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**Perspectives on Bilingualism: The Importance
of Cross-Linguistic Interaction and
Pronunciation in Second Language Learning**

Final research presented in fulfillment of the requirements for the Master of Arts Program in Applied Linguistics (TESOL) at Queens College. *Seminar in Research in TESOL.*

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Atenciosamente,

(assinatura constante)

Professor Doutor Robert Vago
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To Whom It May Concern:

I hereby certify that Ms. Samira Jalil completed a Master of Arts in Applied Linguistics at Queens College, The City University of New York, on February 1st, 2003. Ms. Jalil presented her final research, *Perspectives on Bilingualism: The Importance of Cross-Linguistic Interaction and Pronunciation in Second Language Learning* on December 11th, 2002 and received an A+ as final grade.

Sincerely yours,

A handwritten signature in black ink, appearing to read "RV", with a long, sweeping flourish extending to the right.

Robert Vago, PhD

Professor

Chair of the Department of Linguistics and Communication Disorders

Director of Graduate Programs

“People brought up within a western society often think that the monolingualism that forms a routine part of their existence is the normal way of life for all but a few ‘special’ people. They are wrong. Multilingualism is the natural way of life for hundreds of millions all over the world.”

(Crystal 1997: 362)

ABSTRACT

This study examines the views of ESL learners and their teachers regarding the advantages of being bilingual, the importance of cross-linguistic interaction, and the place of pronunciation in Second Language Learning. It is aimed at building on prior research and studies in the area as well as discussing and comparing the attitudes the participants of this study have towards these bilingualism-related issues. The participants of this study were 42 ESL learners and their 6 teachers at the International High School in New York. This questionnaire was administered with the attempt of gaining better understanding of these 48 participants' feelings about the importance of bilingualism and their attitudes towards the outcomes of being a bilingual at an intermediate and developing stage of acquiring the second language.

Special thanks to all the ones who supported me somehow throughout the process of getting this degree.

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I. INTRODUCTION

This is an exploratory study to investigate feelings about bilingualism and its place in American society. I attempt to gain a better understanding of this complex phenomenon that is widespread in the United States by examining my participants' feelings from two different perspectives: ESL learners and ESL teachers.

This study will examine the views of ESL learners and their teachers in regards to the advantages of being bilingual, their attitudes towards the importance of cross-linguistic interaction, as well as the place of pronunciation in Second Language Learning (SLL). By investigating the feelings of this particular group, it is intended to better understand their attitudes towards the language, language users, and the language learning process itself.

In order to reach this goal, extensive research of the literature involving bilingualism was done. More specifically, the literature review is about bilingualism; the advantages and disadvantages of being bilingual; the place of bilingualism in American society; the existence of the English-Only Movement in the United States; the importance of cross-linguistic interaction as well as the attitudes towards it; and finally, the place of pronunciation in English Language Learning and Teaching. This research gave me reasonable background to make up the questionnaire used in this study, which was built with the attempt of specifically investigate English as a Second Language (ESL) learner and teacher

views on the importance of cross-linguistic interaction and pronunciation in English Language Learning and Teaching.

A questionnaire was distributed to 48 participants (42 ESL learners and 6 ESL teachers) with the attempt of comparing and contrasting their opinions on the issues raised, which can be seen in the Results and Discussion section of this study.

II. REVIEW OF THE LITERATURE

DEFINITION OF BILINGUALISM

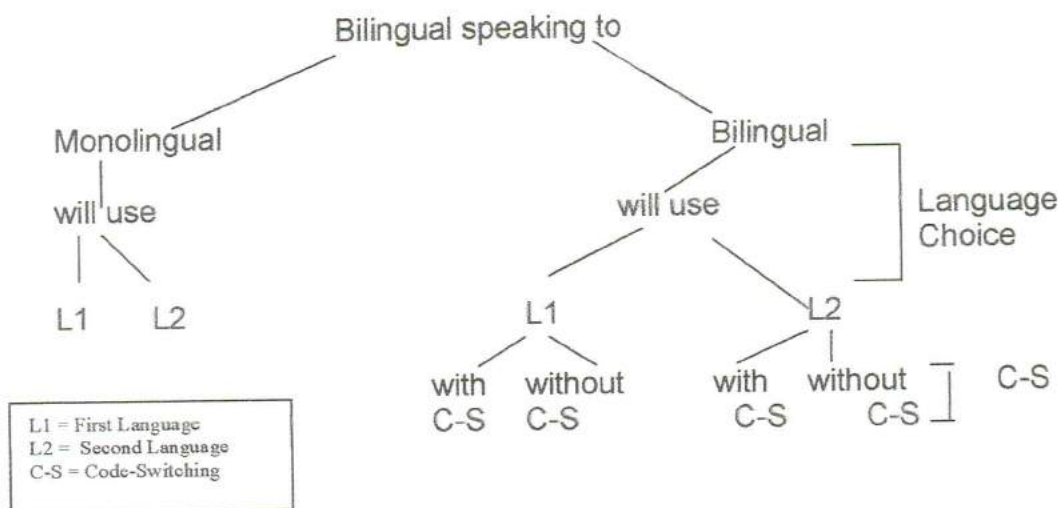
Bilingualism is a feature of language use which involves *“the alternate use of two or more languages by the same individual”* (Mackey, 1962:51) within a certain speech community. Once bilingualism is established in this community, language choice patterns emerge and are very common in bilingual behavior. Individuals have to make choices over *“what language [to use] to whom and when...”* (Fishman, 1965:67)

BILINGUAL INDIVIDUALS AND THEIR CHOICES

According to Grosjean's (1982) approach to bilinguals' decision-making process, a bilingual speaker will choose a language as basis for the conversation according to the linguistic background of his or her interlocutor. Both speakers will agree about the language to be used. This means that, if a bilingual individual

is speaking to a monolingual individual, conversation in the monolingual individual's language will take place. On the other hand, if a bilingual is speaking to another bilingual of the same linguistic background, communication will take place within either language as a base language.

To illustrate the relation between bilingual individuals, the following chart was adapted from Grosjean (1982:129):



There are some controlling factors that may influence a change in codes, such as group membership (sense of belonging to a group; cultural identity); situation (setting); and topic (subject; it may lead to exclusion of some members) - (Fishman, 1965). These main factors, combined or not, can regulate the choice of one language over another in a particular circumstance. Therefore, awareness of these variables is crucial when analyzing a multilingual setting.

ADVANTAGES AND DISADVANTAGES OF BILINGUALISM

According to Baker and Prys Jones (1995), the advantages of bilingualism are intertwined. They basically involve communicative, cultural and cognitive aspects of speaking more than one language. Under the communicative advantages, bilingualism facilitates the bilinguals' relationship with their parents, extended family, and community. Furthermore, it raises more sensitivity in communication and lowers barriers in cross-cultural communication. As for the cultural advantages, bilingualism is an asset that not only opens up two or more worlds of experience, but also enhances job opportunities and career improvement to the ones who speak more than one language. Finally, recent research has shown that bilinguals are more advantaged than monolinguals cognitively. Bilinguals seem to be more creative, flexible, and sensitive when communicating (Grosjean, 1982).

On the other hand, there are possible disadvantages of bilingualism involving the effects of the negative attitudes people have towards language groups and language users themselves. When language users (bilinguals) suffer sociocultural discrimination, or live in a society where bilingualism is not seen as a positive phenomenon, these bilingual speakers tend to alienate themselves. This alienation can occur in either two ways: from the majority group, leading to minority clusters; or from the minority group, leading to distance from their origins. However, these difficulties are part of bilinguals' lives, and should be

seen as a minor problem if compared to the advantages brought along with bilingualism. (Wei, 2000)

BILINGUALISM IN THE US

Bilingualism is a widespread phenomenon in the United States for two main reasons. The first one is related to the language contact between the languages of the Native Americans and the colonists. This first contact was responsible for the beginning of the multilingual character of the American society. The other reason for bilingualism to be a widespread phenomenon in the United States is the immigration of non-English speaking groups to this country. For many decades, millions of immigrants have moved to the United States for several reasons. Among these reasons, it is interesting to mention the following: freedom of religion and government, search for better economic conditions and more opportunities, sense of adventure, just to mention a few. As a consequence, these people settled in the United States, and have also given continuity to this multilingual character of the North American society. Because of these unique characteristics, the United States is considered a country of immigrants (Grosjean, 1982).

The *Cambridge Encyclopedia of Language* (Crystal, 1997:363) illustrates the point of having many people in the United States who have a non-English background by using a map with the distribution of bilingual speakers all over he

country, reinforcing the idea that the United States is a country of immigrants. Please refer to Appendix J for the map.

Since immigration is a major factor in bilingual societies, especially in the United States, where this bilingualism is very diverse, it is clearly seen that the use of minority languages is pretty common. People seem to be closer to their origins and bilingualism seems to be valued more and more these days. As David Crystal (1997:362) said, bilingualism "*is the natural way of life for hundreds of people all over the world*". However, bilingualism in the United States has a transitional characteristic; it may endure only for some generations. According to Haugen (1969:2), bilingualism is a "*necessary evil*", and Grosjean (1982:65) complements it: "*a transition from monolingualism in a foreign language to monolingualism in English*", therefore reinforcing that the United States is a country of immigrants with transitional bilingualism as one of its characteristics.

In addition, Grosjean (1982) mentions that Americans think that the use of minority languages when living in the United States should be tolerated for a while; it should work as a temporary tool until the fast and complete acquisition of English and acculturation into American society. Consequently, this way of thinking has given support to movements like *The English-Only Movement*, which goes against bilingualism and minority language users.

