The Teaching of Phonetics and Phonology

Research on pedagogical and linguistic aspects

Margarita Ramos Godínez
Coordinadora



Universidad de Guadalajara



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Humanidades

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Introduction

This collective work was possible thanks to the *Programa de Incorporación y Permanencia de Posgrado en el Programa Nacional de Posgrado de Calidad* (PROINPEP) as well to the Committee Board of the *Maestría en Estudios de las Lenguas y Culturas Inglesas* (MELCI), to Dr. Dora Meléndez Vizcarra who currently coordinates MELCI, to Dr. Olivia C. Díaz Pérez, Head of the Modern Languages Department, and to each of the authors of the articles presented here.

In addition, this book was conceived thanks to Dr. Rosa Herminia Yáñez Rosales who coordinated the M.A. from 2015 until 2019 and who noticed that there were already four theses related to Phonetics and Phonology that combined the linguistics point of view and the pedagogical one. It is worth mentioning that we also accepted contributions from Professors in the M.A. and from students who graduated from the B.A. in EFLT or *Licenciatura en Docencia del Inglés como Lengua Extranjera* who tend to be candidates to study the M.A. above mentioned. Finally, an assistant researcher was also invited to participate since he had a great idea in regards to intonation features used by people with hearing loss in Mexico, so he joined two other authors to work with.

Contributions were thought as linguistic, pedagogical or cultural research and topics should be related to phonetics and phonology and to in-service or pre-service English teachers or teachers of other languages in the Mexican context. All of it with the purpose of creating consciousness on the application of phonetics and phonology as a tool to promote intelligible pronunciation in speakers and clear understanding in our interlocutors when we communicate.

Likewise, we expect this to be scientific and current research to strengthen the professional field of language teachers.

Ideas that guided the collection of articles in this work were, on the one hand, segmental phonetics that are abstract features stated as the units of linguistic control of speech production. According to Mitleb (1981:1):

> This model, 'the segment hypothesis', rules out any direct linguistic control of speech timing [...] postulating instead that temporal implementation of segmental features can be accounted for by universal principles. Yet instrumental phonetic treatments of speech show that many aspects of the temporal implementation of features are language-specific and cannot be captured insightfully with purely segmental features.

On the other hand, suprasegmental phonetics "involves the melody of spoken language, which includes awareness of speech rhythm and perception and production of stress placement and word boundaries." (Groen, Veenendaal and Verhoeven, 2015:56). Other phenomena such as intonation, accent, etc. can be observed. Summarizing, both segmental and suprasegmental features can be placed into articulatory, auditory and acoustic phonetics. Since this work is promoting world Englishes, the main idea is that English or other additional languages' pronunciation is promoted from an intelligible and clear understanding perspective.

In that sense, the first article here presented *B.A. in EFLT students' perception about different Englishes accents in their teaching training* had the intention of exploring the B.A. in EFLT students' perception in regards to the different accents of English. Besides, the data analyzed also gave us information to contribute with the modification of two subjects related to Phonetics and Phonology in the B.A. that were merged into one, but it also shed light on the fact that we could contribute to the design of materials to teach English accents focusing more on the perception and recognition of them (input), rather than imitating accents. Besides, it would be more relevant to acknowledge an intelligible pronunciation and to embrace different accents in this globalized world.

Within the second article titled *An analysis of qualitative and quantitative activities in a textbook series used in a private institution in Guadalajara, Mexico,* the author explores the amount of activities and allotted time to pronunciation in a textbook that is used by the most well-known institution that teaches English in Guadalajara. In general, this piece of research was intended to analyze the textbooks used to find out how much this syllabus implements the use of pronunciation techniques in regards to time by using a Gantt chart to keep track of the time used in a sample of eleven activities of pronunciation. The author demonstrates that there's not enough time offered to teachers and as a consequence to students to work with pronunciation in the analyzed textbook. However, she offers different and great ideas on how teachers and students could suffice such needs both for segmental and suprasegmental features.

Another contribution is *Application of Celce-Murcia teaching techniques to improve learners' pronunciation in regular simple past verbs: An action-research study*, the author carries out action research and experimentation. She was able to do that, because she was the teacher of the six groups (two in first grade, two in second grade and two in third grade) she worked with in a secondary school at Zapopan, Jalisco. She had in mind that her general objective of the research was to evaluate the effectiveness from five out of the ten pronunciation techniques suggested by Celce-Murcia to teach pronunciation, but she implemented only five of them to teach phonemes involved in regular past endings. In that sense, she concluded which techniques were more effective to help students learn, use and retain information regarding regular past endings /t/ as in watched, /d/ as in coughed and / Id/ as in visited. As can be seen, it was an exhausting, but well-organized piece of work and she offers relevant information not only to secondary school teachers, but regarding the fact that we teachers can ease the work from students in terms of the simple past regular verbs' endings.

Related to the previous work, *How do you say it? An analytical linguistic approach in pronunciation for A1 General English learners* is a piece of experimental research carried out in 2020 where two groups of students were taught pronunciation following either an analytical-linguistic or an imitative-intuitive approach which are described by Celce-Murcia (1996). It is worth mentioning that the lessons were applied in early stages to facilitate the oral produc-

tion of segmental such as individual vowel sounds, diphthongs, or consonant clusters. In addition, we resourced to suprasegmental features such as linking and word stress. Lessons were carried out in an online mode with volunteers who in exchange received free English lessons. analytical-linguistic and the imitative-intuitive approach used to teach pronunciation no matter if lessons are targeted for segmental or suprasegmental features. The researcher used an array of research instruments and collected quantitative and qualitative data to support her findings.

Finally, in *Aproximaciones pedagógicas a la enseñanza de la fonética y fonología en la enseñanza de la Lengua de Señas Mexicana*, the authors depict a historical review on how Mexican Sign Language (LSM) has gone through different stages and how its users have implemented phonological features such as body movement, position of signs, duration of the sign(s) in order to give meaning to for example intonation, amongst other features that may change meaning, intention or the like. Without doubt, an article that may motivate language teachers to re-think concepts and to look for appropriate methodologies and materials to teach Mexican Sign Language to the Speaker-listener community, but as well to invite the hearing loss community to carry out research by themselves.

In general, coordinator and authors of this book hope that this work can help the language teaching and learning in regards to perspectives, ideology, textbook and materials design and application, as well as research models to improve the teaching and learning of pronunciation in segmental and suprasegmental features in the teaching of languages that can ease communication and clear understanding rather than disseminating stereotypes.

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August, 2022

Programs and materials in the Teaching of Phonetics and Phonology

B.A. in EFLT students' perception about different Englishes accents in their teaching training

Margarita Ramos Godínez
José Braulio Rosas Flores

Abstract

This first piece of research was carried out in the B.A. in EFLT at the University of Guadalajara in order to discover what the students' perception in the use of different accents of English was in their own training as teachers to become. Moreover, it intends to see if they are in contact with different English accents and if they are able to identify them. In order to do that, we took into account theory on critical pedagogy, Kachru (1985) theory related to the world Englishes and the three concentric circles, besides we reviewed Celce-Murcia et al. (2009) and Matsuda (2003) in regards to different actors' perception of world Englishes accents. Based on that, we designed a nine-item questionnaire that was applied to 15 volunteer pre-service students in each of the four groups in the B.A. which makes 37.5% of the whole population. Such questionnaires gave us information on how to impact the phonetics and phonology program to train English teachers in regards to accents perception and tolerance towards different cultures, but it also shed light on how to create materials and keep on with future research regarding this topic.

Key words: English accents, world Englishes, Critical Pedagogy, EIL

Resumen

Esta investigación se llevó a cabo en el programa de la Licenciatura en Docencia del Inglés como Lengua Extranjera en la Universidad de Guadalajara con el fin

de develar la percepción de los estudiantes del propio programa con respecto al uso de los diferentes acentos de las diferentes variables del inglés en su entrenamiento como profesores de dicho idioma. El estudio tiene, además, el objetivo de observar si los estudiantes están en contacto con los diferentes acentos del inglés y si son capaces de reconocerlos. Para llevar a cabo dicho estudio, primero recabamos información relacionada con la pedagogía crítica, además recurrimos a la teoría de los círculos concéntricos y *world Englishes* de Kachru (1985), asimismo, revisamos a Celce-Murcia et al. (2009) y a Matsuda (2003) quien ha llevado a cabo diferentes estudios de percepción de los diferentes acentos del inglés desde los diferentes actores de la sociedad. Con base en esos textos, formulamos un cuestionario de 9 preguntas, mismo que se aplicó a 15 estudiantes voluntarios de los 4 grupos con los que cuenta el programa educativo lo cual representó el 37.5% de la población del programa. Cabe mencionar que la encuesta nos arrojó información para impactar las asignaturas de Fonética y Fonología con respecto a la percepción de los diferentes acentos, pero también a la tolerancia y respeto que debe haber sobre otras culturas y que esto se puede trabajar desde las diferentes unidades de aprendizaje del programa. A la vez, los resultados nos dieron nuevas ideas para crear materiales y llevar a cabo futuras investigaciones relacionadas con este tema.

Palabras clave: Acentos del Inglés, *world Englishes*, Pedadogía Crítica, Inglés como Lengua Internacional

1. Introduction

Previous research on different English accents perception have been done. To illustrate, Matsuda (2003: 719) exposes that […] examination of English language teaching (ELT) practices in Japan reveals that English is still being taught as an inner-circle language, based almost exclusively on American or British English, and textbooks with characters and cultural topics from the English-speaking countries of the inner circle". In a study carried out by Scales, et al. (2006: 717), the researchers conclude that "the view that all English users should express themselves by using an inner-circle model has been seen as heedless and disrespectful of EIL identities."

Moreover, it is worth mentioning that this piece of research was related to the need of updating our program of studies in the B.A. in EFLT at the University of Guadalajara. Thus, as the teacher in charge of two subjects: Phonetics and Phonology: Prosody of English and The Teaching of Phonetics and Phonology who took into account the agreements of the Language and Culture Academy where we agreed to merge these two subjects in one, plus students' comments in regards to this subject, the authors had the idea of exploring the implementation of different English accents into the program. Thus, it was a great moment to carry out research regarding these pre-service students' perception about different Englishes accents in their teaching training, being sure that they will also disseminate such information in their own teaching practice.

In order to do that, we resourced to Critical Pedagogy, world Englishes, English as an International Language (EIL) and to the Teaching of Pronunciation of English to speakers of other languages (TESOL) from Celce-Murcia et al. (2009) and finally, Matsuda (2003) in regards to the teaching of different English accents.

We needed to consider that on the one hand, when designing any curriculum and in this case the pronunciation programs that are part of the B.A. in EFLT curriculum it is important to contrive to students' feedback. Indeed, Wong (1987:17) points out that the teaching of pronunciation is not just a linguistic issue and we need to take into account our learners regarding different factors. On the other hand, according to our own view and to Rana (2019: 96) "Accent has led to a lot of discrimination in ESL programs which is an unfair practice". This has happened due to how English is being spoken in the world and how it is being taught. Indeed, there are more bilingual English teachers in the world than there are English native speaker teachers as McKay (2003: 139) argues.

2. Literature Review

Within this chapter we argue that Critical Pedagogics would be a great way to approach this research since we are criticizing how English accents are perceived by students in the B.A. in EFLT program that we have. Besides, historically speaking, we rely on Kachru's (1985) world Englishes model to explain how English has been changed in uses and functions according to where it is

spoken. As important it is to mention that pronunciation of world Englishes has changed as well. Following world Englishes is the concept of English as an International Language (EIL) that has affected the way English is being taught and learnt. Finally, even though Celce- Murcia (2009) suggests that pre-service teachers should have lots of input from Native speakers, we rely more on a model where they receive input from native speakers and from bilingual speakers with an intelligible pronunciation.

2.1 Critical Pedagogics

First of all, Critical Pedagogy is an approach where educators not only address social issues in their communities, but they also act as change agents. With this approach in mind, teaching is not linear and "educators are encouraged to work with learners to create conditions that are suitable for meaningful discourses about relevant societal issues" (Nino Valdez, 2020: 223). In addition, institutions are places that reproduce inequality and/or asymmetrical relationships. Thus, educational institutions are not the exception. Unfortunately, the EFLT field has reproduced a lot of instances where inequality or asymmetrical relationships are present. In that vein, we have examples of schools that hire Native Speakers (NSs) with a poor CV on pedagogy, but they have English as their first language. In some cases, NSs have more opportunities of getting a well-paid job than Non-Native Speakers (NNSs) or bilingual teachers which is the concept we prefer instead of (NNSs). Moreover, there are students who prefer a NSs teacher just because they own an Inner Circle variety of English-concepts that are explained in 2.2- and that is what customers are paying for. Such ideology has been (re) produced by authorities and teachers themselves. In that sense, Mugford & Rubio Michelle (2018: 43) carried out a study in Guadalajara, México where they found out that "Discriminatory employment practices often aim to keep the best job opportunities in the hands of a privileged few ELT professionals. Such actions deny opportunities to those Mexican professionals who may have gone to considerable expense, in terms of time and money, to develop their teaching skills and knowledge of the language". The authors go through a series of situations in where Mexican English teachers are discriminated and come to different conclusions; 1) The Mexican ELT field "should not play a subservient role to

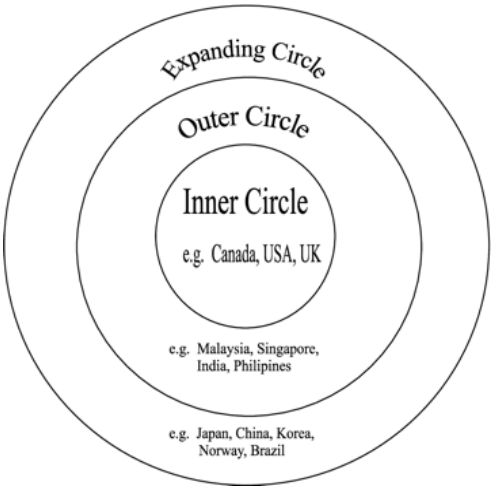
the BANA/NABA dominated ELT profession", 2) Mexican ELT professionals should be the ones on control of teacher training and development that respond to local needs rather than importing methodology, materials, techniques from Inner Circle countries.

As a consequence of the above mentioned, applying critical pedagogics was a must in our study since we are training teachers to become who have learnt English in Mexico and who have a Mexican English accent. Although we also receive returnees who have grown up in the United States or who have lived there for some years acquiring a native or native like American English accent.

2.2 World Englishes: Kachru's (1985) three concentric model

As English was being spread over the world either as a language for British or American colonies or as a lingua franca for other countries, there was the need to understand how it was being used, but also how it was being taught and learnt. In such terms, Kachru's (1985) model had the objective to describe the distribution of world Englishes and he came out with a figure that illustrated the three concentric circles as seen below.

Figure 1
Kachru's three concentric circles model (1985)



In order to describe his own model, Kachru took into consideration how English was acquired, how English was being spread in the world and how it was functioning in the different domains in which this language was being used by different cultures. Thus, on the one hand, the Inner Circle represents countries such as the U.S.A, the UK, Canada, Australia, and New Zealand where English is used as a first language in daily life and government institutions. On the other hand, the Outer Circle includes countries such as India, Malaysia, Singapore, Philippines, etc. That is, countries that have British or American colonial bonds, and where English is used for government purposes or in different social contexts or as a second language. Finally, the Expanding Circle represents countries where English is used as a foreign or additional language in education. Such countries include Mexico, Brazil, Japan, China, Korea, Norway and the like.

In response to Kachru's model, Graddol (1997), Smith (1981,1983), Widdowson (1994) in Matsuda (2003: 722) mention that "The worldwide spread of English has changed not only forms and functions of the language but also the demographics of English users. English today is used not only exclusively among NSs or between NSs and NNSs, but also among NNSs". Thus, if English in the World is being used differently, the teaching and learning of it should evolve as well. In that sense, Matsuda (2003: 727) expresses that the understanding of world Englishes "It is, rather, a different way of looking at the language, which is more inclusive, pluralistic, and accepting that the traditional, monolithic view of English in which there is one correct, standard way of using English that all speakers must strive for."

Summarizing, after Kachru's model, the idea of English International Language emerged with some academicians in favor.

2.3 English as an International Language (EIL)

Because of the above-mentioned ideas, the TESOL field has increased its interest in the role of English as an International Language (EIL). Regarding this concept, McKay (2002: 12) distinguishes between "English as an international language" in a global and a local sense, observing that "as an international language, English is used both in a global sense for international communication between countries and in a local sense as a language of wider communication

within multilingual societies". McKay arrives to the conclusion that one of the primary functions of English "is to enable speakers to share with others their ideas and culture" while "in a local sense, English becomes embedded in the culture of the country in which it is used" (McKay, 2002: 12).

Furthermore, diaspora and this globalized world has been changing the dynamics of English in the Inner Circle (IC), the Outer Circle (OC) and the Expansion Circle (EC) countries. As a consequence, we have that many speakers from IC countries now live in OC and EC countries. Another phenomenon is that in some OC countries, such as Singapore and India, English is becoming a first language for their growing number of speakers. On the other hand, some EC countries are turning into OC countries where English is gaining an official and ESL, rather than EFL, status according to Graddol (1997). To this, we will add the fact that technologies have also come to the scene of different uses of IC, OC or EC Englishes or better said to English as an international language that cannot be neglected, instead we need to acknowledge that Bilingual teachers should not rely mainly on native speakers' models, methods, materials to teach English. Instead, an appropriate pedagogy for the teaching of EIL could emerge from ELT professionals thinking globally, but acting locally as stated by Kramsch and Sullivan (1996) in (McKay, 2003: 145)

2.4 Englishes accent in training English teachers

Some people regard foreign accent use as an undesirable characteristic guiding the listeners to have negative attitudes toward L2 or bilingual users. Even Trainers of pre-service bilingual teachers or researchers may consciously or unconsciously discriminate the user of such accent. In relation to that, Munro (2003: 39) explains that "accent is just one of a number of characteristics, along with skin color, dress, or mannerisms, that may be used to identify someone as "foreign" or "different" and that can serve as an excuse for discriminatory treatment".

Even though we are not analyzing this text, in her well spread and used book "Teaching Pronunciation A Reference for Teachers of English to Speakers of Other Languages", Celce-Murcia et al. (2009:17) mention that in settings where students of English have little chances to be exposed to native input, teachers

have the obligation to provide students with different opportunities to experience samples of authentic oral discourse inside and outside the classroom. In addition, they make emphasis on "the importance of authentic language exposure in the process of acquiring all aspects of language: pronunciation, grammar, and vocabulary". An aspect of pronunciation is accent and whoever uses this book may undergeneralize the fact that a Native Language Model is being promoted.

