation component too, but differently from previous approaches, it aims at intelligible pronunciation, rather than total accuracy. Moreover, it takes into account the segmental and suprasegmentals elements in a language phonological system.

Unfortunately, English pronunciation instruction within our context is difficult because the English curriculum in Colombia does not require nor teachers or students to get into the phonetics field due that the main focus is grammar and some basic communicative skills. Thus, public schools do not provide courses and materials that help teachers to improve their pronunciation instruction. This shows once again that this is an issue sometimes ignored in English language teaching. Although the role of English pronunciation is important in English language, many teachers do not pay enough attention to this important skill. The problems of pronunciation instruction have been demonstrated by some researchers Hismanoglu (2006). Moreover, we have focused on the pronunciation instruction of the /ed/past morpheme because due to transfer students tend to mispronounce this morpheme which can lead to confuse the simple present tenses with past tense. Thus, little attention is known about how pronunciation instruction takes place in EFL classrooms.

1.2 Statement of The Problem

What are the beliefs that teachers from a public school from Tumaco have about the pronunciation instruction of the /ed/ past morpheme in class?

1.3 Objectives

1.3.1 General Objective

- To understand the actual situation of the phonetic instruction regarding the Inflectional past tense morpheme /ed/

1.3.2 Specific Objectives

- To determine to what extent pronunciation instruction is taking place in the classroom
- To discover how English teachers are implementing pronunciation instruction with the inflectional past tense morpheme /ed/

1.4 Significance of the study

The development of this investigation is significant for some reasons. First, comprehending the implications of the theories behind the pronunciation instruction can help to avoid lying aside phonetics in EFL students as a useless subject. Teachers could supply some background information of this field to boost students' motivation in a scientific way.

Second, the advantage of this study will be reflected continuously in different professions especially in the languages programs and in professions such as, medicine, business administration or even in laws. People from these fields in Tumaco have been recently considered in programs exchanges. Thus, they require to have high levels of proficiency in communicative skills. The pronunciation will be transcendent in their development of the English language.

Third, according to the Caro & Cuervo Institute (1978), It is well known that the inhabitants of this region tend to omit the phonemes /t/ and /d/ at the end of a word. Consequently, the /ed/ past tense inflectional morpheme and its three allomorphs /t/, /d/, /id/ pronunciation would be

considerably affected. Our goal is to verify if the pronunciation instruction at schools can provide students some elements that could improve the pronunciation of the /ed/ past tense inflectional morpheme.

Fourth, the awareness of the pronunciation instruction teachers have will help us to determine whether it is fundamental in the curriculum of the English public schools. It is determinant to verify if phonetics can help students to develop better communication skills through a specific instruction in class.

Finally, the implications of this study are to present, understand and suggest valuable information about how pronunciation instruction at public schools is accomplished. Future researches could lead to create learning strategies that can be used by teachers

1.5 Limitations

This study has the following limitations:

- The sample of teachers is limited to two foreign language programs: English and Spanish, and English and French.

- Participants' answers might be influenced by their personal feelings, beliefs, and experiences related to their EFL pronunciation instructional classes and may not reflect other participants' experiences.

- The responses in this study may not be generalized to represent other teachers' responses.

Review of the literature

Theoretical framework

2.1 What is instruction for learning languages?

According to Graaff and Housen (2009), instruction is defined as any deliberate attempt to promote language learning by manipulating the mechanisms of learning and/or conditions under which these operate.

2.2 Teachers' and students' views on pronunciation:

It is crucial to know the position that learners and teachers have towards pronunciation. For example, during the process of FL learning, students face every time with new vocabulary but they are not aware of the importance of their right pronunciation. When there are pronunciation mistakes, students are likely to decrease confidence because their classmates laugh at them, so next time students will avoid speaking in class. On the other hand teachers do not realize the importance of pronunciation. Teachers pay enough attention to grammar and vocabulary in learning a foreign language and they help learners become skillful in listening and reading. The majority of teachers think that pronunciation study is too difficult and monotonous for learners (Harmer, 2001)

According to Da silva, 2012, there are EFL teachers who would admit their lack of thorough pronunciation knowledge. Moreover, they may need to improve this skill themselves so that they can teach it.This is a problematic that truly affects public schools in Colombia. The requirements of Colombian government are limited to follow the grammar method because the ICFES exam just focuses on this issue. FL teachers should be accurately trained on pronunciation to improve

their learners' English pronunciation. (Shahzada, 2012). EFL teachers should speak clearly and slowly in their pronunciation classes and they should convince their learners that their language is understandable. This can help their learners improve their pronunciation by listening to them carefully (Bradley-Bennett, 2007).

