

PHONETICS AND PHONOLOGY AS AN INTERVENTION STRATEGY TO IMPROVE ENGLISH LEARNING AMONG BRAZILIAN STUDENTS

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ABSTRACT

This study aims to discuss students' perceptions concerning listening and speaking, suggesting phonetics and phonology as an intervention strategy to help them in their learning process. As a tool to collect the necessary data for this study, a questionnaire was designed and applied at a private school of languages in Altamira/PA and it took four weeks. The subjects involved in the research are eight students, (beginners, intermediate and advanced). As theoretical background, we searched for Brown (1994), Harmer (1998), Krashen (1982), Roach (2009) and Wilson (2008). As a result, students' reports demonstrated that there are many difficulties and worrying about the skills mentioned, otherwise they have some techniques to deal with these challenges, and small actions already developed by the teachers in class have helped them a lot in their learning process, making us realize the importance of dedicating attention and fortifying activities focused in phonetics and phonology, having learners more aware about English features when it comes to speaking and listening skills.

Keywords: Phonetics and phonology. Students. Teachers.

INTRODUCTION

As a learner, in my childhood the only contact I used to have with English was through listening to songs, and by having this experience with the sound, I started repeating and being familiarized with the way the words were said, even though I could not understand most of them.

Sometimes I could not remember the words while I was singing, however I wanted to give my best to it, so I started writing the words I listened, I did not know them or even had any visible contact with most of them, but I used to write the words with my mother tongue knowledge, so if I listened to the sentence "*Open up your plans and damn, you're free*" which is from the song "*I'm yours*", by Jazon Mraz, the first song I tried to learn, I would write in my notebook [Openap ior plens endem iore frii], after that, I would listen to the song and repeat this sentence for several times,

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next I would learn how to sing it. According to (BROWN, 2000, p. 209) learners “use linguistic knowledge, including knowledge of their first language, in learning a second language.”

The benefits students can have just by listening to songs are huge, once they get in touch with many features of the language, such as pronunciation, vocabulary, structures, culture, among other points.

Most people, at some unconscious level, realize they are more predisposed to one way of learning than to another. Someone with musical intelligence may choose to learn a language through listening to songs; (WILSON, 1988, p. 14).

I did not have a technical way or understanding concerning the amplitude about what I was doing, but I was developing an aspect of my way of learning, or if you prefer, a learning strategy, I realized that activity could help me in my purpose, which was singing the songs I liked in English, so I worked on it. It is very relevant when students realize what works or not for them, because they need to understand how they learn better and studying also needs to be a moment of pleasure.

Some years later, taking an English language course at Universidade Federal do Pará, in one of the subjects I had, “Phonetics and Phonology”, I found out that the activity I used to do when I was a child could have been done with appropriate techniques, once every phonetic symbol represents an actual sound, and by recognizing it, we are able to pronounce it correctly. I realized how important phonemes were to English when it comes to speaking and listening skills, and that I could get some aspects of that subject and start studying the sounds of the words with more details and understanding better their universe, consequently, improving my English. Besides, sharing with other people how learning strategies can be useful and necessary, in order to improve teaching and learning related to listening and speaking skills.

Observing this situation, this study aims to discuss students’ perceptions concerning listening and speaking, suggesting phonetics and phonology as an intervention strategy to help them in their learning process. “Our goal as teachers of English pronunciation should therefore be more realistically focused on clear, comprehensible pronunciation” (BROWN, 2000, p. 284). It is necessary to highlight that we do not aim to prioritize any English accent, but actually help students understand better the target language, whatever it is the variety that is being taught.

1. ACQUIRING A LANGUAGE.

When learning a second language, such as English, the one we are going to focus on this project, one of the biggest challenges students face is speaking and listening well, in a comprehensible way, many of them finish school, an idiom course, or even a graduation course, for instance, but end up saying that cannot communicate as they expected, once they studied the language and dedicated their time, effort and money to this purpose. As teachers, it is important to understand the reasons behind these difficulties and how we could minimize or overcome them, after all, we expect our students to succeed in their learning process.