Opposite to the idea that native accents or native pronunciation should be promoted, Munro (2003), Skandera & Burleigh (2005) and others in line with English as International Language, suggest that intelligible pronunciation should be promoted instead.

Having covered theories, concepts and aspects about world Englishes and accents, it is about time to describe the methodological process that was followed to accomplish our research goals.

3.Methodology

Based on critical pedagogy, the *World Englishes* theory and its three concentric circles, English as an International Language, Celce-Murcia (2009) and Matsuda (2003) in regards to the teaching of different English accents, we designed a nine-item, open-ended questionnaire in where most of the questions had a follow up to retrieve more information from students who were studying the B.A. in EFLT that the University of Guadalajara has. It is relevant to mention that the instrument was applied to 15 volunteer students of each of the four groups of the already mentioned B.A. which consisted of the 37.5% of the whole population.

In general, questions included in the data collection instrument were targeted to observe if students in the B.A. in EFLT were exposed to different English accents in the B.A. and if they, at the same time, exposed their language students to different English accents in their teaching practice and if changes regarding English accents were needed in the program in order to implement methodology, materials and actions related to the respect and recognition of different English accents. After the application of the questionnaire, we analyzed the data that is presented in the Results and Discussions section. See Appendix 1.

4. Results and Discussions

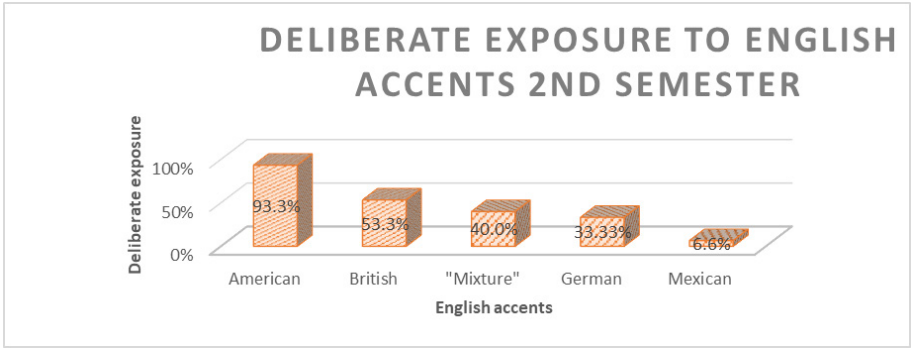
Results for the first question showed that 100% of the students from the second semester had been deliberately exposed in their B.A. in EFLT classes to different accents of English, while 93.33% of the students in the fourth and eighth semester answered affirmatively to the same question and only 80% of the students in the sixth semester mentioned that they had been deliberately exposed to different accents of English in the B.A. Apparently, the higher the level of studies, the more conscious students are about the different accents of English they are being exposed to. However, students in the sixth semester decreased the percentage of this question to 80%. This may be due to the fact that they have fewer classes and they may be less exposed to different accents of English.

In the eighth semester, the percentage moved to 93.33% again. It's relevant to mention that they take more courses once more. Besides, students in the eighth semester are distributed into three areas of study: 1). públicos específicos where they are mostly trained to teach English for Specific Purposes (ESP), 2). desarrollo educativo or educational development where students are trained to teach mainly in bilingual settings and 3). literature where they are trained to use literature to teach English or English to teach literature, however, they all have a British teacher in a common subject that they all take: Discourse Analysis which is a course where they also cover critical pedagogy issues.

When asked which English accents they have been deliberately exposed to, students in the second semester perceived that they were exposed to British English accent in a 93.33%, to the American English accent in a 53.33%, to a "mixture" in a 40%, to a German English accent in a 33.33% and to Mexican English accent in a 6.66%. It is worth mentioning that they perceived an exposure to English accents from the Inner and the Expanding circle, but they did not perceive they were exposed to the Outer circle. Regarding the high percentage of British English, students may have perceived that since they have a British professor who teaches them Desarrollo del Habla, but also since a lot of them still have the idea that British English is a prestigious accent, which fortunately, changes as they progress in the program. In relation to "mixture", and the American English accents, these may be due to the returnees that we have as pre-service students and the geographical closeness we have with the U.S. In contrast we have the

German English accent that they may associate with a professor who studied her Ph.D. in Germany for a long time. Not only that, but students have two courses on Phonetics and Phonology with that teacher. Finally, their perception about the Mexican accent may be attributed to teachers and classmates that may have an intelligible pronunciation; however, their accent is marked by the influence of phonological features in their mother tongue.

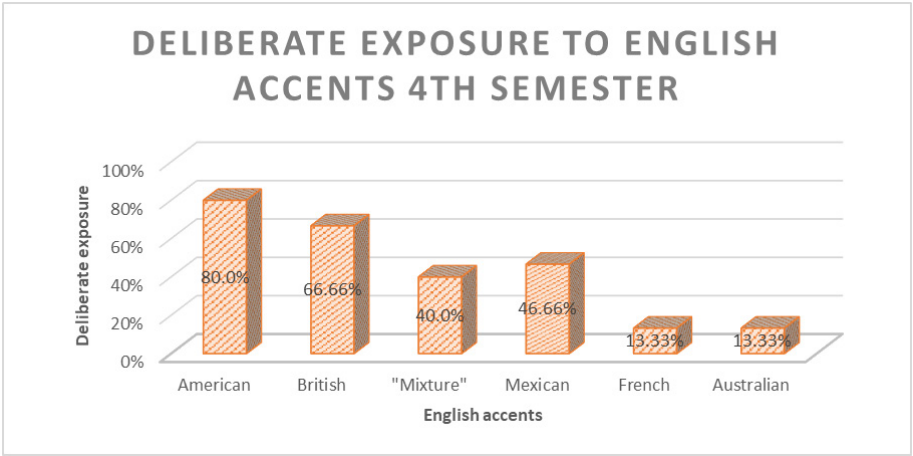
Graph 1
Deliberate Exposure to English accents in the 2nd. Semester



On the other hand, students in the fourth semester said that they were exposed to the American accent in an 80%, British in a 66.66%, Mexican in a 46.66%, Australian and French in a 13.33% and a mixture in a 40%. It is important to mention that "a mixture" is a reference to the fact that teachers and students in the B.A. tend to codeswitch between English and Spanish, but that may be part of a different study. It is noticeable that students perceive that they are being mainly exposed to English accents from the Inner Circle, then to the Mexican English accent and the "mixture" which belongs to the Expanding circle and they equal their exposure to Australian and French English accents, but the first one belongs to the Inner Circle while the second one belongs to the Expanding circle. It is relevant to make emphasis on the fact that students in this stage did not mention any English accent in the Outer circle either. In addition, students in this semester have received theory related to cultures and how to respect them. Their perception of exposure to Mexican accent increased as compared to the

second semester and this may be important to do research about. They have a couple of more subjects with the British teacher and their consciousness about the fact that they also learn from their peers who are returnees may have increased by now. However, it will be important to see in the future if their perception towards Mexican English accent and "Mixture" is negative, neutral or positive.

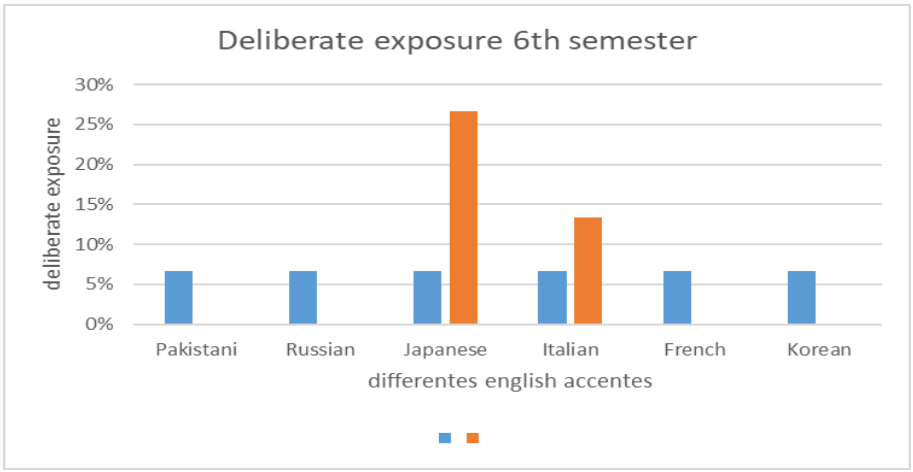
Table 2
Deliberate Exposure to English accents in the 4th Semester



Students in the sixth semester perceived that they were exposed to a more varied repertoire of English accents from the three different concentric circles. They perceived that they were exposed to American accent in a 60%, to British accent in a 73.33%, to the Mexican accent in a 33.33% and to Korean, French, Italian, Japanese, Russian and Pakistani in a 6.6%. We have the same conclusions in regards to their perception about British accent, American accent and the Mexican one. It is worth mentioning that this group was the only one who mentioned the English accent from Pakistan that belongs to the Outer Circle and they did not consider the "mixture" accent at all.

Graph 3

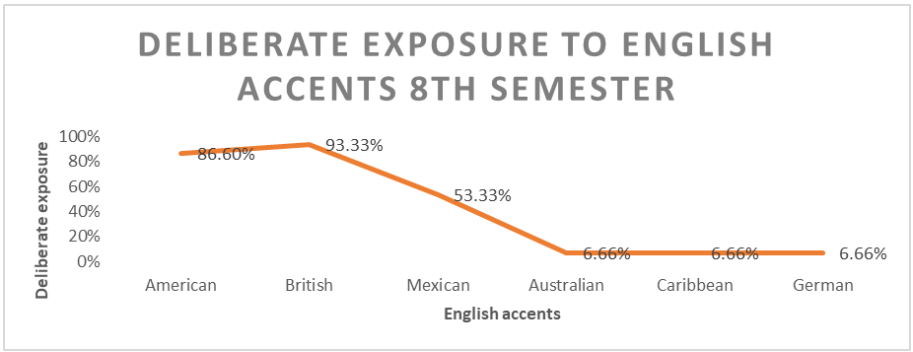
Deliberate Exposure to English accents in the 6th Semester



Lastly, students in the eighth semester considered that they were exposed to American accent in an 86.6% of the cases, to the British accent in a 93.33%, to the Mexican accent in a 53.33% and to Australian, Caribbean and German in a 6.66%. Once more, they mentioned English accents from the Inner circle and from the Circle in Expansion, but they did not mention English accents from the Outer Circle. It is relevant to mention that by now, they have had a British teacher in different subjects all through the B.A. and probably that is one of the reasons for the higher percentage of British English over the American one.

Graph 4

Deliberate Exposure to English accents in the 8th Semester



Summarizing, it seems that students in this B.A. in EFLT were exposed to three English accents that belong to the Inner Circle: British English, American English and Australian English. However, Australian English accent that belongs to the Inner Circle was barely mentioned and the Canadian English accent was not mentioned at all. Furthermore, it seemed obvious that students were going to mention American English much more because our geographical closeness to the U.S. and because of many other reasons. Instead, British English accent played a big role.

Regarding the Outer Circle, the Pakistani accent was the only one that was mentioned in a 6.66% of perception of having been exposed to and only from students in the sixth semester.

In relation to the expanding circle accents, it was not surprising that Mexican English accent was the one they are being more exposed to because of the context and situation of the B.A. Even so, more research on whether they perceived the Mexican accent as negative, neutral or positive should be carried out.

Finally, it was satisfactory to find out that they are being exposed to different accents from the World Englishes model, both the Inner Circle and the Circle in Expansion; however, students in the B.A. need to have a bigger repertoire of English accents from the three concentric circles, this in agreement with ideology in where “the view that all English users should express themselves by using an inner-circle model has been seen as heedless and disrespectful of

EIL identities" (Scales et al. 2006:717) that has caused discrimination that we should avoid transmitting.

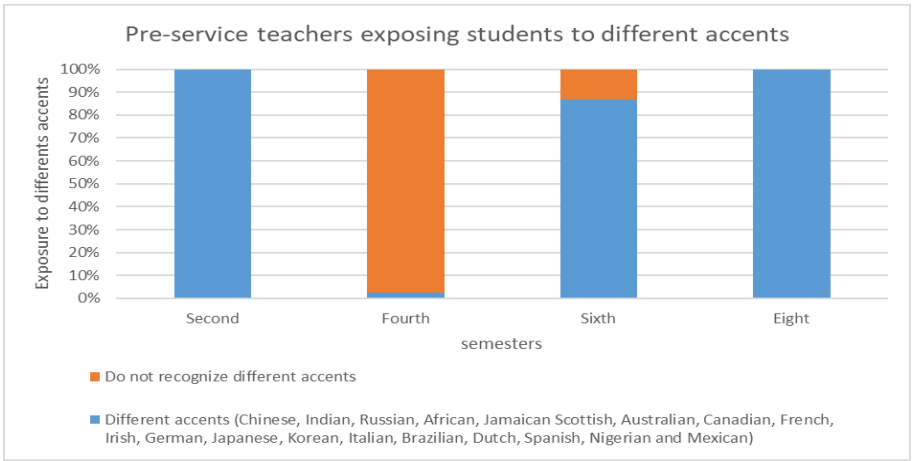
In another line of thought, when asked in which subjects they were exposed to different English accents, students in the second semester mentioned that in Speech Development, in Phonetics an Phonology, and in Teaching Methods, students in the fourth semester mentioned that in Anglo Speaking Cultures and Societies, History of the U.S. and Canada, Phonetics and Phonology, Speech Development, Cultural Aspects in the Teaching of Languages, Didactics, Transcultural Communication and they acknowledged that in all the subjects they were exposed to different English accents. As for the sixth semester, they mentioned Cultural Aspects in the Teaching of Languages, Composition, Anglo Speaking Cultures and Societies, Phonetics and Phonology, Speech Development, Didactics, Transcultural Communication, Language Evaluation, Grammar and Lexical Studies. Finally, the eighth semester mentioned that in Discourse Analysis, in Didactics, Speech Development, Transcultural Communication, Cultural Aspects in the Teaching of Languages, History of the U.S. and Canada. This last semester did not recognize that in Phonetics and Phonology they were exposed to different English accents. In general terms, students were conscious that they were being exposed to different English accents in different subjects in the B.A., however, the idea of different world Englishes and English as an International Language (EIL) can be expanded to more subjects and more emphasis on this philosophy is needed in the B.A.

In this section questions 2 and 3 are being presented and discussed together because they have a close relationship. In that sense, students were asked if they were already working and if they exposed their own students to different English accents. In the second semester only 13.33% students are already working as English teachers and 50% of them mentioned to have exposed their language students to different English accents in their teaching practice. As for students in the fourth semester, 40% of them are already teaching and 66.66% of them had exposed their language students to different English accents. In addition, 73.33% of students in the sixth semester were already teaching and 63.63% of them mentioned that they had exposed their language students to different English accents. Finally, 53% of students in the eighth semester were

teaching English and 75% expressed to have exposed their language students to different English accents. Recapitulating, the most important results are in regards to question 3, if our students are mirroring the action of exposing their own students to different English accents. In general, the higher the semester, the more that they were exposing their students to different accents, thus, they are mirroring the philosophy of world Englishes to their students. However, it may be necessary to observe if they are using accents from the three concentric circles in their own English classes and if they are giving the value and importance that all accents have and if they are instilling the concept of intelligibility in pronunciation as well.

Graph 5

Pre-service teachers and the exposure to English accents to their pupils



When asked how they exposed their students to different English accents, answers from the four different groups included the use of audios and videos with different accents as well as the implementation of a conversation club with the participation of other teachers from the same school, videos about different topics, listening activities from the textbook, planning listening classes, interviews via camera, using TED talk videos. Indeed, they mentioned an array of ways to expose students to different English accents and the use of authentic

material is implicit in their answers which goes to the idea of rethinking what authentic material is for them and if they can create local materials using global ideas. Textbooks do not necessarily include authentic material nor they promote accents from the three concentric circle, but as Matsuda (2003: 724) mentions "textbooks can include more main characters from the outer and expanding circles and assign these characters larger roles in chapter dialogues than what they currently have." In addition, we could ask our students to design materials that take into account English accents from the three Concentric Circles.

Students were also asked if they knew ways to be exposed to different English accents and which ones. 100% of the students in the second and fourth semester mentioned that they knew ways to be exposed to different English accents; however, in the sixth and eighth semester there were 93.33% of the students who answered affirmatively. Amongst the different ways to be exposed, only two students in the second semester and all of the students in the fourth, sixth and eighth semester mentioned the following:

- Watching videos (Movies, interviews, documentaries, tv programs)
- Playing videos where multiple accents are introduced to the students
- Teaching about culture
- Teaching a cultural class where the teacher tries to act the accents
- Listening to different audios (Songs, news, interviews, podcast)
- Listening to different accent translations
- Listening to recordings of people with the accent
- Reading books/texts out loud
- Answering phonetic exercises
- Comparing the pronunciation of different accents
- Surfing on the internet
- Meeting international people
- Traveling to different places
- Visiting touristic places
- Using social media
- Being in touch with a person that has a different accent
- Bringing foreigners to the class

- Doing a video call/video conference with an English-speaking person from a different country

The different actions were listed into categories that go from activities in the classroom to activities that are assigned as homework or actions to promote the improvement/intelligibility outside the classroom. Exposure to people with either the use of technology and social media which is either planned by the teacher or as suggestions for students to keep on with their pronunciation. Input rather than output seems to be more favored in their answers and they include both an inductive and deductive methodologies to pronunciation. In the end, we agree with the idea that "To incorporate World Englishes in ELT, teachers themselves must be aware of the current landscape of the English language" (Matsuda,2003: 725) and our students seem to be aware of that.

