

UNIVERSIDAD HISPANOAMERICANA

School of English Language Teaching

**The influence of the Analytic-Linguistic Approach in 9th
graders' Pronunciation of Consonant Sounds /t/, /θ/ and
/ð/ at Instituto de Desarrollo de Inteligencia During the
Second Quarter of 2022**

Thesis Submitted to Obtain the Licenciatura in English Teaching

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SEDE LLORENTE

2022

DECLARACIÓN JURADA

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Dedictory

This project is dedicated, in first place, to God. He became my strength and motivation to complete it. Nothing would have been reality without His presence in each of my steps. In addition, I would like to dedicate this achievement to my parents, who have been my unconditional support during my journey through the university. They never stopped believing in me and always encouraged me to give my best. Finally, yet importantly, I would like to dedicate my thesis to my boyfriend and my best friend. They filled me with confidence and reminded me of what I am capable of. I love you all!

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Abstract

The current research studies the influence of the Analytic-Linguistic approach over ninth graders' pronunciation of consonant sounds /t/, /θ/ and /ð/ at Instituto de Desarrollo de Inteligencia. The participants were 16 ninth grade students at this private school, who went through different evaluations using 3-staged pre and post-tests to prove the influence of this approach over the pronunciation of the consonant sounds previously mentioned.

Pronunciation is more than being able to produce certain sounds. It involves many features, such as intonation, fluency, word stress, rhythm and position of the organs of speech. For this reason, it is important for teachers to apply an appropriate way to teach pronunciation. This investigation aims to analyze what effects the Analytic-Linguistic approach has as part of a pronunciation class to verify the effectiveness to consider it as a way to teach this skill.

Resumen

La presente investigación estudia la influencia del enfoque Analítico-Lingüístico sobre la pronunciación de los sonidos consonantes t/, /θ/ and /ð/ en estudiantes de noveno año en el Instituto de Desarrollo de Inteligencia. Los participantes fueron 16 estudiantes de noveno año de un colegio privado, quienes pasaron por diferentes evaluaciones usando un pre y post examen de 3 etapas para probar la influencia de este enfoque sobre la pronunciación de los sonidos consonantes anteriormente mencionados.

La pronunciación conlleva más que solo ser capaz de producir ciertos sonidos. Esta envuelve muchas características como la entonación, la fluidez, el estrés de las palabras, el ritmo y la posición de los órganos del habla. Por esta razón, es importante que los profesores tengan una manera adecuada de enseñar pronunciación. Esta investigación busca analizar cuáles son los efectos del enfoque Analítico-Lingüístico como parte de una clase de pronunciación para así verificar la efectividad en caso de ser considerado una forma de enseñar esta habilidad

CHAPTER I: Research Problem

The first chapter of this study will show the introductory framework. University of Southern California (2022) states that: “The introduction establishes the scope, context, and significance of the research being conducted by summarizing current understanding and background information about the topic.” (par.1). Based on this, the introductory framework is the part that will provide key information, such as the topic, the context, purposes, and how the investigation will be conducted. Having access to this information in the first chapter may allow the readers to understand a little bit what the research is about, the background of the topic, the place where the research will take place, and the population to examine, and why it is important to carry it out.

Based on Hornby (2008): “Students that have good pronunciation in speaking English are more likely to be understood even if they make errors in other aspects.” (p.75) The previous statement means that, pronunciation, as part of the communication process, should be produced as accurate as possible in order not to break the delivery of the message. Disha (2018) explains that pronunciation refers to the branch of the speaking skill that has not been deeply investigated, as other skills; consequently, teachers and students are not aware of the importance that it has when learning English as a second language. (p.16). It also provides a wide knowledge of the language because when students are learning pronunciation, they were forced to listen carefully to the speaker to understand how the person makes the sounds. The present study aims to find out the techniques professors are currently using to teach pronunciation and what the influence is of having one specific approach that will let students know the way sounds are produced, they articulatory description and how the phonological apparatus looks like when producing the sounds.

The approach that will provide the mentioned description is the Analytic-Linguistic, which will be applied in basic level students, so at the end the researcher will be able to determine the effectiveness of the mentioned approach. To achieve the previous, different exercises will be put into practice, so students can have a detailed instruction on how to generate specific sounds from scratch.

1.1 Problem Approach

The current investigation involves the participation of ninth graders from the Instituto de Desarrollo de Inteligencia High School, which is a private institution located in San José, during the last quarter of 2022.

1.1.1 Background of the Problem

According to Crystal (2003), English language skills have become very important in people's daily routines, as the language is considered global. (p.3.). There are English speakers in most countries around the world, and the accurate usage of it, can represent a crucial tool. English is responsible of providing opportunities to people for them to grow and find new challenges that will help them gain experience in many fields. Timmis (2016) points out that: "Speaking skills occupy a curious position in contemporary ELT. The importance of speaking skills appears obvious: the global spread of English along with improved communication systems provides economic, political, academic and social reasons for learning to speak English." (p.83). For this reason, mastering the four main English skills symbolizes a lucky chance for English learners to advance in their professional and personal paths.

The first research consulted was conducted by Farley (2017). Its title is *Improving Fluency and Pronunciation through a Phonics Instruction in the third grade students of the*

Felix Arcadio Montero School for Universidad Hispanoamericana for the Practicum Seminar course. Through this project, the researcher wanted to analyze the effect of teaching reading with a phonics instruction on the pronunciation accuracy. The instruments returned interesting results demonstrating that students enhanced their pronunciation accuracy through the understanding and comparison of the sounds in question. With the use of phonics rules, the students enhance their pronunciation making possible a better oral communication. When students were taught with the differences in the grapheme-phoneme relationships between the short vowels and long vowels with their corresponding rules, students' pronunciation and fluency accuracy occurred. Many of the grapheme-phoneme relationships are similar to the Spanish grapheme-phonemes, which enabled students to recognize and read properly. In addition, the incorporation of interesting and motivating activities was relevant for the students learning performance. Phonics is a rigid topic, which causes the students not to be interested, so it is important to include fun and easy explanations when teaching the phonics rules.

Another study consulted was done by Sharma (2021) with the title *Effectiveness of Teaching the Pronunciation of Inflection Through Analytic-Linguistic Approach* to obtain the Master's degree at Makawanpur Multiple Campus. In this research, the effectiveness of teaching the pronunciation of inflection through the analytic- linguistic approach was studied. This project was taken into account as the researcher used the Analytic-Linguistic approach, which is the one in question in the current research. Through the application of different exercises, involving the Analytic-Linguistic approach, students' pronunciation responded in a positive manner. The instruments threw the expected results, as teaching the pronunciation of inflectional suffixes in English words through the analytic-linguistic

approach was effective though it was too tough and challenging for the Nepalese English teacher as students had a poor level of English. The results suggested that the analytic-linguistic approach for teaching the pronunciation of inflectional suffixes is an effective way to have students interested in pronunciation. Results also showed the significance of the utilization of the analytic-linguistic approach as it strengthened the pronunciation of English words, which helped students maintain intelligible pronunciation. The previous study means a base for the current research, as this investigator got positive results by applying the analytic-linguistic approach.

The final thesis consulted was handled by Varasarin (2007) with title *An Action Research Study of Pronunciation Training, Language Learning Strategies and Speaking Confidence* for The University of the Thai Chamber of Commerce for the degree of Doctor in Education. The researcher desires to investigate pronunciation training and language learning strategies and establish how and to what extent those approaches increase confidence and improve the communicative competence of learners.

She confirmed that Thai students tend to use Thai speech patterns when speaking English, reason why she decided to focus her investigation on pronunciation and language learning strategies to increase confidence and help learners to become intelligible speakers. She trialed a course of pronunciation training and gained useful data on the ability of other teachers to deliver the program, as well as data on the improvement of the process of delivery. The English Pronunciation Training was conducted using materials from Dauer, Celce-Murcia, and Goodwin. Once the training was provided, the following conclusions were obtained. As language teachers, we need to teach students from their own understanding of language learning and, at the same time, to help them gain more

competence. When teaching, we may not just recite the word ‘game’ by teaching them the phoneme / eɪ /. Instead, we will try to use “Kate plays eight games” to help the students practice it, and as a result, the students will master several ways of pronouncing the phoneme / eɪ / in the correct way.

These studies are taken into account as they demonstrate the importance of teaching the rules when producing sounds. The results showed an improvement in students’ pronunciation and fluency. Additionally, they explain the impact of having an efficient method, technique or approach to teach pronunciation depending on students’ level. They explain that the analytic-linguistic approach could mean a beneficial practice for students who are trying to get accurate pronunciation competences.

Based on the previous investigations, it is confirmed that managing the speaking skills along with its branches makes a difference in the communication process, and this is the reason why it is indispensable to dedicate a space to deeply teach fluency, vocabulary, grammar and pronunciation. This research is focused on pronunciation mainly, so the following antecedents demonstrate previous studies related to it and its findings.

1.1.2 Problematization

Historically, educators have been able to identify and correct the issues students present in the different skills, during the class; however, when the issues belong to pronunciation, the difficulty increase. This is for correcting the pronunciation entails a detailed explanation, and sometimes, it is hard for teachers to choose the best technique or approach to get the issues fixed. In addition, it is known that besides the techniques and approaches chosen, there are other factors involved for students to acquire an accurate pronunciation. Levis (2015) mentions that:

Research has shown that the correlation of age with L2 pronunciation acquisition may instead be due to when someone first learns the L2 experience with the language as well as the quality of that experience. In addition to these factors, social factors such as attitudes toward the language and those who speak it may play a large role in acquisition. (p.42)

Based on the previous statement, teaching pronunciation requires the consideration of different factors, and for this reason it is not always taught as it should be, or it is not included at all during the regular classes.

The inaccuracy in the pronunciation of words can lead to a misunderstanding of the message, breaking the communication in this way.

Thomson and Derwing (2014) state: “75 studies were carried out focusing on how non-natives learned pronunciation, concluding that non-native learners benefit from the explicit explanation of pronunciation rules.” (p.37). By using the adequate pronunciation techniques, methods or approaches, English teachers can increase the students’ communicative capacity and provide them with advantages in their professional path.

1.1.3 Problem Justification

Overtime, English teachers have employed different techniques and approaches to teach pronunciation based on their students’ needs. One of the most common approaches is the Intuitive –Imitative, which is about the repetition and imitation of sounds. However, it is known that people have their own learning style as well as their own size and shape. According to Reid (1995), “Individuals have different learning styles, that is, they differ in their ‘natural, habitual, and preferred way(s) of absorbing, processing, and retaining new

information and skills.” (p.25). This proves the importance of implementing functional techniques, methods or approaches during the regular classes for students’ benefits.

1.2 Problem Formulation

What is the influence of the Analytic-Linguistic Approach over 9th graders’ pronunciation of Sounds /t/, /θ/ and / ð/ at Instituto de Desarrollo de Inteligencia?

1.3 Objectives

1.3.1 General Objective

- To analyze the influence of the Analytic-Linguistic Approach over 9th graders’ pronunciation of Sounds /t/, /θ/ and / ð/ at Instituto de Desarrollo de Inteligencia

1.3.2 Specific Objectives

- To recognize ninth graders prior knowledge regarding the pronunciation of the consonant sounds /t/, /θ/ and / ð/
- To apply the Analytic-Linguistic approach over ninth graders pronunciation of sounds /t/, /θ/ and / ð/
- To investigate the effectiveness of the Analytic Linguistic approach over ninth graders pronunciation of consonant sounds /t/, /θ/ and / ð/

1.4 Scope and Limitations

1.4.1 Scope

The current research covers a 9th grade group at a private high school, which has 19 students. They are around 15 and 16 years old. They have only one classroom to receive all the subjects, including English. The classroom is big, it has big windows allowing wind and

light to enter, and they count with a board and markers as part of the class elements.

Sometimes they are allowed to use what they call the “Video Room” where they can watch movies or any other videos to understand the topic. They receive English from Mondays to Fridays divided into 45-minutes lessons, which they have twice a day. The four skills are included during the lessons.

Most of the students have been exposed to English as most of them finish the school in there where they received English classes divided into Reading, Writing, Listening and Conversation. Few of them are new, coming from public high schools.

1.4.2 Limitations

One of the limitations was that during the week everything was ready for the application of the instruments, students were finishing their tests week, so they did not have the same energy to continue doing activities and participating. Another limitation was the weather. During the days of application, it rained a lot, so it was difficult for the researcher to listen to students clearly. In addition, other limitation was that the researcher in some lessons applied this approach at the end, so that makes students to feel anxious of going back home and get out of there. This influenced their behavior.

CHAPTER II: Theoretical Framework

As part of the communication process, the speaking skill plays an important role. When referring to speaking, it is known that it is necessary to have vocabulary, fluency and pronunciation in to transmit an understandable message. Pronunciation is one of the first elements that people notice when someone is speaking, and this is because, through an appropriate pronunciation, the audience can get the idea of what is being said. The Analytic-Linguistic approach is an advantageous alternative to train students' pronunciation, as it deeply explains how sounds are produced, and can have influence above students' sound production.

2.1 Historical Context

2.1.1 Background of the Organization or Community

The Instituto de Desarrollo de Inteligencia High School, founded in 1986, is located in Hatillo 1, San José. This is a private high school recognized at a regional level because of their Chinese and English programs, representing a strategic institution for the community.

2.1.2 Literature Review

Since pronunciation represents a key player inside the communication process, professors should implement the adequate techniques or approaches for students to be aware of the importance this element has and the difference of having or not a precise pronunciation. As it has been previously stated, the current research is focused on pronunciation and the influence of the Analytic-Linguistic approach as a way of teaching pronunciation. To achieve the objectives, it is necessary to discuss concepts, such as language acquisition, speaking skill, pronunciation, teaching pronunciation, and two

different approaches, and find out what other researchers and investigators have found during the last years. The concepts will be shown in the following lines of the chapter.

2.1.1 Language Acquisition

Language is the means humans use to communicate. There are no other species with the ability to communicate infinite ideas, sentences, speech sounds, and words. Language acquisition starts when a child, in his first years of childhood, starts to learn his native language. By the time the child first utters a single meaningful word, he or she has already spent many months playing around with the sounds and intonations of the language and connecting words with meanings. As it is known, children acquire language at different stages, and they reach these stages at different times. The first sounds a baby makes are the sounds of crying. Then, around six weeks of age, the baby begins making vowel sounds, such as “aahh” and “eeh.” At about six months of age, the baby starts producing strings of consonant-vowel pairs, such as “boo.” In this stage, the child plays around with the sounds of speech and sorts out the sounds that are important for making words in his language, and those sounds that are not.

