ANALYZING STANDARDIZED PRONUNCIATION TEACHING STRATEGIES BEYOND REPETITION DRILLS

_____

A Monograph

Presented to the Program

Licenciatura en Lenguas Extranjeras con Énfasis en Inglés

Escuela Ciencias de la Educación

Universidad Nacional Abierta y a Distancia

_____

In Partial Fulfillment

of the Requirements for the Degree of

Licenciado en Inglés como Lengua Extranjera

_____

By

Luis Fernando Pareja Muñoz

September, 2021

SPECIALIZED ANALYTICAL SUMMARY

Title	Analyzing Standardized Pronunciation Teaching Strategies Beyond Repetition Drills
Author(s)	Luis Fernando Pareja Muñoz
Editorial	Universidad Nacional Abierta y a Distancia
Date	October 11th, 2021
Keywords	Standardized Strategies Pronunciation Phonetics Phonology Segments Suprasegments
Description	Monograph
Sources	Books: 18 Journal Articles: 14 Doctoral Thesis: 3 Web Pages: 7
Contents	Esta monografía de las estrategias estandarizadas de la enseñanza de la pronunciación en inglés abarca las investigaciones de numerosos autores que también valoran la enseñanza de la pronunciación. Este tema vale la pena porque la oralidad anglosajona es muy compleja frente a una lengua de solo 5 vocales de los hispanoparlantes; afortunadamente

	los estudios fonológicos ayudan a balancear la suerte del estudiante de lengua extranjera. El contenido se divide en tres apartados: el instante de la mirada durante la revisión literaria, el tiempo para comprender durante la contrastación de las estrategias en la tabla comparativa, y la evidencia que lleva al momento para la conclusión. Asombra hoy día encontrar los enfoques rudimentarios de la enseñanza de la pronunciación en el entorno educativo como queda claro en la revisión histórica, donde se descubre que, a pesar de la disponibilidad del conocimiento fonético y fonológico desde finales del siglo XIX, la pronunciación todavía se enseña a través de la intuición y la repetición. Es imposible evitar la repetición de cualquier forma en la enseñanza del inglés, pero una cosa es repetir inteligentemente y otra muy distinta presumir que el sonido correcto es lo que el sujeto cree que es correcto. A pesar de la abundancia de literatura sobre los elementos segmentarios y suprasegmentales de la lengua, la investigación revela que las estrategias de la pronunciación desarrolladas con estas explicaciones suelen ser actividades individuales que no se convierten en procedimientos estandarizados. Según el Marco Común Europeo de Referencia para las Lenguas, una estrategia estandarizada es una serie de actividades destinadas

	a lograr un objetivo a través de la percepción, la producción y la interacción.
Research Line	This study work followed the “Bilinguismo en la Educación a Distancia Mediada por las Tecnologías” investigation line stablished by the Universidad Nacional Abierta y a Distancia. The objective of this investigation line is to identify problems to power interdisciplinary systematic research by integrating projects and methodologies for teaching and learning. That is why this Monograph is framed under that line.
Conclusions	Three different kinds of conclusions are found on this research. Some are statistical as when it is affirmed that Just fourteen percent of all pronunciation teaching strategies accomplish to be structured through Perception, Production and Interaction or that 86% of all activities are not standardized. One pragmatic conclusion goes to the teachers that should design their own activities according to CEFR. Standardized strategies are very scarce and so there is an opportunity to design that kind of strategies. Other conclusions are descriptive and determine that most teaching activities in the review are not standard strategies and it reveals the urgency to implement them. A third kind of conclusion comes from the literary review analysis which reveals the urgency to include the segmental and

	suprasegmental contents in the English classes at school to teach and improve the foreign language learning.
Advisor	Milly Andrea Muñoz Fandiño

ABSTRACT

Student, Pareja Muñoz, L. F., *Analyzing Standardized Pronunciation Teaching Strategies Beyond Repetition Drills*. Licenciatura en Lenguas Extranjeras con énfasis en Inglés, October, 2021, Universidad Nacional Abierta y a Distancia.

This monographic journey in pursuit of standardized English pronunciation procedures that go beyond mere repetition of sounds is based on publications by authors who value pronunciation instruction. This topic is worthwhile because Anglo-Saxon orality is complicated, and phonological studies help to understand it. The content is divided into three sections: the instant of the gaze during the literary review, the time to comprehend the comparative table, and the evidence that leads to the moment for conclusion. It's astonishing to find rudimentary approaches of teaching pronunciation still in use in the educational environment in postmodern times. This is clear in the historical section of the literary review, where it is discovered that, despite the availability of articulatory charts of phonetics and phonology since the late 1800s, pronunciation is still taught through intuition and repetition. It's impossible to avoid repetition in any way of teaching English, but it's one thing to repeat intelligently, and quite another to presume that the correct sound is what the subject believes is correct. Despite the abundance of literature on the segmental and suprasegmental elements of the language, the research reveals that the pronunciation training strategies developed with these explanations are usually individual activities that do not become standardized procedures. According to the Common European Framework of Reference for Languages, a standardized strategy is a series of activities aimed at accomplishing a goal through perception, production, and interaction. This is the three-dimensional space where the many actions are combined into a logical sequence.

KEY WORDS: Standardized Strategies, Pronunciation, Phonetics, Phonology, Segments, and Suprasegments.

ACKNOWLEDGEMENTS

A hug to Fanny Rico, my first English teacher at school who taught me the Phonetic Symbols while learning songs after school in her Little University Group where she promoted the English language pronunciation in Titiribí Town, Antioquia's southwestern. A salute to Bill Eanes, World War II pilot from Shreveport, Louisiana who once made me notice the obligation to consult the words pronunciation on a dictionary before supposing prior utterances. Recognition to Dina Bonilla, UNAD's tutor who made me notices the relation between the articulatory charts and the real sounds production. At last, but not least, a thanks to Milly, my appreciated advisor for her enormous patience to correct and improve my writing.

TABLE OF CONTENTS

Page

SPECIALIZED ANALYTICAL SUMMARY ii

ABSTRACT vi

ACKNOWLEDGEMENTS viii

TABLE OF CONTENTS ix

LIST OF FIGURES xii

LIST OF TABLES xiii

CHAPTER I 14

Introduction 14

Significance of the Study 15

Statement of the Problem 15

Objectives 16

General Objective: 16

Specific Objectives 16

CHAPTER II 18

Literature Review 18

History of English Pronunciation Teaching 18

Segmental and Suprasegmental 21

The Accentuation 22

Intonation 22

Accentuation and Intonation 22

Accentuation and Meaning Recognition 23

Accentuation Rules 23

Pronunciation Teaching Strategies 24
Intonation 24
Stress and Rhythm 25
Word Stress 25
Sentence Stress 26
Linking Speech 27
Linking Vowels 27
Linking Consonants 29
Consonant to Vowel Linking 31
CHAPTER III 32
Methodology 32
Research Line 34
Research Tools 34
Procedure 35
Moment One 35
Moment Two 36
Moment Three 36
CHAPTER IV 38
Results and Discussion 38
CHAPTER V 50
Conclusions and Recommendations 50
REFERENCES 52
APPENDIXES 59
APPENDIX A: Index Card 59

APPENDIX B: Samples of Index Cards 60

Example 1 60

Example 2 60

Example 3 61

Example 4 61

LIST OF FIGURES

Page

Figure 1. Pronunciation English Teaching History 21

Figure 2. Up and down arrows 25

Figure 3. Nursery Rhyme 27

Figure 4. Triangle of Vowels 28

Figure 5. The Phonemic Chart 29

Figure 6. Articulatory chart 30

Figure 7. Educaplay Activity about Phonetics and Phonology Basic Principles Exam 46

Figure 8. Survey´s Results Using a Statistical Graphic 48

LIST OF TABLES

Page

Table 1. Visual Effects 26

Table 2. Strategy to Teach Intonation 38

Table 3. Rhythm and Stress 40

Table 4. Sentence Stress 40

Table 5. Consonants 41

Table 6. Vowels 42

Table 7. Voicing 43

Table 8. Connected Speech 43

Table 9. The Synthesis of the Comparative Analysis from Table 3 to Table 9 44

Table 10. The Ten Questions of a Phonetic Survey with their Answers 47

CHAPTER I

Introduction

While conducting my pedagogical experience at UNAD as one of many requirements to become a B.A. in Teaching English as a Foreign Language, I had to design many lesson plans. The ones I remember the most dealt with phonetics and phonology, especially those using articulatory charts or virtual dictionaries for pronunciation. I noticed during my classes as a teacher-in-training that my students lacked standardized references to develop oral skills and reduced their speaking to repeating the professor's pronunciation. It then occurred to me that by having access to the Phonetics and Phonology dimension, I could teach my students differently, so that they would not have the need to use repetition drills to practice standardized pronunciation. I took them to study rigorous and accurate pronunciation; the result is worth the effort. I sincerely hope the next generations of UNAD students, in their first pedagogical experiences, can design their own standardized pronunciation strategies; it is the origin and intention of this work.

The following monograph wants to demonstrate through five chapters how much important it is to teach English pronunciation using techniques and resources, whose exposition begins with Chapter One serving as an introduction to the study. It states the significance of the study, the problem, and the objectives. Chapter Two explains the literature used for the paper and offers a section for each area of research. Chapter Three explains the methodology focused on Krippendorff's Content Analysis. Chapter Four presents my findings on the subject. Finally, Chapter Five presents the conclusions and suggestions of this research to the English as a Foreign Language community.

Significance of the Study

The Common European Framework in its political and educational context recognizes that linguistic skills acquisition is a "source of mutual enrichment and understanding to overcome prejudice and discrimination". Pronunciation is standing out among those abilities promoted by the CEFR and in this paper the strategies under analysis are intended to exhibit pronunciation and communication techniques counting on the Framework leading guide that promotes some methods of foreign language teaching "to strengthen independence of thought, judgement and action, combined with social skills and responsibility" CEFR (p. 16). Furthermore, this study may help easing the stress suffered by UNAD students who shall face a conversational class by the first time but without having varied activities to foster students to prove oral skills to be respected and never discriminated.

