Factors that Helps to Improve the Pronunciation of a Second Language

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Área temática 16. Multiculturalismo, interculturalidad y educación.
Línea temática: Diversidad lingüística, multilingüismo y educación bilingüe.
Tipo de ponencia: Reportes parciales o finales de investigación.

Resumen

Pronunciation in a second language is the basis of communication and is sometimes not given the correct importance. A study on the factors that influence the pronunciation of a second language will be presented. The quantitative study was carried out to investigate the importance of good pronunciation. One hundred and eight surveys were applied to fifth semester students of the Phonetics and Phonology subject at the UANL School of Philosophy and Arts. The objective of this research is to recognize the stimulation of a good pronunciation through pop music, comedy movies and dramatization. It is intended to answer the following research questions; What is the relationship between listening to music in another language and learning pronunciation in a second language? What is the relationship between watching movies in another language and learning pronunciation in a second language? What are the goals for putting exercises such as role play and learning pronunciation in a second language on children? Two of the three questions were answered correctly. The results obtained yielded the expected responses, an exception of one variable which was rejected, said variable was dramatization. According to the study, in the case of the variable Pop Music, Comedy Movies and the Importance of good pronunciation, men predominate more than women. The dramatization was rejected, a difference from the variables of Pop Music and Comedy Movies, this is not so well known.

Palabras clave: Pronunciation, Music, Movies, Dramatization, Second Language Acquisition.

Introducción

We choose this topic because we want to know how the music, the movies and the dramatization improves the pronunciation of a second language.

1. Nature and scope of the study

1.1 Problem statement

1.1.1 The research problem

The ideal situation is that children listen to music, see movies, and do some dramatization exercises in English to stimulate their pronunciation from an early age.

The real situation is that they prefer to listen to music, see movies in Spanish and they don´t have exercises in English because it is easier to understand.

1.1.2 The purpose statement

The purpose of this survey study will be to test the theory of pronunciation that, children listen to music, see movies, and do exercises in English to improve their pronunciation, controlling for gender (control variables) for students (participants) at Philosophy and Arts (the research site).

1.2 Research question

·   What is the relation between listening to music in other language and learning pronunciation in a second language?

·   What is the relation between seeing movies in other language and learning pronunciation in a second language?

·   What are the goals to put children exercises like dramatization and learning pronunciation in a second language?

1.3 Objectives

The objective of chapter one is to recognize the stimulation of a second language through music, movies, and dramatization in children from an early age.

The objective of chapter two is to recognize learning techniques that use music, movies, and dramatization for better pronunciation stimulation.

The objective of the chapter three is to recognize that listening to music, seeing movies, and have dramatization exercises is important to obtain a correct pronunciation in a second language.

1.4 Justification

1.4.1 The significance of the study for particular audiences (Practical justification)

This research benefits teachers and students to have more strategies to learn pronunciation correctly like dramatization and benefits parents of children to put them music or movies since their childhood to stimulate their pronunciation.

2. Literature Review

The study that is being carried out is to discover that different methods must be considered to obtain a good pronunciation. The study is aimed at all audiences who want to improve their pronunciation or want to learn correctly. For this study, the Conricyt database is used, which has very comprehensive research and is useful to carry out our study.

The aim is to publicize the tools that can be implemented throughout the learning of a second language. This study is being based on researchers such as Anderson, Villalobos, Cantero, etc. Those who have thoroughly studied the teaching and learning of a foreign language, which is currently having a great impact, since most people are studying a second language.

As background to obtain a good pronunciation, it is required to consult different authors according to the topic. The first option is music as a learning instrument, through which the pronunciation of a language is stimulated correctly. In order to demonstrate that there are different factors that influence the learning of a second language in conjunction with good pronunciation, different authors were consulted about the methods implemented to obtain good pronunciation, which promise to give good results.

2.1 Dependent Variable

Pronunciation phonetics and didactics" According to Cantero, 2003, audio is of vital importance to learn to pronounce words, be it our mother tongue or a second language. When living with people, only the oral expression is used and rarely the written one, therefore, it is difficult to communicate without having the correct pronunciation. It becomes a problem when we interact with a native speaker, for example, the English language, if you have a conversation with a native speaker, you must have extensive knowledge to be able to communicate and transmit the message correctly.

Unfortunately, according (Iruela, 2007) the methods applied for teaching a good pronunciation have not been effective in recent years and as (Ikhsan, 2017) mention to have a good pronunciation you must make use of word stress, sentence stress, and intonation, these elements are part of the communication between the sender and the receiver and must be applied as learning techniques. That is why the pronunciation needs to be practice in

all the classes of second language, so the person can understand the importance of it and acquire it correctly.