Skinner (1957), as one of the pioneers of Behaviorism, states that language development comes by means of environmental influence. He argues that children learn language based on behaviorist reinforcement principles by associating words with their meanings. For example, when the child says “milk,” the mother gives her some as a result, so the child will find this rewarding, enhancing in this way, the child’s language development. In other words, Skinner establishes that when children are learning to talk, if the correct production of the language is positively reinforced, the child will realize the

communicative value of words and phrases, which will allow him to express the message in an appropriate way.

On the other hand, Chomsky (1965) criticized Skinner's theory; consequently, he created the theory of Universal Grammar, which is an idea of innate, biological grammatical categories, such as noun category and verb category that facilitate the entire language development for children. For example, children instinctively know how to combine a noun and a verb to create a meaningful sentence. Moreover, Chomsky's theory contains all the grammatical information needed to combine these categories: noun and verb into phrases. This shows the grammar rules to be followed to create complete ideas that can be understood by others.

As well as Skinner's theory, Chomsky's theory was questioned, and some contemporary research done by some psycholinguists argue that children learn their native language through the repetition of sounds. This is a gradual development process, where it is suggested that children are aware of patterns in language, which enables the acquisition process. This means that when children hear a sufficient number of instances of a linguistic construction, they will be able to detect patterns across what they hear. By doing this, they can understand all the grammar rules, so at the end, they will be able to create complete sentences.

2.1.2 Speaking Skill and its Importance

Becoming a good communicator requires to be proficient in the four main skills, which are speaking, listening, writing and reading. The speaking skill is the one that allows people to communicate information related to different topics, and provides the opportunity to express the ideas and know others' ideas too. Bygate (1987) states that: "Speaking is in

many ways an undervalued skill. Perhaps, this is because we can almost all speak, and so take the skill too much for granted.” (p.7). Even though the Speaking is a natural process that starts with the language acquisition since a person is born, Speaking is a skill that demands awareness because it is the vehicle to successful professional and personal relations. It performs important functions in different fields, such as medicine, technology, law, business and education. Bygate (1987) also mentions that: “Speaking is, however, a skill, which deserves attention every bit as much as literary skills, in both first and second languages.” (p.7).

Learning the speaking skill is sometimes considered boring and simple because of the reason mentioned above, that people take it for granted; however, this is not an easy process. Mastering the skill requires a big effort from both sides, students and teachers. Also, it requires a lot of study and knowledge to learn the grammar rules, acquire enough vocabulary to communicate and become proficient in terms of fluency for the recipients to understand. All these elements together result in a student who speaks confidently, without unnatural pauses nor hesitations.

2.1.3 Components of Speaking

There are four main components of speaking, which are grammar, vocabulary, fluency and pronunciation. They all work together to achieve an accurate speaking level where an effective communication is reached.

2.1.3.1 Grammar

Grammar is an important feature of the Speaking skill as it contains all the rules to follow to have the ideas arranged in a logical order that will make sense to everyone.

Batstone (1994) mentions that: “Crucially, effective communication in a language would be

seriously impaired without an ability to put grammar to use in a variety of situations.” (p.9). The ability to use grammar in a proper manner means not only that the speaker understands the rules, but also that he keeps respect for the language.

In the same line as Batstone, explaining the importance of grammar, there is Larsen-Larsen-Freeman (n.d), who states that: “Grammatical structures not only have (morphosyntactic) form. They are also used to express meaning (semantics) in context appropriate use (pragmatics). (p.251). The use of grammar involves a lot of knowledge of the language, and it allows the speaker to monitor the way he and others use the language.

2.1.3.2 Vocabulary

The vocabulary is the component that help English speakers to access unlimited information related to the context that surrounds them. It is considered the base of every language as it is the beginning to express ideas with clarity and sense. Vocabulary is not only responsible of reading comprehension improvements, but also it helps speakers to actively participate in the society. As part of the elements of the speaking skill, it requires dedication too. Some teachers believe that the teaching of vocabulary occurs only by providing the meaning of the words used during the class; however, it demands more than that. Schmitt (2010) explains that there are two ways to teach vocabulary, which are (1) from meaning-focused input and (2) from meaning-focused output. (p.38-39). this confirms that learning vocabulary needs of different, which should depend on students’ level and necessities.

2.1.3.3 Fluency

Fluency is also a significant component due to through it, speakers can maintain a continuous conversation without causing comprehension issues to the listener. Mastering

fluency brings many benefits because it avoids the speaker to have non-desired pauses and to articulate in a proper manner during communication.

Chambers (1997) points out that: “Fluency is considered as an important indicator for progressing in language learning, and it becomes one of the conditions which ensure the success in communication.” (p.15). The previous statement reflects how important it is to use different exercises to dominate fluency as it is taken as the item to measure students’ successfulness in their language learning process.

2.1.3.4 Pronunciation

Pronunciation is the element, which makes a speech understandable. Levis (2018) refers to pronunciation as: “Pronunciation seems to play such an outsized role in intelligibility because it is a first stop for listeners, and many of its features are those that listeners are very good at noticing.” (p.22). Even though English speakers make mistakes in other areas, people will still understand. On the other hand, mistakes in pronunciation lead to a misunderstanding of the message. A student can have all the grammar, vocabulary and fluency skills, but if he has conflicts with the pronunciation of the words, communication will not happen.

2.1.4 Definition of Pronunciation

Pronunciation is one of the subskills of speaking, along with fluency, vocabulary, and grammar. All these sub-skills represent an important component for students when learning how to speak in English. Any deficiency in the acquisition of these sub-skills could cause negative effects in the teaching-learning process. Pronunciation, which is the one of the most difficult sub-skills to acquire, refers to the efficient production of words, in a way that, the receptor can clearly understand the message without any interruption.

According to Dalton and Seidlhofer (1994), he states that pronunciation can be seen as the production and reception of sounds of speech because it is used as part of a code of a particular language. In addition, pronunciation can be seen with reference to acts of speaking because the codes can be combined with different factors to make communication possible. (p.3). At the end, pronunciation is about the production of sounds, which, when they are combined the result is a conversation that can be fully understood by the audience.

Since language is an oral process, it is necessary the mastery of the features of sound, which include stress, rhythm and intonation. This is a requisite to complete the mastery of the language. Pronunciation refers to a process that involves not only the ability to recognize the sounds, but also the ability to produce these sounds with accuracy.

2.1.4.1 Elements of Pronunciation

Even though many authors specify that pronunciation is about producing sounds in communication, its definition goes further and includes articulatory aspects. It involves the explanation of its elements, which are stress, rhythm, and intonation. All of them are clearly essential as each of them execute specific functions that lead to the reach of an appropriate pronunciation.

2.1.4.1.1 Stress

According to Guerrero (2016), she affirms that: “Stress refers to the amount of volume that a speaker gives to a particular sound, syllable or word while saying it.” (p.3). In English there are stressed and unstressed syllables, which can be differentiated because the stressed ones are louder and longer. Stress is important because it is part of the language. If a word is not heard clearly, it can be understood because of the position of the stress.

2.1.4.1.2 Rhythm

Pérez (n.d) specifies that: “The rhythm refers to the patterns of recurrence of stress. It is characterized by the regular recurrence of stressed syllables at relatively uniform intervals of time.” (p.2). Rhythm works together along with stress because it is the result of what happens to the sounds between stresses.

2.1.4.1.3 Intonation

It is known that each language has its own accent, and this is how each of the countries is characterized. This accent is generated from the intonation of the language. Based on Guerrero (2016) who defines intonation as: “The use of the melody and the rise and fall of the voice when speaking. (p.59). Each country has its own distinctive melody, and it is important because a speaker can change the meaning of the words just by using a different intonation. It also helps speakers to distinguish if the people is asking a question or telling a statement. Through the intonation, feelings and emotions can only be expressed as it shows if the person is angry, happy, confident or shy.

2.1.4.2 Phonetics

The term phonetics is related to the study of sounds when a person speaks. The minimal linguistic unit of phonetics is the phoneme. Akmajian (1995) explains that phonetics refers to the complete study of the articulatory and acoustic characteristics of sounds when speaking (p.16). Phonetics is about the production and reception of sounds in a conversation, and the description and classification of the speech sounds. It is relevant to mention that phonetics is more about how sounds are produced than their function in a particular language. Ogden (2009) is another author that provides his point of view, and he says that phonetics can be seen as a physical manifestation for the production of sounds

(p.1). Phonetics provides a helpful way to open the ears and understand aspects of the English language that learners usually understand in their written form rather than in the spoken one.

2.1.4.3 Phonology

The term phonology is related to the way sounds are transmitted. Lass (1984) indicates that phonology provides the explanation of the function and behavior of sounds inside a language (p.10). In other words, phonology is more about the function that the sounds develop in a particular language, as it is the task of phonology to analyze which differences in sounds are related to differences in meaning. That is, phonology includes an inventory of sounds, their features, and rules on how sounds interact with each other.

2.1.4.4 Phoneme

The phoneme is considered the smallest sound unit in a language. It represents the different sounds within a language. In other words, phonemes refer to the representation of the sounds. When teaching English pronunciation, learners, at their beginning stage, can be taught with the individual sounds of each letter of the alphabet, and then learners can start putting these sounds together to make short words. In English, there exist 46 phonemes: 21 representing the consonants and 25 representing the vowels. Below there is a chart that shows all the 46 English phonemes.

Chart 1. English Phonemes

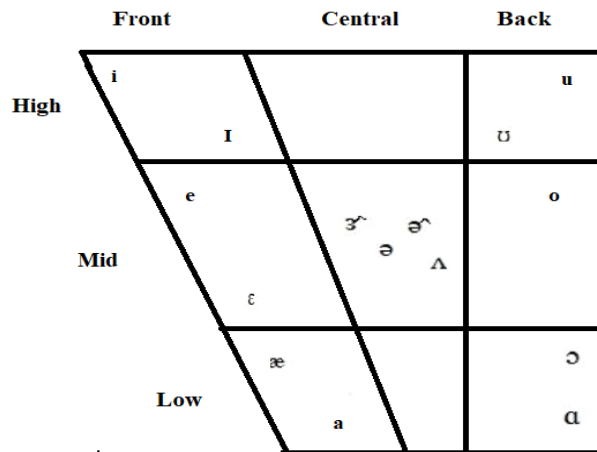
		MONOPHTHONGS					DIPHTHONGS			
VOWELS		ɪ	i	e	ɛ	æ	eɪ	aɪ	ɔɪ	aʊ
		a	ə	ɘ	ʌ	ɜ	oʊ	ɪə	ɛə	ɔə
		u	ʊ	o	ɔ	ɑ	ʊə			
CONSONANTS		p	t	k	b	d	g	f		
		v	θ	ð	s	z	ʃ	ʒ		
		m	n	ŋ	l	r	j	w		

Source: Phonetics I

2.1.4.4.1 Vowels

In English, there are 25 vowels, which are divided in monophthongs and diphthongs. When a person speaks, the air comes out from the mouth. Vowels make the sounds that come when the air, leaving the mouth, is not blocked by any organ like the tongue or teeth. These sounds can be made by moving the lips in different shapes. The following chart shows the classification of the English vowels.

Chart 2. Classification of Vowels.



Source: Phonetics I

2.1.4.4.1 Consonants

A consonant sound is produced when the air-stream that comes from the lungs, after passing through the larynx, with or without vibrations of the vocal cords, suffers some obstruction in the supra-glottal cavities, that is, in the pharynx, oral cavity, or nasal passage (Pérez, N.D.). There are different factors for classifying and describing the consonants. For example, the place of articulation, manner of articulation, presence or absence of voice, position of the soft palate and force of articulation. The following chart graphically explains the classification of the English consonants.

Chart 3. Classification of Consonants

Place	Manner						
	Plosives	Fricatives	Affricates	Nasal	Lateral	Glides	Retroflex
Bilabial	p - b			m		w	
Labiodental		v - f					
Dental		ð	θ				
Alveolar	d - t	z - s		n	l		r
Palatal						j	
Palato-Alveolar		ʒ - ʃ	tʃ - dʒ				
Velar				ŋ			
Glottal							

Source: Phonetics I

2.1.4.5 Teaching Pronunciation and Importance of Correcting Pronunciation

Mistakes

Teaching pronunciation, as part of the speaking skill, is one of the biggest challenges that professors face, due to the difficulty of the subject. Nonetheless, it is as important as any other skill as learners need to understand that in English words are not pronounced as they are written. As Tritch (2016) investigates, English teachers tend to cover a lot of topics during a class, including grammar, vocabulary, listening, reading and

writing; however, they do not give the same importance to pronunciation due to, as per their confirmation, there is not enough time to teach it, causing, in this way, a disinterest from students' side. (p.14). As it has been discussed, pronunciation is an essential element of the communication process. Without an effective communication, speakers can have personal and professional negative consequences. Understanding this, the correction of the pronunciation mistakes takes place. This process of correction can be done through corrective phonetics. According to Delahunty and Garvey (2010): "Corrective phonetics focuses on attacking the most relevant phonetic deficiencies students have by performing conversational practices such as conferences, role plays, and speeches, among others." (p.16). Once most of the deficiencies have been covered, teachers can implement different approaches to teach pronunciation as part of their daily class routine.

2.1.4.6 Pronunciation Approaches

Education is a field that is continuously being updated. This is because the countries' necessities change too. As part of this continuous update, experts in the topic have developed new techniques and approaches to teach a language. In pronunciation, there are many techniques and approaches to teach it. "The field of modern language teaching has developed two general approaches to the teaching of pronunciation: (1) an intuitive-imitative approach and (2) an analytic-linguistic approach." (Celce-Murcia et al., 2007, p.2).

2.1.4.6.1 Intuitive-Imitative Approach

According to Celce-Murcia (2007): "In the Intuitive-Imitative approach, L2 learners listen and imitate the rhythms and sounds of an L2 without any explicit instruction. Particular technologies are used today for this purpose, such as audiotapes, videos,

computer-based programs, and Web sites.” (p.3). This approach focuses on students’ listening ability to imitate sounds of the language without having any explicit information or description about the sounds or organs of speech. The intuitive-imitative approach is the most frequently used as it does not require a lot of elements to implement.

