



CIEX JOURN@L

Innovation and Professional Development

- ★ National and international research articles
- ★ Moral values and culture essays
- ★ 6th International CIEX Symposium Session Summaries



October 2016



National and International Research Articles

Enhancing ESL Students' Pronunciation Through Interactive Activities

Celso Perez Carranza Ph. D., Benemérita Universidad Autónoma de Puebla,
celsopeca@hotmail.com

Sharon Lisbeth Vergara Vallejo B.A., Benemérita Universidad Autónoma de Puebla

Verónica Lezama De Jesús, M.A., Benemérita Universidad Autónoma de Puebla

Eliphelet Rivera Cuayahuitl Ph. D., Benemérita Universidad Autónoma de Puebla

Key words: Oral skill, pronunciation, intelligible pronunciation, interactive activities, ESL students and teachers.

Summary

This study aims to identify interactive activities that help improve pronunciation of ESL students of the Benemérita Universidad Autónoma de Puebla. The study explores this issue from the perspective of students and language teachers. In addition, the study provides information about the way teachers provide feedback regarding pronunciation errors and the strategies that they use to teach this important sub-skill.

Results demonstrate that repeating, imitating, correcting errors, explaining mispronunciation, drilling through chain activities, using tongue twisters and reading aloud were some of the most frequent interactive activities perceived by both teachers and students to enhance English intelligible pronunciation.

1. Introduction

Researchers such as David and Pearse (2000) acknowledge that communication is the most important aim in language courses. Other researchers emphasize that through talking, people can construct their cultural worlds, display and recreate their social orders, plan and critique their activities, and praise and condemn their fellows. This skill, like other skills, is more complicated since it involves more than just pronouncing words. According to Bailey (2003, p.48) "Speaking as the productive oral skill that consists of producing systematic verbal utterances to convey meaning".

Many English language students (ESL students) think that speaking is more difficult than reading, writing or listening because it occurs at a precise moment and it is difficult to edit and revise immediately. ESL students are those students who are preparing themselves to become English Language Teachers. Thus, teaching the production of a foreign language is considered to be one of the most difficult aspects of language teaching. As a result, pronunciation has been given special attention in language programs.

While many applied linguists and educators have diminished the importance of pronunciation, it remains an integral part of communication. In this sense, Kelly (1969, p.4) described pronunciation as "the Cinderella of foreign language teaching", referring basically to the often low level of emphasis placed on this very important language skill. Likely, Murcia, Brinton and Goodwin (1996, p. 2) expressed that grammar and vocabulary have been more studied and understood by most language teachers than pronunciation. In the communicative approach to language teaching, oral ability is considered vital to learn and develop a language. The acquisition of intelligible pronunciation then, becomes relevant and depends greatly on the techniques and the strategies that teachers use to help and motivate students to develop such sub-skill. In this sense teaching intelligible pronunciation without using the correct techniques and strategies has always been problematic in many classrooms.

This research attempts to identify some successful interactive activities that language

teachers use to enhance English language teaching (ELT) students' pronunciation from the Benemérita Universidad Autónoma de Puebla.

English language students at LEI (Licenciatura en la Enseñanza del Inglés students) seem to be convinced that they have problems when communicating effectively inside and outside the classroom. As future teachers of English, they are aware that developing such skills can promote their professional development. The pronunciation issue emerges from the fact that these students learn English as a foreign language and pronunciation tends to be overlooked in the English classrooms.

To conduct this research, it was important to establish some research questions:

- » What activities do language teachers use to enhance English pronunciation?
- » How do language teachers give feedback on student's pronunciation?
- » What strategies do students use to improve their pronunciation?

This study, as a descriptive research, has pedagogical implications since it was important to determine how language teachers helped their students to improve their pronunciation. Thus, ELT students, future English teachers, can raise their awareness about the learning and teaching of pronunciation in English and gain confidence and knowledge about pronunciation of English.

This descriptive research encompasses interactive activities and strategies that help improve ELT student's English pronunciation. Researching on "the best" techniques and strategies that teachers use will allow other teachers and future teachers to deal with their students problems when pronouncing and they will have the capacity to correct pronunciation in an appropriate way, mainly when students fail to produce an intelligible pronunciation.

