Motivation and acquisition of pronunciation in EFL students in El Salvador

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Motivation and acquisition of pronunciation in EFL students in El Salvador

By

Cristian Enrique Meléndez

A thesis submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of

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This is to certify that the master's thesis of

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has met all requirements of Iowa State University

Signatures have been redacted for privacy
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CHAPTER 1. INTRODUCTION

For some people, learning a second or foreign language seems to be a lot easier than for others. In second language learning, it is common to observe that in the same classroom setting, some students progress rapidly through the initial stages of learning a new language while others struggle along, making very slow progress. Some learners never achieve native-like command of a second language. But what makes some learners more successful than others in acquiring a second or foreign language? Lightbown and Spada (2003) suggest the following list of characteristics commonly thought to contribute to successful language learning:

A good learner:

a) is a willing and accurate guesser

b) tries to get the message across even if specific language knowledge is lacking

c) is willing to make mistakes

d) constantly looks for patterns in the language

e) practices as often as possible

f) analyzes his or her own speech and the speech of others

g) attends to whether his or her performance meets the standards he or she has learned

h) enjoys grammar exercises

i) begins learning in childhood

j) has an above average IQ
k) has good academic skills

l) has a good self image and lots of confidence

Second language acquisition research is concerned with how learners learn a second language and the factors that might affect or influence the learning process so instructors can help and understand their students in their learning process. According to Ellis (2003), “L2 acquisition can be defined as the way in which people learn a language other than their mother tongue, inside or outside of a classroom, and second language acquisition as the study of this” (p.3). It is important for ESL/EFL instructors to learn more about how languages are acquired in order to develop better teaching-learning strategies in which their L2 students can succeed in learning the language. Different theories have come out trying to explain SLA, focusing on how the human mind works and the different stages it undergoes during the acquisition process.

Ellis also states that the goals of SLA are description of L2 acquisition and explanation, trying to identify the external and internal factors that influence the way L2 learners acquire the language the way they do. Among the external factors, he mentions the social context in which the learning takes place, since this can affect the learner's attitude towards that language, and the input that the learner receives. This includes the type and amount of language the learner is exposed to. Among the internal factors, he mentions the cognitive mechanisms that enable the students to extract information about the L2 from the input. One last internal factor that mentioned by Ellis is the students' language aptitude, which is their natural
disposition to learn the language. This language aptitude results in some people learning a language more easily than others.

Some studies in SLA place motivation as a very important factor in second language acquisition. These studies report that learners with a higher level of motivation are more successful language learners than those with lower motivation, while other studies report that highly motivated learners do not perform any better on proficiency tests than learners with much less motivation to learn the language (Lightbown & Spada, 2003).

**Critical Period and the Acquisition of Pronunciation**

Another factor observed in SLA is age of exposure to the target language. In 1967, Lenneberg introduced the idea of the critical period hypothesis for language acquisition which suggests that processes involved in any language learning that occur after the age of puberty will be slower and less successful than the language learning before the critical period. According to this theory, there is a period in life (from 2 to 12) in which it is possible to acquire a language to normal nativelike levels (Birdsong, 1999). After this period, it is argued that it is almost impossible to acquire nativelike performance of all the features of target language, especially grammar and pronunciation.

In general, most of the studies related to the acquisition of pronunciation have concluded that most of the time late learners continue to have a foreign accent (Lightbown & Spada, 2003). According to these studies, people who start learning a second language after the age of puberty will be less likely to acquire a nativelike
accent of the target language. Scovel (2000) claimed that a number of studies have concluded that language learned after puberty invariably can be identified as nonnative by a native speaker of that language.

**Learning English as a Foreign Language**

A foreign language is one that is learned in a place where that language is not typically used as the medium for ordinary communication. Since English has become an international language, more and more people are trying to learn EFL in order to achieve different goals, whether they are intellectual, economic, scientific, or political. English has become the most common language of communication in business, technology, politics, and it plays a growing role in people's education, career, and life. However, students learning EFL have little or no opportunity to practice the language outside the class, so the teachers have to find different strategies to motivate them to use the language as much as possible with their classmates or instructors. This input received in the classroom is rather artificial, no matter how talented the teacher is (Oxford & Shearin, 1994).

In El Salvador, EFL demand has increased in the last decade. More and more people are learning English as means of getting a better education and/or employment. This is the case of many EFL students at the English Extension program at the Western Catholic University in El Salvador, in which many people from different ages and social backgrounds are enrolling in the English program for one of the reasons mentioned above. The number of students at the English Extension Program at this university has increased from 150 students in 2003 to
more than 600 in 2006. However, not everybody achieves his/her purpose of learning the language. Most of the students who enroll in the beginning classes, withdraw for different reasons: lack of time, money, or because they think they are not achieving their goal of learning the language.

The program at this university consists of eighteen levels divided into beginning, from levels one to six; intermediate, from levels seven to twelve; and advanced from levels thirteen to eighteen. The students attend classes from Monday through Friday from 6:30 p.m. to 8:00 p.m. Each level lasts forty hours or twenty days during which the teachers are required to cover four or five chapters from the textbook and provide the students with different activities to practice the four macro skills- listening, speaking, reading, and writing. Emphasis is given to speaking and writing.

One of the most common complaint of the EFL instructors at the university is that most of the students who reach the intermediate and advanced levels have problems mastering the pronunciation of different English sounds, and that that can affect the learners' intelligibility. However, in some informal talks with some teachers, they pointed out that they do not include the teaching of pronunciation in their lesson plans due to the lack of time and training to do so. They also agreed that there is a need to help the students to improve their pronunciation. Most, if not all of the EFL students that attend the program at this university have been exposed to English after what is called the critical period, which is believed to affect second language acquisition, and they have little or no opportunity to practice the language outside of the class. Thus person-to-person contact with native speakers of the
language is minimal, and in most of the cases, students do not have any contact with native speakers of English. The only contact most of these people have with English outside the class is through media, television, movies, and music.

**Purpose of Study**

The purpose of this study is to investigate whether motivation plays a role in the acquisition of pronunciation by EFL students at the university described above. There are many studies on motivation and second language acquisition, but there has been few studies that relate motivation to the acquisition of pronunciation. Smit (2002) suggests that the small number of previous studies have come up with fairly contradictory claims, placing motivation at the center of learning as such or marginalizing it as impossible to measure. He also states that there is some disagreement about the aims of pronunciation learning in ESL and EFL contexts. However, its relevance as an integral part in the mastering of a foreign language seems to go unquestioned (Smit, 2002).

There are two research questions for this study:

1. Will students improve the pronunciation of the two features /θ/ and /-ed/ endings for regular verbs in a 15-day period of instruction?

2. Does motivation correlate with the improvement of the pronunciation of the two features /θ/ and /-ed/ endings for regular verbs?

These two features were chosen for different reasons. The /θ/ sound does not exist in Spanish from Latin America, so students have problems when producing
that sound. They have to be trained on how to pronounce that sound.

