Material and Activity Design for Pronunciation of Consonants in a Tourism Course: Considering Students' Needs

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Resumen: Debido al gran auge que tiene el inglés como medio de comunicación internacional, más personas lo utilizan cada día en sus trabajos. Consecuentemente, ha sido necesario redefinir la forma de enseñar este lenguaje, dirigiéndolo de una enseñanza para propósitos generales (GE) hacia un inglés para propósitos específicos (ESP). Crear materiales y actividades de aprendizaje que satisfagan las necesidades de los estudiantes es un gran reto en ESP, pues muchos recursos disponibles no toman en cuenta las carencias y deseos de los discentes. El presente estudio determinó cuáles necesidades de los estudiantes no estaban siendo satisfechas en cuanto a materiales y actividades utilizados en el curso Inglés 4 para Turismo, el cual es parte del currículo del segundo nivel de la carrera de Turismo de la Universidad Nacional, Sede Regional Brunca. Primordialmente, la investigación se enfocó en determinar las necesidades y percepciones de los alumnos sobre los materiales y actividades de aprendizaje que les resultan más útiles y significativos para aprender la pronunciación de las consonantes del inglés que son estudiadas en este curso. Se implementó una metodología de análisis de necesidades centrada en el discente, tomando su perspectiva como fuente primordial de información. Se utilizaron dos instrumentos de recolección de datos para lograrlo: un cuestionario de análisis de necesidades y grupos focales. Distintos materiales y actividades fueron diseñados e implementados por los investigadores con dos propósitos: evaluar el grado en que estos cubrían las necesidades expuestas por los estudiantes y compartirlos con otros colegas del campo.

Palabras clave: Inglés para propósitos específicos, análisis de necesidades, diseño de materiales y actividades, pronunciación de consonantes, turismo.

Abstract: As English has become the language of international communication, more individuals use it every day in a variety of occupational contexts. Consequently, it has been necessary to redefine the way the English language is

taught and move from General English (GE) to the English for Specific Purposes (ESP) approach. One of the main challenges in ESP is to supply learners with materials and learning activities that properly fulfill their needs since the ones available are sometimes unsatisfactory. They do not take into consideration the learners' needs, lacks and wants. This study aimed at discovering which of those needs, lacks and wants regarding materials and learning activities were not being satisfied in a group of students in the course English 4 for Tourism, which is part of the second level in the Tourism Major at Universidad Nacional, Brunca Branch Campus. Particularly, the research study focused on determining the learners' needs and perceptions about the materials and learning activities that are more appealing and useful for them to learn the pronunciation of English consonants, which are studied in this course. A learner-centered approach to needs analysis was implemented, taking the learners' perspectives as the main source of data. Two main data collection techniques were used to determine students' perceptions: a needs analysis questionnaire and focus groups. Materials and activities were designed and implemented by the researchers with two main purposes: To assess the degree to which they really fulfilled the learners' needs and to share them with other ESP instructors.

Keywords: English for specific purposes, needs analysis, material and activity design, pronunciation of consonants, tourism.

I Introduction

English learning and tourism development have become key elements for countries like Costa Rica to improve their economic situation. There is a significant connection between these two aspects. On one hand, the teaching of English, the language of business and commerce, has taken a very important role in today's society. It enables people to achieve a better economic and social position in society and also to communicate with individuals from other nations. On the other hand, in the last decade, tourism has become one of the most important economic activities in Costa Rica. It has changed the country's socio-economic direction. Correspondingly, the number of tourists who come from different places around the world increases every year, generating important revenues for Costa Ricans. This issue has generated more employment and better opportunities for several families. For this reason, there is an increase in the need to form better professionals in the field of tourism who can really communicate by using English effectively in real life situations.

Hence, tourism students require to be properly trained to use the language communicatively and effectively in real contexts. They need appropriate mastery not only of the four basic linguistic skills but also of other micro-skills like pronunciation. In fact, mastering pronunciation enables learners so that they are understood by English native speakers. Nonetheless, occasions are in which students are not provided with suitable materials and activities for them to improve the pronunciation of some sounds, including consonants. This causes miscommunication and lack of preparation of these future professionals. Therefore, it is necessary to design materials and activities that fulfill the needs, lacks and preferences of those learners who take English for Specific Purpose

courses (ESP). In order to propose a solution to the situation just described, the following research questions and objectives are proposed as the core of this research study.

1.1 Research Questions
1. What are tourism learners' perceptions in regard to the specific instruction of pronunciation in their ESP courses?
2. What are tourism learners' needs and preferences concerning activities and materials used for pronunciation teaching in their ESP courses?
3. What activities and materials should be designed to respond to the learners' needs and preferences regarding pronunciation teaching in their courses?
4. How do learners' assess the usefulness and contribution of the materials and activities designed by the researchers to reinforce their pronunciation of the consonant sounds /ð/, /Θ/, /ʃ/, /tʃ/, /ʒ/ and /dʒ/?