Moreover, this research aims to identify language interactive activities that have been proved to be effective in this context. These will help language teachers to conduct their teaching pronunciation action taking in to account the theory and the practice available in the field. As a consequence students will get benefits by

using such strategies that will lead them to have an intelligible pronunciation.

2. Literature review

The concept of pronunciation has been defined in different ways and from different perspectives. One of the most important definitions was found in The American Heritage Dictionary. In this dictionary pronunciation is defined as a way of speaking a word, in a way that is accepted or generally understood (The American Heritage Dictionary, 2012).

In a similar way, Dalton & Seidlhofer (1994) cited in Tlazalo y Basurto (2014) describe pronunciation as the production of significant sounds to convey a message. These authors establish that pronunciation can be analyzed from two perspectives. First from sounds in terms of their use especially when they are used as part of a code of a particular language. In this sense pronunciation refers to the production and reception of sounds of speech. Second, in terms of their meaning since sounds are significant because they are used to achieve meaning in contexts where they are used. Here the code is combined with other factors that help make communication possible. In this sense, pronunciation can be considered as the act of speaking.

Kenworthy (1997) reported that nowadays very few teachers would claim that a pronunciation that is indistinguishable from that of a native speaker is necessary or even desirable for their learners. Instead, it is generally accepted that intelligibility is the most sensible goal. The term "intelligibility" is known as "understandability". Kenworthy (1997, p.13) defines intelligibility as "being understood by a listener at a given time in a given situation". Intelligibility depends on "counts of sameness"; the more opportunities students have to listen to a particular type of English the more easily intelligible that accent is for them. Foreign speakers need to be intelligible so they can communicate.

The goal of teaching pronunciation to language learners is not necessarily to make them produce sound as native speakers of English. Such goal is quite unrealistic. Murcia & Goodwin (1991, p.137) claim that the more modest and realistic goal

that teacher has in mind about learner's quality pronunciation is that they have the ability to communicate significantly.

The literature offers several variables that seem to impede or enhance the acquisition of a reasonable pronunciation in English. Some factors that might affect learners' pronunciation according to Kenworthy (cited in Murcia & Goodwin, 1991) are:

The learner's native language

The role that native language plays in the acquisition of an intelligible pronunciation in English makes it important for all language teachers to know something about the sound system of English and other languages that their learners speak in order to anticipate problems. Therefore, the teachers have to understand the sources of errors when pronouncing the target language. Kenworthy (1997, p.4), claims that there are "more favored" and "less favored" languages and teachers must be careful not to oversimplify the situation and think too much in terms of barriers to learning. So, teachers have to consider that their language learners' background can affect when acquiring a near native pronunciation.

The learners' age

Linguists and language teachers have wondered if there is an age-related limit on the mastery of pronunciation in a second or in a foreign language. For this reason, there are studies that have been conducted analyzing this issue. Murcia & Goodwin (1991) report that the younger the age when the learner begins to acquire English, the better the learner's pronunciation is. In fact, complete mastery of English before age of twelve generally results in accent-free speech, whereas acquisition after age fifteen virtually guarantees some degree of accentedness in speech (Murcia & Goodwin, 1991).

The learner's innate phonetic ability

This skill has been called as "aptitude for oral mimicry", "phonetic coding ability" and "auditory discrimination ability". As reported by Kenworthy (1997, p.6), phonetic ability is a common view that some people have a better ability for

foreign languages than others. Certainly, some learners have better skills for producing and imitating sounds and sounds patterns that are new to them. Such learners will achieve a better pronunciation than those learners with a lower aptitude.

The learner's attitude and sense of identity

There is a strong belief that the more favorable the learners' attitude the better the pronunciation will be performed. As Murcia & Goodwin (1991) declare, the attitude learners have toward the target language and its speakers the better pronunciation they achieve. According to them, the learners' personality's sense of their own identity will also play a significant role; for example, chauvinistic learners may (perhaps unconsciously) refuse to modify their pronunciation at all when they speak English.

The learner's motivation and concern for a good pronunciation

Researchers consider that it is the greatest factor in pronunciation instruction (Murcia & Goodwin, 1991). Kenworthy (1997, p.7) remarks that some learners seem to be more concerned about their pronunciation than others. This concern is often expressed in statements about how bad their pronunciation is and their requests for correction. In sum, the more favorable the learners' motivation, the more the pronunciation will be improved as a result of investment of time and genuine and not feigned effort (in Murcia & Goodwin, 1991. p.137).