The different pronunciations of the /-ed/ endings for the past tense of regular verbs /t/, /d/, /id/ is another feature that Spanish speakers in El Salvador find it difficult to reproduce. These are three sounds that exist in Spanish, but students need specific training on when the three different pronunciation endings happen in the different verbs. Most students tend to pronounce as only one sound /id/ most of the time.

It is hypothesized that more motivated students will improve their English pronunciation better than less motivated students more than less motivated students in the 15-day period of instruction.

The findings of a study of this nature could be quite insightful to the EFL teachers in this English language program. First, it could make teachers aware that they have to look for different strategies to motivate learners and maintain their motivation throughout the learning process, and improve teaching quality. Second, it could help to understand one possible reason why some L2 learners acquire better pronunciation than others.
CHAPTER 2. LITERATURE REVIEW

There are different reasons why some people might be better in acquiring second language pronunciation. For example, a possible factor might be age, as suggested by the Critical Period hypothesis. It is believed that in learners who start learning the language after puberty, the critical period has already passed and learners will not going to be able to acquire native-like proficiency of the L2. However, there are other factors that have been given as potential explanations among the different learners and their success in second language acquisition. Some of these factors are language aptitude, socio-psychological factors, biological factors, personality factors, learning styles, and cognitive styles (Lightbown & Spada, 2003).

The focus of this literature review will be five areas: pronunciation instruction, socio-psychological factors, biological factors, learning and cognitive styles. The first includes motivation in second language acquisition. The second includes age of exposure to the target language. Learning styles refers to the different approaches or ways of learning. Cognitive styles refers to the different strategies used in solving problems.

Pronunciation Instruction.

Pronunciation is sometimes seen as the most important skill involved in speaking a language (Fraser, 2000). With poor pronunciation, a speaker can be very difficult to understand, despite accuracy in other areas of the language. As cited by
Macdonald, Yule, and Powers (1994), learners consistently give high priority to mastery of pronunciation of the target language when opinions and preferences are investigated.

Macdonald, Yule, and Powers (1994) conducted a study on the relevance of teaching L2 pronunciation. Twenty-three graduate students from China were group into four different instructional practices used in pronunciation teaching: teacher-directed vocabulary practice drill condition, a self-study session condition with tape recordings, a no-intervention control condition, and a modified interaction condition, prompted by request of clarification. The participants were audiotaped three times during the study before, immediately after, and some time after the four instructional practices.

The results did not favor any teaching technique over the other. However, the following patterns were observed after analyzing the recordings:

- immediate improvement and continued effect
- immediate and maintained effect
- no improvement
- immediate deterioration
- immediate deterioration and reversal

On another study on pronunciation instruction, Derwing, Munro, and Wiebe (1997) assessed nonnative speakers of English at the beginning and end of a twelve-week speaking improvement course. Thirteen adult students of ESL were asked to read aloud a list of true and false sentences while being audiotaped at the beginning
and end of the program. Thirty-seven native speakers were asked to listen to the recordings and transcribe the utterances as a measure of intelligibility. The results showed that the utterances recorded at the end of the twelve-week course were more intelligible than those produced at the beginning.

On his study on teaching and acquisition of pronunciation within a communicative approach, Elliot (1997) investigated the effects of formal instruction on Spanish pronunciation. Sixty-three undergraduate students of Spanish were administered a pronunciation pre-test at the beginning of the study and a posttest at the end. The test consisted of four sections, each believed to measure specific skills related to one's ability to speak Spanish: accuracy in mimicking pronunciation at a discrete word level, accuracy in mimicking pronunciation at a sentence level, accuracy in pronunciation of isolated written words, and free elicitation exercises in which the subjects had to describe one of two pictures in Spanish for approximately one minute and a half. The subjects received ten to fifteen minutes of formal instruction and practice of Spanish pronunciation for a total of twenty one class periods. The results showed that formal instruction in pronunciation was significantly related to overall improvement in pronunciation, that is, students can benefit from pronunciation instruction when they engage in exercises requiring them to focus on the target language sound system.

On another study on pronunciation instruction, Derwing and Rossiter (2003) attempted to determine how the improvements in comprehensibility and fluency for a narrative task were manifested in the students' oral production before and after pronunciation instruction over a period of twelve weeks. Forty-eight adult ESL
learners were divided into three classes in which they received different types of instruction—global (primary prosodic features), segmental (focus on consonants and vowels), and no specific pronunciation instruction. The global and segmental groups spent an average of 20 minutes per day on pronunciation for 12 days for a total of 20 hours of pronunciation. The participants were audiotaped twice at the beginning and the end of the study. They were asked to describe a cartoon story of eight frames. The results showed that the only group that improved significantly had received global instruction.

**Motivation**

Motivation in second language acquisition is defined as the learner's orientation with regard to the goal of learning a second language (Norris-Holt, 2005). This is considered to be one of the main elements that determines success in developing skills in a second or foreign language (Shaaban, 2002).

Empirical research has demonstrated that attitudes and motivation are related to how well a person learns a second or foreign language (Masgoret, Bernaus, & Garner, 2001). Most of the research on motivation is based on the socio-educational model which is related to how well individuals learn a second or foreign language in the classroom. This model is concerned with the role of various individual difference characteristics of the student in the learning of a second language (Masgoret, Bernaus, & Garner, 2001).

Individuals learning a language in different contexts can be influenced by different types of motivation. Second language learners are exposed to the language...
in real everyday situations and have to learn it in order to fulfill their needs and be part of the community. On the other hand, foreign language learners have to study the language to achieve different goals, and do not need the target language to fulfill their needs outside the class. Another problem with foreign language learners is that many times students do not choose to learn the language, but they are required to learn it, as it is the case of most of the students attending the English program at Western Catholic University.

Types of Motivation

Gardner and Lambert (1972) divide motivation into two basic types: Integrative and instrumental motivation. The first is related to the learner's positive attitudes toward the target language and culture. In this type of motivation, the learners wishes to learn more about the other culture to the point of being accepted as a member of that other group. Instrumental motivation, in contrast, is related to the goal of gaining social or economic reward through learning a second language. Learners with this type of motivation may have little interest in members of the target language community, but want to learn the language for more self-oriented reasons, such as furthering career opportunities or increasing earning potential (McClelland, 1998).

Motivation Theories

There are different motivation theories that have tried to explain why some learners are more successful than others when learning a second or foreign language
in general: Gardner and Lambert's socio-educational model (1985a, 2000) focuses on the process of second language acquisition in a formal setting. After conducting a study that lasted for more than ten years, they concluded that the learner's attitude towards the target language and culture of the target community play a crucial role in language learning motivation. They introduced the notion of instrumental and integrative motivation. Some researchers challenge this model because they consider that it does not include the cognitive aspects of learning motivation, it is not practical, and does not benefit L2 learning since it is too broad to help L2 educators to generate practical guidelines (Dörnyei, 1990).