1.2 Objectives
1. To identify learners' perceptions in regard to the specific instruction of pronunciation in their ESP tourism courses.
2. To discover students' needs and preferences regarding the activities and materials to be used in pronunciation teaching in their ESP courses.
3. To define what materials and activities should be designed to respond to the learners' needs and preferences regarding consonant pronunciation teaching in their courses.
4. To assess the usefulness of the materials and activities designed by the researches to reinforce the learners' pronunciation of the consonants /ð/, /Θ/, /ʃ/, /tʃ/, /ʒ/ and /dʒ/.

II Literature Review
2.1 English for Specific Purposes or ESP
ESP has suffered great transformations since it was first introduced around the 1960s. One of the most important reasons why ESP has become such an important part of English Language Teaching (ELT) is the need for an alternative to General English (GE), which was not sufficient to fulfill the demands and needs of many learners who required the language to function in particular target situations and fields. Today experts conceive ESP as an approach to language learning more than a product. Hutchinson and Waters (1987) state that "ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning which is based on learner need" (p.19). The authors clearly determine that language teaching in ESP should depart from the reasons why people need to learn a foreign language.

In many ways, ESP and GE are similar but their emphasis on the learners' reasons for learning is what separates them from all other approaches and methods. Dudley-Evans

and St. John (1998) highlighted that "the main concerns of ESP have always been, and remain, with needs analysis, text analysis and preparing learners to communicate effectively in the tasks prescribed by their study on work situation" (p. 1). Considering this premise, it becomes fundamental to clearly understand and analyze the implications that needs analysis has in ESP course design.

2.3 Needs Analysis and Materials Design in ESP
Meeting the needs of particular learners requires the ESP teacher to spend a great deal of his or her time designing appropriate courses for different types of learners. Course design is accomplished through asking questions which can provide "a reasoned basis for the subsequent processes of syllabus design, materials writing, classroom teaching and evaluation" (Hutchinson & Waters, 1987, p. 21). This process of asking questions is called needs analysis, and it is fundamental for any process intended in ESP. In the case of this research study, needs analysis was focused on materials design for specific purposes which, as stated by Vičič (2011), is one of the most important aspects in which ESP differs from GE (p. 109). Another author who pointed out the importance of materials is Larsen-Freeman (2000), who expresses that one strategy to solve the students' inability to "transfer what they learn in the classroom to the outside world [is to implement] language materials that are authentic to native speakers of the target language" (p. 132). This means that, if the materials used are not authentic or appropriate for their target context, students will not be able to use the language effectively in real life interaction.

The selection, adaptation or writing of materials is a critical area of ESP teaching. This is mainly because providing students with suitable materials "will equip them with the knowledge they will need in their future business life" (Vičič, 2011, p.110). Materials' selection or writing results from effective course development and needs analysis. Much of the work ESP teachers do in their practice is to decide the extent to which they should use only subject-specific materials or combine them with general materials. Ellis and Johnson (1994) stated that "general materials focus on one's general ability to communicate more effectively, while subject-specific materials focus on a particular job or industry" (as cited in Vičič, 2011, p. 110). Nevertheless, it is widely known that one of the main obstacles for ESP teachers is the access to subject-specific materials suitable for their courses. Hence, most of them have to either use general materials or create their own.

Tailor-made materials or those designed by teachers require much more effort, but they result in a more rewarding process. These materials will also cater better for learners' needs and, as Vičič (2011) puts it, ESP "learners will often feel more affinity for materials that they find relevant to their area of specialism" (p. 111). Clearly, there are great benefits in designing materials for learners, language programs and teachers. It is also relevant that pupils participate in the process of materials selection, given that ESP is predominantly student-centered; their considerations should be a priority in this process.

2.4 A Learner-centered Approach to Needs Analysis and Materials Design
This study focuses on the application of a learner-centered approach to needs analysis and materials' design. The development of learner-centered curricula was a product of the advent of Communicative Language Teaching (CLT) (Nunan, 1998, 24). One of the basic premises of communicative approaches is that the language users should not only have command of grammatical structures, but also be able to get things done in a target context. Hutchinson and Waters (1987) stated that in the past, the teaching of ESP was primarily concerned with the linguistic aspects of the language. Now, it has shifted towards developing communication skills, and learning is very much directed by specific learners' needs for mastering the language (pp. 18-19). This view of ESP points out the importance and roles of learners in the planning of a course or materials and their implementation. Kaewpet (2009) supported this view and added that "aside from language needs, learners' attitudes and feelings are clearly highlighted in the learner-centered approaches" (p. 212). The individuals' perceptions and interpretations are of great value to this approach.