This study goes ahead segmental and suprasegmental knowledge because it researches what has been done with the phonetics and phonology theory to produce pronunciation teaching strategies. Analyzed by comparison against the standardized patterns of the Common European Framework, they serve to choose the most iconic approaches in order to offer teachers and students meaningful articulated techniques and activities to solve embarrassing situations when they notice that they need access to several pronunciation techniques however without being able to. To solve this pedagogical disadvantage, the educators could implement different Wide ranging and attractive well-made strategies (Dalton, 2002). This Monograph expresses the Segmental and Suprasegmental dimensions in terms of teaching Anglo Saxon utterances, the simplest, and the easiest way.

Statement of the Problem

Mallénto (2015) affirms that historically, pronunciation has been reduced to reading and translation approaches like the Grammar Translation, or the Direct Method that supposes errors

disappear when students improve their competence. Consequently, the teaching has been mistaken; especially because sounds and letters are not related in English as in Spanish (p. 34). It means Foreign Language Learners have been misguided to produce English utterances under the Spanish phonetics logic. However, nowadays Information and Communication Technologies open better chances to access virtual resources to impel pronunciation teaching and learning process beyond the grammar translation.

As stated above, one pronunciation teaching problem has been the mistaken approaches which have led teachers and students to generate utterances without paying attention to phonological instruction. Another problem is the complexity of the Anglo-Saxon language formed by 44 sounds, versus the Spanish language which possesses 26 sounds: diminishing the communication accuracy. One final problem is Pedagogical: how to transmit the production of sounds that do not exist in the native language of a foreign language student? One option is to go beyond the listen and repeat drills, studying the standardized teaching strategies; to avoid mistakenly taken approaches.

Objectives

General Objective:

To analyze the standardized pronunciation teaching strategies for future reference to teachers in training through the compilation and analysis of pertinent literary on the topic.

Specific Objectives

To get literary review related to teaching pronunciation by searching and studying numerous research papers in the web.

To load up meaningful pronunciation teaching strategies, found in the literary review, on a comparative chart.

To select the strategies organized through reception, production, and interaction as CEFR definition.

CHAPTER II

Literature Review

This chapter has been built using the literature review found on internet summing around 45 works of investigation and divided in three parts: The History of English Pronunciation Teaching, the Segmental and Suprasegmental Components and the Pronunciation Teaching Strategies. The standardized pronunciation teaching strategies show that there have not been advances in designing standard strategies as it is evident in this forty-five author's literature review analysis.

History of English Pronunciation Teaching

Public and private schools' methods and techniques to teach English pronunciation were wrong for centuries. According to Mallénto (2015), researchers from all over the world, like Pavón (2000), recognize that there have been two general approaches to teach pronunciation: an intuitive-imitative and an analytic linguistics. For researchers like Kelly (1969), imitative teaching approach is a type of teaching utterances using the spelling. Literally, it is to speak the English as if it were ruled by the same Spanish phonology treating the sounds like letters. Also, the basic history of the pronunciation teaching for researchers like Celce-Murcia, M. & Goodwin, J. (1991) is described as two opposing approaches to teach and learn modern pronunciation, imitative- intuitive and analytic linguistic (p. 1).

Before 1850, teaching in classrooms was just variations of classical methods focused on the study of grammar and rhetoric. According to Richards Jack C. and Rodgers Theodore S. (2001) language teaching methods throughout history used to be mainly activities for students reading aloud the translated sentences without real communication; it scarcely worked on a minimum of oral practice through the mechanical translation of material. This language teaching became known as the Grammar-Translation Method; the object of which was to know everything

about something rather than the thing itself. After 1850, the first Wave of Pronunciation formed by teachers like Marcel, Predergast, Gouin and Berlitz rejected classical approaches and highlighted imitative-intuitive ways of teaching utterances as stated in Murphy, J. M. & Baker A. A. (2015, p. 2) with the reformist motivation for individualistic, methods suffered from the overzealous of rather narrowly conceived principles.

For authors like Kelly (1969) teaching techniques based on listening before imitating are the practical phonetics' main axioms every language learner needs; it is another case of seventeenth- and eighteenth-century teachers whose models separated the two groups of skills; forgetting that oral speech is the basic form of the language, and it cannot be learnt without listening (p. 75-76). After 30 years of imitative-intuitive presence, the second wave appeared between 1880s and the early 1900s. The second movement influenced the pronunciation teaching worldwide allowing a remarkable display of international collaboration in which the specialist phoneticians took as much interest in the classroom as the teachers did in the new science of phonetics.

Many of such phoneticians began as schoolteachers; Vietor in Germany, Passy in France, and Jespersen in Denmark. Passy set up the teacher Association which was later to become the International Phonetic Association. The reform movement was founded on three basic principles: the primacy of speech, the centrality of connected text and the absolute priority of an oral methodology in the classroom; all this according to Howatt, A. P. R. (1984, p. 147-187). For Pourhosein Gilakjani and Abbas (2017) the Reform Movement emphasized the priority of the spoken language over the written language. The reformers considered phonetics as the basis of the correct pronunciation learning. Therefore, the phoneticians agreed that training teachers and learners in phonetics would result in establishing good pronunciation habits.

Paul Passy, Henry Sweet and Wilhelm Vietor developed in 1887 the International Phonetic Alphabet (IPA). According to Setter and Jenkins (2005) this phonetic Alphabet represents all known languages sounds (p. 3). This second wave promotes the spoken language forms which Ferdinand de Saussure hails in chapter IV of his General Linguistics course, in Saussure, F (1945, p. 41). For Celce-Murcia, M. & Goodwin, J. (1991) language and oral speech differences should be taught first, applying the findings of phonetics in language teaching. Also, teachers and searchers should train in phonetics. An Analytic-Linguistic Approach counts on phonemic charts, phonetic alphabet, articulatory descriptions, and charts of the vocal apparatus for listening, imitation, and production.

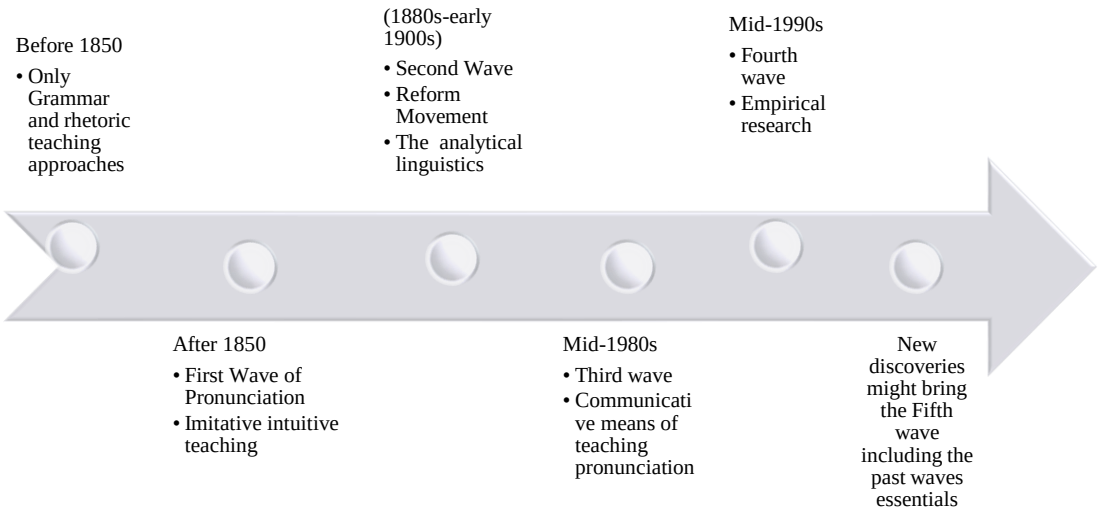
The third wave faces the Communicative Styles of Pronunciation Teaching since the mid-1980s and up until the 1990s. It has three aspects: textbooks, recipe collections, and the Teacher Preparation Texts. Another aspect of the third wave implies the pronunciation of English as a Lingua Franca. According to Burns, (2003) as English increasingly becomes the language used for international communication, in recent discussions of English-language teaching, the unrealistic idea that learners should sound and speak like native speakers is fast disappearing. It is more important that speakers of English can achieve intelligibility, comprehensibility and interpretability. In words of Kenworthy (1987, p. 1) “globalization all over the world has given English a greater role than before as it is largely used in varied international sceneries; reason why the ability to communicate in real-life situations is very important.”

The fourth wave as an Empirical Research began in mid-1990s, and until the present day it still indicates what part of phonology and methodology is used in order to listen to what teachers and students believe about pronunciation instruction. Finally, as shown in Figure 1, history shows that innovations are likely to appear in the coming decade. They might bring the fifth way including the past waves essentials like teaching pronunciation, selecting the pertinent

phonology and encouraging pronunciation teachers' practical knowledge (Murphy & Baker 2015, p. 38).

Figure 1.

Pronunciation English Teaching History



Note: Figure showing a timeline of the 5 stages of the history of English pronunciation teaching.

Segmental and Suprasegmental

The Segments are the atoms of the speech; when they stick together form the syllables as molecules. Articulated under a place, a manner and a voicing the basic utterances supply the fundaments of connected speech. Elemental sounds can be represented by phonetic symbols on the dictionaries or be found on the articulatory charts as something very concrete. (See Figure 5 and Figure 6). Instead, the suprasegmental aspects of language exist only during the time of the speech; they are something abstract. Their study simplifies the English pronunciation difficulties which at first may seem impossible to teach but using phonetics and phonology techniques the pronunciation difficulties diminish and motivate students improve oral skills.

The consonants and the vowels are the basic segments which build up syllables and words that during speech creates the suprasegmental like intonation, rhythm and stress or the linking speech laws that may cause unexpected variations in syllables structure between connected words changing the listening effects and making it harder for learners to develop speaking competence. Foote et al. (2011) found that although instructors recognize the importance of suprasegmental features, they find them difficult to teach especially because learners have difficulty perceiving sounds that are not in their first language (p. 4).

The Accentuation

The accentuation is the act of making something more noticeable. In English, the stressed syllables produce rhythm and meaning; however, in our country many students may study for years without noticing the suprasegmental existence and its importance; everybody should know it since the primary school. Mallénto (2015) following Setter & Jenkins (2005) says that traditionally, accentuation teaching has been disdained, nonetheless it should be considered always when teaching pronunciation. Why is not taught at school? The accentuation is crucial for a good communication and even native speakers reach meaning determining the stressed syllables and the stress-timed rhythm present at regular time intervals.