Schumann's Acculturation Model (1978-1986) focuses on second language acquisition in natural settings with adults. In this model, he suggests three strategies taken by adults when learning a language:

a) Assimilation: total adoption of the target culture

b) Rejection of the target culture: preservation of the home culture (culture shock)

c) Acculturation: learning to function in the new culture while maintaining one's own identity.

Another theorist, Dörnyei (1990), postulates a motivational construct model consisting of an integrative motivation subsystem, an instrumental motivation subsystem, need for achievement, and attribution for past failures. He suggested that instrumental motivation might be more important than integrative motivation for foreign language learners. He also suggested that instrumental and integrative
motivation in EFL environments should be considered as two motivational subsystems that overlap in some areas: the need for achievement and students' personal goals. He found that these types of motivation are present in the learners when they are successful in the acquisition of a second language.

Decy and Ryan's self-determination theory (1985) suggests that there is a relationship between two types of motivation, extrinsic and intrinsic, and the basic human need for autonomy. This theory proposes that a person must be able to initiate and regulate, through personal choice, the effort expended to complete the task for the task to be intrinsically rewarding. They define intrinsic motivation as the performance of a task for its own sake. It values rewards gained through the process of task completion, regardless of any external rewards. Extrinsic motivation is defined as the pursuit of rewards external to the completion of the task, such as good grades. It is believed to undermine intrinsic motivation; individuals will often lose their intrinsic interest in a task if the task is seen as a means to an end.

These theories have focused on motivation and second language acquisition in general; they do not indicate how motivation might affect the acquisition of the individual skills of a language such as grammar or pronunciation.

Factors that Affect Motivation

There are different internal and external factors that might affect the learner's motivation to learn a second or foreign language. Among the internal factors are age, language aptitude, socio-psychological factors, personality factors, learning styles, cognitive style, and language learning strategies. The external factors include the
teacher, course content, classroom atmosphere, social identity, role models, home support, and learning environment (Shaaban, 2002).

It is also important to keep in mind that depending on the learner's attitudes, learning a second language can be a source of enrichment or a source of resentment. If a student's only reason to learn a second language is external pressure, internal motivation may be minimal and general attitudes toward learning may be negative (Lightbown and Spada, 2003, p. 56).

Many theorists and researchers have found that it is important to recognize the construct of motivation not as a single entity but as a multi-factorial one. Oxford and Shearin (1994) analyzed a total of twelve motivational theories or models, including those from socio-psychology, cognitive development, and socio-cultural psychology, and identified six factors that impact motivation in language learning:

- attitudes (sentiments toward the learning community and the target language)
- beliefs about self (expectancies about one's attitudes to succeed, self-efficacy, and anxiety)
- goals (perceived clarity and relevance of learning goals as reasons for learning)
- involvement (extent to which the learner actively and consciously participates in the language learning process)
- environmental support (extent of teacher and peer support, and the integration of cultural and outside-of-class support into the learning experience)
• personal attributes (aptitude, age, sex, and previous language learning experience)

**Previous Studies on Motivation and SLA Pronunciation**

Different studies on motivation and second language acquisition have been carried out, but very few of them address motivation and acquisition of pronunciation. Smit (2002) states that the small number of previous studies have come up with fairly contradictory claims, placing motivation either at the center of pronunciation learning or marginalizing it as impossible to measure. Elliot tried to determine whether instruction in the pronunciation of a foreign language and learners' attitudes towards pronunciation in the target language was correlated with their improvement in pronunciation accuracy of the target language. The results showed that attitude is not a significant predictor of pronunciation accuracy following implicit instruction in the target language. Smit (2002) conducted a study on the relation of motivation and the students' achievement of pronunciation among advanced EFL learners in Vienna. He administered a three part motivation questionnaire to 181 advanced EFL learners taking a pronunciation module. In the first part of the questionnaire, he included eighteen directly formulated items testing subject and learner related factors; the second part included 39 directly and indirectly formulated items testing classroom factors; and in the third part, he asked several open and closed questions on the respondent's personal background. In this study, he concluded that it is not only the source of motivation which is relevant for second language acquisition, but the contextualization of the target to be achieved, whether it is seen as an integral part of the module or independent from it.
In another study related to motivation and attitude in pronunciation, Suter (1976) examined the predictors of pronunciation accuracy in second language learning. Sixty-one nonnative speakers of English were measured on 20 variables believed to be related to pronunciation accuracy. The variables that proved to be the most strongly related to pronunciation accuracy were native language, strength of the speaker's concern about his pronunciation, and amount of conversation carried out at work or at school with native speakers of English.

**Biological Factors**

The age at which second language learners are exposed to the target language seems to play an important role in the learners success in acquiring a native-like pronunciation of the language. This characteristic is easier to define than personality, attitude or motivation. Nevertheless, the relationship between the learner's age and his or her potential for success in second language acquisition is the subject of much lively debate (Lightbown & Spada, 2003). Some linguists suggest that learners cannot overcome the difficulty of achieving native-like pronunciation of an L2 if he or she begins learning the language after attaining the critical period. However, Moyer (1999) suggests that there are other aspects, such as motivation and instruction, to take into account in second language acquisition.

The Critical Period Hypothesis for the acquisition of pronunciation is based on the assumption that some basic brain abilities that are available for young children are no longer available for adult learners studying a second language (Birdsong, 1999). According to this theory, if a person is exposed to the second
language before puberty, he or she will be more successful in acquiring the language than those who are exposed to the target language at a later age.

Initial Claims Concerning the Critical Period Hypothesis

Penfield, in 1963, was the first person to link “the earlier the better” view of the foreign language to the plasticity of the child's developing brain. This plasticity is the ability of the neurons to make new connections, and varied connections depends on the stimulus (Scovel, 2000). This view of the plasticity of the brain suggest that children are more successful in learning a second language than adults because it is during the childhood that this plasticity is at its best.

Lenneberg (1967) explored the connections between age and acquisition. He suggested that it was during puberty that children completed primary language acquisition successfully, and it was during this age that accents emerged (Scovel, 2000). Patkowski (1990) studied the effect of age on the acquisition of features of a second language other than accent on 67 highly educated immigrants to the United States. The subjects had started to learn English at different ages, but all had live in the United States for more than five years. The results showed that age of acquisition is a very important factor in setting limits on the development of native-like mastery of second language and that this limitation does not apply only to accent (Lightbown & Spada, 2003).

The Age Function

Bongaerts et al. (1997) tried to find out whether or not some late L2 learners
who had achieved a good pronunciation could be identified by native listeners as native speakers of the L2. They conducted three studies, two with Dutch learners of English and one with Dutch learners of French. All the participants had been exposed to the second language after the age of twelve. In the first study, the participants read aloud a text of ten sentences, and a list of twenty five words; in the second study, the participants read aloud six sentences three times. The results showed that the participants were judged as native-like by native speakers. The third study was done to find out if the results of the second study could be replicated involving languages other than English. The results showed that the pronunciation of these learners was judged as native-like by native listeners. According to Bongaerts et al. (1997), a possible explanation for the success of these learners is that certain learner characteristics and learning context may work together to override the disadvantages of a late start. One of the characteristics suggested was motivation since these learners constituted a highly motivated group of individuals, who reported that it was very important for them to speak English without a Dutch accent.