2.5 Pronunciation in the ESP Context
One of the most paramount aspects that ESP teachers have to understand is the speech process and the problems students may encounter when they are learning English. Dauer (1993) described the speech development in all tongues as a "chain of stages…. [in which] *the speaker's speech organs move*" (p. 1). Every person who seeks the ability to utter words and ideas in a target tongue has to go through several steps that go from identifying new sounds and articulating them properly to using them in context as required. All this effort, if followed properly, gives light to the miracle of speaking.

Accordingly, learners must be aware of several linguistic factors and take all of them into account in order to produce a sound, to join several sounds to pronounce a word, to link several words, to be able to express thought or pause groups, and then, to put those idea groups together to transmit a more complete and accurate message. Conversely, cases are in which problems may arise. Dauer (1993) explained that one of the main obstacles that block communication is mispronouncing a specific sound. She stated that in any part of the speaking process, "there could be a problem that results in the message intended by the speaker not being understood by the listener…. Perhaps [the speaker] cannot produce a particular sound" (p. 2). In other terms, a determining factor to function as a successful foreign language speaker is to pronounce sounds accurately. In the case of Spanish speakers who are learning English, many of them face difficulties when pronouncing sounds due to the differences that exist between both tongues.

2.6 Consonant Sounds: English vs. Spanish
Both tongues, English and Spanish, share almost the same alphabet system, but many sounds differ greatly between them. This is one of the main reasons why major emphasis is placed on the English consonant sounds for the purpose of this research study. The sounds considered in this paper are the ones represented by the following symbols: /ð/, /Ө/, /ʃ/, /tʃ/, /ʒ/ and /dʒ/. From these sounds, only the phoneme /tʃ/ is similar to the one

used for the combination "ch" in Spanish. Teschner and Whitley (2004) explained that there are some English phonemic units that are uncommon in other languages. As an illustration, they expressed that "the fricatives /Ɵ/ (thin) and /ð/ (then) are high frequency in English but less common elsewhere" (p. 177). These two sounds and others give problems to English students.

In other cases, Spanish speakers tend to mispronounce some sounds, (for example, instead of using the sound /Ɵ/ in a word, they may turn out to be using the sounds of their native tongue corresponding to the letters "s" and "t"), or even drop them. In the latter case, Dauer (1993) stated that, since many words end in a consonant sound in English that is unusual in other languages like Spanish, many speakers tend to omit them.

Another major difference between English and Spanish that challenges language learners is the fact that Spanish is more phonetic than English. In his book *The Sounds of Spanish: Analysis and Application*, Hammond (2001) commented that "Spanish pronunciation is closer to its spelling than English," and this is reflected in the way dictionaries in both tongues are designed (p. 11). The same author explains that, while Spanish dictionaries do not include a phonetic transcription for each of its entries, English monolingual dictionaries do since even the native speakers of this language sometimes do not know the pronunciation of new words. This may confuse language learners at the time reading and speaking in English since they are inclined to mispronounce words like "think" and say something like /tɪŋk/ instead. In a nutshell, the learning of English pronunciation on the part of Spanish speakers may be affected by factors such as differences in pronunciation or nonexistence of consonant sounds, and differences between both languages

2.7 ESP and Tourism

People working in the field of tourism, in hotels or any other tourist project, will have to deal with thousands of tourists every year. Most of them come from other countries. Many of them are native speakers of English; notwithstanding, there are a great number of tourists whose native language is not English, but they use this language to communicate when they travel abroad. Therefore, being English the language of business and commerce, it is imperative to give students the tools to succeed in the field of tourism. This can be achieved by implementing effective teaching methodologies, especially the ones related to pronunciation and speaking instruction, so that instructors become able to satisfy socioeconomic expectations to help them be communicatively competent and accurate. As expressed by Saraceny, students need "not only to understand how to say things but also to be able to choose what to say" (2006, p. 171). This implies that individuals working in the field of tourism have to be able to use the language proficiently. They need to express their ideas in such a way that tourists will be able to understand them. This can be accomplished by mastering not only the formal structures of the language and the necessary vocabulary but also by learning the right pronunciation of words and sounds.
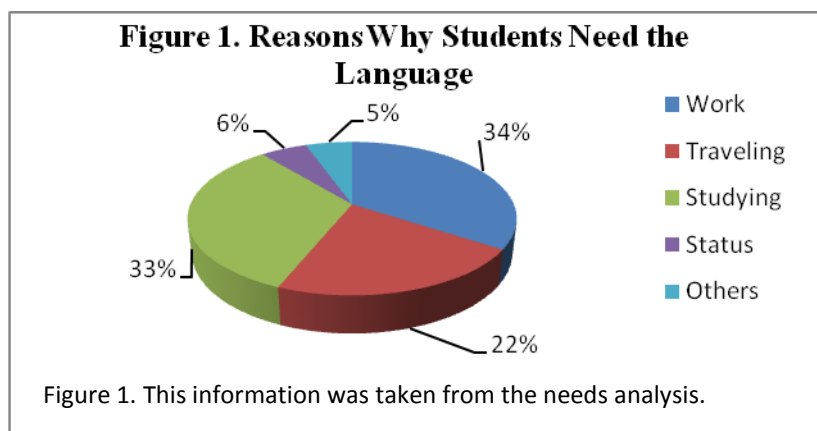
III Students' Needs and Perceptions Regarding Pronunciation and the Materials and Activities Used for Its Instruction