THE ENGLISH-ONLY MOVEMENT

The trend towards monolingualism has contributed to the support of the English-Only Movement in the United States. In the early 20th century, the United States was experiencing political and economic problems. These problems were attributed to foreign influence. America had begun to push everyone to become “Americanized”. ESL (English as a Second Language) became one of the primary ways of “Americanizing” immigrants. The use of “English only” was encouraged because speaking “good” English was associated with being a “good” American.

This movement supports the use of only one language in the classroom, that language being English. There was and there still has been a general feeling that the more students are exposed to English, the quicker they will learn it. Legarreta (1979) stated that the only way they will learn the language is if they are forced to use it. On the other hand, Garcia (1991) mentions that there are studies done that clearly show that the use of a person’s first language (L1) facilitated their transition into the use of English. Because English learners have gone through many experiences in their native language, it is impossible to make English Language Learners (ELL) simply forget their first language or not use it at all while learning English. Not allowing students to express themselves in their L1 may cause many students to shut down and not participate at all, causing them to learn very little. Garcia attributes this to be the reason for the “drop outs” in the ESL programs.

In the past, many states passed laws requiring teachers to be citizens and pass speech tests in order to teach ESL in their states. As a result of this, many of the teachers were monolingual English speakers. Having monolingual instructors might have helped reducing the importance of cross-linguistic interaction in their classes (Baron, 1990). The people that favor this movement view English as a key to social mobility and economic advances. "English only" is seen as a way to join the United States with one common element.

On the other hand, many feel that The English Only Movement threatens free speech and civil rights. There is a feeling that the English Only Movement will lead to the English Official Movement, where English would be the only language used in the United States (Dicker, 1996). By encouraging English as the "only" language, there may be a great possibility that people will lose their native language. This may cause a break down in the communication between a student and his or her family, for example, because there are many students whose parents do not speak English (Wong-Fillmore, 1991).

In the early stages of a child's educational career, Non-English speaking students who are forced to take classes in English will have great difficulties both learning and retaining class material. These students have to translate what is being taught into their native language before they can interpret the material. During this translation, information ends up being either lost or misinterpreted.

A student that is not comfortable with English may hear a piece of information and translate it into something different. As a result, students can get frustrated and may drop out of school (Garcia, 1991).

ATTITUDES INVOLVING LANGUAGE USE

When analyzing a multilingual setting, it is important to think of language not only as an instrument of communication, but also as a symbol of personal and cultural identity. Although language is used for people to express their needs and feelings, some continue to make judgments about language use. These attitudes make it very difficult to separate peoples' attitudes towards a language from the users of this language. Also, where different codes coexist, these attitudes, positive or negative, can play a role in people's lives.

Positive attitudes are enriching tools for people to identify with other's culture and their own. Positive attitudes towards bilingualism have become a mark of solidarity and identity; a symbol of people's values; a representation of their knowledge of the world, open-mindedness, cultural identification, and social skills. Bilingualism enriches people's lives and it might be an everyday requirement in some places. In these places, *"a monolingual individual would be regarded as a misfit, lacking an important skill in society, the skill of being able to interact freely with the speakers of other languages with whom regular contact is made in the ordinary business of their livings"* (Wardhaugh, 2002:95).

On the other hand, negative and biased attitudes reinforce the judgments people make, turning bilingualism into a double edge sword that can harm people's relationships when it is seen as a social and personal problem, or a sign of inferiority. This stigmatization and stereotyping may result in social alienation due to linguistic prejudice. As educators we have to realize that these negative attitudes towards bilingualism are part of society and language. It is our obligation as educators to broaden society's view in relation to the advantages and disadvantages of bilingualism and its related phenomena; for example, *cross-linguistic interaction* and *accented speech*. These two aspects of the second language learning process just mentioned can be considered two outcomes of bilingualism and will be discussed, along with the attitudes towards them, more in depth throughout this study.

CROSS-LINGUISTIC INTERACTION AND SECOND LANGUAGE LEARNING (SLL)

The development of language skills is a creative and systematic process which is directly related to important considerations on the consolidation of knowledge and learners' achievements throughout the different stages of second language learning (Pfaff, 1987; Durkin et al., 1986). However, the consolidation of the language learning process is also dependent on many factors, such as learners' commitment to the learning process, societal factors, as well as their accomplishments, which "*will be subjected to addition, elaboration, refinement, re-application and re-organization in the years ahead*" (Durkin et al., 1986:IX).

With better understanding of the synchronic and the diachronic development process by linguists, along came a higher focus on normative as well as nonnormative patterns of language and language behavior. Nonnormative is used hereon to define characteristics of language and language behavior which are not looked at by most lay people as normal or the norm as other language aspects or forms. The focus on these nonnormative aspects of language behavior and development brought, along with the traditional way of looking at language and language learning, a more holistic view of the process of acquiring a second language.

Once linguists started to draw their attention to the nonnormative forms of language, these forms became more accepted and are now one of the central points of linguistic studies in bilingual or multilingual development settings (Pfaff, 1987). What was once and sometimes still is thought of as an "ugly" or "broken" way of speaking a language is now being accepted as a significant component of the process of developing and acquiring a second language. This positive way of looking at language development and acquisition towards linguistic competence may be more advantageous to sociolinguists, psycholinguists, and all those linguists who are inspired by the principles of learners' natural abilities to acquire a second language as well as their use of learning strategies.

Learners make choices over what code or strategy to use on a certain message conveyed or conversational exchange. According to Myers-Scotton (1988, *In Wei, 2000:141*), *"speakers are free to make any choices, but how their choices will be interpreted is not free"*. Because of this, it can be argued that social factors may influence and shape the choices bilinguals make when interacting in society. The relations bilinguals establish; their behavior in society; the attitudes they have towards the second language, culture, language users; the strategies used; and how they look at them may be crucial to the learning outcomes of their performance.

Among the choices bilinguals have to make when interacting in society is in regards to cross-linguistic interaction. Cross-linguistic interaction becomes part of bilingual individuals' lives throughout the process of acquiring a second language. There are several manners of cross-linguistic interactions in the literature. However, in this study, the focus will be limited to the discussion of only two of them: interlanguage and mixed language. Both seem to be a fundamental outcome of having become a bilingual individual. The reason I added up a review of these two types of cross-linguistic interactions and the attitudes towards them is that these types of interaction are amongst the most important ones in the interim systematic process of language learning and acquisition (Selinker, 1972). In addition, these types of interaction are sometimes considered deviant and "wrong" forms of the language and may be looked down on, leading to negative attitudes towards language and language users.

I attempt to review and briefly discuss both interlanguage and mixed language production as well as the attitudes from a particular group of ESL learners and teachers towards the importance of these two cross-linguistic phenomena. This study will also give special attention to another aspect of language learning which also leads to controversial views and attitudes: the place of pronunciation in ESL (English as a Second Language) learning, with focus on the same group of ESL learners and teachers.

INTERLANGUAGE

When explaining bilinguals' language development and consequent acquisition, the notion of interlanguage plays an important role on the understanding of the process of acquiring a second language (Hamers & Blanc, 1990). The term *interlanguage* may be used with different meanings. However, in this research, I will stick to the definition of interlanguage as the linguistic behavior that is observed at an intermediate and developing stage of acquiring the second language. This interlanguage is used in order to facilitate communication (Selinker, 1972). Interlanguage is one of the learning strategies used, especially by low-proficiency and intermediate-level speakers of the language, so that communication can take place. According to Selinker (1972), the use of this strategy involves the reduction and simplification of forms and expressions; the overgeneralization of rules; the transfer from first to second

language; the omission and replacement of words; the use of formulaic language; and the restructuring of chunks of language.

Rod Ellis (1985) defines *interlanguage* as the established mode of speech which shows the development of the second language learning process from the use of basic structures to near second language proficiency, passing by an interim stage of development of the second language. Second language learners have to go through a sequence of developmental stages in order to gain linguistic competence and fully develop their language skills. Learners cannot go from zero knowledge to perfect use of a form without passing through this developmental stage. This idea of a “process” or *transitional competence* (Corder, 1967) reinforces the changing and dynamic yet systematic characteristics of language, language learning, and language use (Corder, 1975; Ellis, 1994; Selinker, 1972).

Klein (1986) defines interlanguage as a learner language variety that is systematic, variable, and creative. Even though this interim language is underdeveloped normatively speaking, it is unique and part of the learners' process of acquiring the second language. As such, it should not be considered a deviant form of language, but one of the creative steps towards acquiring the language. For him, interlanguage should be viewed as a gradual transition from a basic to a more sophisticated use of language and language structures.

According to Pit Corder (1981), these interlanguage structures can be more specifically exemplified as follows: (1) use of simple structures; (2) limited number of functions words; (3) lack of articles; (4) use of few and simple personal pronouns; (5) very little or no use of copular verbs; and (6) a somehow pre-established word order. This transitional language system is not perfect and it incorporates the inaccurate use of many forms. However, if the goal is communication, this system is quite helpful and somehow effective throughout the process of Second Language Acquisition (SLA).

Corder (1981) also admits that interlanguage is somehow difficult to understand not only for ESL (English as a Second Language) or EFL (English as a Foreign Language) teachers, but also for lay people who look at it as a confusing and weird variant of the spoken language. These negative attitudes towards language learning and its process are explained by Grosjean (1985) as a misconception of the language learning process like perfect, normative, and immediate acquisition of language structures. The interim use of language forms may be seen as language errors instead of an intermediate developmental stage of Second Language Acquisition (SLA).

