

In the Name of God

the Compassionate

and Merciful

1891W⁶ - F. M. J. 114



University of Isfahan
Faculty of Foreign Languages
Department of English

M.A. Thesis

**The effect of Voice Training on Oral Communication, Motivation,
and Self-Confidence in Iranian Intermediate EFL Learners**

Supervisor:
Dr. Ahmad Moinzadeh

Advisor:
Dr. Mansoor Tavakoli

By:
Majid Moulaei

October 2010

1891 ✓ K



دانشگاه اصفهان
دانشکده زبان های خارجی
گروه زبان انگلیسی

پایان نامه ی کارشناسی ارشد رشته ی آموزش زبان انگلیسی

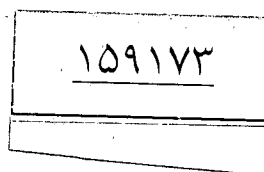
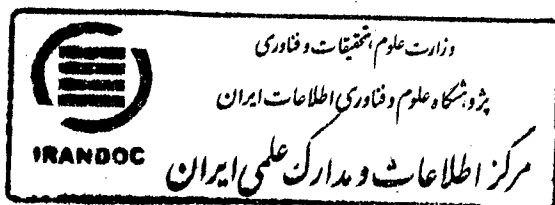
تأثیر تقویت صدا بر توانایی ایجاد ارتباط شفاهی / انگیزه و اعتماد به نفس زبان
آموزان ایرانی در سطح متوسط

استاد راهنما:
دکتر احمد معین زاده

استاد مشاور:
دکتر منصور توکلی

پژوهشگر:
مجید مولایی

مهرماه ۱۳۸۹



۱۳۹۰/۲/۱۸

کلیه حقوق مادی مترتب بر نتایج مطالعات، ابتکارات
و نوآوری های ناشی از تحقیق موضوع این پایان نامه
متعلق به دانشگاه اصفهان است.



دانشگاه اصفهان
دانشکده زبان های خارجی
گروه زبان انگلیسی

پایان نامه کارشناسی ارشد رشته ی آموزش زبان انگلیسی

آقای مجید مولایی تحت عنوان

تأثیر تقویت صدا بر توانایی ایجاد ارتباط شفاهی / انگیزه و اعتماد به نفس زبان

آموزان ایرانی در سطح متوسط

در تاریخ ۱۳۸۹/۸/۴ توسط هیأت داوران زیر بررسی و با درجه بسیار خوب به تصویب نهایی رسید.

۱- استاد راهنمای پایان نامه دکتر احمد معین زاده با مرتبه ی علمی استادیار.

۲- استاد مشاور پایان نامه دکتر منصور توکلی با مرتبه ی علمی استادیار

۳- استاد داور داخل گروه دکتر حسین پیرنجم الدین با مرتبه علمی استادیار

۴- استاد داور خارج از گروه دکتر زهرا امیریان با مرتبه علمی استادیار

امضا

امضای مدیر گروه

Acknowledgements

I would like to appreciate the following people without whose contribution and inspiration this research would never be completed.

In the first place, I would like to express my sincere gratitude towards my supervisor, Dr. Moinzadeh, without whose successive invigoration and support this research would be nipped in the bud. Besides, I would really like to appreciate Dr. Tavakoli's helpful and efficient comments throughout the whole research.

I am also grateful to Dr. Emami, the supervisor of Kish Language Institute, for her sincere cooperation in carrying out this research.

Furthermore, I would like to thank the participants' generous cooperation who paved the ground for this research through their enthusiasm and patience.

Here, it goes without saying that I have constantly been indebted to my parents who were the only motive for my educational progress and the only source of invigoration whenever I was in the abyss of despair and desperation.

Last but not least, I strongly express my gratitude to my dear wife for her patience, interminable encouragement and sincere assistance throughout the whole research.

Above all, I am modestly thankful and grateful to God.