2.3 What is pronunciation?

Pronunciation alludes to the production of sounds that people use in order to convey meaning. It contains some elements that are important to take into account. First, segments which are the particular sounds of a language. Second, suprasegmental aspects, for example, rhythm, timing, intonation, stress. Third, voice quality, the way in which the voice is projected. Finally, it focuses on the gestures and expressions we make that have   very close relation with the way we speak a language.

2.3.1 Why pronunciation is important?

The way we speak says a lot about ourselves and people that are surrounding us will notice it. Having a good pronunciation means to be easily understood, although grammar is not good at all. But, having a high knowledge about grammar does not guarantee that learners could be understood by others. That is why some L2 learners avoid expressing and sharing their ideas in the classroom. Because of this, they experience social isolation, employment difficulties and limited opportunities for further study. It is very common to judge people because of their poor pronunciation. They could be considered as incompetent, ignorant or lacking in knowledge. "Yet many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher" Morley, Fraser 1994, 2000, (cited in Adult Migrant English Program Research Centre). Thus, learners need to work on pronunciation on class. It seems to be essential.

2.3.2 Types of pronunciation problems in a FL:

According to Dung, T. (2015), Learners of English often expect to be able to speak that language like a native speaker. However, they encounter many factors to gain their desire. One of the common factors that they find difficult is the pronunciation of another sound system. Learners find that their mother tongue influences their pronunciation of English. When we learn a foreign language, it is important to be aware that it uses a different set of sounds and different orthographic rules than our mother tongue, (the same letter written in a different language may be pronounced differently). A student's native language determines, for the most part, the degree of difficulty and the types of difficulties students will have.

It is known that even when children are in the process of learning their native language, they face some difficulties to pronounce some phonemes properly. This aspect can be caused by many reasons such as problems in their vocal apparatus. This problem can be transferred when learning an L2 in this case would be English. Consequently, the phonological system of the L2 could not be acquired correctly and the mispronunciation and misunderstanding would be present at any time when speaking or listening.

2.4 Pronunciation Instruction

Students may come to class with some habits pronunciation that have been acquired. Firstly from the transference of their L1 tongue. Secondly, due to social context where they are involved in. This considerable affects the development of the communicative skills   in classroom. Nonetheless, according to Tejeda, A, Santos, N,(2014), it is in the FL classroom where most of them may encounter the first FL input to adopt, adapt, or imitate taking their FL teachers and classmates as sources of examples of what to do or not to do.

According to Harmer (2001), the lack of high quality, suitable teaching and learning materials and the lack of time to practice pronunciation are the major reasons that cause teachers not to pay enough attention to English pronunciation. Teachers think that they have too much to do and pronunciation instruction just wastes their time. Some teachers believe that their students can learn correct pronunciation without particular pronunciation instruction.

2.5 Consonant and Vowel Sounds In Spanish and English

According to Goldstein (2001), Spanish has 18 consonant phonemes. Concerning English Goldstein (2001) reported 23 consonant phonemes. The following consonant sounds occur in the phonemic inventories of both languages: /p b t d k g m n l tʃ s j w f/ (Goldstein, 2001). However, Spanish and English also differentiate in some consonant sounds, for example, the sounds /ɲ ɸ x r ɾ/ happen only in Spanish, whereas the sounds /ŋ v z θ ð ʃ ʒ dʒ ɹ / just occur in English (Goldstein, 2001). The Spanish voiced stops /b, d, g/ are in complementary distribution with the spirants [β] (voiced bilabial), [ð], and [ɣ] (voiced velar), respectively (Gildersleeve-Neumann et al., 2008).

English and Spanish differ also in that English substitute the phonemes /t/ and /d/ for the voiced alveolar tap (flap) allophone [ɾ] at the beginning of unstressed syllables and the phoneme /t/ for the word finally voiceless glottal stop allophone [ʔ] (Gildersleeve-Neumann et al., 2008). Moreover, Goldstein (2001) noted that another difference between English and Spanish is that Spanish disallows voiceless aspirated stops ([pʰ], [tʰ], [kʰ]) while in English they are permitted.

Vowels in Spanish and English with regard to vowel sounds, Spanish allows only five monophthong vowel sounds /a e i o u/. English phonemic inventory, on the other hand, presents 17 vowels sounds, including four diphthongs / i e u o ɑ ɪ ɛ æ ʊ ɔ əə ʌ ɚ ɝ; aw ow ɔj aj/ Goldstein (2001).