2.1.4.6.2 Analytic-Linguistic Approach

As was previously mentioned, it is important for students to have different ways of learning pronunciation, as not all of them acquire the knowledge in the same way and pace. As professors, it is needed to provide them with the necessary tools and tips for all of them to achieve the learning objectives. In addition to the Intuitive-Imitative approach, there is the Analytic-Linguistic approach, which includes an uncommon way to teach pronunciation. Many experts define this approach as a very useful one because of the methodology of explaining in detail how sounds are produced. It has been proven that, when providing further information regarding the production of sounds, students improve their pronunciation skill. Celce-Murcia (2007) also provides her point of view, and she states that: “In the analytic-linguistic approach, L2 learners are provided with explicit information on pronunciation (e.g., the phonetic alphabet, articulatory descriptions, and vocal charts).” (p.3). This approach focuses on analytical students’ abilities as they are provided with the description of the sounds in question, and the appropriate position of the organs of speech for them to produce the sound as accurate as possible only by using this information.

According to Roohani (2013), the Analytic-Linguistic approach is useful, and he states that: “The analytic-linguistic approach is a suitable one for teaching the pronunciation of speech sounds of English to students.” (p.81). Providing all the description

of sounds to students and the position of the organs of speech, can create a pronunciation awareness on them. This way, students can auto correct when they make mistakes in pronunciation as they already know the characteristics of each sound.

Using the Analytic-Linguistic approach in class is not only about providing the description of sounds. This approach requires a lot of details to explain. Roohani (2013), also describes that: “The analytic– linguistic approach involves the following activities: (1) use of the phonetic alphabet, (2) description on how to articulate words, (3) use of chart and other aids to supplement listening, imitation and production of sounds, (4) focusing attention on the spellings and their corresponding sounds, (5) providing the students with the contrastive information regarding the pronunciation.” (p.82). By using most or all of these elements, the implementation of the Analytic-Linguistic approach may be successful.

The current research adopted the Analytic-Linguistic approach as the focus of the investigation, as this approach is not commonly used. The researcher aims to prove its effectiveness to have more options in the field of pronunciation teaching in a second language. This approach can be used alone, or it can be used as a complement of the Intuitive-Imitative approach, so students may have full access to the information about the sounds and how to produce them. As part of its cons, this approach demands more time and explanation from teachers’ side because it is expected from teachers to provide the necessary instruction for students to get as much information as possible regarding the sound or sounds to be practiced. However, setting aside the cons, this approach may lead to pros, such as the pronunciation awareness students will have, the full knowledge regarding the production of sounds to avoid mistakes, and the self-correction ability.

CHAPTER III: Methodological Framework

3.1 Type of Investigation

3.1.1 Purpose (Theoretical or Applied)

The purpose of the current investigation is applied because this investigation aims to implement the Analytic-Linguistic approach in ninth graders through the application of different exercises to analyze what is the influence of the mentioned approach over students' pronunciation. Hedrick (1993) explains that the applied research represents a challenge for researchers because it is about turning into reality all the information that has been found in the theory. (p.10). This means that **in** the applied research, the investigator needs to apply this theory and provide real solutions to fix the specific problem. The applied research helps to provide recommendations to achieve a real change or solution for problems in a specific field.

3.1.2 Temporal Dimension (Transversal or Longitudinal)

The current research is worked under a transversal dimension because the researcher aims to analyze the Analytic-Linguistic approach as a whole to understand what are the effects of having this approach as a method for students to work on their pronunciation. Barrantes (2013) said that temporal dimension studies aspects of the development of subjects and the topics in a specific time. (p.27).

3.1.3 Framework (Mega-Macro-Micro)

When it comes to the framework, it is important to define the size of the population that will be part of the investigation. The current study will only considerate ninth graders from Instituto de Desarrollo de Inteligencia high school. There is only one ninth-grade group. Based on this, the research is worked under a micro level.

3.1.4 Nature (Qualitative or Quantitative)

The present research can be considered quantitative because the researcher aims to measure the feasibility of the Analytic-Linguistic approach over ninth graders pronunciation. To achieve this, it is necessary to evaluate different phonological characteristics through Likert scales and rubrics, and the results coming from these instruments will be represented in graphs and numbers to analyze their percentage of error, so in this way the researcher will get to the conclusions.

3.1.5 Character (Exploratory, descriptive, Correlational, Explanatory, etc.)

The current investigation will be worked under the exploratory character. The exploratory research method-refers to the type or research where the investigator discovers something new but does not provide any solution. According to Swedberg (2020), “Exploratory research can be defined in different ways, but its core, I believe, consists of an attempt to discover something new and interesting, by working your way through a research topic.” (p.17). This investigation will be worked under this character as the research is focused on the investigation of what the influence of the Analytic-Linguistic approach is over students’ pronunciation.

3.2 Subjects and Sources of Information

3.2.1 Subjects

This research will be carried out at Instituto de Desarrollo de Inteligencia. This is a private high school located in Hatillo 1. They have kindergarten, primary school and high school levels. This institution counts with one group per grade, which means that they are not divided in sections. They are currently receiving in-person classes, but if county’s current sanitary situation changes, they have the possibility to continue virtually.

To apply the current research at this institute, the researcher had to present a letter explaining the idea of the project, and how long it was going to take to complete it.

They are 19 teenagers that are between 15 and 16 years old. Most of the students have been exposed to English. Few of them come from public high schools; however, they have been trying hard to keep up the level. According to their teacher, they are participative and fast learners.

3.2.2 Sources of Information

The information sources refer to anything that can inform people about specific topics. They include observations, people, books, investigations, dictionaries, newspapers, and pictures, among others. They are divided into different groups; in this section the primary, secondary and tertiary will be explained and defined.

3.2.2.1 First Hand

The primary sources can be defined as the information about a topic that has been investigated, explained or defined by people who have a direct connection with it. These topics have been investigated without using any interpretation or commentary. It is the information shown for the first time. These sources include books and anthologies. From the primary sources different books were used as references. For example, *Phonology: An Introduction to basic concepts* by Roger Lass and *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages* by Marianne Celce-Murcia.

3.2.2.2 Second Hand

The secondary sources represent the information that has been investigated, explained, or defined by using primary sources. Here, quoting and paraphrasing are

commonly used to complete the research, as they try to describe and analyze the primary sources. These sources include investigations, theses, articles, magazines, newspapers, and speeches, among others. From the secondary sources, different theses were used such as Action Research Study of Pronunciation Training, Language Learning Strategies and Speaking Confidence for The University of the Thai Chamber of Commerce by Varasarin.

3.2.2.3 Third Hand

Finally, the tertiary sources represent the information that has been investigated, explained, or defined by using primary and secondary sources. These sources, which are usually not credited to a particular author, will compile and interpret other people's investigations, books, and materials. The tertiary sources include dictionaries, glossaries, and encyclopedias. From the tertiary sources, a dictionary was used: Merriam-Webster Dictionary.

3.3 Sampling

3.3.1 The population

Students from Instituto de Desarrollo de Inteligencia high school are people from 4 years to 17 years old. The institution works from Monday to Friday from 7:00 am to 2:00 pm. Students start learning English since they are 4 years old; however, not all of the students started their education in there, reason why the English level is not the same for everyone.

3.3.2 The sample

As it was previously mentioned, the institution has one group per grade. For the ninth grade group, they have 19 students. They are between 15 and 16 years old, and some

of them come from public schools, so they do not have the same English level as the others that come from a private school. There are 12 girls and 7 boys.

The researcher chose this level because ninth graders are still in the middle of their learning curve, and since the purpose of the project is to find the influence of the Analytic-Linguistic approach over students' pronunciation, having this level, the results will probably throw more accurate information on the influence of this approach.

3.3.3 Non-Probabilistic

This is a non-probabilistic sampling as the sample was chosen based on convenience. Ninth graders are still going through their learning curve, which can lead to an accurate analysis of the influence of the Analytic-Linguistic approach.

3.4 Techniques and Instruments for Collecting Information

Instruments are the tools the researcher can use to get the necessary information to solve the problem. They are part of the decision-making process once the results are analyzed. For this reason, it is important to apply the correct instruments according to the investigation's objectives. Seaman (1991) states that the data collection instruments are devices such as observations, questionnaires, interviews, tests, and checklists, among others, that are used to collect data. (p.13). It is important to understand the research approach, which in this case is mixed and the research designs, which in this case is exploratory. This is because, based on these two aspects the instruments can be chosen to provide the expected results for the researcher to solve the problem.

The present study will need four instruments to achieve its purpose. The researcher will use: Likert Scales, Rubrics, pre-test and post-test.

The rubrics are needed for the completion of this study, as through them, the researcher will know the effectiveness of the Analytic-Linguistic approach. According to Nixon (2005), “Rubrics are created to evaluate students and school curriculum programs so generalizations about strengths and weaknesses can be identified.” (p. 23). Rubrics will be used to evaluate items such as the production of sounds /t/, /θ/ and / ð/, word stress, intonation, fluency and rhythm.

The Likert scale is important because through this instrument, the researcher will understand a little bit aspects about student’s English knowledge background. It will provide information on items such as how they feel when they speak English, if they consider that learning English is important, if they consider relevant to have a detailed explanation on how to produce the sound, and how difficult is for them to produce each of the consonant sounds /t/, /θ/ and / ð/. These items are of relevance because the negative answers to them may affect the results of the application of this approach. For example, students with anxiety will not feel comfortable to participate, students who think English is not important, will not pay attention to the instructions because he is not interested on them.

The pre-test is relevant because it helps the researcher to major students’ pronunciation before the application of the Analytic-Linguistic approach. According to Caspar, Peytcheva, and Yan (2006), they state that: “Pretesting represents a relevant role in research due to it reduces the measurement error that can affect the final results of the investigation.” (p.1). This is necessary because at the end of the investigation, this will support the obtained conclusions to describe the influence of this approach. The pre-test will major a 3-staged activity, which will include pre, while and post speaking stages. In the pre-speaking stage students will read tongue twisters containing the sounds in question,

then in the while speaking, students, in groups will create and read sentences using the same words from the tongue twisters, and at the end in the post-speaking, they will have to create and read a paragraph containing these same words.

After the pre-test, the researcher will explain the Analytic-Linguistic approach through the delivery of the details on how to produce the sounds /t/, /θ/ and / ð/. Then, to confirm the understanding of the students, the investigator will use minimal pairs such as Tank-Thank, Tent-Tenth, Tree-Three and so on and game of finding the sound where they will have to identify which of the words contain the sound that was asked.

The post-test is the tool used to confirm that the completion of a program or segment was accurate. In the same line of the pre-test, the post-test will major a 3-staged activity, which will include pre, while and post speaking stages. This method can help the researcher to make sure, if the effects of the Analytic-Linguistic approach over students' pronunciation were positive or negative. In the current project, during the pre-speaking stage students will read tongue twisters containing the sounds in question, then in the while-speaking, students, in groups will create and read sentences using the same words from the tongue twisters, and at the end in the post-speaking, they will have to create and read a paragraph containing these same words. This instrument must be compared to the post-test to analyze the results and get the proper conclusions.

3.4.1 Likert Scale 1

Universidad Hispanoamericana

Seminario de Graduación

Investigadora: Francis Madrigal Portuguez

Colegio: Instituto de Desarrollo de Inteligencia

Fecha _____ Nombre: _____ Edad: _____ Sexo: F () M ()

La siguiente escala Likert es parte de una investigación llevada a cabo con el fin de recolectar información sobre el conocimiento previo de los estudiantes en cuanto a la pronunciación de los sonidos en inglés: /t/, /θ/ y /ð/.

	Muy de acuerdo	Algo de acuerdo	Ni de acuerdo ni de desacuerdo	Algo en desacuerdo	Muy en desacuerdo
1. Producir en inglés me genera ansiedad / nerviosismo					
2. Hablar en inglés es una de mis fortalezas					
3. Considero que el aprender Inglés, hoy día es vital					
4. Cuando hablo inglés pienso que mi pronunciación es buena					
5. La forma en la que me explican pronunciación en clases me ha ayudado a mejorar					
6. Considero que la idea de dar una explicación explícita de los sonidos me ayudaría a mejorar mi pronunciación					
7. De las siguientes palabras: Teeth, These and Tink, "Teeth" es la que más me cuesta pronunciar					
8. De las siguientes palabras: Teeth, These and Tink, "These" es la que más me cuesta pronunciar					
9. De las siguientes palabras: Teeth, These and Tink, "Tink" es la que más me cuesta pronunciar					

3.4.2 Likert Scale 2

Universidad Hispanoamericana

Seminario de Graduación

Investigadora: Franci Madrigal Portuguez

Colegio: Instituto de Desarrollo de Inteligencia

Fecha _____ Nombre: _____ Edad: _____ Sexo: F () M ()

La siguiente escala Likert es parte de una investigación llevada a cabo con el fin de recolectar información sobre el conocimiento de los estudiantes en cuanto a la pronunciación de los sonidos en inglés: /t/, /θ/ y /ð/ una vez aplicado el enfoque Analítico-Lingüístico.

	Muy de acuerdo	Algo de acuerdo	Ni de acuerdo ni de desacuerdo	Algo en desacuerdo	Muy en desacuerdo
1. Considero que la idea de dar una explicación explícita de los sonidos me ayudaría a mejorar mi pronunciación					
2. De las siguientes palabras: Teeth, These and Tink, "Teeth" es la que más me cuesta pronunciar					
3. De las siguientes palabras: Teeth, These and Tink, "These" es la que más me cuesta pronunciar					
4. De las siguientes palabras: Teeth, These and Tink, "Tink" es la que más me cuesta pronunciar					

3.4.3 Rubric 1

Universidad Hispanoamericana

Graduation Seminar

Researcher: Franci Madrigal Portuguez

High School: Instituto de Desarrollo de Inteligencia

Date: _____ Name: _____ Age: ____ Gender: F () M ()

The following rubric is part of an investigation project conducted with the purpose of majoring the influence of the Analytic-Linguistic approach over students' pronunciation of consonant sounds /t/, /θ/ and /ð/. The answers provided will be confidential and only the researcher will have access to them.