That is why (Fitriati et al., 2020) states in his work that the teachers needs to have effective classroom strategies since they are responsible for the effectiveness of classroom management and the strategies according to (Hendy & Cuevas, 2020) the idea that the use of collaborative classroom activities increases student motivation is challenged by findings that these activities can result in student frustration. For this reason, the activities must be funny and entertaining so the student can practice the pronunciation and at the same time is having a good time doing it.

2.2 Independent Variables

Music is defined as a facilitating tool for learning English as a foreign language and phonetics (Fonseca, 2012). A close relationship is found between correct pronunciation and auditory stimulation through music. Music is a connector to good pronunciation, makes it easier to memorize the second language, due to which music is attractive, due to its different sounds, therefore it motivates more people to want to learn it.

As (Engh, 2013) mentions in his work, music is not a new learning technique, but it is very useful to apply teaching through English-language songs to facilitate the learning of a second language. And according to (ANDERSON, 2020) listening to songs in English helps to correct listening comprehension, pronunciation, and vocabulary learning. And with these opinions about these authors, the music is a good way to learn and practice the pronunciation of a second language and can be applied in on a day-to-day basis.

The author (Villalobos Ulate, 2016) mentions that the songs help to obtain a natural pronunciation, teaching elements of a second language, the pronunciation results in analyzing vowels, having rhythmic accent intonation, as well as the union of phonemes and this makes sense because according to (Al-Smadi, 2020) pronunciation helps develop various listening and speech skills, both forming a fluid pronunciation.

Also, according to (Miendlarzewska & Trost, 2014) the precision of pronunciation is obtained through musical training from children to obtain a better IQ in adult life. And sometimes, as the author (Lorenzo et al., 2014) mention, the students do not have a music educator, the general teachers are in charge of practicing the musical activities. That is why it is important that the teachers understand the importance to put musical activities so the students can practice the pronunciation and acquire the skill.

Another method that is very effective is audiovisual, this through *movies*, since they are very attractive, you can learn through a favorite genre, depending on the type of person.

Strengthening the ability of oral expression in English through films the author (García, O. 2012) tries to show that the films are capable of capturing the attention of the public, if you are working with children, animated films are the best tool, since you can search movies with favorite characters of the little ones. This facilitates attention because they have fun and learn at the same time. Borreli Patricio (2019) Also agrees with the author

Oscar (2012) and mentions that the films help students to have a better understanding when studying a second language. Audio visualization is one of the most attractive techniques.

Also, as (Ashcroft et al., 2018) said, captions are efficient elements for students who want to learn new words on a specific topic, subtitles depend on the type of movies that the public prefers, for this reason are limited. And as (Seferoğlu 2008 and Florence, 2009 mention in Kabooha, 2016) films help people to get linguistic motivation to develop them in the classroom since they show language of the day-to-day basis and part of the culture of the native English.

According to Tania Danos Valencia according to her ideology of *Dramatization* as a learning and pronunciation tool for a second language. Role play helps express in an appropriate way.

Calderón (1990) shows that Dramatization consists of the representation of a problem where a group of people dialogue with each other, just as it happens in real life. When performing the scenes, pronunciation and intonation are put into practice according to the environment in which it is taking place. Dramatization is not only dialogue; it is also accompanied by mime and improvisation. When people put this technique into practice they not only learn to pronounce, but also to improvise, express their feelings, it can be sadness, happiness, hate, anger, capable of speaking without losing the intonation.

Dramatization is a very complete teaching that ranges from pronunciation to learning grammar rules that helps all kinds of people who want to learn a second language. It helps people to interact with each other by starting the practice of pronunciation in everyday events, it allows them to practice in any environment, such as at school, work, at home, etc. The author also mentions that one of the things people stop to practice their second language is the fear of making a pronunciation mistake, which is why implementing role play in class will help people put It tests their capacity and ability to express themselves and interact, maintaining correct communication.

3. Methodology

3.1 Type of study

The quantitative method has an accurate and objective measurement. (Cadena Iñiguez et al.,) and (Mousalli-Kayat, 2015) mentions that the quantitative method is in charge of formulating and verifying Hypothesis through experimentation, implies a hypothetical-deductive character, this means that a theory is made which generates various hypotheses, these hypotheses together with the variables must be studied and measured in the data collection. Data collection is done through the application of surveys. The questions to be asked must be coherent with the articles used to elaborate the investigation that is being carried out.