The language teacher

Most scholars agree that teachers must have priorities; firstly what they do in the classroom, like any other teacher, is to create the best conditions for learning. Learning takes place when teachers have specific roles to play at different moments in the learning process.

First, teachers are supposed to help learners to perceive sounds. In other words, to help learners to hear sounds according to the appropriate categories and help them to develop new categories if necessary. Kenworthy (1997, p.1) reports that the process of establishing categories is basically the same and each

language has its own set of categories.

Second, teachers need to be able to help their learners to produce sounds. Some sounds of certain languages do not occur in other languages. Sometimes learners will be able to imitate the new sounds, but if they cannot imitate, then teachers have to give some exercises which may help them to make new sounds (Kenworthy, 1997). Both the above tasks require the teachers to tell their learners how they are doing, so the third task is providing feedback.

Techniques and strategies used to gain intelligible pronunciation

Having decided to make pronunciation an integral part of teaching, teachers must be aware of the different techniques and strategies that have been proposed and used in earlier approaches, methodologies and teaching materials currently used in the field of pronunciation.

Goodwin (2014, p.146) assumes that there are specific techniques and strategies to succeed in pronunciation for non-native speakers. Some of the most important have been described so far, are for example: the listening and imitating/repeating technique, which has been used in direct approaches and in the audio-lingual approach. Another technique broadly described is the tongue twisters technique, which contains features of the speech correction literature designed for improving the articulation of the language. It is important to include in this set of techniques the minimal pair technique used by teachers as a way of focusing on the sounds of the language. Kelly (2002, p.20) perceives a difficulty with minimal pairs exercises because they can be features unknown for students, and even meaningless.

The developmental approximation drill is another technique worth to be mentioned in this research, which is a way to get non-native speakers gain a quality sound (approximately to a native speaker production). The drilling of vowel shift and stress shift technique involves the teacher saying a word or structure and at the same time getting the class to repeat such word or structure. Being able to drill properly is a

basic and fundamental language teaching skill. Kelly (2002, p.18) affirms that many teachers avoid drilling in higher levels because they feel that it is something that is needed to be done at lower levels only. In spite of this perception, he considers it important to be used in higher levels as well. At these levels, students spend a lot of time adding new words and phrases to their vocabulary, so they need to be sure of how to pronounce them.

One of the most useful approaches used to develop pronunciation in the present is the communicative approach. The Communicative approach has been suggested by most language researchers and practitioners. This method is based on the Krashen's principles already described in the available literature. Certainly, in the communicative approach there are activities that are performance oriented such as interviews, speeches, role plays, drama scenes, debates karaoke etc. (Rengifo A. R. 2009).

Therefore, these activities, as it is widely known, are useful for any kind of oral practices and not just for pronunciation. Murcia & Goodwin (1991) emphasize that these activities give the learner the opportunity to focus on meaning during the communicative activity and to focus on form during the learning tasks.

3. Research methodology

The participants in this study were ELT students from the Benemérita Universidad Autónoma de Puebla. Forty-five students were asked to answer a questionnaire. The students were thirty-four females and eleven males. The age of the students ranged from 18 to 30 years old. Twenty-seven of them were from 20 to 22; eight were from 22 to 24 and five students between the ages of 24 to 30 which was a total of forty-five students as previously specified. On the other hand, the students' English level was divided as follows: eighteen students were studying intermediate levels and twenty-seven students were in advance level. Their opinions were very important because they helped triangulate the information provided by them and by the teachers regarding the improvement of pronunciation so their viewpoint was crucial for the development of this research.

Regarding the other participants, six LEI teachers participated in this research. Four of them were men and two female. In addition, one of the six teachers ranged from 30 to 35 years old, one from 35 to 40, two from 40 to 45, one from 45 to 50 and one from 55 to 60 years old. Another important characteristic was that two of the LEI teachers who answered the questionnaire had from 20 to 25 years of experience, one from 5 to 10 years, two from 10 to 15 years and one from 15 to 20 years of experience. This gave a total of six LEI teachers. Another important feature of these teachers was that all of them have been teaching different levels from basic to advanced levels. Regarding their education level, 3 teachers were holding a M.A., in English Teaching, two teachers were holding a B.A. in Modern Languages, and one had almost finished his PhD.