2.5.1 /ed/ Past Regular Past Morpheme And Its Three Allomorphs /t/ /d/ /id/

According to Batista & Watkins (1997: (pp. 26 – 34) by the process of assimilation, the morpheme /ed/ is pronounced as /t/ in words that end in voiceless obstruents and as /d/ in words that end in voiced obstruents, sonorants or vowels. In words that end in /t/ and /d/, the morpheme /ed/ is pronounced with the addition of a syllable. Nonetheless, according to Tovar. C, Guerrero, M, (2013) the fact that the Spanish language does not have in final position clusters combining two or three consonant- sound pronunciation might be a predictor to acknowledge difficulties in the pronunciation of the /ed/ morpheme of the English past tense regular verbs by Spanish speakers learning English.

2.5.2 Strategies For Teaching The /Ed/ Past Tense Regular Morpheme

First, according to Serra, R, (2017), one strategy that she used in class for teaching pronunciation of the past tense /ed/ endings (e.g., worked, played, constructed, learned, etc.).is to expose students to these words in order to enable them to recognize and produce the correct pronunciation of the endings of each word in isolation by repeating them; however, this does not guarantee that students will be able to use them in natural conversation. Thus, the teacher can record students talking about the past weekend and what they did-again, using past tenses. This strategy will provide students with material to take home and listen to the recording so that they can check to see how well they formed the verbs and if they pronounced them correctly. Moreover, she also believes that awareness-raising plays a crucial part in pronunciation improvement, because just drills don't seem to be enough. The students need to know how the language works, and how the sounds and the syllables are different from students´ L1.

Second, Otavio. L, (2016), a teacher educator suggested a seven minutes video containing 12 songs to practice the pronunciation of the ED endings. The video is suitable for late A2, B1 and

B2 students, who will have learned the basic -ED rules, but may still struggle to produce the sounds accurately. The on-screen activities are all self-explanatory.

You will notice that the activities do not test whether students can choose between /t/ and /d/. The difference is barely audible in fast connected speech, and it rarely causes misunderstandings. Also, since most students tend to overuse /ɪd/ and avoid /t/ or /d/, the song excerpts focus on the latter, rather than the former

2.6 The History Of Pronunciation Teaching In EFL

An analysis of the most important approaches to L2 teaching gives a better picture of the status of pronunciation instruction. Celce-Murcia, Goodwin and Brinton (1996) highlight the methodology and beliefs of the main L2 approaches, which are briefly summarized in the following paragraphs.

Henry Sweer, Wlhelm Vietor,and Paul Passy were part of the reform movement in language teaching. The scientific analysis and description of the sound system of languages was established. They created the International Phonetic Association in 1886 and its International Phonetic Alphabet (IPA).This alphabet resulted from the establishment of phonetics as a science dedicated to describing and analyzing the sound system of languages. It was designed to enable the sounds of any language to be accurately transcribed. In general the reformers believed that modern language teaching should include the following notions and practices

- The spoken form of language is primary and should be taught first

- The findings of phonetics should be applied to language teaching

- Teacher must have solid training in phonetics.

- Learners should be given phonetics training to establish good speech habits.

According to Silveira,R.(2002), The Direct Method and the Naturalistic Approaches regard the process of learning a L2 as being the same as that of acquiring a L1. Thus, by listening to an appropriate model, L2 learners "pick-up" the pronunciation. Consequently, the methodology for pronunciation teaching consists of imitating a model through repetition, and the imitation can start after an initial "silent period", during which the learner listens to L2 samples, but is not required to speak. Proponents of these methods stated that the initial focus on listening without pressure to speak gives the learners the opportunity to internalize the target sound system. When learners do speak later on, their pronunciation is supposedly quite good despite their never having received explicit pronunciation instruction

2.6.1 The 1940 and 1950s

According to Howatt, (1984) historians of language teaching believed that the reforment movement played a role in the development of Audiolingualism in USA, and of the Oral approach in U.K during the 1940s and 1950s. According to Silveira,R.(2002). Audiolingualism and the Oral Approach equally emphasize pronunciation teaching from the start. The main contribution to classroom methodology is the concept of phonemic contrasts, which are believed to contribute to improve learners' perception and production. The methodology exploits the use of minimal pair drills and the imitation of appropriate. The authors disregard the approaches of Grammar and Translation and English for Specific Purposes on the grounds that the pronunciation is not relevant to them. Besides, learners receive some form of phonetic information to help them with the acquisition of the pronunciation component. According to Celce-Murcia, Goodwin and Brinton (1996), the teacher also typically makes use of information from phonetics, such as visual transcription system (modified IPA or some other system) or charts that demonstrate the articulation of sounds.