Sounds	Near Native 4	High Intermediate 3	Low Intermediate 3	Elementary 1
/t/	Student's pronunciation mirrors a native speaker	Student's pronunciation is clear with 0-2 mistakes	Some words are pronounce correctly, and others are not correct with 3-4 mistakes	Student struggles to pronounce the words with more than 4 mistakes.
/θ/	Student's pronunciation mirrors a native speaker	Student's pronunciation is clear with 0-2 mistakes	Some words are pronounce correctly, and others are not correct with 3-4 mistakes	Student struggles to pronounce the words with more than 4 mistakes.
/ð/	Student's pronunciation mirrors a native speaker	Student's pronunciation is clear with 0-2 mistakes	Some words are pronounce correctly, and others are not correct with 3-4 mistakes	Student struggles to pronounce the words with more than 4 mistakes.
Prosodic Features				
Word Stress	Student applies the word stress with no mistakes	Student shows knowledge regarding the word stress with 0-2 mistakes	Student applies the word stress correctly over some words and some other not with 3-4 mistakes	Student struggles with the word stress with more than 4 mistakes
Intonation	Student's rising and falling of the voice mirrors a native speaker	Student is able to speak with a good rising and falling of the voice with 0-2 mistakes	Student shows some intonation with 3-4 mistakes	Student struggles with the intonation with more than 4 mistakes
Fluency	Student speaks clearly with no hesitations	Student is able to respond with 0-2 pauses	Student demonstrates some fluency with 3-4 pauses	Student struggles with fluency with more than 4 pauses
Rhythm	Student uses the rhythm accurately	Student's rhythm is clear with 0-2 mistakes	Student's rhythm make it difficult to understand with 3-4 mistakes	Student struggles with the rhythm with more than 4 mistakes

Comments: _____

3.4.4 Rubric 2

Universidad Hispanoamericana

Graduation Seminar

Researcher: Franci Madrigal Portuguez

High School: Instituto de Desarrollo de Inteligencia

Date: _____

Name: _____

Age: _____

Gender: F () M ()

The following Rubric is part of an investigation project conducted with the purpose of majoring if the Analytic-Linguistic approach was understood. The answers provided will be confidential and only the researcher will have access to them. Responses can be recorded.

Sound	3	2	1
/t/	Sounds almost like a native speaker	Easy to understand	Largely incomprehensible
/θ/	Sounds almost like a native speaker	Easy to understand	Largely incomprehensible
/ð/	Sounds almost like a native speaker	Easy to understand	Largely incomprehensible

Comments:

CHAPTER IV: Analysis and Interpretation of Data

4.1 Diagnosis of the Current Situation

4.1.1 Diagnosis of the Situation

In the world of teaching, there are different methods, techniques and approaches that can be applied for students to learn each of the skills; however, the doubt that probably every teacher has is related to the effectiveness of the ones chosen. The present research is focused on finding what effects the Analytic-Linguistic approach has over ninth graders pronunciation of sounds /t/, /θ/ and /ð/.

The Likert scales, the rubrics and the pre and post-tests will throw results on how effective the Analytic-Linguistic approach is, and if represents a positive or negative approach to teach. Teachers can consider this project when choosing a methodology to teach pronunciation.

For a better understanding and interpretation of the data, the results coming from the previous instruments will be presented in charts and graphs.

4.1.2 Data Description

To gather the information, the researcher scheduled five visits to the institution, from October, 4th to October, 8th. Each visit last 40 minutes, except the last one that last 20 minutes, for a total of 180 minutes. The total of students was 19; however, during the application there were absences, so at the end only 16 students will be taken into account to get the results and the analysis of each of them. The material used was the activities and instruments created by the researcher.

The Likert 1 scale was the first instrument to be applied. The completion of this scale was done by 16 students from 19 as three of them did not attend to this first day. The participation was of 11 boys and 5 girls.

It contains nine items where students have to choose if they strongly agree, agree, does not agree nor disagree, disagree and strongly disagree with each of them. The scale was applied in Spanish for students to be clear on what they were answering.

The items were: Producir en inglés me genera ansiedad / nerviosismo, Hablar en inglés es una de mis fortalezas, Considero que el aprender Inglés, hoy día es vital, Cuando hablo inglés pienso que mi pronunciación es buena, La forma en la que me explican pronunciación en clases me ha ayudado a mejorar, Considero que la idea de dar una explicación explícita de los sonidos me ayudaría a mejorar mi pronunciación, De las siguientes palabras: Think, These and Tink, "Think" es la que más me cuesta pronunciar, De las siguientes palabras: Think, These and Tink, "These" es la que más me cuesta pronunciar and De las siguientes palabras: Think, These and Tink, "Tink" es la que más me cuesta pronunciar

The answers to these items will throw results on students' context regarding English and some prior knowledge about pronunciation. This is useful to the investigator to know if there are some other aspects that could affect the production while the application of the Analytic-Linguistic approach.

The pre-test was applied the second day. This time there was a participation of 18 students; however, in terms of the analysis of the information, these two new participants will not be taken into account. First, students received the instructions. Then, they worked in groups of three. They started reading aloud tongue twisters, then with the same words, they had to create sentences, and at the end they had to create a paragraph. These last two,

to be read aloud as well. To encourage students' participation the group with less mistakes won a prize. The evaluation was performed individually, and the following items were included in the rubric: Production of sound /t/, Production of sound /θ/, Production of sound /ð/, word stress, Intonation, Fluency and Rhythm.

The results obtained from this pre-test can be useful to analyze students' prior knowledge about the pronunciation of these three sounds. This way, it can be compared to the post-test and get the proper conclusions on the effects of the Analytic-Linguistic approach.

The third day, the researcher started with the application of the Analytic-Linguistic approach, where 18 students participated. They received documents with the description of sounds /t/, /θ/ and /ð/. The sheets included the places of articulation, the manners of articulation, the articulatory descriptions and the facial diagrams on how to produce the sounds. The information was explained and studied, and then applied with two activities, which were minimal pairs and find the sound. Students continued working on groups. They had 20 minimal pairs and 20 words in find the sound. The activity was evaluated with another rubric with the following items: Production of sound /t/, Production of sound /θ/, Production of sound /ð/.

In the fourth day, the post-test was applied. During the post-test, 18 students participated. The procedure of the post-test followed the same line of the pre-test. They were evaluated with the same rubric, so both can be compared.

Because of time, a fifth day was needed to apply the second Liker scale where 19 students participated. This scale includes the following items: Considero que la idea de dar

una explicación explícita de los sonidos me ayudaría a mejorar mi pronunciación, De las siguientes palabras: Think, These and Tink, "Think" es la que más me cuesta pronunciar, De las siguientes palabras: Think, These and Tink, "These" es la que más me cuesta pronunciar and De las siguientes palabras: Think, These and Tink, "Tink" es la que más me cuesta pronunciar. This was planned in this way to compare these results to the ones obtained with the first Likert scale.

4.1.3 Interpretation or Explanation of the Graphs

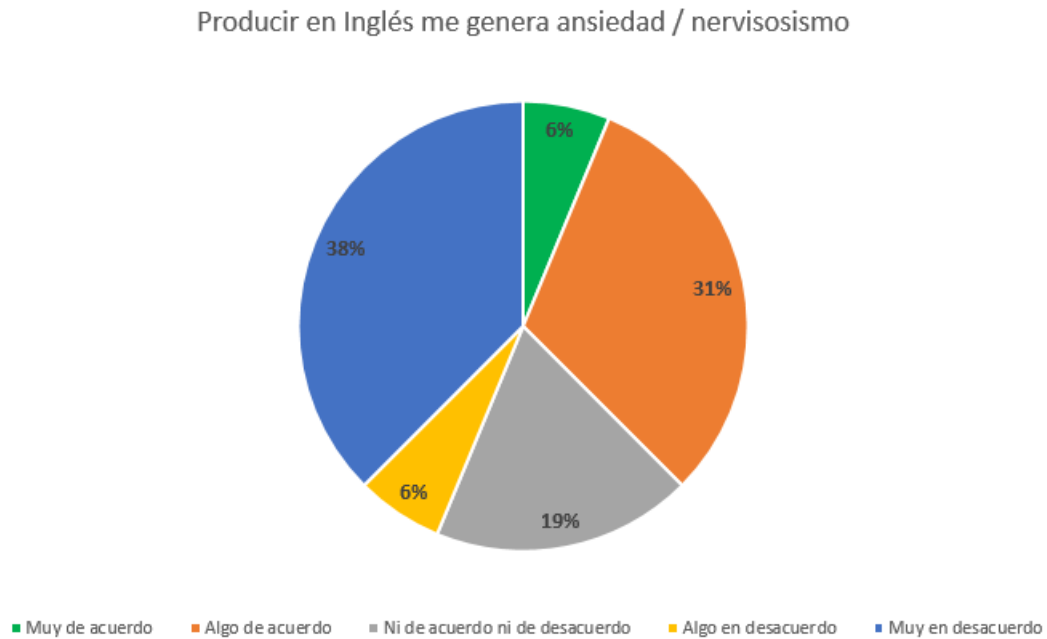
4.1.3.1 Explanation

4.1.3.1.1 Likert Scale 1

The following pie chart shows the results obtained from the Likert scale applied to ninth graders at Instituto de Desarrollo de Inteligencia

Figure 1

Students that feel anxiety or nervousness when producing in English



Note. Figure 1 shows the percentage of students that feel anxious when producing in English.

Based on the above, 6% of the students strongly agree with this statement, 31% agree, 19% do not agree nor disagree, 6% disagree and 38% strongly disagree. The majority of students are concentrated between both endpoints “strongly disagree” and “agree”, which are 6 and 5 students, respectively. This is important to consider when applying the Analytic-Linguistic approach because there is a relevant number of students that probably will not feel comfortable participating in the activities.

Figure 2

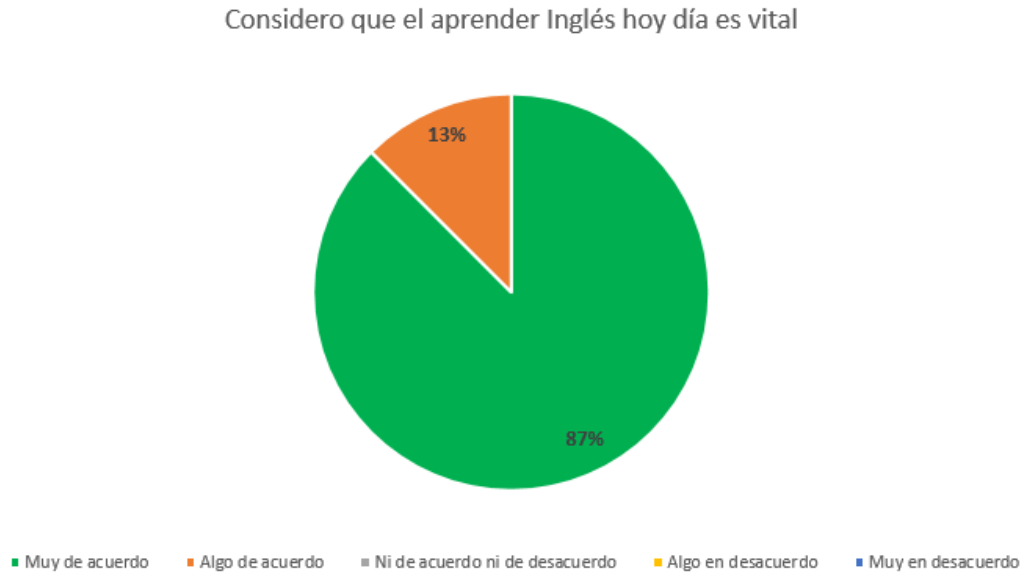
Students that consider Speaking as one of their strengths



Note. Figure 2 shows the percentage of students that consider Speaking as one of their strengths. As it appears in the pie chart, 19% of the students strongly agree with the statement, 19% agree, 25% do not agree nor disagree, 31% disagree and 6% strongly disagree. Again, the majority of students are concentrated in both endpoints. There is a total of 6 students between “strongly agree and agree” and other 6 students between “strongly disagree and agree”. The class is almost divided half and half of students who think English is part of their strengths.

Figure 3

Students that consider that learning English is vital nowadays



Note. Figure 3 throws the percentage of students that consider that learning English is vital nowadays. As it is shown in the pie chart, 87% of the students strongly agree with this and the remaining 13% agree. It can be said that the 16 of the students who completed the Likert scale agree with the idea that learning English is important. That are good news because even though students struggle with Speaking there is a possibility that they are willing to learn how to overcome the challenges of producing in English.

Figure 4

Students that think their pronunciation is accurate

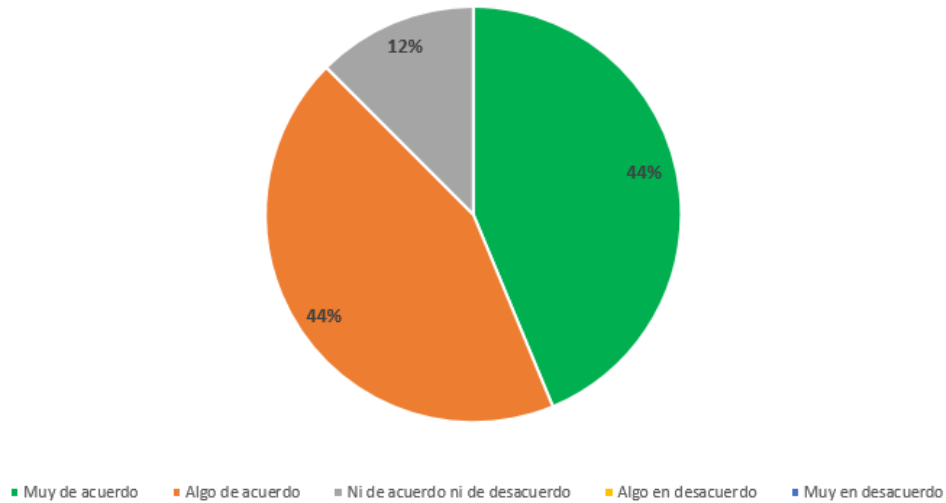


Note. Figure 4 throws the percentage of students that think that their pronunciation is accurate. As presented in the pie chart. The majority of students disagree with this statement. The 44% of students disagree and the other 13% strongly disagree with the idea that they are not good at pronouncing. Only 25% strongly agree and 6% agree. The importance of this item is that by displaying these results the researcher confirms that the sample chosen is appropriate to get the effects over students pronunciation as at the end the instruments will show if students improve or not.