The setting of the research was the Licenciatura en la Enseñanza del Inglés program of the Benemérita Universidad Autónoma de Puebla. This institution is located at 24 Norte 2003 in Puebla, Pue. México. Through the time, this program has been modified several occasions especially regarding the subjects contained in the curriculum. In the present the program has several areas: a teaching area, a language studies area, a research area and a target language area in which the concern of this project has been focused.

The instruments used to collect the information in this research were designed based on the interactive activities and strategies that students use and the way that teachers provide feedback when dealing with pronunciation. The designed instruments were two questionnaires, one for students and another for teachers. Both of them pursued the same goal.

The questionnaire designed for the students was divided into two main parts. However, at the beginning of the questionnaire it was necessary to include some general questions such as: age, genre, academic level, quarter and generation. The first part enclosed five questions, for which the frequency Likert Scale was used with ranges from never to always. In this way, it was expected that the students answer the questionnaire in an easy way. At the beginning of the second part the questionnaire included a question which asked students to provide the names of three

LEI teachers who have helped them improve their pronunciation. In addition, in this second part there were twenty-seven closed questions with multiple choice answers scored also from never to always.

The questionnaire for teachers was structured in two parts. However, some general questions which looked for specific information such as age, genre, years of experience and academic level were included as well. It is important to mention that two open questions were also included. These two open questions were related to identify if teachers use techniques to improve their students' pronunciation and activities to develop and improve their students' pronunciation within the classroom. In the second part, twenty-eight closed questions were included using the Likert Scale. In this second part, the same variables as in the student's questionnaire were used so that the information could be triangulated.

When the instruments were validated, they were applied first to the students and then to the teachers. After that, the information was organized and processed applying some statistic methods. At the beginning, the answers were re-organized according to the variables in order to measure each answer and at the same time in order to compare with the answers of the other questionnaire. So, once this information was re-organized it was analyzed and interpreted according to the researcher's perspective and according to the already existing theory.

4. Findings and conclusions

The results are organized taking into account the research questions addressed in the first section of the study. The information gathered from the research instruments provided strong foundations for the interpretation of the results.

a) Interactive activities and strategies that language teachers use to enhance English pronunciation in ELT students

Some of the most important activities that both teachers and students agree to be useful are listening and imitating, and repeating. These activities have been broadly used in direct approaches and still they are being used now days by most

language teachers.

In this way, repetition, imitation, correction and explanation of mispronunciation are some of the most used activities that the language teachers use to enhance pronunciation in the classroom.

The developmental approximation drill was another activity considered to be worthy in this research. This activity is strongly supported to help gain a quality sound (approximately to a native speaker production). The drilling of vowel shift and stress shift activity involves the teacher saying a word or structure and at the same time getting the class to repeat such word or structure.

Drilling through chain activities which are close related to repetition and mingle activities was also highlighted. Chain activities provide reinforcement in both pronunciation and the acquisition of vocabulary.

Another significant activity was the use of tongue twisters. Some researchers agree that they bring benefits for the tongue and the brain of the learner.

Tongue twisters are considered useful tools for mastering English language pronunciation, especially those aspects in which students find more cumbersome sounds. Some others are imitating native-like pronunciation, mirror technique, reading aloud, singing, drama and kinesthetic reinforcement, among others.

Reading aloud was also one of the most frequent activities conducted by language teachers. This activity is recognized as a source to enhance classroom instruction and academic achievement.

b) The way that language teachers provide feedback on ESL students' pronunciation

Teachers and the students agreed that the correction of pronunciation in front of the group and at the right moment is productive in the development of pronunciation.

In addition, teachers and students agreed that it is very useful that students had to be corrected by teachers at the moment of speaking and not at the end of the class.

Both teachers and students find very useful that the students are corrected by teachers in a polite way and that students correct another students' mispronouncing in a

polite way too.

It is important to mention that the most used type of feedback was explicit correction and elicitation and the second most frequent feedback was translation.

In spite of this fact, the results prove evidence that teachers use different corrective feedback techniques in a smaller scale. Finally, it is important to mention that teachers do not ignore students' pronunciation errors.

4.1 Suggestions

It is urgent to encourage language teachers to be aware of the benefits that interactive activities provide because this can generate a positive impact on the process especially in gaining an intelligible pronunciation of ELT students.

It is also important to look for new ways for correcting students' mispronunciations especially when the technology seems to yield teachers' role in and outside the classroom.