Another question targeted to students was if they considered the use of other accents while teaching was important and if so, why. In general terms, 100% of thestudents in the second and fourth semester considered the use of other accents while teaching was important. Students in the second semester answered that it was important to acknowledge the different accents ofworld Englishesbecause their students will be exposed to them in any point of their lives and because they perhaps won't always be speaking to people from their own country or from people that speak with an American or British accent. In the fourth semester, students were conscious of more reasons to expose their students to different accents of English and they mentioned reasons such as 1) students will be exposed to different English accents in real-life situations where people from different places would like to talk to them, 2) students may travel abroad and they will need to recognize different accents, 3) to improve students' cultural knowledge, 4) because the students will not interact with only American people, 5) for students to know more about diversity. On the one hand, 80% of the students in the sixth semester expressed thatthey considered the use of other accents while teaching was important and the reasons they gave were: 1)it prepares students to real English use and scenarios, 2)it is important to tell students that there are other accents and types of English, 3)students must be aware of the use of different accents in case they travel, 4)because students may

face different accents outside the classrooms, 5) so students get used to them, 5) because it will help the students to understand varieties of English, 6) to understand what was said by a specific speaker with a different English accent, 7) to comprehend other cultures/diversity. On the other hand, 20% of students in the sixth semester disagreed on exposing students to different English accents and the reason they gave was that the "English teacher can facilitate their classes by sticking to only one accent since if a student learns proper English, he/she will be able to decipher other accents". Finally, 93.33% of students in the eighth semester agreed thatthe use of other accents while teaching was important. Reason for that were: 1)so that students understand and develop the listening skill, 2) to provide confidence to students' own English accent when they are providing an idea, 3) to make students aware of the difference in pronunciation in the same language, 4) it is important for students to be able to comprehend the language with as many peoples' accents as possible, 5) because the students might travel to other countries, 6) because it helps to develop the communicative competence, 7) because students get the chance to be exposed to and identify different accents, 8)because not all the accents sound the same. Within the 6.6% who disagreed about the importance of using of other accents while teaching, they mentioned that it was much more important to make emphasis on the differences in vocabulary from one type of English to another. It would be worth to introduce the following opinion into our courses "[…] incorporating World Englishes does not mean removing native varieties from English classes or replacing them with less-perfect ones; rather, they add to the current repertoire and thus enrich the curriculum" (Matsuda, 2003: 726).

Moreover, students in the B.A. were asked if they believed that some English accents were better than others. 100% of the students in the second, fourth and eighth semester as well as 93.3% of students in the sixth semester were convinced that there are not better accents; however, one student in the first semester mentioned that "some accents were more understandable than others" and one student from the sixth semester expressed "in my opinion, the British English is the best since the origin of it came from England." This last response clearly relates to Japanese English learner's attitudes found in Matsuda's study "[…] when they learned of outer-circle varieties, they expressed a strong preference

for American and British English because they believed American and British English were 'pure' and 'authentic'" (Matsuda, 2003: 721).

Regarding materials, students were questioned if they would like to use material that included different accents of English in their classes and if so, why? 100% of students in the second, fourth and eighth semester answered affirmatively to this question and only 80% of the students in the sixth semester did. Amongst the reasons they gave for the use of materials that promote different English accents were:

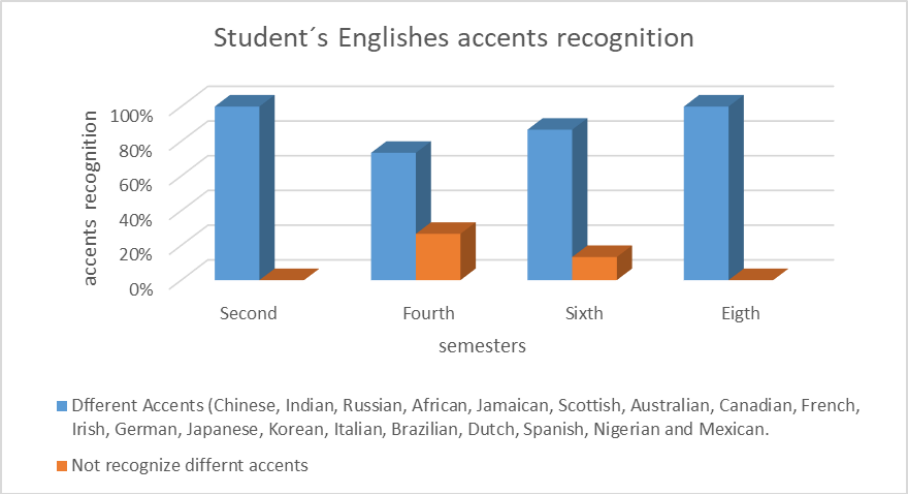
- to expose their students to different accents rather than American and British accents.
- they wanted their students to be familiar with other accents and to understand them
- for their students to be capable to understand and dialogue with people from other countries and cultures
- because it is always interesting to know different accents
- students may get more engaged to the class and classes could be funnier for them
- for students to realize that is not wrong to have an accent
- to help students to develop the listening skill
- because diversity is important
- because it will help the students to try out the accents by using different materials
- to help the students overcome their nervousness when talking to a native speaker that is not their teacher
- because not all the students will travel to the U.S., some of them will travel to other countries
- to avoid repetition and cause boredom
- because some textbooks already work with different accents
- to expose students to real different accents
- to expose students to different pronunciations and cultures
- it helps students to have a wider vision of the world
- to show social/cultural languages variables

- for students not to struggle when they hear the different accents in real life
- to improve students' confidence

Grosso modo, students are really aware of diversity, cultural aspects, respect towards cultures, how to motivate students and how to increase self-confidence towards their own accent. Pedagogically speaking, it seems that they could train their students to perceive different accents and they are even suggesting that their students can "practice" other accents, although they are not implying that their students should acquire one accent or another. What is more convenient at the end is what Matsuda (2003:721) suggests: "Even if one variety is selected as a dominant target model, an awareness of different varieties would help students develop a more comprehensive view of the English language."

Students in the B.A. were also asked if they could recognize a different accent rather than American and British English. 100% of the students in the second and eighth semester, 73.33% of students in the fourth semester as well as 86.66% in the sixth semester said that they could recognize different accents such as Chinese, Indian, Russian, African, Jamaican Scottish, Australian, Canadian, French, Irish, German, Japanese, Korean, Italian, Brazilian, Dutch, Spanish, Nigerian and Mexican. However, 26.66% of students in the fourth semester and 13.33% of students in the sixth semester mentioned that they could not recognize different accents and we could not identify the reasons why.

Graph 6
Students English accents recognition



The last question that students were asked was if they would like to be trained in the use of methodology and material that included different accents and if so, why. 100% of the students in the second, fourth and eighth semester and 93.33% of students in the sixth semester mentioned that they wanted to be trained in the use of methodology and material to include different English accents in their classes. Different reasons included that they wanted to learn because they wished to have more tools to teach their students. Also, they said they would like to master the most they can the language in its different accents. In addition, they mentioned that it was necessary to be prepared with that knowledge because they wanted to teach their students as much as they can of English and learning the different accents would be something good for them. In that sense, Tracey& Murray (2005: 380) mention that "EIL learners should not have to adapt to native speaker (NS) norms but should adjust their speech to suit an audience of primarily nonnative speakers (NNSs)." Thus, students in our B.A. in EFLT have a great idea on what to do since all the actions they are proposing below match the idea that "ESL learners have to make themselves understood to a wide range of interlocutors within a context where their L2 is the primary

language for communication and where, in many cases, NSs are the majority" (Tracey &Murray, 2005:380).

Below the list of reasons why pre-service teachers would like to be trained on methodology and material design:

- to give better classes
- to show students that they can encounter different accents
- because I like the different accents
- because it can be useful either for me or the students
- to have a bigger repertoire of things to teach
- it could be useful to teach in other continents
- because I find it interesting
- to recognize the different accents
- to be better at my job
- because I tried to do a class and it was difficult
- to improve my classes
- to be fully prepared before teaching different accents
- to be able to identify and understand them
- because it is useful
- for personal purposes maybe to work with people from different countries
- to apply different methods in class
- because I tried to do a class and it was difficult
- because it is always good to learn something and being new and being well prepared
- to improve my way of teaching
- to widen my teaching tools
- because it is important for teachers to know the differences
- to identify the different types of accents
- because we can work at different places and with specific people
- because I like the variation of accents and I want to make my students aware that not only English-speaking countries have an accent
- because it is a very necessary element of communication
- because the different accents exist everywhere.

As can be noticed, there are different and interesting reasons why students at the B.A. in EFLT would like to be trained in methodology and the use of material that targets different world Englishes accents. Arguments go from personal likes, to have more tools and a larger repertoire to help students' pronunciation, to teaching students respect towards other cultures, to help their students gain confidence about their own accent, etc.

It is worth mentioning that only one person answered negatively to this last question and that he mentioned that it was unnecessary to be trained on how to teach different accents since "if his students gained good knowledge on the accents from the Inner Circle, they themselves could look for other accents".

5. Conclusions

In general terms, from all the surveyed pre-service students, 93% of the participants have been deliberately exposed to different accents in different subjects at the B.A. which means that the B.A. and teachers have done a great job, but there is always room for improvement.

From all the participants surveyed, 48.3% of them are already teaching and they should implement some of our findings in their own teaching. 36% of the participants who are already teaching do not expose their language students to different accents, being aware that we are living in a globalized world would help them change that practice.

On the other hand, 96.6% know how to be exposed to different accents and they should put that into practice. At the same time, 98% of the participants agreed the use of different accents as they teach is important and this is relevant information and great feedback for the B.A.

While 53.3% of the participants considered there was no better English accent since each one helps its communicative purpose, 46.67% mentioned that there were more intelligible accents than others.

Besides, 95% mentioned that they would like to use material that contains different English accents and we should listen to them in order to create our materials; however, we should also train them to design their own materials.

83.3% were able to recognize other English accents besides American and British. However, they basically mentioned varieties from the expanding circle and accents from the Outer Circle should be introduced as well.

Finally, 76.6% would like to be trained in methodology and use of materials that include different accents.

Lewis (1981) in Matsuda (2003:726) mentions that "For curriculum changes to be implemented successfully, teachers and administrators should not only be aware of the general public's attitudes toward English varieties and possible resistance, but also take actions to address any concerns they may have". In our case, in order to impact the B.A. in EFLT updating of the program more objectively, different actors should be surveyed. In the first place, B.A. professors who teach subjects related to pronunciation, speaking and English languages and cultures could be surveyed in relation to their own perception of accents and how they use the theory of the three Concentric Circles or not. Another group of actors that should be surveyed in regards to accents are students who are learning English as an additional language and who may have expectations such as getting a better job or mobility to a different country. In addition, textbooks, exams and other materials should be analyzed or created taking into account accents from the three concentric circles, but making emphasis on what McKay (2003:145) states "[…] each country in which EIL is being taught must take ownership of the language, selecting teaching content and methods that are appropriate to the local context" that is ELT professionals thinking globally, but acting locally.

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APPENDIX 1

Different accents of English

This questionnaire is intended to gather information about your opinion regarding different accents of English. Thanks in advance for collaborating with this project.

1. Have you ever been deliberately exposed in your LIDILE classes to different accents of English? _____ Which ones? _____ In which subjects? _____
2. Are you currently teaching? _____ If so:
3. Do you expose your students to different accents in your classes? _____ How? _____ _____
4. Do you know any way to be exposed to different accents? _____ Which ones? _____ _____
5. Do you consider the use of other accents while teaching is important? ____ Why? _____ _____
6. Do you believe that some accents are better than others? _____. In your opinion which is/are the best one (ones)? _____ _____
7. Would you like to use material that includes different accents of English in you class? _____ Why? _____ _____

8. Can you recognize a different accent rather than American and British? _____. Which one(s)? _____
_____

9. Would you like to be trained in the use of methodology and material that includes different accents of English? _____ Why? _____
_____

An analysis of qualitative and quantitative activities in a textbook series used in a private institution in Guadalajara, Mexico

Cynthia Elizabeth Meza Romero

Abstract

For language school administrators and especially for language teachers of English as a foreign or second language, a syllabus constitutes the backbone and heart of what they do. Therefore, the syllabus and the textbooks to conform a language program, school or institution have to be carefully revised, piloted, tested and finally selected. In order to narrow down the topic, this analysis will be conducted regarding the syllabus, but more specifically in the linguistic area of pronunciation. This paper will present a piece of research carried out with a specific language institution in the city of Guadalajara, Mexico. It is a well-known institution that has held a series of textbooks with different revised editions for at least 8 years. This research was intended to analyze its syllabus and the textbooks used to find out how much this syllabus implements the use of pronunciation techniques in regards to time. Thus, a proposal included here is to use a Gantt chart to keep track of the time used in a sample of eleven activities of pronunciation.

Key words: Syllabus, pronunciation, ESL, EFL, textbooks, materials, Gantt Chart

Resumen

Para los administradores de escuelas de idiomas y especialmente para los profesores de inglés como lengua extranjera o segunda lengua, un plan de estudios (syllabus) constituye la columna vertebral y el corazón de lo que hacen. Por lo

tanto, el plan de estudios y los libros de texto para conformar un programa de idiomas, una escuela o una institución deben ser cuidadosamente revisados, probados y finalmente seleccionados. Con el fin de acotar el tema, este análisis se realizará en torno al temario, pero más concretamente en el ámbito lingüístico de la pronunciación. En este artículo se presentará una investigación realizada con una institución específica de idiomas en la ciudad de Guadalajara, México. Dicha institución es una institución reconocida que ha mantenido una serie de libros de texto con diferentes ediciones revisadas durante al menos 8 años. Esta investigación tuvo como objetivo analizar su plan de estudios y los libros de texto utilizados para averiguar cuánto implementa este plan de estudios el uso de técnicas de pronunciación en lo que respecta al tiempo. Así, una propuesta que aquí se incluye es utilizar un diagrama de Gantt para llevar un registro del tiempo empleado en una muestra de once actividades de pronunciación.

Palabras clave: plan de estudios, pronunciación, ESL, EFL, libros de texto, materiales, Gráfica de Gantt

Introduction

Previous Research - 2015

The thesis "Exploring the Perception of the Different Factors Involved in Pronunciation at an English Private Institution in Mexico." Meza Romero (2015) was presented within the frame of the Graduate Program of the "Maestría en Estudios de las Lenguas y Culturas Inglesas" (MELCI) translated as Master's Degree in English Language and Cultures. The postgraduate program belongs to the Modern Language Department of the University of Guadalajara located in the state of Jalisco, Mexico. The main focus of that thesis was motivated due to the fact that the researcher was still part of the teaching staff where the study was carried out and many factors seemed to affect the performance of advanced levels regarding pronunciation. Thus, the project was intended to gather data of the program; the syllabus; the evaluation criteria/instruments; and the backgrounds of the language teachers and their students.

The thesis included a gamut of mixed methodological approaches with techniques and instruments to gather, categorize, and process the information. As

aforementioned, the thesis was carried out in Guadalajara, Mexico in a school that is a top - ranked private institute of languages in the state of Jalisco. The need to analyze these factors was due to the fact that during the 10 years of the researcher‘s teaching practice (from 2007 to 2017) at this private language school, students faced issues regarding their pronunciation intelligibility.

Such issues varied from learners using the wrong sounds, wrong words, asking the teacher(s) to enunciate, asking the teacher(s) to repeat certain words or phrases, and learner(s) asking another learner to repeat a word or phrases. These situations became evident as the researcher was imparting higher levels in the Institution. These levels were within the Common European Framework of Reference for Languages within the levels B2 and C1. Taking this into account, learners at that level were expected to have a higher mastery of the pronunciation skills, techniques and competencies in general. However, most were still struggling and the reasons were unknown to the researcher.

Independently of the Institution‘s needs and regardless of the factors involved in the situation, it is known that intelligible pronunciation is essential during a listening/speaking process where clear and correct pronunciation makes a conversation more comfortable for both the speaker and the listener and it even helps to avoid misunderstandings. Thus, the main concern of this research was the Institution in question and its teachers‘ practices and the direct connection to students‘ proficiency in pronunciation regarding language courses for young adults and higher. The children’s program was not considered in this research.

Historical background of the Institution

In general, the institution was created as part of the University of Guadalajara around 1990 with the objective of catering to all University students with languages they needed in their B.A. programs. Some years later, the Institution was decentralized from the University and functions as a private language school. This Institution is still one of the best positioned language institutions in the state of Jalisco that offers courses to all audiences. Furthermore, it remains oriented to offering language courses to University alumni. Their courses are targeted to children, teenagers and young adults mainly. However, adults in general as

well as public and private enterprises with the need of cultural, professional, and personal development look for their services with high demand.

Current Research - 2022

Objectives of the study:

- To find out to what extent the current syllabus of the Institution allocates time to pronunciation activities.
- To propose a time measuring system of pronunciation activities through the Gantt charts.
- To develop a consistent analysis and instructional design of syllabi with more focus on pronunciation skills that works with different language programs and institutions.

What is a syllabus?

According to the National Council of Educational Research and Training, a syllabus (2022) refers to the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered; together with stage specific objectives.

Fornaciari and Lund Dean (2014: 703) stated that syllabi writers take their ideas and teaching styles, and place them in a hopefully understandable format, but what can be included varies, as illustrated by the following list:

- Course title, number, and level
- When and where the course will meet
- Who the instructor is, and when and how to make contact
- What topical material will be covered and required
- What the course learning objectives and course policies are
- What students' assignments will be, and when they are due
- How assignments will be assessed, and what the grading scale is

The Syllabus in the Institution

The number of syllabus types has increased significantly in the last decades. In order to define what a syllabus is, it is important to know some core concepts

established decades ago. To begin with, Breen (1984:47) defines syllabus as "a plan of what is to be achieved through our teaching and our students' learning ."

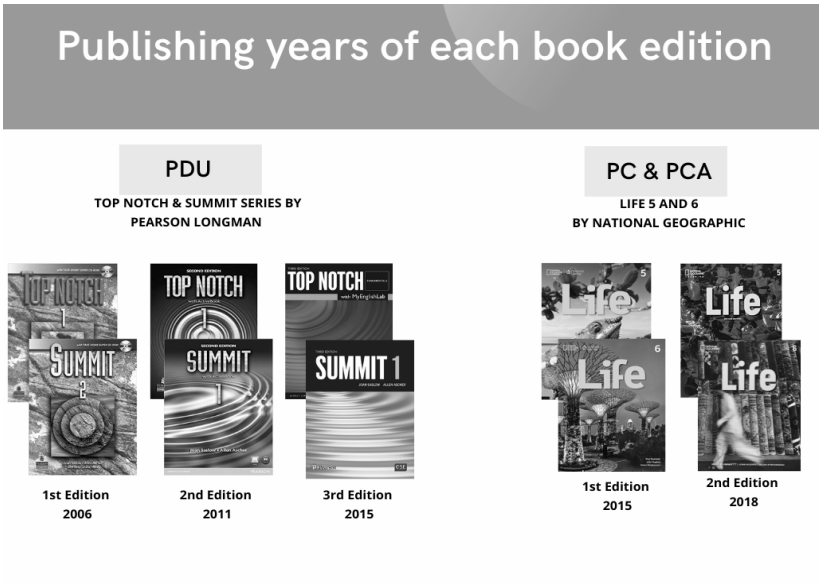
In other words, a syllabus is some kind of contract between the institution and the students. The institution establishes decisions on how to best educate students in its discipline and subdisciplines. Thus, a curriculum is designed by the Institution and staff (teachers) are hired to convey that curriculum. The institution then decides how much freedom or retributions the teachers can take, using their best judgment and knowledge of pedagogical approaches for each course.