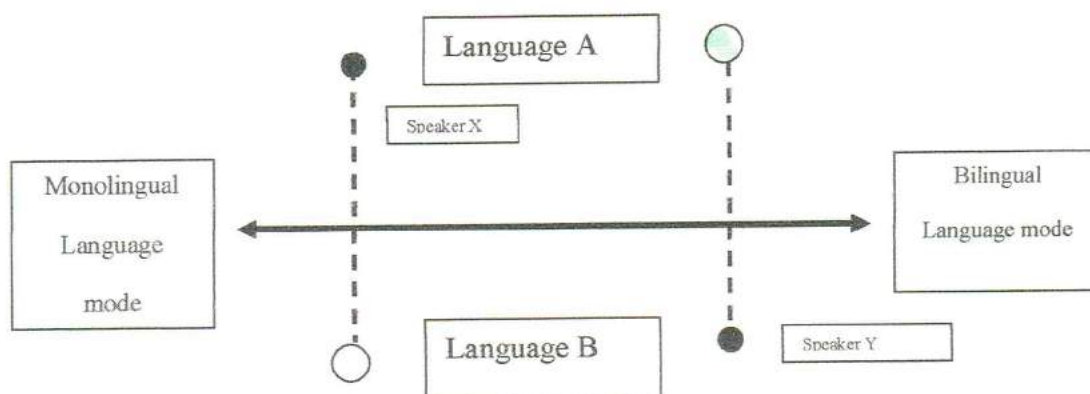
Learner attitudes towards the use of interlanguage will have an impact on their learning process and on the way they manage their learning skills and strategies. Having the same negative attitudes some lay people have will only hinder learners' performance on the target language and it may gradually influence their motivation to learning the second language. Therefore, it is

important for society to respect the use of these learning strategies and devices used by bilinguals in order to reach a higher level of performance in the second language (Nunan & Lamb, 1996).

MIXED LANGUAGE PRODUCTION

As it was already mentioned in this research, bilinguals who share the same linguistic background will choose a base language for the conversation, and insert the other language when they want to (or when necessity comes in...). This means that both speakers will be in a bilingual mode of conversation. From this point on, this phenomenon becomes much more complex and involves more aspects than language choice only in bilingual speech. It involves the production of mixed language (Grosjean, 1982; Grosjean, 1997 In Wei, 2000).

There are several positions that bilinguals can be on a language mode continuum, depending on the level of activation of the languages spoken. When in a monolingual mode of conversation, the bilingual is in one end of the continuum, as it is showed in the picture below (Grosjean, 1997, in Wei, 2000:446):



Visual representation of the language mode continuum.

However, if the bilingual is in a bilingual mode, s/he will be at the other end of the continuum, and sometimes the same bilingual will be at some points in between. It will all depend on the activation of the guest language. It is important to mention that "*deactivation is rarely total*" if the bilingual individual is in a monolingual mode. Also, other factors such as topic, setting and participants of the conversation can affect the position of a bilingual along the language mode continuum as well (Grosjean, 1997, in Wei, 2000:446).

According to Grosjean (1997), the production of mixed language is very common in a bilingual's speech, especially if the bilingual is in a bilingual mode. In Grosjean's studies of bilinguals' speech processing, he considers two forms of mixed language: code-switching and borrowing (Grosjean, 1997, in Wei, 2000: 445-469).

Code-switching is the alternation in the use of two languages (or even more) in the same discourse. The switch can happen within words, clauses, or sentences. However, there is only a switch in the language, not an integration of the word, clause or sentence into the other language (Grosjean, 1982:147).

The use of code-switching presupposes some sort of proficiency and competence in both languages used as well as some fluency in those languages (Lipski, 1978; Poplack, 1978/1981). When code-switching, bilingual individuals

may be either filling a gap in lexicon/concepts, or doing it for simple communication reasons (Gysels, 1992).

Code-switching can be either the marked form or the norm of speech, depending on the community (Swigart, 1992; Goyvaerts & Zembele, 1992). In the former, code-switching is viewed as an intentional form of speaking, and in the latter, as an unmarked form of speaking. It is needless to say that code-switching as the norm implies a more natural way for individuals to express themselves using both languages spoken.

According to Gumperz (1982), bilingual individuals use this unmarked form simply as a natural communicative device, which is part of the interaction as a whole, and not a forced, purposeful, random, and individual communicative device:

"Speakers communicate fluently, maintaining an even flow of talk. No hesitation pauses, changes in sentence rhythm, pitch level or intonation contour mark the shift in code. There is nothing in the exchange as a whole to indicate that speakers don't understand each other. Apart from the alternation itself, the passages have all the earmarks of ordinary conversation in a single language." (Gumperz, 1982:60)

By looking at mixed language this way, the traditional view of code-switching as a random phenomenon lost importance to a more open and natural way of looking at it: as a rule-governed process and as a strategy to enhance communication (Corder, 1981; Poplack, 1979/1980). In one of her studies about code-switching, Poplack (1979/1980) suggested two syntactic constraints that govern code-switching: the free-morpheme constraint and the equivalence

constraint. Clyne (1987, In WEI, 2000:265) explains Poplack's free morpheme constraint as a rule that says that *"no switch can occur between a lexical form and a bound morpheme unless that lexical form is phonologically integrated into the language of the bound morpheme, as in flipeando, but not in *runeando"*.

The second of these constraints is the equivalence constraint, which predicts the occurrence of code-switching points where elements of both languages are equivalent, that is, they map onto each other in surface trees. Thus, the juxtaposition of these elements will not violate the syntactic rules of any of the languages, and there will be points where code-switching is permissible (Poplack, 1979/1980). For this reason, it can be inferred that code-switching is not a casual phenomenon; it is actually a systematic and linguistically-based one (Grosjean, 1982:323; Woolford,1983).

Sridhar and Sridhar (1980) examined Kannada-English mixed language production and agreed with Grosjean that there is a base language for the bilingual speech discourse. They also discuss that, in intrasentential code-switching, which is a switch at the phrase or sentence level that happens between sentences, there are guest language elements that are juxtaposed to the matrix or host language following the host language rules. According to them, the guest elements also have an internal structure of their own, and there is no adaptation or integration of words or clauses from one language into the other. In

sum, in code-switching, what occurs is simply a rule-governed switch in the language, with no phonological or morphological integration.

Whereas there is no integration of the word (s) or clause (s) into the language spoken in code-switching, there is morphological and phonological integration in borrowing (Grosjean, 1982:308). There are two types of borrowings: speech borrowings (or nonces), at individual level; and language borrowings (or established loans), at the community level. (Grosjean, 1982:308-9). Moreover, more “culture-specific items” such as food, cultural-specific nouns or cultural institutions, just to mention a few, are considered borrowings as well (Romaine, 1985:131).

The production of mixed language seems to be a very special and important phenomenon when thinking about language strategic competence and thereby linguistic competence. However, some bilingual communities do not look at mixed language this way. There is still some social stigmatization and attitudes against the use of mixed language, especially towards code-switching, in bilinguals’ speech.

When talking about negative attitudes towards the production of mixed language, it is relevant to mention a study done by Gibbons (1983) about the use of Cantonese-English mixed language in Hong Kong. It was found that the use of English by Chinese speakers implies a connection to the western world and

some sort of status. On the other hand, if the same speakers use Cantonese, they show solidarity and some sort of humility. A mix of both languages is viewed as a sign of snobbishness and pride.

The same sort of results were found in Stevens' (1983) and Chana's (1984) studies. Steven (1983) investigated attitude towards code-switching between French and Arabic in Tunisia. The Arabic language was considered the privileged language, and French was the stigmatized one. Chana (1984) examined attitudes towards Punjabi-English mixed language production. The mixed language speech recording was stigmatized when compared to the same recording in either monolingual mode.

Such attitudes and behavior towards the cross-linguistic phenomena of interlanguage and mixed language should change. Although they are intentional and systematic phenomena, interlanguage and code-switching should be looked at under a more positive perspective throughout bilingual language learning and development; one that reflects the understanding of the communicative development process, and not the stigmatization of such phenomena. Both seem to facilitate second language development and performance by supporting communication in the second language, even if first and second language are used in a mixed mode or second language is used in a "wrong" and nonnormative way.

PRONUNCIATION AND SECOND LANGUAGE LEARNING (SLL)

As it was already mentioned, this study will also address another aspect of Second Language Learning which also leads to controversial views and attitudes: the place of pronunciation in English Language Learning.

There is a growing trend of placing intelligible pronunciation as a central component of the communicative approach to language teaching, especially on face-to-face interaction (Morley, 1993; Pennington & Richards, 1986). This fact reflects the importance given to pronunciation as part of oral communication in a second language. Therefore, particular attention must be given to intelligible pronunciation so that negative attitudes towards accented speech do not interfere into social relations and cross-language interactions.

Many studies were done in order to evaluate the place of pronunciation in English Language Learning and Teaching. Yates (2001) surveyed 143 ESL teachers from all parts of Australia to identify specific needs for professional development in pronunciation teaching. Teachers reported having confidence in teaching different aspects of pronunciation, but taught pronunciation less frequently. The main reasons teachers taught pronunciation less frequently were because they did not think there was a need to focus on pronunciation in the classroom and because of the pressures of time and the curriculum. They also mentioned that it could interrupt fluency and that students did not realize the

need for pronunciation learning. One teacher actually commented that pronunciation teaching leads to the *'risk of not effecting any change thereby wasting students' valuable hours'*. These results partly show that teachers may de-emphasize the importance of pronunciation in their instruction based on what *they* perceive to be the needs and goals of students.