3.2 Measuring instrument

The "Question Pro" program was selected to carry out the survey and the process was very simple. A basic matrix survey can be done to get better data collection. There are 4 sections and each section have 5 questions,

the first section is about the dependent variable and the other 3 sections are about the independent variables. For the questions, the Likert scale was used, and the type had 5 options, where Totally disagree is 1 and Totally agree is 5.

3.3 Subjects of study

The size of the population was calculated through survey monkey, the population was 85 people with a margin of error of 5, students of the Faculty of Philosophy and Arts, fifth semester of Phonetics and Phonology. It is intended to measure the importance of having a good pronunciation of a second language. Some of them have implemented different techniques to correct their pronunciation, some methods are more effective than others. It is intended to test each of the methods and their effectiveness to obtain a good pronunciation.

3.4 Analysis methods

When conducting research, different types of analysis are used, this depends on the type of research being done. The descriptive analysis in statistics oversees summarizing the data that is the result of a sample. Its objective is to show a synthesis of all the information to give clear, simple, direct, and organized information. It oversees gathering all the information, showing the most important characteristics, and describing the most relevant data. Its very name says it, it describes everything that is being studied by means of a summary, without the need to use graphs or tables. Another popular method is the correlation coefficient, it is a tool that measures the relationship between two variables, so that the relationship can be measured, the variables must be equal, in this case quantitative. The linear regression in statistics is responsible for studying the relationship between two variables. It is used to quantify the linear relationship by means of a linear correlation coefficient, which is represented by the letter "r" and is also known as the Pearson coefficient, it is shown by means of a scatter diagram. Cronbach's Alpha is very effective, it is in charge of calculating the mean between the variables, it tests the reliability of each one, there is a scale to know if the chosen variables are suitable for a study, research, thesis or exam, the scale conforms as follows; if the variable results with a score of less than six, it is not suitable for a study, so it should be changed to a more reliable one; if the score is greater than 6, it is reliable so it can be used. A hypothesis test is responsible for approving or rejecting a statement about an idea. The test examines two different hypotheses, null and alternative hypotheses. The null hypothesis is that it is intended to test and verify whether it can be approved or not, while the alternative hypothesis will always be true and will show the data obtained from the sample.

3.5 Relability and Validity

The questionnaires were tested with a small sample of 22 people. An alpha less than 6 was detracted in the first variable, so a question had to be eliminated, with that the alpha automatically increased to 7, giving the

approval of the three variables, one was postulated with an alpha of 7 and 8, the co-reliability of the variables favored. For the final survey, it was agreed that it will be applied to a population of 100 people, so the sample would be 41.

Table 1. Cronbach Alpha

Variable	Results
Pop music (x1)	0.8
Comedy Movies (x2)	0.7
Dramatization (x3)	0.8
Importance of pronunciation(y)	0.7

Source: Own elaboration.

4. Final Results

In this investigation the quantitative method was used because we use two different types, as descriptive and correlational, it is descriptive because the variables of the topic have to be described as dependent as independent and there are also precise data that are needed for averages and statistical calculations such as trends, and it is correlational because a verification method is needed for the variables that a sample of the population needs a responder, and the method will be carried out through surveys.

The quantitative method was chosen to measure the three variables mentioned above and define which are the most effective strategies for learning a second language, it is intended to apply a survey to a group of students of the last level of English.

4.1 Descriptive Statistic

Table 2. Descriptive

Variable	Items	Mean	Standard deviation
Pop music (x1)	5	21,25	3,764
Comedy movies (x2)	5	21,61	3,326
Dramatization (x3)	5	20,40	4,239
Importance (y)	4	18,09	2,508

Source: Own elaboration.

Table 2 shows the descriptive data of the final analysis. In the results obtained through the surveys, it is shown that, in the means of all the variables, most of the participants agree. It can also be seen that in the standard deviation there is a variation of numbers, in the dependent variable "importance" everyone thinks the same, but in the others, there are divided opinions.

4.2 Lineal Regression

Table 3. Lineal Regression

Variable	Beta	t-student	Sig
Pop Music (x1)	.155	2.512	.013
Comedy Movies (x2)	.392	4.800	.000
Dramatization (x3)	.004	.058	.954

Source: Own elaboration.

According to the results obtained in Table 3, the hypothesis of pop music and comedy movies are not rejected, this means that there is a relationship with importance.

On the other hand, the hypothesis of dramatization is rejected, and it is not related to its importance.

