

Fostering Segmental Pronunciation through Self-Assessment.

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Research Report submitted

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FOSTERING SEGMENTAL PRONUNCIATION THROUGH SELF-ASSESSMENT

Declaration

I hereby declare that my research report entitled:

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- is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;
- has been submitted by or on the required submission date.

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Abstract

This action research project studies the effect of self-assessment strategies in first-semester university students' segmental pronunciation while working in a Task-Based Language Teaching context. Ten students at a university in Chia, Colombia participated in this study. They were taking part in different activities including 2-5-minute conversations and presentations about their family, neighborhood, and city, seeking to enhance their segmental pronunciation abilities. The study focused on practicing segmental pronunciation and completing different speaking tasks while using self-assessment strategies that included assessing, monitoring, and reflecting towards own performance. Data analysis was carried out following the grounded theory approach. The findings showed the students improved their segmental pronunciation as it was evidenced after the data analysis. Lastly, the study demonstrated the importance of self-assessment strategies as a tool to improve segmental pronunciation performance and the relevance that segmental pronunciation carries in the communication process as it allowed and fostered the communication and interaction between students and the teacher.

Key words: learning, self-assessment, language, TBLT, segmental pronunciation.

Resumen

Esta investigación acción estudia el efecto de estrategias de autoevaluación en la pronunciación segmentaria de estudiantes universitarios de primer semestre, mientras se trabaja en un contexto de Enseñanza de Idiomas Basado en Tareas. Diez estudiantes de una universidad en Chía, Colombia participaron en este estudio. Los estudiantes tomaron parte en diferentes actividades como conversaciones y presentaciones que duraron entre 2 y 5 minutos, acerca de su familia, vecindario y su ciudad, buscando mejorar su pronunciación segmentaria. El estudio se

enfocó en la práctica de la pronunciación segmentaria y la ejecución de tareas que buscaban desarrollar las habilidades de habla del estudiante, mientras ellos usaban estrategias de autoevaluación como evaluación, monitoreo y reflexión sobre el desempeño personal. El análisis de los datos se llevó a cabo siguiendo el enfoque de la teoría fundamentada. Los hallazgos mostraron que los estudiantes mejoraron su pronunciación segmentaria, como se evidenció después del análisis de los datos. Finalmente, el estudio demostró la importancia de las estrategias de autoevaluación como herramienta para mejorar la pronunciación segmentaria y la relevancia que la pronunciación segmentaria tiene en el proceso de comunicación ya que permitió e incentivó la comunicación entre estudiantes y el profesor.

Palabras clave: aprendizaje, autoevaluación, lenguaje, TBLT, pronunciación segmentaria.

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Chapter 1 Introduction

1.1 Introduction to the study

Recently, communities and individuals have begun to see the necessity for a single communication language throughout the world. English has taken this place, as the language of communication between global communities (Marsh, 2006). The impact of the English language, as a global language tool, has been widely recognized; researchers such as Graddol (2005) predicted in 2050 the English language will become the second and first language for most people around the world. As a response to this tendency, the Colombian government has adopted different strategies to improve the general English skills of students from elementary school through college or university.

In 2004 the Colombian government started to implement the Bilingualism National Program (Galindo & Moreno, 2008) aimed at improving the general level of English of students in all the stages of the education system. The government took into consideration the Common European Framework of Reference for Languages (CEFRL) standards with the intention of providing a framework to teach, and assess the English language for the foreign user (European Union and Council of Europe, 2008).

Since 2003, the Colombian government has implemented an English test for college students, the *Examen de Calidad de la Educación Superior* (Higher Education Quality Test or ECAES). This test became compulsory for university students in 2009 with the law 1324 July 13th, 2009 and changed its name to Saber Pro. The purpose of the test is to measure the overall academic skills students have when they finish their university studies at a public university located in Chia, Colombia. One of the areas that Saber Pro assesses is the English level students have in accordance with the CEFRL, (Law 1651 July 12th, 2013). The University has used this initiative as a tool to test students' English language skills and to be more competitive in the global market, based on the CEFRL standards and the students' results in the Saber pro examination. .

Pronunciation has been one of the aspects where learners present more difficulty when learning the English language. Several reasons have been studied by different authors, such as mother tongue problems related to phonemes and articulation (Hassan, 2014), lack of training and instruction of teachers who do not know how to teach pronunciation (Derwing & Rossiter, 2002), and scarce of research, Wei (2006) and Jenkins (2004). These aspects have restricted the instruction regarding pronunciation since teachers do not have proper instruction to teach it and therefore, its development in the students' skills set is poor, affecting communication and interaction in different contexts.

This study was born as a response to the pronunciation issues found in the students at the university where the study was carried out, to give insights on how the implementation of self-assessment strategies that aimed to be reflective about own work, to monitor progress and, to use assessment tools; could affect the students' segmental pronunciation, including the sounds of single letters and the combination of them. The study was based on the previous needs analysis, the students' context that includes age, language proficiency level and, the teachers' findings, that showed the students underperformed in their speaking assessment having different issues with segmental pronunciation. This study aimed to improve the students' English Language proficiency and specifically, their segmental pronunciation proficiency.

1.2 Rationale for the study

The Programa Nacional De Bilinguismo 2004-2019 (Ministerio de Educación Nacional, 2006) is a policy for quality improvement of English teaching in Colombia and a means for the promotion of the competitiveness of our citizens through the application of the new standards of communicative competence in English. The Common European Framework (European Union and Council of Europe, 2008) was the benchmark for setting the levels of mastery to be achieved with internationally comparable standards.

Communication in English is a competency necessary to develop in undergraduates. Students must be able to communicate. They must understand the main ideas of conversations and texts produced and create their own ideas in the target language.

However, considering the Saber pro results, the pre-test completed before the implementation and the standardized tests done at the university, the expected standards have not been met yet and the university students, that were part of this research, were still below the projected level; their performance in standardized tests did not meet the standards of the Common European Framework that, according to the university standards, should be B1. Results of the Saber Pro test showed that more than 50% of students are in level –A1 and A2, while just 7 percent reach B2 level (Icfes, 2018). The University is below the average. This data showed the level of English achieved in university education is low compared to standards projected by the national government.

1.2.1 Rationale for the problem of the study

1.2.1.1 Needs analysis and problem statement

This study was carried out in a public university in Chía, Colombia. The population was first semester students in level –A1 and A1(CEFRL) that, according to the university standards, should reach B1 level by the end of their degree program. Instead, the majority reach -A1 or A1 when they finish their studies. These students came from different school backgrounds, but the majority came from public institutions. They were taking the first English level from a total of five levels, included in their degree program.

There were two instruments that were used to identify the general needs of the stakeholders (the English department and students). The first instrument was an interview, it collected information from teachers and the English department coordinator about their perceptions regarding the students' English language proficiency (Appendix A). The second instrument was a standardized speaking test that was born as a result of an interview with the English department coordinator and the English teachers from the university. The speaking test measured the students' speaking abilities (Appendix

B). The teachers' opinions, added to the results of the speaking test, showed that the students were below the expected level. These aspects make the students' learning process more challenging.

The needs analysis started by gathering the points of view of teachers and the department coordinator regarding the difficulties that students presented when learning the English language and led to identifying the most relevant aspects that needed to be addressed in order to meet the university requirements and students' objectives.

1.2.1.2 Justification of the problem's significance

Speaking is an essential aspect of language acquisition and its progress will facilitate communication in the target language, (Boonkit, 2010). According to the CEFRL, speaking is one of four macro elements in the English language; therefore, it is crucial when learning a foreign language. Celce-Murcia (1996) states that the communicative approach, widely used in language teaching, contemplates communication in the target language as the main goal of language learning and therefore, communication takes a central role in classroom language instruction. The communicative approach is based on the speaking ability of the learners and their relevance for the communication process itself. In this context, speaking takes a crucial role in language acquisition as it helps to have effective communication, to enhance language learning, and to reach the main goal of language instruction.

One of the main issues with students from the University, evidenced by the results of the standardized speaking test, the teacher's opinions, and my own personal assessment, is related to their communication abilities and in particular with their segmental pronunciation. The results of this assessment showed that students did not present the pronunciation expected for their English level. In the speaking tests, they underperformed and showed signs of stress, lack of confidence, insecurity and a general inability to express meaningful ideas. In addition, their use of grammar structures and their pronunciation lacked accuracy and most of the time the interaction was interrupted. Some of the most common problems were related to segmental pronunciation. Some of the causes for the

students' underperformance when speaking, mentioned by the eight teachers interviewed, were the lack of exposition to the target language because of short class time (two hours per week), the minimum or non-existent autonomous work, and the absence of meaningful connection to English.

Based on these problems, and ones found during the observation stage; that include mispronunciation of sounds and words and difficulty to interact in the target language; and the needs analysis, the aim of this research was to implement activities for self-assessment to help learners identify weaknesses and strengths to improve their segmental pronunciation skills. The use of self-assessment strategies in this study merged as an alternative generating reflection, empowering learning and autonomy in the students, aspects that for the researcher, are key in the acquisition of the target language. The self-assessment strategies implemented in this study included independent work, assessment, and reflection towards own performance. The activities designed to reinforce self-assessment were executed in a task-based language teaching context where students performed different tasks in order to improve their pronunciation and identify their main pronunciation issues.

The central idea was to create an environment where students could interact, share, practice, and assess their own pronunciation. Familiarizing students with the strategy by teaching them what the objectives of the activity were and what was expected from them, aimed to improve their segmental pronunciation.

1.2.2 Rationale for the strategy selected to address the problem of the study

Celce-Murcia (1996) mentions the importance of pronunciation as an essential part of successful communication in the target language. One of the areas of pronunciation includes segmental pronunciation, which is minimal units of sound defined in phonetic terms (Pennington & Richards, 1986). Language learners need to develop their pronunciation in meaningful contexts, where communication is the main goal (Pennington & Richards, 1986). Addressing these aspects, the strategy selected was the implementation of speaking activities to foster self-assessment and segmental pronunciation in a Task-Based Language Teaching (TBLT) setting.

Segmental pronunciation was chosen to be studied as evidenced in the needs analysis, the students had several difficulties with the pronunciation of single sounds and words that interrupted and, in some cases, stopped the communication process. The needs analysis results illustrated that some of the aspects students needed to work on in order to improve their communication abilities were the pronunciation of single letters and the combination of them, as proved in the speaking tests and mentioned by the teachers interviewed. Based on that, the segments studied in this paper were: /ʌ/, /θ/, /ɔ:/, /ʃ/, /tʃ/, /l/, /v/, /aɪ/, /aʊ/, (Appendix G).

Dickinson (1987) presents important reasons for self-assessment implementation in the classroom. Learners realize that the ability to evaluate their own learning can help them through their education process. It gives them responsibility, aids in developing autonomy, and supports the teacher with the learning process itself. These aspects allow learners to be conscious of their learning process and to assess their progress inside and outside the classroom, fostering autonomous learning and therefore improving their language proficiency. In the current research, the implementation of self-assessment strategies aimed to engage the students with their learning process, to make them reflective and able to assess their performance to foster their segmental pronunciation and improve their language proficiency.

In addition, Task-Based Language Teaching perceives classroom settings as learner-centered environments where the teacher or instructor is in charge of providing a proper context where learners can interact in a meaningful and real milieu. Learners will better progress if they have a setting where they can interact more naturally, rather than in a curriculum-oriented attempt to teach language (Nunan, 2004). TBLT provides an opportunity for natural learning inside the classroom, motivates learners, provides an opportunity for teachers to get input and direction from students, enhances communication skills development, and can be used in a traditional class setting (Ellis, 2009). A TBLT context provides an optimum scenario where students can develop communication abilities in real situations.

1.3 Research question and objective

The aim of this work was to introduce self-assessment strategies in a TBLT context while performing speaking tasks. This strategy aimed to improve segmental pronunciation in the students. The implementation of self-assessment strategies in a TBLT context, that includes assessing, monitoring, and reflecting towards performance, responds to the following research question:

How does the implementation of activities for self-assessment, in a TBLT approach setting, affect first semester students' segmental pronunciation at a public university?

The objectives of this research were:

- To describe how the use of self-assessment strategies in a TBLT context influence students' segmental pronunciation.
- To determine the impact of self-assessment speaking activities on students' awareness of segmental pronunciation.

1.4 Conclusion

Speaking is very important in second language acquisition and, as evidenced through the previous analysis, the students at the University do not have the speaking skills to communicate. Considering the central goal that communication has acquired in language learning (Celce-Murcia, Brinton, & Goodwin, 2010), teaching pronunciation takes a fundamental role for interaction and understanding. Correct pronunciation allows the speaker to gain confidence, transfer messages, and interact with peers and teachers in the target language. Segmental pronunciation, one of the first steps in the communication process, allows students to be understood and to give meaning to their speaking interactions, as well as to empower aspects such as confidence, fluency, and motivation, among others (Pennington & Richards, 1986).

A TBLT approach offers a rich environment where learners can interact and use the target language as in a real situation. This environment gives learners the tools to perform in new

communication settings where they can integrate ideas and topics from their own context and experiences (Nunan, 2004).

Chapter 2 Literature Review

2.1 Introduction

There are three main constructs in the present study: segmental pronunciation, self-assessment and task-based language teaching. These constructs are introduced and discussed in this chapter. This section also includes a review of previous studies.

2.2 Theoretical framework

2.2.1 Self-assessment

Assessment is associated with the whole process of obtaining specific goals, including all the actions and behaviors present in this process. In addition, assessment, as mentioned by Boud (1995), involves two stages: establishing criteria and judging work from the criteria established. The first is the process of gathering the necessary information to establish, in a proper manner, whether a piece of work is good or not. The second is related to the use of the criteria objectively to judge that piece of work.