2.6.2 The 1960s

The cognitive approach was strongly influenced by transformational-generative grammar (Chomsky 1959,1965) and cognitive psychology (Neisser 1967),viewed language as rule-governed behavior rather than habit formation. It deemphasized pronunciation in favor of grammar and vocabulary because, its advocates argued,(1)native like pronunciation was unrealistic objective and could not be achieved (Scovel 1969),(2) time would be better spent on teaching more learnable items, such as grammatical structures and words. Celce-Murcia, Goodwin and Brinton (1996)

The pronunciation component reappears in the language curriculum with the Silent Way approach. Again, pronunciation is supposed to be taught from the first levels, with the help of tools such as pointers, charts and colorful rods. It is believed that explicit instruction improves pronunciation accuracy, and the instruction is implemented with the help of the tools previously mentioned. The teacher speaks little, just indicating what learners are expected to do.Silveira, R.(2002)

2.6.3 Community Language Learning

This approach emphasized again pronunciation with some central beliefs for learning languages. First, learners decide on an utterance they want to learn and the instructor gives an idiomatic version of it in the target language. The learners practice the utterance divided into chunks until they can produce it fluently, and then record it on tape. The utterance is played back and the learners have to give the target version for the chunked-translation presented by the instructor. The learners decide on the pronunciation aspects in which they want further practice and use the instructor as a "human computer" that can be turned on and off to provide data for repetition drills as many times as the learners think necessary. Silveira, R.(2002)

2.6.4 The Current Tendency Of Foreign Language Pronunciation Teaching (Review)

According to Silveira, R. (2002) Communicative Approach acknowledges the importance of the pronunciation component too, but differently from previous approaches, it aims at intelligible pronunciation , rather than total accuracy. It states that traditional methods of pronunciation teaching are incompatible with the notion that language teaching should be communication-oriented. Despite recognizing the importance of pronunciation teaching, the Communicative Approach followers tended to ignore it, or focus on the suprasegmentals for some time. At present, they recognize the importance of segments and suprasegmentals in the teaching of intelligible pronunciation. Thus, pronunciation tasks should appeal to all kinds of learners and aim at an interaction between fluency and accuracy. This can be accomplished with the use of tools of other disciplines, technology developments, the consideration of sociopsychological factors, and the learners' active participation in the curriculum selection and in the learning process as a whole.

The methodology is still under constant development, and although the Communicative Approach has recognized the necessity of teaching pronunciation, teachers and material developers who follow this approach have found it difficult to incorporate the communicative feature in the teaching of pronunciation.

2.7 Theoretical Aspects: Connecting To The Conceptual Framework

The different parts identified in the literature review, such as the concepts of (pronunciation instruction, students' and teachers' views in pronunciation, English and Spanish vowels and consonants, strategies for teaching the /ed/ past morpheme and its allomorphs and the historical scope of pronunciation) connect and represent the nature of the pronunciation instruction related to EFL effective learning. Moreover, research has suggested that the importance of pronunciation

instruction Harmer (2001) emphasized that through pronunciation instruction students not only learn different sounds and sound features but also improve their speaking skill. Concentrating on sounds causes learners aware of where words should be stressed and they give them more information about spoken English and help them get the goal of comprehension and intelligibility. We will utilize Robert DeKeyser's skill-acquisition theory (1998) to support and inform our research.

2.7.1 Skill - Acquisition Theory

According to DeKeyser (2007b), "The basic claim of skill acquisition theory is that the learning of a wide variety of skills shows a remarkable similarity in development from initial representation of knowledge through initial changes in behavior to eventual fluent, Spontaneous, largely effortless, and highly skilled behavior, and that this set of phenomena came be accounted for by a set of basic principles common to the acquisition of all skills" (p. 97).

DeKeyser's skill-learning theory (1998) states that in order to develop true fluency in L2 proficiency, learners must have opportunities to create pragmatic meaning. Accordingly implicit knowledge arises out of explicit knowledge, when the latter is proceduralized through practice (Ellis, 2009).

As mentioned by Parziale & Fischer (2009), skill acquisition theory is a neo-Piagetian theory that amalgamates elements of both cognitive and behavioristic theories. In SLA there are a number of theories which have been devised based on models of skill acquisition in cognitive psychology.

According to Chapelle (2009), this theory falls under the category of general human learning, i.e., it focuses "on language learning as a process of human learning". In other words, learning a second language in view of such theories is considered to be like learning any other skill, e.g.,

playing a musical instrument. Advocates of such theories consider practice to play the key role in learning.

2.7.2 The Three Phases Of Skill Acquisition Theory

The Three Phases of Skill Acquisition, As Described by Fitts & Posner (1967), Anderson (1982), and Schneider & Shiffrin (1977) are as the following:

2.7.2.1 Phase 1

The task is novel to the learner, and performance is cognitively demanding (Fitts & Posner, 1967). Performance is governed by controlled processing (Schneider & Shiffrin, 1977), or declarative knowledge (Anderson, 1982), represented in terms of a propositional network.