Krashen (1982) explained that we acquire a language and become able to speak it effectively when we receive comprehensible input and this does not happen

fast, it emerges, over time, as he points out. "Early speech will come when the acquirer feels "ready"" (KRASHEN, 1982, p. 22). We can experience this idea when we see babies who cannot speak yet. The brain is learning during the first months and years of life how to deal with the input, the vocabulary that is being received, then some time later, they have the output, starting speaking and responding to sounds, repeating the words and acting just like the people who are among them.

We commonly attribute children's success to their widely observed tendency to acquire language subconsciously, that is, without overtly analyzing the forms of the language themselves. Through an inductive process of exposure to language input and opportunity to experiment with output, they appear to learn languages without "thinking" about them (BROWN, 2000, p. 55).

On the other hand, the acquisition of English as a second language among Brazilian students is very different, because, in general, it is not a natural process, such as the one mentioned above, once they do not grow up among English speakers, so the learners need to find ways of achieving the language. Then, in this scenery, teachers have been given a big challenge, which is: how could we minimize and maybe overcome speaking and listening comprehension problems and have students communicating effectively in English?

1.1 Learning strategies

According to Rebecca (1991) students need strategies in their learning process, in order to develop their active, self directed involvement, very relevant for communicative competence. Moreover (ROUCH, 2009 p. 2) explained that "Because of the notoriously confusing nature of English spelling, it is particularly important to learn to think of English pronunciation in terms of phonemes rather than letters of the alphabet". He points out that it is difficult to deal with these specific aspects of the language, because there are a lot of technical terms involved, Rouch (2009). However, phonetics and phonology can be a big friend if the students learn how to use them, of course we are not implying that they will be experts on the topics, but getting used to some learning strategies can help them a lot.

It is necessary to mention that this study does not expect students studying deeply phonetic and phonology concepts, but having them starting paying attention to some features of strategies that can help them.

Pronunciation exercises can be difficult, of course, but if we eliminate everything difficult from language teaching and learning, we may end up doing very little beyond getting students to play simple communication games (ROUCH, 2009 p. 6).

"All the sounds we make when we speak are the result of muscles contracting". (ROUCH, 2009, p. 8). Once we do not have a sound in our mother tongue, we need to get used to it, to learn how to move our mouth in order to pronounce it, and sometimes, a word said in a wrong way can cause understanding problems. Is is the case of the word "three", which is a big challenge in the first levels. If the students do not pronounce the sound of the "th", it is possible to have other meanings as a result, for example, free or tree.

What if we give this person a more solid base, have him or her aware that all the words can be represented by a symbol, and each one has a different sound, about voiced and voiceless sounds, such as other features? Would not be more effective than just having students repeating sounds? It probably would, because we would be going beyond the usual teaching. Also, they need to be aware about rhyme, alliteration, assonance, and other poetic devices that manipulate sound, and this is possible when a teacher develops speaking and listening activities focused on phonetics and phonology.

“For example, stress is important: when the word ‘import’ is pronounced with the first syllable sounding stronger than the second, English speakers hear it as a noun, whereas when the second syllable is stronger the word is heard as a verb” (ROUCH, 2009 p. 36).

“Intonation is also important: if the word ‘right’ is said with the pitch of the voice rising, it is likely to be heard as a question or as an invitation to a speaker to continue, while falling pitch is more likely to be heard as confirmation or agreement. (ROUCH, 2009 p. 36)

When students have the habit of listening, they start identifying patterns of pronouncing words. “Listening, then, is an activity that takes place on many levels simultaneously, from recognition of individual phonemes to recognition of patterns of intonation that alert us to irony, sarcasm, anger, delight.” (WILSON, 1988, p. 22)