Wherein Yates' study looks at teachers' views on how they place pronunciation in their instructional goals, Harlow and Muyskens (1994) examine the needs and goals of both students and teachers. They conducted a survey in which they examined intermediate-level students and teachers' priority goals in learning French and Spanish, as well as their opinions on the most effective activities for achieving these goals. The questionnaire was administered to 1,373 students and 59 teachers from twelve universities across the United States during the second week of classes. The 14 goals and 19 most effective activities were ranked by students and compared to the rankings of their teachers.

A large discrepancy between students' and teachers' opinions was found. Three of the top five goals for students related to oral skills (speaking, listening, and pronunciation), which indicates where students' priorities lie. In fact, pronunciation was ranked as students' 5th priority learning goal but teachers' 10th priority teaching goal. As for the most effective activities, students chose pronunciation as the 3rd most effective activity whereas teachers ranked pronunciation as the 13th most effective one. Harlow and Muyskens explained the

teachers' low ranking of pronunciation as a result of the typical textbooks and curricula used for their intermediate-level students, which seems to correspond to teachers' complaints of curriculum restraints in Yates' study. On the other hand, Harlow and Muyskens attributed students' high ranking of pronunciation to students' own insecurities in regards to the way they sound to other people, as students commented on the questionnaire applied.

Kern's study (1995) also revealed conflicts in learners' and teachers' views about language learning. Kern applied the BALLI (Beliefs About Language Learning Inventory) to 288 students of French and their teachers at the University of California, Berkeley. These students were enrolled in French 1 and 2, and had already learned at least one foreign language. The BALLI was given to students twice, during the first and last weeks of the course. This way, Kern could verify if there were changes in students' opinions due to the influence of their teachers' beliefs.

The author compared students' and teachers' views on language learning with the attempt of examining possible mismatches in his subjects' beliefs. Global analysis indicated a high correlation between students' and teachers' beliefs about language learning ($\alpha = 0.93$). However, at the individual level, differences in many issues came up. For example, the data set illustrated that students tended to agree with the belief that *"it's important to speak a foreign language with an excellent accent"* (p.77) whereas their instructors tended to disagree. According

to Kern, this fact implies that students still see pronunciation as an important component of language learning.

The application of BALLI to this population of teachers and students also showed that teachers seemed to have more realistic instructional goals and expectations from students concerning time and proficiency level attainment. Kern attributed this to a *“greater awareness of the complexity and multifaceted nature of language learning”* from the part of the teachers (p.78). One example of realistic instructional goals and expectations could be in respect to teachers' definition of good pronunciation. Current research has showed that language teachers and learners define good pronunciation differently. ESL teachers seem to have more realistic goals. They do not usually expect their students to have perfect pronunciation. Instead, ESL teachers expect their students' pronunciation to be intelligible in oral communication. Being intelligible should be the key condition for comprehensible output. (Morley, 1993). In contrast, ESL learners seem to have more traditional views of pronunciation. Good pronunciation for ESL learners tends to be more native-like pronunciation. This “perfect pronunciation” is an unrealistic goal set by learners, and *“is virtually unattainable for the vast majority of ESL learners, particularly for those who learn to speak a second language after puberty”* (Morley, 1993:327).

Another study that emphasizes the importance students give to pronunciation in their language learning was done by Madden and Moore (1997).

In their study, Madden and Moore surveyed 49 intermediate-level ESL students at a large state university in the United States. They investigated these students' experiences in pronunciation as well as the students' perceptions of the definition and importance of "good pronunciation". If the learner subscribed to the view that good pronunciation is "sounding like a native speaker", they probably adhered to a more traditional phonemic based view of learning pronunciation. If the learner subscribed to the view that good pronunciation is "being easy to understand", this view would have adhered more to the newer communicative or discourse-based view of language learning.

Although there was a slight difference between how ESL learners defined good pronunciation, the respondents almost unanimously desired to spend more time studying pronunciation in class. In their conclusion, Madden and Moore suggested that comparing language students' attitudes about learning pronunciation with those of their instructors' attitudes toward teaching pronunciation could determine whether pronunciation is a point of conflict between learners and teachers. A possible mismatch in teaching and learning attitudes in regards to pronunciation could be an inhibitor for overall successful learning in the ESL classroom, and a source of anxiety and stress for language learners.

As one possible method for minimizing this conflict, Ferris' (1998) study points out the necessity of needs analysis between students and teachers as one

way of investigating possible mismatches in their views of language learning and teaching. The researcher notes that teachers often rely on their own perceptions of student needs and their perceptions are often unreliable. In his study, Ferris looked for similarities and differences in the perceptions of subject-matter instructors and ESL students in regards to aural/oral skill requirements. The survey included responses from 768 ESL students from 3 different academic institutions. (The instructor perceptions were gathered from a previous survey done by the researcher).

One major aspect of the survey required the students to rank aural/oral skills which included formal speaking, general listening comprehension, pronunciation, communication with peers, communication with instructors, class participation and lecture note-taking. They said that formal speaking and pronunciation were problems for them. Ferris mentioned that the high ranking for formal speaking and pronunciation "may reflect the students' own notion of what is important in classes and in what areas they lack confidence rather than what the classes they were taking really required." (p.305). In response to this finding, Ferris (1998) suggested that instructors convince their students that they comprehend and communicate better than they think they do. For him, students should also concentrate on improving aspects that trouble the instructors more, such as lack of participation in class discussion.

As this part of the review of this research has shown, there seems to be a mismatch between learners' and teachers' goals in the language learning classroom, especially in regards to pronunciation. Madden & Moore (1997) stated that there is a lack of studies showing students' opinions of their own learning and suggested interest in a study that would compare language learners' views about learning pronunciation with those of their teachers. Thus, the research that follows compares learners' views to their teachers' views of pronunciation in efforts to determine the place of pronunciation in the context of their classroom. In addition, this study will also broaden the subject and start from the investigation on ESL learners and their teachers views on bilingualism, as well as their feelings about the production of interlanguage and mixed language within the Second Language Acquisition (SLA) process.

Specifically, this study will focus on the following questions:

1. Do ESL learners and teachers see the advantages of being bilingual?
2. How do ESL learners and teachers feel about the use of interlanguage and mixed language in their classroom?
3. Do ESL learners place a higher priority for pronunciation in their language learning than teachers do in language instruction?
4. Do ESL learners think they need more pronunciation practice in class? Do ESL teachers think that their students should be taught pronunciation?
5. Do ESL learners define "good pronunciation" as native-like pronunciation? Do ESL teachers view "good pronunciation" the same way as their ESL learners?

With respect to question one, it is expected that both ESL learners and teachers will identify advantages of being bilingual. Question two is concerned with ESL learner and teacher feelings regarding the production of interlanguage and mixed language at a developing stage of acquiring the second language. I hypothesize that learners will not favor the use of these two manners of cross-linguistic interaction. Teachers, on the other hand, will value the use of interlanguage and mixed language geared towards the complete mastery of the second language and excellent level of performance.

Regarding question three, it is expected to confirm that ESL learners place a higher priority for pronunciation learning. Question four deals with teacher views of student and teacher needs. Based on the literature review, I hypothesize that teachers do not usually see a need for pronunciation teaching whereas students think it should be more emphasized in class. Question five is concerned with the definition of "good pronunciation". Based on my own experience as a language learner and teacher, I hypothesize that ESL learners will define "good pronunciation" as native-like pronunciation and ESL teachers will define pronunciation as communicative, intelligible speech, thereby indicating a possible conflict in learners and teachers pronunciation priorities.

In order to be able to answer the questions proposed above, a questionnaire was administered to ESL learners and their teachers at the

International High School in New York (refer to *Instructional Context*, in this study).

III. METHODOLOGY

PARTICIPANTS

Forty -two ESL students at the International High School in Long Island City, New York participated in this study. Twenty-seven of the student participants were female and fifteen of the student participants were male. The students were between 14 and 16 years old with the exception of one, who was 18 years old. All forty-two students were 9th and 10th grade students of intermediate English proficiency level and mixed native language backgrounds. The range of time that the students had been in the United States ranged from 8 months to 2.5 years.

The students' ESL teachers also participated in this study. The amount of English teaching experience ranged from 2 years to 10 years. They teach ESL through one of the content areas of Math, Science, Social Studies, or Humanities. Generally, the school's approach to ESL teaching is more communicative-based than form-based.

INSTRUCTIONAL CONTEXT

The International High School (IHS), located within Laguardia Community College in Long Island City, NY, is a multi-cultural alternative educational

environment for recent immigrant arrivals. To enter the school, students must score below the 20th percentile on the English Language Assessment Battery.

MATERIALS

Two questionnaires were administered: one to students and one to their teachers. The questionnaire elicited demographic information from the participants, followed by 24 items that were divided into three sections to facilitate the data analysis (Refer to Appendices A and B). The survey was utilized in hopes of being able to statistically analyze any quantifiable data gathered as well as to gain more in-depth insights with the use of open-ended questions to both teachers and students. The base-statements were written for students. The same items were adapted for teachers and there were minimal changes in wording. For example, in student-item 2 "*I would like to spend more class time practicing pronunciation*", the correspondent teacher-item is "*I would like to spend more class time teaching pronunciation*". The 6 open-ended questions were related but somehow different for teachers and students due to the data analysis needs for this study (refer to Appendices A and B for the Questionnaires).