Self-assessment is very useful in academic settings. It fosters autonomy and responsibility for learning, promotes reflection and awareness, and helps students gain control of their own learning to become more autonomous. Gardner and Miller (1999) identify self-assessment as an essential aspect of autonomous learning. Without learner self-assessment, “there can be no real autonomy” (Hunt, Gow, & Barnes, as cited in Bickley, 1989, p. 6). Moreover, self-assessment allows learners to be reflective of their learning processes, promoting metacognitive skills and improving performance (Chamot & O'Malley, 1994). Once learners are asked to self-assess they need to “exercise a variety of learning strategies and higher-order thinking skills that not only provide feedback to the student but also provide direction for future learning” (Chamot & O'Malley, 1994).

Nowacka (2012), in a study about pronunciation, states the importance of pronunciation as perceived by English learners. Ninety-eight percent of the surveyed students recognized the importance of good pronunciation, while 89% of them were aiming for native pronunciation. The

research showed that 76% of the students claimed to learn pronunciation on their own, they mentioned the use of techniques such as imitation of videos and audios from authentic sources, read-aloud techniques, and drilling of specific words and sentences. These were implemented by students outside the classroom with the aim of improving their language skill set. These aspects reinforce the relevance of self-assessment as a strategy to improve segmental pronunciation. Learners with proper self-assessment strategies will be able to reflect on their learning process, mixing and changing techniques and strategies reaching expected goals.

The self-assessment strategies selected in this paper aimed to enhance the benefits of self-assessment mentioned by Gardner (2000), these benefits include individualization, reflection, motivation, and monitoring. The target was to help the students implement the strategies in order to learn to use them and identify their benefits. In the current paper, there were two speaking tests, one at the start and other at the end of the implementation process, both tests measured the students' segmental pronunciation. The results showed that 80% of the students improved their segmental pronunciation, the teacher's journal also gathered the improvements during the implementation.

Reliability in self-assessment is the range or extent to which an assessment can be repeated and obtain similar results, even though it may be marked by different instructors in different contexts (Fry, 1990). Reliability in self-assessment involves different factors such as train, practice, and instruction (Salehi & Daryabar, 2014). The analysis, study, and implementation of these factors will improve the overall reliability of self-assessment (Salehi & Daryabar, 2014). For the present study, train practice and instruction of self-assessment strategies were done in every session using a questionnaire (Appendix E), the teachers' feedback, and the assessment checklist (Appendix F), aiming to reinforce self-assessment strategies and to use them while performing different tasks.

Several studies have been made on the reliability of self-assessment. De Grez, Valcke, and Roozen (2012) have pointed out there is still conflict in self-assessment reliability, caused by aspects such as learner training and discrepancies between teacher and student assessments. These

discrepancies appear as a result of a lack of experience and training for students and the use of previous knowledge and criteria in the teachers' approach. Subsequently, authors like Chen (2008) have stated the need to implement training and practice before implementing self-assessment.

Another discussion around the self-assessment process is the value given to grades. While some authors diminish reliability because of discrepancies between self-assessment and teacher assessment, authors like Chen (2008) mention the importance of the self-assessment process as a tool to learn. In his reflection, learners gain more from the process, while results, manifested as grades, may gain accuracy with students' instruction and practice.

The importance of self-assessment has been remarked on by several authors. Self-assessment guides students to use their own efforts more effectively and it involves them in their own learning process, activating motivation and enhancing autonomy (Salimi, 2014). Self-assessment contributes to student learning and grows in direct relation to the inclusion of proper training and practice (Ross, 2006). Moreover, self-assessment helps students gain control of their own learning process while motivating and connecting them with the learning activities.

2.2.2 Task-Based Language Teaching

According to Long (as cited by Nunan, 2004), a task is a piece of work made by someone without an expected reward; tasks are the different things a person does in their daily routine. In the language teaching field, today using task-based activities have gained ground, especially in curriculum design. They appear as an alternative to traditional classroom settings and as a response to the challenges of today's revolution in education. To this respect, Long (as cited by Hyltenstam & Pienemann, 1985) argues that the traditional language teaching approach is a system where students must receive, practice, and master language features in a decontextualized and isolated environment and then use these features to communicate in the target language. For Long, this system is far from reality, where students learn from their mistakes and daily practices. In fact, he states that students may learn more from their experiences than from formal instruction.

Tasks offer input to learners and openings for meaningful target language practice, which are considered, for several authors, remarkable when promoting language acquisition (Swain, 1995). The interaction in meaningful contexts makes learners focus more on the link between form and meaning. This environment, which is decontextualized in traditional classrooms, connects learners with cognitive processes where they have to take the input, process the information, reshape the input according to their knowledge, and respond in line with what has been asked (Harmer, 2004).

Starting from the concept of a task, it can be said that Task-Based Language Teaching (TBLT) is the process of taking real-world tasks, transforming them into classroom tasks, giving them pedagogical meaning, and linking them with language learning (Nunan, 2004). Task-based learning and its change in traditional teaching settings offer learners the ability to practice the target language in a meaningful context, to use all the linguistic features they know to try to communicate. It focuses on meaning rather than linguistic accuracy (Branden, 2006).

The importance of TBLT is that it gives students the ability to mimic natural contexts in which they can practice and learn the target language as they learned their mother tongue. It does not have to include a linguistic goal; instead, the goal is to achieve a specific task (find a place, call someone, buy something, talk about a specific situation) in the target language, while communicating and interacting with others in a meaningful context (Nunan, 2004).

The connection between TBLT and self-assessment has not been studied deeply. Authors like Murakami, Valvona, and Broudy (2012) point to some of the benefits of self-assessment in a TBLT environment. They mention the importance of meaningful tasks as a trigger to communication and engagement in speaking activities in the classroom. They also establish the importance of self-assessment with students' learning process and reflection as well as the transition from a passive to a more active role in students' learning development.

The benefits of TBLT, that include connecting the students with real tasks, engage them in meaningful contexts, focus on the completion of a task instead of a linguistic goal and, to enhance

interaction and communication, were the aspects that made TBLT relevant for this paper. TBLT offered a meaningful context where the students were able to share experiences, ideas, and to talk about them, their city and their families, in a context where they linked the English language with their experiences, routines, and expectations. Every session during the implementation included different tasks, and were based on the topics mentioned before, the tasks followed the task cycle stated by Willis (1996) and they were designed according to the timeframes, the aimed of the tasks was to enhance communication and interaction in the target language, based on the students' English level and their context, all of this aiming to improve the learners' segmental pronunciation.

2.2.3 Segmental pronunciation

Pronunciation in language learning has different aspects that need to be analyzed. Dalton and Seidlhofer (1994) define pronunciation in two senses. The first is related to the production and reception of sounds, in which the production of these sounds are connected to a language code. The second is the importance these sounds carry in the act of communication. For Fraser (2006), pronunciation is a kind of behavior driven by concepts of speech and these concepts are defined as general ideas towards the reality represented in our minds. Labov (1975) states that pronunciation is the manner in which the sounds of a word are made and these sounds may vary according to different factors such as location, social education, and education level. These authors give relevance to two key points regarding pronunciation: the production of sounds and the communication process.

Segment level pronunciation can be defined as the reproduction of a single or a group of phonemes. A phoneme is a unit of speech; a sound is a phoneme when the change in its sound carries a different word (Tepperman & Narayanan, 2008). For Pennington and Richards (1986), segmental features in the language are the minimum units of a sound in a phonetic setting. Teachability is also an important aspect in the segmental pronunciation field; as Saito (2011) has expressed, one of the main assets of segmental pronunciation is the ability to reply and teach through drills and practice.

Several studies mention aspects present in segmental pronunciation problems: degradation of the intelligibility of nonnative speakers, pronunciation errors that differ between nonnatives and natives, learners experiencing difficulties related to lack of intelligibility of phonetic features that contrast with native speakers (Dalby & Kewley-Port, 1999).

Segmental and suprasegmental pronunciation have been studied in different contexts and researchers have found that some problems with pronunciation start from the learners' native language. Many transfers sound from their mother tongue to the target language (Saito, 2011a). The discussion continues about the effectiveness of suprasegmental and segmental-based instruction. While segmental pronunciation is teachable as segmental elements can be explained and measured, suprasegmental instruction is still controversial (Levis, 2005).

Segmental and suprasegmental aspects of pronunciation are relevant while learning the English language. Traditional approaches took a wider lens when teaching segmental elements in pronunciation, while recent views have given more relevance to the communicative aspects of the language. Nevertheless, segmental pronunciation study and instruction are relevant and important as they provide intelligibility and help learners be understood (Celce-Murcia et al., 2010).

What is pertinent for this study is the importance that segmental pronunciation carries in the communication process. Celce-Murcia (1996) explains that it helps learners be understood if participants in the interaction are not understood, communication will be interrupted. An additional key aspect for this research is intelligibility, as seen in the needs analysis and the pre-test, the mispronunciation of segments affected the students' interaction and communication to a degree that, in some cases, it stopped the communication process as they could not understand their peers utterances, therefore the importance of pronunciation in this study was critical as it guaranteed and enhanced intelligibility and moreover, the communication in the target language.

Segmental pronunciation was the main issue detected in the students speaking performances

2.2.5 Pronunciation and TBLT

The role of pronunciation in language learning and teaching has been widely discussed. Traditional approaches minimize the importance of pronunciation in language learning by focusing just on grammar; contemporary approaches see pronunciation instruction as a key factor in the communication process and in language teaching and learning overall. Therefore, studies in pronunciation have increased in the last few decades (Morley, 1991).

TBLT has been included in classroom instruction as a response to a growing interest in the communicative approach in language learning (Baker, 2013). Real tasks allow learners to interact in a natural context where they find meaning in and relevance to the target language. In this environment, learners improve their communicating skills while using and developing their other language abilities. In the case of pronunciation, interactions help learners reflect on their performance. Awareness and perception activities should precede any communication practice in order to form cognitive concepts that will be reinforced with practice (Celce-Murcia, Brinton, Goodwin, & Griner, n.d.).

Although there has been limited research on the field of TBLT and pronunciation, authors like Gurzynski-Weiss, Long, and Solon (2017) have studied the importance of pronunciation in a TBLT context. They have looked at the positive repercussions of task-based activities regarding pronunciation abilities. It is important to consider that not just one task can achieve pronunciation development or improvement, instead, different tasks with a common goal and similar settings can reach improvement over time. Tasks should be specifically chosen and modified to give an opportunity for learners to focus on phonetic aspects of the language while moving toward the main goal of communication (Guerrero, 2015). The importance, for the current research, was the context that TBLT offered to practice pronunciation in real situations where the students interacted and talked about their own realities, while they improved their segmental pronunciation, in an environment that enhanced and motivated the learning process.

2.3 State of the art

2.3.1 Self-assessment

In the next paragraphs research regarding self-assessment is shown, the aim of this information is to illustrate the connection with the present research in terms of language enhancement as self-assessment offered different strategies used by the students during the implementation such reflection and assessment towards speaking utterances, monitoring, and independent work. In addition, the section seeks to identify the different limitations that self-assessment possesses in order to generate strategies to avoid or reduce these limitations in this study.

Duque Micán & Cuesta Medina, (2017) in their study about self-assessment, indicate that the use of self-assessment promotes different abilities such as vocabulary development, spontaneous spoken production, and listening. Their study is based on the influence of self-assessment in vocabulary competence in a group of adult learners. The findings were used to enhance and assess autonomy, vocabulary, and spoken fluency.

Black and William (2011) showed there is strong evidence that assessment is an essential element in the classroom and its development may raise language achievement. The authors discuss the importance of formative assessment and conclude that formative assessment enhances language proficiency.

In other studies, Ross (2006) and LeBlanc and Painchaud (1985) have focused on whether self-assessment is a trustworthy and valuable tool in the classroom. They ask if self-assessment is worthwhile in terms of the validity or value it carries in language learning and reliability, and its applicability in different contexts and with different measuring tools. Their studies used questionnaires to measure the validity and reliability of self-assessment. They concluded that self-assessment is an important tool in the classroom; however, there are several aspects that need deeper study such as its relationship with achievement and grades. At a local level, Ochoa (2009) states that self-assessment enhances student reflection. They can track and follow their progress which

promotes critical thinking. For teachers, self-assessment helps obtain a more reliable source of data related to their teaching practices; teachers may improve their teaching practices. These aspects were mentioned in Ochoa's research regarding the implementation of self-assessment practices in an English learning center in Colombia.

For Ross (2006) an effective self-assessment in a classroom setting is the result of teacher-student negotiation on practices and strategies and the grade that is given to the self-assessment process. The author reached this conclusion in his article "*The reliability, validity, and utility of self-assessment*", where he discusses the reliability and validity of self-assessment based on reviews of scientific research.

Andrade and Boulay (2003) present self-assessment as a tool that may help students obtain proper feedback based on previous instruction on what and how to measure their own language learning process. The authors examined the impact of self-assessment on written essays in 7th and 8th graders in two different schools in the United States.

Self-assessment in the current paper helped the students to use effectively different strategies such as reflection, monitoring and assessing their own performance. These strategies allowed the students to detect their segmental pronunciation flaws and, from there, work on their pronunciation improvement. There were visible segmental pronunciation advances during this process (Appendix G)

2.3.2 Pronunciation

Through this section, the relevance of pronunciation is stated from the view of different authors and their studies. Previous studies regarding pronunciation are mentioned to establish their connection and significance with the present paper.

Saito, (2011), shows the importance of working in the different segmental features of pronunciation instruction in the classroom. For the author, teaching segmental pronunciation is crucial as it allows learners to communicate. His study shows the importance of teaching segmental

pronunciation in Japanese native speakers as their mispronunciation of specific segments limited their communication.

Offerman & Olson, (2016) point the relevance that research and instruction in pronunciation have gained in recent years. For the authors, there is little attention to pronunciation, however, they say that according to the research regarding the topic, there is evidence that segmental pronunciation instruction benefits compressibility and intelligibility and the absence of instruction may limit communication.

Pourhosein (2012), mentions the scarce of research and interest in pronunciation instruction and research in the last decades and therefore, the inappropriate or non-existence instruction in the classroom. However, the author states the relevance of research and instruction in segmental pronunciation not as isolated sounds or aspects of pronunciation but as a crucial and integral part of communication that should be incorporated in the classroom practices.