Listeners guess, predict, infer, criticise and, above all, interpret. How and why do listeners guess? When we listen, an acoustic signal (the sound wave) is analysed according to a mental checklist of recognisable, semi-recognisable and unrecognisable sounds. (WILSON, 1988, p. 21 - 22)

It is known that English has a variety of sounds which Brazilian people are not used to, because we do not have some of them in our language, as the sound of “th”, for instance. How can a person, who has never tried this sound, say it correctly? The first answer would be listening and repeating, perhaps, however, these actions sometimes are not enough, even though students listen and repeat many sounds like the one mentioned, some of them still have a hard time trying to say it. According to Wilson (1988, p. 34), students need to have knowledge about learning strategies, they need ways of understanding and dealing with situations which they did not study yet, for instance, also the teacher needs to exemplify it and show how effective and repeatable it is. “What makes a strategy teachable? In many cases, the first condition is that the students must recognize there is a problem and realize that they need to take strategic action”. (WILSON, 1988, p. 34).

In addition, when students develop such techniques, they start being more independent, they can give their own steps in their learning process, it is a fact that a teacher needs to provide the first steps to the learners, but sometimes the contact between these people is not possible, students do not have a teacher with them twenty four hours a day, also, we never stop learning, “Training students to become ‘strategic’ about listening is one of the most important things that teachers can do to develop their students’ competence in the skill” (WILSON, 1988, p. 34). Consequently, by knowing how to deal with new words sound, they can start learning other new words and recognizing new sounds and forms by themselves.

2. METHODOLOGY

This type of research is qualitative and aims to verify the experiences students have concerning speaking and listening, trying to understand if they react well when their teachers dedicate attention to teach them features related to the sound of the words. When we say having phonetics and phonology in teaching, some people may be scared, think that it would be very difficult to bring such aspects to the students' environment, small actions such as: introducing phonetic symbols, teaching them differences between very similar words, guiding them in how to deal with new words sounds, paying attention to their pronouncing and help them whenever it is possible and viable, talking to them about chunks, intonation, stress, among other features that can be talked about. All of these intervention actions can be significant for students, because sometimes English in the classroom seems to be very simple, but in real contexts, language becomes alive, turns into a complex thing, taking into consideration many aspects of the speakers and of the environment. So the present study is trying to realize how students feel about their listening and speaking experiences, plus when their teachers dedicate attention the sound of the words and provide them features related to these skills.

Futhermore, language suffers transformation with the passage of time, it is not something fixed, and in different situations too. For instance, if students learn how to deal with the sentence "I go to school every day", it is important that the teacher tells them that sometimes they may listen an [r] sound between go and to, it is something that happens while people are speaking. This would be a tip, and by knowing this, they would be able to repeat this possibility in other situations (go to the gym, go to college). If the teacher does not make the students aware about other sounds possibilities, they may have problems when listening to this outside the classroom, or even inside of it, through authentic materials.

2.1 Subjects and their environment

The subjects involved in the research are eight students, (beginners, intermediate and advanced students). It took place at a private school of languages in Altamira/PA, lasting four weeks. Speaking of years of studying, some of them have only four months of studying, while one of them have studied the language for five years, the others are between this period of time. Also, they are students from different teachers, three in total. As a method of protecting students' image, they were requested to suggest a pseudonym for this study.

2.2 Research instrument

As a tool to collect the necessary data for this study, a questionnaire was designed and applied to the participants. The questionnaire was developed in their mother tongue, which is Portuguese and it was constituted for 16 topics.

Questions 1 to 4 were designed in order to get personal information about education, self-evaluation and satisfaction of the learners. Questions 5 to 7 focused on students' experiences concerning speaking and listening skills, such as practicing, contentment and difficulty or worrying about them. Questions 8 to 9 were about

relations between English inside and outside the classroom. Question 10 emphasized the relevance about teaching pronunciation, while 11 to 13 the attitudes students have when they get to know a new word, besides if they are able to identify sounds patterns. Finally, questions 14 to 16 were designed to discuss the students' perceptions about these skills in teaching and learning.