According to Moyer (1999), it is still uncertain whether or not age should be studied in isolation from psycholinguistic influences and the magnitude of exposure to the second language. Moyer examined the phonological performance of highly motivated late second language learners. The goal of the study was to incorporate various instructional and motivational factors along with age in order to more fully describe the interplay of individual influences of ultimate attainment of L2 phonology. The subjects for the study were 24 highly motivated graduate students in
German who were asked to read a list of 24 words, a list of eight sentences (idiomatic sentences and sayings), and a paragraph. The results showed that years of immersion ranged widely but did not correlate with a better mean rating for those subjects immersed longer. Thus a greater exposure in the target country did not lead to greater phonological accuracy or consistency in ratings. She concluded that age may not be the only factor affecting acquisition of L2 pronunciation, but it is confounded with numerous factors such as motivation, cultural empathy, desire to sound like a native speaker, and type of amount of input.

**Learning Styles**

Another aspect that we have to take into account in second language acquisition is the learners' preferences. The term “learning styles” is described as the individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills (Reid, 1995). For example, some learners cannot learn well if they do not see what they are learning. They are called “visual” learners. Some others need only to hear something once or twice before they learn it. They may be called “aural” learners. For others who are referred as “kinesthetic” learners, there is a need to add a physical action to the learning process (Lightbown and Spada, 2003).

Very little research has examined the interaction between different learning styles and success in second language acquisition. Reid (1987) in a study about the learning style preferences of ESL learners, administered a questionnaire to 1,388 students to identify their perceptual learning style preferences. He found that
nonnative speakers' learning style preferences often differ from those of native speakers, and that learning styles are sometimes different from one another in ESL learners from different L1 backgrounds. In another study, Farr (1971) administered a questionnaire to some postsecondary students asking them to identify their learning style preferences. He found that these students' learning styles paralleled their actual learning strengths.

Domino (1979) carried out a study with college students. He found that college students whose learning styles were taken into consideration in the teaching process scored higher on tests, fact knowledge, attitude, and efficiency than those taught in instructional styles different from their preferred styles. According to Dunn (1984) the research findings verify that most students can correctly identify their learning strengths particularly when an element is strongly preferred or rejected.

Considerable research has also focused on a cognitive learning style distinction between field dependence and field independence. In general, field dependence learners are described as holistic, uncertain, and dependent upon others, and FI learners are seen as "analytic, self-reliant and confident" (Chapelle & Green, 1992: 49). Witkin and Goodenough (1981) point out that there are three major aspects to be identified in the definition of cognitive styles in field dependence and field independence:

1) reliance on internal vs. external referents
2) cognitive restructuring skills
3) interpersonal competencies
Different studies on field independence and second language acquisition have shown that while field independence is related to some degree to performance on certain kind of tasks, it is not a good predictor of performance on others (Lightbown & Spada, 2003).

Hansen and Stanfield (1981) found field independence to be significantly correlated with scores on tests of linguistic, communicative, and integrative competence on college-level students in the first semester of Spanish. The most marked relationship was between field independence and performance on the integrative measure, a multiple-choice cloze. In a study of eighth, tenth, and twelfth grade learners, Naiman, Fröhlich, Stern, and Todesco (1978) found that field independence was related to success for twelfth graders on two measures of ability in spoken French-Listening section of French Achievement test, and an imitation test.

In another study on field dependence/independence, Elliot (1995) examined field independence, hemispheric specialization, and attitude in relation to the subjects' performance on various types of L2 pronunciation. Sixty-six students of Spanish were measured on 12 variables believed to be related to pronunciation accuracy. The results suggest that the variables that related most to pronunciation accuracy were attitude or individual concern to pronunciation, subjects' degree of field independence, and subjects' degree of hemispheric specialization.

Pronunciation plays an integral part in mastering a second language (Smit, 2002); however, it is still not clear the role of motivation in the acquisition of a second language, especially in the development of the pronunciation skill. In this
thesis, motivation and pronunciation are combined to try to foster understanding of the role of motivation in second language pronunciation from an EFL perspective.

The purpose of this study was to measure the effect of instruction in the improvement of pronunciation and the relation between the students' motivation to learn English and the accurate pronunciation of two phonetic features. Chapter 3 will provide description of the development and application of the instruments as well as specific information about the participants in the study.
CHAPTER 3. METHODOLOGY

This chapter contains information about the participants, the instruments used in the study and their design, the methods used to collect the data, and the scoring of the tests.

Setting

Western Catholic University is located in the city of Santa Ana in the western part of the El Salvador, with a population of 4000 students. In 2004, the university implemented a new policy for graduation in which all the students attending the university are required to take ten levels of English or demonstrate an intermediate proficiency level of the language in order to graduate.

The participants

The participants were all native speakers of Spanish learning English as a Foreign Language at the Western Catholic University in Santa Ana, El Salvador. The 18 subjects that participated in the study were beginning students at the English extension program, and their ages ranged from 18 to 44. Most of the participants were college students trying to fulfill the ten level requirement for graduation from the university. In addition, there were five professionals from different areas, and one housewife. To maintain the participants' confidentiality, numbers from 1 to 18 were assigned when gathering the questionnaire information and recording the speech samples. Table 3.1 summarizes the student characteristics.
Table 3.1 Participant Demographics

<table>
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<th>Current Age Range</th>
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<td>06</td>
<td>20+</td>
<td>M</td>
</tr>
<tr>
<td>07</td>
<td>20+</td>
<td>F</td>
</tr>
<tr>
<td>08</td>
<td>20+</td>
<td>F</td>
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<tr>
<td>09</td>
<td>15+</td>
<td>F</td>
</tr>
<tr>
<td>10</td>
<td>20+</td>
<td>M</td>
</tr>
<tr>
<td>11</td>
<td>20+</td>
<td>F</td>
</tr>
<tr>
<td>12</td>
<td>40+</td>
<td>F</td>
</tr>
<tr>
<td>13</td>
<td>20+</td>
<td>F</td>
</tr>
<tr>
<td>14</td>
<td>20+</td>
<td>F</td>
</tr>
<tr>
<td>15</td>
<td>20+</td>
<td>F</td>
</tr>
<tr>
<td>16</td>
<td>20+</td>
<td>M</td>
</tr>
<tr>
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<td>25+</td>
<td>M</td>
</tr>
<tr>
<td>18</td>
<td>25+</td>
<td>F</td>
</tr>
</tbody>
</table>

Materials

A self-report questionnaire in English (Appendix A) was adapted from Alshaar's (1999) study in which she examined the attitudes and motivation of second language learners in Kuwait. She adapted the questionnaire from Gardner's Attitude and Motivation Test Battery (AMTB).

