



Reflective Report

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Part 1: Description

- **THEME**

Do explicit instructions play a main role for L2 learners to improve English pronunciation

- **BACKGROUND AND MOTIVATION**

Being encouraged and motivated by the conundrum

- a. Depression on discipline study,
- b. Discrimination in communication, and
- c. Rejection in employment due to their sloppy and nonstandard pronunciation.

- **OBJECTIVES**

- a. To test the degree of effects and influences of explicit and implicit instructions for Chinese students in English Phonetics,
- b. To confirm the hypothesis that explicit instructions play a main role for L2 learners in English pronunciation acquisition.

Part 1: Description

- **PARTICIPANTS**

20 candidates:

- a. 12 are sophomore and 8 are senior students,
- b. 16 females and 4 males.
- c. 11 of the participants come from suburbs and others come from urban.

- **RESEARCH METHOD**

The research took qualitative method mainly

- a. Questionnaire,
- b. Controlled and semi-controlled interviews
- c. 3 stages - pretest, the immediate post-test , and delayed post-test .

- **RESULTS**

- a. Two sets of unmatched data separately from explicit and implicit instructions
- b. Explicit instructions are more effective than implicit instructions
- c. Other elements that influence second language learners' pronunciation.

Part 2: Feelings

- Easier to **choose sample** in college
- Experiences of **fieldwork** may usually be daunting and even frustrating, but challenging and fulfilling as well.
- It is difficult to **measure the degree of students' pronunciation**, and the precision of the data analysis would be more subtle and reliable if only the **assistance of computer and intelligent facilities** engaged in.
- Moreover, It is possible to encounter incompatibility from the candidates, or invalid data and obstacles in coding or transferring data. Therefore,in order to fulfil the research successfully, **confidence and consistent persistence** are indispensable.

Part 3: Evaluation

- The research has achieved the expected effect and reached the initial targets.
 - a. Teachers and students were clear that EI play a main role in English pronunciation acquisition,
 - b. More attention were paid to conceiving efficient ways and contents of explicit instructions in the following teaching and learning.
- The research did cause positive effects on students' English pronunciation
 - a. Teachers were encouraged to integrate suitable explicit instructions
 - b. Students gained improvement

Part 4: Analysis

• RELATIVE LITERATURE

- a. Explicit and implicit instructions are two main interrelated and complementary aspects in second language acquisition. However they play different roles and take various effects separately in different circumstances.
- b. Some outstanding linguists have proved that the explicit and implicit knowledge could be tested and assessed separately.
- c. In studies by Han and Ellis (1998) and R. Ellis (2005), timed and untimed tests of explicit and implicit grammatical knowledge were executed,
- d. R. Ellis's (2004, 2005) claimed that both explicit and implicit knowledge can be separately tested, and they made disparate contribution in language acquisition.
- e. A crucial study by Ellis, Loewen, and Erlam (2006) also compared the two types of instruction in relation to measures of explicit and implicit knowledge.

Part 4: Analysis

- **CONSISTENT WITH THE LITERATURE**

- a. What we did proved that explicit instructions for second language learners in pronunciations were consistent with the main relative literature
- b. Also, it provided feasible methods and clues for second language teachers and learners as well, which would propel the quality of second language teaching and learning to a higher degree.

- **LIMITATIONS**

- a. Firstly, the scale of the candidates is too small, and the ingredients of them was not reasonable. not only the geographic factors, but the age of onset and second language learners' perceptions should be take into consideration as well.
- b. Secondly, we are weak in applying the research methodology systematically and comprehensively.

Part 5: Conclusion

What I most learnt from the experience are three points listed as follows:

- **Firstly**, Fieldwork needs to be designed systematically, with consistent enthusiasm and meticulous observation.
- **Secondly**, The level of learners' pronunciation is determined by many factors and the course level was even not a significant one, therefore, explicit instructions are not confined to the class only, can be extended to the wider range. Also, there is evidence showing that phonetics instruction was important to adjust the perception of learners at multiple phases of language development.
- **Thirdly**, We should have take new measures to extend our research to other aspects of language learning.

Part 6: Action plan

ACTION PLANS FOR FUTURE RESEARCH

- It might be possible to obtain a larger study sample by identifying cohorts in multiple regions and ages. Collaborations in studying explicit instructions in future would improve the statistical power for detecting effects in a study comparing interfering and typical practice conditions.
- Furthermore, it was still unproved which kind of model of explicit instructions can improve learners' individual overall attainment in English pronunciation.
- Future research might observe the growth of pronouncing competence longitudinally with explicit instructions, which will help better recognize the relative contributions of different instructing models.

Part 7: References

- Ellis, R., Loewen, S., & Erlam, R. (2006). Explicit and implicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition*, 28, 339–368.
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