2.3 Data analyzes - Listening and speaking in students' perceptions

In accordance with (BROWN, 2000, p. 254) "English is a stress-timed language, English speech can be a terror for some learners as mouthfuls of syllables come spilling out between stress points". Some English words are extremely similar, such as minimal pairs and it is somehow difficult for second language learners to realize such differences and learn how to handle with them, notably when we do not have the target sound in our first language, not being used to some muscular movements which are necessary to pronounce some sounds, However, if we dedicate some attention to details of the sound of the words, have students taking notes and asking questions, also we emphasize specially those sounds which are crucial to differ the words, we can have students associating and improving their speaking and listening skills.

Bruna, one of the interviewed students, mentioned this difficulty in her answer on the topic 7, "*Sinto dificuldades com certas palavras tanto na fala quanto na audição, pois algumas são bem semelhantes, mas com o tempo fica mais fácil de distinguir*". Otherwise, she recognized the importance of experience and practicing, as a way of improving in learning.

Bruna also emphasized how important it is to take these features of the language into consideration when asked about differences of English pronunciation inside and outside the classroom: "*onde estudo há uma preocupação de tornar o aprendizado o mais realista possível, mostrando a forma que aquilo será utilizado no mundo real.*"

On topic 14, the students were questioned if their teacher dedicates attention to the sound of the words, if he or she makes corrections in order to improve their abilities and how this happens, if it does. Here are some of their answers:

"Sim, há muita dedicação por parte do professor e o principal o amor que ele envolve em seu trabalho. Além disso, traz dinâmicas e exemplos práticos e divertidos." (Beatriz)

"Sim, quando dito uma palavra com a pronúncia errada, e o professor corrige e pede para que se coloque do lado da palavra seu som fonético." (Maria)

"Sim. Através da correção dos exercícios (que são respondidos em voz alta), de questionamentos feitos em sala e conversações durante a aula. Assim, quando o professor identifica algo de errado ele intervém falando como se pronuncia ou até mesmo da exemplo de como usá-las." (Bruna)

"Sim, ele pede que façamos o uso dos áudios ouvindo e repetindo cada palavra da mesma forma." (Florisvalda)

On topic 15, they were questioned if the teachers' instructions have helped them speak and listen better in English, here we have some of the answers:

“Sim, tem me ajudado bastante a melhorar minha compreensão” (Gil)

“Sim. Com toda certeza” (Florisvalda)

“Sim. Sem dúvidas, é o ponto chave para transcender qualquer dificuldade.” (Bruna)

When questioned what teachers can do to improve even more their speaking and listening comprehension, they wrote:

“estimular o aluno a ouvir músicas em inglês e assistir filmes estrangeiros na sua língua original, o inglês”. (Beatriz)

“Poderiam desenvolver bastante atividades relacionadas a audio, pois quanto mais você ouvir melhor, melhor será a sua pronúncia”. (Juruna)

“Que estimulem a fala dos alunos e tragam exemplos que mostrem a realidade deles, pois assim motiva a interação e desperta a vontade de aprender, além de abordarem temas complexos de modo mais simples, de fácil compreensão para os alunos”. (Bruna)

“Quando apresentada uma palavra nova, pedir para o aluno formular uma frase e falar em voz alta, se for identificado algum erro, orientá-lo para a pronúncia correta. Fazer redublagem de trechos de filmes ou personagens do gosto do aluno seria uma opção divertida, por exemplo, seleciona-se o trecho da fala de algum personagem e o professor pede para o aluno repetir”. (Maria)

“A mesma dica que o teacher me deu. Ouvir os áudios do livro ou algumas frases, textos em inglês e repetir com sua voz alta. Isso ajuda muito.” (Florisvalda)

On topic 13, Marcos Andrade answered that some words have similar sound and this helps him in his pronouncing. *“Algumas palavras tem sons parecidos e isso ajuda na pronúncia”.*