Chaira (2015), depicts the different errors that students have regarding phonological patterns, these errors appear as a result of a negative language transfer or interference in learners. This issue comes from the learners' mother tongue and its transfer to the English language. For the author, this issue translates to interlingual issues and limits communication. Her study remarks on the importance of teaching segmental pronunciation in the classroom to solve these issues and to guarantee communication in the target language.

Segmental pronunciation took the main role in this research as it was observed that affected the students' communication. There were several segments including /l/, /aʊ/, /θ/, /aɪ/, /ʌ/, that limited the students' interaction. The purpose of the study was to improve the segment's pronunciation enhancing effective communication in the process.

2.3.3 Self-assessment in pronunciation

The next paragraphs include positive aspects in terms of self-assessment implementation in the classroom. These aspects can be summed up in two main features: the ability to assess own

performance and the capacity to improve language proficiency. In the present study, these two features helped the students to improve their segmental pronunciation and their speaking utterances while developing their language proficiency.

Salimi (2014) studied the reliability and validity aspects of self-assessment in Iranian students' pronunciation and discussed their importance and relevance in the classroom in order to improve self-assessment of students speaking. The study included segmental and suprasegmental issues in non-native learners. This study mentioned, as a general goal, the ability of learners to reach a native-like pronunciation.

Lim (2007) mentions some of the positive aspects of self-assessing speaking proficiency among them we have: learners are aware of their own weaknesses and this fact motivate them to improve their skills to get the desired level or grade and, the training and instruction in assessment help the students to be more accurate in their evaluation and closer to the teacher criteria. Finally, the author points to the relevance that self-assessment carries as a new way to evaluate the learners' performance.

Ahangari (2014) compares teacher, peer, and self-assessment in Iranians students' pronunciation, his study shows that the better improvements in terms of pronunciation were acquired by the self-assessed students. The author states that self-assessment helps students get involved in their own learning process, it also enhances confidence as the students can correct themselves and the repetition of the mistakes are less probable.

2.3.4 Task-based language learning

Rahimpour (2008) states the importance of TBLT as it offers favorable condition for the development of second language instruction, he concludes that TBLT facilitates better learning and encourages and enhance the oral skills in learners.

Hismanoglu (2011) argues that the purpose of teaching is not just to obtain specific grades, instead, the aim of teaching is to provide a context where students can acquire the language and that's

what TBLT offers, a context where language acquisition can be developed. In addition, TBLT reduces the gap between the classroom and the real-life which helps learners to internalize concepts and improve knowledge. Finally, the teacher's role changes as the classroom are subject-centered which helps to give appropriate classroom settings and enhance learning.

Büyükkarci (2009) mentions some of the benefits of TBLT among them it can be mentioned: the role of the learner change as it becomes more active, participating and creating the activities, strengthen motivation, it also helps the students to use of the knowledge they have while the teachers play a facilitator role which implies covering different areas of language learning, finally, peers can collaborate in the different tasks, generating discussion reflection and enhancing language acquisition.

2.4 Conclusions

In this section, the main constructs of the research were discussed from the perspectives and the studies of several authors. The aim of this section was to support the relevance of the study in the present context, as well as to give some theoretical background to the research process while stablishing connections, limitations, and expectations, based on the voices of different authors.

Assessment does not just involve grades or performance. Instead, it has a direct connection with the learning process in the classroom. Self-assessment promotes autonomy and self-reflection in learners. Through self-assessment students reflect on their learning process while taking responsibility for their learning.

The main goal of TBLT is to give learners a quasi-real context where they can use their language skills and communicate. Today pronunciation has become a key aspect of language learning. Learners with good pronunciation skills can communicate effectively inside and outside the classroom. Previous studies are relevant for this research as they point to issues that segmental pronunciation carries for researchers and educators and the relevance of self-assessment as a tool to enhance segmental pronunciation in learners.

Chapter 3 Research Design

3.1 Introduction

This chapter discusses key aspects in the research project such as type of study, context, participants, researcher's role, data collection instruments, design, and validation of the instruments and procedures. This study is an action research project.

3.2 Context

The present study took place at a University in the city of Chia, Colombia. The university has around 1,500 students, they belong to a low to medium economic status. There are classes during the day and at night. The English class consists of two hours per week for all levels. For students that are low achievers, there are additional classes, in order to improve their language proficiency.

Regarding policies and regulations, the university has adopted the CEFR (Common European Framework of Reference) as a reference for curriculum and assessment. A communicative approach is being implemented at the university. As a result, activities, and classes are focused on student-teacher and peer interaction in the target language, where communication can be developed through different activities.

3.2.1 Type of study

Action research is a way to study and reflect on professional practices (Zuber-Skerritt, 2005). For Nunan (2010), action research requires finding a specific problem, thinking and planning particular actions to address the problem, and reflecting on compiled data through intervention. Action research seeks to integrate theory and practice as a path to understand and change social issues (Huang, 2010). In the present study, action research represented the opportunity to study an issue found in a public university, generating practices and changes that affected both, instructors and learners, in order to produce positive changes in terms of language acquisition and teaching practices.

The purpose of this research was not just detecting but also intervening in a problem that carries great relevance at the University. The intervention was done through the implementation of

different speaking activities where students interacted with peers and the teacher while learning the language. In this context, self-assessment strategies were used so learners could familiarize, understand, and use these strategies to improve their segmental pronunciation. Finally, different instruments were used to show the results of the research in terms of segmental pronunciation.

Action research has been widely used for practitioners and researchers for several purposes and has undergone several developments. For the purposes of this study, the definition of classroom action research from Kemmis, McTaggart, & Nixon, (2013) was followed. This definition involves the use of qualitative methods like gathering teachers' opinions on how to improve classroom practices. Action research involves observing, finding a problem and planning an intervention that, at the same time, generates changes in practices and develops research. For the present study, first, a problem was found, through the need analysis, which in this case was segmental pronunciation. Then, based on the theory and the students' context, the intervention was planned, this intervention included self-assessment as a strategy to improve segmental pronunciation. Finally, through the gathering and analysis of the data, changes, and strategies were suggested, all of these considering the foundations and the process that action research involves.

Three action research stages were followed in this study. First, the planning of a change stage involves identifying and analyzing the problem and developing a plan of well-informed action. Second, the acting and observing stage encompasses implementing the plan and observing the effects and consequences of the action. And finally, the reflecting stage which involves the researcher assessing and documenting the influence of the action.

3.2.2 Participants

The participants of this study were ten English level one students. The ages of the population were between 17 and 32. Their English proficiency was quite basic- A1 and A2 according to the CEFR. Most of them had just their high school studies. Regarding their English level, most of them came from public schools where they received only English language instruction.

3.2.3 Researcher's role

Participant-observer was the role of the researcher. Some of the specific tasks of the researcher included: design, implementation, observation, assessment, feedback, and reflection on the research study in its different aspects. In this respect, Latorre (2002), mentions the new role teachers have to acquire in today's education field. This new role sees teachers as a key part of the process of changing education's traditional practices, which involves having a critical position in the classroom. Teachers can change and improve practices by researching problematic and specific issues in the classroom. This view does not see teachers as the only individuals able to develop this process, instead, Latorre (2002) defines the process as collaborative, where teachers, students, and directors are involved, looking for improvement inside and outside the classroom.

3.2.4 Ethical considerations

At the start of the research process, the coordinator of the English department and the participants were informed. A consent letter was sent to both the coordinator and participants to inform them about the objectives of the research project, their role during the study, and the procedure that was going to be implemented. There was a meeting with participants where it was established that the gathered data would be confidential, and that protection of their identity was guaranteed unless an agreement by both parties had been made. The researcher also made clear that their participation in the study was not mandatory, and there were no grades or any kind of compensation or punishment involved in deciding to participate or not. All these aspects were considered in order to present reliable and accurate data as a result of the research project.

3.3 Data collection instruments

The data collection instruments were designed to gather information regarding self-assessment strategies and segmental pronunciation. Most were qualitative and focused on perceptions, opinions, or behavior patterns (Table 1). However, quantitative instruments were also

used to gather information such as statistical data and test results. The quantitative instruments helped triangulate the information and obtain a more comprehensive understanding of the problem.

Table 1. Data Collection Instruments

Instruments	Purpose	Stage
Pre- and post-speaking test	To measure students' speaking abilities. To make a comparison before and after implementation.	Before and after implementation.
Teacher's journal	To record information from the teachers' perspective on segmental pronunciation performance and to gather information from students regarding speaking performance.	Before, during, and after the implementation process.
Students' questionnaire	To record self-assessment perceptions and self-assessment strategies.	During the implementation.
Recordings	To record students' pre- and post-speaking tests to assess their speaking and pronunciation production.	At the start and end of the implementation.
Self-assessment checklist	To assess speaking and pronunciation during the implementation.	During the implementation
Website resources	To give the students a range of websites where they can find activities and resources to practice and improve their segmental pronunciation	During the implementation

3.3.1 Description and justification

3.3.1.1 *Speaking test pre- and post*

For Bailey (1998), speaking tests offer a quantifiable output that contains the learners' responses when ideas are communicated or expressed in the target language. In this study, the tests aimed to find participants' speaking proficiency, they were applied before and after the implementation process, recordings of the tests were gathering and based on these recordings an analysis was done to find segmental pronunciation issues. These tests were focused on determining

whether the participants' segmental pronunciation skills changed after the study. The speaking test considered three main stages: answering questions, regarding the participants' life and family, talking about a specific topic and giving specific information about a person or a place. The time allotted was 5 minutes. The speaking test was assessed considering the IELTS criteria that is the instrument applied in the university, where this study was done, to assess the students' performance. The scores were between 0 and 5, being 5 the highest, to pass the test, the students needed a minimum score of 3.0 (Appendix G).

3.3.1.2 Teacher's journal

The aim of this instrument was to keep a record of the teaching and learning processes, in terms of self-assessment and segmental pronunciation traits in students' and its impact on their speaking skills, moreover, identify strengths, weakness, and specific aspects to improve, and finally, to establish to what extent, self-assessment strategies helped students improve their segmental pronunciation. The researcher completed a form every session, any aspect that was considered relevant for the researcher was included in the comments section, (Appendix C).

3.3.1.3 Questionnaire pre- and post

Nunan and Bailey define questionnaires "as a series of questions or statements to which the respondents are to react either by writing out their answers or selecting from among existing answers" (2009). The questionnaire in this research was composed of a set of questions regarding self-assessment. The questions included opinions towards self-assessment, self-assessment strategies, and the use of self-assessment in and outside the classroom, (Appendix E).

3.3.1.4 Recordings

The audio recordings were done during the pre- and post-test, at the start and end of the implementation. The goal of these instruments was to gather participants' speech in order to analyze speaking and segmental pronunciation. The recordings lasted between three and five minutes per student, there were two general recordings one for the pre-test and the other for the post-test. They

were classified by students analyzing their speech according to the International Phonetic alphabet to find segmental pronunciation issues (Appendix H).

3.3.1.5 Self-assessment checklist

The self-assessment checklist was done at different times during implementation. The goal of this instrument was to give students a way to evaluate their peers' and their own performance as a self-assessment strategy (Appendix F).

3.3.2 Validation and piloting

Validity is the capability of an instrument to measure specifically what it is designed to measure (Cohen, Manion, & Morrison, 2007). In the authors' words, validity regarding qualitative data consists of the honesty of participants, the richness and scope of the data, the kind of participants, the triangulation methods, and the researcher's neutrality. Validity relies on careful sampling, appropriate instrumentation, and appropriate statistical treatment of the data. In this study, the honesty of the participants was guaranteed as there were no grades or any kind of punishment or reward involved in the whole process; the richness of the data consisted of different sources of information (tests, questionnaires, teacher's journal, recordings, self-assessment checklist) to guarantee contrast between information; the characteristics of the participants were homogeneous (same semester, similar English level, similar age, similar background); the analysis method was based on grounded research which involves the triangulation of different sources of information; and the researcher kept neutrality in the whole process. There was also a piloting stage where two teachers participated with groups of 15 students each. The aim of this procedure was to find problems related to comprehension of the activities and the research in general, time manage and check the validity of some of the instruments. After the piloting process, the teachers commented on the general understanding of the instruments and the information gathered was examined to determine the relevance of the study. Validity here was reached through the piloting process, the use of different

instruments to gather the data and the implementation of the grounded theory approach to analyze and present the results.

3.4 Conclusions

This study was based on the action research approach, which gives the researcher an opportunity to be not only an observer but also a participant in generating change during the process. Ethical considerations related to the participant and researcher role that were key in the research process. The quality and accuracy of the instruments determine the quality of the data gathered; this action research used both qualitative and quantitative instruments to collect information. Two instruments were used to obtain different perspectives in terms of data and enhance the validity of the results (Cohen et al., 2007).

Chapter 4 Pedagogical Intervention and Implementation

4.1 Introduction

The aim of this chapter is to discuss the vision of language and learning that carries this study and to present the pedagogical intervention elements, which include the implementation of the instruments and activities.

4.2 Vision of language, learning, and curriculum

4.2.1 Vision of language

The vision of language presented in this study included the pedagogical perspective of constructivism. There are two main branches of constructivism: cognitive and social. The cognitive focus on the importance of learners constructing their own representation of reality, which implies a more active role from learners while they are discovering and learning information individually. The social branch highlights the relevance of social interaction and cooperative learning to help the learners construct cognitive and emotional images of reality (Douglas Brown, 2015). This research focused on the cognitive branch of constructivism: the learners' own representations of their reality, and in this case, their construction of pronunciation abilities through self-assessment tasks. From this perspective, the development of the different tasks during the implementation was focused on the students' context (family, neighborhood, city) and based on the development of the tasks, the interaction with peers and the interaction with the teacher. They were able to construct their own representation of their reality while improving their segmental pronunciation.