Dedicated to

My Wife

**For her interminable love
and unfailing understanding
and support**

and

my parents

**for their support and invigoration
throughout my life**

Abstract

With the advent of Communicative Approach (CA), among whose features communicative competence (Hymes 1972), comprehensible pronunciation, fluency and Intrinsic Motivation were salient, in the late 1960s' the primary goal of speaking skill switched to being able to interact and communicate with one another. Nonetheless, speaking has constantly been considered as a complicated skill in FL/SL learning/teaching due to two relevant aspects in the study, one of which is pertained to "affective factors" (Canane and Swain Model), involving emotions and motivation, and the other one is the "paralinguistic" elements of speech such as pitch, stress and intonation (Shams Salwa, 2008).

This study was motivated by the researcher's wish to accentuate the prolific and efficient effects regarding affective factors and paralinguistic elements of Perfect Voice Training (PVT) on oral communication, motivation and self-confidence of Iranian intermediate EFL learners. In spite of the fact that PVT emerged aiming at developing mostly singers and speakers' voice quality, the idea was to apply it in English language teaching contexts since the vast majority of the EFL learners study English in order to excel proficiency in speaking and according to CA they speak to be able to interact and communicate. Consequently, it stands to reason that the paramount purpose of this research is to determine whether or not Iranian intermediate EFL learners' oral communication skills, motivation and self-confidence in attending inside-class speaking tasks have any tie with their voice quality.

The results gained in this study are considered in five sections:

1. Oral Communication Skills: On the whole, there was 20% progress in keeping eye-contact, 86.83% progress in turn-taking, 67.66% progress in

initiating conversation, 33.57% progress in proceeding conversation and 70% progress in using compensation strategies.

2. Participants' Motivation (the amount of their enthusiasm in volunteering to discuss various topics, providing more information and their bias to use the target language only): On the whole, there was 71.66% progress in volunteering, 76.33% progress in providing more information and 51% progress in using the target language.

3. Participants' Self-confidence: that on the whole, there was 68.95% improvement in their voice quivering and 40% improvement in appearance tension.

4. Clarity of Sound Production: on the whole, there was 25% progress in vowels, 38.69% in consonants production and 36.78% progress in statements with feelings.

5. Questionnaires (before and after instructional sessions): Before instructional sessions 22.5% agreed to attend speaking tasks after improving their voice but after instructional sessions this figure changed into 70%. Besides, before instructional sessions 7.5% agreed that beautiful/perfect voice was the main factor to encourage them to attend speaking tasks that after instructional sessions this figure changed into 25%. What's more, before instructional sessions 50% believed that perfect voice could improve their motivation but after instructional sessions this number changed into 70%. Above all, the questionnaire distributed among the 15 teachers indicated that 73% of them agreed to apply perfect voice training exercises in English language classes.

Keywords: Perfect Voice, Perfect Voice Training, Oral Communication, Iranian Intermediate Learners, EFL Learners, Motivation, Self-confidence

Table of Contents

Title	Page
Chapter One: Introduction	
1.1. Overview	1
1.2. Statement of the Problem	2
1.3. Research Questions	3
1.4. Research Hypotheses	4
1.5. Significance of the Study	4
1.6. Keywords Definitions	6
1.7. Outline of the Thesis	7
Chapter Two: Review of Literature	
2.1. Overview	9
2.2. Terminology	10
2.2.1. Hyo-Glossus	10
2.2.2. Perfect Voice	10
2.2.3. Perfect Voice Training	11
2.2.4. Laryngologist	11
2.2.5. Vocal Performance	11
2.2.6. Accent Neutralization	11
2.2.7. Expression	11
2.3. Hyo-Glossus and Professionalism	12
2.4. Eugene Feuchtinger Method	12
2.4.1. Modern Technology and Feuchtinger Method	13
2.4.2. Purpose of PVT	13
2.4.3. Content of PVT	14
2.4.4. Advantage of Feuchtinger Method	15
2.4.5. The History behind PVT	15