PROCEDURES

Students were given the questionnaire during class time. They were familiar to the researcher who administered the questionnaire since she was their student-teacher and also a member of this Master program. Teachers were

allowed to take the questionnaire and return them within 5 days due to their time schedule constraints.

ANALYSIS

Once the data was collected, the researcher was interested in verifying the reliability of responses based on the correlation between the pronunciation statement in section 1 (the importance of pronunciation when learning English) to the 11 statements regarding pronunciation learning and teaching in section 2. Section 1 was used only for this purpose; no further analysis was made. In order to facilitate the analysis, statements 1 through 11 in the second section of the questionnaire were previously divided into 4 categories. These categories are: the importance of pronunciation (statements 1, and 5); current class pronunciation practices (6, 9, and 11); student needs (2, 3, and 7); and the definition of "good pronunciation" (4, 8, and 10).

Next, I looked at frequency percentage, which is what percentage of participants chose each response (1 to 6 on the scale). It was designated that students who circled 1, 2, or 3 showed a tendency to disagree with the statements in section 2, and the students who circled 4, 5, or 6 showed a tendency to agree with the same statements. The student percentages were compared to their teachers' responses so that I could elicit possible mismatches between student and teacher views on the importance of pronunciation in ELL and teaching.

Responses of the open-ended questions were partly incorporated into the discussion of the results of section 2, since the open-ended questions referred not only to pronunciation views, but also to the advantages of being bilingual and the importance of cross-linguistic interaction in bilinguals' speech.

IV. RESULTS AND DISCUSSION OF FINDINGS

The results of this study were based on the questionnaires of 34 students and their 6 teachers. Eight incomplete student questionnaires were not analyzed. Refer to Appendices C, D, E, F, G, and H for questionnaire data combined.

Questionnaire data was analyzed in two ways: by discussing the open-ended questions, and analysis of quantifiable data plus discussion of findings. A statistical program (SPSS) was used in order to verify the reliability analysis on an alpha scale. It was found that the responses from the pronunciation question in section 1 highly correlated to statements 1 through 11 in section 2. The alpha coefficient was 0.8368 for students and 0.9345 for teachers. This shows that responses from both groups of participants were consistent throughout the questionnaire. For example, a participant who indicated that pronunciation was important for their learning or teaching (i.e. selected 4, 5, or 6 on the scale) also showed a tendency to agree with the statements in section 2 (i.e. selected 4, 5, or 6 on the scale).

In order to examine learner and teacher attitudes towards being bilingual and the importance of cross-linguistic interaction, 3 open-ended questions were used on the third section of the questionnaire (Q 12, 13, and 14). Regarding this first part of the research (bilingualism and the advantages of being bilingual), most students identified advantages of being bilingual (76.5%). Some students actually mentioned some of these advantages as getting better jobs in the future and making friends more easily. All teachers identified the advantages of being bilingual in a multilingual society. Being bilingual is a need, *“an asset for a more promising future”* and *“means for having more quality of life”*. These findings confirm the hypothesis that most ESL teachers and learners would be able to identify advantages of being bilingual the same way that the review of the literature in the field has showed so far.

However, it is interesting to mention the comment made by one of the ESL learners who participated in this study. She said that she preferred not to speak her first language so that she could avoid problems when interacting in the American society (*“I prefer not to speak Spanish. I want to make more American friends. Speak Spanish is not going help me”*.)

With respect to the second question of this study, *How do ESL learners and teachers feel about the use of interlanguage and mixed language in their classroom?*, I hypothesized that learners would not value the use of these two cross-linguistic phenomena. However, the findings did not fully support this hypothesis, at least not in regards to the production of mixed language. Besides

having 2 students who said they "did not know", there was a tie in opinions, and learners and teachers seemed to have mixed feelings and attitudes about it. Whereas for one learner "*to mix 2 languages is good. I can speak 2 languages well then*", for another learner, "*mix (ing) two languages show I'm stupid, can't speak good English*". As for their teachers, there was a tie as well. Half of the teachers mentioned positive attitudes towards mixed language production; one of them valued mixed language as "a sign of competence in both languages", supporting Poplack's study (1978/1981). The other half reinforced the idea that mixed language shows deficiency in some sort of area, displaying negative attitudes towards the production of mixed language. Two of these teachers mentioned that they did not want students' first languages being used in their classroom for it could hinder students' language learning process in the future.

In regards to the importance of interlanguage, more than two thirds of the ESL learners (67.7%) think that it is better to try to say things in English, even if what they are saying is not correct. One student actually mentioned that he "*...had to try. I want to practice. Mistakes is OK*". Teachers followed the same idea of this student just mentioned regarding their attitudes towards interlanguage (83.3%). In fact, many reinforced the idea of trying and making an effort to speak the language, even if the way they speak is not perfect or does not follow the norms. However, some ESL learners felt that it was better not to speak if they were not sure of what they were saying. This is probably due to the fact that these students may come from a cultural background that does not allow

them to be pro-active in a classroom setting. In addition, these learners might not be confident enough to take risks in the second language until they fully believe in their potential.

With respect to the empirical analysis of the first category of statements (the importance of pronunciation - statements 1 and 5), Table 1 illustrates the findings from the questionnaires:

Table 1: The importance of pronunciation

STATEMENTS	MODE (1-6)	TENDEN CY TO DISAGR EE (%)	TENDE NCY TO AGREE (%)
Students:			
1. Pronunciation is very important in becoming a good English speaker.	6	8.8	91.2
5. I like to learn pronunciation.	5	8.8	91.2
Teachers:			
1. Pronunciation is very important in becoming a good English speaker.	4 and 6	16.7	83.3
5. I like to teach pronunciation.	2	66.7	33.3

As seen above, students had a tendency to agree with these statements (91.2% for both statements), which may indicate that students think pronunciation plays an important role in their learning. This was also found in students' open-ended responses in section 3 (Q15: Is pronunciation important in learning English?). As one student said, *"If you pronounce something wrong, then the whole word means something different"*. They also associated the importance of pronunciation in learning to being able to practice speaking. The

majority of students (about 90%) wrote that pronunciation is an important part of their learning.

The teachers who participated in this study also think that pronunciation is an important feature of language learning (83.3% of tendency to agree). However, they do not like to teach this aspect of language. It is also relevant to refer to the responses of the open-ended questions of section 3 (Q15 - Do you have time to teach pronunciation?, and Q17 - Is teaching pronunciation a major concern in your teaching?). Overall, pronunciation was not a major concern, and time pressures did not seem to be an issue. As one teacher wrote, *"Yes, I have the time to teach pronunciation, but I don't make time for it"*. This led me to believe that if teachers considered pronunciation more of a concern for their students, they would make more time for pronunciation in their class. These findings support Yates' study (2001) in which teachers say that there is no need to focus on pronunciation.

Referring to the third research question, *"Do ESL learners place a higher priority for pronunciation in their language learning than teachers do in language instruction?"*, I compared the above responses of teachers and students. It seems that students do place a higher priority on pronunciation learning in the classroom than their teachers do, confirming the hypothesis proposed.

Table 2 illustrates the category of participants' current class pronunciation practices.

Table 2: Current Classroom Practices

STATEMENTS	MODE (1-6)	TENDENCY TO DISAGREE (%)	TENDENCY TO AGREE (%)
Students:			
6. My teachers should correct my pronunciation more.	5	5.8	94.2
9. I practice my pronunciation of English a lot in class.	5	29.4	70.6
11. My teachers explain to me how to pronounce difficult words.	6	5.8	94.1
Teachers:			
6. I should correct my students' pronunciation more.	3	66.7	33.3
9. I make my students practice their pronunciation of English a lot in class.	2	83.3	16.7
11. I explain to my students how to pronounce difficult words.	5	0	100

Although 94.2% of students agreed that their teachers should correct their pronunciation more, only 33.3% of their teachers felt that they should correct their students' pronunciation. In fact, students commented in Section 3 that they would like to be corrected more often by their teachers in regards to their pronunciation. Teacher views may be explained by their comments that pronunciation is improved with more speaking and listening practice. In this sense, the teachers may be more concerned with communicative language ability than with attention to form. Remember: the teachers are teaching English

through each of their content areas rather than teaching the English language itself.

A majority of the students did agree that they practice their pronunciation of English a lot in class, but the majority of teachers actually said that they did not make their students practice the pronunciation of English a lot in class. This contrast in views may be due to the students' association of pronunciation to speaking whereby perhaps a written clarification of pronunciation versus speaking to the students would have strengthened the questionnaire. The overall disagreement by the teachers in regards to this question may also be due to a weakness in the questionnaire. If the teachers interpreted "make" as forcing their students to practice pronunciation, then perhaps this contrast in views would be justified.

Referring to statement 11 (see table above), both teachers and students agreed that difficult words to pronounce are explained in class. This coincides with comments written in Section 3 of the questionnaire where teachers said that they would "*dissect individual words...to help pronounce*" or "*take the time to help students when pronunciation was an impediment to being able to communicate*". Refer to Appendix I for more information on how to approach pronunciation teaching in class.

Table 3 illustrates the findings from the third category (student needs).