Dubin, & Olshtain (1986: 32-33) remarked that when the materials constitute the curriculum and syllabus in an institution, it is essential to consider the following five elements:

1. Awareness of the educational and linguistic orientations the commercial textbooks contain.
2. Adaptation of the educational and linguistic orientations to the timeframe. The scope and sequence charts indicate the linguistic elements.
3. Cultural adaptations. Contrasting TL with L2's similarities and differences.
4. Goals are being reached in terms of examinations, higher levels of education or higher levels in the language program.
5. Adaptations to fit local attitudes toward language learning.

Following the same thought, Hutchinson & Waters (1987: 81) agree that adaptation of teaching materials to the context is essential for motivation and thus triggers language learning. They state, "In writing materials, the author adds yet more assumptions about the nature of language, language learning and language use. The author decides the contexts in which the language will appear, the relative weightings and integration of skills, the number and types of exercises to be spent on any aspect of language, the degree of recycling or revision. These can all have their effect on whether and how well something is learnt. For example, if certain vocabulary items are presented in texts which appeal to the learners, they are more likely to be remembered, because the learners' attention will be more involved."

Due to time factors, the present study will only focus on the syllabus currently (2022) used by the Institution. The syllabus is published and provided by Pearson Longman and National Geographic. These textbooks have been long used by the Institution (at least 8 years) and they have been updating to the new series editions of the textbooks. Currently, such textbooks are running their third edition. The following chart shows the publishing years of each book series:



Courses offered by the Institution

The Institution offers three courses that comprise the book series mentioned above. The schedules are generally divided into weekly and Saturday courses. The weekly courses are taken from Monday to Friday from 7:00 to 21:00. The students can decide which schedule fits better according to their needs. At some point some students migrate to Saturday schedules or vice versa depending on their needs and if the Institution's calendar allows it. This is due to the fact that sometimes the weekly and Saturday courses are not aligned because the weekly courses last a month and the Saturday courses last two months. The following table shows the three courses, their names in Spanish and the scope of each one in the Common European Framework of reference for Languages:

Scope of Language Courses in the Institution

	HOURS OF INSTRUCTION PER LEVEL	HOURS OF INSTRUCTION PER COURSE	CEFR LEVEL
PDU Programa Diploma Universitario	40 HOURS	480 HOURS	A2-B1
PC Programa Certificado	40 HOURS	120 HOURS	B1-B2
PCA Programa Certificado Avanzado	40 HOURS	120 HOURS	C1-C2

The method of the Institution

The Institution uses a blended or eclectic method to teach. This type of method is better known as the Blended Learning (BL) model since it mixes the much needed face-to-face (F2F) classroom interaction for language presentation and clarification with virtual support for multiple language practice through technology gadgets with Internet access such as desk computers, laptops, tablets and smartphones (Bonk & Graham, 2005; Tomlinson & Whittaker, 2013:13). Bonk & Graham (2005: 8) specified that so far, a considerable amount of research in regards to models integrating technology and pedagogy practices to attain learner needs has been carried out. After the 2020 pandemic, the integration of virtual synchronous and asynchronous courses were set to stay forever in some institutions. In the case of the Institution, currently they keep a limited hybrid model, but mostly face-to-face courses are the ones being offered and with higher demand. All of the teachers have to adapt to this method since the continuance of levels within the courses has to be observed.

Types of syllabus

Currently a wide range and combinations of types of syllabus are used in the language field, here some of the most recognized ones will be listed:

Structural syllabus: Its main focus is on syntactical structure and it is usually presented in a graded form.

Notional/Functional Syllabus: Its main focus is on presenting activities with notions, concepts or ideas to the learner.

Situational Syllabus: As its name suggests, its focus is on presenting situations for the learner to construct reactions according to the context presented.

Skill-Based Syllabus: This type of syllabus may only focus on the development of one particular skill and its sub skills such as reading abilities.

Task-Based Syllabus: Its focus is on setting the learner into problem-solving, planning, organizing and goal achieving activities.

Content-Based Syllabus: This type of syllabus focuses on different subjects such as math, history, chemistry and they can be taught through a second or foreign language.

Lexical Syllabus: This type of syllabus concentrates on sets of words as the root of most activities.

Cultural Syllabus: As the name implies, culture is the heart of this type of syllabus where the learner approaches a certain culture and integrates it with the language.

Integrated Syllabus: This type of syllabus is an eclectic one where all the types listed before integrate and contribute with the best of them.

In the Institution, the syllabus used is an integrated one since all the activities can have different foci, objectives, skill-development, methods, approaches and techniques. The textbook series are easy to obtain since the learner gets their certified copy of the textbook at the moment of registration to each level of the course.

The Top Notch textbook series is color coded to better differentiate its different levels (From Fundamentals to Top Notch 3). Each set contains a students' book, workbook, a CD with access to audio tracks, videos and links to the integrated digital platform. On the teacher's side, they get the same set with

the Teachers' book version and extra materials and resources. In general, it can be said that the textbooks are teacher and student friendly; they include lots of visual aids, a clear and graded linguistic structure and a wide range of types of activities that keep most students interested.

Research Methodology

From the official website of Pearson, publisher of the Top Notch and Summit Series, the scope and sequencing that was exclusively related to pronunciation was extracted in order to have a better understanding on what activities were included, how they were designed, with what purpose and how much time was allocated to each. The following lists are those scopes and sequences of the Top Notch and Summit series for the PDU course program that comprises twelve levels (480 hours) of instruction:

	LEVEL 1 - 3	LEVEL 4 & 5	LEVEL 6 & 7	LEVEL 8 & 9	LEVEL 10 – 12
Unit 1	Syllables	Intonation of questions	Sound reduction in the present perfect	Intonation of tag questions	Content words and function words
Unit 2	Stress in two-word pairs	Rising intonation to confirm information	Reduction of h	Intonation of lists	Intonation patterns
Unit 3	Falling intonation for questions with Where	Linking sounds	Contractions with will	Emphatic stress to express enthusiasm	Sentence rhythm: thought groups
Unit 4	Number contrasts	The before consonant and vowel sounds	Stress of particles in phrasal verbs	Sentence stress in short answers with so	Linking sounds

	LEVEL 1 - 3	LEVEL 4 & 5	LEVEL 6 & 7	LEVEL 8 & 9	LEVEL 10 – 12
Unit 5	Sentence rhythm	Intonation of questions	Pronunciation of unstressed vowels	Direct and indirect speech: Rhythm	Unstressed syllables: vowel reduction to /ə/
Unit 6	Plural nouns	Can / can't • Third-person singular –s: Review	Sound reduction: used to	Reduction of have in perfect modals	Sound reduction
Unit 7	Third-person singular verb endings	The simple past tense ending: Regular verbs	Reduction of to in infinitives	"Thought groups"	Vowel sounds /i/ and /ɪ/
Unit 8	Linking sounds	Contrastive stress for clarification	Emphatic stress	Contractions with 'd in spoken English	Stress placement: prefixes and suffixes
Unit 9	Rising and falling intonation of yes / no and information questions	Intonation for offering alternatives	Stress in as . . . as phrases	Stress to emphasize meaning	Reduction and linking in perfect modals in the passive voice
Unit 10	Vowel sounds: /i/, /i/, /ei/, /ɛ/	Rising intonation for clarification	Blending of d + y in would you	Voiced and voiceless th	Vowel sounds / eɪ/, /ɛ/, /æ/, and /ʌ/
Unit 11	Simple past tense regular verb endings				
Unit 12	More vowel sounds				

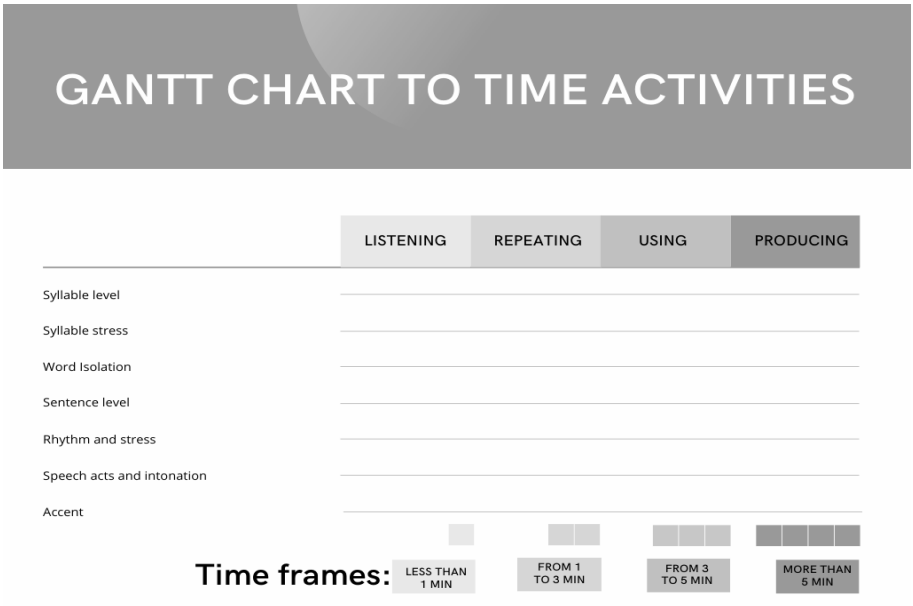
	LEVEL 1 - 3	LEVEL 4 & 5	LEVEL 6 & 7	LEVEL 8 & 9	LEVEL 10 – 12
Unit 13	Blending of sounds: Could you				
Unit 14	Diphthongs				

As one can observe in this table that contains all the activities for pronunciation in the PDU course, it is very clear that the majority of them are focused on the development of suprasegmental raits. Only a few activities are intended to develop segmental traits such as the ones that refer to vowel sounds. After extracting this table, an activity to practice pronunciation was selected from each textbook to be analyzed. Thus, eleven activities were extracted from the first unit of each book.

The images of such activities were extracted from the official website of the books publisher. Those images were cut to only display the name of the activity, the instructions and some specifications that were relevant to pronunciation. Then, in order to analyze each activity a Gantt chart is proposed to set a visual aid and standard for time frames that each activity includes. After using the Gantt chart, a description of the analysis will be found after each activity is presented. According to Naybour, P. (2022) a Gantt chart is a chart in which a series of horizontal lines records and displays the amount of work done or production completed in certain periods of time in relation to the amount planned for those periods. This type of chart gives managers and workers a high-level overview of the project tasks they must complete, along with a timetable to finish their work. Thus, this chart is the main proposal of this project: to be considered by administrators of any kind of language program in order to keep track of how much time is allocated to pronunciation. The ultimate goal would be to implement more activities, to see them through and to measure pronunciation achievement and improvement.

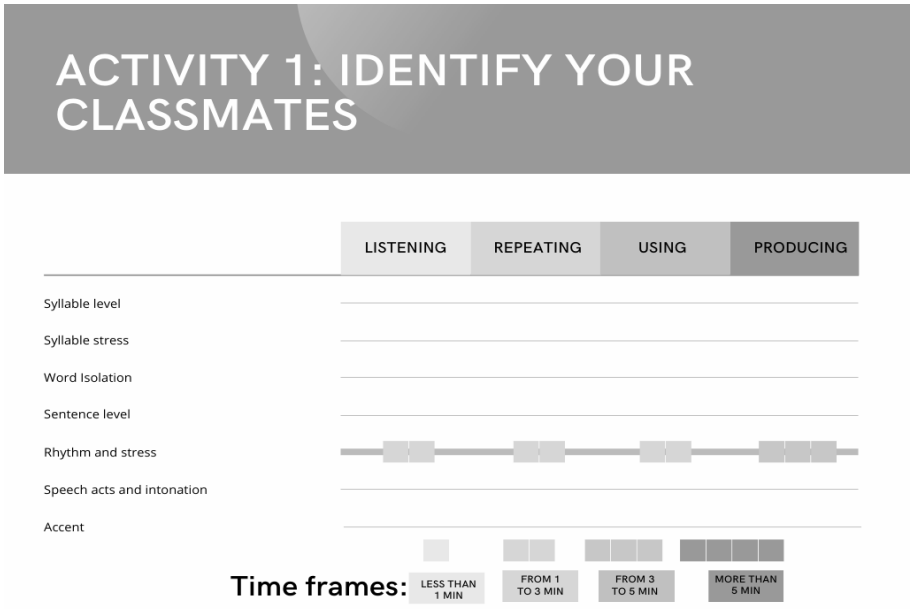
The chart presented below works as follows:

1. The left column displays a list of pronunciation levels to take into account. These levels or concepts are the following:
   a. Syllable level
   b. Syllable stress
   c. Word Isolation
   d. Sentence level
   e. Rhythm and stress
   f. Speech acts and intonation
   g. Accent



2. On top of the chart, four types of techniques are organized in columns:
   a. Listening
   b. Repeating
   c. Using
   d. Producing

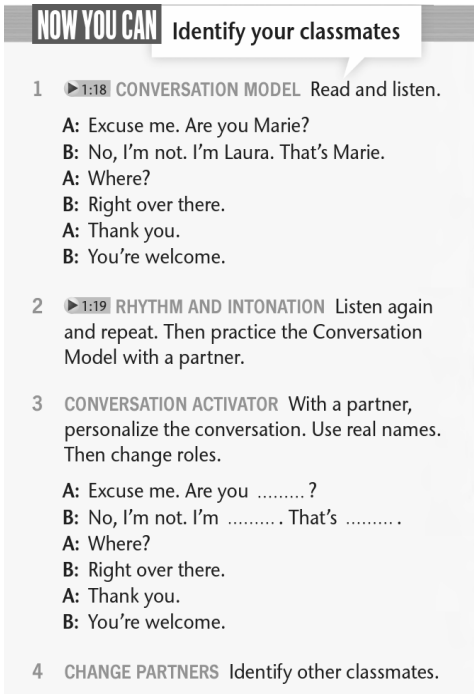
At the bottom of the chart, four time frames will be found in different colors. The Longest time frame being the darkest and longest bar while the shortest is the smallest and lightest colored.



Each activity and tasks from the Top Notch and Summit textbooks' presented in here will be analyzed and presented with the time frames of the Gantt chart. Times for each activity and task will be added up to establish a time parameter on how each course book dedicates to pronunciation.

- Analysis of Book Series for PDU Course Levels
- Top Notch: Fundamentals (For PDU Levels 1-3)
- Top Notch Fundamentals: Activity 1

Image 1


NOW YOU CAN Identify your classmates

1 ▶1:18 CONVERSATION MODEL Read and listen.

A: Excuse me. Are you Marie?
B: No, I'm not. I'm Laura. That's Marie.
A: Where?
B: Right over there.
A: Thank you.
B: You're welcome.

2 ▶1:19 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Use real names. Then change roles.

A: Excuse me. Are you ..... ?
B: No, I'm not. I'm ..... . That's ..... .
A: Where?
B: Right over there.
A: Thank you.
B: You're welcome.

4 CHANGE PARTNERS Identify other classmates.

- Task 1 Conversation Model - Time allocated 01:18 minutes
- Task 2 Rhythm and intonation - Time allocated 01:19 minutes
- Task 3 Conversation activator - No time specified - Suggested time 03:00+ minutes
- Task 4 Change partners - No time specified - Suggested time 03:00+ minutes
  Approximate total time allocated: 09:00 minutes

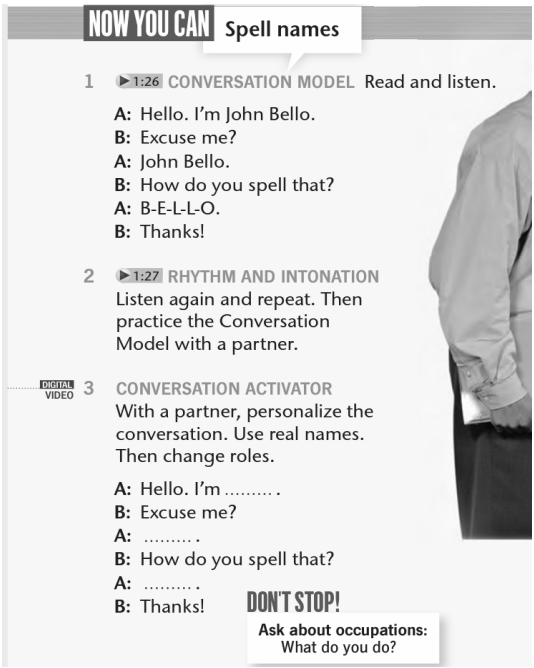
Gantt Chart 1

As one can see on the first activity, the students have to read and listen to a recording where a person is asking about someone's identity. Then, students have to repeat the same conversation between the two people to practice rhythm and intonation in an individual way. After doing this, students must be paired up with a partner to practice the same conversation and they can make some

changes to adapt the talk to their context. They can do this several times with different partners. This information was transferred to the Gantt chart where one can see that the student spends an average of 1 to 3 minutes on each technique.