Title	Page
2.4.6. Feuchtinger Techniques	16
2.5. Dr. Sadhana Nayak's Method.....	16
2.5.1. Dr. Nayak's Accomplishments.....	17
2.5.2. Features of Dr. Nayak Method.....	17
2.5.3. Objectives of Dr. Nayak Method	18
2.6. Vocalist Organization Method	20
2.6.1. Expression	20
2.7. Techniques and Methods.....	22
2.8. Agreement among PVT Experts	22
 Chapter Three: Methodology	
3.1. Overview	24
3.2. Research Design.....	25
3.3. Participants.....	26
3.4. Instruments.....	27
3.4.1. Interview.....	27
3.4. 2. Questionnaires.....	27
3.4.3. Classroom Observations.....	28
3.4.4. Participants' Speaking Ability Reports	28
3.4.5. Instruments in a General Outline	28
3.4.6. How to Evaluate PVT Course.....	29
3.5. Treatment	30
3.5.1. Learning "light and shade" or "Expression"	30
3.5.2. Familiarizing with "Linked Sounds"	33
3.5.3. Accent Neutralization.....	33
3.5.4. Learning how to speak with more confidence and clarity	34
3.5.5. Techniques for improving speaking skill.....	35

Title	Page
3.5.6. Raising students' awareness of the course objectives	36
3.5.7. Learning how to protect vocal organs.....	36
3.5.8. Teaching Vocal Exercises	37
3.6. Procedures	38
3.7. Pilot Study	40
3.8. Scoring Procedures.....	41
3.8.1. Motivation	41
3.8.1.1. Before the Study.....	41
3.8.1.2. After the Instructional Sessions	42
3.8.1.3. During Speaking Examination	43
3.8.2. Self-Confidence.....	44
3.8.2.1. Before the Study.....	44
3.8.2.2. After the Instructional Sessions (during classroom observation)	44
3.8.2.3. During Speaking Examination Session.....	45
3.8.3. Oral Communication Skills.....	45
3.8.3.1. Before the Study.....	45
3.8.3.2. After the Instructional Sessions (during classroom observation)	46
3.8.3.3. During Speaking Examination Session.....	47
3.8.4. Pronunciation (Clarity of Sounds)	48
3.8.4.1. Before the Study.....	48
3.8.4.2. During Speaking Examination Session (after institute course)	48
 Chapter Four: Data Analysis and Results	
4.1. Overview	50
4.2. Findings.....	52
4.2.1. Results of the First Research Question	52
4.2.1.1. Before the Study.....	52

Title	Page
4.2.1.2. After the Instructional Sessions	53
4.2.1.3. During Speaking Examination Session.....	53
4.2.2. Results of the Second Research Question.....	55
4.2.2.1. Motivation	56
4.2.2.1.1. Before the Study	56
4.2.2.1.2. After the Instructional Sessions.....	57
4.2.2.1.3. During Speaking Examination.....	58
4.2.2.2. Self-confidence	59
4.2.2.2.1. Before the Study	59
4.2.2.2.2. After the Instructional Sessions.....	60
4.2.2.2.3. During Speaking Examination Session	60
4.2.2.3. Questionnaires.....	61
4.2.2.3.1. Questionnaires before Instructional Sessions	61
4.2.2.3.2. Questionnaire for <i>Teachers</i>	62
4.2.2.3.3. Questionnaires after the Instructional Sessions.....	63
4.2.2.4. Pronunciation (Clarity of Sounds).....	65
4.2.2.4.1. Before the Study	65
4.2.2.4.2. During Speaking Examination.....	65
4.2.3. Conclusion	67
4.2.3.1. Oral communication skills	67
4.2.3.2. Participants' motivation.....	67
4.2.3.3. Participants' Self-confidence	67
4.2.3.4. Clarity of Sound Production	67
4.2.3.5. Questionnaires.....	68
Chapter Five: Discussion, Conclusion and Implications	
5.1. Overview.....	69