The questionnaire used in the present research was comprised of 44 questions to which the participants responded on a four-point scale (from strongly agree to strongly disagree). There were nine variables taken into account in the design of the questionnaire. The purpose of the questionnaire was to gather information about the student's motivation for learning English as a Foreign Language. The order in which
the variables appeared was the same used in Alshaar's survey. However, some questions and variables were eliminated for this study because they were not relevant. It is fair to mention that the survey was not independently validated before being administered. The following are the nine variables included in the self-report questionnaire:

A) Attitude toward English speakers. This part consisted of five items which reflected the attitude of the participants toward the target community.

1. English speakers are friendly and sociable.
2. I would like to know more English speakers.
3. We learn good things from English speakers.
4. We should learn to speak the English language.
5. When I meet English speakers, I always want to speak their language.

B) Interest in foreign languages. This variable consisted of five statements to gather information about the subjects' attitudes towards learning a foreign language.

6. When I visit a foreign country, I would like to be able to speak the language of the people.
7. It is important for us to learn another language.
8. I wish I could speak another language fluently.
9. I want to be able to read books of other countries in their language.
10. I wish I could read newspapers and magazines in another language.

C) Attitudes toward the American people. This consisted of eight statements that tried to measure the students' attitudes to American culture and people.
11. I feel good towards the American people.
12. The more I learn about American people, the more I like them.
13. American people are trustworthy and dependable.
14. American people are respectable of the people of my community.
15. American people are needed in my country.
16. We learn good things from American people.
17. I have always admired the American people.
18. I wish I could read magazines and newspapers in English.

D) Attitudes toward learning English. This variable consisted of three statements which examined the learners' attitude towards the learning the target language.
19. Learning English is really great.
20. I plan to learn as much English as possible.
21. Learning English is a waste of time.

E) Integrative orientation. There were five statements in this variable to measure the learners' interest to learn the language in order to communicate with native speakers and be part of the target community.
22. Studying English will help me be more confident with English speakers.
23. Studying English will help me talk to more English speaking people.
24. Studying English will help me have more friends.
25. Studying English will enable me to participate in activities of other cultures.
26. Studying English will help me understand and appreciate art and literature in English speaking cultures.

F) Instrumental orientation. This variable gathered information about particular
reasons the participants were studying the language without any interest in the target community. It consisted of five statements.

27. Studying English is important because I need it for my future career.
28. Studying English is important because it will help me learn new things.
29. Studying English is important because it will help me get a new job.
30. Studying English is important because it will help me study in an English speaking country.
31. Studying English is important because people will respect me more if I know how to speak it.

G) English class anxiety. There were five negative statements which measured the students' anxiety or embarrassment when speaking the target language in class.
32. I do not like to answer questions in my English class.
33. I do not feel comfortable speaking English in class.
34. I always feel that other students speak better than I do.
35. I get nervous and confused when I am speaking English in class.
36. I am afraid that other students will laugh at me when I speak English.

H) Overall use and exposure to English. The five statements included in this variable measured the amount of exposure to the target language due to the learner's personal interests.
37. I sometimes like to speak English with my friends.
38. I enjoy listening to English songs.
39. I enjoy reading English stories.
40. I prefer watching English programs on TV.
41. I have no trouble understanding spoken English on TV.

1) Attitude towards nonnative English teachers. Three statements gathered information about the learners' attitude towards their nonnative speaking teachers.

42. My nonnative English speaker teacher is an excellent teacher.

43. My nonnative English speaker teacher knows how to speak English fluently.

44. My nonnative English speaker teacher helps me learn how to speak good English.

A pronunciation test (Appendix B) was administered to the students at the beginning of the study to determine accuracy in the pronunciation of the features of the English language being investigated. Before reading the passages, they were told that the purpose of the reading was to identify their accuracy in the pronunciation of the /θ/ and -ed endings of the regular verbs in the past. The same test was administered at the end of the study. The test consisted of two parts. The first part was a reading paragraph focusing on the /θ/ sound (as in think). The second part was a paragraph that focused on the pronunciation of the “-ed” endings of the past tense of regular verbs. These features were not highlighted in the readings.

**Procedure**

The first step of the present study was to administer the motivation survey. Due to time problems with their regular classes, students took the survey home to complete it. The next day, the pronunciation pre-test was administered using a tape
recorder. The participants were allowed to read and study the test by themselves and
were told to take as much time as they wanted. When the participants indicated that
they were ready, they were asked to read the text as naturally as possible and to
direct their speech to the tape recorder.

The participants received 20 minutes of training each day for 15 days for a
total of 300 minutes. The training was facilitated by the researcher during the last
twenty minutes of the students' regular classes. During these twenty minutes, the
students were provided with pronunciation exercises to practice the /-ed/ endings
and /θ/ sound, they completed practice pronunciation exercises such as word and
sentence repetition, rhymes, and tongue twisters. The training was divided in two
parts, seven days for each sound, each subdivided into three parts: ear training,
repetition, and production. The last day was a revision day in which the participants
practiced the different target sounds. The training process was similar for the two
features. First, the students received specific instruction on the different speech
organs that take part in the production of this sound. The first part focused on ear
training. During this part the participants were not required to produce the sound;
they just had to listen to different words containing that specific sound at the
beginning, middle, and at the end of the words. This was done during the first
twenty minutes of the training. In the second part, students were provided different
repetition exercises for them to train their mouth muscles in order to produce the
sound. The participants were asked to repeat after an audio recording and/or the
facilitator. This took place during the following two days of the training.

During their last four days of the first part of the instruction, the students were
provided different exercises in which they were required to work in pairs and/or groups and practice the sounds while the facilitator walked around the class providing help when required. During the different exercises and activities, the participants had the opportunity to practice not only the words included in the pronunciation test, but also different words containing the target sounds. A copy of a lesson plan can be found in appendix C. After the fifteen days, the pronunciation test was administered again. Students were audiotaped a second time following the same procedure used for the administration of the pretest.