Intonation

Accentuation and Intonation

The accentuation and the intonation refer to two kinds of accents; one that is visible in the dictionary fixed in the stressed syllables and another that is just evident for native speakers that is moveable depending on Subject's intention and is an accent that produces the tonal changes which many researchers like Mott (1991) name Kinetic Accent as opposed to Static Accent or stressed syllable where the tonal change is not produced. An investigation in the late sixties

showed that native speakers do not pay much attention to unstressed syllables Clarey (1967, p. 75-76) even maybe they do not listen clearly unstressed syllables.

Accentuation and Meaning Recognition

According to Mallénto (2015) following Gimson (2008), accent and rhythm are pronunciation teaching priorities, as it is a must to study vocalic and consonant sounds and sounds production in connected speech. According to them and many others, whether the prosodic accent is linked to information, stressed and rhythm pattern is more important to catch the sense than isolated well pronounced sounds. For example, in a very "important" man, the accent is on the second syllable, because "important" is stressed on the first syllable it is similar to the word "impotent" /'ɪmpətənt/ because the vowel weakening of non-stressed syllables. It should also be highlighted the contrast between stressed and unstressed syllables well it gives to listeners the key to recognize the words.

Accentuation Rules

There are some languages which accent patterns are fixed; French or many Indian languages stresses on the last syllable, consider words like Chocó, Baudó, Apartadó. Some other languages are quite different. According to Mallénto (2015) following Dupoux et al. (2008, 2010), there are fixed accent languages but in English, German, Russian or Spanish the accent patterns are variable. One technique to be guided through stress patterns is to count on affixes, the so-called roots, the prefixes, and suffixes. Since learners must identify the root words to know better the stressed patterns, because one of the root syllables is generally stressed. Overall, the semantic words are stressed, the structural words are not, except demonstrative, possessive and interrogative pronouns and the negative anomalous finite verbs. As a rule, the new information receives attention, so it is stressed, while known information is not; for example, in the sentence ´how many ´times have you ´been to ´London? – ´five times; time is a focus of attention in the

first sentence but not in the second and as a result in the answer this word does not have accent (Roach, 2009).

Pronunciation Teaching Strategies

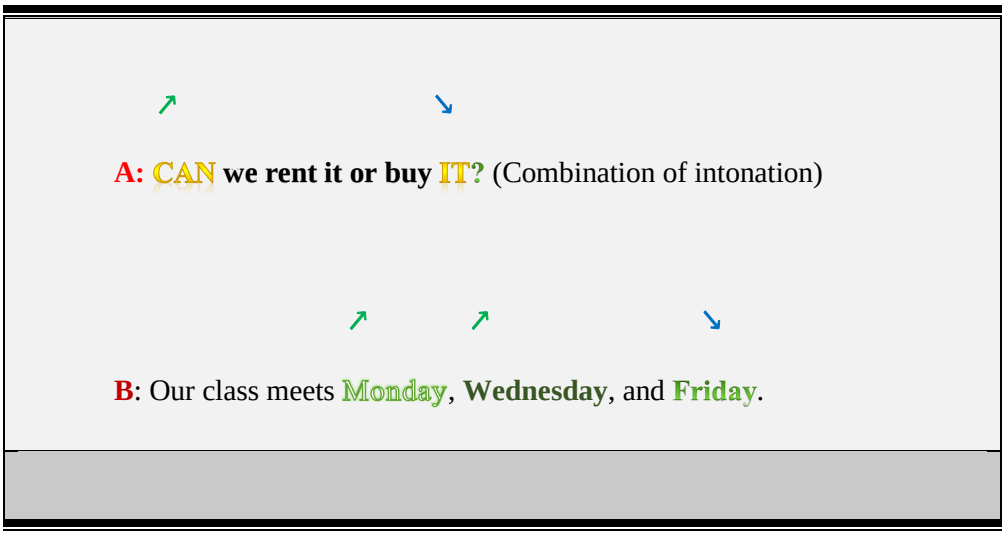
Saito and Lyster (2011) stated that as few adult learners achieve native-like pronunciation many researchers considered pronunciation *unteachable*. Yet, there is a revived interest in pronunciation teaching, based on the premise that goal of learning is achieve accurate and *intelligible* pronunciation for the purpose of communication and comprehensibility. The segmental information is abundant, and the suprasegmental characteristics are plenty identified, none the less the pronunciation teaching strategies are not so plenty. Next, the different components of pronunciation and the strategies designed to develop its competence. It begins considering the intonation that is lacking in many pronunciation teaching strategies to continue with the stress and rhythm as a bridge towards the word and the sentence stress. In order to motivate learners to get over the difficulties of English pronunciation Monroy (2003) explains that mastering a language is not a matter of knowledge: speakers are totally incapable of describing their language. For this author the language four oral skills are acquired practicing through a natural order: hearing, speaking, reading and writing.

Intonation

An Asian investigation led by Wei (2006) and following to Lin and Chen (1995) showed that many students when listening to English pay more attention to sounds, vocabulary, and grammar; then they pay very little attention to pitch changes. The mentioned researchers suggest that students could produce the appropriate intonation with the correct word stress if they draw pitch lines or curves, blacken the last stress syllable or put a dot over it as shown in Figure 2.

Figure 2.

Up and Down Arrows



Note: Figure showing up and down arrows to signal the pitch changes in a sentence

Stress and Rhythm

To reach a deeper comprehension about stress and rhythm, be considered that in English there is a tendency to pronounce the stressed syllables at regular intervals. The series between stressed and unstressed syllables, the intonation and the pauses generate the rhythm. In Spanish there is not something like that because words have an accented syllable and the rest of the syllables are pronounced without the same regularity as in English.

Word Stress

The English language has several accents because it possesses word stress and sentence stress. The word stress is the syllable stress and the sentence stressed is the word stress. Foreign language learners should always have present that the melodic speech present in English is not the same as in other languages, as Spanish for example. The visual effects, as shown in Table 1, used didactically bring here a learning style application by emphasizing the stressed syllable visual effects such as bolding, capitalizing, underlining and coloring the stressed syllable.

Table 1.

Visual Effects

Type	Example
Bolding	He **wants** to be an **ac**tor
Capitalizing	He WANTS to be an Actor
Underlining	He wants to be an actor
Coloring	He wants to be an actor

Note: Table 1 contains visual effects as bolding or coloring the stressed syllables in a sentence

Another visual aid comes in rubber bands. Pull a wide rubber band between the two thumbs while saying a word. Stretch it out during the stressed syllable but leave it short during other syllables. Give a strong beat to the stressed syllable and weak beats to the others by clapping or tapping on the desk. It helps students to be aware that unstressed syllables have weak beats and so their vowels need to be reduced.

Sentence Stress

To understand the Sentence Stress requires knowing that content words are usually emphasized. Then, have students circle or underline content words in a sentence and give these words extra emphasis when saying the sentence. For example: He wants to be an actor, and he wants to live in Hollywood.

It is also advisable, as shown in Figure 3, to apply the rhythm of nursery rhymes to the rhythm of ordinary sentences. It should be noticed that on that table the kind of rhythm created in the left sentences of the table is different than the ones on the right. In the left the accent begins in the first syllables but in the right side the first stress is on the second syllable.

Figure 3.

Nursery Rhyme

Example one	**Example two**
HICKory DICKory DOCK	The MOUSE ran UP the CLOCK
DO it aCCORding to PLAN	I'd LIKE to CASH a CHECK
GIVE me a BURger with CHEESE	He'd Rather TAKE the BUS

Note: Figure showing the nursery rhymes to comprehend the sentence stress through ordinary conversation.

Linking Speech

Linking speech refers to the way the last sound of one word is joined to the first sound of the next word. Connected speech runs words together linking consonant to vowel, consonant to consonant, and vowel to vowel. Connected speech is the natural manner to interact in society, none the less for many foreign language learners; it is a wall without passing through. Isolated sounds are the segments that form syllables and words which during the connected speech may change their syllabic construction or the pronunciation patterns may differ; next some of the most known speech connections:

Linking Vowels

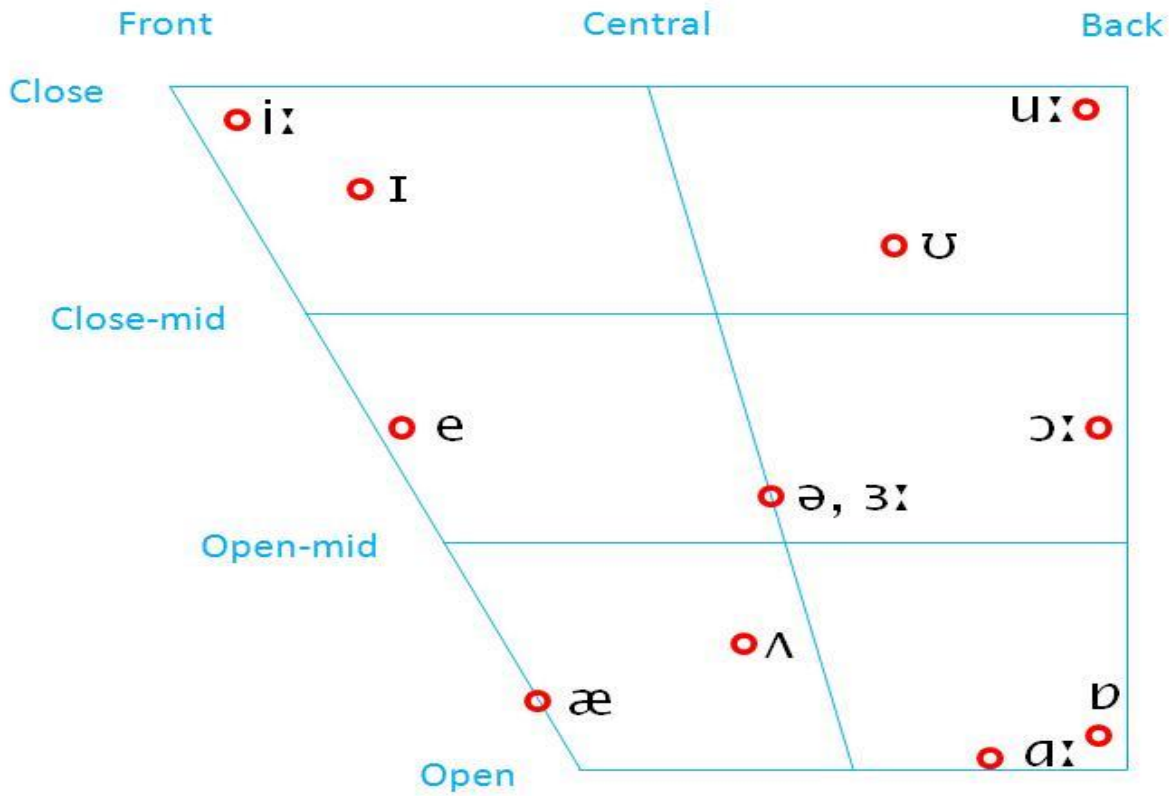
When one word or syllable ends in a vowel, and the next word or syllable begins with a vowel, we insert a glide sound to connect them together. If lips are spread out, like in /i/ and /aɪ/ the /j/ sound connects the words together as in the-apple, I-understand or Tie-it down.