2.7.2.2 Phase 2

The learner is no longer so reliant on cognitive processes. Performance is characterized by mixed controlled and automatic processing (Schneider & Shiffrin, 1977). Practice involves the strengthening of stimulus-response connections and task-specific productions which, when refined, allow for skilled performance (Anderson, 1982; Masson, 1990).

2.7.2.3 Phase 3

Performance no longer requires conscious control. Performance is said to be autonomous (Fitts & Posner, 1967), procedural (Anderson, 1982), or governed by automatic processing (Schneider & Shiffrin, 1977).

According to Richards & Schmidt (2010), declarative knowledge is conscious knowledge of facts, concepts or ideas that can be stored as propositions. And procedural knowledge refers to unconscious knowledge of how an activity is done.

We can feel that the different aspects of instruction contained in Robert Dekeyser's theory, specifically the portion related to skill acquisition process, connect well enough to our study and

can inform about the instruction need to EFL teachers in order to make them aware about the

importance of explicit instruction. As mentioned before, this theory is a neo-Piagetian theory that

amalgamates elements of both cognitive and behavioristic theories. Moreover, this theory

remarks the importance of declarative knowledge that is about the consciousness of grammatical

rules, this turns into Procedural knowledge that enables the student to apply those rules in real

language use. However, this theory does not take into account how the native language

affects the production of the /ed/ past morpheme in English. Thus, we need another theory or

hypothesis to backup that, due to, in those phonological areas in which English and Spanish are

unlike learners of English or Spanish as a second language will face some difficulties in

speaking. Therefore we will use the Markedness Differential Hypothesis (MDH) as the other

component of this phenomenological study to strengthen the research inquiry.

2.7.3 The Markedness Differential Hypothesis (MDH)

Eckman (1977) proposes the Markedness Differential Hypothesis (hereafter MDH) based on a

phonological theory of Markedness. He claims that language learners' ability to acquire a second

language can be calculated based on the comparison of the L1 and L2 syntactic systems and the

Markedness relations presented in universal grammar (Eckman, 1977). The essential prediction

of the MDH is that those phonological areas of the L2 which are different from the L1 and are

more marked (less frequent sounds) will be difficult for second language learners

(Eckman, 1977). However, according to the MDH, second language learners will not have

any major difficulty when acquiring those phonological areas of the L2, which are different from

the L1, but are less marked (more frequent sounds) than those of the native language (Eckman,

1977). For instance, Eckman (2008) observes that, in terms of Markedness, voiceless obstruents,

oral vowels and open syllables are considered to be all unmarked; on the other hand voiced

obstruents, nasalized vowels and closed syllables are said to be marked. Helman (2004) agrees with Eckman (1977) in that those phonological areas in which English and Spanish are unlike learners of English or Spanish as a second language will face some difficulties both in speaking and in writing performance. In the case at hand, production of the three phonological realizations of the affixal morpheme –ed, the use of complex clusters distinction of English codas would be considered more marked for Spanish-speaking learners, and, thus, more difficult to acquire.

According to the MDH, the allomorph /əd/ as in '[səˈdʒɛstəd] suggested' would be considered less marked for ESL Spanish speakers, therefore they would encounter less trouble when producing it compared to the most marked realizations of the –ed morpheme /t/ and /d/ as in '[wɪʃt] wished and [dʒɑːɡd] jogged'. Carlisle (1998) agrees with Eckman (1977) recognizing that syntactic and phonological differences between two languages do not represent difficulties for second language learners, necessarily. Nevertheless, second language learners are expected to face some learning impairments in those areas where in the L2 is different from the L1, but are more marked (Carlisle, 1998).

Consequently, it is also expected that L2 learners will not have any difficulties acquiring those linguistic elements that are different between two languages, but are unmarked (Carlisle, 1998). Hyltenstam (1987) introduces a revised version of the Markedness Deferential Hypothesis proposed by Eckman in 1977, which emphasizes more Markedness relations than transfer relations. That is, Hyltenstam (1978) states that second language learners will not have any difficulty producing those phonological and syntactic areas which are unmarked both in the target language and the native language because what happens is that L2 learners transfer those linguistic elements from their native language to the target language. Nevertheless, transfer will

be more difficult to happen if the native language has a marked language structure, where in the target language the corresponding structure is unmarked (Hyltenstam, 1987).

In addition, it is possible that an unmarked linguistic structure may happen in second language learners' interlanguage in those areas where the native language and the target language share a marked linguistic element (Hyltenstam, 1987).