Scoring of the pre-test/post-test

Two native speakers of English served as raters of the two speech samples. One of the raters was an MA student in Applied Linguistics at Iowa State University. The other one was part of the Ames, Iowa community and had taught English as a Foreign Language for a semester in China. The raters were asked to rate the accuracy of the participants' pronunciation of the target features. They had the opportunity to read the stories before listening to the recordings to familiarize themselves with the readings and understand the recordings better. They were asked not to pay attention to the participants' accent but to the pronunciation of the features addressed in the study. In order to fulfill the stated goals of the study, the data were analyzed using paired t-tests, Cronbach's Alpha coefficient of reliability, and multiple regression. The paired t-test analysis was used to see if the means of the pronunciation pre-test and posttest scores differed from one another; Cronbach’s Alpha coefficient reliability was used in order to analyze the internal consistency of the motivation
questionnaire, and multiple regression was used to obtained information about the relationship between motivation variables and the pronunciation pre-test and posttest scores. The correlations were computed to try to find the extent of the relationships between the variables in the motivation questionnaire and the pre-test/posttest reading scores.
CHAPTER 4. FINDINGS

This chapter describes the data collected in the study and the types of analysis conducted. The pronunciation pre-test and posttest were analyzed by counting the number of mistakes the participants made in the reading passages in the two times they were audiotaped. Although the raters agreed most of the time in their scores of the recordings, there were a few cases in which it was necessary to listen to the recordings several times to come to an agreement about those mistakes. The results showed improvement in all the eighteen subjects after they received the 15-day training. Table 4.1 shows the participants’ pre- and posttest scores in each feature by number of mistakes per feature and the difference between recording one and recording two.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pre/-ed</th>
<th>Post/ed</th>
<th>Diff</th>
<th>Pre/-th</th>
<th>post/-th</th>
<th>Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>13</td>
<td>4</td>
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<td>15</td>
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<td>7</td>
<td>20</td>
<td>11</td>
<td>9</td>
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<tr>
<td>3</td>
<td>20</td>
<td>14</td>
<td>6</td>
<td>20</td>
<td>17</td>
<td>3</td>
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<td>18</td>
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<td>7</td>
<td>3</td>
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<td>8</td>
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<td>12</td>
<td>7</td>
<td>5</td>
<td>18</td>
<td>9</td>
<td>9</td>
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<td>14</td>
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<td>8</td>
<td>7</td>
<td>12</td>
<td>6</td>
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<tr>
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<td>18</td>
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<td>5</td>
<td>13</td>
<td>9</td>
<td>4</td>
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<td>9</td>
<td>8</td>
<td>21</td>
<td>4</td>
<td>17</td>
</tr>
</tbody>
</table>
Paired t-tests were used to analyze the correlation between the pronunciation pre-test and posttest scores for both /-ed/ and /θ/. The results show a significant correlation between both pre and post test for the two features (significance = 0.000). Table 4.2 shows the paired sample tests statistics for the pre-test and posttest. The mean for the pre/ed and post/ed tests was 6.222 with a standard error of 0.348, and a \( t > 18.0 \). The mean for the pre/th and post/th tests was 7.278 with a standard error of 0.877, and a \( t > 8.3 \). The \( t \) value was obtained by dividing the mean by the standard error.

<table>
<thead>
<tr>
<th>Paired tests</th>
<th>Mean</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre/ed-Post/ed</td>
<td>6.22</td>
<td>0.348</td>
<td>18</td>
<td>0.000</td>
</tr>
<tr>
<td>Pre/th-Post/th</td>
<td>7.28</td>
<td>0.877</td>
<td>8.3</td>
<td>0.000</td>
</tr>
</tbody>
</table>

The data from the questionnaire were totaled and the percentage of the students choosing each statement was computed. The results revealed that the variable with the highest positive score was students' attitude toward NNS English teachers (100%), followed by instrumental orientation (97%). Interestingly, the results reflect a low level of class anxiety among these students (31%). Students' attitude toward English speakers in general is positive (56%); while their attitude toward American people is negative (43%). Appendix D shows the detailed account of the questionnaire responses.

In order to present accurate results, it was necessary to calculate the internal consistency of each of the variables in the questionnaire using Cronbach's Alpha.
coefficient of reliability. An item is considered to be reliable if it is greater or equal to 0.70. Six out of the nine variables showed a high level of reliability: attitudes toward English speakers (0.789), attitudes toward American people (0.898), integrative orientation (0.874), class anxiety (0.850), overall use and exposure to English (0.836), and attitude toward nonnative English teachers (0.799). However, the other three variables showed a very low level of reliability: interest in foreign languages (0.176), attitude toward learning English (0.322), and instrumental orientation (0.049). As a result, the questionnaire is not a reliable instrument to measure students' motivation, and this might affect the results of the study. Table 4.3 shows the results of the Cronbach's Alpha coefficient of reliability.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes Toward English Speakers</td>
<td>0.789</td>
</tr>
<tr>
<td>Interest in Foreign Languages</td>
<td>0.176</td>
</tr>
<tr>
<td>Attitudes Toward the American People</td>
<td>0.898</td>
</tr>
<tr>
<td>Attitudes Toward Learning English</td>
<td>0.322</td>
</tr>
<tr>
<td>Integrative Orientation</td>
<td>0.874</td>
</tr>
<tr>
<td>Instrumental Orientation</td>
<td>0.049</td>
</tr>
<tr>
<td>English Class Anxiety</td>
<td>0.85</td>
</tr>
<tr>
<td>Overall Use and Exposure to English</td>
<td>0.836</td>
</tr>
<tr>
<td>Attitudes Toward NNS Teachers of English</td>
<td>0.799</td>
</tr>
</tbody>
</table>

These pronunciation pre-test and posttest scores were correlated with the variables in the motivation questionnaire using multiple regression. The general purpose of multiple regression is to learn more about the relationship between several independent or predictor variables and a dependent or criterion variable.
This regression analysis provides information that allows for predicting if the relationship is statistically significant between the variables. The pre- and posttests were analyzed separately to try to find the correlation between the two scores and the variables of the motivation questionnaire.

Table 4.4 shows the results of the multiple regression using the pre /-ed/ and post /-ed/ test scores. According to this finding, there is not a significant correlation between the pronunciation scores of the /-ed/ sound and the different variables included in the motivation questionnaire. The only variable that shows a slight relation is interest in foreign languages (0.0509) for the pre /-ed/ test score. The other variables did not show a correlation with the test score.

For the multiple regression analysis in the post /-ed/ test, there was not a significant relationship with the variables and the post /-ed/ test score. These results suggest that these nine variables did not predict improvement in pronunciation in these students.

When analyzing the pre /θ/ score, there were two variables that seemed to have a significant correlation with the score. Interest in foreign languages had a significant correlation of 0.0252, and class anxiety had a correlation of 0.0130. Table 4.5 shows the summary of the findings in this analysis. However, the correlation between these variables and the post /θ/ score was not significant: Interest in foreign languages 0.0556 and class anxiety 0.0501.
Table 4.4: Pre -ed/Post -ed Regression Analysis Results

<table>
<thead>
<tr>
<th>Motivation variables</th>
<th>Pre /-ed/</th>
<th>Post /-ed/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude toward English Speakers</td>
<td>0.761</td>
<td>0.4505</td>
</tr>
<tr>
<td>Interest in Foreign languages</td>
<td>0.0509</td>
<td>0.9783</td>
</tr>
<tr>
<td>Attitude Toward American People</td>
<td>0.9674</td>
<td>0.2039</td>
</tr>
<tr>
<td>Attitude Toward Learning English</td>
<td>0.7835</td>
<td>0.6333</td>
</tr>
<tr>
<td>Integrative Orientation</td>
<td>0.4196</td>
<td>0.6779</td>
</tr>
<tr>
<td>Instrumental Orientation</td>
<td>0.5431</td>
<td>0.7558</td>
</tr>
<tr>
<td>English Class Anxiety</td>
<td>0.5431</td>
<td>0.7846</td>
</tr>
<tr>
<td>Overall Use and Exposure to English</td>
<td>0.7355</td>
<td>0.7108</td>
</tr>
<tr>
<td>Attitude Toward NNS English Teachers</td>
<td>0.9393</td>
<td>0.9297</td>
</tr>
</tbody>
</table>

In summary, none of the variables included in the motivation questionnaire were significantly correlated to the pre-test and posttest scores. There was improvement overall for the /-ed/ and /θ/ features, but it was not possible to state in this study that this improvement is correlated to motivation due to different factors to be discussed in the following chapter.