4.2.2 Vision of learning

For the purpose of this research, the learner-centered view was employed, where communication, interaction, and the learner's point of view play a crucial role and the instructor was just a guide that helped the students with the process of communication, while they constructed their realities and their own learning with interaction and communication. Recent studies and approaches have adopted a learner-centered view of language learning where language acquisition is a process of

acquiring skills (Nunan, 1988). A subject-centered view focuses on internalizing concepts while a learner-centered approach sees learning as a step-by-step process in which communication is a key aspect. The learner-centered approach takes a crucial role in today's education. The learners have a more active role and they construct their own knowledge based on their experiences and interactions that they share and develop through communication.

4.2.3 Vision of curriculum

The National Bilingualism Program 2004-2019 (Ministerio de Educación Nacional & Reservados, 2006) is a policy for the quality improvement of English teaching in Colombia, it establishes the English proficiency standards based on the Common European Framework (European Union and Council of Europe, 2008). The university, where this study was carried out, also relies on the Common European Framework as a benchmark for curriculum and assessment. It focuses on the communicative approach which gives a crucial role to interactions in different contexts. In this milieu, students should be able to communicate verbally and in writing, understand the main ideas of texts and conversations, and be able to express their own ideas coherently. In this context, communication takes a critical role and so segmental pronunciation as it was evidenced in the needs analysis stage, issues in segmental pronunciation limited and in some cases stopped the students' interaction and communication in the target language.

4.3 Instructional design

This pedagogical intervention was designed based on the need analysis, theoretical framework, characteristics of the students, the institution where the research was done, and the research objectives. The instructional design was carried out by following the principles of TBLT which gives space to interact and communicate meaningfully. In this design, pronunciation plays a critical role as it increases understanding between participants in the interaction (Morley, 1991).

4.3.1 Lesson planning

4.3.1.2 Description and rationale

The stages and general methodology for lesson planning were chosen based on the work of Willis (1996). In her study, she explains the stages of a typical task cycle in which the objective is the exchange of meanings and ideas. Her research showed how the TBLT context generates optimal conditions for communication and language learning.

The implementation stage considered the timeframe per lesson; every lesson lasted two hours and there were two lessons per week. The implementation process was informed by the main goals and research design, as well as participants' backgrounds and their English language proficiency. The topics of the lesson were chosen according to the research objectives, the institutional curriculum, and the standards established by the CEFR. The general structure of the lesson was based on TBLT and there was one lesson plan per week for a total of 9 weeks.

The types of activities included conversations, discussions, and group and individual speaking presentations. The lesson plan was divided into four different stages: the first was Pre-Task, where the teacher connected previous and new knowledge and presented the task to the students. The second was the Task Cycle in which students worked on the task and then presented their work. The third stage was Focus on Form, it allowed students to reflect on the task and their performance. The final stage was Evaluation, where the students assessed their own work (Willis, 1996). The lesson plan form was based on Bryan and Acero's (2012) work, which helped reach the research objectives and divided the lesson plan into four different stages, these stages are discussed below.

4.3.2 Implementation

In this section, the implementation process is described. The implementation process included the development of the different lesson plans as well as the use of the data collection instruments.

Table 2. Lesson plan overview

FOSTERING PRONUNCIATION THROUGH SELF-ASSESSMENT			
Goals	By the end of the lessons, students will be able to reflect on their own segmental pronunciation.	By the end of the lessons, students will have used different self-assessment strategies.	By the end of the lessons, students will have improved their segmental pronunciation.
Indicators	Students understand and implement self-assessment strategies to evaluate their segmental pronunciation.	Students use different self-assessment strategies to assess their work.	Students get higher marks on their second test.

LESSONS				
Lesson	Week	RESOURCES	INSTRUMENTS	DATE
Lesson 0: Speaking test. Objective: To assess the students' pronunciation.	Week 1 2 hours		Appendix B Speaking test	February 22 nd , 2019
Lesson 1: Introducing self-assessment. Talking about family members. Objective: By the end of the lesson students will have described what self-assessment is, they also will be able to use the web resources given. By the end of the lesson, students will have talked about family members, describing five different aspects of them. The students will have improved their pronunciation regarding the topics studied.	Week 2 4 hours	Videos, websites, flashcards, checklist for self and peer assessment, questionnaire.	Appendix C Appendix D Appendix E Appendix F	February 27 th , March 1 st , 2019
Lesson 2: Describing self-assessment strategies. Objective: By the end of the lesson students will have described what self-assessment is and will have	Week 3 4 hours	Videos, websites, flashcards, checklist for self	Appendix C Appendix D Appendix E	March 6 th & 8 th 2019

<p>implemented self-assessment strategies. By the end of the lesson, students will have talked about family members. The students will have improved their pronunciation regarding the topic. They will have helped their classmates with their segmental pronunciation issues.</p>		Appendix F	<p>and peer assessment, questionnaire.</p>
<p>Lesson 3: Describing personal appearance. Objective: By the end of the lesson students will have discussed their own and their peers' appearance. By the end of the lesson, students will have used self-assessment techniques to assess their and their peers' work. The students will have improved their pronunciation regarding the lesson topics. They will have implemented different self-assessment strategies.</p>	<p>Week 4 4 hours</p>	<p>Videos, websites, flashcards, checklist for self and peer assessment, questionnaire.</p>	<p>Appendix C Appendix D Appendix E Appendix F</p> <p>March 13th & 15th 2019</p>
<p>Lesson 5: Talking about daily routines. Objective: By the end of the lesson students will have talked about their daily routines. The students will have improved their pronunciation regarding the topics proposed. They will have implemented different self-assessment strategies</p>	<p>Week 5 4 hours</p>	<p>Videos, websites, flashcards, checklist for self and peer assessment, questionnaire.</p>	<p>Appendix C Appendix D Appendix E Appendix F</p> <p>March 20th & 22nd 2019</p>
<p>Lesson 6: Describing my home and neighborhood. Objective: By the end of the lesson students will have talked about their home and neighborhood. The students will have improved their pronunciation regarding the topics proposed. They will have implemented different self-assessment strategies.</p>	<p>Week 6 4 hours</p>	<p>Videos, websites, flashcards, checklist for self and peer assessment, questionnaire.</p>	<p>Appendix C Appendix D Appendix E Appendix F</p> <p>March 27th & 29th 2019</p>

Lesson 7: Describing my city.	Week 7	Videos, websites,	Appendix C	April 3rd
Objective: By the end of the lesson students will have talked about their city and will have described animals. The students will have improved their pronunciation regarding the topic proposed. They will have improved the use of self-assessment strategies.	4 hours	flashcards, checklist for self and peer assessment, questionnaire.	Appendix D Appendix E Appendix F	& 5th 2019
Lesson 8. Reinforcing knowledge.	Week 8	Videos, websites,	Appendix C	April
Objective: by the end of the lesson students will have done presentations talking about the lessons, their performance, and the class topics. The students will have improved their pronunciation regarding the topics seen during the implementation. They will have improved the understanding and the use of self-assessment strategies.	4 hours	flashcards, checklist for self and peer assessment, questionnaire.	Appendix D Appendix E Appendix F	10th & 12th 2019
Lesson 9. Reflecting and assessing.	Week 9	Videos, websites,	Appendix B	April
Objective: By the end of the lesson students will have reflected on their learning, the classes, and self-assessment strategies. Students will have performed the speaking test.	4 hours	flashcards, checklist for self and peer assessment, questionnaire.	Appendix C Appendix D Appendix E Appendix F	17th & 19th 2019

4.3.2.1 Description and rationale

The pedagogical intervention was developed to implement the strategy and prove its effectiveness. The implementation process considered the students' English proficiency to design the activities and the lesson plans. The pedagogical intervention relied on a task-based language teaching approach where learners reach a task through activities and previous small tasks.

Language learning is constructed in the interactions between learners and teachers where students construct their knowledge according to individual characteristics. The pedagogical intervention aimed to promote reflection and implementation of self-assessment to improve the segmental pronunciation of students.

4.3.2.1.1 Pre-task: introduction to the topic

For Zull (2004), prior knowledge is connected with what learners know about the subject. Previous knowledge gains a critical role when learners are acquiring new information because it establishes a position in which learners can construct new concepts and ideas. At this phase, the main objective was to recall learners' previous knowledge to connect it with concepts that were going to be studied in class. It was also the phase to introduce the topic and attract the learners' attention.

4.3.2.1.2 Task cycle: task planning-report

The goal of this stage was to explain the task to students. Although there was a specific task established, there was a simultaneous sequence of activities that had to be developed before finishing the task. In this section, learners worked on writing activities to set up speaking interactions, presentations, and conversations. The report was based on learners' productions and involved previous and new knowledge acquired.

4.3.2.1.3 Focus on form: analysis and practice

During the sessions, learners presented their productions in different forms. The learners also commented on their peers' productions and analyzed their own. It was also a space to practice new concepts and obtain initial feedback from peers and the teacher. Activities were designed to develop and encourage self-assessment abilities in accordance with the objectives of this research. In addition, the students used the resources given, that involved different websites to work on their segmental pronunciation, the websites used audios and listening activities to practice the pronunciation of segments and words, they also had tools to record and assess the students' speech, in order to detect segmental pronunciation issues and compare with native-like speech. Moreover, the

students also had constant feedback from the teacher regarding segmental pronunciation issues and how to improve them.

4.3.2.1.4 Evaluation: reflect on the task

This stage had two objectives. First, that the learners evaluate their own performance and their peers' performance. The second objective was that learners identify and correct their mistakes and weaknesses in their speaking performance and segmental pronunciation, and then implement and reflect on self-assessment strategies used.

Speaking tests were used to detect learners' English proficiency regarding speaking and segmental pronunciation. The speaking test was considered a crucial tool as it supported the results of the implementation process.

Questionnaire data were collected through an online form (Appendix E). The goal of this form was to gather students' perceptions regarding self-assessment. In addition, the questionnaire included inquiries aimed at determining students' self-assessment strategies used to learn the target language.

4.4 Conclusion

This chapter showed the importance of the vision of language, learning, and curriculum from two different perspectives: the researcher's perspective and the institutional perspective. These visions helped determine the frame and boundaries of the research. This chapter presented information about the implementation process. Developing a thorough implementation process was a very important aspect of the research. Implementation relied on the quality of the data collection instruments, the ability of the researcher to implement the instruments, and the researcher's flexibility and capacity to adapt and respond to changes like time, learner difficulties, and infrastructure changes, among others.

Chapter 5 Results and Data Analysis

5.1 Introduction

This chapter provides an analysis of the data gathered during the implementation stage where the researcher collected evidence on whether the implementation of self-assessment strategies in a TBLT environment affected segmental pronunciation in learners, Appendix G shows the test results and the contrast between the students' speaking performances before and after the implementation. This section describes data management and the process addressed to analyze the information from the data collection instruments.

For the present study, qualitative and quantitative data were analyzed. Qualitative data was examined based on the Grounded Theory approach which allowed for the gathering of relevant information from the qualitative instruments. Grounded Theory states that the canons of "good science" should be kept, but when working with qualitative data they must be redefined in order to properly measure the complexities of social studies. Ground Theory seeks to unveil how the research participants react to determined conditions and the consequences of their actions Corbin & Strauss, 1990; Dalton-Puffer & Seidlhofer, 1994). The quantitative data helped find trends and relevant information on how participants performed during the implementation process.

5.2 Data management procedures

This study used Grounded Theory, starting from the gathering of the data which was carefully analyzed, after that, the data were classified based on similarities and repeated actions to establish subcategories, categories, and a core category then, the results were analyzed to determine the effect self-assessment strategies had in the students' segmental pronunciation. The data analyzed included qualitative data that came from the teacher's journal, questionnaires given, speaking tasks carried out, and the self-assessment checklist. The aim of these instruments was to collect information regarding students' perceptions, behaviors, strategies, and implementation of self-assessment strategies while performing the tasks. The quantitative data came from the pre- and post- speaking tests. The goal of

these instruments was to gather information regarding participants' English production, specifically regarding segmental pronunciation, both before and after the implementation process.

5.2.1 Validation

Validity is achieved when an instrument measures what it was designed to measure. A basic example is when a score or result represents what the teacher or researcher is assessing (Silberstein, 1992). Validity is also the sum of different factors such as adequate interpretations, observations relevant to the context, reduction of researcher bias, and an explanatory coherence with the theoretical frame, all of which relate to the interpretation of the findings (Silberstein, 1992). For this research, validity was attained through careful sampling, detailed instrument design, and accurate representation of the data.

Validity aimed to reduce researcher bias and reinforce the legitimacy of the sampling process, the instruments, and the analysis of the data. Validity was obtained with the piloting process where the instruments were used and evaluated by different teachers in different contexts.

Triangulation becomes part of the validation process as the use of different methods ensure that the variance reflects on the trait and not on the method (WDS, 1979). The use of triangulation allowed for comparison of different kinds of information to avoid bias and to give the study a strong base in terms of validity. For Cohen (2007), triangulation gives a wider perspective in the study as it includes different points of view and different data collection instruments (both qualitative and quantitative). This leads to a stronger base in terms of validity. In this study, triangulation was used to gather and support information, to avoid bias, and to enrich the research with different data sources. It also aided the research in gaining more consistency. The triangulation process considered the pre- and post-tests, the questionnaires completed during the implementation, the self-assessment checklist, and the teacher's observation journal. These instruments were used to contrast the different kinds of information gathered, giving a wider perspective of the data and a more solid structure in terms of validity.