Table 3: Student needs

STATEMENTS	MODE (1-6)	TENDEN CY TO DISAGR EE (%)	TENDE NCY TO AGREE (%)
Students:			
2. I would like to spend more class time practicing pronunciation.	4	14.7	85.3
3. I would like to learn pronunciation so I can be understood well.	6	2.9	97.1
7. I want to improve my pronunciation	6	2.9	97.1
Teachers:			
2. I would like to spend more class time teaching pronunciation.	2 and 3	66.7	33.3
3. I would like to teach pronunciation so my students can be understood well.	4	16.7	83.3
7. I want to improve my students' pronunciation	4 and 6	33.3	66.7

Referring to the first part of the fourth research question, *“Do ESL learners think they need more pronunciation practice in class?”*, students overwhelmingly would like to spend more class time practicing pronunciation (85.3%). They also wanted to improve their pronunciation (97.1%). However, a majority of the teachers (66.7%) do not want to spend more class time practicing pronunciation. One teacher commented, *“I would like to work on pronunciation, but I really don't know how to teach pronunciation in a multi-level, content based ESL class.”* Lack of preparation for teaching pronunciation might be one reason why teachers would not like to spend more class time practicing pronunciation.

The second part of the fourth research question asks, “Do ESL teachers think that their students should be taught pronunciation?”. Although, teachers did not want to spend more class time teaching pronunciation, they did want to improve their students’ pronunciation. Section 3 comments from both students and teachers revealed support for more communicative activities such as oral presentations, role-plays, and reciting poetry. Perhaps, teachers want to teach their students’ pronunciation in this manner, without spending class time specifically on only pronunciation-focused activities.

Table 4 illustrates the category of the definition of “good pronunciation”.

Table 4: Definition of “good pronunciation”

STATEMENTS	MODE (1-6)	TENDENCY TO DISAGREE (%)	TENDENCY TO AGREE (%)
Students:			
4. I need to speak English like a native speaker speaks English	6	8.8	91.2
8. I think a person has good English pronunciation when they sound like a native speaker of English.	5	11.7	88.3
10. I think a person has good English pronunciation when I can understand them well.	5	8.8	91.2
Teachers:			
4. I think my students need to speak English like a native speaker.	4	50	50
8. I think a student has good English pronunciation when they sound like a native speaker of English.	4	33.3	66.7
10. I think a person has good English pronunciation when I can understand them well.	5 and 6	16.7	83.3

The table above illustrates the results gathered for answering the last research question, “Do ESL learners define “good pronunciation” as native-like pronunciation?”. Referring to statements 8 and 10, students considered both “sounding like a native speaker” and “being understood well” as components of good English pronunciation. Learners did not seem to distinguish between both statements. The second part of the last research question asks *Do ESL teachers view “good pronunciation” the same way as their ESL learners?*. The teachers seem to distinguish each definition as posed in questions 8 and 10. A greater percentage of teachers agreed that a person has good English pronunciation when they can be understood well (83.3%) as compared to sounding like a native speaker (66.7%).

Responses to statement 4 (*I think my students need to speak English like a native speaker*) seem to target the purpose of this category, which is to gather how students and teachers define good pronunciation. Although teachers were divided onto whether their students needed to sound like a native speaker, a comparison of responses to statement 4 between teachers and students (91.2% of students and 50% of teachers) seemed to clarify this difference. The findings may be related to Kern’s (1995) assertion that teachers have more realistic goals when defining good pronunciation as opposed to students’ unrealistic goal of attaining native-like pronunciation of English.

V. CONCLUSIONS

This study compared the views of ESL learners and teachers regarding the advantages of being bilingual, the importance of cross-linguistic interaction, and the place of pronunciation in Second Language Learning (SLL) in efforts to better understand their attitudes towards the English language, English language users, and the English language learning process itself. It has also brought language learners' voices into the discussion of their own language learning.

The findings suggest that learning English is essential for living and surviving in the multicultural American society. Most ESL learners and teachers could see the advantages of being bilingual. If the person does not speak English s/he is automatically "marked". Not knowing English will limit the person in many areas of his or her life. Bilinguals need the English language to continue to further their education and therefore enhance their job opportunities. However, one of the participants mentioned (as a disadvantage of bilingualism) the maintenance of her native language. She said that it would affect her English learning as well as it would bring barriers if living in an English speaking community. This is an area that can be studied in future research. Does the maintenance of a person's native language cause incomplete mastery of either language or problems in social interactions? Personally, I do not feel it does because of my multilingual setting experiences, but future research could prove otherwise.

In regards to ESL learner and teacher views on the importance of cross-linguistic interaction, it is relevant to mention that my hypothesis was partially supported. It was not fully supported in regards to mixed language production. Both groups of participants had mixed feelings about the production of mixed language. The ones who displayed positive attitudes towards code-switching and borrowing did so because they believed that using two (or more) languages represented competence in both languages, agreeing with the research already done on the importance of mixed language for higher language competence attainment and learning. The ones who showed negative attitudes towards the production of mixed language explained that mixing languages is “ugly” and nonnormative. Moreover, two ESL teachers stated that they did not want their students to use their first language in class at all, even if learners are speaking to their peers of the same language background.

Regarding the use of interlanguage during the developing stage of acquiring a language, ESL learners and teachers do think it is more important to risk-take when speaking a second language. Most of them could see that it is more valuable to try and make mistakes in the language than not to try at all, fully supporting my hypothesis. Nonnormative forms used to be considered deviant forms of the language, but not anymore. On the other hand, some of the learners prefer to be quiet and not try to speak if they are not sure of what they are saying. I believe this may be related to their cultural background (some students come from a “culture of silence”) or lack of confidence when speaking. Once

learners overcome this fear, they will definitely become more fluent and perform better in the target language.

This study has also compared views on the place of pronunciation in ESL language learning of the same group of high school ESL students to the views of their ESL teachers. The findings do seem to support the first hypothesis (third research question), which states that ESL learners would place a higher priority for pronunciation in their language learning than their teachers would. Students think pronunciation is important for their learning. Teachers also think pronunciation is important, but seem to prefer not to prioritize it in their teaching.

The second hypothesis made in this study was also supported. Teachers did not see a need to teach pronunciation. On the other hand, students did think that it should be emphasized in class, and feel there is a need for more pronunciation practice. Perhaps an analysis of student needs and teacher needs would minimize this conflict and enhance the quality of teaching and learning.

In addition, it was attempted to determine how students and teachers define "good pronunciation". Teachers seem to agree with each other that "good pronunciation" is when a person can be understood well rather than sounding like a native-speaker. Students seemed to still have the unattainable goal of speaking like a native speaker of the language. As educators, it is important to help our students understand that there is no such perfect pronunciation, as long as

learners are understood well. Students should work on clear and intelligible output so that their pronunciation would not affect communication or hinder their performance because they do not see accented speech as a normal feature of language use by bilingual individuals. For more information on teaching English pronunciation for non-native speakers, refer to Appendix I.

All the conclusions stated above reinforce the idea of having positive attitudes towards bilingualism, language use, and language users. Since bilingualism and its outcomes are an unavoidable part of American society, it is crucial to understand that most learners go through an intermediate stage of acquiring the second language (that being English). Throughout this process, ESL learners must use all the strategies they know of, so that they can master the second language. As a consequence, cross-linguistic interaction and accented speech are important tools that are used geared towards the goal of acquiring the second language. By promoting positive attitudes towards language use and users, the educator will create a better atmosphere in his or her classroom and minimize negative attitudes that usually come up when dealing with people from different backgrounds and with different language learning experiences.

Being that only a total of 48 people were questioned (and 40 taken into consideration), this small data set provided us with limited information and it is only relevant to this specific population. Therefore, these findings cannot be

generalized to a larger population. For future research, it would be interesting to do this study with a much larger data set in order to investigate in depth what is behind bilinguals' feelings about bilingualism in the United States, and contrast the findings with this smaller study. In addition, it would also be interesting to examine a class (or more than one class) where learners have "straight ESL teachers", i.e., where the subject-matter is the language itself and it is not content-based (e.g.. Math, Science, Social Studies).

As with any questionnaire, participants may come up with individual interpretations of statements. However, for ESL students, language limitations need to be taken under special consideration. Their interpretation may rely only on their recognition of known words in the statements, and also they may rely on their classmates' interpretation of a statement. Therefore, I suggest a computer-based questionnaire where students only see one statement at a time and the administrator can give oral instructions at the same time. I also suggest individual interviews as a more effective method of assessing views of ESL learners in order to enhance the validity of the study.

VI. APPENDICES**APPENDIX A: STUDENT QUESTIONNAIRE****QUESTIONNAIRE**

All information you provide will be strictly confidential.

Age: _____ Grade: _____ Male: ___ Female: ___

Native Language: _____ Native Country: _____

What are other languages that you speak? _____

How long have you been in the U.S.? _____

How long have you been at the International High School? _____

How long have you studied English? _____

PART 1. What is important to you when you learn English?

Please Circle One Number for each line.

Writing English	Not Important	1	2	3	4	5	6	Very Important
Understanding English	Not Important	1	2	3	4	5	6	Very Important
Grammar	Not Important	1	2	3	4	5	6	Very Important
Pronunciation	Not Important	1	2	3	4	5	6	Very Important
Vocabulary	Not Important	1	2	3	4	5	6	Very Important
Feeling confident Using English	Not Important	1	2	3	4	5	6	Very Important
Speaking English	Not Important	1	2	3	4	5	6	Very Important

PART 2. Read each sentence carefully. Circle one number for each sentence.