Based on the two previous theories about the importance of pronunciation instruction, it is important to remark that the purpose of the pronunciation instruction is not to achieve a native-like accent but to achieve an intelligible pronunciation that will help teachers and students to improve their communicative skills.

Chapter 3

Methodological Aspect

3.1 Research Paradigm

We consider that a suitable paradigm to develop our research is the post-positivistic. McGregor and Murnane (2010) describe the post-positivist as an attempt to (a). To understand why people operate in the manner that they do (interpretation); or (b). To reveal power relationships and structures. The goal of our research is to understand the teachers' beliefs about the pronunciation instruction of the /ed/ past morpheme. We find this paradigm very relevant for our research project since it might help us to interpret how teachers make sense of their experiences in teaching pronunciation.

3.2 Research Design:

The methodology for this study is situated in the social interpretive constructivist framework. More specifically, in this study, we will use a phenomenological research approach.

Phenomenology "requires carefully and thoroughly capturing and describing how people experience some phenomenon—how they perceive it, describe, feel about it, judge it, remember it, make sense of it, and talk about it with others— […]" (Patton, 2002, p. 104).

We are going to do a qualitative study because we want to understand in detail the beliefs that EFL teachers from a public school in Tumaco have about the pronunciation instruction in their classes. Qualitative research will help us to understand what EFL teachers think about the pronunciation instruction and whether they consider it important or not**.** This study had a social interpretive constructivist-methodology as its philosophical foundation.

The phenomenon that is going to be studied has to do with pronunciation instruction of the /ed/ past morpheme, specifically with understanding EFL teachers beliefs about to what extent the pronunciation instruction is considered important. Phenomenology aims the study of people's conscious experience of their life-world, that is, their "everyday life and social action"(Schram,2003,p.71). The purpose of this phenomenological study is to understand the beliefs teachers from a public school from Tumaco have about the pronunciation instruction of the /ed/ past morpheme in class

In this chapter, the following topics are going to be covered: Design of the study, setting, population, and sample, data sources/data collection, method of data analysis, data analysis, strengths of the methodology within the design, and limitations of the methodology within the design.

3.3 Population:

The population considered on this research are all the teachers from different grades which are located in the school ITIN (Instituto Tecnico Industrial De Tumaco), that are in charge of the

high school English program. The socioeconomic status is not so high because is a public school. It is localized in a middle class zone where children and teenagers live with the minimum resources to study. The government from Tumaco helps these students with school supplies and food.

3.4 Sample:

In this study we will use a purposeful sampling. According to Merriam (2009), "purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (p.77)The teachers that will be chosen to develop the research give English classes from sixth until eleventh grade . They come from a middle socio-economic background.

3.4.1 Rationale for Teachers Selection

The criteria that we will use to select our sample has to do with the characteristics of teachers' bachelor and expertise. For this study, four full-time teachers from the English program of the ITIN public school. The rationale for the selection of the English teachers proceeded as follows:

Rule 1:

We will choose those teachers who have a bachelor degree in English and French or English and Spanish and not those who teach English but whose specialty is an area not related to English. Because the former are aware about the English Phonetics and Phonology, English Morphology and Syntax; so they will notice what the research is about and can provide the information we require.

Rule 2: We will choose English instructors that have minimum five years of teaching. because we consider that the knowledge or awareness that those teachers have acquired through years of teaching English, will provide us relevant and accurate information to our data collection.

3.5 Setting

The ITIN (Instituto Tecnico Industrial De Tumaco), a public school which is located in the down-town area is selected to carry out the research. The school offers levels from pre-school to the eleventh level of education. Its students belong to a middle social status. In that school we can find students that do not just come from Tumaco but from others departments and towns from the Nariño's Coast.

3.6 Data Collection/ Data Sources

For the collection of data, we will use two instruments: (1) qualitative interviews (2) and documents. By using these two forms of data collection, we will make sure that there is credibility for our study, because we can triangulate information from different sources, thus establishing trustworthiness. "Credibility is a trustworthiness criterion that is satisfied when source respondents agree to honor the reconstructions; that fact should also satisfy the consumer" (Lincoln & Guba, 1991, p. 329).