Top Notch Fundamentals: Activity 2

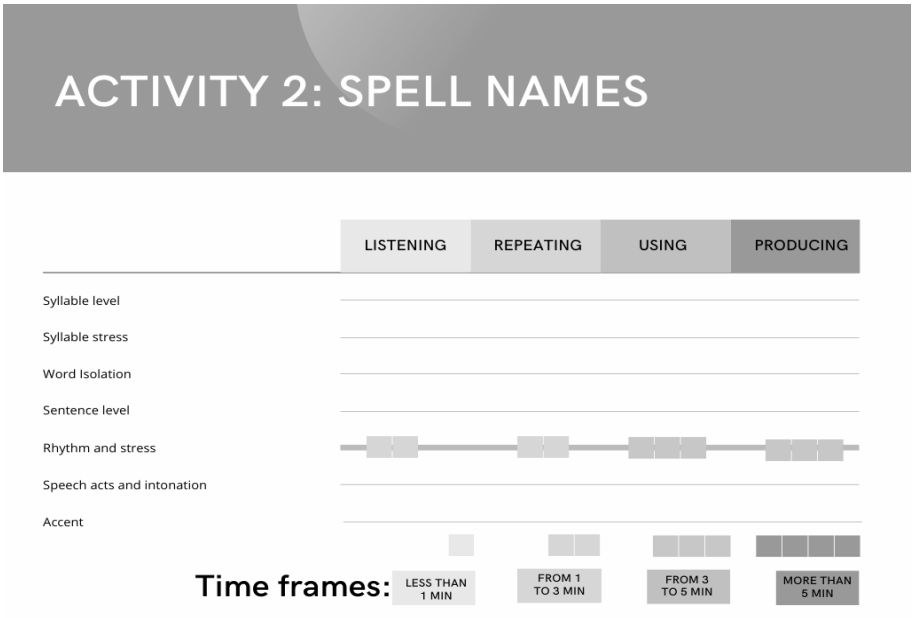
Image 2



- Task 1 Conversation Model - Time allocated 01:26 minutes
- Task 2 Rhythm and intonation - Time allocated 01:19 minutes
- Task 3 Conversation activator - No time specified - Suggested time 03:00+ minutes
- Approximate total time allocated: 06:00 to 08:00 minutes

Gantt Chart 2

As one can see on this second activity of the same unit, the students have to read and listen to a recording where a person spells his name to another person. Then, students have to repeat the same conversation between the two people to practice rhythm and intonation in pairs. They continue being paired up to practice the same conversation and they can make some changes to adapt the talk to their context and names. They can do this several times with different roles. This information was transferred to the Gantt chart where one can see that the student spends an average of 1 to 3 minutes on listening, from 1 to 3 minutes on repeating, from 3 to 5 minutes on using the language and finally, they can spend from 3 to 5 minutes on producing a new conversation where they can include their occupations. The total time allocated for this activity is 6 minutes, however, it can take up to 8 depending on the amount of practice.



Top Notch Fundamentals: Activity 3

Image 3

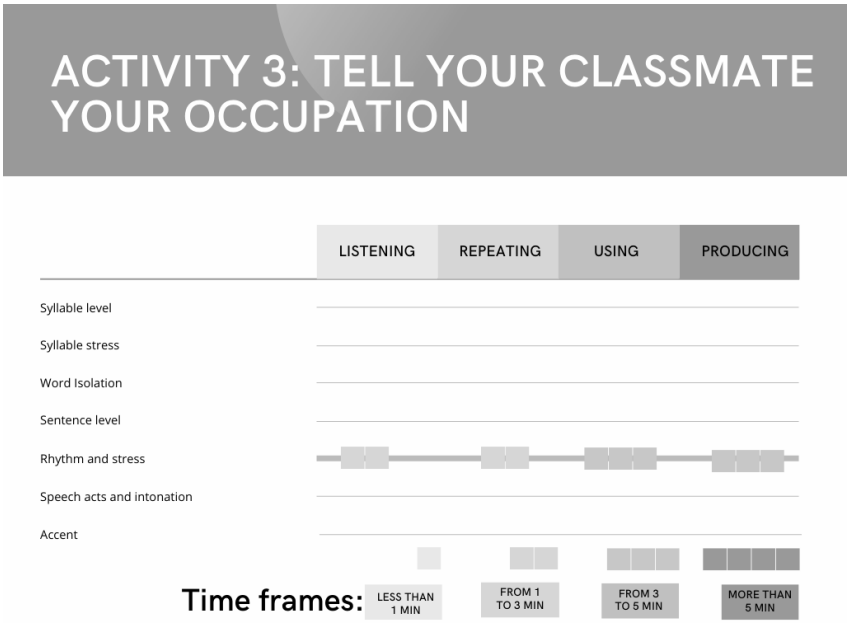


- Task 1 Conversation Model - Time allocated 01:15 minutes
- Task 2 Rhythm and intonation - Time allocated 01:16 minutes
- Task 3 Conversation activator - No time specified - Suggested time 03:00+ minutes
- Task 4 Change partners - No time specified - Suggested time 03:00+ minutes
- Approximate total time allocated: 09:00 minutes

Gantt Chart 3

As one can see on this third activity, the students have to read and listen to a recording where two people ask their occupations. Then, students have to repeat the same conversation between the two people to practice rhythm and intonation in pairs. The students continue being paired up to practice the same conversation and they can make some changes to adapt the talk to their context

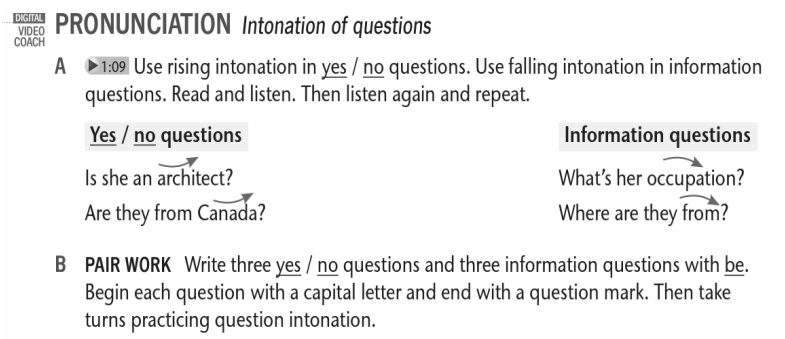
and occupations. They can do this several times with different partners. This information was transferred to the Gantt chart where one can see that the student spends an average of 1 to 3 minutes on listening, from 1 to 3 minutes on repeating, from 3 to 5 minutes on using the language and finally, they can spend from 3 to 5 minutes on producing a new conversation where they can include their occupations. The total time allocated for this activity is 9 minutes, however, it can take up to 10 depending on the amount of practice.



Top Notch 1 (For PDU Levels 4 And 5)

Top Notch 1: Activity 1

Image 4



DIGITAL VIDEO COACH **PRONUNCIATION** *Intonation of questions*

A ▶1:09 Use rising intonation in yes / no questions. Use falling intonation in information questions. Read and listen. Then listen again and repeat.

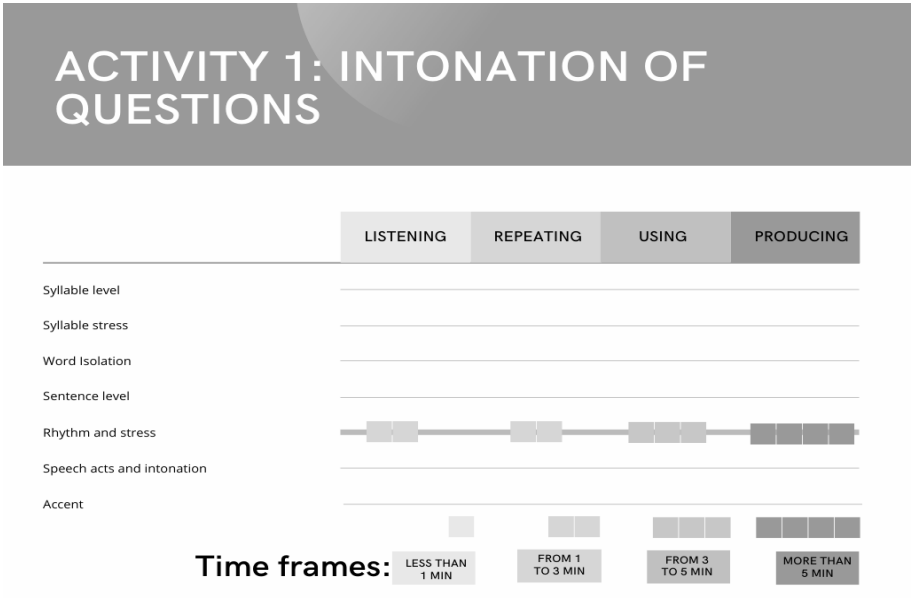
Yes / no questions	Information questions
Is she an architect?	What's her occupation?
Are they from Canada?	Where are they from?

B **PAIR WORK** Write three yes / no questions and three information questions with be. Begin each question with a capital letter and end with a question mark. Then take turns practicing question intonation.

- Task 1 Pronunciation - Time allocated 01:09 minutes
- Task 2 Pair work - No time specified - Suggested time 05:00+ minutes
- Approximate total time allocated: 07:00 minutes

Gantt Chart 4

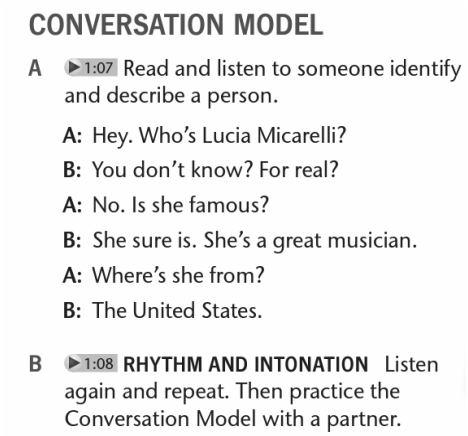
As featured on this fourth activity, on Exercise A the students have to read and listen to a recording where a person enunciates falling and rising intonation for questions. Then, students have to listen and repeat the questions with the correct intonation. On Exercise B, students can be paired up to practice intonation in questions.



This information was transferred to the Gantt chart where one can see that the student spends an average of 1 to 3 minutes on listening, from 1 to 3 minutes on repeating, from 3 to 5 minutes on using the language and finally, they can spend more than 5 minutes on producing a new conversation where they can include their questions. The total time allocated for this activity is 7 minutes.

Top Notch 1: Activity 2

Image 5



CONVERSATION MODEL

A ▶1:07 Read and listen to someone identify and describe a person.

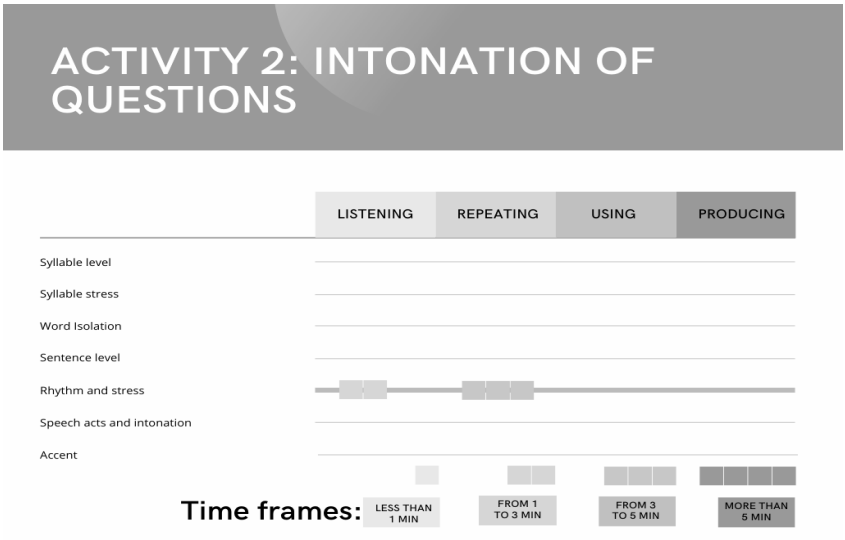
A: Hey. Who's Lucia Micarelli?
B: You don't know? For real?
A: No. Is she famous?
B: She sure is. She's a great musician.
A: Where's she from?
B: The United States.

B ▶1:08 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- Task 1 Pronunciation - Time allocated 01:07 minutes
- Task 2 Rhythm and intonation - Time allocated 01:08 minutes
- Approximate total time allocated: 05:00 minutes

Gantt Chart 5

As displayed on this fifth activity, on Exercise A, students have to read and listen to a recording where a person describes someone to another person. Then, on exercise B, students have to listen and repeat the conversation. This information was transferred to the Gantt chart where one can see that the student spends an average of 1 to 3 minutes on listening, from 1 to 3 minutes on repeating and modeling with a partner. The total time allocated for this activity is 5 minutes.



Top Notch 2 (For PDU Levels 6 And 7)

Top Notch 2: Activity 1

Image 6

CONVERSATION MODEL

A ▶1:03 Read and listen to people getting reacquainted.

A Audrey, have you met Hanah?
B No, I haven't.
A Hanah, I'd like you to meet Audrey.
C: Hi, Audrey. You look familiar. Have we met before?
B I don't think so.
C: I know! Last month. You were at my sister Nicole's party.
B Oh, that's right! How have you been?

B ▶1:04 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

ORIGINAL VIDEO COACH **PRONUNCIATION** *Sound reduction in the present perfect*

A ▶1:05 Listen to how the sound /t/ of the negative contraction "disappears" in natural speech. Then listen again and repeat.

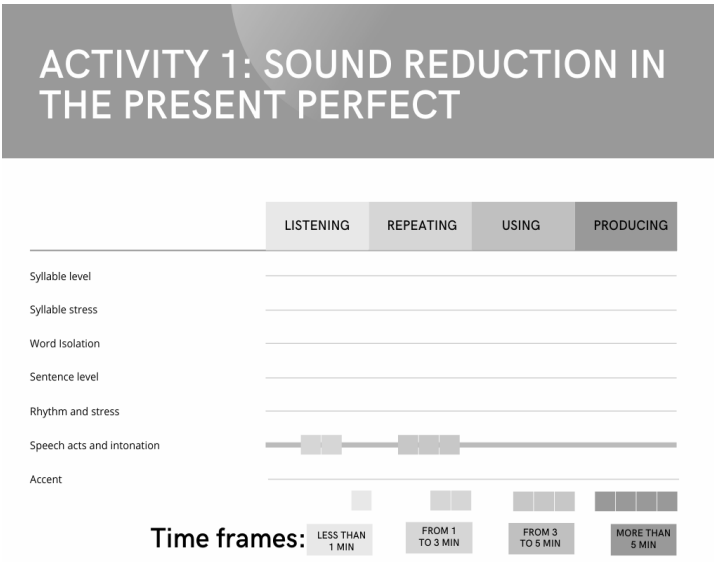
1 I haven't been to that class.
2 He hasn't met his new teacher.
3 They haven't taken the test.
4 She hasn't heard the news.

B Now practice saying the sentences on your own.

- Task 1 Conversation model - Time allocated 01:03 minutes
- Task 2 Rhythm and intonation - Time allocated 01:04 minutes + Time to practice 01:30 minutes
- Task 3 Pronunciation- Time allocated 01:05 minutes
- Task 4 No time specified- Suggested time 01:30 minutes
- Approximate total time allocated: 07:00 minutes

Gantt Chart 6

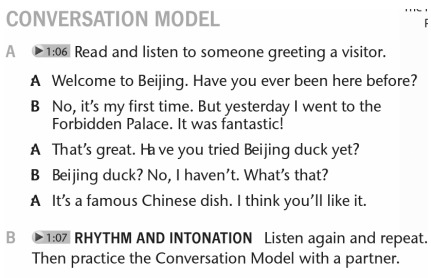
As seen on this sixth activity, on Exercise A, students have to read and listen to a recording where three people are getting acquainted.



Then, on exercise B, students have to listen and repeat the conversation with a partner. Afterwards, in the Pronunciation activity there are two other similar tasks. First, students have to listen to the sound reduction in each sentence and then they have to repeat. This information was transferred to the Gantt chart where one can see that the student spends an average of 1 to 3 minutes on listening, from 3 to 5 minutes on repeating and modeling with a partner. The total time allocated for this activity is 7 minutes.

Top Notch 2: Activity 2

Image 7



CONVERSATION MODEL

A ▶1:06 Read and listen to someone greeting a visitor.

A Welcome to Beijing. Have you ever been here before?

B No, it's my first time. But yesterday I went to the Forbidden Palace. It was fantastic!

A That's great. Have you tried Beijing duck yet?

B Beijing duck? No, I haven't. What's that?

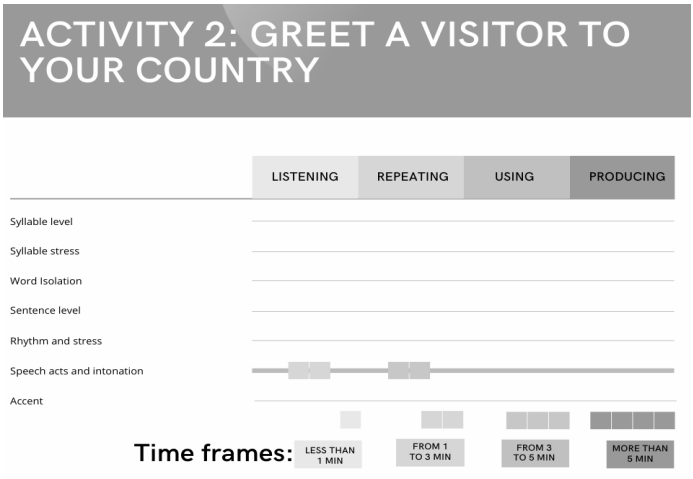
A It's a famous Chinese dish. I think you'll like it.

B ▶1:07 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- Task 1 Conversation model - Time allocated 01:06 minutes
- Task 2 Rhythm and intonation - Time allocated 01:07 minutes
- Task 3 Practice with a partner - No time allocated - Suggested time 01:30 minutes
- Approximate total time allocated: 04:00 minutes

Gantt Chart 7

As observed on this seventh activity, on Exercise A, students have to read and listen to a recording where they will be introduced to a person receiving tips on food and places to visit in Beijing.



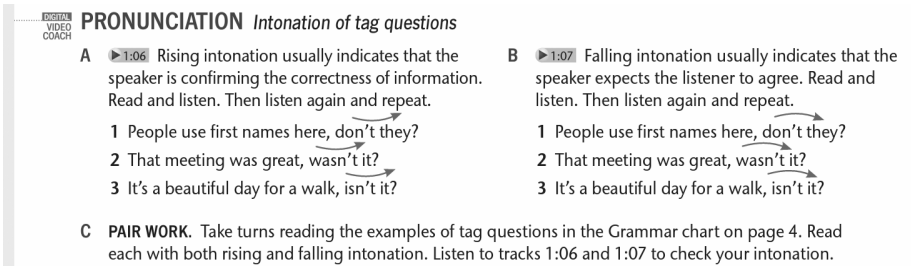
Then, on exercise B, students have to listen, repeat, and practice the conversation with a partner.

This information was transferred to the Gantt chart where one can see that the student spends an average of 1 to 3 minutes on listening, from 1 to 3 minutes on repeating with a partner. The approximate total time allocated for this activity is 4 minutes.

Top Notch 3 (For Pdu Levels 8 And 9)

Top Notch 3: Activity 1

Image 8



DIGITAL VIDEO COACH **PRONUNCIATION** *Intonation of tag questions*

A ▶1:06 Rising intonation usually indicates that the speaker is confirming the correctness of information. Read and listen. Then listen again and repeat.