In order to understand and establish student's perceived needs and insights regarding the use of different materials and activities, a learner-centered approach to needs analysis was implemented. It focused on exploring the issue from the point of view of the learners mainly. It intended to inspect tourism students' English pronunciation needs and their perceptions about the materials and activities used to teach this micro-skill.

The participants were a group of 26 second-year tourism students at Universidad Nacional Brunca Branch Campus. Two instruments were used to gather data in this research study. The first one was a needs analysis questionnaire aimed at collecting information about students' perception of the teaching of pronunciation in their major and the needs they had in terms of materials and activities. The other technique used was Focus groups. Three focus groups were carried out to implement and assess the material designed by the researchers in charge of this study in order to address the students' needs. After the analysis of the data collected, the following were the major findings obtained.

3.1 Learners' Perceived Needs for Language

One of the most important findings in this study is learners' perceived needs for language. Results obtained in the needs analysis questionnaire[23] reflected that work is the most outstanding reason why students need English. Figure #1, shows that for 43% of the surveyed students, work is the most important reason why they need English. This means that English is necessary because it gives them access to better job opportunities. 33% of the participant students expressed that it is studying, and 22% of them considered that it is traveling.

Figure 1. This information was taken from the needs analysis.

Another relevant finding gathered in the needs analysis questionnaire is that the main use they will make of English is oral communication. Figure #2 shows that 49% percent of the surveyed students considered oral communication as the most relevant goal

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[23] See Appendix A

of learning English. Besides, 33% of them chose reading comprehension as the most outstanding purpose for this, and 27% of the students considered writing as the main purpose for learning this target tongue. Only 1% of them chose listening comprehension as a purpose for learning English. The most remarkable finding is that oral perception is the main objective for students to learn English, just as it is proposed in the syllabus of their major.
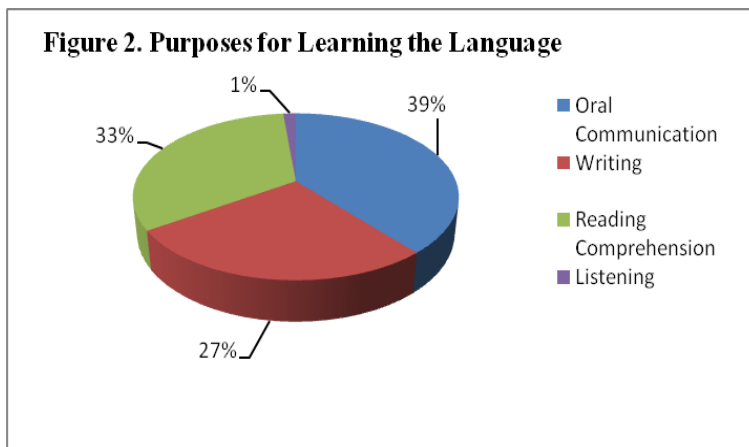

Figure 2. This information was taken from the needs

The data gathered through question #5 of the needs analysis questionnaire[24] and displayed in the table below shows the priority assigned by students to each one of the language skills. The surveyed students' ranking shows that speaking, listening and pronunciation are the skills and micro-skill with the highest level of priority. Vocabulary, writing and reading, according to students, are also important micro-skill and skills but not as much as the skills afore explained. Finally, there are two micro-skills that have the least level of priority, which are grammar and culture. The main finding is that students are aware of the importance that speaking and pronunciation have in the mastery of English.

Table 1. Language Skills Sort by Priority According to Students' Perception

Speaking	24	19%
Listening	24	19%
Pronunciation	21	16%
Vocabulary	15	12%
Reading	14	11%
Writing	13	10%
Grammar	10	8%
Culture	6	5%

Table 1. This information was taken from the needs analysis.