3.6.1 Interviews

Demarrais (2004) defines an interview as a process in which a researchers and participant engage in a conversation focused on questions related to a research study"(p.55). The most common form of interview is the person-to-person encounter in which one person elicits information from another. Group or collective formats can also be used to obtain data. Both person-to-person and group interviews can be defined as a "conversation, but a conversation with a purpose" (Dexter, 1970, p.136). The main purpose of an interview is to obtain a special kind of information. The researcher wants to find out what is "in and on someone else's mind" (Patton, 2002, p. 341)

3.6.2 Documents

"Documents are, in fact, a ready source of data easily accessible to the imaginative and resourceful investigators" (Merriam, 2009, p.139). As this study is a qualitative study of classroom instruction related to EFL teachers' beliefs about the pronunciation instruction of English as a foreign language, we will mainly use the syllabus administered for the teaching of EFL of listening and speaking. This type of document is categorized into public records. According to Merriam,(2009) a qualitative study of classroom instruction would lead to documents in the form of instructors' lesson plans, student assignments, objects in the classroom, official grade reports and school records, teachers evaluations, and so on.

3.7 Method Of Analysis Of Data

The aim of the data analysis is to discover and understand how pronunciation instruction occurs within the EFL process. In this study, we will use the Robert DeKeyser's skill acquisition theory and the Markedness differential hypothesis proposed by Eckman as a theoretical lens through which to understand the beliefs of the participants about the pronunciation instruction in the teaching of English as a foreign language.

The qualitative data analysis is conducted using a three-part approach proposed by Miles, Huberman and Saldana (2014), which is a concurrent flow of three activities: (a) data condensation, (b) data display, and (c) conclusion drawing/ verification (p. 12). This type of analytic process includes a thematic analysis, which consists of both deductive coding coming from the existing theory and inductive coding arising from the data. According to Miles et al. (2014), data condensation refers to the process of " selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes,

interview transcripts, documents, and other empirical material" (p. 12). To Miles et al. (2014), data display is "an organized, compressed assembly of information that allows conclusion drawing and action" (pp. 12-13). These scholars added that looking at displays, people are able to understand what is happening, so that they can do something, either for further analysis or action taking, based on that understanding. Miles et al. (2014) argue that conclusion drawing and verification is a process that starts from the beginning with the qualitative analyst's interpretation of things, the noticing of patterns, explanations, causal flow, and propositions.

3.8 Ethical Issues:

It is important to point out that we will work under all the necessary ethical aspects, because this depends on the reliability and validity of our work in general. We will take into account the teachers and the institution that make easier our research work. To do this, we will ask for permission and approval of the institution: rectory, teachers and we will make sure we receive it before starting.

3.8.1 Permission:

The permission of the principal of the school will be obtained by means of a formal letter. If accepted, we will have the opportunity to work in the installations of the institution, with the different teachers involved in the research.

3.8.2 Voluntary Participation:

At no time teachers will be forced to participate in the investigation against their will. Their participation will be voluntary and they will leave when they want to do it. To give reliability to our research is very important to collect accurate and verifiable information. The only way to do this is to count with people who really want and wish to participate and contribute to the research. Forcing someone to do something goes against all the ethical issues stated.

3.8.3 Avoiding Physical Damage:

We will make sure that no participant involved in the research gets hurt both physically and psychologically.

3.8.4 Thankfulness

We will thank to the school ITIN (Técnico Industrial De Tumaco) for giving us the opportunity to access to its different classrooms and to support us while we were working with teachers. We will thank to the teachers of their will for participating in our research.

We will thank to the teacher Cristian Tovar Kingler for applying his knowledge helping us to correct and improve this research. Besides, he was willing to listen to us when we had doubts and errors while we were writing this investigation.

3.8.5 Copyright:

It is important to clarify that the interviews are authentic and we did not use information from other kind of documents or resources.

Appendix

4.1Appendix 1 Time table

DATE	PROCEDURE
March 20th, 2018	The first observation.
March 24th to March 26th, 2018	Analysis of document: the English syllabus of the ITIN public school from Tumaco
April 1st to April 3rd , 2018	The application of interviews to four English teachers to know their beliefs about pronunciation instruction of the /ed/ past morpheme

April 4th, 2018	Analysis of data collection from the documents
April 6th to, 2018	Analysis of data collection from the interviews
April 10th, 2018	Present the report to the University

4.2 Appendix 2. Budget

ITEM	COST
Copies for the interviews (4 teachers)	$ 2.000
Researchers Transportation	$ 70.000
Materials to burn the observation (CD, DVD)	$ 5.000
Copies for documents: syllabus	$ 1.000
TOTAL	$78.000

4.3. Appendix 3. Documents

4.3.1(Documents: Syllabi Of Different Grades)

Instruments	Activity
Documents (Syllabi)	Examining the teaching and learning of the /ed/ morpheme in syllabi (e.g. how the pedagogical approach of this particular aspect of pronunciation within the learning of English is conducted by English teachers at ITIN.) The main purpose of analyzing the English ITIN syllabi is to have a general background of the current English pronunciation teaching. This will be the departure point of our research to find out if the pronunciation instruction is taking place from sixth grade until eleventh grade.