4.3 Compared by gender

4.3.1 Descriptive

Table 4. Descriptive

Gender	Variable	Mean	Standard deviation	Sig
Female (70)	Pop music (x1)	21.17	4.121	.354
	Comedy movies (x2)	21.39	3.585	.721
	Dramatization (x3)	20.23	4.559	.290
	Importance (y)	17.86	2.955	.090
Male (48)	Pop music (x1)	21.35	3.212	
	Comedy movies (x2)	21.94	2.913	
	Dramatization (x3)	20.65	3.756	
	Importance (y)	18.44	1.623	

Source: Own elaboration.

According to the results obtained in Table 4 there is a change since men and women perceive each variable differently. It is a small difference in the Importance variable, and it says that for men it is more important than for women.

In the Pop music variable, it is a huge difference, for men it helps more than for women. In the Comedy movies variable, is another huge difference, for men are more helpful than for women. And in the last variable, Dramatization, for men are more helpful than for women.

4.3.2 Lineal Regression

Table 5. Lineal Regression

Gender	Variable	beta	t-student	Sig
Female (70)	Pop music (x1)	.188	2.638	.010
	Comedy movies (x2)	.577	5.905	.000
	Dramatization (x3)	-.074	-.974	.333
Male (48)	Pop music (x1)	.085	.868	.390
	Comedy movies (x2)	-.027	-.233	.825
	Dramatization (x3)	.172	1.880	.067

Source: Own elaboration.

According to the results in Table 5, there is a difference between men and women.

The only hypotheses that are accepted are Pop music and Comedy movies from women, and the other hypotheses are rejected.

4.4 Hypothesis Test

Table 6. Hypothesis Test

Variable	Reject o nor reject	Sig
Pop music (x1)	Not reject	.013
Comedy movies (x2)	Not reject	.000
Dramatization (x3)	Reject	.954

Source: Own elaboration.

According with the table 6, only Dramatization was rejected, it could be because not everybody has some knowledge about what it is.

Pop music and comedy movies are not rejected, it could be because everyone has a complete knowledge of it, and they agree that it has a relation with importance.

Conclusions

- *Discussion of results:* The results obtained are good, three research questions were asked according to the three dependent variables, two dependent variables were approved, therefore two questions were answered correctly, Pop Music is approved and dominated by people of the male sex, for those who find this method to obtain a good pronunciation more effective, like Comedy Movies, the second variable, is approved and is also dominated by men, unlike dramatization, a variable which is not approved. They concluded that

its rejection is because it is not very popular or well-known among the population, therefore people use to choose pop music or comedy movies. The objective of the research is to demonstrate that there are elements that influence obtaining a good pronunciation and the elements are successfully approved.

· *Theoretical implications:* One of the theoretical contributions by the team, the importance of a good pronunciation, for us it is essential to know what is the importance it takes to have a good pronunciation, analyzing the situations that arise as learners of a second language, they says that most of the time grammar and other aspects are given more importance, leaving aside pronunciation and the techniques that benefit from obtaining them, that is why three techniques were chosen, listening to pop music, comedy movies and dramatization.

· *Practical implications:* Two methods are shown that are specific to obtaining a good pronunciation, all those students who want to obtain a good pronunciation or those who are just beginning their training in a second language acquisition, making it easier to pronounce, regardless of their age or gender, since the variables studied help all the people who want to excel academically.

· *Limitations of the investigation:* One of the limitations is the research methodology, which had to be quantitative, therefore, there is no option to carry out any other type of research, the subject agreement is made. Limitation is not a disadvantage factor, the rules of a quantitative investigation were followed, measuring the importance of pronunciation in the University population.

· *Future Investigations:* This research should follow and look for more methods that help people improve their pronunciation, because pronunciation is the basis of communication. It is recommended that all institutions apply the methods that study their students and observe the great progress that can be made. Also, as research students, the next semester, it would be important to follow up on the research by testing the qualitative method and obtaining a better result.