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[24] See appendix 1

3.2 Learners' Perceptions of Specific Instruction of Pronunciation

In this section, some of the responses to the needs analysis questionnaire provided by participant students are included in order to illustrate their perceptions about pronunciation and its teaching in their ESP courses.

3.2.1 Students' perceptions of pronunciation teaching.

In close question #7, tourism learners expressed how they considered the teaching of English in their major. As a result, most of the students, 22 out of 26, stated that studying English is necessary for them. This reveals that learners are aware of the relevance of the target language for their study purposes. Open question #8 was also related to the extent to which specific instruction for pronunciation is beneficial for students. Here the main variables or constructs identified from the responses were:

- better communication,
- better pronunciation,
- better oral expression,
- better job opportunities.

This represents that pronunciation learning represents a major concern for students to improve different areas.

3.2.2 Students' perceived needs for improvement.

When asked about the aspects that they had to improve regarding pronunciation (open question #9), four main variables were identified from the students' responses. Learners indicated that they feel the need to progress in several aspects, which are consonant and vowel articulation, pronunciation practice and fluency. This denotes that tourism students are aware of the need they have for the improvement of a series of pronunciation elements, one of them being consonant sounds.

Learners also answered open question #10: "What is your opinion about the specific study of pronunciation in the previous course you took?" which was English 3 for Tourism. They affirmed in most cases that it was either good or regular, but that it lacked practice, dynamism, creativity and variety of activities. A student complained that book-based activities were mostly used, which made the classes boring for him.

3.3 Learners' Perceptions about Learning Activities Used for Pronunciation

In the needs analysis questionnaire, students were asked about the activities that had been more significant for the improvement of their pronunciation during previous courses. Answers were very varied but those with a higher frequency of appearance were the following:

- repetition of sounds,
- listening to pronunciation of sounds,
- conversations with partners focused on tourism issues,
- oral presentations,
- observation of the written representation of sounds (phonetic symbols).

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Answers reflected that the specific study and practice of phonetic sounds through the activities mentioned above are a significant way in which learners could improve their pronunciation.

On the other hand, when asked about the activities that were not significant for them to improve pronunciation, students reflected that the use of the book as the only source of practice was not well accepted. Also, students demanded for more dynamic activities and routine activities were criticized. The lack of interaction with native speakers of English was another point highlighted. Some of the respondents' sample answers taken from questions #11 and 12 are provided to illustrate this point:

- "…we only had practice with the book, and we did not have conversations among students *(Needs Analysis Questionnaire,* own translation*).*
- "only the book was used as the course material"(*Needs Analysis Questionnaire,* own translation*).*
- "…clases were very routinary" *(Needs Analysis Questionnaire,* own translation*).*
- "…the 10 weekly hours of class are only taken in the classroom, we do not have the possibility to go to another place where we can practice and listen to English native speakers" *(Needs Analysis Questionnaire,* own translation*).*

3.4 Learners' Preferences in Activities and Materials

From a list of several materials, students were asked to rank the five ones they considered more useful to improve their pronunciation[25]. Number 1 represented their top priority and 5 their fifth priority. Table 2 shows the options that were ranked number 1 by the respondents. It is possible to observe that songs, movies and dialogues were more frequently ranked as the top priority. Books, tongue twisters and videos were first options as well. The same six materials were also ranked number 2 and 3 with high frequency, which reflects that they were definitely in the preference of the learners. The main finding here is that these are the types of materials that were more appealing to students; hence, researchers would design materials that responded to these preferences.

Table 2. List of Materials Ranked #1 for Students to
Improve their Pronunciation

Songs	9	35%
Movies	7	27%
Dialogues	5	19%
Books	3	11%
Tongue twisters	1	4%
Videos	1	4%
Total	26	100

Table 2. This information was taken from the needs analysis questionnaire.

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[25] See Appendix A question #14

3.5 Evaluation of Materials and Activities Designed
Through three different focus groups in which students volunteered to participate, different material and activities designed by the researchers were implemented for students to assess their usefulness and the level to which they really fulfilled their needs. Three different kinds of materials were tested during each focus group. At the end of each focus group, students answered an evaluation instrument[26]. The information displayed in Table 3 shows students' perception when they evaluated the materials and activities implemented in the three focus groups.

   Students' opinions on the first assertion show that the materials and activities used to teach the different consonant sounds emphasized contributed to enrich their knowledge of their area of study. This is proved since, in 20 out of the 27 instruments collected, participants strongly agreed and the other 7 agreed with it. The second premise dealt with the extent to which activities and materials used helped learners to improve their consonant sounds pronunciation. In this regard, 6 of them agreed and 21 strongly agreed.
In terms of students' preferences, their responses to assumption #3 illustrate this issue. In this case, 14 students strongly agreed, 10 agreed and only 3 partially agreed, which shows that the materials and activities used in the focus groups had a positive effect. Similarly, whether or not the activities and materials responded to students' needs was revealed by their answers to the fourth premise. 13 learners strongly agreed, 12 agreed and just 2 partially agreed, which means that their needs were addressed in the focus group. Finally, since 15 students strongly agreed, 9 agreed and just 3 partially agreed to premise #5, the materials and activities put into action in the focus groups were innovative and useful for students' learning. It is evident, according to learners' evaluation, that the materials and activities designed by the researchers had a positive impact on students' pronunciation learning and improvement.