4.3.2. Individual Interview Protocol

Interview Guide

Introduction

As undergraduate students who are next graduating from the University of Nariño at the Languages and Linguistics Department, we would like to let you know that we are currently working on our thesis. The purpose of this study is to understand the beliefs of faculty about the role of the pronunciation of the past tense /ed/ morpheme in the learning of English as a foreign language. Findings from this research may help rethink what the curriculum establishes about the role of the pronunciation in general, and in particular about the pronunciation of the past tense /ed/ morpheme, the ITIN has within its educational policies in the learning and teaching process of English. Everything you tell me will be used for only this thesis study and will not be shared with anyone. While the researcher's chair may see the data, individual participants will not be identifiable. Thus, you as an individual faculty member will not be identifiable. The data will be presented anonymous.

Background information

Age: _____30-45_____46-55_____ 55 and more____

Female_____   Male_____

1. How long have you been in your current position? _____

2. How long have you been teaching English as a foreign language? _____

3. What is your highest degree? _____

5. How often do you teach these courses? _____

6. For how long have you been teaching this class? _____

Semi-structured interview for Faculty

1. What do you believe the purpose of teaching pronunciation is?

2. What are the most important theoretical understandings about learning the good pronunciation of the /ed/ past morpheme you want your high students to gain in the courses you teach at ITIN?

3. Could you please give examples of the types of activities you use in your classes for the students to master the good pronunciation of the /ed/ past morpheme?

4. How do you believe knowing how to pronounce acceptably this morpheme can help students to gain confidence and intelligibility?

5. Which pronunciation techniques do you mostly use in your class to get your students to understand the differences in pronunciation of the /ed/ past morpheme?

6. Tell me the reasons by which you select the kinds of pronunciation techniques

     you want your students to employ.

7. Have you received professional development on the pronunciation teaching of the/ed/ past morpheme?

 8. Are there any other aspects of your beliefs about the teaching and learning of the/ed/ past morpheme you would like to tell me about?

Thank you so much for participating in this interview. I view this as an opportunity for you to share with me your professional experience as an EFL teacher during the time you have been working with this institution. I will take all reasonable steps to protect your identity in this interview and in future interviews, and in all published reports or paper resulting from this study. You will not be identified specifically in anything I write. For example, you will be referred to as a male faculty member or given a pseudonym. Your name will not appear on any interview

transcripts or teaching course you are in charge of so that even if someone were to gain access to research data, they would not be able to identify you by name

5. Conclusion

To sum up, the current study will investigate the pronunciation instruction of the –ed past tense morpheme by 4 teachers from the ITIN (Instituto Tecnico Industrial De Tumaco). Thus, to come up with the opening interest of this study, we stated the following research question: What are the beliefs that teachers from a public school from Tumaco have about the pronunciation instruction of the /ed/ past morpheme in class? Some studies have shown that not enough time is devoted to working on pronunciation. Moreover, the time allocated to students' work on pronunciation is used in having the students do drills or focusing on the textbook activities most of the time. (Tejeda & Santos, 2014; Gilakjani, 2016; Fraser 2000). The scarcity of information on the pronunciation instruction in classrooms is regrettable because it is the sort of evidence the educational system appears to be requiring if they are to emphasize pronunciation instruction as a relevant issue in the learning process of English. Thereby, our research will be based on two theories, the Markedness Differential Hypothesis (Eckman 1977) and the Skill Acquisition Theory (Dekeyser 1998). The former argues that second language learners are expected to face some learning difficulties in those areas where in the L2 is different from the L1.This could lead to the awareness of the importance of teaching pronunciation; since we do not have certain phonemes in our phonological system, it is essential for students how to produce those new sounds. The latter emphasizes the explicit instruction taking into account some cognitive and behaviorist theories. It argues that explicit teaching of English rules is significant, that there is a process that starts with the explicit instruction (Declarative knowledge), this with the purpose of turning into implicit knowledge (Procedural knowledge) by the means of practice. Furthermore,

since the goal of our research is to understand the teachers' beliefs about the pronunciation

instruction of the /ed/ past morpheme we have decided to use the post-positivistic paradigm. The

participants will be 4 English teachers from the ITIN (Instituto Tecnico Industrial De Tumaco);

thus, to collect the information, two instruments will be used, documents and qualitative

interviews. By using these two forms of data collection, we will make sure that there is

credibility for our study, because we can triangulate information from different sources, thus

establishing trustworthiness.

Finally, we hope this study will contribute and promote discussion on the teaching

pronunciation explicitly of English language.

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