5.2.2 Data analysis methodology

The data were collected during different stages of the implementation process. The pre- and post-tests were done at the beginning and end of the implementation stage. Recordings of both sessions were later classified per student and analyzed based on the International phonetic alphabet, to find segmental pronunciation issues and trends, the results showed that the students improved the pronunciation of the segments studied here (/ʌ/, /θ/, /ɔ:/, /ʃ/, /tʃ/, /l/, /v/, /ai/ /aʊ/) and the test results depict that 80% of the students improved their pronunciation when comparing pre and post-tests (Appendix G). The questionnaire was done in the first, fourth, and seventh week and the answers were collected through a website to facilitate the interpretation and analysis of the data. The results are represented in a bar chart and in student excerpts (Appendix E). The teacher's journal was used during the entire implementation process (Appendix C). The journal was designed and organized by taking into account the research question, needs analysis, and the teacher's class observations, as it covered aspects of the students' used of self-assessment strategies, their segmental pronunciation and the actions observed prior and during the implementation stage, these actions include engagement on the tasks, time spent on the tasks, reflection towards the tasks and performance, use of the resources to practice segmental pronunciation, reflection on segmental pronunciation issues, practice and improvement of segmental pronunciation (Appendix C). The instrument also showed the improvements that the students had during the implementation process regarding the pronunciation of specific segments (Table 4). The speaking checklist was used in the first, third, and last week; students used this instrument to assess their peers and own speaking performances after presentations, the aim of the instrument was to show the students the criteria use to evaluate speaking and pronunciation and to train them on how to use this assessment instrument.

This analysis was based on Grounded Theory, which seeks to conduct investigations that focus on the explanatory process by examining the production of meaning by social actors in real contexts (Suddaby, 2006). The analysis process was divided into three main stages; in the first stage,

the qualitative data was gathered and organized to find patterns or trends and based on these trends, that included repetition drills to improve pronunciation and similar mistakes regarding segmental pronunciation, identify and establish categories. The data was organized by sessions and different colors were used to identify actions. Similar actions were classified to find subcategories and then relationships between subcategories were found to determine the categories. In this way, the core category was established. The second stage consisted of gathering and organizing the quantitative data. This information was presented in tables with analysis and interpretation (Appendix G). The purpose of this stage was to measure students' speaking proficiency, regarding segmental pronunciation, before and after the implementation process.

Finally, the researcher interpreted the data by adding up the qualitative and quantitative data, to find relationships and dependence between concepts. To do so, the data was gathered and classified in terms of their relationship with the research goals. After the information was classified, the data was analyzed to find relationships, connections, and interrelations between concepts. This study contributed to establishing the influence that self-assessment can bring to speaking performance and segmental pronunciation.

5.3 Categories

This section is dedicated to the explanation of the merged categories. Corbin and Strauss (1994) state that grounded theory is “a general methodology for developing theory that is grounded in data systematically gathered and analyzed” (p. 273). In other words, Grounded Theory is an inductive methodology that seeks to generate theory based on the systematic analysis of the data. In addition, Grounded Theory includes different stages of analysis: the open, axial, and selective coding where data is classified as well as analyzed and consequently, categories and subcategories emerge from the classification and analysis. These categories and subcategories are supported by the data collected and the theory studied. Some of the important aspects of Grounded Theory are that it can give insights, enhance understanding, and provide a meaningful guide to action (Bryant, 2002). For

the present study, the data were analyzed systematically, first they were classified by actions then, they were organized and codified through colors, after that, similar actions were gathered to look for patterns and trends, from these classification categories and subcategories merged, finally, a core category appeared from the analysis of the categories and subcategories. The analysis and classification involved the stages mentioned in the grounded theory methodology: open, axial and selective coding.

5.3.1. Overall category mapping

The process of classifying and determining the different categories established in this research was carried out through a coding procedure. There were three stages in this process. The first stage was open coding, which includes noticing, collecting, and thinking about important information (Glaser & Sozialforschung, 2004). In this stage, while the data was being analyzed, relevant and important information emerged that was marked and classified using names or codes. For the purposes of this research, the data were classified using colors. The aim of color-coding was to find relevant information and establish similarities and differences between the data.

The second stage in the category mapping was axial coding, which consists of narrowing the number of codes and collecting them to a degree that they can show the different relationships between them (Moghaddam, 2006). It also relied on the analysis of all the data to check that all relevant aspects were considered and to establish relationships among the open codes so categories and subcategories could emerge.

The last stage was selective coding. In this stage, the core category was chosen based on the categories found in the axial stage. For Strauss and Corbin (1990), selective coding is "the process of selecting the central or core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development" (p. 14).

5.3.2 Discussion of categories

5.3.2.1 Qualitative analysis

For the purposes of this research, the data was gathered, coded, and classified into categories and subcategories. After this classification and analysis, a core category merged: moving towards self-assessment strategies to improve segmental pronunciation in a TBLT context. Two main categories also emerged: implementing self-assessment practices and strategies in a TBLT context and improving awareness of segmental pronunciation. These categories, in conjunction with their subcategories, are explained in the next paragraphs.

Table 3. Core category, categories and subcategories

CORE CATEGORY	CATEGORIES	SUBCATEGORIES
Improving segmental pronunciation through self-assessment strategies in a TBLT context	Improving segmental pronunciation	Working on segmental pronunciation mistakes
		Developing segmental pronunciation
	Implementing self-assessment strategies in a TBLT context	Reflecting on own work Working independently while doing activities

5.3.2.1.1 Category 1: Improving segmental pronunciation

The actions and subcategories related to the students' awareness of segmental pronunciation were classified in this category. During the implementation, students were more conscious of the different sounds found in letters, syllables, and words. This aspect was evidenced in the /θ/ pronunciation, in words like think, thank, the /aʊ/ diphthong in words like cow, the difference between /b/ and /v/, the pronunciation of the /j/ sound and the pronunciation of some words including mother, live, uncle and some numbers, (Appendix H). They identified some of the differences between English and Spanish pronunciation and they used resources to identify their mistakes and practice the correct pronunciation. The resources consisted of websites where the students wrote

different words and while doing so, they were able to listen to the pronunciation of these words and record their own voice to compare it with the correct pronunciation, other websites showed them the international phonetic alphabet that consists of different symbols and sounds, in these websites the students were able to practice the different sounds of letters, vowels and diphthongs such as /θ/, /v/ /b/, /au/, /ai/ as well as review and practice the different sounds of the English alphabet. In the second session, the students had training on how to use the resources in order to practice their pronunciation. In each session, the segmental pronunciation of the vocabulary associated with the tasks improved, the students used the resources given to practice the pronunciation of segments and words, the teacher also helped them with their pronunciation issues, and they helped each other during the tasks, the next table shows some of the segmental pronunciation improvements during the implementation.

Table 4. Segmental pronunciation progress during the implementation

Student	Session 2 segmental pronunciation samples	Session 5 segmental pronunciation samples	Session 8 segmental pronunciation samples
1	Three, live IPA transcription Tri, laif	Thursday, live, study IPA transcription θɜrzdɛɪ, lɪb, stʊdi	Think, study, live IPA transcription θɪŋk 'stʌdi lɪv
2	She, live, daughter, uncle IPA transcription ʃi, laɪb 'daʊtər 'ækəl	Live, Thursday, daughter IPA transcription Laɪf 'tʊrz,deɪ dɔtər	Think, live study IPA transcription θɪŋk, lɪv, 'stʌdi
3	Live, study, nephew IPA transcription laɪb 'stʊdi 'nɪpiu	Study, think, cow IPA transcription 'stʊdi tɪŋk couw	Study, routine, through IPA transcription 'stʌdi, ru 'ti:n, θru

In the last sessions and in the post speaking test, a more significant enhancement regarding segmental pronunciation was seen, as shown in the speaking test results where 80% of the students improved their performance in comparison with the first test, (Appendix G) and in the teacher's journal:

Excerpts from teacher's journal: *"The students used the resources given to practice their pronunciation"*

"He mejorado la pronunciación del vocabulario de la clase"

"The students have improved the pronunciation of segments and words, visible in their speaking utterances"

5.3.2.1.2.1 Subcategory 1: Working on segmental pronunciation mistakes

The data shows that the students identified their pronunciation difficulties and among these difficulties was the pronunciation of specific words. Mistakes including /Λ/, /θ/ and /aʊ/ pronunciation, resulting from a lack of vocabulary and a lack of practice. Apart from finding difficulties they also worked on improving them. Some strategies they used included: repetition drills, mimic pronunciation, and asking the teacher the pronunciation of specific words. These strategies were based on the teacher's feedback that included the repetition of specific segments and words to reach the pronunciation expected and the web resources where they were able to record their voices and compared them with native-like pronunciation.

Excerpts from the teacher's journal: *"They ask the teacher the pronunciation of some specific words."*

"They mentioned the different sound of the vowels (I,U) and the combination of some letters (θ, au, f) as difficulties."

"The students used the web resources to improve their segmental pronunciation they wrote the words and listed to the right pronunciation, then they recorded their own voices and compared them with the right pronunciation. Then they repeated the cycle several times"

There were critical aspects that learners needed to develop in order to improve their segmental pronunciation. These included conversations with peers, drills about specific segments including /θ/, /ʃ/, /ai/, /v/ and some words together with she, live, thirty, and listening and assessing their own pronunciation to find mistakes based on the resources given and the teacher’s feedback. These aspects as a whole help learners improve their overall pronunciation performance (Fraser, 2000).

Speaking assessment checklist

The purposes of this instrument were to increase reflection towards the evaluation process as a self-assessment strategy and to enhance awareness of segmental pronunciation as shown in figure 1. Students could evaluate their own performance by detecting flaws and generating ways to improve. They were able to compare their work with their peers to have a better understanding of their own performance. Finally, the use of this instrument allowed learners to understand the evaluation process and identify what was expected of them. They were, therefore, able to focus on specific aspects of their segmental pronunciation. The instrument was used in different sessions during the implementation process, the students answered yes or no (Y/N) according to the criteria established, the first column corresponds to the students self-assessment, and the others to their peers performance, the aim of the instrument was to raise the students awareness of the criteria used to evaluate their speaking utterances and from there, work on their segmental pronunciation performance.

Speaking assessment checklist										
Fluency	Self-assess (S1)	2	3	4	5	6	7	8	9	10
Uses pauses effectively	NO	Y	Y	Y	Y	Y	Y	Y	Y	Y
Does not say “um” and “ah” too much	YES	N	Y	N	N	Y	N	N	N	N
Speaks loud enough so the other person can hear you	YES	Y	N	N	Y	Y	Y	N	Y	Y
Pronunciation										
Is understandable and can be followed by the other speaker	NO	N	Y	Y	N	N	N	N	N	Y
Uses some variety in the voice (volume, rate, pitch, and rhythm)	YES	Y	Y	N	N	Y	Y	Y	N	Y
Uses stress and intonation	YES	Y	Y	N	Y	N	Y	N	Y	N
Emphasizes keywords (nouns, verbs, adjectives, adverbs)	NO	Y	N	Y	Y	Y	N	N	Y	Y

Pronounces words correctly	YES	N	Y	Y	N	N	Y	Y	N	Y
Spelling is accurate and understandable	NO	Y	N	N	Y	Y	N	Y	Y	N
Vocabulary										
Uses some advanced words	YES	Y	Y	Y	Y	Y	Y	Y	Y	N
Uses a variety of words	NO	N	Y	Y	N	N	N	Y	Y	N
Uses idioms/phrasal verbs where appropriate	YES	N	Y	Y	N	N	N	N	Y	Y
Grammar										
Uses short responses/phrases, not just yes/no answers	NO	N	N	Y	Y	N	N	N	N	N
Forms simple sentences in the correct word order	YES	Y	N	N	Y	Y	N	N	N	Y
Uses a variety of verb tenses where appropriate	NO	N	Y	Y	N	Y	Y	Y	Y	Y
Connects ideas with and, but, so, etc.	NO	Y	N	N	Y	N	N	Y	N	Y
Uses transition words and phrases so others can follow the sequence	YES	Y	N	N	N	N	Y	Y	Y	N

Figure 1. Speaking assessment checklist

The results of this instrument were diverse. However, the views of the students were positive as they identified strengths in their performance and the performance of peers. The students reflected on their speaking and compared their performance with classmates; this process helped them be more critical when self-assessing and in identifying their segmental pronunciation flaws. All the students used the instrument although, two of them had problems understanding the criteria and the way to use the instrument. The students used the instrument after their speaking utterances, before using the instrument instructions were given on how to use it and what it was being measured, then they had five minutes after the speaking utterances to fill the form, the students that presented problems using the instrument had extra support from the teacher. This instrument helped the students to find their segmental pronunciation difficulties and learn to assess their own speaking performance.

Recordings

The transcriptions compiled in the table below show issues found in students’ segmental pronunciation.

Table 5. Segmental pronunciation issues

Word	IPA original transcription	IPA student's transcription
Think	θɪŋk	tɪŋk
Mother	mʌðər	mɑðər
Daughter	dɔtər	dæʊtər
Study	stʌdi	stɔdi
She	ʃi	tʃi
Live	lɪv	lɑɪv
Cow	kəʊ	kɔw
Cousin	kʌzən	kɔusin

During the needs analysis stage, including the pre test, there were several segmental pronunciations issues identified in the students' utterances. Some of those problems were related to: the pronunciation with the /θ/ sound as in the word "think", replaced by the /t/ sound as in the word time; the /ʌ/ sound as in the word mother replaced by /ɑ/ as in the word lock; the /əʊ/ sound as in the word cow replaced by the /ɔu/ sound as in the word go; and the /ʌ/ sound as in the word study replaced by /ʊ/ as in the word put. Students identified these issues using the resources given and the teacher's feedback. The most common action found to help their segmental pronunciation was repetition. They listened to the correct pronunciation and repeated the sound several times until they reached mastery.

During the implementation, students practiced their pronunciation through repetition using the resources given (Appendix D), and the teacher's support; this process helped students improve their performance and gain confidence when speaking. Repetition drills are necessary for language learning and are part of the process of acquiring the target language. The aspects that should be considered when doing drills are that they are not the objective of a lesson itself, they cannot be an isolated practice of sounds and words, they should relate to learners' needs, and they must be

performed or practiced in real contexts (Fraser, 2000). Additionally, students were able to understand and use an assessment checklist to evaluate their segmental pronunciation.