If lips are rounded, like in the /oʊ/ and /u/ vowels, then a /w/ sound connects the words together as in go-away, how-are you?, or no-one. There is a smooth connection between the words because vocal cords are vibrating the entire time.

Consider the triangle of vowels, shown in Figure 4 to comprehend vowels pronunciation and master the linking speech rules as has been written by Wei, M. (2006: p. 14) following to (Gilbert, 1993) the importance of linking is to pronounce English fluently as a native speaker of English normally does. Also, every English learner should access the sounds of English by clicking on the phonetic symbols in the virtual phonemic chart as seen on figure 5. This resource is essential to discriminate the real vowels and consonants in English.

Figure 4.

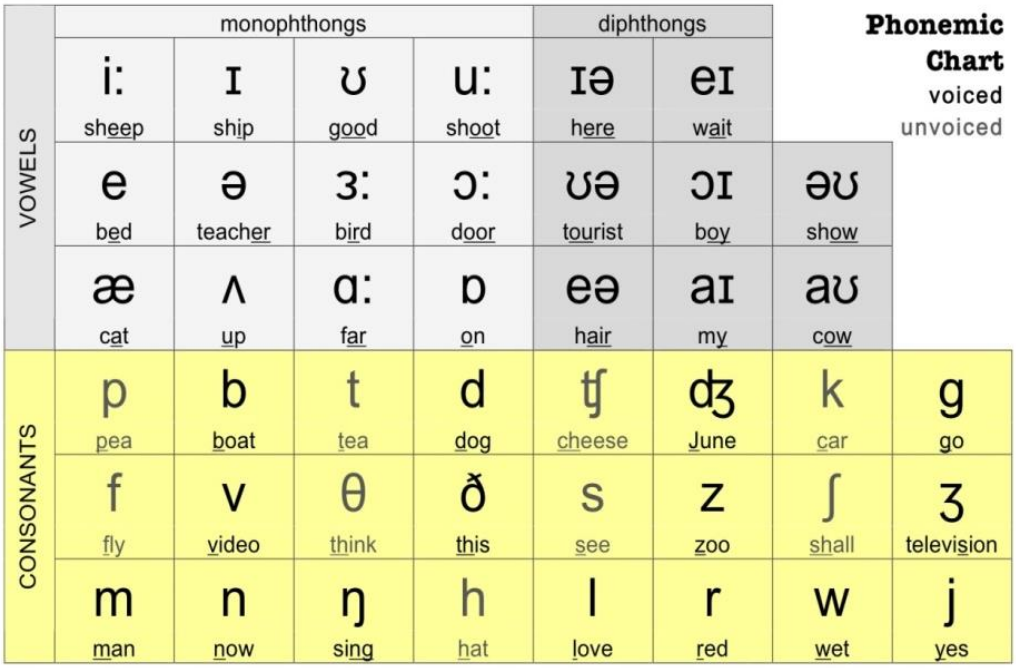
Triangle of Vowels



Note: Figure showing the vowels articulation considering the tongue position in the mouth

Figure 5.

The Phonemic Chart



Note: Figure showing each English sound represented by one unique phonetic symbol under IPA style

Linking Consonants

Between stop consonants*:* When the final consonant sound in the first word is the same as the first sound in the second word and the sound is a stop (i.e., p, t, k, b, d, g), hold tongue an extra time in the start, stop and then release it after the second stop for example to link start + time. Do the same with Good-day, at-ten, help-pay, big-garden, black-car, and scrub-brush etc.

From stop consonants to other consonant sounds*:* do not release the first stop consonant, but hold it and then pronounce the next sound immediately; for instance, big-deal, stop-crying, get - through, old-man, job- posting, cab-driver, limited-to etc.

Linking between the same consonants: (i.e., s, z, f, v, m, n, l, r), hold the linked sound for slightly more time than a single sound. Compare “say message” with “same message.” ‘Gas

station' it's not 'gas station', with two separate S's, it's one S, connecting the two words. Within compound nouns words and words with prefixes and suffixes, this same rule applies. Roommate, lamp post, cattail, midday, subbasement, unnamed, meanness, misspell. Please note that most of the time, a double consonant within a word is not held but pronounced as one short consonant, ex: dinner, happy, carry.

There are several strategies to teach consonants, according to Lin, Fan and Chen (1995) as cited by Wei, M. (2006). Anyway, any strategy to teach linking consonants must consider all English consonants in terms of voicing, place and manner of articulation, as seen on figure 6 known as articulatory chart. Every student must be trained to master its content and structure; every teacher should comprehend it and maneuver it easily and so shall teach it.

Figure 6.

Articulatory Chart

Place-Voice-Manner (PVM) Chart: English

Copyright © 2015 Caroline Bowen

PVM Chart: English			PLACE						
			LABIAL	CORONAL				DORSAL	
	MANNER	VOICING	Bilabial	Labiodental	Interdental	Alveolar	Palatal	Velar	Glottal
OBSTRUENTS	Stop	Voiceless	p			t		k	ʔ
		Voiced	b			d		g	
	Fricative	Voiceless		f	θ	s	ʃ		
		Voiced		v	ð	z	ʒ		
	Affricate	Voiceless					tʃ		
		Voiced					dʒ		
SONORANTS	Nasal	Voiced	m			n		ŋ	
	LIQUID Lateral	Voiced				l			
	LIQUID Rhotic	Voiced					ɹ		
	Glide	Voiced	w				j	w	

Note: Table showing the consonants articulation in terms of place, manner and voicing

Consonant to Vowel Linking

In spoken English, Listeners expect to hear connecting consonants into vowels, and if they don't they may get confused on listening a robotic speech. When a word that ends with a consonant sound is followed by a word that begins with a vowel sound, the consonant sound is linked across words to create new syllable structure. For instance, in *Book on accounting* the preposition (on) divides itself in two parts: (o) goes to /k/ forming ko and (n) goes to *na* to become Boo *ko* *na**ccounting*. The sound is what is linked, the spelling may be confusing. In "please omit" please has a vowel "e" at the end, but it is pronounced /pliz/. The /z/ sound is linked to omit because it begins with a vowel sound /ˊpli zo mit/

CHAPTER III

Methodology

The author of this monograph developed qualitative research. In other words, a research methodology that focuses more on the depth and quality of the information than on the quantity or standardization. It relies on the collection of qualitative data through literature research and on content analysis of the chosen topic. What is content analysis? According to Krippendorff, K. (2004) content analysis is defined as a research technique for making replicable and valid interferences from texts (or other meaningful matter) to the context of their use, (p. 24) and when texts have meaning relative to particular contexts, discourses or purposes and validating evidence, which is the ultimate justification of the content analysis (p. 30). The intention with this monograph was to present a qualitative research based on content analysis, with a pragmatic approach in mind, due to the findings found and shared in the literature review section that focused on the importance of teaching pronunciation respecting evidence research.

The tools to help interpreting the different texts may be found in the content analysis because as a researcher technique, that kind of analysis provides new insights, increases a researcher's understanding of particular phenomena, or informs practical actions. Research techniques should result in findings that are replicable. That is, researchers working at different points in time and perhaps under different circumstances should get the same results when applying the same technique to the same data. (p. 36)

The first stage to materialize this Monograph involved eliminating from the literary review the sentences or words without worthy semantic content as speech repetitions or the opinion of the authors; helping to diminish the natural comprehension difficulties of any academic paper. The second phase of this project was to set the selected strategies in a

comparative chart as the chosen pronunciation strategies to be analyzed. This is an analytic method consisting of understanding, selecting and comparing typical strategies.

This method encourages students to go slow; reading forward and backward until main ideas are easily understood comparing and selecting worthy meanings. Inspiring autonomous learning beyond the repetition drills; these learning techniques foster students to research the language phonetics and phonology order, to produce an independent speaker. Repetition drills are still to be used, but its usefulness would be multiplied if foreign language students trained to drive the art of phonemic charts, articulatory phonetics or Vowel diagrams which compound the language segmental contents. All that added to the suprasegmental dimension like Intonation, stress time rhythm notion or the connected speech. To say the last, to dominate all those concepts and develop own criteria, the method here implies to study continuously but without any hurry.

it must be mentioned that at the beginning of this academic work the intention of the researcher was to speak out loud the urgency to teach English pronunciation technically, but that teaching intention was reduced to segmental transmission. The origin of this research begins when the tutor of this investigation suggested a title to stablish limits and objectives; when she suggested *standardized strategies* a problem was set to be resolved. The scarce bibliography considering the teaching strategies in terms of *standardized* was the first difficulty else there was another problem: Who or what would tell the standard pattern? The natural chosen judge was the Common European Framework as a Reference; after having that guiding scope the investigation led towards the suprasegmental discovery which means an English pronunciation beyond the basic segments of its articulation as the invisible movements of the intonation, the accent or the linked speech, suprasegments that are only noticeable during their articulation time. The basic intention stays active: To sign the extreme need to improve the methods used to teach the English pronunciation.