Figure 5

Students that think the current way of teaching pronunciation helps them to improve

La forma en la que me explican pronunciación en clases, me ha ayudado a mejorar

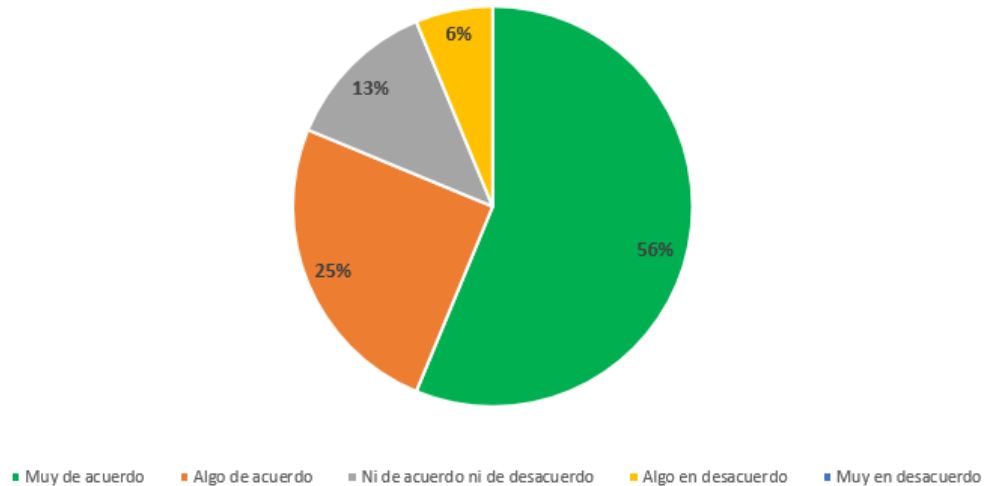


Note. Figure 5 presents the percentage of students that think that the current way their teachers are using to teach pronunciation helps them to improve. According to the pie chart, the scales “strongly agree” and “agree” resulted in the same number of 44%, which totals 14 students between both, and only 2 students are neutral. At the end, it shows that students are happy with the way they are learning pronunciation. As reported by their teacher, they use repetition and imitation to correct and learn pronunciation.

Figure 6

Students that consider that giving a detailed explanation of the sounds will help them to improve their pronunciation

Considero que la idea de dar una explicación explícita de los sonidos me ayudaría a mejorar mi pronunciación

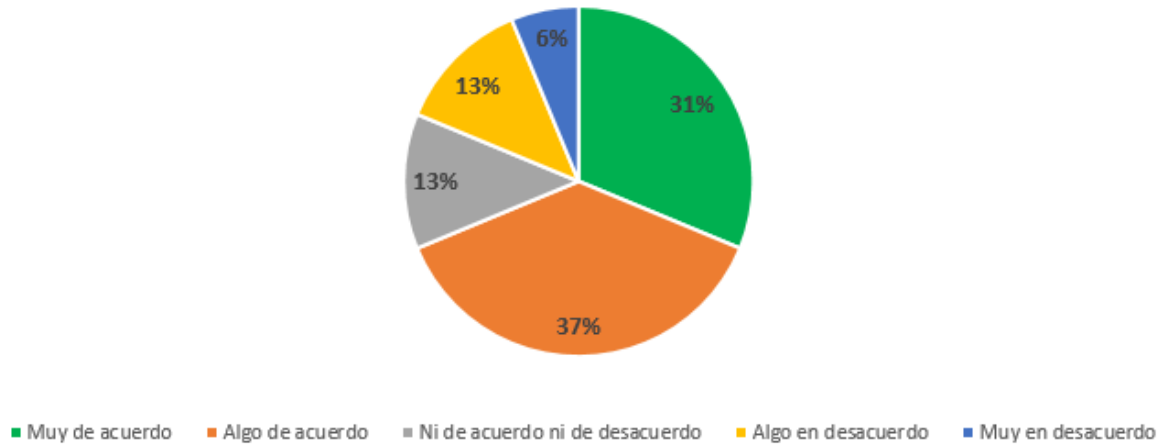


Note. Figure 6 shows that more than the half of students strongly agree with this idea plus the 25% the agree as well, who agree. This is an advantage because it demonstrates that students are interested in having more information related to the production of the sounds. Only 6% of the students disagree with it. This student was asked to provide the reasons why he did not consider helpful to have a detailed explanation on the sounds and he answered that probably that will be a lot of information to memorize and that he is not good at memorizing.

Figure 7

Students that consider that sound /θ/ is difficult

De las siguientes palabras: Think, These and Tink, "Think" es la que más me cuesta pronunciar

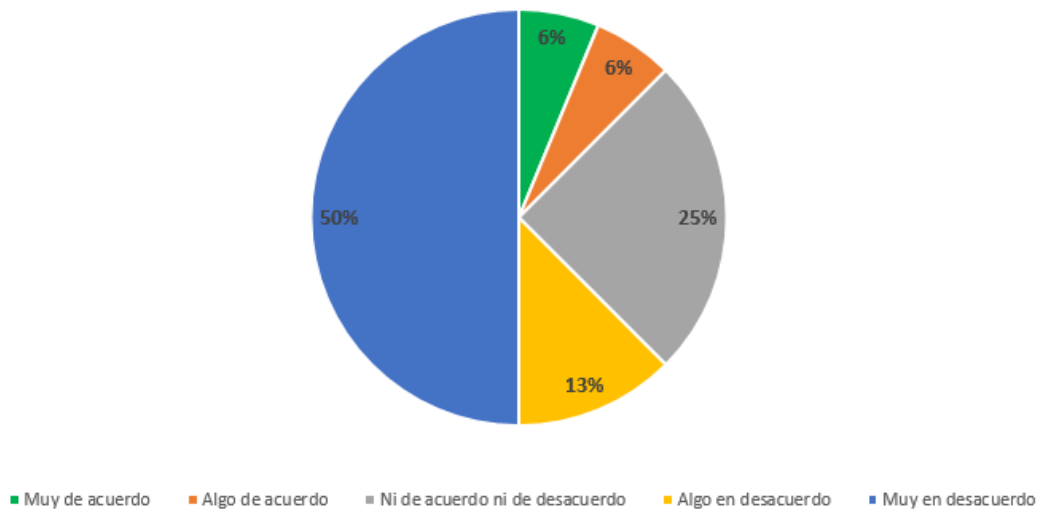


Note. Figure 7 projects the percentage of students that consider sound /θ/ as a difficult one. The majority of students agree with this statement. The pie chart shows that the 31% of the students strongly agree plus the 37% that agree are having difficulties with this sound. That is 11 students from 16, while only three students are concentrated between the scales “strongly disagree” and “disagree”, meaning that the minority considers this as difficult with only 13% and 6% of students. Comparing to the others, students present more issues for this sound.

Figure 8

Students that consider that sound / ð/ is difficult

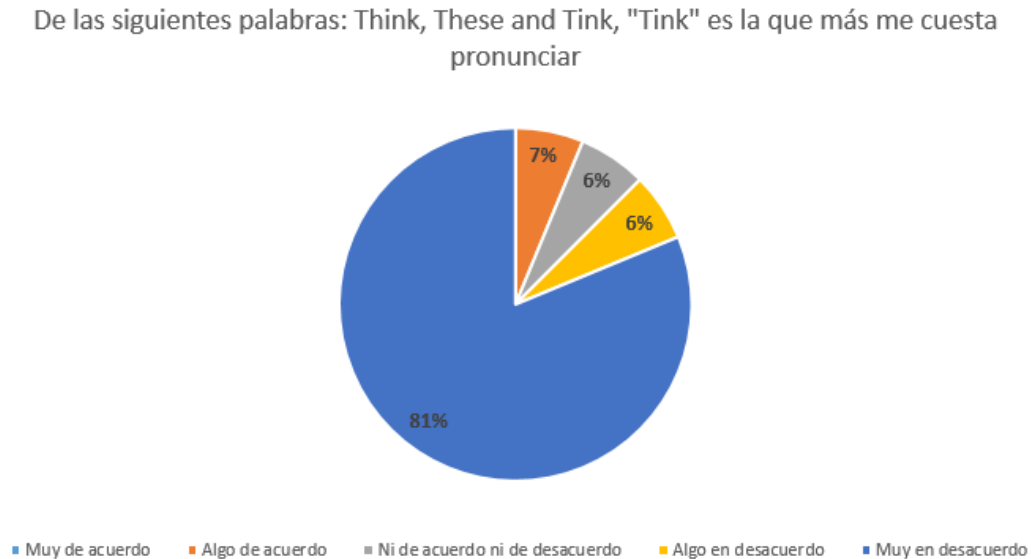
De las siguientes palabras: Think, These and Tink, "These" es la que más me cuesta pronunciar



Note. Figure 8 throws the percentage of students that have difficulties with sound / ð/. According to the pie chart, half of the class consider that they are not having issues with the production of this sound. That totals the number of 8 students. The remaining 8 are distributed among the other scales as follows: strongly agree - 1 student, agree – 1 student, do not agree nor disagree – 4 and disagree – 2 students.

Figure 9

Students that consider that sound / t/ is difficult



Note. Figure 9 shows the percentage of students that have difficulties with sound /t/. Based on the chart, this sound is the one students have fewer issues with. The 81% of the students think that this sound is easy to produce. When they were asked for the reason why, they stated that, it is produced practically in the same way as in Spanish, so they are familiarized with the production of it already.

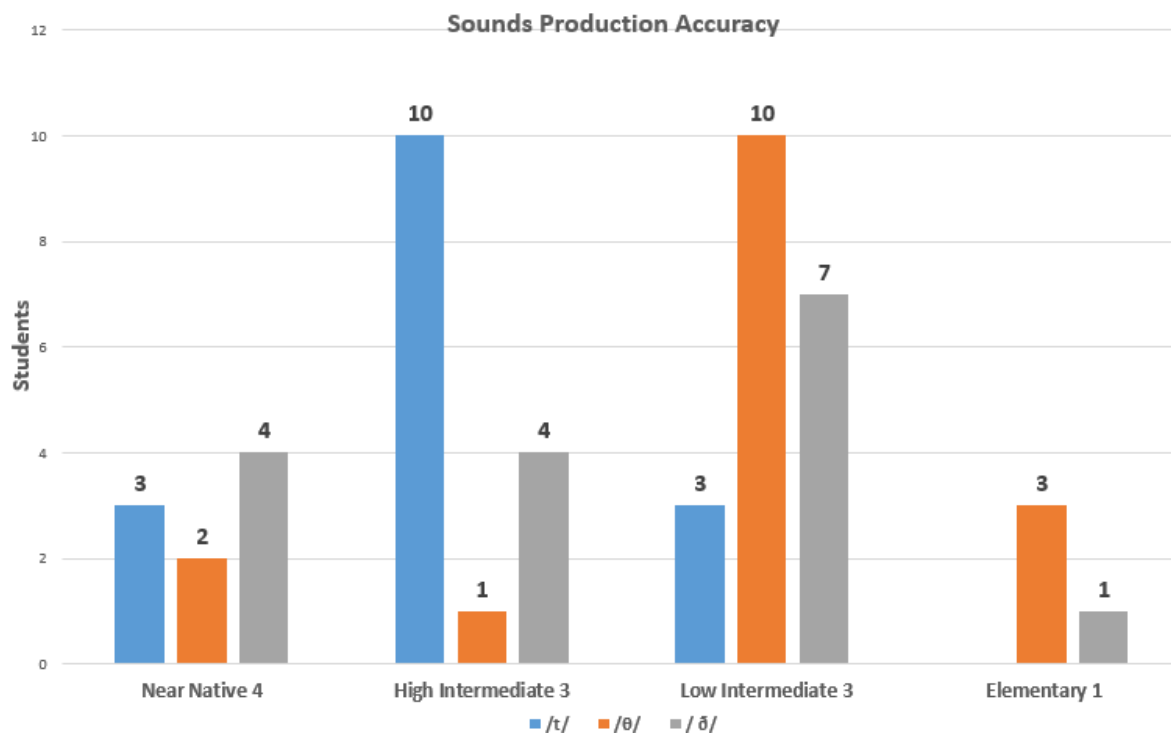
4.1.3.1.2 Pre-Test

4.1.3.2.1 Rubric 1

Rubric 1 was used to evaluate the pre-test, which was applied to 18 students. The rubric is divided in two main items: Sounds Production Accuracy, which include the production of sounds /t/, /θ/ and /ð/ and Prosodic Features, which include word stress, intonation, fluency and rhythm.