5.3.2.1.2.2 Subcategory 2: Developing segmental pronunciation

The data collected in this section show the actions correlated to students' improvements in segmental pronunciation. In the past, the audio-lingual method consisted of hours of repetition of sounds and words isolated from any real context. Today, teaching pronunciation is linked to a more holistic approach where the aim is communication itself (Florez, 1998). The students practiced segmental pronunciation by means of communication, to transfer ideas and concepts related to their own experiences. They improved their segmental pronunciation during the implementation process. A clear improvement was seen in the last stages of the implementation in the speaking test and by students, as they started to see and mention improvements after the seventh session. The speaking pre- and post-tests were evidence of this improvement. The charts below show the students' performance in the tests. The next excerpts show the actions related to segmental pronunciation improvement in students. They still have problems related to the /θ/ and /id/ sounds as well as some vowels and words. The pre and post-tests, the teacher's journal and the transcriptions, showed improvements regarding the next segments: /ʌ/, /θ/, /ɔ:/, /ʃ/, /tʃ/, /l/, /ai/, /v/, /aʊ/.

Excerpts from the teacher's journal: *“Although they still present difficulties in pronunciation, their segmental pronunciation has improved.”*

They have gained fluency; their segmental pronunciation has improved in comparison with the previous presentation they did about the same topic. Their presentations carry more information and are better structured.”

The chart below (Figure 2) shows the students' overall speaking performance before and after the implementation. The criteria followed the IELTS speaking rubric assessment which is widely recognized and used to study, migrate, or work in any English speaking country and is also the format used in the university, where this study has been done, to assess and direction curriculum

policies. (Robertson & Nunn, 2009). The test was done for ten students and the scores were between zero to five.

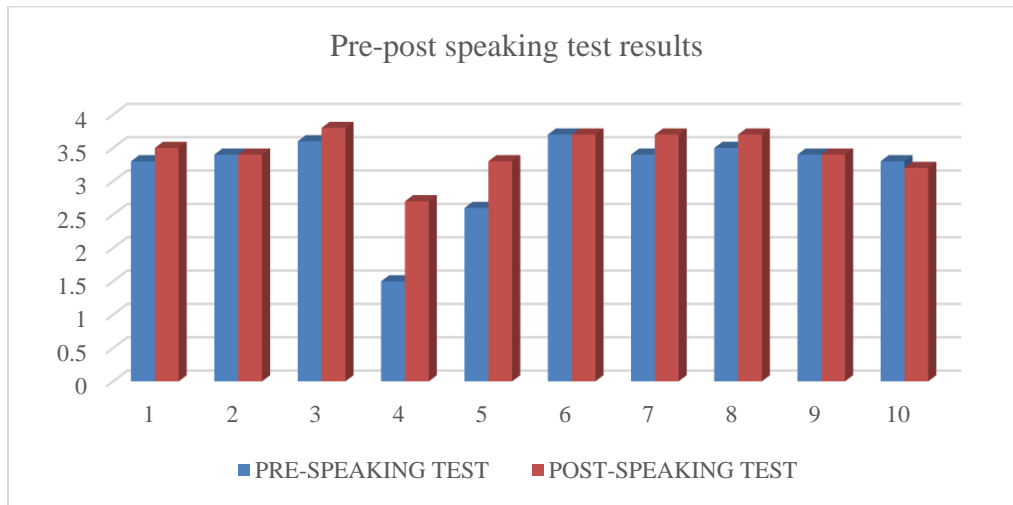


Figure 2 Pre-post speaking test results

The next chart (Figure 3) depicts the results regarding segmental pronunciation. The criteria followed was based on the self-assessment checklist used during implementation (Simpson, 2013). It intended to assess the different elements present in segmental pronunciation.

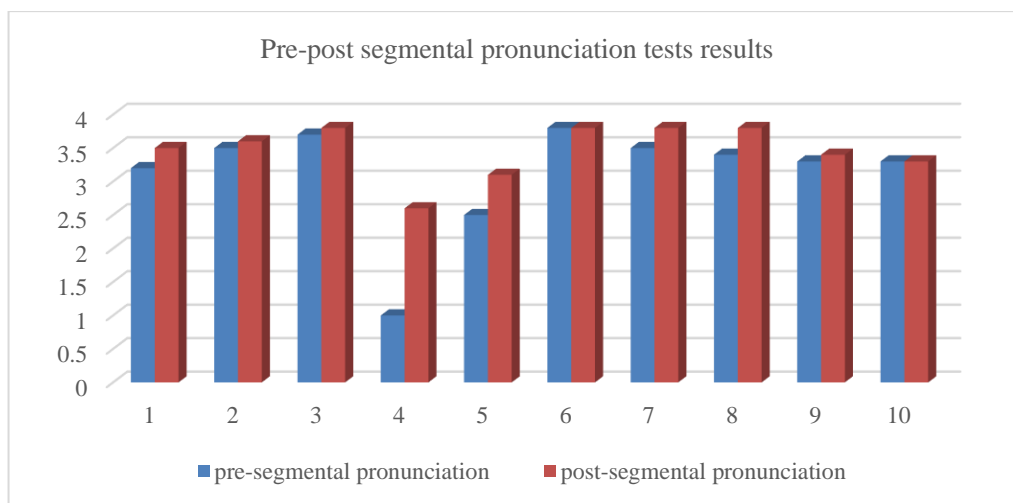


Figure 3. Pre-post segmental pronunciation results (before and after the implementation)

Table 6. Speaking Assessment Performance Criteria

Speaking performance criteria

Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
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When comparing the pre- and post-speaking tests, there was an improvement in the majority of students' speaking performances (six students); some obtained similar results (three students) and just one student got a lower score. In general, there was a better performance after the implementation, showing that the activities used had a positive impact on the students' speaking. In addition, a better understanding of the questions and more elaborate and accurate responses were observed during the post-test in comparison with the pre-test. The lower scores may be related to the lack of training in other speaking aspects like the use of new vocabulary and more complex speaking structures.

Regarding the segmental pronunciation test results, the results between the pre- and post-tests were different. The post-test results scores were higher than the pre-test. In the post-test eight students improved their performance and just two students keep the same score. There are several factors that may have determined why some students did not present any difference, including a lack of practice and the short time of the implementation process.

In general, there was a positive result as the majority of students got better scores in the post-test. They gained confidence while speaking and their segmental pronunciation improved.

Recordings

The next table shows the most common segmental pronunciation issues at the start of the implementation and their development at the end.

Table 7. Segmental pronunciation improvements

Word	IPA original transcription	IPA student's transcription (at the start of the implementation)	IPA student's transcription (at the end of the implementation)
Think	θɪŋk	tɪŋk	θɪŋk

Mother	mʌðər	mɑðər	mʌðər
Thirty	'θɜrdi	Tirti	'θɜrdi
English	ɪŋɡlɪʃ	ɪŋɡlɪʃ	ɪŋɡlɪʃ
Three	θri	Tri	θri
Live	lɪv	laɪb	lɪv
She	ʃi	tʃi	ʃi

The data pictures some of the issues students presented at the start of the implementation. Difficulties included the pronunciation concerning the combination of the letters /θ/ and /au/, /ʃ/; the pronunciation of the single letters /i/, /e/, and /ʌ/. Conjointly, the graph shows the improvements students had at the end of the implementation. The data showed students needed more practice to internalize the segmental pronunciation aspects learned in the sessions, as some showed the same mistakes after the implementation.

The analysis of the data in this category and the two subcategories showed that students gained a better understanding of what segmental pronunciation means and from there generated and used tactics to improve it. Students chose spontaneously different strategies such as repetition and mimicry of words and sounds to practice their pronunciation; they also drilled words and sentences. Students started to express improvement after several sessions, which denotes that the process requires time and practice to notice improvements in segmental pronunciation.

5.3.2.1.2 Category 2: Implementing self-assessment practices and strategies in a TBLT context

This category denotes the actions students adopted during the implementation stage regarding self-assessment strategies in a TBLT context. It gathers data from two subcategories that show actions related to self-assessment present during the implementation; it also compiles the data from the other instruments regarding the implementation of self-assessment strategies. The actions found in this category showed that students were reflective of their work by assessing it and making

comments on how to improve their performance as it was evidenced in the teacher's journal, during the different sessions. Most of the time they worked independently and finished activities in the pre-established time. The TBLT context helped them have a clear idea of what was expected and therefore, organize their time and resources to complete the tasks proposed, teacher's journal:

Excerpt 1: *"The students implemented the self-assessment strategies used in the study. Regarding assessment, they used the checklist to assess their performance, the teacher made sure that the students understood the criteria and used it in a proper way. Every session, the students reflected on their performance mentioning positive, negative and aspects to improve, generating improvement from that reflection. Lastly, independent work was evidenced as the students focused on the tasks and use time and effort to reach the class goals in the timeframes and with the criteria established"*.

Excerpts from the teacher's journal: *"Yes because in this way he improved the pronunciation and vocabulary of this language."* (answer regarding whether the tasks have helped them to improve their pronunciation)

"Most of the times the students finish the activities proposed on time. They work independently or in groups if necessary".

5.3.2.1.1.1 Subcategory 1: Reflecting on own work

This subcategory depicts the importance of reflecting on one's own work as a part of self-assessment. The excerpts reflect the students' opinions, behaviors, and actions, and the notes of the researcher regarding the category and subcategories. The data were collected during different stages of the implementation process.

Excerpts from the teacher's journal: *"They discuss the activity and mention their weaknesses and strengths."*

"They mention flaws like their limited vocabulary, the lack of practice and the lack of exposure to the target language."

“They mention the need for more listening activities.”

“They mention monitoring and practicing as tools to improve their pronunciation.”

“They mention progress in their pronunciation.”

In these reflections, students mentioned activities they consider necessary to improve their pronunciation and, on a lesser scale, flaws they found in their pronunciation. After session seven, they indicated they were achieving progress in pronunciation. During this process, students were reflecting on their work in a progressive and positive way. First, they recognized flaws but instead of focused on their weaknesses, they named ways to improve. As the sessions went by, they started to identify positive aspects in their performances

The questionnaire collected students’ perceptions and strategies about self-assessment. The students discussed not just their perceptions towards their own work but also in relation to the use of self-assessment strategies that included reflecting on own work, assessment of own work, monitoring. In general, students mentioned their difficulties as they named ways to improve their pronunciation and also cited the importance of self-assessment strategies to progress in English. The next paragraphs correspond to students’ perceptions regarding self-assessment.

The students were able to identify relevant aspects of self-assessment to examine results and recognize effort. They describe self-assessment as a mechanism to measure strengths and weaknesses and as a tool to describe performance in class. These excerpts show that students have a clear idea of what self-assessment is and the components self-assessment involves.

Excerpts from the teacher’s journal: *“I think it is a mechanism to measure our strengths and weaknesses.”*

“The self-evaluation for me is to describe how is my performance in the class.”

The figure below (figure 4) shows that most of the students, 83%, used self-assessment strategies to learn English. In the next part of the question, they mentioned the self-assessment strategies they used to learn the English language.

Even though students mentioned self-assessment strategies used to check the use of words and to listen to their own voice to identify errors, they are still confused about the meaning of self-assessment. This is seen when they mention ways to improve language acquisition like listening to music and watching movies as self-assessment strategies.

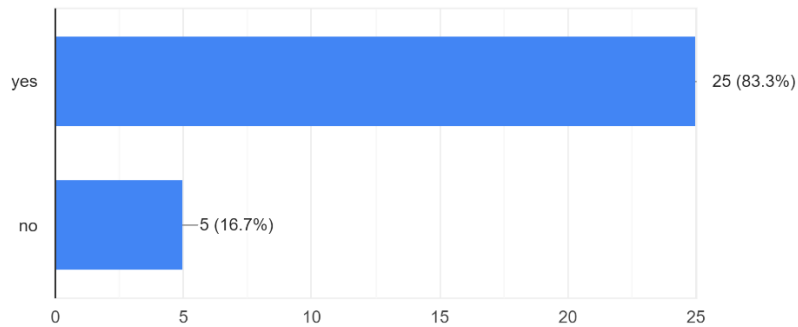


Figure 4. Use of self-assessment strategies

The next figure (figure 5) shows that there was a total of 26 learners, or 86.7% of the population, saying that self-assessment could help them learn a language. In contrast, 13.3% of the population claimed that self-assessment could not help them learn a language. This is interesting because even though, in a previous question, 96% of learners stated the importance of self-assessment, some did not see it as an instrument to learn a language.

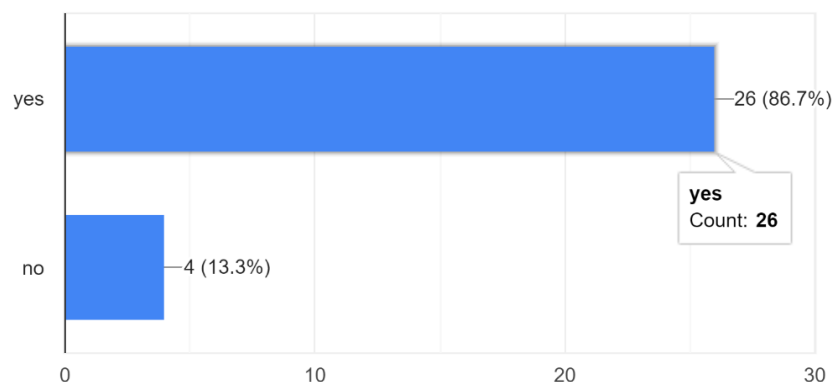


Figure 5. Self-assessment helps to learn a language

Excerpts from the teacher's journal: "*No nunca lo uso.*"

“Yes because I know my mistakes in the language and so I can improve to look at deficiencies and strengths.”