Research Line

This study followed the "Bilinguismo en la Educación a Distancia Mediada por las Tecnologías" investigation line stablished by the Universidad Nacional Abierta y a Distancia. The objective of this investigation line is to identify problems to power interdisciplinary systematic research by integrating projects and methodologies for teaching and learning. This study followed the investigation line because proceeding under the particular method used here it was identified a lack of standardized pronunciation teaching strategies in the educational setting. Such lack of standardized strategies configures a problem because what many authors name as pronunciation teaching "strategies" are merely isolated activities without accomplishing the standard level, a fact that diminishes the chance for students to get high scores when being assessed during international English language tests, because it is a type of training under partial formation. The lack of abundant standardized strategies becomes on opportunities to implement a wide field of investigation and pedagogical applications to improve teaching and learning standard strategies.

Research Tools

Different tools were used in the elaboration of this paper. A reliable internet service that allowed the author to make research in data bases like, Google and Google Scholar, to find empirical and research studies related with English with pronunciation, to be able to research and write a more accurate and precise literature review. The author's computer hard drive and Google Drive were also used as research tools. These tools helped with the compilation, gathering and organization of all the relevant information found, by placing it into separated folders. These folders also became useful tools of research by helping the author to find information related with the following the different topics and subtopics. The most relevant data and references used were written in Index cards (See Appendix A) to assist the author with his content analysis. The index

cards contain the author, the year, the quote, and the analysis of the sample taken. Ahead can be confirmed how those cards look after being completed with information (see Appendix B)

Procedure

The crafting process here is inspired by the methods and the techniques developed and applied by Sigmund Freud, Ferdinand the Saussure, Jacques Lacan and Klaus Krippendorff. All of them transmit a knowledge construction attitude beyond a simple epistemological transmission of knowledge. Lacan, Jack. (2009). wrote *the Logical Time and the Assertion of Anticipated Certainty* as an explanation about how the human subject gets into culture through language acquisition. First, it is the instant of the glaze when the individual recognizes their own image on the mirror, in pedagogical terms it is the perception stage. Second, the time to comprehend when child builds up their relation with their parents and produce the Oedipus complex; in teaching terms it is the difficulty found on time to produce a kind of task which be valid for others accomplishing with the practice of the content analysis as a research technique for making replicable and valid interventions from texts to the context of their use, according to Krippendorff, K. (2004, p. 24). The third stage is the moment to conclude, when a human being states “I exist”; pedagogically it is the interaction activity when a student may be assessed by their peers in an everyday living, following the details of this procedure.

Moment One

Through the development of this study paper there have been different moments, each of them focused on a particular task toward the completion of this monograph. First it is the instant of the glaze when the presentation of the literary review allows a rigorous study by reading once and again until understanding firmly the core topics. In terms of standardized strategy this instant corresponds to perception of CEFR strategy definition.

Moment Two

Second, the time to load a comparative chart, in order to analyze whether the elected strategies stand CEFR definition follow the content analysis as a research technique for making replicable and valid interventions from texts to the context of their use, according to Krippendorff, K. (2004, p. 24). For this author the text that produces the content analysis goes through reading of the text, analysis of the text, and use of it in social context. Lacan, the CEFR and Krippendorff proceed by similar ways. Lacan proposes the logical times, the CEFR goes through the perception, production and interaction activities and Krippendorff by the reading of the text, analysis of the text and the social context use; three kind of authors, one similar kind of structure. Procedures independent from the bias of the researcher are content analysis; since as a scientific method it wraps reliable techniques and replicable findings which researchers at different time and circumstances should get the same results.

Moment Three

Third, the moment to conclude: Given the pronunciation difficulties of English as a foreign language, it is a must to design strategies so that students be able to develop listening and speaking skills through comprehending accurate segments production and listening suprasegments characteristics with attention. Three moments: The instant of the gaze, the time for comprehending and the moment to conclude.

The three logic times proposed by the French psychiatrist and psychoanalyst Jack Lacan to explain the human subject emergence is also applicable to design standardized strategies on time when teacher students have to recognize the learner´s mentality. Dividing the time to comprehend a function is useful not only in the pedagogical field, but in other fields of knowledge as electronics for example, where some appliances work under certain scansion of charging times. Then, the designing teachers have to know learning does not occur immediately; students need

basically three times that correspond to the CEFR strategy stages. The Lacanian instant of the glaze is the phase of perception of the Framework of Reference, the time to comprehend is the production segment and the moment to conclude is the interaction level.

This logic time is the creation of the famous psychoanalyst Jack Lacan, to allow researchers gain awareness of the psyche learning process. To introduce his logical times Lacan (1966) presents a sophistry to demonstrate that some psychological theories deny the other's inner reality such as behaviorism and cognitivism reduce the human psyche to the values of consciousness.

Lacan in his article Logical Time and the Assertion of Anticipated Certainty in 1966 suggests its application to many situations in which time plays the main role as in the case of the teaching strategies or the implementation of a project. According to Lacan (1966) still some theories of learning reduce Subjectivity to the psychology of consciousness.

CHAPTER IV

Results and Discussion

It could be argued that teachers should design their own activities according to CEFR leading pattern and all that brings up the opportunity to advertise them in the market because after doing the analysis it has been stablished that only one strategy met CEFR indications while the rest are incomplete activities. It is an invitation to create useful actions counting on to fill that gap because it is clear there is a big space for merchandising standardized pronunciation teaching strategies design. At the same time, it is a warning: Given the fact that most strategies do not prove the standard requirements every educator should weave their own. Future research could be applied to know differences between students following segmental and suprasegmental formation and those who have limited their pronunciation learning to repeating drills.

Next there are seven aspects of pronunciation and their respective strategies presented in the following 7 tables loaded up with the literature review process results and their analysis proves most of them are incomplete activities given the fact that when they are compared against the CEFR strategy structure through Perception, Production, and Interaction they do not prove to be standardized strategies. Let us start with Table 2, which presents strategies to teach intonation.

Table 2.

Strategy to Teach Intonation

Content	**Strategy**
Intonation Different stressed words in a sentence bring up meaning variations: <u>You</u> think I saw the monster. -True for you you <u>think</u> I saw the monster. -you're wrong	**Activity one**: In pairs each person should listen for the word his partner is stressing and then point to that word on a piece of paper. The speaker should then say whether their partner is right **Activity two**: Listen a Short dialogue:

You think I saw the monster. -it wasn't me You think I saw the monster. -I did not see it You think I saw the monster -I saw something else	- have students listen for stressed words while reading a transcript of the dialogue. Have students listen again this time marking the words they think are stressed by the speaker. Give students a third listen to check their answers. **Activity three**: Then have small groups of students work together to compare answers. If your groups find they disagree, give them another listen before pointing out which words the speaker is indeed stressing

Note: Table 2 describing one strategy for acquiring intonation.

The Common European Framework as a Reference for English Language (CEFR) defines the teaching strategies as tasks resolving activities through Perception, Production, and interaction. Here these reviewed teaching activities are rigorously compared one by one against those three minimal requirements to know which standardized strategies are due to the presentation of the information first, then using that data to get a task done and finally socializing to produce the Interaction condition.

On the strategy above, the first activity shows the creation of new meanings as Intonation changes its position in the sentence. In the first line, the stress on *you* gives a determined sense to the sentence but when it moves to *think* it changes the core of the meaning and so on. The next activities are made to identify stressed words and being evaluated by another classmate which is a production activity. When small groups work together, they are interacting. This is a Standardized strategy well it follows the CEFR alignments: Perception, production, and interaction activities to get a task done. Table 3 contains the rhythm and stress suprasegmental explanation and practice intended to teach it.

Table 3.

Rhythm and Stress

Word stress	**Strategy**
The rhythm of stressed and unstressed syllables makes English a stress-timed language to distinguish emphasis or meaning The speaker stresses the meaningful syllables and they produce swiftly those not stressed, during the same lapse of time	**Strategy 1:** Use Thicken, Capitalize, underline, or color to stress syllables **Strategy 2:** Pull a wide rubber band between the two thumbs while saying a word. Stretch it out during the stressed syllable but leave it short during other syllables. **Strategy 3:** Tapping, Clapping or playing simple rhythm instruments. Give a strong beat to the stressed syllable and weak beats to the others by clapping, tapping on the desk. It helps students to be aware that unstressed syllables have weak beats and so their vowels need to be reduced. **Strategy 4:** Teach your students how to count the number of syllables in a word by clapping them out or singing along as each syllable is counted out. **Strategy 5:** place your hand under your chin, and note how many times your chin touches your hand; this indicates the number of syllables in a word

Note: The rhythm and stress table to show English is a stress time rhythm language

In the present case thickening or coloring techniques are not even a presentation. It is the same case with the rubber bands and the tapping; they serve to a perception method without being an activity yet. They are useful to explain the Syllable Stress without being a teaching strategy: They own perception and production but have no interaction. A technique explanation is not a strategy. Following rhythm and stress, Table 4 presents sentence stress strategies.

Table 4.

Sentence Stress

Sentence stress	**Strategy**
"Content" words carry a stress. The remaining words	Have students color or underline content words in a

are unstressed or 'weak'	sentence and give these words extra emphasis when saying the sentence. For example: He **wants** to be an **actor**, or he **wants** to live in Hollywood

Note: This table contains a strategy to acquire sentence stress cognition

This is a production stage: If students are to circle or underline content words as "He wants to be…" they are producing a cognitive result and before that action they should have received a topic presentation, which is lacking here. It does not go through perception because it is only a production activity and it also should incorporate an interaction phase; as a consequence it is not a standard strategy. Even though it is an educative activity necessary to form a bigger didactic action none the less at this moment it does not have the three activities to accomplish with the CEFR guide: It has not the 3 elements enough to integrate a complete pedagogical performance.

Table 5.

Consonants

Consonants	**Strategy**
Consonants	Students read song's lyrics aloud to practice final consonants: Silent night, holy night, all is calm, all is bright Round young virgin, mother and child Holy infant, so tender and mild

Note: This is the Consonants table intended to teach them by rhymes

Here there is a reading activity to differentiate a segmental characteristic found on a rhyme. This is a technique, but it is not a standard strategy. To become standardized, it would require a consonant presentation to fulfill the perception stage and it will also need actions including socialization through interaction exercises. This is a technique but it is not a standard

strategy; to reach such status for example, the sounds /d/ and /t/ should be presented in an articulatory chart to perceive them in a place, manner and voicing relativity. Else that simple rhyme would need a social interaction to be more than just a reading activity. Table 6 is dedicated to vowels teaching techniques.