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Annexes

Annex 1 Survey

https://www.questionpro.com/a/TakeSurvey?tt=AA5DvsnncGE%3D

Annex 2 Cronbach Alpha

Importance of pronunciation

Estadísticos de fiabilidad

Alfa de Cronbach	N de elementos
,703	4

Pop Music

Estadísticos de fiabilidad

Alfa de Cronbach	N de elementos
,877	5

Comedy Movies

Estadísticos de fiabilidad

Alfa de Cronbach	N de elementos
,721	5

Dramatization

Estadísticos de fiabilidad

Alfa de Cronbach	N de elementos
,873	5

Importance final

Estadísticos de fiabilidad

Alfa de Cronbach	N de elementos
,787	4

Pop music final

Estadísticos de fiabilidad

Alfa de Cronbach	N de elementos
,907	5

Comedy movies final

Estadísticos de fiabilidad

Alfa de Cronbach	N de elementos
,863	5

Dramatization final

Estadísticos de fiabilidad

Alfa de Cronbach	N de elementos
,936	5

Anexo 3

Análisis de los resultados

Estadísticos descriptivos

	N	Mínimo	Máximo	Media	Desv. típ.
Importance sum	118	4	20	18,09	2,508
Pop music sum	118	5	25	21,25	3,764
ComedyMovies sum	118	6	25	21,61	3,326
Dramatization sum	118	5	25	20,40	4,239
N válido (según lista)	118				

Coeficientes[a]

Modelo	Coeficientes no estandarizados		Coeficientes tipificados	t	Sig.
	B	Error típ.	Beta		
1 (Constante)	6,247	1,154		5,416	,000
Pop music sum	,155	,062	,233	2,512	,013
ComedyMovies sum	,392	,082	,520	4,800	,000
Dramatization sum	,004	,064	,006	,058	,954

a. Variable dependiente: Importance sum

Estadísticos de grupo

	Gender	N	Media	Desviación típ.	Error típ. de la media
Importance sum	Femenino	70	17,86	2,955	,353
	Masculino	48	18,44	1,623	,234
Pop music sum	Femenino	70	21,17	4,121	,493
	Masculino	48	21,35	3,212	,464
ComedyMovies sum	Femenino	70	21,39	3,585	,428
	Masculino	48	21,94	2,913	,420
Dramatization sum	Femenino	70	20,23	4,559	,545
	Masculino	48	20,65	3,756	,542

Prueba de muestras independientes

		Prueba de Levene para la igualdad de varianzas		Prueba T para la igualdad de medias						
									95% Intervalo de confianza para la diferencia	
		F	Sig.	t	gl	Sig. (bilateral)	Diferencia de medias	Error típ. de la diferencia	Inferior	Superior
Importance sum	Se han asumido varianzas iguales	2,927	,090	-1,238	116	,218	-,580	,469	-1,509	,348
	No se han asumido varianzas iguales			-1,369	111,409	,174	-,580	,424	-1,420	,259
Pop music sum	Se han asumido varianzas iguales	,867	,354	-,258	116	,797	-,183	,708	-1,586	1,220
	No se han asumido varianzas iguales			-,270	114,026	,788	-,183	,676	-1,523	1,157
ComedyMovies sum	Se han asumido varianzas iguales	,128	,721	-,885	116	,378	-,552	,624	-1,787	,684
	No se han asumido varianzas iguales			-,919	112,591	,360	-,552	,600	-1,741	,638
Dramatization sum	Se han asumido varianzas iguales	1,129	,290	-,524	116	,602	-,417	,797	-1,996	1,161
	No se han asumido varianzas iguales			-,543	112,047	,588	-,417	,769	-1,940	1,106

Coeficientes[a,b]

Modelo		Coeficientes no estandarizados		Coeficientes tipificados	t	Sig.
		B	Error típ.	Beta		
1	(Constante)	3,042	1,371		2,220	,030
	Pop music sum	,188	,071	,262	2,638	,010
	ComedyMovies sum	,577	,098	,700	5,905	,000
	Dramatization sum	-,074	,076	-,115	-,974	,333

a. Variable dependiente: Importance sum

b. Seleccionando sólo los casos para los que Gender = Femenino

Coeficientes[a,b]

Modelo		Coeficientes no estandarizados		Coeficientes tipificados	t	Sig.
		B	Error típ.	Beta		
1	(Constante)	13,662	1,688		8,096	,000
	Pop music sum	,085	,098	,168	,868	,390
	ComedyMovies sum	-,027	,119	-,048	-,223	,825
	Dramatization sum	,172	,091	,397	1,880	,067