Figure 10

Students' sounds production accuracy in the pre-test

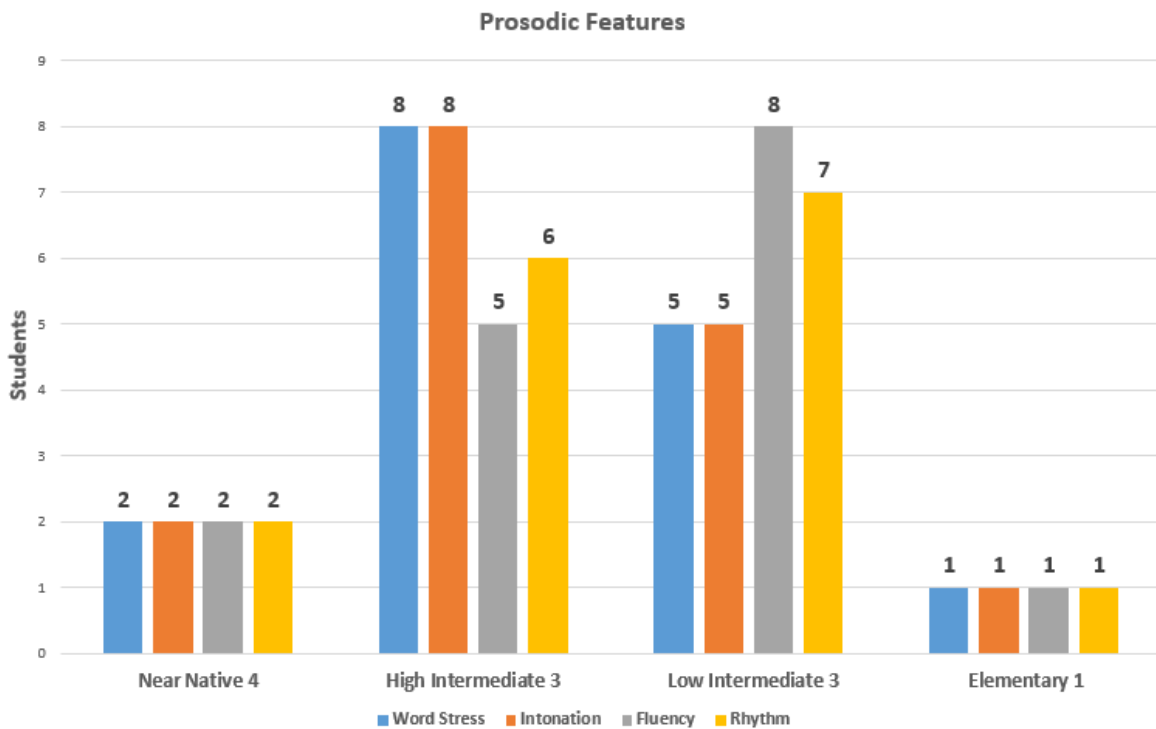


Note. Figure 10 shows the number of students that were evaluated in the production of sounds /t/, /θ/ and /ð/ in a scale from near native, high intermediate, low intermediate and elementary. This figure shows that 3 students average are producing the sounds as native speakers, which is only the 13% of the sample. The sound produced with less accuracy was sound /θ/. Based on the graph, 13 students are distributed between “Low Intermediate” and “Elementary”, and only 3 students did it between “Near Native” and “High Intermediate”. Sound /ð/ follows sound /θ/. Students that are distributed between “Low Intermediate” and “Elementary” total 8; however, there are 6 students that produced it between “Near Native” and “High Intermediate”, meaning that almost half of the class did it as accurate as possible. Finally, the sound that presented fewer difficulties was sound /t/. According to the graph, 13 students did it between “Near Native” and “High Intermediate”, and

only 3 students were located in the scale “Low Intermediate”. These results demonstrate that students are struggling the most with sound /θ/ as the 81% of the students did not produce it accurately.

Figure 11

Students’ prosodic features accuracy in the pre-test



Note. Figure 11 shows the number of students that applied the prosodic features, such as word stress, intonation, fluency and rhythm. Based on the graph, students are distributed between “High Intermediate” and Low Intermediate” showing that most of the students have an intermediate level when applying each of them. Only one student presented issues with these features, reason why it was evaluated as elementary and 2 students demonstrated an advanced level, reason why they were located as “Near Native”.

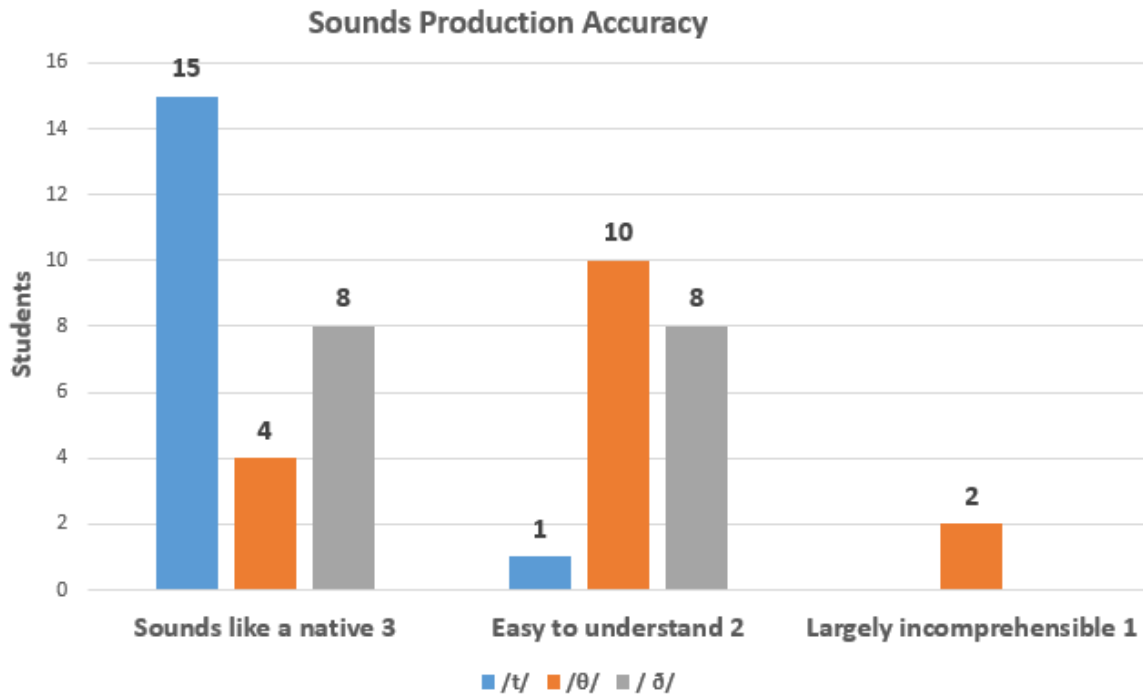
4.1.3.1.3 Analytic-Linguistic Approach Application

4.1.3.1.3.1 Rubric 2

This rubric was applied to 18 students with the purpose of verifying that students were able to understand the activities where the Analytic Linguistic approach was applied. This rubric evaluated only the accuracy in the production of sounds /t/, /θ/ and /ð/.

Figure 12

Students' sounds production accuracy after the Analytic-Linguistic approach



Note. Figure 12 represents the number of students that produced sounds /t/, /θ/ and /ð/ in a scale of sounds like a native, easy to understand and largely incomprehensible. After the detailed explanation of the production of these sounds, the rubric threw different results. As it is shown in the graph most of students are distributed between “Sounds like a Native” and “Easy to understand”. Being compared to the results in the pre-test, only 2 students struggled with sound /θ/, and now 10 produced it in a way that was easy to understand. This means that results are now

changing from an 81% of students who had issues with it to a 13%. Sound /t/ continues in the top of the list as the sound with less difficulties, showing that the 94% of students sounded like a native when producing it. Finally, sound / ð/ showed improvements having the same number of students between “Sounds like a Native” and “Easy to Understand”.

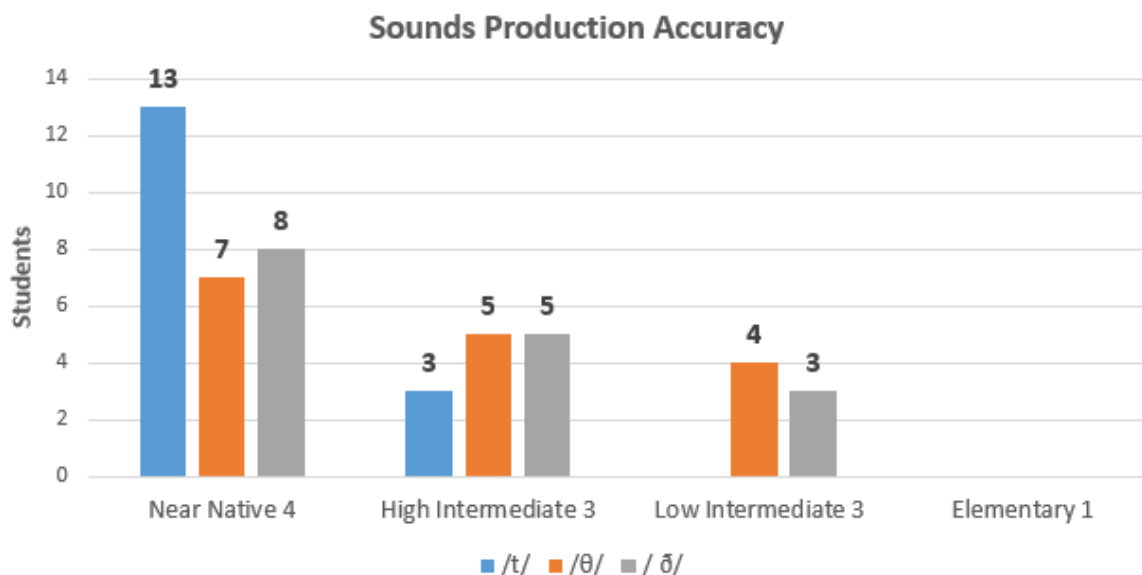
4.1.3.1.4 Post-Test

4.1.3.1.4.1 Rubric 1

The same rubric that was used in the pre-test was used in the post-test, where 18 students participated. As well as in the pre-test, the rubric is divided in two main items: Sounds Production Accuracy, which include the production of sounds /t/, /θ/ and / ð/ and Prosodic Features, which include word stress, intonation, fluency and rhythm.

Figure 13

Students’ sounds production accuracy in the post-test

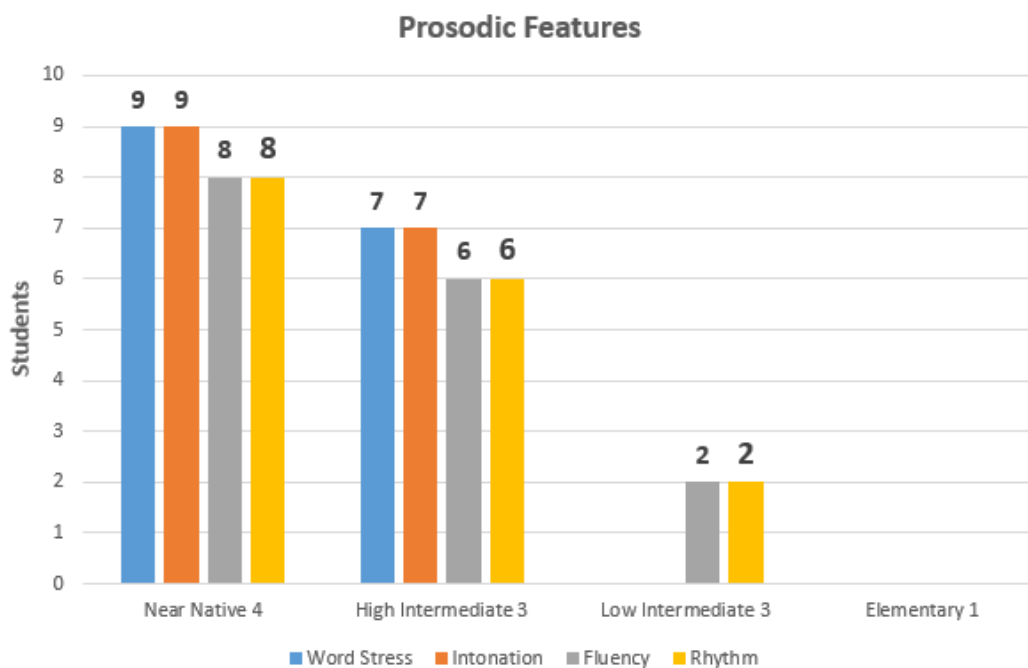


Note. Figure 13 presents the number of students who produced sounds /t/, /θ/ and / ð/. In comparison to the post-test, there is an increase in the number of students who were evaluated as “Near Native”. According to the data, on average, 9 out of 16 students sounded like a native speaker

when producing all the sounds, while in the pre-test, there was an average of 2 students producing the sounds as native speakers. In addition, there are 5 students average producing the sounds in the scale “High Intermediate”. This means that putting together students between “High Intermediate” and “Near Native” total 14 students average, which indicates that the 88% of students are not presenting relevant issues with the production of these sounds. The sound students had more conflict with during the pre-test was sound /θ/, and now in the post-test, there are 12 students out of 16 located between “Near Native” and “High Intermediate”, which demonstrates an improvement.

Figure 14

Students’ prosodic features accuracy in the post-test



Note. Figure 14 shows the number of students that applied the prosodic features such as word stress, intonation, fluency and rhythm during the post-test. Based on the graph, the biggest numbers are accumulated between the “Near Native” and “High Intermediate” scales where 8 students average applied the prosodic features sounding similar to a native speaker, which represents the 50% of the

sample, and only 2 students were part of the scale “Low Intermediate”. In addition, 0% of the students were evaluated as “Elementary” Comparing these results to the ones obtained in the pre-test, there was only a 13% of the sample applying these features as a native speakers and the biggest numbers were distributed between “High Intermediate” and “Low Intermediate” showing an improvement in the usage of these prosodic features as well.

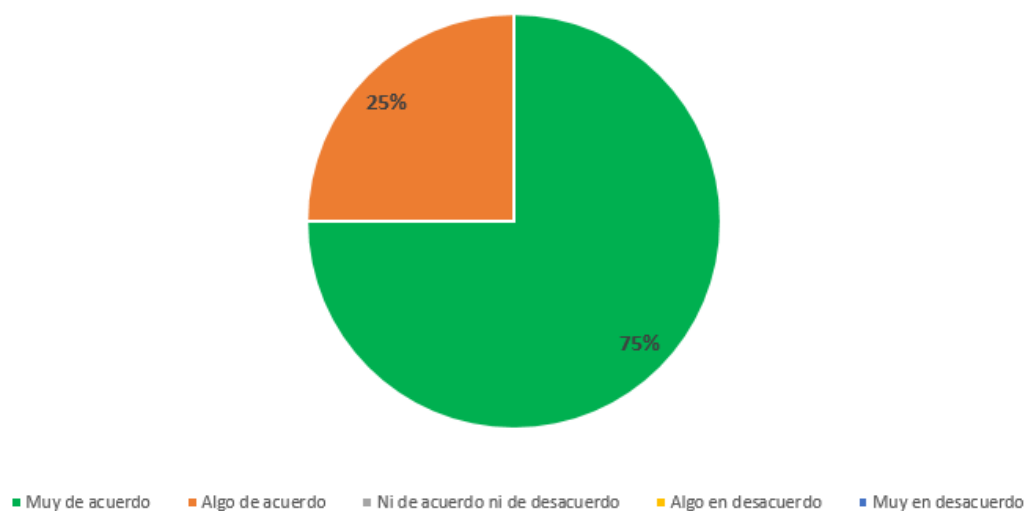
4.1.3.1.5 Likert Scale 2

The following pie chart shows the results obtained from the Likert scale for the item number 1: Considero que la idea de dar una explicación explícita de los sonidos me ayudaría a mejorar mi pronunciación.