Title	Page
5.2. Restatement of the Problem.....	70
5.3. Discussion	71
5.3.1. Answering the First Research Question.....	71
5.3.1.1. Oral Communication Skills.....	71
5.3.1.2. Clarity of Sounds/ Speech.....	72
5.3.2. Answering the Second Research Question.....	73
5.3.2.1. Motivation	74
5.3.2.2. Self-confidence	74
5.4. Conclusions of the Study.....	75
5.5. Implications.....	76
Appendices	75
References	175

Chapter One

Introduction

1.1. Overview

In order to highlight the significance of the "speaking skill", it is sufficient to recognize that knowing a language means speaking it (Richards and Renandya, 2002). Moreover, most Iranian EFL teachers find it difficult to encourage their students to participate in inside-class speaking tasks. The hardship could be rooted in the EFL learners' reluctance or lack of motivation or self-confidence for attending the tasks attentively (Liwa, 1997). Therefore, teachers should offer English language learners a language-rich environment in which students are constantly engaged in language activities. They need to be able to interact with each other so that learning through communication can occur. Consequently, effective and efficient techniques and methods should be devised by the teachers which are capable of increasing the opportunities for the learners to interact with each other verbally. (Liwa, 1997). In addition, many teachers agreed that a

large number of EFL learners, who are likely to participate in speaking tasks and being good enough at speaking, were those who possessed a nice, dynamic and beautiful voice quality. Regarding the professional phase of voice quality, I would rather draw your attention to the news broadcasting, television programs of meeting hosts, etc. who require having an impressive voice as the first and the most priority. What's more, a high quality voice will pave the ground for the EFL learners to gain a good score on speaking examinations.

1.2. Statement of the Problem

As communication is one of the rudimentary and basic purposes of learning a foreign or second language, the vast majority of the EFL learners (in particular) learn English to be able to interact with others. Thus, for a good and effective communication, the voice is one of the most fundamental components (www.vocalis.org.uk). Consequently, the voice requires to be clear, confident, dynamic and expressive, which can not be achieved unless the learners' interest and taste are nurtured for improving their voice quality under some certain and efficient techniques and methods. There have been many laryngologists, vocal arts specialists, and voice doctors such as professor Feuchtinger, Doctor Nayak Sadhana, etc. who were devising the best scientific and efficient methods capable of developing and empowering the voice and training people, especially those dealing with the voice, to apply these methods in a controlled and appropriate manner. Besides, perfect voice training (PVT) specialists and institutes prioritize persuading the trainees to believe that it is possible to develop and improve their voice quality if they intend to be a better conversationalist and be more successful in their communications with others the ability to

communicate is a precious gift bestowed to all human beings (Rob Raggiozine, 2003).

As human beings could appear in the public with high social status and highly-established reputation, why couldn't they improve themselves through developing and training their voice (Eugene Feuchtinger, 1927). It is through an effective and impressive communication when people can win others' respect as well as being able to convey their messages with ease. Having recognized the pivotal role "quality voice" can play in social contexts and professional environments, it remained such a big question why not to conduct a study to evaluate and assure whether the aforementioned results and effects of PVT would be achieved in the EFL teaching/learning contexts. However, as mentioned before, PVT methods and techniques have been practiced and applied for the trainees who wished to have possessed a clear and effective voice for singing, conducting/performing news broadcasting, TV hosts, etc. In order to detect a tie between such people and EFL learners, I suffice to pinpoint that both groups deal with conversing and making speeches in which the voice is an inevitable component requiring to be worked on and controlled.

1.3. Research Questions

Regarding Communicative Approach (CA) and its outstanding features such as; communication and interaction, comprehensible pronunciation, intrinsic motivation and self-confidence, speaking is the fundamental goal of learning a language. Consequently, the voice is the paramount component which plays a pivotal role in the success or failure of the communication.