Table 4.5: Pre -th/Post -th Regression Analysis

<table>
<thead>
<tr>
<th>Motivation variables</th>
<th>Pre /-th/</th>
<th>Post /-th/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude toward English Speakers</td>
<td>0.721</td>
<td>0.2433</td>
</tr>
<tr>
<td>Interest in Foreign languages</td>
<td>0.0252</td>
<td>0.0556</td>
</tr>
<tr>
<td>Attitude Toward American People</td>
<td>0.9842</td>
<td>0.6625</td>
</tr>
<tr>
<td>Attitude Toward Learning English</td>
<td>0.0651</td>
<td>0.3575</td>
</tr>
<tr>
<td>Integrative Orientation</td>
<td>0.5143</td>
<td>0.3207</td>
</tr>
<tr>
<td>Instrumental Orientation</td>
<td>0.2315</td>
<td>0.7624</td>
</tr>
<tr>
<td>English Class Anxiety</td>
<td>0.013</td>
<td>0.0501</td>
</tr>
<tr>
<td>Overall Use and Exposure to English</td>
<td>0.9099</td>
<td>0.2947</td>
</tr>
<tr>
<td>Attitude Toward NNS English Teachers</td>
<td>0.3848</td>
<td>0.7596</td>
</tr>
</tbody>
</table>
CHAPTER 5. DISCUSSION/CONCLUSIONS

There were two research questions for this study. The first question asked whether students would improve their pronunciation of the two features /θ/ and /-ed/ endings for regular verbs in a 15-day period of instruction. The answer to this question is affirmative. In fact, the results show that all the participants improved in the pronunciation of the target features after the 15-day period of instruction. Pre-test scores correlated significantly with the posttest scores. This suggests that formal pronunciation instruction can lead to more accurate pronunciation. This improvement, however, was observed only in highly controlled exercises.

These findings seem to support some of the studies mentioned in the literature review such as Derwing and Rossiter's (2003) in which they found that a group of students who had received segmental pronunciation instruction reduced their phonological errors after a 12-week training on an average of 20 minutes per day focusing on identification, discrimination, and production of discrete sounds. Elliot (1997) also found that subjects who received 10 to 15 minutes of Spanish pronunciation instruction three times a week improved their pronunciation of the target features, and there was a significant correlation between their improvement and formal instruction.

The second research question was concerned with the relationship between motivation and the improvement in pronunciation. After analyzing the data using multiple regression analysis, the results indicate that there was not a significant relation between motivation and the improvement in pronunciation. However, this
negative finding may be a result of other factors. One very important aspect to discuss is the lack of reliability of the motivation questionnaire. After calculating the internal consistency of the motivation questionnaire, the results showed that three out of the nine variables included in the questionnaire had very low levels of reliability: interest in foreign languages (0.176), attitude toward learning English (0.322), and instrumental orientation (0.049). This affected the results of the research.

Although it was not possible to find a correlation between motivation and improvement in pronunciation in the present study, there are other studies that have placed motivation as an important part of pronunciation learning. Moyer (1999) suggested that motivation can influence the acquisition of pronunciation in second language learners. She also mentioned other factors that along with motivation can affect the acquisition of second language pronunciation. Some of these factors are learning styles, aptitude, attitude, and the idiosyncratic utilization of input and feedback. Smit (2002) also found that motivation was relevant in the acquisition of pronunciation in advanced EFL pronunciation learners.

Elliot (1995) also found that attitude was significantly related to pronunciation accuracy in students of Spanish. He concluded that participants who were more concerned about their pronunciation had better pronunciation in Spanish. However, he concluded that the study did not take into account the underlying factors that might have contributed to the students' concern.
Limitations

The conclusions from this research are restricted due to certain limitations encountered in the process of gathering the data. The first limitation was the sample. It was not possible to find a larger and more homogeneous class to participate in the study. Although most of the subjects' ages ranged between 20 to 25, there were three outliers. There were two participants whose age range was 15 and another the other one was 40. Even though these students were in the same level, they had a different level of English proficiency. In an informal talk to the instructor, he expressed that there were some students whose English proficiency was very low and should be taking a lower class.

Another limitation was that due to the students' low proficiency of the language, it was not possible to administered a less controlled exercise in order to measure the effects of pronunciation instruction in free speech.

Implications

Although there was not a significant relation between the motivation variables and the pronunciation improvement, the results of the study showed that there was overall improvement of the two features targeted in the research. On a small scale, this study provides evidence of the importance of formal instruction in pronunciation. EFL instructors should provide the students with enough exercises, give immediate feedback, teach concrete rules about point, place, and manner of articulation, include a variety of pronunciation instruction activities in order to address the different learning styles. Since foreign language learners have little or no
opportunity to practice the language outside the class, it is important for the instructors to develop activities in which the students are more engaged in their own learning and help the students become more proficient not only in grammar, vocabulary, and syntax, but also in the acquisition of pronunciation as well. This might result in additional benefits such as improving listening comprehension and communication skills.

**Recommendations for Further Research**

The following recommendations should be taken into account for further research: First of all, it is important to design a more reliable instrument to measure motivation in EFL students. Another important aspect to take into account is the number of participants in the study. In order to present more accurate and reliable results on the influence of motivation in the improvement of pronunciation, it is necessary to have a larger number of participants. However, it might be a problem to encounter a large class in which all the students are willing to participate in the study. If possible, more time should be spent in class in order to observe the students' behavior and compare it with the answers with the questionnaire.

Informal interviews should be carried out not only with the teacher, but also with the students in order to gather information about how they are getting involved in practicing the language outside the class. The teacher could also provide information that could lead to a better understanding of the students' behavior. Finally, a less controlled exercise should be included to gather data related to the students improvement in pronunciation.
ACKNOWLEDGEMENTS

I would like to thank the people who contributed to this thesis: my major professor, John Levis, for his help, patience, and feedback; my committee members: Barb Schwarte and Horabail Venkatagiri for their guidance. I would also like to thank my family; my mother Alicia, my sister Ana Lisseth, and my brother Gustavo Adolfo for their support and encouragement.