1 People use first names here, don't they?
2 That meeting was great, wasn't it?
3 It's a beautiful day for a walk, isn't it?

B ▶1:07 Falling intonation usually indicates that the speaker expects the listener to agree. Read and listen. Then listen again and repeat.

1 People use first names here, don't they?
2 That meeting was great, wasn't it?
3 It's a beautiful day for a walk, isn't it?

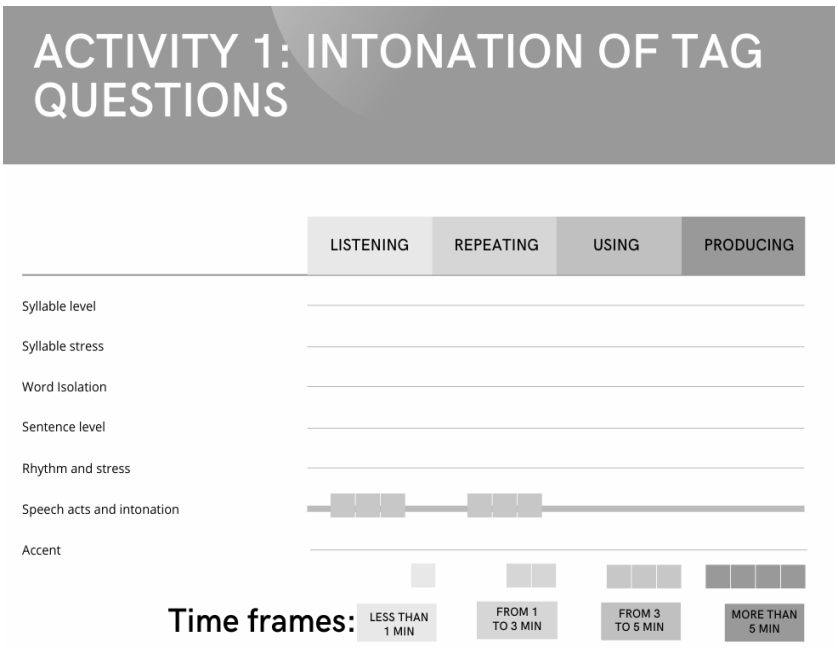
C **PAIR WORK.** Take turns reading the examples of tag questions in the Grammar chart on page 4. Read each with both rising and falling intonation. Listen to tracks 1:06 and 1:07 to check your intonation.

- Task 1 Pronunciation - Time allocated 01:06 minutes
- Task 2 Pronunciation - Time allocated 01:07 minutes
- Task 3 Pair work - No time allocated - Suggested time 03:30 minutes
- Approximate total time allocated: 06:00 minutes

Gantt Chart 8

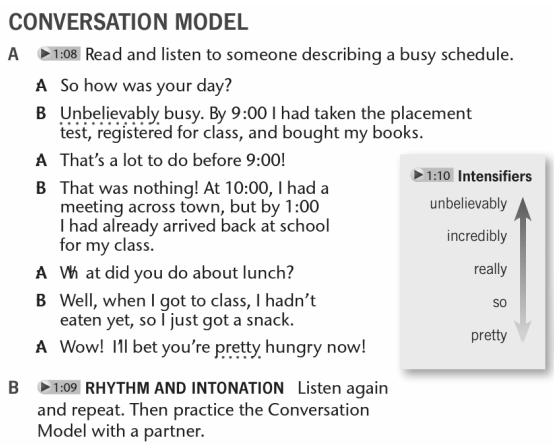
As displayed on this eighth activity, on Exercise A, students have to read and listen to a recording where they will be introduced to the intonation (rising and falling) of tag questions. Here the learner has to listen to the track two times and repeat once to practice rising intonation. Then, on Exercise B, the learner has to listen to the track twice and repeat once, but now with falling intonation. Then, on exercise C, students have to work in pairs, repeat and practice the intonation from the examples of Exercises A and B and an extra exercise on another page. This information was transferred to the Gantt chart where one can see that the

student spends an average of 3 to 5 minutes on listening, from 3 to 5 minutes on repeating with a partner. The minimum total time allocated for this activity is 6 minutes. However, this activity may take longer since the learners have to go to different pages of the book to find the extra activity.



Top Notch 3: Activity 2

Image 9



CONVERSATION MODEL

A ▶1:08 Read and listen to someone describing a busy schedule.

A So how was your day?

B Unbelievably busy. By 9:00 I had taken the placement test, registered for class, and bought my books.

A That's a lot to do before 9:00!

B That was nothing! At 10:00, I had a meeting across town, but by 1:00 I had already arrived back at school for my class.

A What did you do about lunch?

B Well, when I got to class, I hadn't eaten yet, so I just got a snack.

A Wow! I'll bet you're pretty hungry now!

B ▶1:09 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

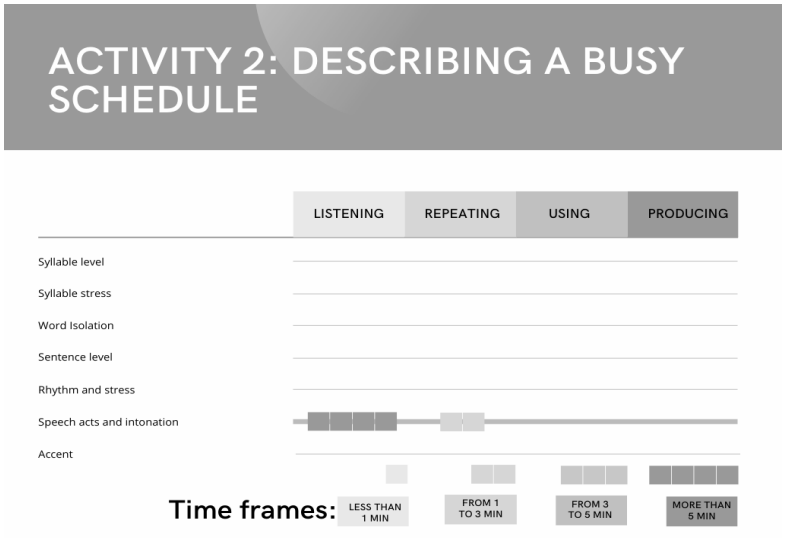
▶1:10 **Intensifiers**

unbelievably
incredibly
really
so
pretty

- Task 1 Conversation model - Time allocated 01:08 minutes
- Task 2 Rhythm and intonation - Time allocated 01:09 minutes
- Task 3 Intensifiers- Time allocated 01:10 minutes
- Approximate total time allocated: 06:00 minutes

Gantt Chart 9

As shown on this ninth activity, on Exercise A, students have to read and listen to a recording where they will be introduced to two people talking about their busy schedule. Here the learner has to listen to the track two times and repeat once to practice rhythm and intonation with a partner on Exercise B. After that, there is an extra box with vocabulary including a list of intensifiers.

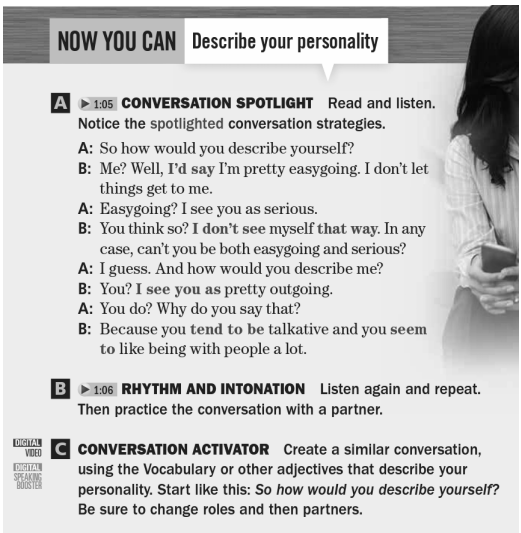


This information was transferred to the Gantt chart where one can see that the student spends an average of more than 5 minutes on listening and from 1 to 3 minutes on repeating with a partner. The approximate total time allocated for this activity is 6 minutes.

Summit 1 (For PDU Levels 10, 11 And 12)

Summit 1: Activity 1

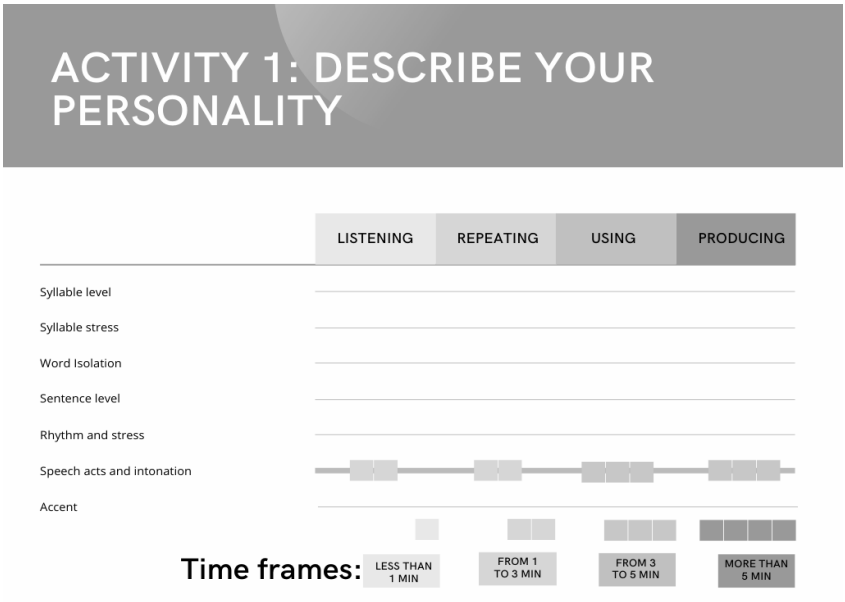
Image 10



- Task 1 Conversation spotlight - Time allocated 01:05 minutes
- Task 2 Rhythm and intonation - Time allocated 01:06 minutes
- Task 3 Conversation Activator - No time allocated - Time suggested 5:00 minutes
- Approximate total time allocated: 08:00 minutes

Gantt Chart 10

As illustrated on this tenth activity, on Exercise A, students have to read and listen to a recording where they will be introduced to two people talking how they describe themselves and each other.



On Exercise A, the learner has to read, listen to the conversation, and spot certain expressions used as conversation strategies. Then on Exercise B. The learner has to listen again to the conversation and repeat it. After that, the students must work in pairs to practice the same conversation. Finally, on Exercise C, the students have to create similar conversation, practice with a partner, and change roles to practice more. This information was transferred to the Gantt chart where one can see that the student spends an average of 1 to 3 minutes on listening, from 1 to 3 minutes on repeating with a partner, from 3 to 5 minutes on using the strategies, and more than 5 minutes on practicing with strategies of their own. The approximate total time allocated for this activity is 8 minutes.

Summit 1: Activity 2

Image 11

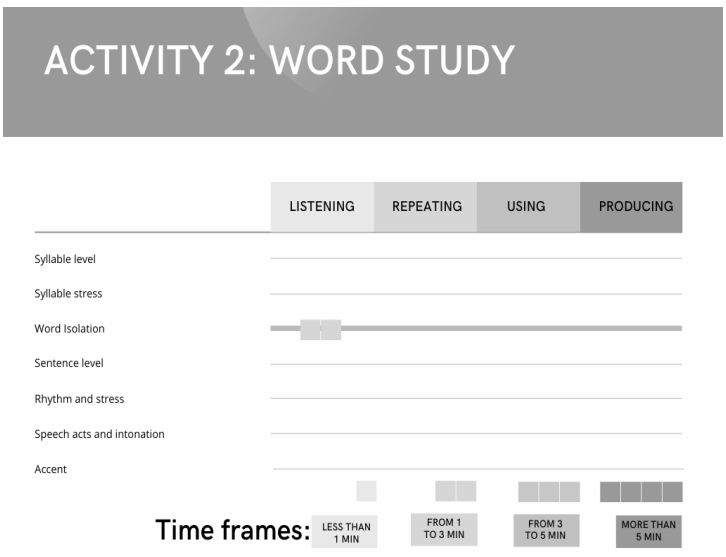
DIGITAL STRATEGIES **F** ▶ 1:12 **WORD STUDY** **ADJECTIVE SUFFIXES -FUL AND -LESS** Expand your vocabulary by learning these adjectives from the Reading on page 10 with the suffixes -ful (meaning "with") and -less (meaning "without"). Write one sentence using one of each pair.

-ful	-less	My sentence
careful	careless	.....
hopeful	hopeless	.....
meaningful	meaningless	.....
painful	painless	.....
powerful	powerless	.....
purposeful	purposeless	.....
useful	useless	.....

- Task 1 Word study - Time allocated 01:12 minutes
- Approximate total time allocated: 01:30 minutes

Gantt Chart 11

As demonstrated on this eleventh activity, on Exercise A, students have to read and listen to a recording with a listing of adjectives with the suffixes -ful and -less where word stress is supposed to be practiced.



The activity does not specify if students have to repeat or practice. It is implied that they just have to listen to the list of adjectives.

This information was transferred to the Gantt chart where one can see that the student spends an average of 1 to 3 minutes on listening. The approximate total time allocated for this activity is 90 minutes.

Results

A total of eleven activities regarding pronunciation were extracted from the Top Notch & Summit series. Each activity was analyzed by using the time frames of the Gantt chart and those times were added up depending on the category of each task. Thus, it is displayed that the shortest activity found allocates a time frame of under 03:00 minutes and the longest activity allocates a time frame of 09:00 minutes.

Time was the most important factor as established from the very beginning of this paper, and thus, there were some considerations that must be taken into account such as:

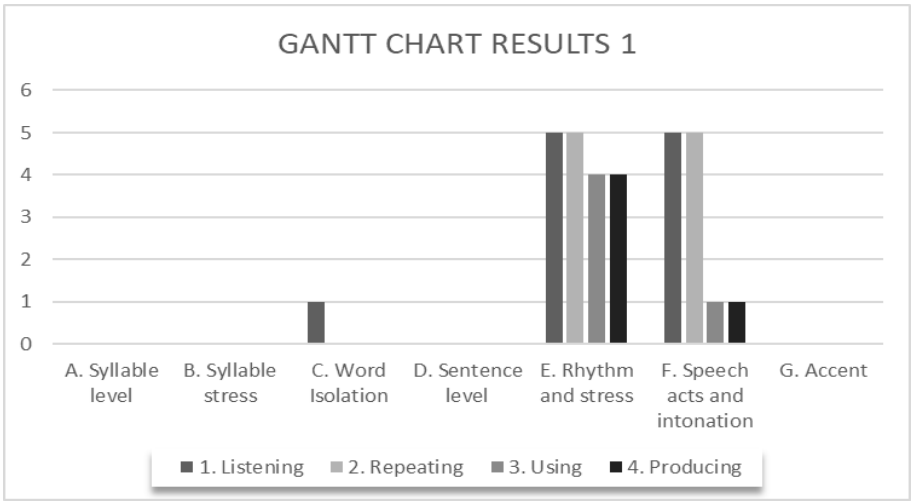
- Teacher giving or repeating instructions
- Students repeating instructions
- Teacher monitoring/ correcting time
- Teacher/student clarification time
- Students having multiple practice partners
- Interruptions before or during the activity
- Feedback time

This should give the reader an explanation as to why the total allocation time for each activity is extended and rounded up, to take some of these factors into account. Such factors should always be considered as they constitute a more realistic teaching and learning environment.

It is important to remember the three posed objectives of this present research and the results obtained for each one. The first objective was to find out how to what extent the current syllabus of the Institution allocated time to pronunciation activities. According to all the data gathered, classified and analyzed it is important to remark the following findings:

The approximate total allocated time for the eleven activities taken as the research sample is 70 minutes and 30 seconds. Those eleven activities constitute the 20.37 % of the 54 total number of activities related to pronunciation in the PDU book series. In other words, 20.37% in time represents 70 minutes and 30 seconds. Thus, it can be estimated that for the 54 activities that constitute the whole series can take 5 hours and 87 seconds. Let us be emphatic that the total amount of time that covers these book series is 480 hours. So, the 5 hours and 87 seconds are equivalent to just 1.22% of the whole PDU course that is taught in a year for 12 levels in the Institution.

The second objective of this research was to propose a time measuring system of pronunciation activities through the Gantt charts. The Gantt chart provided a visual aid to distribute and organize the information. Eleven Gantt charts were used to extract the following information results:



As visualized on the graph “Gantt Chart Results 1”, one can observe that the most used techniques included in the book series were to develop rhythm and stress, and the intonation of speech acts through listening and repeating tasks where suprasegmental features are favored. This was followed by other activities that made the students produce more freely to develop the production regarding rhythm, stress and intonation of speech acts. Finally, there was only

one activity that focused on pronunciation of words in isolation. Thus, it can be said that the most frequent type of activity was concentrated on listening and repeating sentences to observe their rhythm, stress and intonation.

Further Research

The last objective of this research was to develop a consistent analysis and instructional design of syllabi with more focus on pronunciation skills that works with different language programs and institutions. This objective is considered, perhaps, more far-fetched since it requires further experimentation through Gantt charts and with different types of syllabi and programs in different institutions. This objective will be taken into account to gather more data about different textbooks used in the studied Institution, other programs that also belong to the University such as CELEX (Centro de Lenguas Extranjeras) which is the Center of Foreign Languages of one the University Campuses located in CUCSH (Centro Universitario de Ciencias Sociales y Humanidades).

Conclusions

Selecting a syllabus and textbooks to fulfill the institutional and learners' objectives is not an easy task. The publishing market has become an imperative force in Mexico and the institutions have a wide range of materials to choose from. However, it is important to be selective and cater to many factors such as the syllabus, the program, the costs, and the learners' needs among others. Thus, in order to achieve all this, a thorough research must be carried out by administrators prior to choosing the syllabus to be institutionalized. Ultimately, this will enable teachers to impart and the learners to acquire the language effectively as well. In addition, to be effective, the experts and the teachers should change with time – evolve with a student-centered approach to syllabus design which primarily takes care of the academic needs of the students. It is true that the Institution's syllabus has changed over the course of the last eight years when the first research was carried out. However, the changes have been more significant from aspects such as the aesthetics, and digitalizing the books to upload them to learning platforms. After all the data collection was analyzed and the results have been drawn, it can be stated that the time factor is important in instructional

design and the syllabic considerations of a program. In here, time distributed and dedicated to pronunciation is still very limited in the textbooks as compared to other skills or abilities to master a language. This is not an affirmation that pronunciation is overlooked or neglected in the classroom.