Figure 15

Students that consider that giving a detailed explanation of the sounds will help them to improve their pronunciation

Considero que la idea de dar una explicación explícita de los sonidos me ayudaría a mejorar mi pronunciación



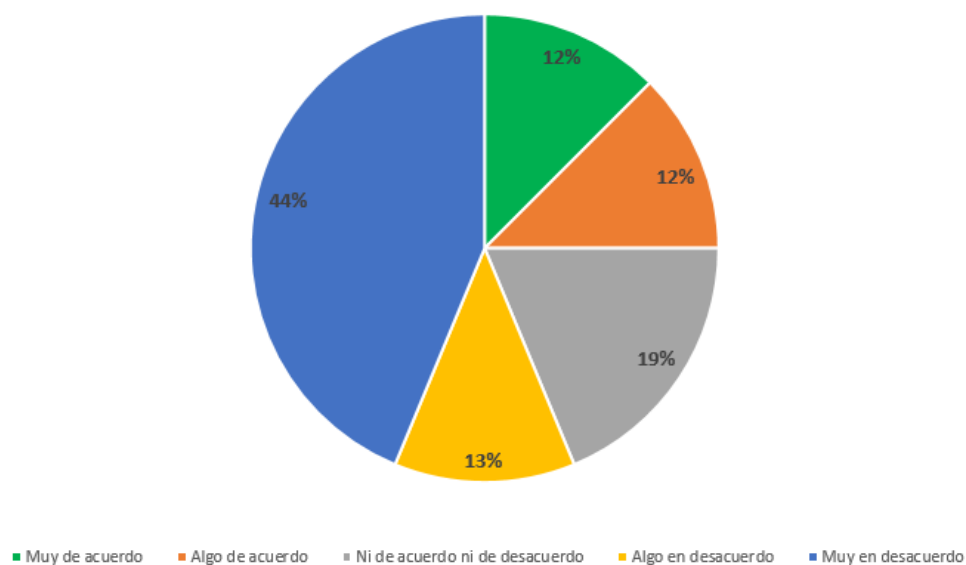
Note. Figure 15 shows the percentage of students that consider that having access to detailed information related to the production of the sounds will help them to improve.

After the application of the Analytic-Linguistic approach, the pie chart now shows that all of the students are interested in having these details. Most of the students strongly agree with this statement with a 75% and the other 25% agree. This means that students felt improvements through the usage of this approach. Comparing this to the first Likert scale, there were 3 students out of 16 that did not feel comfortable with this idea.

Figure 16

Students that consider that sound /θ/ is difficult

De las siguientes palabras: Think, These and Tink, "Think" es la que más me cuesta pronunciar



Note. Figure 16 shows the percentage of students that consider that producing sound /θ/ is difficult.

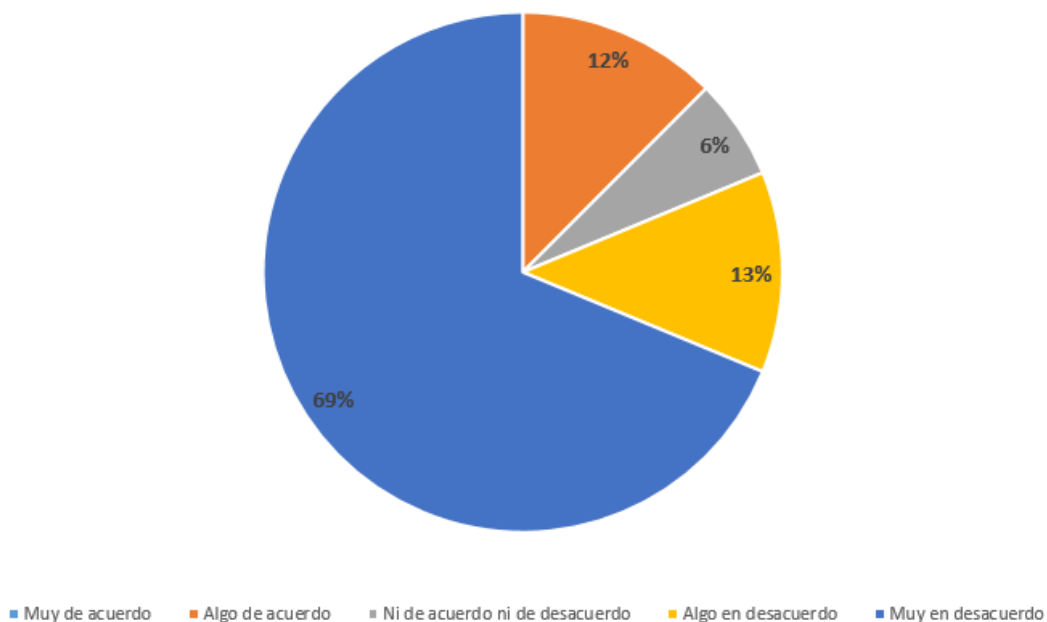
According to the pie chart, 24% of students still agree with this item.; This is 4students out of 16.

On the other hand, more than the half of the students strongly disagree and disagree with this item, meaning that they now think that producing the sound is not difficult.

Figure 17

Students that consider that sound / ð/ is difficult

De las siguientes palabras: Think, These and Tink, "These" es la que más me cuesta pronunciar

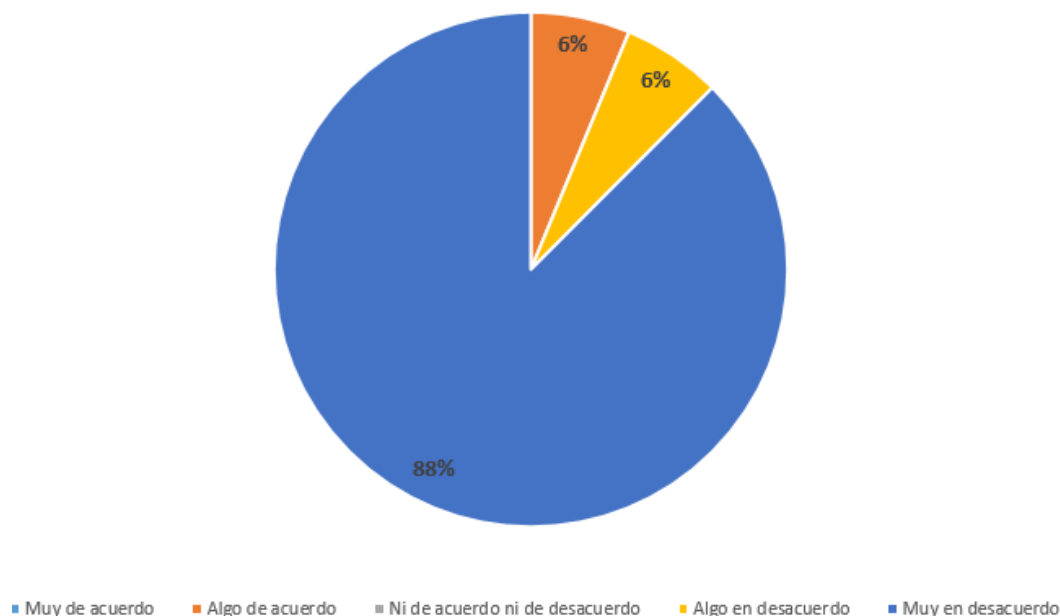


Note. Figure 17 represents the percentage of students that consider sound / ð/ as difficult. The pie chart clearly shows that, even though there is a 12% of the students who still agree with this item, the majority of them improved the production of this sound. The 69% of students that is 11 students, strongly disagree and a 13%, which are 2 students agree. Putting this last numbers together totals 14 students out of 16, which in percentage it is the 88% of the sample. By comparing these results to the obtained previously, only the 63% disagreed before the application of the Analytic-Linguistic approach.

Figure 18

Students that consider that sound / t/ is difficult

De las siguientes palabras: Think, These and Tink, "Tink" es la que más me cuesta pronunciar



Note. Figure 18 represents the percentage of students that consider sound / t/ as difficult. As shown in the chart, only 6% of students think this sound is difficult. That is 1 student out of 16. The other 94% strongly disagreed and disagreed with this item, which means that most of the students did not present difficulties while producing this sound. The production of sound /t/ has been in the top of the list of sounds that are not difficult for students; for this reason, when comparing the results to the ones obtained in the pre-test, it can be noticed that they are very similar as since the beginning students did not show much conflict with this sound.

4.1.3.2 Interpretation

During the revision of the instruments, it was noted that 6 students feel anxious or nervous when producing in English, and the same 6 students think that speaking English is

not part of their strengths. Inside these 6 students, 4 of them came from public school, where their English classes were different. On the other hand, there are 7 students that confirmed not to feel anxious and 6 declared that English is one of their strengths. The differences between these students can be that for some of them, English is a difficult subject or that they are affected by the idea of getting good grades to approve the course causing stress, anxiety and a negative opinion about English. Another reason could be that the English level taught in public schools does not have the same level as the one in private schools. Differently for the students who provided positive answers because probably their English learning skills adapt to their current English teaching method leading to an effective learning.

In addition, the results do not concord in figures 4 and 5, which are related to their pronunciation and their current pronunciation teaching method. According to the graphs, 9 students think that their pronunciation is not accurate; however, there 14 students who think that their current pronunciation teaching method helps them to improve. The Likert scale was applied at the beginning of the third trimester, so if they had an effective teaching method, this would be the moment to say that their pronunciation has been improving; however, most of them chose the fields “disagree” and “strongly disagree” when they were asked for their pronunciation accuracy. The discrepancy between these numbers could be because studying pronunciation require student to invest a lot of time, and probably they are only dedicating the three lessons they receive of Speaking per week causing them not to put into practice what they are reviewing in classes.

Furthermore, students found significance on having a detailed explanation of the pronunciation of the sounds. At the beginning of the investigation, the numbers threw that

56% were strongly agreed with this statement, 25% agreed, 13% did not agree nor disagree and 6 % disagreed. These numbers changed at the end of the application where 75% of students strongly agreed and 25% agreed. This could have changed because students may think that memorizing all the information for each sound could represent a lot of job and very boring classes; however, with the correct distribution of the lessons, they noticed that handling this information could become a plus to them when it comes to pronunciation.

At the beginning, sound /θ/ was the one with more difficulties, and sound /t/ was the one with less difficulties. Comparing the Likert scale #1, where 69% of the students agreed with this statement to the #2, in this second there are 7 students less, who changed their mind after the application of the Analytic-Linguistic approach. Additionally, in the rubric from the pre-test, the majority of students presented issues with sound /θ/ having 13 students in the lowest levels of the instruments, different from the rubric during the post-test, which showed almost half of the class producing the sound in the scale “Near Native”. The problems in the sound appear because sound /θ/ does not exist in their native language, which is Spanish, so they do not have any idea on how to pronounce it. It represents a brand new sound for them, which they have to learn from scratch how to produce it, making them more vulnerable to make mistakes.

Even though sound / ð/ is similarly produced in Spanish when saying words with letter “d”, it had the second place in the table of difficulty. The root of the issues with this sound is that / ð/ and /θ/ are written in the same way. For example, in the words think and this, the first sound has the same letters, which are t and h, so when students read, they have difficulties differentiating when to use / ð/ and when to use /θ/.

Sound /t/, did not present many issues in comparison to the other sounds because this sound is produced exactly as in Spanish, and there is not other sound in English to confuse students, so it was natural process to produce this sound.

During the application of the Analytic-Linguistic approach, students showed just a little improvement making the researcher think that the introduction of this approach into pronunciation classes was not going to make any difference, as the numbers did not vary a lot; however, the results were different. The post-test showed a big improvement in comparison to the pre-test. Sound /θ/ presented less issues than at the beginning with 7 students producing as “near native” in the scale, while in the pre-test, only 2 students produce it like that. Sound /t/ continued being the one with less difficulties, but now with more students located in the “near native” scale, and sound / ð/ still presented some issues, but this time 8 students produced it in the “near native” scale, different from the pre-test where only 2 of them were evaluated in this scale.

The prosodic features, such as word stress, intonation, fluency and rhythm, also showed and improvement having the 50% students applying them as near natives, 40% as high intermediate and only the 10%. This improvement in the prosodic features was probably because of the confidence students showed when producing the sounds that make them apply accurately these features.

CHAPTER V: Conclusions and Recommendations

5.1 Conclusions

The main objectives from this research were to apply the Analytic-Linguistic approach through different activities evaluated with a pre-test and a post-test to analyze the effects over students' pronunciation of the consonant sounds previously mentioned. The results obtained from each of the instruments led the researcher to get the following conclusions.

According to the Likert scale, students who consider that speaking in English is not one of their strengths are the same who present anxiety and nervousness when producing English, making them lose their confidence and avoid any contact with the language. Their opinion was that they feel uncomfortable when the teacher corrects them in public.

As per the results from all of the instruments, there is a big difference between the English programs between public and private high schools. Students coming from a public high school, who started this year, presented more issues at the time of participating in the activities. According to the teacher's opinion, during the pandemic, lessons were very different, especially in public high schools. They did not show the same English level.

The Likert scale showed that the total of students that were part of the sample consider that learning English is important nowadays, which is relevant because this will make them participative and interested in continuing learning new topics to achieve an accurate English level.

It was observed that interactive classes encourage students to develop different skills, such as team leading, team working and critical thinking. They motivate students to

participate, leave the fear aside and avoid them to get distracted because everyone has to be part of the activities and help their respective groups to win by providing the correct answers.

Fourteen students out of sixteen think that their current pronunciation teaching method is effective; however, they find helpful to provide them with the detailed description on how to produce the sounds. As per students' opinion, they liked to have more information on how to produce the sounds because that way was easy for them to understand what the teacher was doing with the mouth.

According to the results from the first Likert scale and the pre-test, the sound they were struggling the most with was /θ/ because this sound does not have an equivalent in their native language, which is Spanish, so they do not have any clue on how to achieve a precise pronunciation. Students tend to produce sound /t/ instead because that is the closest sound they can find in Spanish to produce sound /θ/. In addition, it was more difficult for them to pronounce the words with this sound when they were in context rather than isolated. According to them, it was more difficult to jump from one sound to another, especially when this specific sound is included.