Table 6.

Vowels

Content	Strategies
Vowels	- Use Rubber bands in /i: / students have to pull both sides to the end, but for the /I/, students Just need to pull both sides a little bit. - A mirror is another good tool for students to see the shape of the lips.

Note: this is the table to propose the Vowels Learning strategies

To teach vowels using rubber bands is a presentation exercise but it is not a strategy. It lacks Perception and Interaction; else a mirror is a technical resource, not a strategy. The bands are very visual and confusing; well if students have to pull both sides to the end to produce /i: / and if students Just need to pull both sides a little bit to realize an /I/ then there is a contradiction against the English articulatory phonetics in the sense that /i / is closer than /I/ and the length of /i: / does not make an open vowel. The use of the band should be instead closed during /i: / and open while /I/.

Table 7 is dedicated to voicing identification. As the articulatory table illustrates (*See Figure 6*), one sound may become another sound if the sound is produced vibrating or not the vowel cords even though the place and manner of articulation be the same.

Table 7.

Voicing

Content	Strategies
Voicing: (See Figure 6)	Encourage pupils to touch their throats to ensure that vibration occurs only with the voiced sounds and creating sentences or words with the letters. E.g. I went to the zoo And I saw a zebra and a snake

Note: This is the voicing strategies table

This activity has not the strategy structure; it presents a technique to identify the voicing and an activity to prove such identification which could be considered a production activity; however, perception and interaction motions are lacking. If the sounds / s/ and /z / are going to be differentiate by their voicing it would be better present them at their articulatory phonetics as fricatives and alveolar which unique spring to move them from / s/ to /z / is the vibration of the vocal chords. Having received the perception image and its explanation plus having produced sentences to tell one sound from another is necessary to advance towards the next stage to conclude with a collaboration activity in order to stablish a solid Strategy.

Table 8.

Connected Speech

Content	Strategies
Connected speech When we speak quickly, words are continuous and may not have pauses between them.	'wanna' instead of 'want to' or 'gonna' instead of 'going to' Some examples of words which have weak forms are fish and chips (fish'n chips) a chair and a table (a chair 'n a table)

Note: This is the connected speech table

This is only information; it is not a strategy at all. Is it educational? Yes it is. Is it a strategy? No, it is not. That presentation is only an information activity. This perception: 'wanna' instead of "want to" should invite learners to produce cognitive effects through listening different audios to scan, isolate and explain found connected speech characteristics; as in the case above where "and" almost disappears between the words it is connecting, chair 'n a table. After students have seek out a number of cases, waiting in line every pupil should pronounce a chain of sounds and different pairs identify the connected speech distinction in order to cope with the interaction stage, then this initial information could turn into a standardized strategy. Next Table 9 summarizes the comparative tables by reducing the contents to yes/ no answers, in doing so all the information is caught at a glimpse

Table 9.

The Synthesis of the Comparative Analysis from Table 3 to Table 9

Strategies	**Perception**	**Production**	**Interaction**	**Analysis Result**
Intonation	Yes	Yes	Yes	Standardized Strategy
Sentence Stress	Yes	No	No	Very incomplete
Stress and rhythm	Yes	No	No	Very incomplete
Linking	Yes	No	No	Very Incomplete
Consonants	No	Yes	No	Very Incomplete
Vowels	No	Yes	No	Very Incomplete
Voicing	Si	Si	No	Almost Standard

Note: synthesis of the comparative analysis done on seven teaching activities looking for standardized status

This table is loaded using the comparative analysis results: It can be noticed that Intonation is the unique articulated teaching activity which accomplishes the standardized strategy status. Among seven kinds of strategies only one is really a complete strategy. Approximately 90 % off all pronunciation teaching strategies found in the literary review does

not accomplish the CEFR standard level. Since the introduction of this paper, it was said the main intention here is to provide the supplies so that future teachers in training at the UNAD may design their own pronunciation teaching strategies a simple and easy way. It does not matter if there are many or few strategies in the public store; the student teachers may use the phonetic and phonology knowledge to design their own.

The Standardized Pronunciation Teaching Strategies might evolve and transmit other aspects of language as it has been stated by Tecumseh Fitch, w (2018, p. 19) this author says that during recent decades the spoken speech research has suggested it could fuel progress in other central components of human language, including syntax, semantics, and pragmatics. In other words, development of a deeper understanding of sounds and phonology improves all overall language components. Other researchers like Mustafa et al. (2014, p. 6) have found that to teach listening strategies to the students is not enough unless the teachers increase students' vocabulary, grammar, and phonology knowledge.

It has also been remarkable that most writers say little about the ethics. Some of those who count on teaching obligations like Kenworthy (1987, p. 1-11) affirm that the teachers' role include helping learners to hear the goal language, explaining the making of sounds, providing feedback, establishing priorities, designing activities, and assessing progress. All those responsibilities are intended to diminish some of the factors that affect pronunciation learning like the native language and the age of the learners or the amount of exposure, but especially the absolute concern for good pronunciation. It would be recommendable teachers' obligations considered also to teach aspects of pronunciation as rhythm, intonation or accentuation; it is ethic.

In recent years, the researcher of this study has been applying pronunciation teaching activities using the phonetics and the phonology instruction as an evaluation designed to assess

the oral skills of UNAD students during my pedagogical experience during the first semester in 2020. The purpose was to prove phonetic teaching worthiness comparing the students´ scores against the scores obtained by people off the university like different professionals and some natives. The Figure 6 is presenting an Educaplay exam designed for UNAD students between the fourth and the seventh semester in the LILE; during this researcher pedagogical practice. None of them had studied phonetics before, however after a basic instruction all of them were able to understand the language sounds production in terms of articulation through place, manner and voicing and developed the skills to execute autonomous learning of phonetics and phonology and developed the habit to use the virtual dictionary to find meaning but specially to know the words pronunciation by listening a native speaking and by reading the phonetic symbols.

Figure 7.

Educaplay Activity about Phonetics and Phonology Basic Principles Exam

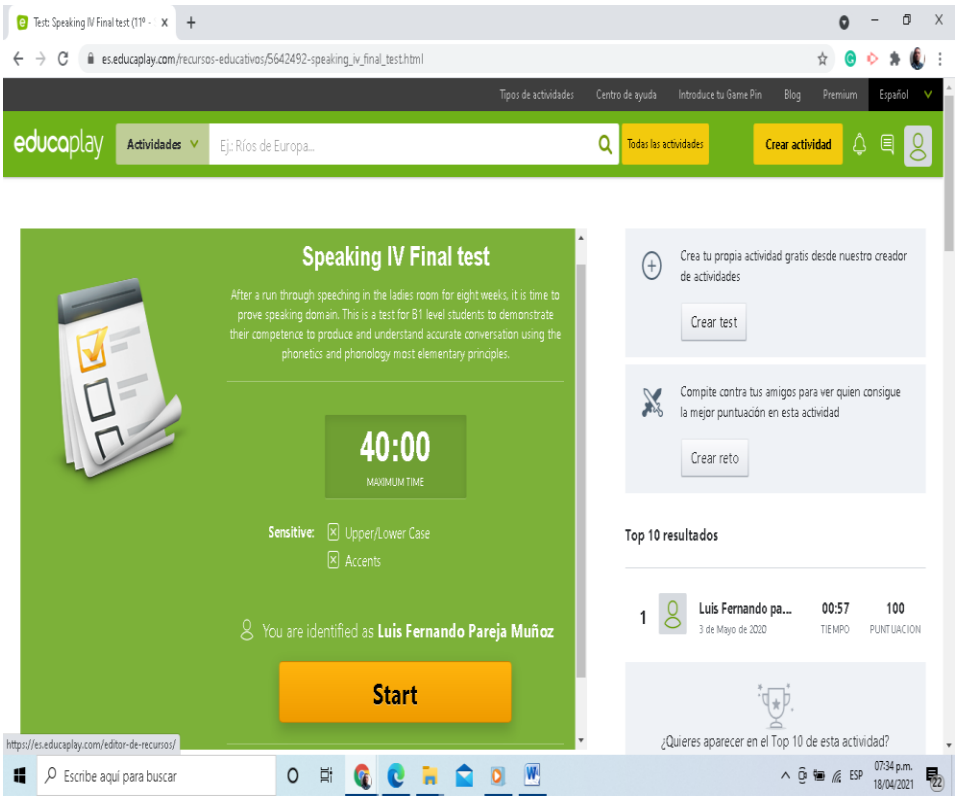


Figure 6 showing an example of an Educaplay test related to phonetic and phonology basic formation

Survey

This survey presents ten questions that were answered by twenty university educated professionals who have studied English in public and private institutions during many years. Even though all of them are professionals, however, they proved no phonetics competence. Although this survey is limited to a simple Yes or No answer, it is evident the lack of effective pronunciation teaching strategies, phonetics or phonology components and as a result, almost all interviewee lacked oral skills. The mentioned research result is seen on Table 10.

Table 10.