Another major conclusion is that the type of activities are mostly towards the listening and drilling or repeating sentences. There is some practice inclined to the usage and productivity of the learners' own ideas. However, this type of activity is not consistent in all the activities presented in here. It can be suggested that more time and more activities are intended to give the learner more freedom to experiment with pronunciation and to give them the opportunity to put into practice other techniques that go beyond drilling tasks.

In other concerns, the Gantt chart proposal proved to be a very helpful tool to represent and visualize the extension and expectation of all the activities mentioned here. As language teacher and language program administrator, very little thought is given to how much time a specific technique is used. Perhaps, we are aware of how many activities in general and how they ebb and flow in a class, but we do not pay so much attention we pay to certain activities or abilities. It can be suggested that this type of chart (Gantt) be presented to teachers and administrators to find a balance between how much the textbook demands we allocate time to a certain activity, unit, or process.

To finalize, it can be stated that activities to practice segmental traits are favored over suprasegmental traits. This does not mean that there is something wrong. However, it can be suggested to include activities that create more opportunities for students to practice both segmental and suprasegmental features. Furthermore, it would be desirable to analyze if all these activities presented in the syllabus are taught and revised by the teachers in the real practice or simply they are skipped or just lightly explained. Then, it would be important to analyze if the exams or evaluation instruments feature this type of activity according to what is presented in the textbooks. Once again, pronunciation is proven to be included by the textbooks used in this Institution, but unfortunately it is not given enough weight as a primary skill to be developed in the syllabus.

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Pronunciation: Action Research and Experimentation

Application of Celce-Murcia teaching techniques to improve learners' pronunciation in regular simple past verbs: An action-research study

Berenice González Castro

Abstract

This article is based on a study conducted in a secondary school located in Zapopan, Jalisco, during the year 2016. It is an action-research, composed of the six groups of the school in the three grades, these are 1A, 1B, 2A, 2B, 3A, and 3B. The three groups "B´s" were the ones that received an intervention, which was composed of five out of ten techniques proposed by Celce-Murcia (2007). It was based on the hypothesis that with the use of five out of ten English Pronunciation techniques mentioned by Celce-Murcia (2007), learners will significantly improve the pronunciation of regular simple past verbs. Our general objective of the research was to evaluate the effectiveness of the pronunciation techniques for teaching phonemes involved in regular past endings, after having applied five pronunciation techniques to students of this private secondary school.

Key words: pronunciation techniques, regular past endings, action research, intelligibility

Resumen

Este artículo se basa en un estudio realizado en una escuela secundaria ubicada en Zapopan, Jalisco, durante el año 2016. Es una investigación-acción, compuesta por los seis grupos de la escuela en los tres grados, estos son 1A, 1B, 2A, 2B, 3A, 3B. Los tres grupos "B´s" fueron los que recibieron una intervención, la cual estuvo compuesta por cinco de las diez técnicas propuestas por Celce-Murcia (2007). Nuestra hipótesis es que con el uso de cinco de las diez técnicas de pronunciación en inglés mencionadas por Celce-Murcia (2007), los estu-

diantes mejorarían significativamente la pronunciación de los verbos regulares en pasado simple. Cabe mencionar que el objetivo general de la investigación era evaluar la efectividad de las técnicas de pronunciación para la enseñanza de fonemas involucrados en terminaciones regulares de verbos en pasado, luego de haber aplicado cinco técnicas de pronunciación a estudiantes de esta escuela secundaria privada.

Palabras clave: técnicas de pronunciación, terminaciones de verbos irregulares, investigación acción, inteligibilidad

1. Introduction

In general terms, learning English as a foreign language (EFL) in the context of Mexico can be a very difficult task for students since this language system is new for them and the linguistic knowledge they possess in their mother tongue might lead them to different types of confusions. An example is that, considered a negative transfer, in which Spanish speakers have problems with all English consonant clusters involving stop/fricative combination (especially with post-vocalic consonant clusters), and with clusters of 3 or 4 consonants, English needs such clusters to express regular simple past tense: *stopped*, /stapt/ (Celce-Murcia, 2007). Many final clusters of two, three, and virtually all clusters of four are the result of adding a past tense inflection. We should also consider the spelling and pronunciation of languages. Regarding the Orthographic Depth Hypothesis Spanish is a transparent language since it has a grapheme-phoneme correspondence, while English is an opaque language because a grapheme can correspond to different phonemes (Kenworthy, 1988: 94). Therefore, for EFL students to be aware of this linguistic difference, it is advisable to include lessons aimed to teach phonetics and phonology explicitly as suggested by Celce-Murcia (2007) to improve students' pronunciation.

1.1 Goal when teaching/learning English pronunciation

In agreement with Ediger *(et al, 2007),* Skandera (2005) mentions that there may be phonological aspects that do not interrupt the communication and understanding of what is being said, however, the pronunciation of past endings as in looked back (lʊk bæk) instead of [lʊkt bæk], intelligibility is affected (Skan-

dera, 2005:95). In general, it is difficult to maintain a conversation if there are misunderstandings in the communicative process, a way to prevent them is to have a good pronunciation in such cases. *Grosso modo*, pronunciation is "the production of significant sound in two senses: first, because it is used as a part of a code of a particular language, and second, because it is used to achieve meaning in contexts of use" (Dalton and Seidlhofer, 2001:3). This argument is relevant since pronunciation is present in all languages and it is the medium to be understood and to understand others. Nevertheless, pronunciation tends to be surprisingly ignored in many EFL classrooms.

Under this context, many questions arise. For example, is it really necessary to have an intelligible[1] pronunciation? Can learners communicate correctly even if they do not have this intelligible pronunciation? How reachable is this intelligible pronunciation for learners in the secondary school where this study is carried out? What is more, are they interested in reaching this goal?

In some places as in secondary schools, where the English class is a mandatory subject in the preparation to finish this degree of education, some students do not like English, or even they do not have any interest at all in learning it. On the other hand, some other students are excellent and enjoy learning it. Kenworthy (1988:3) argues that "while native-like pronunciation may be a goal for particular learners, and while FL teachers should never actively discourage learners from setting themselves "high" goals, for the majority of learners a reasonable goal is to be intelligible." In this way, they can be understood by the listener.

In the case of this secondary school, becoming intelligible in the target language should be the main goal when learning or teaching pronunciation because it is the most sensible goal. In this way, learners are not forced to learn perfect native-like pronunciation. They just have to become understandable. Moreover, for them, the English class is a component of their curriculum, so they are not going to be as motivated to talk with a native-like pronunciation, as a person

[1] Kenworthy (1988: 13) defined intelligible as "the more words a listener is able to identify accurately when said by a particular speaker, the more intelligible that speaker is", in this sense he made the comparison to "understandability", where the listener understands what the speaker is willing to say.

who needs to learn English because of his or her job, studies, trips, etc. Furthermore, learners in this school are at a stage where they just need to learn English to be prepared for high school, as SEP (Secretaría de Educación Pública) is demanding. It is because of these reasons that once again intelligibility should be the main goal when learning English pronunciation at this educational level.

The topic of "pronunciation" cannot be neglected anymore, because at this moment there is a lot of material, information, and technology that can help us to teach this important field of the language. With this wide range of opportunities, we can choose from different activities and techniques to teach in our everyday classes, examples of this as Szpyra (2014:170) mentions are ear-training, imitation, drilling, the use of phonetic transcription, articulatory descriptions, and elements of contrastive phonetics, reading dialogues and acting out plays, reciting poems and singing songs among other techniques that help the mastering of the foreign sound patterns. When a student achieves intelligibility in the Foreign Language, s/he feels more confident when talking and s/he develops better in the language class. In this sense, the student would be able to talk and be understood by the listener, even though the speaker is not a native speaker of the language, thanks to this intelligible pronunciation the message is received by the listener and the student will feel more comfortable in the language, consequently, some common errors like hesitations, self- corrections or grammatical restructurings will tend to disappear (Kenworthy, 1988: 14).

1.2 Difficulties when learning morphemes

When talking about morphemes[2] it is important to highlight that for the intended purpose of this study phonemes[3] are also involved in the topic, since the pronunciation teaching on the simple past inflections deals with phonological aware-

[2] Walpole and Mckenna define morpheme as "the smallest unit of meaning in a language; the term applies to words e.g. (cat) and to letters (e.g. –s) so that cats contains two morphemes" (Walpole and Mckenna, 2007: 165).

[3] Walpole and Mckenna also defines phoneme as "the smallest recognizable unit of sound in a language; the words "*cat"* contains three phonemes" /k/ /æ/ /t/ (Walpole and Mckenna, 2007:165)

ness and development, this means that students need to identify the inflection and be able to articulate it appropriately, however, this does not suggest that morphemes are not taken into consideration, for instance, in the word "*listened*" students should be able to identify the –ed inflection, to pronounce it with the /d/ phoneme as in */lɪsənd/*, and understand that if they pronounce the word as */lɪsənɪd/* they will end up saying a different thing such as "*listen it*", in this case, the morpheme that they pronounced /ɪd/ carried a different meaning.

In order to analyze how learners acquire some morphemes, there was a study where several grammatical inflections were shown to some students. Then researchers analyzed how the students used those features, observing their accuracy, finally, they arrived at a term called "accuracy order" in which they evaluated the correctness of the features and came to the conclusion that accuracy order is the same as natural order because, the more accurate they are in a feature means they have acquired that feature earlier (Ellis, 2003: 22). In the same sense, Ellis mentions some classroom examples:

Most of the learners they have studied perform progressive –ing, auxiliary be, and plural –s most accurately, suggesting that they acquired these features first. Articles and irregular past come next. The most difficult structures are regular past and third person –s. On the basis of these findings, it has been suggested that there must be a natural order of acquisition that all learners follow. (Ellis, 2003: 21-22).

These findings show that there is a common trend in the order of acquiring morphemes, in addition, the morpheme needed for this study is in some way causing problems to learners, in order to help them there has to be an instruction that follows a correct order, so that students can acquire them easily.

Even though Ellis (2003) mentions –ing, -s we will concentrate on –ed, since after analyzing the students' textbooks of this secondary school, the past tense is the most common grammar point, as it is present in eight out of the ten units of the English books that students use during the three years that it takes them to study in secondary school.

The morpheme that is going to be used for this research is the one that is relevant for regular simple past tense which is the –ed inflection. This is because it is a common morpheme that students will use in their everyday speech, for

instance, Sekhar stated that in a scheme of tense classification, the verbs belonging to past tense follow with a 16 percent (Sekhar, 2015:97). Here is the scheme proposed by Sekhar:

Figure 1
Occurrence of verbs

Particular tense class of verbs forms	Occurrence
Verbs denoting simple present tense	42%
Verbs denoting present continuous tense	6%
Verbs denoting simple perfect tense	7%
Verbs denoting simple past tense	16%
Verbs denoting past continuous tense	1%
Verbs denoting past perfect tense	5%
Verbs denoting habitual past tense	16%
Verbs denoting simple future tense	7%
Total	100%

Retrieved from Sekhar, 2015:97.

According to this chart, it is possible to observe that besides the present tense, the most common verb conjugations used in everyday speech is, as was mentioned before, the simple past tense. This is why EFL students must learn not only the grammar rules but also the correct pronunciation that these verb forms involve.

1.3 Common errors among students when learning English pronunciation

In order to move on to the –ed inflection, its pronunciation, and the reasons why students make mistakes while trying to pronounce such endings, there is the need to emphasize some differences in the English alphabet and English phonemes in contrast to Spanish. For instance, there is a letter that does not exist in English, which is the letter "ñ", besides in English there are some diphthongs that in the same way, they do not exist in the Spanish language. Moreover, in the English language, there are more vowel phonemes than in Spanish, in this sense,

students find it difficult to apply all these differences in their understanding and pronouncing of a language. To have a visual aid to explain such differences here is a table of the sound system of each language.

Figure 2
The Sound System of Received Pronunciation
(R.P.) English vs. Mexican Spanish

English		Mexican Spanish
12	Pure vowels	5
8	Diphthongs	-
24	Consonants	17
44		22

Retrieved from Taylor B. and Wadham M. (1985: 5).

Received Pronunciation (RP) English refers to the standard English accepted in the UK, which is commonly accepted by the English-speaking communities. According to this chart, it is possible to say that EFL students might find it difficult to recognize and distinguish vowels and diphthongs.

However, it is important to highlight that some other authors state that a diphthong occurs when you have two vowel sounds in succession, which by the way are common in the Spanish language for instance aire, automóvil, bailar, oigo, prisionero (University of linguistics, 2019:20)[4]. The difference between English diphthongs is that in Spanish the vowels keep their sounds and you can read the word as it is spelled whereas in English the combination of vowels may produce different sounds.

Paying attention to these differences can turn the classroom into a pleasant atmosphere. Besides the differences in these phonemes, teachers must pay attention to individual sounds. If teachers can be aware of pronunciation problems in any of these areas, the pronunciation would become more suitable for students and intelligibility would become attainable for most EFL learners.

[4] Here we can see the Spanish diphthongs: ai, ay, ei, ey, oi, oy, ui, uy, ia, ie, io, iu, au, eu, ua, ue, uo (Put, 2022).

1.4 Inflections of regular verbs in simple past

There is one inflection that is used to form the spelling of regular verbs in the simple past tense, this inflection can also be used in the same way to form the regular verbs in the passive voice and perfect verb tenses, moreover in some adjectives such as interested, exhausted, etc. However, even though the inflection students need to know is the "-(e)d" suffix, this pronunciation can vary depending on the verb. This means that if students learn correctly to pronounce this suffix they will be able to manage the verb or adjective in multiple situations.

In the case of this research, the voiced and voiceless sounds are key factors when producing final endings in regular simple past verbs, in this sense, "when the vocal cords are wide apart and air passes between them, the sound produced is called breath; when they are drawn together and the air is forced between them so that they vibrate, the sound produced is called voiced" Collins and Mees (2002:9), on the other hand, in the voiceless sounds this vibration does not take place.

The –(e)d inflection has three different pronunciations, the first of these rules is, where the verb ends in a voiceless consonant, it is pronounced /t/ as in stopped /stɑpt/, the second rule is, where the verb ends in a voiced consonant or a vowel, it is pronounced /d/ as in loved /lʌvd/, finally, the third rule says that where the verb ends in /t, d/, the suffix is pronounced /ɪd/ as in wanted / wɒntɪd/ (Brown, 2014: np). EFL teachers must take these rules into account whenever they teach the regular verb form.

The different rules to pronounce the inflection for regular verbs in simple past tense may seem difficult to students since learners do not have the phonotactic knowledge in their L1 repertoire. This may be due to their L1, referring to Mexican students, where the mother tongue is Spanish, Mexican speakers pronounce the language in the same way as it is spelled, for instance, Celce-Murcia stated that "students from language backgrounds in which the final consonant clustering is more restricted than in English, often pronounce every –ed ending as a fully syllabic /ɪd/ or /ɛd/ (Celce-Murcia, 2007: 255).

Since all these pronunciation differences are not visible in the spelling, extensive training in pronunciation must take place, in this sense, students will be

practicing their listening and speaking skills, moreover, if the activity is a written form, they will be practicing the four skills.

1.5 The Ten techniques to teach pronunciation suggested by Celce-Murcia (2007)

At this juncture, the techniques suggested by Celce-Murcia (2007) should be stressed since they are suitable for the intended purpose of this research, besides they are useful and effective for the students of English at this educational level, in this sense, Celce-Murcia described these techniques as part of the Communicative Approach, which has traditionally been used and it is still being used to teach pronunciation. Such techniques can also be seen as "the emphasis in pronunciation instruction has been largely on getting the sounds right at the word level, dealing with words in isolation or with words in very controlled and contrived sentence level environments" (Celce-Murcia, 2007:8-10). Therefore, these techniques can deal with the production of the inflections required for this study. It is worth mentioning that Celce-Murcia has done a lot of research on the topic, therefore she is quoted in the majority of studies concerning the teaching and the learning of pronunciation, for instance, Rosane Silveira (2002).

To begin with, Celce-Murcia (2007, pp. 8-10) suggests ten techniques to teach pronunciation which are:

1. Listen and imitate
2. Phonetic training
3. Minimal pair drills
4. Contextualized minimal pairs
5. Visual aids
6. Tongue twisters
7. Developmental approximation drills
8. Practice of vowel shifts and stress shifts related by affixation
9. Reading aloud/recitation
10. Recordings of learners' production

Even though they all may be helpful, in the following section we will talk about the ones we believe are relevant for our research. We decided to work with

five techniques from Celce-Murcia (2007) for this project. The reason for this quantity of techniques is that we will not analyze the validity or effectiveness of each technique, the main objective will be to prove that the use of teaching pronunciation by using techniques in the classroom can significantly improve learners' pronunciation. In the following lines, we will mention the selected techniques and specific reasons for that.

1.6 Selection of the teaching techniques

1. Listen and imitate: As its title mentions, students listen to models and imitate them. This technique is going to be used as it is one of the most common English pronunciation teaching techniques used in EFL classrooms. Moreover, it is easy to handle by teachers and students, and it can be done at any moment of the class, and with any topic, practicing segmental and suprasegmental features.
2. Minimal pair drills: The next technique that is going to be employed is the minimal pair drills which consists of drilling/repeating minimal pairs several times, as the main focus on pronunciation will be the endings in regular verbs in simple past, it is extremely important that learners can distinguish the three ending sounds corresponding to each tense:

Figure 3
Ending sounds for regular simple past tense

Regular simple past tense		
/d/	/id/	/t/

3. Tongue twisters: It is worth mentioning that a tongue twister is a sort of poem that may include complex sounds, rhymes, verses and that many languages may have them. With this technique, students can improve their pronunciation to become more natural and more fluent, as it is a technique used by native speakers. In order to observe and measure fluency, students may record their timing by saying these tongue twisters at the beginning of the practice and at the end.

This technique is going to be part of the treatment since in the textbooks it is strange to find an exercise that enhances this type of ability. Besides, this technique is not in the program, in an exam, or as a part of the curriculum, that is why teachers never opt to use this kind of activity. I think that it is fun for students and it is an extra exercise that helps them improve their articulators as if they were in a mouth gym.

4. Reading aloud/recitation: As simple as students read out loud for themselves or for others. That gives them the opportunity to listen to themselves and have self-feedback or to receive feedback from others in case they make mistakes. This technique is going to be useful for learners in this school because the textbooks they have for the EFL class, includes a book of readings, and it contains one for each unit. So, they could exploit the materials they already have access to by doing different activities that the book already provides them. In this way, students read in real context and put into practice what they have just learned.
5. Recordings of learners' production: Students have to record themselves and with new technologies such as WhatsApp or Vocaroo it's very easy. This is the last technique that is going to be employed. With such recordings, after their performance, they can hear themselves, and do a self-assessment, besides it can be heard by different people such as peers, or outside listeners who are willing to provide feedback. In addition, it can be repeated as many times as necessary to help the student understand where the problem is. The aspects that are going to be assessed are just the pronunciation of the morphemes for regular past verb endings that are used in this research.