Based on the results from the both Likert scale and the tests, the sound with fewer issues is /t/ because the pronunciation of this sound in Spanish is the same as in English, so it was natural for them to produce it.

Sound / ð/ presented issues because students confuse it with /θ/. These sound are written in the same way, so it was difficult for them differentiate which words are with / ð/ and which others go with /θ/.

Students present fewer issues when the sounds in English are produced in a similar way in Spanish. They tend to imitate the sounds in Spanish when speaking English.

The effects of the Analytic-Linguistic approach over students' pronunciation are: Improvement of the production of the sounds /t/, /ð/ and /θ/, improvement in the application of prosodic features, such as word stress, intonation, fluency and rhythm, knowledge expansion regarding the production of sounds and the differentiation of sounds, and increase of confidence when producing these sounds

Based on all the activities applied to this group, the Analytic-Linguist approach resulted in a positive way to teach pronunciation. This can be observed in the pre-test and post-test, as this last one showed better grades. The post-test showed how in a scale from elementary (1) to near Native (4) most of the students were located in near native and any of them were evaluated as elementary. In addition, in the Likert scale, students expressed that they felt an improvement in the production of these sounds, and that they liked the idea to be provided with more details when pronouncing.

It has been always believed that pronunciation is only about the repetition of sounds; however, the results from this investigation demonstrated that by doing research, new ways to teach sounds can be founded. This approach can be applied by using any kind of activity. Sometimes, bringing new techniques, methods or approaches to a class can result successful for students to learn.

5.2 Recommendations

It would be optimal to apply activities with the Analytic-Linguistic approach at the beginning of the lesson because teaching a sound using this approach requires providing certain information, so students need to be involved in what is being taught. This moment of brightness occurs when the lesson starts, meaning that students are more receptive to learning and participation.

In addition to the previous recommendation, it would be helpful to define a specific(s) day(s) to explain the sounds using this approach instead of doing it within the classes because students will be focus on the explanation of the sounds and will not get distracted by any other topic. If during another lesson students present issues with the pronunciation of any sound, the teacher can take notes and review the sound during the days chosen to teach pronunciation.

Besides, it would be ideal to explain no more than three sounds at the same time. The Analytic-Linguistic approach demands the students to fully understand the descriptions and characteristics of each sound, which may cause confusion if the teacher explains a lot of sounds the same day, and the class will become tedious for them.

In addition, it would be convenient for teachers to create a log where they can take notes on what sounds were already reviewed, what activities were used, and what students were presenting issues with those sounds. This will allow the professor to have a control on how this approach is being working and to work harder with the sounds that present more problems for students to produce them.

To apply the Analytic-Linguistic approach it is important to count with materials that can vary according to the available resources in the institution. The materials that cannot be missing are copies for every student showing the characteristics, descriptions and drawings or a booklet showing this information for the sounds that will be reviewed, a board to make any clarification, a plan of activities that fit the time of each lesson.

It would be advantageous to plan interactive classes when using this approach by bringing activities where students have to move, paint, draw, compete among others because the application of the Analytic-Linguistic approach provides students with a lot of theory that will make them feel bored if the class is not active.

Related to the prior recommendation, to make sure all students are participating, it would be favorable for the teacher to make students work in groups. This way, every student will have a function within the group and all of them will have to participate.

Also, it would be constructive to create a recognition program for students when they produce the sounds correctly. Students who present anxiety when producing in English is because they feel afraid of making mistakes when pronouncing, so creating this program will make students know their improvements and will motivate them to work hard to achieve a better pronunciation.

It would be positive to avoid the comparison of sounds between Spanish and English. Spanish native speakers tend to make mistakes in the pronunciation because they try to find a similar sound in their native language; however, in most of the cases this does not occur, so it is important to give the class in English the 100% of the time for students to get used to the pronunciation of the words.

Additionally, the researcher recommends to other investigators who intend to conduct a similar study related to pronunciation, to use audio recordings, and if possible, videos. This can be helpful during the data collecting process because the researcher does not waste time in taking notes and it can help during the analysis process because the researcher can proceed with a deeper study of how students are producing the sounds. This technique will be also helpful for the participants to be aware of their mistakes as they should be able to listen to themselves in the recording and notice any mispronunciation of sounds. This way, participants will start improving their pronunciation.

Finally, for future investigators who want to work in the pronunciation field, it is recommended to try the combination of the Analytic-Linguistic and the Intuitive-Imitative approaches. The alliance between the characteristics of these two approaches could help students to exploit their abilities regarding pronunciation learning.

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ANNEXES

Annex #1

Universidad Hispanoamericana

Seminario de Graduación

Investigadora: Francisca Madrigal Portuguez

Colegio: Instituto de Desarrollo de Inteligencia

Fecha _____ Nombre: _____ Edad: _____ Sexo: F () M ()

La siguiente escala Likert es parte de una investigación llevada a cabo con el fin de recolectar información sobre el conocimiento previo de los estudiantes en cuanto a la pronunciación de los sonidos en inglés: /t/, /θ/ y /ð/.

	Muy de acuerdo	Algo de acuerdo	Ni de acuerdo ni de desacuerdo	Algo en desacuerdo	Muy en desacuerdo
1. Producir en inglés me genera ansiedad / nerviosismo					
2. Hablar en inglés es una de mis fortalezas					
3. Considero que el aprender Inglés, hoy día es vital					
4. Cuando hablo inglés pienso que mi pronunciación es buena					
5. La forma en la que me explican pronunciación en clases me ha ayudado a mejorar					
6. Considero que la idea de dar una explicación explícita de los sonidos me ayudaría a mejorar mi pronunciación					
7. De las siguientes palabras: Teeth, These and Tink, "Teeth" es la que más me cuesta pronunciar					
8. De las siguientes palabras: Teeth, These and Tink, "These" es la que más me cuesta pronunciar					
9. De las siguientes palabras: Teeth, These and Tink, "Tink" es la que más me cuesta pronunciar					

Annex #2

Universidad Hispanoamericana

Seminario de Graduación

Investigadora: Franci Madrigal Portuguez

Colegio: Instituto de Desarrollo de Inteligencia

Fecha _____ Nombre: _____ Edad: _____ Sexo: F () M ()

La siguiente escala Likert es parte de una investigación llevada a cabo con el fin de recolectar información sobre el conocimiento de los estudiantes en cuanto a la pronunciación de los sonidos en inglés: /t/, /θ/ y /ð/ una vez aplicado el enfoque Analítico-Lingüístico.

	Muy de acuerdo	Algo de acuerdo	Ni de acuerdo ni de desacuerdo	Algo en desacuerdo	Muy en desacuerdo
1. Considero que la idea de dar una explicación explícita de los sonidos me ayudaría a mejorar mi pronunciación					
2. De las siguientes palabras: Teeth, These and Tink, "Teeth" es la que más me cuesta pronunciar					
3. De las siguientes palabras: Teeth, These and Tink, "These" es la que más me cuesta pronunciar					
4. De las siguientes palabras: Teeth, These and Tink, "Tink" es la que más me cuesta pronunciar					

Annex #3

Universidad Hispanoamericana

Graduation Seminar

Researcher: Franci Madrigal Portuquez

High School: Instituto de Desarrollo de Inteligencia

Date: _____ Name: _____ Age: ____ Gender: F () M ()

The following rubric is part of an investigation project conducted with the purpose of majoring the influence of the Analytic-Linguistic approach over students' pronunciation of consonant sounds /t/, /θ/ and /ð/. The answers provided will be confidential and only the researcher will have access to them.

Sounds	Near Native 4	High Intermediate 3	Low Intermediate 3	Elementary 1
/t/	Student's pronunciation mirrors a native speaker	Student's pronunciation is clear with 0-2 mistakes	Some words are pronounce correctly, and others are not correct with 3-4 mistakes	Student struggles to pronounce the words with more than 4 mistakes.
/θ/	Student's pronunciation mirrors a native speaker	Student's pronunciation is clear with 0-2 mistakes	Some words are pronounce correctly, and others are not correct with 3-4 mistakes	Student struggles to pronounce the words with more than 4 mistakes.
/ð/	Student's pronunciation mirrors a native speaker	Student's pronunciation is clear with 0-2 mistakes	Some words are pronounce correctly, and others are not correct with 3-4 mistakes	Student struggles to pronounce the words with more than 4 mistakes.
Prosodic Features				
Word Stress	Student applies the word stress with no mistakes	Student shows knowledge regarding the word stress with 0-2 mistakes	Student applies the word stress correctly over some words and some other not with 3-4 mistakes	Student struggles with the word stress with more than 4 mistakes
Intonation	Student's rising and falling of the voice mirrors a native speaker	Student is able to speak with a good rising and falling of the voice with 0-2 mistakes	Student shows some intonation with 3-4 mistakes	Student struggles with the intonation with more than 4 mistakes
Fluency	Student speaks clearly with no hesitations	Student is able to respond with 0-2 pauses	Student demonstrates some fluency with 3-4 pauses	Student struggles with fluency with more than 4 pauses
Rhythm	Student uses the rhythm accurately	Student's rhythm is clear with 0-2 mistakes	Student's rhythm make it difficult to understand with 3-4 mistakes	Student struggles with the rhythm with more than 4 mistakes

Comments:

Annex #4

Universidad Hispanoamericana

Graduation Seminar

Researcher: Franci Madrigal Portuguez

High School: Instituto de Desarrollo de Inteligencia

Date: _____

Name: _____

Age: _____

Gender: F () M ()

The following Rubric is part of an investigation project conducted with the purpose of majoring if the Analytic-Linguistic approach was understood. The answers provided will be confidential and only the researcher will have access to them. Responses can be recorded.

Sound	3	2	1
/t/	Sounds almost like a native speaker	Easy to understand	Largely incomprehensible
/θ/	Sounds almost like a native speaker	Easy to understand	Largely incomprehensible
/ð/	Sounds almost like a native speaker	Easy to understand	Largely incomprehensible

Comments:

Annex #5

ACTIVITY. Read aloud the following minimal pairs.

MINIMAL PAIRS	
Tank	Thank
Tent	Tenth
Tie	Thigh
Tree	Three
Fort	Fourth
Fought	Fourth
Hat	Hath
Mat	Math
Part	Path
Team	Theme
Toot	Tooth
True	Threw
Debt	Death
Heat	Heath
Heart	Hearth
Tick	Thick
Tin	Thin
True	Through
Trust	Thrust
Clot	Cloth

Annex #6

Find the Sounds

ACTIVITY. Choose the words, which contain the sounds listed. There can be more than one correct answer.

Find /θ/:	Find /ð/:	Find /t/:
gross growth then feather thus theme method further thought worth rather width	ethnic leather thorough teeth booth clothing neither with that sounds although tree	Thank Tree Three Teeth Trick Try Throw Truck

Annex #7

Tongue Twisters

ACTIVITY. Read aloud the following tongue twisters

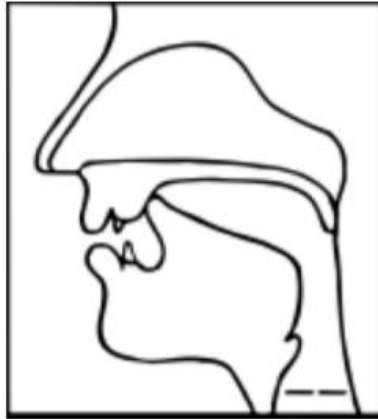
1. Three thin panthers in the bathroom.
2. I thought a thought but the thought I thought wasn't the thought I thought I thought if the thought I thought I thought had been the thought I thought, wouldn't have thought so much.
3. Aunt Beth has thick cheeks, thin lips, three teeth, and thin mouth
4. They thankfully think this thing is the best thing that they can throw the three times they need to throw a thing.
5. Not these things here but those things there
6. The thirty thousand thieves thought they thrilled the throne throughout Thursday
7. I thought, I thought of thinking of thanking you
8. He threw three balls
9. Tom threw Tim three thumbtacks
10. He threw three free throws

Annex #8

DESCRIPTION OF CONSONANT SOUNDS

/t/: In the production of this sound, the tip of the tongue touches the alveolar ridge. The air goes out through the mouth explosively. The soft palate is raised. The vocal cords do not vibrate because they are wide open. The sound is produced with strong energy.

As it was stated, when this sound is produced, the vocal cords do not vibrate, which means this is a voiceless sound.



/θ/: In the production of this sound, the tip of the tongue is placed between the teeth. The air goes out through the mouth with friction. The soft palate is raised. The soft palate is raised. The vocal cords do not vibrate because they are wide apart. The sound is produced with strong energy.

As it was stated, when this sound is produced, the vocal cords do not vibrate, which means this is a voiceless sound.



/θ/: In the production of this sound, the tip of the tongue is placed between the teeth. The air goes out through the mouth with friction. The soft palate is raised. The vocal cords vibrate because they are loosely together. The sound is produced with weak energy.

As it was stated, when this sound is produced, the vocal cords vibrate, which means this is a voiced sound.



Annex #9

Plan to cover the objectives

Objective	Action
To recognize ninth graders prior knowledge regarding the pronunciation of the consonant sounds /t/, /θ/ and /ð/	<ul style="list-style-type: none"> • Likert Scale to get prior Knowledge (general information and pronunciation) • Pre-Test (Evaluated with Rubric 1) <ol style="list-style-type: none"> a. Pre-Speaking: Reading tongue twisters. b. While-Speaking: Sentence Maker (Using the same words from a) c. Post-Speaking: Reading a paragraph. (Using the same words from a)
To apply the Analytic-Linguistic approach over ninth graders pronunciation of sounds /t/, /θ/ and /ð/	<ul style="list-style-type: none"> • Explain the Analytic-Linguistic approach • Provide phonological description of sounds in question • Game find the sound and Minimal Pairs. • Evaluation with Rubric 2
To investigate the effectiveness of the Analytic Linguistic approach over ninth graders pronunciation of consonant sounds /t/, /θ/ and /ð/	<ul style="list-style-type: none"> • Post-Test (Evaluated with Rubric 2) <ol style="list-style-type: none"> a. Pre-Speaking: Reading tongue twisters. b. While-Speaking: Sentence Maker (Using the same words from a) c. Post-Speaking: Reading a paragraph. (Using the same words from a)