When questioned about “What attitudes do you have when you get to know a new word and do not know its pronunciation?” the students wrote:

“Faço pesquisa na internet ou pergunto ao meu professor de inglês.” (Bruna)

“Pergunto como é a pronúncia correta ao meu professor de inglês ou alguém que tenha conhecimento.” (Gil)

“Eu pergunto ao teacher ou recorro ao google tradutor.” (Florisvalda)

“Pesquiso no google tradutor, ouço alguma música com essa palavra ou pesquiso algum vídeo ou trechos de filmes relacionados a essa palavra nova.” (Beatriz)

“Ou eu pergunto para o meu teacher ou uso o google.” (Juruna)

“Perguntar ao professor de inglês ou utilizar o google tradutor, dicionário cambridge e ouvir a pronúncia da palavra.” (Maria)

“Caso tenha um professor que eu posso perguntar ou no aplicativo no celular que ensina a pronúncia.” (Spencer Hastings)

“Geralmente eu pesquiso na internet a pronúncia dessa palavra.” (Marcos Andrade)

We can realize here that the students have some knowledge about how to act in order to assimilate a new sound, most of them, besides asking for help, know that they can also check online.

When questioned about what they do to practice a new sound after having contact with the pronunciation, the students wrote:

“Geralmente eu tento gravar a fonética da palavra e em que som ela começa.” (Marcos Andrade)

“Repetir várias vezes a palavra, se grava falando para poder saber se esta falando corretamente até memoriza a palavra e seu significado.” (Spencer Hastings)

“Repetir algumas vezes e tentar encaixar a mesma em frases.” (Maria)

“Eu sempre repito em média 5x a pronúncia depois eu anoto em algum lugar para poder ver a palavra constantemente.” (Juruna)

“Repetição.” (Beatriz)

“Tento associar a palavra com alguma outra coisa.” (Florisvalda)

“Anoto a palavra e a forma como pronúciá-la ao lado, uma forma de não esquecer.” (Gil)

“Repito ela em frases para enfatizar.” (Bruna)

Learning new sounds should be as next to a natural experience as possible, of course it is difficult to provide that, because a learning environment will always be a pedagogical space, but we need to provide students ways which they can be really familiarized with the target language, experiences that when they face them in real life, they can recognize because they saw them in the classroom.

2.4 Students' autonomy and gratefulness

Think about students listening to a word in the classroom, and they always thought this word was pronounced in a way, but then the teacher said it differently. What if they have in their hands an app where it is possible to check the pronunciation, besides its meaning, because sometimes, it is the word the student knows, but in a different context. On the other hand, relevant as well, the teacher can just be using other variety of the language, and it is necessary that this professional show the students that there are many possibilities to say a word. By doing it, it is possible to associate the symbols to new words, demystifying other problems that maybe they had, because when they start doing it, they may feel like checking other words, so the impact and advantages can be huge for those ones who really want to learn.

Listening is a process of hypothesising in real time. As one utterance (a unit of speech; for example, a sentence) is made, we hypothesise about its meaning. As the next utterance is made, we may be able to confirm or revise our hypothesis. And so it continues (WILSON, 1988, p. 22).

Beatriz, on topic 15, wrote about her autonomy when studying and how important a teacher can be as a guide *“Me considero desde o ensino fundamental uma aluna independente quando se trata da língua inglesa, porém, hoje vejo de uma forma diferente a importância de um acompanhamento profissional.”*

Juruna wrote on topic 4, *“quando eu começo a conversar com algum amigo e vejo o quanto sou capaz de me comunicar em outra língua. Isso não tem preço”*.

You can be “exposed” to great quantities of input, but what counts is the linguistic information that you ultimately glean from that exposure through conscious and subconscious attention, through cognitive strategies of retention, through feedback, and through interaction (BROWN, 2000, p.248).