It is also advisable that language teachers encourage students to check their pronunciation doubts with material that teachers consider beneficial.

4.2 Practical implications

This study encourages English language teachers to explore new activities and materials to help ELT students overcome pronunciation problems. The acquisition of pronunciation in any foreign language, has been, in most cases considered by linguists and researchers as a complex issue that cannot be manipulated in language classrooms. In most cases they lay the responsibility on the age factor.

The study can also help language teachers and students to be aware of their specific roles and responsibilities in managing an intelligible pronunciation that at the end will serve to reach an effective communication.

4.3 Limitations of the study

During the process of conducting this study, the researchers were able to identify some challenges that might affect the accomplishment of the

theoretical and field research sections in terms of their necessities.

Regarding the limitations, they are related to the lack of time especially during the application of questionnaires to ELT students and teachers because of their different schedules.

Some other limitations had to do with the measurement instruments and number of participants and the reliability of the answers. It is important to note that some participants did not answer some questions and we did not have the opportunity to know the reasons.

4.4 Suggestions for further research

Some other studies related to the teaching of pronunciation using interactive activities could analyse the internal factors that interfere in the development of pronunciation such as age, personality and cognitive development.

Another possible study could discuss the different accents of English and could generate some proposals of other communicative activities that promote the pronunciation of those different accents.

References:

- Anderson, N. (1999). **Exploring second language reading: Issues and strategies**. Boston, MA: Heinle and Heinle Publishers.
- Cohen, A. (1990). **Language learning: insights for learners, teachers and researchers**. Boston, MA: Heinle and Heinle Publishers.
- Fogelman, K. R. (1970). **Piagetian tests for the primary school**. National Foundation for Educational Research. London.
- Gillon, Gail T. (2007). **Phonological awareness: from research to practice**. New York; London: Guilford.
- Jiménez, A. (2000). **Teaching reading strategies**. Universidad Externado. Colombia.
- Ortlieb, E., Grandstaff-Beckers and Cheek. (2012). **Reading specialists' perceptions and pedagogical practices towards struggling readers**. International Journal of education.
- Pascale, C., Lynne, D., Agnes, B. (2014). **Cognitive flexibility predicts early reading skills**. School of Psychology. University of Dundee, UK.
- Pennington, M. (2008). **Teaching reading strategies**. Pennington Publishing.
- Piaget, J. (1967/ 1995). **Problems of the social psychology of childhood**. New York: Rootledge.
- Rahmani, M., and Sadeghi, K. (2011). **Effects of note-taking training on reading comprehension and recall**. Rasht, Iran. International Journal of Humanities and Social Sciences.
- Scovel, T. (1998). **Psycholinguistics**. Oxford; New York: Oxford University Press.
- Smith, F. (1994). **Understanding reading** (Fifth edition). Hillsdale, New Jersey: L. Erlbaum.

**To publish in: The fourth number of the
CIEX JOURNAL “Innovation and Professional Development”**

This call is addressed to: Professors – Researchers, undergraduate and graduate students from the BA in English Letters and Masters in Language Teaching and Applied Linguistics at CIEX and any academic who wish to publish research articles, essays, thesis results, didactic and pedagogical proposals, all related to the topics and sections of the journal, specified as follows:

- a. Students’ & teachers’ voices: National and international research articles.
- b. Updating Language Teaching Professionals: CIEX Symposiums Proceedings.
- c. Personal Development and Growth: Values and Culture.

The guidelines to write and present the proposals are described below:

- a. **Key words**.- five, in English and in Spanish.
- b. **Abstract** (in English and in Spanish, 150 words), containing the following aspects:
Introduction: describe the context where the research was carried out, reason why the topic was selected, importance of the study, reason why the research was carried out.
Purpose: state and explain the research objectives, intentions, questions or hypothesis.
Method: mention and justify the research method that was selected, describe briefly the subjects, the context and the research procedures, as well as the instruments that were used for the data and information collection.
Product: present the main findings, the degree to which the research objectives were reached and the answers to the research questions.
Conclusion: suggest the importance of the findings, considering the contribution to the theory, the research area and professional practice. Suggest practical uses as well as possible applications for further research.
- c. **Introduction:** present the research topic area, studied theme and the research study it is: descriptive, explaining, evaluative, correlational, interpretative, ethnographic, etc. Also, emphasize the research problem.
- d. **Literature** review: present the main terms, concepts, and theoretical claims, analyzing and discussing the ideas presented by the main authors who have studied the topics related to the research or study presented.
- e. **Research methodology:** describe the design features (case study, longitudinal research, transversal research, experimental research, cuasi-experimental research, etc.) **Data type** (describe and justify the database, or universe, or sample, etc.) **Subjects** (characterize the participants in the research). **Context** (describe the geographic and the institutional context where the research was carried out). **Instruments** (describe the research instruments used to collect information and data). **Data analysis methods** (describe and justify the quantitative, qualitative or mixed methods).
- f. **Main findings and conclusions.**
- g. **Main research** strengthens (related to the originality of the findings, contribution to the knowledge about a certain topic, or some other findings that contribute to the existing ones).
- h. **Main limitations of the study** (related to the geographical or institutional context or knowledge area where the conclusions or suggestions could be applicable).
- i. **Main applications and impact of the research.**

TOPICS FOR THE ARTICLES:

1. Learning and teaching processes.
2. Professional competences development.
3. Teaching methodology using constructivist principles.
4. Curriculum design, design of language programs or language teaching materials.
5. Language learning evaluation.
6. Language and culture.
7. Research and professional development.

FORMAT:

Title using Arial font, size 14

Text using Arial font, size 12

Margins: top 2.5, bottom 2.5, left 2.5, right 2.5.

Spaces: 1.5

No indented paragraphs

LENGTH OF THE ARTICLES:

8 to 10 pages containing text

1-2 pages containing references (using the APA format) (American Psychological Association).

LANGUAGES:

The article can be written in English, French, German, Mandarin Chinese or Spanish.

Include: Author/s biography/ies indicating:

Academic degree, full name, email address, institution where he/she/they work, and functions, name of the research team or "Cuerpo Académico", indicating the status of the "CA" and research areas he/she/they study.

DEADLINE TO SEND ARTICLES:

February 28th, 2017.

EMAIL ADDRESS TO SEND ARTICLES:

carmencassal757@hotmail.com

or <http://journal.ciex.edu.mx>

El Centro de Idiomas Extranjeros "Ignacio Manuel Altamirano"



CONVOCA

A los aspirantes interesados en cursar la **Licenciatura en Letras Inglesas ó la Maestría en la Enseñanza del Idioma Inglés y Lingüística Aplicada**; a participar en el Concurso de Selección para el ingreso al Ciclo Escolar 2017-2018, presentando el examen de admisión que se realizará los días sábados hasta el 5 de agosto de 2017, conforme a los siguientes:

REQUISITOS

Los interesados en participar, en apego al Reglamento del Centro de Idiomas Extranjeros "Ignacio Manuel Altamirano", deberán realizar todos los trámites y procedimientos, además de cumplir con los requisitos descritos en el cronograma y el instructivo correspondientes a esta Convocatoria, los cuales son:

- » Leer y aceptar los términos y condiciones de la Convocatoria y su instructivo.
- » Realizar el registro en las fechas establecidas en esta Convocatoria.
- » Comunicarse a la Institución para realizar una cita para el examen de admisión.
- » Pagar el derecho a examen de selección.
- » Presentar el examen de selección en el lugar, día y hora señalados realizado con previa cita.
- » Ser aceptados mediante concurso de selección, el cual comprenderá una prueba escrita que deberá realizarse dentro de los períodos que al efecto se señalen.
- » Recibir una carta de aceptación por parte del comité evaluador de la Institución.
- » En caso de ser seleccionado a la **Licenciatura en Letras Inglesas**, contar con Certificado de Bachillerato con un promedio mínimo de ocho (8.0) o su equivalente y entregarlo con la demás documentación solicitada el día y en el lugar establecidos, de acuerdo con los términos señalados por la Institución.
- » En caso de ser seleccionado a la **Maestría en la Enseñanza del Idioma Inglés y Lingüística Aplicada**, contar con Título de Licenciatura, Cedula Profesional, Carta de motivos, Certificación TOEFL (500 puntos mínimo).

¡Profesional en Inglés!

**Licenciatura
en Letras Inglesas**
**Maestría en la Enseñanza del
Inglés y Lingüística Aplicada**
Rec. Oficial: 12PSU0057S