The Ten Questions of a Phonetic Survey with their Answers

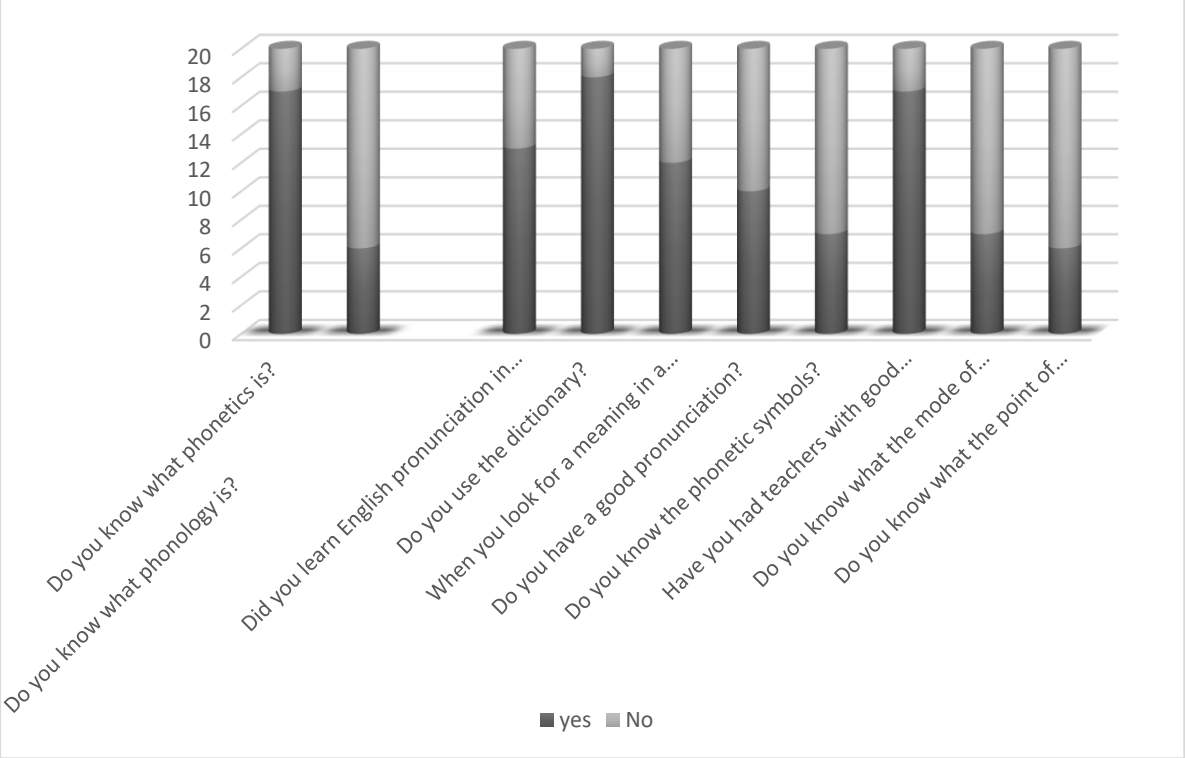
Questions		
	Yes	**No**
Do you know what phonetics is?	17	3
Do you know what phonology is?	6	14
Did you learn English pronunciation in high school?	13	7
Do you use the dictionary?	18	2
When you look for a meaning in a dictionary, do you look for the pronunciation, also?	12	8
Do you have a good pronunciation?	10	10
Do you know the phonetic symbols?	7	13
Have you had teachers with good pronunciation?	17	3
Do you know what the mode of articulation is?	7	13
Do you know what the point of articulation is?	6	14

Note: Table 10 shows a ten questions survey about pronunciation knowledge accuracy

Watching the table above there are many things to conclude. From twenty professionals interviewed 17 know what phonetics is but only 6 know what phonology is. There is a lack of sense well both terms depend on one other to complete the definition. 18 persons affirm to consult the dictionary but from them 40 % do not look for the pronunciation; they just pay attention to meaning. Even though 85% said they had had good teachers in school, the 65% does not know articulatory phonetics. There is a lack of solid intellectual formation in the field of the pronunciation. In figure 8 there is a results representation using an excel statistical graphic

Figure 8.

Survey´s Results Using a Statistical Graphic



Note: Figure 7 shows the 10 questions and answers of the survey represented in ten shadowed columns in excel

The graphic condensates the questions, answers and statistical representation of the phonetics and phonology survey where a comparative description allows demonstrate that

analytic linguistics have been absent from classes or at least it exposes the big confusion in educated professionals related to the pronunciation at the segmental level and obliging to ask how much different it would be if the survey were applied to high school students or the survey would consider also the suprasegmental dimension. It all shows the urgency to teach standardized pronunciation teaching strategies to improve oral competences.

CHAPTER V

Conclusions and Recommendations

A plenty amount of literary review related to teaching pronunciation was searched and studied using the Internet, the comparison of the different pronunciation strategies found in the literary review using a comparative chart was done. The third objective was not so completely filled, because after determining which of the teaching activities are truly organized through reception, production, and interaction just a minimal percentage resulted standardized. There was not an analysis of standardized strategies but an analysis to determine which of the found strategies are standardized. One of the main recommendations is the phonetic and phonology formation to construct their own strategies.

Other conclusions do not emerge from comparison or description, but from a deduction. For example, along the whole literary review no author recognizes the psychoanalysis discoveries as something important to be pedagogically useful; but it is a mistake, especially if the main topic is the spoken speech which is one of the main fields of psychoanalysis. Many people tend to consider psychoanalysis as a therapy to cure mental diseases, but it is not completely true. The psychoanalysis is basically an investigation method which techniques can be applied in many fields of science

Freud in *Totem and Taboo* (1913, p. 191) defined Psychoanalysis as a method of investigating the mind; a therapy inspired by the method; and a theory based on its application. The pronunciation teaching strategies designed by using the cognitive and behaviorism methods are not enough to explain the learning processes; there is need for another method to help building pronunciation teaching strategies. As Freud (1913, p. 192) stated, an educator is able to empathize with the infantile soul and must become familiar with the results of psychoanalysis, to find it easier to estimate the learner without violent suffocation and directing them towards the

process of sublimation. This master's lesson should encourage the pronunciation teaching strategies designers to integrate different psychological theories. Since the standardized strategies are not abundant in most of the literature review, a change is about to occur because according to Brown (2000, p. 129) a *Strategies-Based Instruction* approach could be used to integrate previous pedagogical activities and help learners develop autonomy which should be one of the main goals of language teaching.

Teachers should design their pronunciation teaching strategies integrating the ego psychology and the reality discovered by Psychoanalysis to produce better ways to teach pronunciation. As Brown, H Douglas, (1941) affirms when we learn a foreign language we must practice again, and again as small child does during the language learning stage. Moreno (2007, p. 13) warns how much important is to know what is normal or correct in a community because for learners the language is something real and they only aspire to speak like "normal" people, that is why on time to design pronunciation strategies the desire of the students must be respected

There are other important conclusions that pedagogical designers or teachers in training must consider when designing standardized strategies. Teachers must always remember that to speak a language is not a fact of knowledge but the consequence of a practical experience. It should be noted that although the segmental aspects of pronunciation have a real existence in the space of the dictionaries, the suprasegmental dimension just appears during the moment of the pronunciation; it only exists in time. Else, it should also be noticed that given the foreign language students´ trend to listen sounds more than pitch changes, the strategies´ designers shall count on these conclusions every time they propose to create didactical material.

REFERENCES

Azevedo T. (July/19/2021). *Sounds - Place/Voice/Manner Chart.* https://i.pinimg.com/originals/d7/d2/3c/d7d23c1a7294a56ee6af3e973cab21a0.jpg

Bartolí, M. (2015) La pronunciación en la clase de lenguas extranjeras. *PHONICA. 1*. 1- 27. http://www.publicacions.ub.edu/revistes/phonica1/PDF/articulo_02.pdf

Bingol, Mustafa & Celik, Behcet & Yildiz, Naci & Mart, Cagri. (2014). Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class. *Journal of educational studies in the world. 4: 4, 01*, 1-7. https://www.researchgate.net/publication/339377409_LISTENING_COMPREHENSION_DIFFICULTIES_ENCOUNTERED_BY_STUDENTS_IN_SECOND_LANGUAGE_LEARNING_CLASS/link/5e4e745ca6fdccd965b40e95/download

Brown, H. Douglas, (2000). *Principles of language learning and teaching. Fifth Edition.* Pearson Education. http://angol.uni-miskolc.hu/wp-content/media/2016/10/Principles_of_language_learning.pdf

Burns, Anne and Claire, Stephanie. (2003). C*learly speaking: Pronunciation in action for teachers*. Macquarie University. https://www.researchgate.net/publication/282332684_Clearly_speaking_Pronunciation_in_action_for_teachers

Celce-Murcia, M. & Goodwin, J. (1991) Teaching pronunciation. In *Teaching English as a second or foreign language 2nd ed*. pp. 136-153. https://books.google.com.co/books?hl=es&lr=&id=dqgvZq4T4foC&oi=fnd&pg=PR1&dq=Celce-Murcia+et+al.,+2010,+p.+3)&ots=dlqtP5EfQy&sig=OHEJ-xKjlK-joLYlN1-WAs0LUFs#v=onepage&q=Celce-Murcia%20et%20al.%2C%202010%2C%20p.%203)&f=false

De Saussure, Ferdinand (1945) *Curso de Lingüística Genera*l Losada S.A vigesimocuarta edición https://fba.unlp.edu.ar/lenguajemm/?wpfb_dl=59

Crystal, D. (1969). *Prosodic Systems and Language Acquisition.* University of Reading https://www.davidcrystal.com/Files/BooksAndArticles/-3878.pdf

Derwing and Munro (2005) Second Language Accent and Pronunciation Teaching: A Research-Based Approach. *TESOL, 39*(3), 379-397. https://doi.org/10.2307/3588486

Derwing and Rossiter (2003) the effects of pronunciation instruction on the accuracy, fluency, and complexity of L2 accented speech. *Applied Language Learning Vol 13*(issue 1), pg. 1-17. (PDF) The Effects of Pronunciation Instruction on the Accuracy, Fluency, and Complexity of L2 Accented Speech (researchgate.net)

Educaplay. (Mayo/02/2020). *Speaking IV Final Test.* ADR formación. https://es.educaplay.com/recursos-educativos/5642492-speaking_iv_final_test.html

Foote, Jennifer et al. (2011). Survey of the Teaching of Pronunciation in Adult ESL Programs in Canada, 2010. *TESL Canada Journal. 29.* 1-22. https://www.researchgate.net/publication/283923293_Survey_of_the_Teaching_of_Pronunciation_in_Adult_ESL_Programs_in_Canada_2010/link/56717be208aececfd5553f31/download

Freud, S (1914). *Tótem y tabú y otras obras*. Amorrortu editores. https://www.bibliopsi.org/docs/freud/13%20-%20Tomo%20XIII.pdf

Hancock, M. (2012) *English Pronunciation in Use.* Cambridge University Press http://assets.cambridge.org/97805211/85134/frontmatter/9780521185134_frontmatter.pdf

Hawkins, P. (1984). *Introducing Phonology.* Hutchinson

Hewings, M. (2004) *Pronunciation Practice Activities.* Cambridge University Press http://catdir.loc.gov/catdir/samples/cam041/2003069587.pdf