Also, Bruna wrote *“É gratificante saber que estou progredindo em algo que, antes, pensava ser muito difícil pra mim.”*

In consonance with OXFORD (1990), good results are not only teachers' responsibility, but also and equally the students'. In order to achieve success in a second language, students have to work hard and become autonomous. Teachers are here to guide, to facilitate, but the real improvement comes when they take accountability about their learning processes. She emphasizes that they need to be engaged in contextualized language, in realistic situations.

Having as other example, we can analyze the moment when students get to know a new word, they may have an idea about how to pronounce it, but they are not completely aware about it, and their first language or the written form of the word can interfere in the production of this sound, “Knowing the written form of a word is no guarantee that students will recognize the spoken form.” (WILSON, 1988, p. 13). However, in this moment, having some knowledge about phonetic symbols, taught by the teachers, they can with their own resources, check the sound and the transcription of the word in a dictionary, in print or online, or in an app, and learn how to pronounce it.

3. FINAL CONSIDERATIONS

“Of the four skills (reading, writing, listening and speaking) that are generally recognized as the keys to ‘knowing’ a language, listening is probably the least understood, the least researched and, historically, the least valued. (WILSON, 1988, p. 17). Otherwise, it is mostly by listening to English that students will get used to the many features of the sounds, and the more students listen, the better they will speak.

The questionnaires have shown that the students worry and have difficulties about listening and speaking, most of them related to listen to something and understand well, plus when they face words with similar sounds and do not know exactly the difference, lack of practicing, stuttering and getting confused with the sounds, among other points. It was possible to analyze that they have some techniques to study, and we, as professionals, can improve their learning, teaching them more strategies and ways of understanding better the target language. It is necessary that we arouse interest for these areas, because the benefits can be significant, “as you “teach learners how to learn” by helping them to develop their overall strategic competence, strategies for effective listening can become a highly significant part of their chances for successful learning” (BROWN, 2000, p. 259).

Speaking does not have to be so hard, and teachers can make this possible when they provide students with features they are going to face in their speaking and listening experiences. According to (BROWN, 2000, p.270) “Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering”.

Even though it is not the main theme of this paper to discuss the importance of the teacher background, if teachers know what they are supposed to know about phonetics and phonology, they are capable of teaching their students very well, but if they do not know much about that, they will probably perpetuate mistakes among their learners and create communication problems. “Only by studying both the phonetics and the phonology of English it is possible to acquire a full understanding of the use of sounds in English speech.” (ROUCH, 2009 p. 35)

Why is it necessary to learn this theoretical background? A similar question arises in connection with grammar: at lower levels of study one is concerned simply with setting out how to form grammatical sentences, but people who are going to work with the language at an advanced level as teachers or researchers need the deeper understanding provided by the study of grammatical theory and related areas of linguistics (ROUCH, 2009, p. 1).

Some people may think, why would be so important to teach listening and speaking, well, providing the students with experiences which give them an idea about how English works in a real context is something essential in a learning environment. As Harmer (1998, p. 7) explained in his work, it is a chance to have the students rehearsing the language. When teachers do their jobs, they do not hope his students only communicating, but doing it in an effective way, in a way that they can feel good, motivated, they can feel pleasure about communicating, teachers want to feel that their students are integrated, being part of the process of communication.

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Termo de compromisso Livre Esclarecido

Prezado aluno,

Você está sendo convidado a participar da pesquisa “Fonética e fonologia como uma estratégia de ensino para melhorar o aprendizado de língua inglesa entre estudantes brasileiros”, que corresponde ao Trabalho de Conclusão de Curso de graduação em Letras Língua Inglesa do discente DANILO OLIVEIRA ROCHA.

Caso você concorde em participar desta pesquisa, contribuirá com a coleta de dados que será feita por meio da aplicação de questionário aplicado no mês de novembro, respondendo a perguntas a respeito do tema proposto.

Nada do que for partilhado e encontrado nesta pesquisa tem o intuito de refletir negativamente sobre o seu desempenho como aprendiz de uma segunda língua.