Table Students' Evaluation of Focus Groups Materials and Activities

	SD	D	PA	A	SA
	1	2	3	4	5
1. The materials and activities implemented in this focus group contribute to the knowledge of my area of study: Tourism.				7	20
2. The materials and activities implemented in this focus group helped me improve my pronunciation of the sounds emphasized.				6	21
3. The materials and activities used in this focus group correspond to my preference and learning style.			3	10	14
4. The materials and activities used in this focus group respond to my needs regarding pronunciation.			2	12	13
5. The activities and materials presented during the session demonstrated to be innovative and useful for my learning.			3	9	15

Table 3. Information taken from the evaluation instrument for focus groups.

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[26] See Appendix B

Other important responses were mentioned by students in the open ended questions included in the focus group evaluation instrument. Most of them reported that they had more preference for videos and songs[27], and the listening and speaking activities that were designed by the researchers on the basis of those materials. In addition, they specified that what they liked from the activities and materials used in the focus groups in general terms was that they were dynamic, creative, varied, authentic and easy to understand. They also stated that those didactic resources allowed them to practice, participate in an oral way, and also gave them the chance to have listening practice.

IV Conclusions

Students are deeply aware of the importance that learning English has for their professional future. They clearly understand what they need the language for and what the main purposes for using the English language are. The main goal they see in the language classes is achieving oral proficiency. This implies that materials and teaching activities implemented in the classroom should be aimed at helping learners improve their English oral proficiency without leaving the other skills and micro skills unattended. Learners are aware of the importance that pronunciation has in learning and using English in real life situations in order to understand and be understood. This means that the teaching of pronunciation should be focused on addressing these students' needs.

Using videos, readings, songs from real life, not adapted to the course, is really useful because they motivate students. The reason for this is that they are in contact with the language as it is used in real life and as it is pronounced by native speakers.

Designing pronunciation teaching materials and activities based on a sound needs analysis and on students' preferences is very useful to raise learners' interest and to help them learn in a better way. Using teachers' inventiveness and creativity could perhaps lead to the creation of excellent teaching materials and activities.

The teaching materials available to teach pronunciation, though useful, do not necessarily satisfy students' needs and preferences because most of them are very general. Pronunciation teaching materials and activities should be designed to meet the context characteristics, particularities and requirements; otherwise, they will not be as useful and helpful to improve students' pronunciation as professors usually believe. They should also be dynamic, creative, varied, authentic and easy to understand, but most of all, they must allow students to practice, participate in an oral way, and give them a chance to have listening practice.

Acknowledgements

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[27] See Annex C for sample materials

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Appendix A. **INSTRUMENTO 1. ANÁLISIS DE NECESIDADES PARA LOS ESTUDIANTES**

Queridos estudiantes: El siguiente instrumento consiste en un análisis de necesidades que contiene tanto preguntas cerradas como abiertas para determinar las necesidades, carencias, y deseos de los estudiantes del curso Inglés IV para Turismo en relación a la enseñanza específica del componente de pronunciación en dicho curso. El estudio se enfoca en el material didáctico y actividades de aprendizaje utilizado para el mejoramiento de la pronunciación del idioma inglés.

     La información suministrada será utilizada exclusivamente con fines de investigación y la confidencialidad será garantizada mediante el anonimato.

     Por favor, siéntase libre de responder en forma amplia y honesta en cada pregunta que se plantea. La riqueza de sus respuestas en relación al tema beneficiará en gran medida este estudio.

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1. **Sexo:**   **Femenino_____**   **Masculino _____**

2. **Edad: De 18 a 20años _____**   **de 21 a 25 años _____**   **más de 25 años _____**

3. **¿Por qué necesita el idioma inglés?**
   a. **_____ Trabajo**
   b. **_____Viajes**
   c. **_____ Estudio**
   d. **_____ Status**
   e. **_____ otro:**
       _____

4. **¿Cómo utilizará el lenguaje?**
   a. **_____Para comunicarse en forma oral**
   b. **_____Para comunicarse en forma escrita**
   c. **_____Para leer información de distintas fuentes**
   d. **_____otras:_____**
       _____