Horwitz, E. K. and J. Cope, J. (1986) Foreign Language Classroom Anxiety. *Modern Language Journal Vol. 70* (1986) pg.125-132 https://doi.org/10.1111/j.1540-4781.1986.tb05256.x

Howatt, A. and Widdowson, H. (2004) *A history of English language teaching* Oxford University https://books.google.com.co/books?id=g2e7iw_F-ZcC&pg=PA43&hl=es&source=gbs_toc_r&cad=4#v=onepage&q&f=false

Howatt, A. (2014) the History of Teaching English as a Foreign Language from a British and European Perspective. *Language & History. 57:* 1, 75-95 https://www.tandfonline.com/doi/pdf/10.1179/1759753614Z.00000000028

Jenkins, Jennifer. (2000). Pedagogic priorities: Negotiating intelligibility in the ELT classroom. In Jennifer Jenkings *the Phonology of English as an International Language* Oxford University Press https://www.researchgate.net/publication/244511317_The_Phonology_of_English_as_an_International_Language

Kelly, G. (2000). *How to Teach Pronunciation* Longman https://andrianilina.files.wordpress.com/2016/02/how-to-teach-pronunciation-kelly-gerald.pdf

Kelly, Louis G. (1969) *25 centuries of language teachin*g. Newbury House Publishers. https://www.google.com/search?q=kelly+1969+25+centuries+of+language+teaching+pdf&sxsrf=ALeKk006V9-H3k-iIPUKvJOsM9qzep3r1Q%3A1620178430056&ei=_vWRYJ7kAruXwbkPw9iX8Ac&oq=kelly+1969+25+centuries+of+language+teaching&gs_lcp=Cgdnd3Mtd2l6EAEYADIHCCMQsAMQJzIHCCMQsAMQJ1AAWABgw1JoAXAAeACAAbIBiAGyAZIBAzAuMZgBAKoBB2d3cy13aXrIAQLAAQE&sclient=gws-wiz

Kenworthy, J. (1987) *Teaching English Pronunciation.* Longman.

https://studylib.net/doc/7318093/kenworthy--j.--1987--teaching-english-pronunciation--Longman

Krashen, S. y Terrell T. (1988). The *Natural Approach: Language Acquisition in the Classroom*. Prentice Hall. http://www.osea-cite.org/class/SELT_materials/SELT_Reading_Krashen_.pdf

Lacan, Jack. (2009) El tiempo lógico y el aserto de certidumbre anticipada. Un nuevo sofisma. En *Escritos II.* Siglo XXI editores. https://espaciopsicopatologico.files.wordpress.com/2017/02/escritos-2-jacques-lacan.pdf

Laroy, C. (1995) *Pronunciation.* Oxford University Press. https://books.google.co.ao/books?id=kEkUBIWkLJcC

Larsen-Freeman D. and Long, M. (1984) *Introducción al estudio de la adquisición de segundas lenguas*. Gredos. https://es.scribd.com/doc/103586318/Larsen-Freeman-D-Long-M-1984-Introduccion-al-estudio-de-la-adquisicion-de-segundas-lenguas

Laura Johnson. (August/8/2020). *Five techniques for teaching English pronunciation.* Learn to learn. https://blog.alo7.com/5-techniques-for-teaching-english-pronunciation/

Martínez, F. (2004). *Estudio de una intervención pedagógica para la enseñanza de la pronunciación inglesa en 4º curso de la E.S.O*. [Tesis de Doctorado no Publicada] Universidad de Murcia. https://www.tdx.cat/bitstream/handle/10803/10812/fmartinezasis.pdf?sequence=1

McCarthy, P. (1972). *Talking of Speaking: selected papers*. Oxford University Press. https://www.worldcat.org/title/talking-of-speaking-selected-papers/oclc/811408

MJ Munro, TM Derwing (1995) Accent, and Comprehensibility in the Perception of Native and Foreign-Accented *Speech Language learning vol. 45 (1*), 73-97 http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.837.4431&rep=rep1&type=pdf

Moreno, Fernandez, Francisco. (2007). Adquisición de segundas lenguas y Sociolingüística. *Revista de educación textos educativos multilingües. 343*. 55-70. https://www.researchgate.net/publication/28161264_Adquisicion_de_segundas_lenguas_y_Sociolinguistica/link/557ae3dd08ae8d0481931da8/download

Monroy, Rafael. (2003). La enseñanza de la pronunciación del inglés. ¿Qué ha quedado de LADO 50 años después? In Luque, G, Bueno A., Tejada, *G Languages in a global world* Universidad de Jaén. https://www.researchgate.net/publication/308021711_La_ensenanza_de_la_pronunciacion_del_ingles_Que_ha_quedado_de_LADO_50_anos_despues

Murphy, J. M. & Baker A. A. (2015) History of ESL pronunciation teaching University of Wollongong. In M. Reed & J. M. Levis (Eds.). *The Handbook of English Pronunciation* (pp. 36-65). United Kingdom: Wiley-Blackwell. https://ro.uow.edu.au/cgi/viewcontent.cgi?article=2658&context=sspapers

Mott, B. (1991). *English Phonetics and Phonology for Spanish Speakers.* Promociones y Publicaciones Universitarias, S.A. http://www.publicacions.ub.edu/refs/indices/07440.pdf

Muñoz M. Ana (2015*). La enseñanza de la pronunciación como contribución a la mejora de la competencia oral de la lengua inglesa: una investigación sobre la percepción y la producción de la calidad vocálica en sílaba acentuada y no acentuada*. [Tesis de Doctorado no Publicada]. Universidad de Córdoba. https://helvia.uco.es/xmlui/handle/10396/12878

Pourhosein Gilakjani, Abbas. (2017). English Pronunciation Instruction: Views and Recommendations. *Journal of Language Teaching and Research. 8, 6*. 49-57. https://www.researchgate.net/publication/320773889_English_Pronunciation_Instruction_Views_and_Recommendations/link/59ff74ca458515d0706d96c1/download

Richards Jack C. and Rodgers Theodore S. (2001) *Approaches and Methods in Language Teaching.* Cambridge Language Teaching Library. https://www.novaconcursos.com.br/blog/pdf/richards-jack-c.-&-rodgers.pdf

Roach, P. (2009). *English Phonetics and Phonology: A Practical Course. 2ª edition.* Cambridge University press. https://linkingphonetics.files.wordpress.com/2012/11/cambridge_p_roach_english_phonetics_and_phonology_nopw.pdf

Saito, Kazuya & Lyster, Roy. (2011). Effects of Form-Focused Instruction and Corrective Feedback on L2 Pronunciation Development of /ɹ/ by Japanese Learners of English. *Language Learning. 10.* 1-34. https://www.researchgate.net/publication/227622444_Effects_of_Form-Focused_Instruction_and_Corrective_Feedback_on_L2_Pronunciation_Development_of_by_Japanese_Learners_of_English

San Diego Voice and Accent (2/4/2020). *Vowel to Vowel Linking In American English.* https://sandiegovoiceandaccent.com/videos/vowel-to-vowel-linking-in-american-english.

Setter, Jane and Jenkins, Jennifer (2004). State-of-the-Art Review. *Language Teaching. 38*. 1 - 17. https://www.researchgate.net/publication/231950373_State-of-the-Art_Review_Article/link/54d008af0cf29ca81100cacc/download

Tarone, E. (1983). On the variability of interlanguage systems ARAL Annual Review. *Applied Linguistics. 4: 2*, 143-163. https://doi.org/10.1093/applin/4.2.142

Tecumseh Fitch, W (2018). The Biology and Evolution of Speech: A Comparative Analysis. *Annual Review of Linguistics 4:1*, 255-279. https://doi.org/10.1146/annurev-linguistics-011817-045748

Vioque R. Susana (2015). *Estudio Comparativo de las Consonantes Oclusivas Africadas del Español, Inglés y Alemán* [Tesis de Doctorado no Publicada] Universidad de Córdoba. https://helvia.uco.es/xmlui/bitstream/handle/10396/13316/2016000001360.pdf?sequence=freud

APPENDIXES

APPENDIX A: Index Card

Título	Año	Página	Autor	Editorial
Resumen			**Palabras clave**	**Diseño**

APPENDIX B: Samples of Index Cards

Example 1

Título	Año	Página	Autor	Editorial
A Literature Review on Strategies for Teaching Pronunciation	2006	7	Michael Wei, Ph.D.	University of Maryland at College Park
Resumen			**Palabras clave**	**Diseño**
Intonation: Firth (1992): Pay attention to intonation patterns, yes/no questions rising intonation, wh-questions falling intonation, changing pitch at the major stressed word in the sentence.			Intonation, pattern, pitch	F. Pareja

Example 2

Título	Año	Página	Autor	Editorial
A Literature Review on Strategies for Teaching Pronunciation	2006	8	Michael Wei, Ph.D.	University of Maryland at College Park
Cita			**Palabras clave**	**Diseño**
IV. Vowels: Firth (1992) substitute one vowel sound for another, articulate vowel sounds and stress vowels longer than unstressed ones, reduce unstressed syllables, link vowels to other vowels.			Intonation, pattern, pitch	F. Pareja

Intonation, Stress, rhythm, consonants, articulation, clusters and linking vowels.				

Example 3

Título	**Año**	**Página**	**Autor**	**Editorial**
The foundations of accent and intelligibility in pronunciation research	2011	2	Munro, Murray & Derwing, Tracey	University of Alberta, Canada
Cita			**Palabras clave**	**Diseño**
Munro, Murray & Derwing, Tracey (2011).The recent revival of interest in pronunciation research has brought a change of focus away from native-like models toward easy intelligibility.			native-like models easy intelligibility	F. Pareja

Example 4

Título	**Año**	**Página**	**Autor**	**Editorial**
The foundations of accent and intelligibility in pronunciation research	2011	2	Munro, Murray & Derwing, Tracey	University of Alberta, Canada
Cita			**Palabras clave**	**Diseño**

Who should teach pronunciation? We've observed three principal perspectives on pronunciation: A medical view, a business view, and a pedagogical view. If we take the medical view that an accent is a disorder or abnormality, then it falls under the purview of medical professionals for whom the students should learn to speak the language as naturally as possible, free of any indication that the speaker is not a clinically normal native' (Griffen 1980, p. 182).		9	native-like models easy intelligibility	F. Pareja