1. Pronunciation is very important in becoming a good English speaker.
Disagree Strongly 1 2 3 4 5 6 Agree Strongly

2. I would like to spend more class time practicing pronunciation.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

3. I would like to learn pronunciation so I can be understood well.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

4. I need to speak English like a native speaker speaks English.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

5. I like to learn pronunciation.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

6. My teachers should correct my pronunciation more.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

7. I want to improve my pronunciation.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

8. I think a person has good English pronunciation when they sound like a native speaker of English.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

9. I practice my pronunciation of English a lot in class.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

10. I think a person has good English pronunciation when I can understand them well.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

11. My teachers explain to me how to pronounce difficult words.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

PART 3. Answer the following questions. Give as much information as you can.

12. Does speaking more than one language help people in their lives? If so, how does it help? If not, why do you say so?

13. Is it OK to mix 2 languages when speaking? Why (not)?

14. Is it better for a student to speak English all the time, even if s/he says a lot of "wrong" things?

15. Is pronunciation important in learning English? Why (not)?

16. Do you want to be taught English pronunciation?

17. If you answered yes to question 16, how would you like your teacher to teach you pronunciation?

Any additional comments that you may have about speaking more than one language and pronunciation, please write on the back of this page. Any additional comments or suggestions about this questionnaire will be gratefully accepted!

Thank you very much!!! 😊

APPENDIX B: TEACHER QUESTIONNAIRE**QUESTIONNAIRE**

All information you provide will be strictly confidential.

Age: (optional) _____ Male: _____ Female: _____

Grade and Subject that you currently teach _____

Native Language: _____ Native Country: _____

What are other languages that you speak? _____

How long have you been in the U.S.? _____

How long have you taught at the International High School? _____

How long have you taught English? _____

PART 1. What is important to you to teach when teaching English to your ESL students? Please Circle One Number for each line.

Writing English	Not Important	1	2	3	4	5	6	Very Important
Understanding English	Not Important	1	2	3	4	5	6	Very Important
Grammar	Not Important	1	2	3	4	5	6	Very Important
Pronunciation	Not Important	1	2	3	4	5	6	Very Important
Vocabulary	Not Important	1	2	3	4	5	6	Very Important
Feeling confident using English	Not Important	1	2	3	4	5	6	Very Important
Speaking English	Not Important	1	2	3	4	5	6	Very Important

PART 2. Read each sentence carefully. Circle one number for each sentence.

1. Pronunciation is very important in becoming a good English speaker.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

2. I would like to spend more class time teaching pronunciation.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

3. I would like to teach pronunciation so my students can be understood well.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

4. I think my students need to speak English like a native speaker.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

5. I like to teach pronunciation.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

6. I should correct my students' pronunciation more.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

7. I want to improve my students' pronunciation.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

8. I think a student has good English pronunciation when they sound like a native speaker of English.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

9. I make my students practice their pronunciation of English a lot in class.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

10. I think a person has good English pronunciation when I can understand them well.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

11. I explain to my students how to pronounce difficult words.

Disagree Strongly 1 2 3 4 5 6 Agree Strongly

PART 3. Answer the following questions. Give as much information as you can.

12. Does speaking more than one language help people in their lives? If so, how does it help? If not, why do you say so?

13. Is it OK for your students to mix 2 languages when speaking? Why (not)?

14. Is it better for a student to speak English all the time, even if s/he says a lot of "wrong" things?

15. Do you have time to teach pronunciation in class? Explain.

16. How would you approach pronunciation teaching in class?

17. Is teaching pronunciation a major concern in your teaching?

Any additional comments that you may have about bilingualism and pronunciation, please write on the back of this page. Any additional comments or suggestions about this questionnaire will be gratefully accepted!

Thank you very much!!! ☺

APPENDIX C: QUANTIFIABLE DATA – ESL LEARNERS

Q1
Mean = 5.1765
Median = 5
Mode = 6
Std. Deviation = .9365
Frequency / Percent = Sc.3 - 3 / 8.8%
Sc. 4 - 3 / 8.8%
Sc. 5 - 13 / 38.2 %
Sc. 6 - 15 / 44.1%

Q2
Mean = 4.5882
Median = 5
Mode = 4
Std. Deviation = 1.1578
Frequency / Percent = Sc. 2 - 2 / 5.9%
Sc. 3 - 3 / 8.8%
Sc. 4 - 11 / 32.4%
Sc. 5 - 9 / 26.5%
Sc. 6 - 9 / 26.5%

Q3
Mean = 5.1765
Median = 5
Mode = 6
Std. Deviation = .8338
Frequency / Percent = Sc. 3 - 1 / 2.9%
Sc. 4 - 6 / 17.6%
Sc. 5 - 13 / 38.2%
Sc. 6 - 14 / 41.2%

Q4
Mean = 5.0588
Median = 5
Mode = 6
Std. Deviation = 1.2778
Frequency / Percent = Sc. 1 - 2 / 5.9%
Sc. 3 - 1 - 2.9%
Sc. 4 - 3 - 8.8%
Sc. 5 - 13 - 38.2%
Sc. 6 - 15 - 44.1%

Q5
Mean = 4.9706
Median = 5
Mode = 5
Std. Deviation = .9370
Frequency / Percent = Sc. 3 - 3 / 8.8%
Sc. 4 - 6 / 17.6%
Sc. 5 - 14 / 41.2%
Sc. 6 - 11 / 32.4%

Q6
Mean = 5
Median = 5
Mode = 5
Std. Deviation = .9847
Frequency / Percent = Sc. 2 - 1 / 2.9%
Sc. 3 - 1 - 2.9%
Sc. 4 - 7 - 20.6%
Sc. 5 - 13 - 38.2%
Sc. 6 - 12 - 35.3%

Q7
Mean = 5.3824
Median = 6
Mode = 6
Std. Deviation = .8170
Frequency / Percent = Sc. 3 - 1 - 2.9%
Sc. 4 - 4 - 11.8%
Sc. 5 - 10 - 29.4%
Sc. 6 - 19 - 55.9%

Q8
Mean = 4.6765
Median = 5
Mode = 5
Std. Deviation = 1.2726
Frequency / Percent = Sc. 1 - 1 - 2.9%
Sc. 2 - 2 - 5.9%
Sc. 3 - 1 - 2.9%
Sc. 4 - 9 - 26.5%
Sc. 5 - 11 - 32.4%
Sc. 6 - 10 - 29.4%

APPENDIX D: QUANTIFIABLE DATA – ESL TEACHERS

Q1
Mean = 4.6667
Median = 4.5
Mode = 4 a
Std. Deviation = 1.2111
Frequency / Percent = Sc.3 - 1 / 16.7%
Sc. 4 - 2 / 33.3%
Sc. 5 - 1 / 16.7 %
Sc. 6 - 2 / 33.3%

Q2
Mean = 3.1667
Median = 3
Mode = 2a
Std. Deviation = 1.1690
Frequency / Percent = Sc. 2 - 2 / 33.3%
Sc. 3 - 2 / 33.3%
Sc. 4 - 1 / 16.7%
Sc. 5 - 1 / 16.7%

Q3
Mean = 4
Median = 4
Mode = 4
Std. Deviation = .6325
Frequency / Percent = Sc. 3 - 1 / 16.7%
Sc. 4 - 4 / 66.7%
Sc. 5 - 1 / 16.7%

Q4
Mean = 2.8333
Median = 3
Mode = 4
Std. Deviation =1.3292
Frequency / Percent = Sc. 1 - 1 / 16.7%
Sc. 2 - 2 - 33.3%
Sc. 4 - 3 - 50%

Q5
Mean = 3.1667
Median = 2.5
Mode = 2
Std. Deviation = 1.6021
Frequency / Percent = Sc. 2 - 3 / 50%
Sc. 3 - 1 / 16.7%
Sc. 4 - 1 / 16.7%
Sc. 6 - 1 / 16.7%

Q6
Mean = 3.3333
Median = 3
Mode = 3
Std. Deviation = 1.5055
Frequency / Percent = Sc. 1 - 1 / 16.7%
Sc. 3 - 3 - 50%
Sc. 5 - 2 - 33.3%

Q7
Mean = 4.1667
Median = 4
Mode = 4 a
Std. Deviation = 1.6021
Frequency / Percent = Sc. 2 - 1 - 16.7%
Sc. 3 - 1 - 16.7%
Sc. 4 - 2 - 33.3%
Sc. 6 - 2 - 33.3%

Q8
Mean = 3.6667
Median = 4
Mode = 4
Std. Deviation = 1.8619
Frequency / Percent = Sc. 1 - 1 - 16.7%
Sc. 2 - 1 - 16.7%
Sc. 4 - 2 - 33.3%
Sc. 5 - 1 - 16.7%
Sc. 6 - 1 - 16.7%

APPENDIX E: MODE AND FREQUENCY PERCENT- ESL LEARNERS

Mode:

Questions	Mode
1	6
2	4
3	6
4	6
5	5
6	5
7	6
8	5
9	5
10	5
11	6

Frequency percent – student tendencies:

Question	Tendency to disagree (%)	Tendency to agree (%)
1	8.8	91.2
2	14.7	85.3
3	2.9	97.1
4	8.8	91.2
5	8.8	91.2
6	5.8	94.2
7	2.9	97.1
8	11.7	88.3
9	29.4	70.6
10	8.8	91.2
11	5.9	94.1

APPENDIX F: MODE AND FREQUENCY PERCENT – ESL TEACHERS

Mode:

Questions	Mode
1	4,6
2	2,3
3	4
4	4
5	2
6	3
7	4, 6
8	4
9	2
10	5,6
11	5

Frequency percent – teacher tendencies:

Question	Tendency to disagree (%)	Tendency to agree (%)
1	16.7	83.3
2	66.7	33.3
3	16.7	83.3
4	50	50
5	66.7	33.3
6	66.7	33.3
7	33.3	66.7
8	33.3	66.7
9	83.3	16.7
10	16.7	83.3
11	0	100

APPENDIX G: TABLES

Table 1: The importance of pronunciation

STATEMENTS	MODE (1-6)	TENDEN CY TO DISAGR EE (%)	TENDE NCY TO AGREE (%)
Students:			
1. Pronunciation is very important in becoming a good English speaker.	6	8.8	91.2
5. I like to learn pronunciation.	5	8.8	91.2
Teachers:			
1. Pronunciation is very important in becoming a good English speaker.	4 and 6	16.7	83.3
5. I like to teach pronunciation.	2	66.7	33.3

Table 2: Current Classroom Practices

STATEMENTS	MODE (1-6)	TENDEN CY TO DISAGRE E (%)	TENDE NCY TO AGREE (%)
Students:			
6. My teachers should correct my pronunciation more.	5	5.8	94.2
9. I practice my pronunciation of English a lot in class.	5	29.4	70.6
11. My teachers explain to me how to pronounce difficult words.	6	5.8	94.1
Teachers:			
6. I should correct my students' pronunciation more.	3	66.7	33.3
9. I make my students practice their pronunciation of English a lot in class.	2	83.3	16.7
11. I explain to my students how to pronounce difficult words.	5	0	100

Table 3: Student needs

STATEMENTS	MODE (1-6)	TENDENCY TO DISAGREE (%)	TENDENCY TO AGREE (%)
Students:			
2. I would like to spend more class time practicing pronunciation.	4	14.7	85.3
3. I would like to learn pronunciation so I can be understood well.	6	2.9	97.1
7. I want to improve my pronunciation	6	2.9	97.1
Teachers:			
2. I would like to spend more class time teaching pronunciation.	2 and 3	66.7	33.3
3. I would like to teach pronunciation so my students can be understood well.	4	16.7	83.3
7. I want to improve my students' pronunciation	4 and 6	33.3	66.7

Table 4: Definition of "good pronunciation"

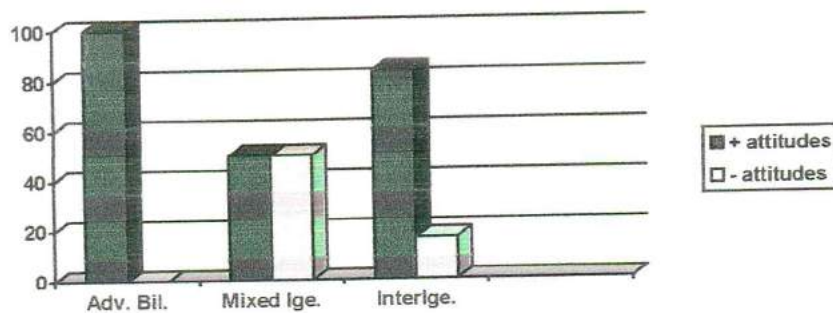
STATEMENTS	MODE (1-6)	TENDENCY TO DISAGREE (%)	TENDENCY TO AGREE (%)
Students:			
4. I need to speak English like a native speaker speaks English	6	8.8	91.2
8. I think a person has good English pronunciation when they sound like a native speaker of English.	5	11.7	88.3
10. I think a person has good English pronunciation when I can understand them well.	5	8.8	91.2
Teachers:			
4. I think my students need to speak English like a native speaker.	4	50	50
8. I think a student has good English pronunciation when they sound like a native speaker of English.	4	33.3	66.7
10. I think a person has good English pronunciation when I can understand them well.	5 and 6	16.7	83.3

APPENDIX H: ATTITUDES TOWARDS THE ADVANTAGES OF BEING BILINGUAL, MIXED LANGUAGE, AND INTERLANGUAGE

(Based on questions 12, 13, and 14 of section 3)

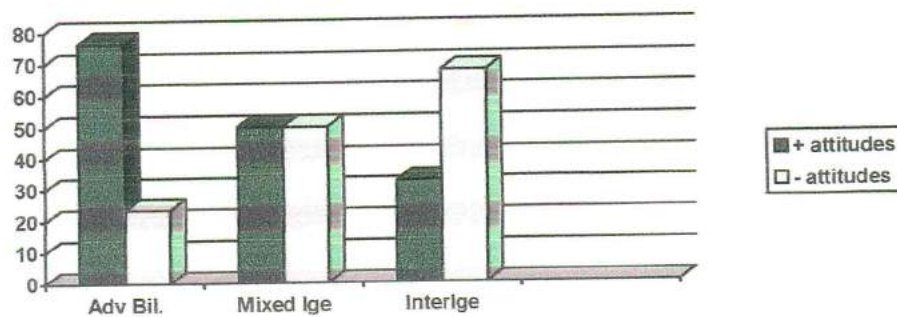
Teachers' attitudes towards:

	Positive	Negative	Did not respond
Advantages of being bilingual	100 %	0	-
Mixed Language Production	50%	50%	-
Interlanguage	83.3%	16.7%	-



Learners' attitudes towards:

	Positive	Negative	Did not respond
Advantages of being bilingual	76.5 %	23.5%	-
Mixed Language Production	47%	47%	6%
Interlanguage	83.3%	16.7%	-



APPENDIX I: THE IMPORTANCE OF PRONUNCIATION IN THE ESL CURRICULUM – FROM AN ESL TEACHER’S PERSPECTIVE

When teaching ESL, there are some features of the English language that play an important role in the ESL curriculum. Among these features, it is relevant to mention the teaching of pronunciation as one of the ingredients of the cake of spoken English. By introducing pronunciation features in the curriculum, students will be led to establish good speech habits and become more intelligible.

There is a current tendency to incorporate the teaching of pronunciation through the presentation of segmental and suprasegmental features in a more balanced way. It seems that this “approach” to pronunciation teaching is more enriching since the learners will be dealing not only with the individual sounds but with the patterning of sounds as well. Therefore, ESL teachers need solid training in Phonetics and Phonology so students can benefit more from their ESL class. In addition, this knowledge of English Phonetics and Phonology is better applicable to teaching ESL if the instructor uses a framework of teaching that includes spoken English as well as the interaction of pronunciation with other areas of language.

There are three main points that should be taken into consideration when integrating pronunciation into the ESL curriculum. The first point to be emphasized is the teaching of suprasegmental features, and not only the segmental features in isolation. For example, if learners use incorrect rhythm and

intonation units, they might sound rude; or if they use inappropriate intonation patterns in tag questions, their certainty about the issue might be questionable. Furthermore, these learners are more likely to have (mis) communication problems since they are usually unintelligible and/or cannot understand connected and reduced speech. These facts together suggest that if learners internalize some knowledge about segmental and suprasegmental features in a more balanced way, they will be more likely to perceive and interpret spoken English. Thereby, their spoken English may become more comprehensible (Celce-Murcia et al., 2000)

A second important factor to be looked at is the interaction between inflectional morphology and pronunciation. This morphophonemic feature of language is extremely important, since many learners have difficulty with English inflections. The introduction of pronunciation into the study of grammar will be very positive for them due to the fact that there is a close link between morphology and phonology. For example, many people (including ELL and ESL teachers) think that they can rely only on the spelling of words when they are saying the –s inflection ending, being it the plural, third person singular, or the possessive case. They are wrong. These endings have the same phonological rules. Therefore, if students pay close attention to the inflectional –s allomorphs /s/, /z/, and /ɪz/ or /əz/, they will be better prepared. The same is true for the regular past tense and past participle inflections, which also follow the same line of phonological rules. Another interesting example is the English irregular verbs

and their phonological patterns. Knowing about these patterns would make students' life easier, and ours, as teachers, more rewarding (Celce-Murcia et al., 2000)

The last but very helpful factor is the interaction between English phonology and English orthography. Because spoken language ends up influencing students' spelling, understanding of this correlation is crucial to more effective teaching and learning, especially in writing. Since English orthography is somehow systematic but does not have a one-to-one symbol-sound correspondence, it is important for the teacher to be prepared and introduce some English spelling conventions through their phonological based rules. For example, when teaching derivational suffixes such as *-ity*, *-ic (al)*, and *-tion*, it would be interesting if the teacher introduced the vowel shift that occurs from the stressed tense vowel in the base form to the stressed lax vowel in the derivative form (/uw/ → /ʌ / in *assume* → *assumption*). Another remarkable example is the word-internal palatalization, which involves the understanding of the invisible /y/ and its phonological rules. (E.g. it appears before /uw/ if it is either spelled *eu* or *ew*). This may prevent mispronunciations like /ɛw 'ris tð k / for /yu 'ris tð k/ to happen (Celce-Murcia et al., 2000).

For what was stated above, it is clearly seen the importance of pronunciation in the ESL curriculum in order to achieve a higher communicative competence. ESL learning-teaching is about a combination of skills, and

pronunciation should be part of it. By raising teachers' and students' awareness of the role of English Phonetics and Phonology and how it should be intertwined with other areas of language in the ESL curriculum, two major roles will be reached: (1) students are more likely to have good speech habits and consequently become more intelligible; and (2) the teachers will be doing their job in a more enriching and beneficial way, which is more positive for both sides.

APPENDIX J: MAP (CRYSTAL, 1997:363)

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