a. Variable dependiente: Importance sum

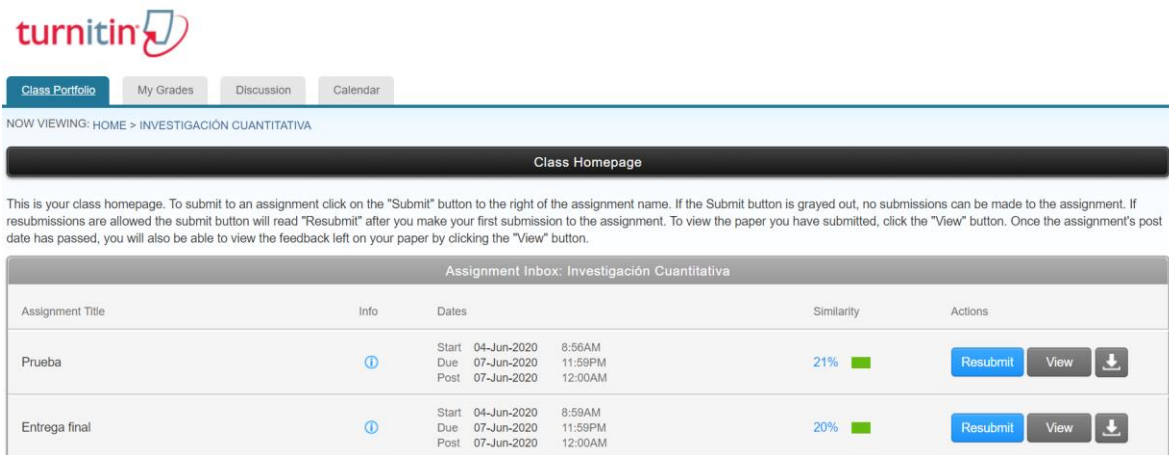b. Seleccionando sólo los casos para los que Gender = Masculino

Anexo 4
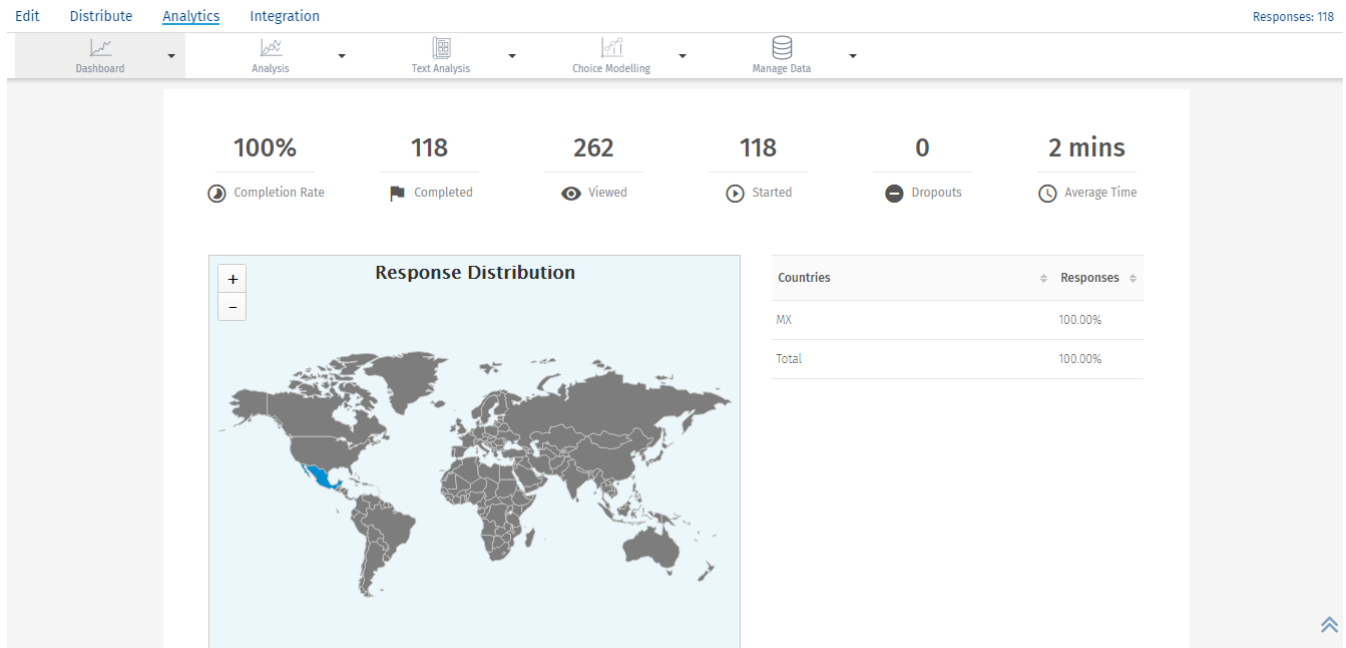
Anexo 5

La pantalla del Turnitin