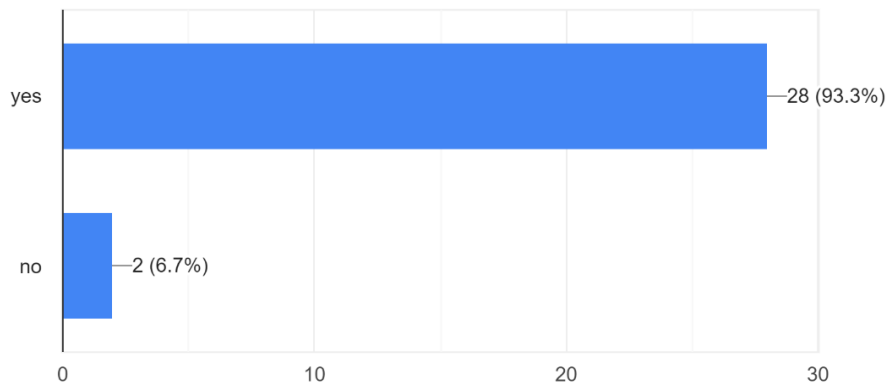


Figure 6. Use of self-assessment strategies

Excerpts from the teacher’s journal: *“Si cuando estoy hablando me escucho y se que palabra dije mal, si no hago pausas, si hablo muy rápido.”*

“Allows me to evaluate in which aspects I am failing.”

The data portrays the importance of reflecting on one’s own work as a self-assessment strategy. During the implementation process, students analyzed their performance by identifying positive and negative aspects of it. They mentioned some self-assessment strategies they used to improve their English proficiency. Although students were not familiar with the use of self-assessment strategies, they were motivated to perform the tasks and they implemented self-assessment strategies in a proper way.

5.3.2.1.1.2 Subcategory 2: Working independently while doing activities

This category relates to the ability of the students to work by themselves. Some of the actions, according to the data collected in this subcategory, were asking questions before and during the activity and doing the activities. These actions were focused on whether students worked on their own or not. The next excerpts show the actions related to this subcategory.

Excerpts from the teacher's journal: *"They asked what kind of person they need to present. Some information is given in Spanish."*

"They asked about the format of the video and if they have to finish it in class."

The students asked for specific information regarding the activity, including things like time, type of activity, and format. They also asked for specific information in Spanish. From these facts, it was found that students worked independently and were focused on developing the activities proposed.

Excerpts from the teacher's journal: *"I have problems with the proper pronunciation."*

"I found several unknown words."

Some of the data showed that the students had some difficulties related to the tasks and pronunciation. However, the students were happy with the tasks proposed, and as a result, the level of engagement and motivational rates increased. They also had good results in terms of segmental pronunciation, evidenced in the teacher's journal, were focused on the tasks, and met the timelines established during the sessions. Students mentioned that they needed more practice time in order to improve their performances.

Excerpts from teacher's journal: *"Although they still present difficulties with their pronunciation, their segmental pronunciation has improved"*

"They speak more relaxed, with more fluency and with a more accurate segmental pronunciation"

During the sessions, the students did the activities by themselves, though they asked for feedback and worked in groups when necessary. They enjoyed working in groups and while the implementation process advanced, they interacted more and used the target language to communicate. Balçıkanlı (2010) mentions working independently as one aspect of learning autonomy; learning autonomy consists of involving students in decisions regarding their own language competences. This autonomy will make them more enthusiastic and focused on their

learning process. For the present study, autonomy was something that merged from the data collected.

The breakdown of the data gathered in this category and its two subcategories depicted that students implemented self-assessment strategies such as working independently, assessing, and reflecting about own performance, evidenced in the teacher's journal. These strategies were accepted in a positive way by the students and the use of these strategies helped them improve their segmental pronunciation in a short period of time. In addition, students worked independently, enhanced their motivation, and played a more active role in the class.

5.3.3 Core category: Improving segmental pronunciation through self-assessment strategies in a TBLT context

This category appears as a response to the research question: *How does the implementation of activities for self-assessment, in a TBLT setting, affect first semester students' segmental pronunciation?* The core category includes analysis and reflection on the different instruments used in the implementation, as well as the categories and subcategories found in this section.

The analysis of the data collected showed that the students improved their segmental pronunciation and they also started to use self-assessment strategies in order to do so. The students evaluated and identified positive and negative aspects of their overall speaking performance and their segmental pronunciation performance. They reflected and evaluated their work in an objective and positive way, as they mentioned flaws but also found positive aspects in their speaking. This was done in a TBLT context where students performed different speaking tasks during sessions to enhance communication between peers and the teacher. The analysis and development of the core category were completed after the analysis of the categories and subcategories.

5.4 Conclusion

The analysis of the categories found in this research process showed that students improved their segmental pronunciation as well as gained a better understanding of self-assessment and they

implemented self-assessment strategies while performing different tasks in a TBLT context. The use of these strategies helped them to be reflective and conscious of their own learning and improved their segmental pronunciation and their speaking performance overall.

The implementation of self-assessment strategies is a process that takes time and practice, as shown in the speaking test and recordings, where results were slightly different and in some cases, students' performance as the end of the intervention was the same or even poorer. In contrast, the commitment and effort students put into the class was immense. The research showed that even though most students considered the activities difficult and challenging, they were keen to do them.

The results also showed that most students considered self-assessment strategies and practices important when learning English. Many mentioned that the use of self-assessment strategies improved their English proficiency.

The speaking assessment checklist helped students reflect on their peers and their own speaking utterances. It also assisted them in understanding the evaluation process and the aspects considered when assessing speaking. The use of standardized assessment tools is a self-assessment strategy that helped learners know what is expected from them and how they can improve their segmental pronunciation performance.

In general, the use of self-assessment strategies in a TBLT context had a positive impact on students' segmental pronunciation as evidenced by the different instruments used during the implementation. There were suprasegmental aspects of the students' speaking performance that also improved during the implementation process such as rhythm, fluency, and intonation, aspects that were not studied in this paper, but were visible in the teacher's journal and are part of further research. It became evident that more time and practice is necessary to master the use of these strategies, such as reflection towards own work, independent work, and assessment of performance. Nevertheless, students were engaged in the sessions, worked hard on the activities and, in general, enjoyed and learned during the implementation stage while improving their segmental pronunciation.

Chapter 6 Conclusions and Pedagogical Implications

6.1 Introduction

This chapter shows the significance of the results, pedagogical challenges and recommendations, limitations of the present study, opportunities for further research, and the conclusions. Self-assessment strategies improved students speaking performance in terms of segmental pronunciation and speaking utterances. The results also displayed the importance of implementing self-assessment strategies as a way to involve students in their own learning processes and thus improving their English language proficiency. Moreover, the data showed this can be reached in a TBLT context while performing different tasks that involve speaking presentations.

6.2 Comparison of results with previous studies' results

The implementation of self-assessment strategies gave constructive results as it aided students' segmental pronunciation. It enhanced students' speaking interactions which improved in both quality and quantity. Students not only improved their pronunciation of segments but also improved some suprasegmental features such as fluency, rhythm, and intonation that were not in the scope of this research. In terms of quantity, speaking lasted longer, were more natural, and students used a bigger repertoire of vocabulary.

The current study intended to provide students with a set of self-assessment strategies including reflection towards own work, own assessment of segmental pronunciation, and independent work, to progress in segmental pronunciation by making students more reflective towards their performance as well as giving them the opportunity to be more responsible for their learning process. The different tasks proposed facilitated interactions with peers and teachers while talking about topics that carried meaning for them (including family and neighborhood) and assessing their own speech and their peers' speech in order to contrast information and finding ways to improve. The analysis of the information demonstrated that although there was an improvement at

the end of the implementation, the differences were not quite noteworthy. Nevertheless, the results exposed not just improvements in segmental pronunciation but in speaking in general.

Chen (2006), in his study of peer and self-evaluation of English oral performance, describes the importance of self-assessment for learners who gained overall speaking proficiency, developed critical thinking skills, increased awareness of their own strengths and weaknesses, and grew in confidence while speaking and during evaluation. These aspects help students not only be aware and responsible for their learning but also perform better in their speaking in terms of segmental and suprasegmental aspects. Similar results were found in this research as students improved their overall segmental pronunciation while using self-assessment strategies in a TBLT context.

De Saint Léger and Storch (2009) and their study showed that the implementation of self-assessment strategies modifies students' self-assessment perception in a positive way; students develop fluency, increase vocabulary, and gain overall confidence during the speaking. Self-assessment strategies also increase self-awareness and responsibility towards their own learning. The authors also mention two other benefits from their study: on the cognitive level, students developed strategies to improve their speaking and on the affective level, learners felt more confident. The techniques generated responsibility and a positive attitude toward the learning process. Associated results were found in this study. The use of self-assessment strategies promoted the implementation of strategies to improve speaking and enhance students' affective levels in terms of motivation and commitment to tasks and to the learning process itself.

Huang (2016) points to some important aspects of self-assessment. For the author, the relevance of self-assessment relies on the opportunity to access unknown information for the teacher or instructor. This information includes vocabulary size, the contrast between preparation for a test and the test itself, personality traits, and emotions. This information gains relevance in terms of class instruction and curriculum design. It gives the instructor a closer and more insightful look into the weaknesses and strengths of learners, as well as their expectations of classroom activities. The author

also points to other significant aspects of self-assessment, such as the positive attitude students gain and the ability to be responsible and aware of their learning process. In this regard, the present research helped students gain a positive attitude, as they became more responsible and aware of their own learning processes. Moreover, the students named their strengths and weaknesses and therefore helped the teacher understand and reinforce their learning.

6.3 Significance of the results

The implications of this research project can be seen in several areas of English language learning. This study gives insights regarding the use of self-assessment strategies while performing speaking tasks as a factor to engage and motivate students to learn the target language. It also gives insights on strategies that might be used to enhance speaking utterances and segmental pronunciation. However, there are several questions and aspects that need to be addressed to have a better view, including the learners' speaking proficiency, accuracy, and replicability of self-assessment strategies in different contexts. In terms of classroom development, the study gives a range of activities, such as conversations, presentations, the use of websites, self-evaluation and peer evaluation, that might help teachers enrich their repertoire and a way to use self-assessment strategies to improve students' speaking utterances. Self-assessment helps gather students' opinions and views of learning which can assist curriculum designers to arrange policies and syllabuses according to students' needs.

6.4 Pedagogical challenges and recommendations

This research has shown there are several benefits from the use of self-assessment strategies in the classroom. However, the use of self-assessment strategies in the classroom is not common and research about this topic is scarce.

Dlaska and Krekeler (2008) mention that one of the main issues with self-assessment is the difficulty of learners in assessing their own utterances; in terms of pronunciation, some of the learners are not able to identify their own mistakes. For Boud, Lawson, and Thompson (2013), an additional problem is the lack of accuracy that carries self-assessment as learners' criteria have to be

developed through constant training and practice. The authors also mention discrepancies when self-assessment is implemented based on student achievement- high achievers tend to under-estimate their performance while low achievers to overestimate it. Another issue is improvements in terms of language proficiency, although different authors have mentioned the benefits of self-assessment in terms of motivation, reflection, and responsibility, the benefits are still being studied.

Nevertheless, the findings of this study have shown the learners gain confidence, responsibility, and motivation regarding the proposed tasks and their speaking abilities. In terms of performance, the speaking pre- and post-tests showed a slight improvement in the final test. Students used a wider range of vocabulary, performed longer utterances, and spoke more confidently in their last presentations.

In contrast, more practice is needed in self-assessment strategies for students to be more conversant with them. This would help students be more conscious of the consequences in their own learning processes as some students still struggle to identify and use the strategies. Constant teacher support is key, especially in initial stages, while learners become familiar with self-assessment strategies and how to use them. Although this paper showed attitudinal and performance improvements in learners, further research is needed to give a stronger theoretical base and to assess the different aspects of self-assessment in speaking activities.

6.5 Research limitations on the present study

There were several limitations during the study. Time was a large limitation, as class time was not always enough to cover the lesson plan. Resources were also a limitation, especially the quality of the internet connection. The quality of the pre- and post-test audio was affected by the echo in the classroom. Students' attendance was also an issue, as many missed several classes, and this led to time-consuming difficulties in keeping the research process going and in establishing a connection between classes and the need for an additional instrument to measure the students' segmental pronunciation progress during the implementation.

6.6 Further research

Considering the results of this study, it is necessary to have a longer implementation period to clarify the effectiveness of self-assessment techniques in improving segmental pronunciation. In addition, learners need constant training on self-assessment, including not just the initial phase but during the entire implementation so they can understand and use self-assessment strategies in a proper and constructive way. To see more noticeable changes in the students, a longer implementation stage is needed where students can improve their segmental pronunciation and develop different self-assessment strategies in order to improve their speaking skills.

6.7 Conclusion

The findings show how self-assessment strategies helped students improve their pronunciation. The study proved that with training and constant work, students can improve segmental pronunciation based on self-assessment strategies. However, further research is needed. Some of the constraints in this research include a lack of time, a need for a longer implementation period to perceive more significant changes in students and a review of the instruments used during the implementation.

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Appendix A Needs analysis interview

Source (Cuesta Medina, 2017)

UNIVERSIDAD DE CUNDINAMARCA SEDE CHIA

Perceptions towards students' English language proficiency from the program coordinator and English teachers

Needs Analysis Interview 01

This interview attempts to collect information from the English Coordinator Program and English teachers about the perceptions and expectations of the English class, at the same time, to detect the biggest issues in the students' English proficiency. Naturally, your anonymity will be respected, and the answers you provide in this form will be used solely for educational and research purposes. The interview is expected to take 20-30 minutes. (The interview was done in Spanish)

I understand and agree that my answers may be used for the purposes of research at the Department of Languages & Cultures at the University of La Sabana

Yes ___ No ___

Gender M ___ F ___

Age _____

Position in the university _____

Interview- perceptions towards the students' English overall performance (coordinator & teachers)

1- What is your opinion about the general English level of university students?
2- What aspects do you think need more attention?
3- What kind of strategies can be implemented to address these issues?
4- How can these strategies be implemented?
5- What are the students' perceptions towards their own performance? If any
6- What are students' perceptions towards the class? If any
7- Have the students mentioned any strategy or suggestion to improve their performance? If so, which one?
8- Do you want to add something else?

Thank you for your collaboration!