5. **¿Qué tan frecuentemente podría utilizar el inglés en su futuro?**
   a. **_____ la mayoría del tiempo**
   b. **_____ frecuentemente**
   c. **_____ algunas veces**
   d. **_____ en muy pocas ocasiones**

6. **¿Cuál de las siguientes habilidades y componentes del lenguaje serán de mayor utilidad para usted? Puede marcar más de una opción.**
   a. **_____Lectura**
   b. **_____ Escritura**
   c. **_____ Expresión oral**

    d. _____ **Comprensión auditiva**
    e. _____ **Gramática**
    f. _____ **Pronunciación**
    g. _____ **Vocabulario**
    h. _____ **Cultura**

7. **Basado (a) en su experiencia con el curso Inglés III para turismo, cómo considera usted la instrucción especifica del componente de pronunciación.**
    a. **Necesaria**
    b. **Aburrida**
    c. **Difícil**
    d. **Importante**
    e. **Útil**
    f. **Innecesaria**
    g. **Fácil**
    h. **Otros**
      :_____

8. **¿Cómo puede la instrucción específica de pronunciación influir en su desempeño en el idioma inglés?**
    _____
    _____
    _____
    _____
    _____

9. **¿Qué aspectos de la pronunciación del idioma inglés considera usted que debe mejorar?**
    _____
    _____
    _____
    _____
    _____

10. **¿Qué le pareció el estudio específico de la pronunciación en el curso anterior?**
    _____
    _____
    _____
    _____
    _____

11. **Desde su experiencia en el curso pasado, ¿qué actividades de aprendizaje fueron significativas para el mejoramiento de la pronunciación?**

_____
_____
_____
_____
_____

12. **Desde su experiencia en el curso pasado, ¿qué actividades de aprendizaje NO fueron significativas para el mejoramiento de la pronunciación?**

_____
_____
_____
_____
_____

13. **¿Qué tipo de actividades considera de mayor utilidad para mejorar su pronunciación? Enumere las opciones según su preferencia. 1 corresponde a su primera preferencia y 4 a su cuarta preferencia.**

   a. **Juegos**   _____
   b. **Dramatizaciones**   _____
   c. **Ejercicios de transcripción**   _____
   d. **Ejercicios de repetición**   _____

14. **¿Qué tipo de materiales considera de mayor utilidad para aprender a mejorar su pronunciación? Enumere las primeras cinco opciones de su preferencia. 1 corresponde a su primera preferencia y 5 a su quinta preferencia.**

   a. **Libros**   _____
   b. **Revistas**   _____
   c. **Periódicos**   _____
   d. **Cuentos**   _____
   e. **Poemas**   _____
   f. **Trabalenguas** _____
   g. **Diálogos**   _____
   h. **Carteles**   _____
   i. **Vídeos**   _____
   j. **Películas**   _____
   k. **Canciones**   _____

15. **¿Qué otro tipo de actividades sugiere para el mejoramiento o la enseñanza de la pronunciación?**

_____
_____
_____
_____
_____

Appendix B. **MATERIALS AND ACTIVITIES EVALUATION INSTRUMENT**

PART I. INSTRUCTIONS: please write and "X" in the box that best describes your level of agreement with each of the following statements. Use the following table to decide your answer.

SD= Strongly disagree	D= disagree	PA=Partially agree	A= Agree	SA= Strongly agree
1	2	3	4	5

	SD ⬇	D	PA	A	SA ⬇
	1	2	3	4	5
1. The materials and activities implemented in this focus group contribute to the knowledge of my area of study: tourism.					
2. The materials and activities implemented in this focus group helped me improve my pronunciation of the sounds emphasized.					
3. The materials and activities used in this focus group correspond to my preference and learning style.					
4. The materials and activities used in this focus group respond to my needs regarding pronunciation.					
5. The activities and materials presented during the session demonstrated to be innovative and useful for my learning.					

PART II. Complete the following ideas based on your experience during the focus group session.

6. The most useful activity for me to improve my pronunciation was:

_____

Why?

_____

7. The aspects that I liked the most about the activities presented were:

8. What I didn't like about the activities and materials implemented in the session was:

345

9. My recommendations to improve the materials and activities are:

_____

_____

_____

Appendix C. **SAMPLE MATERIALS AND ACTIVITIES DESIGNED**

PART II. Video Sounds / ð / / ɵ /

INSTRUCTIONS: Watch a video clip from the movie "Under the Sun of Tuscany."
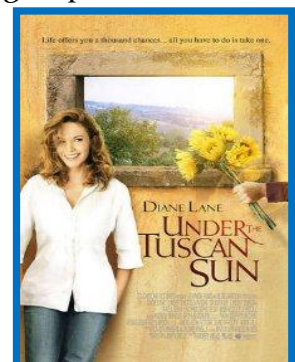
Activity 1. Before watching the clip, brainstorm some of the ideas that you have about Italy. You may talk about its geography, tourist sites or any other aspects.