Caso tenha alguma dúvida sobre a pesquisa, você poderá entrar em contato com o responsável pelo estudo por meio dos contatos disponibilizados.

Sua participação é importante e voluntária e vai gerar informações que serão úteis para melhor entendimento acerca das percepções de alunos de inglês sobre o uso da fonética e fonologia em sala de aula. Este termo será assinado em duas vias, ficando uma via em seu poder.

Acredito ter sido suficientemente informado a respeito do que li ou foi lido para mim, sobre a pesquisa e minha decisão em participar do estudo. Ficaram claros para mim os propósitos do estudo, os procedimentos, garantias de sigilo, de esclarecimentos permanentes e isenção de despesas.

Concordo voluntariamente em participar deste estudo.

_____/____/____
Assinatura do entrevistado

Declaro que obtive de forma apropriada e voluntária o Termo de Consentimento Livre e Esclarecido deste entrevistado OU REPRESENTANTE LEGAL (se for o caso) para a sua participação neste estudo.

_____/____/____
Assinatura do responsável pelo estudo.

Responsável pela pesquisa: Danilo Oliveira Rocha

Contatos: 93 991637222 / dandr04.dr@gmail.com

Nome: _____

Pseudônimo: _____

1. Formação educacional:

Curso	Tipo de escola (privada/pública)	Período (de ___ a ___)
Ensino fundamental		

Ensino médio		
Graduação		

2. Como você avalia suas habilidades linguísticas, enquanto aluno de língua inglesa?

Falar	Ouvir	Ler	Escrever
<input type="checkbox"/> muito bom	<input type="checkbox"/> muito bom	<input type="checkbox"/> muito bom	<input type="checkbox"/> muito bom
<input type="checkbox"/> bom	<input type="checkbox"/> bom	<input type="checkbox"/> bom	<input type="checkbox"/> bom
<input type="checkbox"/> pouco	<input type="checkbox"/> pouco	<input type="checkbox"/> pouco	<input type="checkbox"/> pouco
<input type="checkbox"/> muito pouco	<input type="checkbox"/> muito pouco	<input type="checkbox"/> muito pouco	<input type="checkbox"/> muito pouco

3. Há quanto tempo você estuda inglês e em qual nível está atualmente, básico, intermediário ou avançado?

4. Você está satisfeito com o desempenho que vem tendo como aprendiz de uma segunda língua? Justifique.

5. No que cerne à fala e compreensão auditiva, você tem algum hábito para desenvolver essas habilidades?

6. Você está satisfeito com a sua proficiência nas habilidades mencionadas no tópico anterior?

7. Você sente algum tipo de dificuldade/preocupação relacionada a essas habilidades?

8. Você tem algum contato com o inglês fora da sala de aula? Caso a sua resposta seja sim, que tipo de contato?

9. Você sente que há diferenças entre a pronúncia das palavras na sala de aula e fora dela, isto é, em filmes, séries, músicas, jornais ou conversando com outras pessoas que falam inglês, por exemplo?

10. Você considera importante momentos voltados ao ensino de pronúncia? Justifique.

11. Quais atitudes você toma quando se depara com uma palavra nova, mas não sabe ao certo a pronúncia da mesma?

12. A respeito do tópico anterior, após você ter contato com a pronúncia, qual atitude você toma para lembrá-la?

13. Você consegue identificar padrões de pronúncia a partir do que tem estudado?

14. O seu professor, no curso no qual esse estudo está sendo realizado, dedica atenção, faz correções, dá dicas para que você melhore a sua pronúncia? Caso a sua resposta seja sim, como isso se dá?

15. Ainda no que cerne ao ponto anterior, caso a sua resposta tenha sido sim, essas orientações têm lhe ajudado a falar e compreender melhor em inglês?

16. Você teria alguma sugestão para que os professores de língua inglesa possam desenvolver de maneira mais eficiente atividades que contemplem a pronúncia das palavras?