Appendix B Speaking test

Stage 1: Answer a set of questions. At least 5 questions Time 2-3 minutes.

1. Can you tell me something about your family?
2. How many members are there?
3. How old are they?
4. What is your favorite hobby?
5. Why do you like it?
6. Do you practice any sport?
7. What is your favorite subject?
8. Tell me why you like it.
9. What do you like to do in your free time?
10. Why do you like ----?
11. What do you usually do at your school?
12. Can you tell me about your favorite hobby/activity?
13. Tell me why you like it.
14. Can you tell me about the city where you live?
15. Do you like living in this city?
16. Why? Why not?
17. What do you do on Saturdays?
18. What time do you.....? 8.
19. What's your favourite clothing?
20. Can you explain why you like wearing?
21. What are you wearing today?
22. What's your favourite computer game?
23. Tell me why you like it.
24. What do you use the internet for?

Stage 2: In this stage, the participant will choose between a set of cards and s/he will have a minute to organize ideas and then talk about the topic for around 1 or 2 minutes. The cards themes will include routines, family, description of a character description of a place.





Stage 3: the last stage will be the description of a picture 1-2 minutes. The aim is to give information about the object or place or person in the picture. Information like what it is, the size, a description will be relevant.



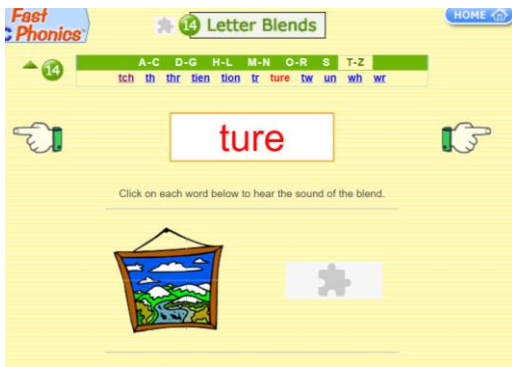
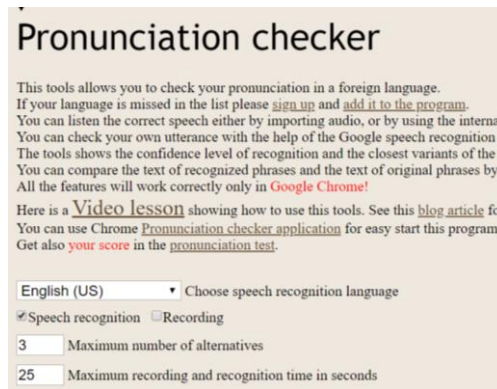
Appendix C Teacher's journal sample

Action	Yes/no	Comments
SELF-ASSESSMENT ACTIONS		
Show interest on the task	Y	The students were engaged with the task, they developed the activity as soon as the teacher gave the instructions
Listen carefully to the instructions given	Y	
Does not have problems starting the task	Y	
Ask several questions before the task starts	N	Their questions were regarding the duration of their presentations
Keep focus on the task	Y	
Ask his/her classmates or teacher about the task	Y	They asked for vocabulary
Do the activities proposed in the task	Y	The activities proposed in the task were done
Reflect on the task and ways to improve his/her learning	Y	The students made individual comments regarding their presentations. They mentioned their lack of vocabulary as a problem and the issues with the pronunciation of some words that affect their communication. They also mentioned improvements through the sessions and the need of more practice.
Finish the task on time	Y	
PRONUNCIATION ACTIONS		
Practices her/his pronunciation using the resources given	Y	The students used the resources to listen the correct pronunciation of segments and words, then, they recorded their voices and compared them with the native-like pronunciation found in the resources. Finally, they repeated the words several times to reach a native-like pronunciation. Some of the students asked the teacher the correct pronunciation of sounds and words, the teacher helped and encouraged them to practice and improve through repetition of the sounds and words mentioned
Identify pronunciation mistakes and try to correct them	Y	The resources, the classmates and the teacher's comments helped the students to find their segmental pronunciation issues.
Asks the teacher or classmates about pronunciation difficulties	Y	Some of them could not use the resources, so they ask the teacher.
Reflects about pronunciation issues and ways to work on them.	Y	At the end of each session the students make comments regarding their speaking performances. They were encouraged to mention positive and negative aspects as well as things to improve. They reflect about their issues regarding segmental pronunciation and mention the lack of practice as the main cause.
OTHER ACTIONS		

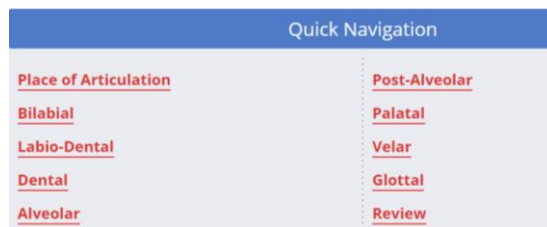
Improve their segmental pronunciation performance	Y	There are improvements in specific segments: “ʌ”, “ai”, “v” “aʊ”. The students improved their segmental pronunciation with the aided of the resources the teacher’s ant their classmates’ feedback, they also listened to the comments and feedback made by their classmates.
Self-assessment strategies		The students implemented the self-assessment strategies used in the study. Regarding assessment, during the sessions, they used the checklist to assess their performance, the teacher made sure that the students understood the criteria and used it in a proper way. Every session, the students reflected on their performance mentioning positive, negative and aspects to improve, generating improvement from that reflection. Lastly, independent work was evidenced as the students focused on the task and use time and effort to reach the class goals in the timeframes established.

Appendix D Website resources

- http://cambridgeenglishonline.com/Phonetics_Focus/
- <https://www.mimicmethod.com/ft101/place-of-articulation/>
- <https://voicenotebook.com/pronounce.php>
- <http://www.abcfastphonics.com/letter-blends/blend-ture.html>
- <https://www.lexico.com/en/english>
- <https://www.youtube.com/watch?v=RhqBZkAwh8c>



Place of Articulation



Appendix E Self-assessment questionnaire

- In two lines, explain what self-assessment means to you

Self-assessment perceptions

- Taking into account that self-assessment consists of reflecting and assessing own learning processes. Do you use self-assessment strategies when learning to speak English?
- If your answer was yes, mention at least four strategies you have used. Some strategies may include: Check the volume of your voice, make sure you are using different words to express your ideas, check you are pronouncing the words correctly, make the person/people understand what you are saying.
- Do you think self-assessment is important to achieve particular goals? Why?
- Rate from 1 to 10, 10 being the highest score, the importance of self-assessment when learning a language
- Do you use self-assessment strategies when learning to speak English? Why? Why not?

Please submit the next information, regarding the class you have just completed.

- Did you finish the task on time?
- Did you ask for explanation from your peers or your teacher?
- Did you improve your pronunciation of the vocabulary given during the activity?
- Did you set your own goals or learning goals during the activity?
- Did you identify your speaking difficulties during the activity?
- Did you consider any strategies to improve your speaking flaws outside the classroom?
- Rate the activity in terms of understanding, engagement, and importance for your own learning process, from 1 to 10. 1

Appendix G Speaking pre-posttests results

STUDENT	PRE-TEST		TOTAL	POST-TEST		TOTAL
	speaking performance	pre-segmental pronunciation	PRE-SPEAKING TEST	speaking performance	post-segmental pronunciation	POST-SPEAKING TEST
1	3.5	3.2	3.3	3.6	3.5	3.5
2	3.3	3.5	3.4	3.4	3.6	3.4
3	3.5	3.7	3.6	3.8	3.8	3.8
4	2	1	1.5	2.9	2.6	2.7
5	2.8	2.5	2.6	3.5	3.1	3.3
6	3.7	3.8	3.7	3.6	3.8	3.7
7	3.3	3.5	3.4	3.7	3.8	3.7
8	3.6	3.4	3.5	3.6	3.8	3.7
9	3.4	3.3	3.4	3.4	3.4	3.4
10	3.4	3.3	3.3	3.4	3.3	3.2

Appendix H Speaking tests transcriptions

	Pre test		Post test	
	Question	Answer	Question	Answer
S 1	How many members are in your family?	They are three members, father mother nephew	How many members are in your family?	My family is composed by my mother, father, brother, uncle, nephew.
		IPA TRANSCRIPTION		IPA TRANSCRIPTION
		ðei ɑr θri 'membərz, 'fɑðər 'mʌðər 'nefju		maɪ 'fæməli ɪz kəm'pəʊzd baɪ maɪ 'mʌðər, 'fɑðər, 'brʌðər, 'ʌŋkəl, 'nefju.
		IPA STUDENT'S TRANSCRIPTION		IPA STUDENT'S TRANSCRIPTION
	ðei ɑr tri 'members, 'fɑðər 'moðər 'nɪpiu		maɪ 'fæmili ɪz kəm'pəʊzd bɪ maɪ 'mʌðər, 'fɑðər, 'brʌðər, 'oŋkəl, 'nefju.	
S 2	What is your favorite subject?	I want math	What is your favorite subject?	I like math and geography
		IPA TRANSCRIPTION		IPA TRANSCRIPTION
		aɪ wʌnt mæθ		aɪ laɪk mæθ ænd dʒe'ɑgrəfi
		IPA STUDENT'S TRANSCRIPTION		IPA STUDENT'S TRANSCRIPTION
	aɪ wʌnt mæt		aɪ laɪk mæθ and dʒe'ɑgrəfi	
S 6	How old are your family members?	mother is fifty-one, sister is thirty-five and my father is fifty-five years	How old are your family members?	My mom is fifty-one years old, my sister is thirty-five years old, my father is fifty-five years old and I am twenty-one years old.

		IPA TRANSCRIPTION		IPA TRANSCRIPTION
		'mʌðər ɪz 'fɪfti- wʌn, 'sɪstər ɪz 'θɜrdi- faɪv ænd maɪ 'fɑðər ɪz 'fi fti-faɪv jɪrz		maɪ mʌm ɪz 'fɪfti- wʌn jɪrz ʊəld, maɪ 'sɪstər ɪz 'θɜrdi- faɪv jɪrz ʊəld, maɪ 'fɑðər ɪz fɪtɪ- faɪv jɪrz ʊəld ænd aɪ æm 'twenti- wʌn jɪrz ʊəld.
		IPA STUDENT'S TRANSCRIPTION		IPA STUDENT'S TRANSCRIPTION
		'mʌðər ɪs 'faɪfti- wʌn, 'sɪstər ɪs 'tɪrɪ- faɪv ænd maɪ 'fɑðər ɪs 'fi fti-faɪv dʒɪəz		maɪ mʌm ɪs 'fɪfti- wʌn jɪrz ʊəld, maɪ 'sɪstər ɪs 'θɜrɪ- faɪv jɪrz ʊəld, maɪ 'fɑðər ɪs fɪtɪ- faɪv jɪrz ʊəld ænd aɪ æm 'twenti- wʌn jɪrz ʊəld.
S	How old are	My mother, she is fifty	How old are your	My mother is fifty years old, my
7	your family	Your brother is twenty-	family members?	brother is twenty-seven years old and
	members?	seven		my sister is seventeen years old
		Sister she has seventy		
		IPA TRANSCRIPTION		IPA TRANSCRIPTION
		maɪ 'mʌðər ʃɪ ɪz 'fɪfti ʃəʊ r 'brʌðər ɪz 'twenti- 'sevən 'sɪstər ʃɪ hæz 'sev ənti		maɪ 'mʌðər ɪz 'fɪfti jɪrz ʊəld, maɪ 'brʌð ər ɪz 'twenti- 'sevən jɪrz ʊəld ænd maɪ 'sɪstər ɪz 'sevə n'tɪn jɪrz ʊəld
		IPA STUDENT'S TRANSCRIPTION		IPA STUDENT'S TRANSCRIPTION
		maɪ 'mɒðər tʃɪ ɪs 'fɪfti dʒ ʊər 'brɒðər ɪs 'twenti-		maɪ 'mʌðər ɪs 'fɪfti jɪrz ʊəld, maɪ 'brɒð ər ɪs 'twenti-

		'sevən 'sɪstər tʃi hæz 'sev ənty		'sevən jɪrz ʊəld and maɪ 'sɪstər ɪs 'sevə n'tɪn jɪrz ʊəld
S 8	Can you tell me something about your family?	My mother live in chia. My uncle live in the home. My sister live in the house she have nineteen	Can you tell me something about your family?	My mother is Teresa, she lives in Fonqueta, she is fifty-four. I live with my uncle my mom and my sister, she is nineteen years old. I don't know my uncle years
		IPA TRANSCRIPTION		IPA TRANSCRIPTION
		maɪ 'mʌðər lɪv ɪn 'tʃiɑ. m aɪ 'ʌŋkəl lɪv ɪn ðə hoʊm. maɪ 'sɪstər lɪv ɪn ðə haʊs tʃi hæv 'naɪn'tɪn		maɪ 'mʌðər ɪz tə'reɪsə, tʃi lɪvz ɪn Fonquet a, tʃi ɪz 'fɪfti- fɔːr. aɪ lɪv wɪð maɪ 'ʌŋkəl maɪ mʌm æn d maɪ 'sɪstər, tʃi ɪz 'naɪn'tɪn jɪrz ʊəld. aɪ dʊnt noʊ maɪ 'ʌŋkəl jɪrz
		IPA STUDENT'S TRANSCRIPTION		IPA STUDENT'S TRANSCRIPTION
		maɪ 'moðər laɪb ɪn 'tʃiɑ. maɪ 'oŋkəl laɪb ɪn ðə hoʊ m. maɪ 'sɪstər laɪb ɪn ðə haʊs tʃi hæv 'naɪn'ty		maɪ 'mʌðər ɪs tə'resə, tʃi lɪvz ɪn Fonquet a, tʃi ɪs 'fɪfti- fɔːr. aɪ lɪv wɪð maɪ 'ʌŋkəl maɪ mʌm and maɪ 'sɪstər, tʃi ɪs 'naɪn'tɪn jɪrz ʊəld. aɪ d ont no maɪ 'ʌŋkəl jɪrz