Activity 2. Watch the video clip. After that, answer the questions below about it with a partner orally. When you answer, use the bold printed words from the questions.

Questions	
1-What do you **think** about Tuscany? 2-What type of tour is being portrayed in the scene? Are **there** tours like this in Costa Rica? 3-Are **there** many attractions in Tuscany? Which ones did you see in the video? 4-What are **three** aspects you really like about this place from what you see in the movie? 5-What are **three** aspects that you dislike from this tourist site? 6-According to what you saw in the video, how is people's **health** in Tuscany?	**Sample Answer** I **think**. . .

Activity 3. Read the following statement and complete it according to your perception from the video clip. Then, prepare for comments with the group.

"I think Tuscany is the perfect place for

_____

_____

a _____ *tourist to…*

_____.''

Activity 2. Introducing / ʃ / and / tʃ /. Read the following tongue twisters out loud in order to practice the pronunciation of the sounds / ʃ /and / tʃ /.

1. Chester Cheetah chose Chicago as a tourist destination he should share with Sheila.
2. What a shame such a charming ship crashed near the shore.
3. A cheap ship? A cheap ship! This ship is a cheap choice.
*Create your own using words containing / ʃ /and / tʃ /.
_____
_____
_____

Activity 3. Learning How to Pronounce / ʃ / and / tʃ /. Watch a video in order to learn how to pronounce the consonant sounds / ʃ / and / tʃ /. Write and repeat the words you hear.

/ʃ/	**/ tʃ /**
_____	_____
_____	_____
_____	_____

❖ Remember / ʃ / is voiceless and sounds like the quiet sound "Shhhhh" and / tʃ / is voiceless and sounds like a sneeze "Achoo".

Activity 4. Watch a video in which minimal pairs using the sounds / ʃ / and / tʃ / are used.
Part 1: Listen and repeat.
Part 2. Write in the spaces below the word you hear under each sound symbol.

/ʃ/	**/tʃ/**
_____	_____
_____	_____
_____	_____

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

Part 3. Listen to phrases containing the sounds / ʃ / and / tʃ / and repeat.

Part 4. Now listen to phrases in which the sounds / ʃ / and / tʃ / are linked and repeat.

PART I. Song Sounds /ʃ/   /ʒ/

INSTRUCTIONS: Listen to the song "Love Profusion" by the singer Madonna.
Activity 1. Complete the song lyrics with the words from the word bank.
Activity 2. Then, circle the sound corresponding to each of the words.

Love Profusion

Madonna

There are too many _____ /ʃ/ /ʒ/

There is not one _____ /ʃ/ /ʒ/

There is no _____ /ʃ/ /ʒ/

There is so much _____ /ʃ/ /ʒ/

And the love _____ /ʃ/ /ʒ/
You make me feel
You make me know

And the love _____ /ʃ/ /ʒ/
You make me feel

You make it _____ /ʃ/ /ʒ/

There are too many _____ /ʃ/ /ʒ/

There is no _____ /ʃ/ /ʒ/

I have lost my _____ /ʃ/ /ʒ/

What I want is an _____ /ʃ/ /ʒ/

And the love _____ /ʃ/ /ʒ/
You make me feel
You make me know

And the love _____ /ʃ/ /ʒ/
You make me feel

You make me _____ /ʃ/ /ʒ/
You make me feel

You make me _____ /ʃ/ /ʒ/
You make me feel

I got you under my skin
I got you under my skin
I got you under my skin
I got you under my skin

There is no _____ /ʃ/ /ʒ/

There is real _____ /ʃ/ /ʒ/

There is so much _____ /ʃ/ /ʒ/

What I want is a _____ /ʃ/ /ʒ/

And I know I can feel bad
When I get in a bad mood
And the world can look so sad
Only you make me feel good

I got you under my skin
I got you under my skin
I got you under my skin
I got you under my skin
(twice)

And the love _____ /ʃ/ /ʒ/
You make me feel
You make me know

And the love _____ /ʃ/ /ʒ/
You make me feel

You make me _____ /ʃ/ /ʒ/
You make me feel

You make me _____ /ʃ/ /ʒ/
You make me feel

I got you under my skin
I got you under my skin
I got you under my skin
I got you under my skin
(twice)

And I know I can feel bad
When I get in a bad mood
And the world can look so sad
Only you make me feel good

WORD BANK

explanation	*illusions*
profusion (3 times)	*solution*
celebration	*shine (5 times)*
resurrection	*destruction*
confusion	*comprehension*
questions	*isolation*
consolation	*options*
vibration	*direction*
intention	