Finally, I would like to thank my friends who encouraged me and believed in me. Thank you all for your support.
REFERENCES


45 (1): 73-97.


http://abisamra03.tripod.com/motivation/


# Appendix A. Motivation Questionnaire

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>1. English speakers are friendly and sociable.</td>
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<tr>
<td>2. I would like to know more English speakers.</td>
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<td>3. We learn good things from English speakers.</td>
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<td>4. We should learn to speak the English language.</td>
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<td>5. When I meet English speakers, I always want to speak their language.</td>
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<td>6. When I visit a foreign country, I would like to be able to speak the language of the people.</td>
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<td>7. It is important for us to learn another language.</td>
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<td>8. I wish I could speak English fluently.</td>
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<td>9. I want to be able to read books of other countries in their language.</td>
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<td>10. I wish I could read newspapers and magazines in another language.</td>
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<td>11. I feel good towards the American people.</td>
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<td>12. The more I learn about the American people, the more I like them.</td>
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<td>13. The American people are trustworthy and dependable.</td>
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<td>14. The American people are respectful of the people of my community.</td>
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<td>15. The American people are needed in my country.</td>
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<td>16. We learn good things from the American people.</td>
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<td>17. I have always admired the American people.</td>
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<tr>
<td>18. I wish I could read magazines and newspapers in English.</td>
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<td>19. Learning English is really great.</td>
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<td>20. I plan to learn as much English as possible.</td>
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<td>21. Learning English is a waste of time.</td>
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<td>22. Studying English will help me be more confident with English speakers.</td>
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<td>23. Studying English will help me talk to more English speaker people.</td>
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<td>24. Studying English will help me have more friends.</td>
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<td>25. Studying English will enable me to participate in activities of other cultures.</td>
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<td>26. Studying English will help me understand and appreciate art and literature in English speaking cultures.</td>
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<td>27. Studying English is important because I need it for my future career.</td>
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<td>28. Studying English is important because it will help me learn new things.</td>
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<td>29. Studying English is important because it will help me get a good job.</td>
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<td>30. Studying English is important because it will help me study in an English speaking country.</td>
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<td>31. Studying English is important because people will respect me more if I know how to speak it.</td>
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<td>32. I do not like to answer questions in my English class.</td>
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<td>33. I do not feel comfortable speaking English in class.</td>
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<td>34. I always feel that the other students speak better than I do.</td>
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<td>35. I get nervous and confused when I am speaking English in class.</td>
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<td>36. I am afraid that the other students will laugh at me when I speak English.</td>
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<td>37. I sometimes like to speak English with my friends.</td>
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<td>38. I enjoy listening to English songs.</td>
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<td>39. I enjoy reading English stories.</td>
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<td>40. I prefer watching English programs on TV.</td>
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<td>41. I have no trouble understanding spoken English on TV.</td>
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<td>42. My nonnative English speaker is an excellent teacher.</td>
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<tr>
<td>43. My nonnative English speaker knows how to speak English fluently.</td>
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<tr>
<td>44. My nonnative English speaker helps me learn how to speak good English.</td>
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</tbody>
</table>

**Gender:** M  F  
**Age:** 15-19  
20-24  
25-29  
30-34  
35-39  
40-more
Howard's Morning

The clock radio played soft music, but it sounded far away to Howard. At last, he opened his eyes, rolled over, and looked at the clock. He turned away and started to go back to sleep when suddenly he realized that it was already eight o'clock. He was late. He jumped out of bed, quickly shaved, brushed his teeth, combed his hair, and got dressed. He wanted to take a shower, but decided that there wasn't enough time. He rushed down the stairs and into the kitchen. He hated being late. Quickly he fixed breakfast-coffee and toasted English muffins (no time for his usual fried eggs) and raced out the door. He started his car and had just pulled out the driveway when the thought popped into his mind; it was Saturday, he didn't have to go to work at all. He slowly returned, climbed the stairs, changed his clothes, and went back to bed again.
The Tooth Fairy

Once upon a time there was a little boy who had three brothers. One day he lost a tooth and asked his mother what to do with his tooth. She told him to put the it under his pillow, and that while he slept, the tooth fairy would bring him a reward. That night the boy was so excited that he couldn't sleep. He laid awake for three hours thinking about what his mom had told him. Finally he heard something outside his window. He pretended to be asleep while the tooth fairy came in. But the tooth fairy didn't take his tooth; instead, he took the piggy bank with thirteen dollars that the boy was saving to buy presents for his brothers for thanksgiving! “This isn't the tooth fairy,” thought the boy. “It's a thief!” The little boy was frightened. He wanted to yell for his father, but he was afraid that the thief would hurt them both. Suddenly, the boy heard a noise outside his window. “It must be my father,” he thought. The thief was so frightened that he left the piggy bank and the thirteen dollars. Climbed out the window, and ran away. The little boy ran out to see his father, but there was no one there. He ran to his father's room, and found his parents both sleeping. When he returned to his room, his tooth was gone, and in its place there was a shiny silver dollar. Then, the boy realized that the tooth fairy had not only taken his tooth, she had saved them from the thief.
APPENDIX C. LESSON PLAN /θ/

Ear Training

Listen:
Listen to a list of words containing the target sound.

Identify the sound:
Minimal pairs: Students have to distinguish the two different /th/ sounds.

Yes/no:
Listen to the sounds and say if they have the /θ/ sound or not.

Circle the word you hear:
Students listen to minimal pairs and circle the word they hear.

Same/different:
Are these words the same or different?

Production

Repeat:
Repeat these words.

Related words:
Work with a partner and practice the minimal pairs.

Read:
Read the dialogue with a partner.

Dialogue:
Act out a dialogue.

Appropriate response:
Answer these questions with the correct response.
### APPENDIX D. RESULTS OF QUESTIONNAIRE IN PERCENTAGES

<table>
<thead>
<tr>
<th>Variable</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes Toward English Speakers</td>
<td>7</td>
<td>49</td>
<td>41</td>
<td>3</td>
</tr>
<tr>
<td>Interest in Foreign Languages</td>
<td>50</td>
<td>36</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Attitudes Toward the American People</td>
<td>5</td>
<td>38</td>
<td>41</td>
<td>16</td>
</tr>
<tr>
<td>Attitudes Toward Learning English</td>
<td>46</td>
<td>20</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Integrative Orientation</td>
<td>11</td>
<td>53</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td>Instrumental Orientation</td>
<td>66</td>
<td>27</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>English Class Anxiety</td>
<td>5</td>
<td>26</td>
<td>42</td>
<td>27</td>
</tr>
<tr>
<td>Overall Use and Exposure to English</td>
<td>20</td>
<td>31</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>Attitudes Toward NNS Teachers of English</td>
<td>39</td>
<td>61</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

SA = Strongly Agree   A = Agree   D = Desagree   SD = Strongly disagree