Accordingly, this study is an attempt to find answers to the following questions:

I. Does Perfect Voice Training (PVT) have any effects on Iranian intermediate EFL learners' oral communication skills?

II. Does Perfect Voice Training (PVT) play any role in creating and elevating/promoting Iranian intermediate EFL learners' motivation and self-confidence in participating in inside-class speaking tasks?

1.4. Research Hypotheses

On the same par, the null hypotheses formulated in this study were as follows:

HO I. Perfect Voice Training will not have any effects on elevating EFL learners' level of Oral Communication proficiency.

HO II. Perfect Voice Training will not have any effects on increasing and improving EFL learners' Motivation and Self-confidence in the participation of inside-class speaking tasks.

1.5. Significance of the Study

Finding speaking as the most complicated skill in language learning, most EFL learners, especially Iranian ones, bear a kind of negative approach in their minds towards it. The teachers are always concerned on how to inspire their students to tend to engage in the speaking tasks openly, as well (Renee Ybarra & Tim Green, 2008). Based on the Communicative Approach (CA) teachers need to focus the teaching of the foreign language in the classroom in such a way that students can communicate in a conscious way, taking into account their real experiences (www.monografias.com). As a result, the teachers have been devising various methods and techniques capable of preventing the reluctant

students from being passive in the class and enabling them to be motivated to participate in the oral tasks.

Therefore, Perfect Voice Training (PVT) as a technique to develop EFL learners' voice quality resulting in motivating the learners and leading to a better and more effective communication triggered the present study. In other words, this study intends to investigate how Iranian intermediate EFL learners could benefit from a perfect voice and be motivated to elevate their level of proficiency in speaking and oral communication.

This is due to the fact that the voice is one of the key elements and tools required to communicate and verbalize your feelings/thoughts effectively within both business and social environments. Here, there raises an important question on why not applying this fact for the EFL learners among who the vast majority wish to be able to use the language efficiently in the language learning contexts, and more ideally-speaking, inside the real communities.

Another aspect and purpose of learning a foreign or second language has to do with the "presentation" or "making speeches" either inside the classroom or for various kinds of presentations (business, free-lance meetings and etc.). As for the inside class presentation, which is one of the best techniques for improving speaking skill, most students get cold feet and read from their notes just to get by (Sasson,D,2007). Therefore, improving the speaking skills of the students may seem to be difficult and time-consuming, however, the final advantage and benefit is building "confidence" in students. Above all, for the EFL teachers to be successful to bring about the taste and interest of enthusiasm of speaking to the L2 learners, it is vital to be patient and creative enough to devise various methods and techniques depending, of course, on the skills of the students and how open they are to creative thinking. Since it has been proven for the

perfect voice training (PVT) to be capable of emerging more confidence, power and authority, paving the ground for success in different interviews and also leading to a kind of noble personal confidence and positive self-image which help learners to overcome their fears, speech defects, embarrassment and timidity. Consequently, a high quality voice can win others' respect and admiration, can persuade others, can motivate you to engage in every day and inside-class communications, can build up confidence within you and many other promising results. So your voice is part of your character and identity which, is sometimes, seen and noticed even more than your appearance (www.perfect-voice.com)

1.6. Keywords Definitions

In order for the readers to grasp a far better understanding of the present study, the definitions of some key terms are provided in this section.

1.6.1. Perfect Voice: The voice which is clear, expressive, dynamic and controlled (www.vocalist.org.uk.com)

1.6.2. Perfect Voice Training (PVT): Refers to a course which includes scientific and efficient methods and techniques to improve the trainees' voice quality (www.vocalist.org.uk), (www.perfect-voice.com)

1.6.3. Oral Communication: It was since 1960s when oral communication, which meant being able to express and verbalize your thoughts and feelings with ease, was proposed as the paramount purpose of learning a second/ foreign language. Consequently, oral communication has been recognized as the main goal of speaking/ making conversation (Berns, 1984, p. 5). (www.monografias.com)