2. Methodology

This study was based on action research since the researcher is the person that identified the problem, she is the one that applied the intervention and did the final analysis. This action research was composed of the six groups of the three different grades of the Secondary school.

2.1 Establishing the context

The groups "B" of each grade were the ones that received the intervention (1B, 2B, and 3B), and groups "A" (1A, 2A, and 3A) were the controlled groups. The intervention lasted one month and consisted of the five pronunciation English techniques from the ten proposed by Celce-Murcia (2007:8). There was a pre-test, to evaluate students' current skills on the pronunciation of the inflection for regular simple past verbs. At the end of the intervention, there was a post-test to evaluate their final skills and the changes they had got after receiving the intervention by the teacher.

The institution where the action research took place was a private school in the Seattle neighborhood at Zapopan, Jalisco. In this school, they offer both elementary and secondary school. There are only two English teachers in the whole school. One English teacher is in charge of teaching the language to all the groups in primary school, and the other teacher is in charge of teaching at secondary school. The only requirement that EFL teachers must have to work at this institution is to have a B.A. degree in any area and a certificate, diploma, exam, etc. something that proves that the teacher knows English.

At the moment of the research, there were 222 students at this secondary school, and there were six groups: 1st A with 40 students, 1st B with 40 students, 2nd A with 38 students, 2nd B with 35 students, 3rd A with 34 students and finally 3rd B with 35 students. As it is a private institution, the socioeconomic level is medium-high. They had three English classes per week. Every class consists of 50 minutes.

Every week during the fifth bimester they had a special class of 50 minutes dedicated to these English pronunciation techniques, giving a total of 3 hours and 33 minutes of practice.

2.2 The role of pronunciation at a secondary school

After teaching in this institution during the past two years, I have observed that pronunciation is ignored in the EFL class, according to a questionnaire I applied to students they answered that it was ignored since primary school. Besides in the course book that they had last scholar year, there was not any pronunciation explanation, practice, or exercise, moreover, the teacher ignored completely this

important field of the language, and the only pronunciation they had was choral repetition. However, despite all these obstacles, students were willing to learn it and were very enthusiastic.

After analyzing the three current course books they have for this year, each book has a total of ten units, this means that they should cover two units per bimester. Every unit contains 34 exercises that are clearly divided into the four skills, however, from these 34 exercises, there are only one to three exercises focused on pronunciation. These exercises are very short and brief since they do not cover even half of a page. It is also worth mentioning, that none of these exercises are related to the teaching pronunciation of the intended morphemes for this study, nevertheless, in eight of the ten units of each book, they are requested to use regular past tenses to express different ideas and language functions.

With this little time to practice and instruction dedicated to phonetics and phonology, students cannot learn the basics to obtain an intelligible pronunciation, and they cannot understand the differences between some important inflections, like in this case regular verbs in the simple past tense.

2.3 The pretest

The pretest was the same for the three grades and the six classrooms,

Procedure:

- They had to be in groups of four students.
- Every classroom was divided into two parts (approximately there were 5 groups of 4 students in every part).

The teacher formed groups of 4 students, but only two of them were recorded saying a conversation in English. This conversation was about two friends at school, one of them was asking questions about the last movie the other classmate watched at the movie theater and the other student answered and talked about that movie. Students were requested to use the simple past, regular verbs. This conversation lasted 3 minutes.

2.3.1 Pretest results and analysis

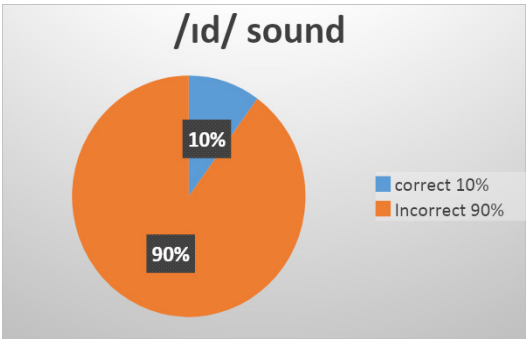
After the pretest analysis, it can be concluded that there was a total of 84 past tense verbs, and it was noticed that on 75 occasions or the 89%, students pronounced the final –ed inflection with the sound /Id/, where they are correct in only 10% of the occasions because of the final ending of the verb, that is when the verb finishes with the sound /t/ and /d/. This situation has to do with the common speech error addition, where students insert a vowel sound within what should have been a consonant cluster, this is a common remedial technique during the early stages of articulation treatment for eliciting clusters (Gordon et al., 2007: 101). For instance, in the verb "*colored*" the letter "e" is silent, therefore the consonant cluster /rd/ should appear, and here students normally will pronounce it as /kələrid/, instead of /kələrd/.

In addition, this phenomenon can also be due to Spanish syllabification, these students share Spanish as L1, and in this language, a CV, consonant-vowel representation of a word can be used for syllabification, for instance, in the Spanish word "*casa*" there are two syllables "*ca*" (consonant, vowel) and "*sa*" (consonant-vowel) from this structure there are more rules which can be applied to syllabify any Spanish word (Salakoski, Ginter, Pyysalo and Pahikkala, 2006:335). This leads students to add this extra vowel in order to pronounce those consonant clusters.

In the same way, I noticed that in 6 occasions, that is the 7% students omitted the –ed inflection and they do not pronounce it at all, and finally, there is a 3% where it is noticeable that the students were aware that they were pronouncing the verbs correctly, in these cases they were pronouncing the /d/ and the /t/ sound for the –ed inflection.

For the regular simple past tense verbs, the /Id/ sound was used in 89%, and the 3% where students were aware of the correct pronunciation of the inflection is with the /d/ sound in loved and the /t/ sound is used. This means, that in this 3% they were aware that there are other ways to pronounce the –ed inflection, however, they do not know in which circumstances, how, or why to apply these different sounds for the same morpheme. The phenomenon of elision is not illustrated because every time a student does this in the pronunciation of a verb with the characteristics for this thesis it is unintelligible.

Figure 4
Percentage of /ɪd/ sound used in verbs in the pretest



2.4 Intervention

In the following chart it can be seen, how the intervention was presented to students, the group, the date of the special pronunciation class, what the activities employed were, which technique they involved and some observations on students' participation. However, it is important to mention that even though the research is focused on the five techniques mentioned in chapter two, this does not mean that some of the activities will not include some parts of other techniques or approaches.

Figure 5

Intervention´s schedule simple past activities

Regular simple past tense				
Group	Date	Activity	Technique employed	Observation
1B	May 5th, 2016	1. Explanation 2. Minimal pairs 3. Repeating vocabulary	1. Visual aids for explanation 2. Minimal pairs drill. 3. Listen and imitate	Active in choral repetition, they seemed enthusiastic, 4 students actively participating
	May 12th, 2016	Reading passage 1. Reading in pairs. 2. Exchanging pairs. 4. Reading aloud.	Reading aloud/ recitation with visual aids	In the final reading (4. reading aloud) few mistakes in the pronunciation of the intended morpheme.
	May 19th, 2016	Minimal pairs in context	Minimal pair drills.	Very enthusiastic, giving correct answers.
	May 26th, 2016	Tongue twisters	1. Tongue twisters. 2. Recordings of learners´ production.	Excited about the activity, high participation of the group, and enthusiastic about the recording.

Regular simple past tense				
Group	Date	Activity	Technique employed	Observation
2B	May 4th, 2016	1. Explanation 2. Minimal pairs 3. Repeating vocabulary	1. Visual aids for explanation 2. Minimal pairs drill. 3. Listen and imitate	Students were shy when the teacher asked them.
	May 11th, 2016	Reading passage 1. Reading in pairs. 2. Exchanging pairs. 4. Reading aloud.	Reading aloud/ recitation with visual aids	More interested in the activity, three of them remembered everything from the last class.
	May 18th, 2016	Minimal pairs in context	Minimal pair drills.	More enthusiastic and active.
	May 25th	Tongue twisters	1. Tongue twisters. 2. Recordings of learners´ production.	High participation.
3B	May 5th, 2016	1. Explanation 2. Minimal pairs 3. Repeating vocabulary	1. Visual aids for explanation 2. Minimal pairs drill. 3. Listen and imitate	Willing to participate in the activity.
	May 12th, 2016	Reading passage 1. Reading in pairs. 2. Exchanging pairs. 4. Reading aloud.	Reading aloud/ recitation with visual aids	In general enthusiastic, certain confusion between /t/ and /d/.
	May 19th, 2016	Minimal pairs in context	Minimal pair drills.	Interested, doubts were clarified.
	May 26th, 2016	Tongue twisters	1. Tongue twisters. 2. Recordings of learners´ production.	Enthusiastic, high participation.

2.5 The posttest

After having applied those techniques, I could do the posttest which consisted of a conversation similar to the one in the pretest, with some differences. In this case, students made teams of four people, after they formed these groups there were chosen 5 groups per classroom to do the analysis. In each of these conversations, only two students were recorded, the other two were in charge of recording them, later they sent the conversation to the teacher and wrote the conversation on paper, there were a total of 30 teams which led to 30 conversations.

The conversation consisted of a conversation between two students talking about what they did on their last vacation, which was Easter vacation.

This activity was purely communicative in the sense that students created them, besides they also chose the person they wanted to describe or talked about real information about their vacations or their favorite artist respectively. The objective of having done the posttest in a communicative activity was because students may feel comfortable when doing it, they could express themselves, and they may feel excited because they were talking about their own experiences. In addition, it was also important to check if learning the pronunciation of this inflection took place and was meaningful for them, so they can use this knowledge in a future normal conversation on the language, in contrast to all the activities of the intervention that were all very structured and repetitive.

2.5.1 Posttest result and analysis

After analyzing the verbs used by students and their pronunciation it can be concluded that the groups that received the intervention presented an improvement in the pronunciation of this tense, for instance in general the six groups of the secondary school used 132 regular verbs in the simple past tense, from these 132 they pronounced 45 verbs correctly, which this represents a percentage of 34%, however, if this percentage and numbers are separated into groups “As” and “Bs” it is possible to see the differences.

After analyzing the regular simple past tense verbs in the conversations of the posttest, it can be concluded that students that received an intervention that consisted of receiving extra activities for improving pronunciation in these verbs showed a significant improvement in their pronunciation.

For instance, groups As that did not receive any intervention, said a total of 61 regular simple past verbs, from these verbs they correctly pronounced 8, which represent 13%. On the contrary, groups Bs said a total of 71 verbs, from these they correctly pronounced 37, which represents 52% of the ones used by them. This is illustrated in the charts below.

Figure 6
Groups As correct pronunciation of verbs
in third person simple past in the posttest

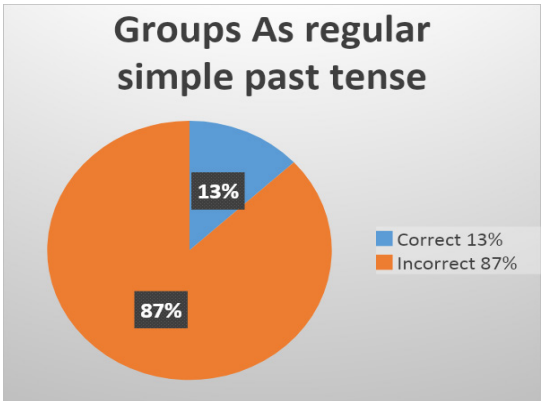
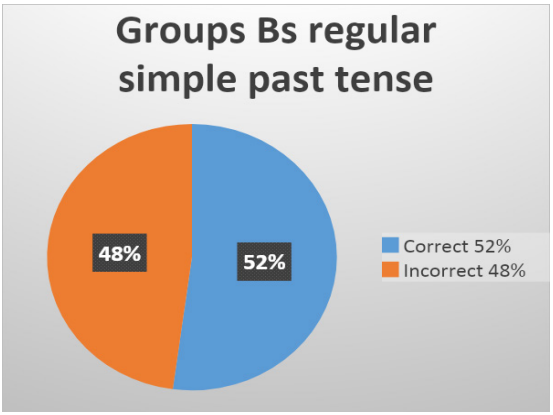


Figure 7
Groups Bs pronunciation of verbs in third person simple past in the posttest



In comparison to the conclusions in the pretest the speech sound errors such as omissions, substitutions, additions, and, using Spanish syllabification structure to English consonant clusters are still present in both groups, this is more evident in groups As than in groups Bs. As a reminder, Groups As were the ones that did not receive any formal instruction.

Finally, if there is a comparison of the improvement of groups Bs in the pretest and posttest it can also be said that there is a significant improvement after receiving the intervention, this is shown in the chart below, wherein the pretest students used a total of 47 regular verbs, where they only correctly pronounced 7, which represent a 15%.

Figure 8
Groups Bs correct pronunciation of verbs
in third person simple present in the pretest

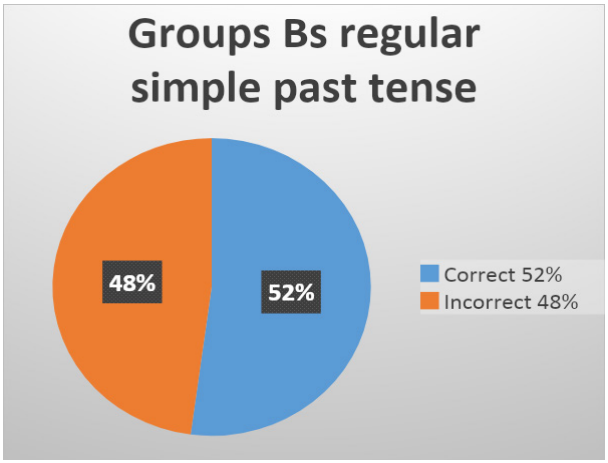
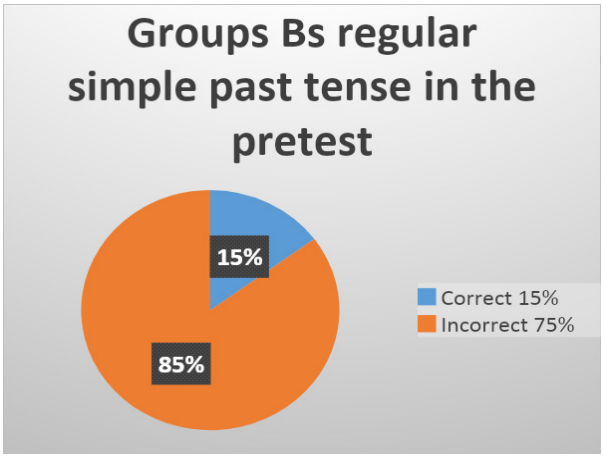


Figure 9
Groups Bs pronunciation of verbs
in third person simple present in the posttest



3. General conclusions

After analyzing the conclusions of the pretest and the posttest it is possible to state that students that received training in the practice of this inflection (regular simple past –ed) they showed they had an improvement in such inflections in comparison to the groups that did not receive any training.

According to the hypothesis of this thesis "the use of the five English Pronunciation techniques mentioned by Celce-Murcia (2007) improve significantly learners' pronunciation of regular simple past verbs tense" and that the general objective was to evaluate the effectiveness of the pronunciation techniques' progress for teaching inflections involved in regular past endings, after having applied five pronunciation techniques with students of a private secondary school, it is possible to conclude that the results are positive for the hypothesis and the objective, this means that the usage of these five pronunciation techniques improves significantly learner's pronunciation of this inflection.

In addition, if students, in their regular EFL classes, receive pronunciation practice they will significantly improve. However, I should make emphasis on

the fact that it is not to obtain an imperialistic pronunciation of English, but rather to have my students receive and produce an intelligible pronunciation of English.

Talking about the errors learners tend to do when pronouncing these inflections, it can be concluded that there are two possible phenomena that occur among students:

1. "They may simplify English words by dropping final consonants altogether. They may especially show a tendency to drop important grammatical endings (Celce-Murcia, 2007:83).
2. They simplify clusters by inserting extra vowels- thereby breaking up the cluster and creating more syllables (Celce-Murcia, 2007: 83).

It is because of these consonants clustering that does not follow the common CV Spanish structure that students find it difficult to pronounce these inflections, this is why the EFL class needs to have extra practice on pronunciation so that students have a clearer vision of the differences of their L1 to those that they are learning in an FL and apply them in their everyday speech.

3.1 Limitations of the study and further research

Despite of the positive results found after analyzing and comparing the pretest and the posttest it is possible to argue that there were some limitations in the study, for instance, even though the pretest and posttest were communicative, in order for students to express themselves and talk as they would normally do in an everyday conversation, there was missing an instruction to delimitate the quantity of verbs they would need to use in their conversations, since some of them mentioned only two or three verbs and some others mentioned ten or more. Furthermore, the time given to each technique was not enough to dictate a result on the most effective or ineffective technique, or in any case, is missing an instrument to evaluate them.

For further research it is recommendable to implement the ten techniques suggested by Celce-Murcia (2007) and to evaluate their effectiveness individually, in order to obtain these results, there is the need to have more time dedicated

to each technique and on each tense, or whatever is the pronunciation problem the research wants to work on.

This study can be applied at any learning English level since the activities can vary in difficulty according to the English that is been taught.

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How do you say it? An analytical linguistic approach in pronunciation for A1 General English learners

Hatsue Avilez Hayashi

Abstract

For Native Spanish Speakers (NSS), learning phonemes that are not distinctive in their language, memorizing words which spelling does not phonetically match their native language spelling system or uttering consonant clusters that are not part of their native tongue are some of the most difficult problems to overcome when learning English. Moreover, the fact that every student uses a different strategy to learn, and the fact that the perception of a language or a concept varies from individual to individual makes the teaching of a language and specifically lesson planning an exhausting process. For that reason, this paper aims to present a piece of experimental research carried out in 2020 where two groups of students were taught pronunciation following either an analytical-linguistic or an imitative-intuitive approach which are described by Celce-Murcia (1996). It is worth mentioning that the lessons were applied in early stages to facilitate the oral production of segmental such as individual vowel sounds, diphthongs, or consonant clusters. In addition, we resourced to suprasegmental features such as linking and word stress.

Key words: Analytical linguistic approach, imitative-intuitive approach, intelligibility, phonetics and phonology

Resumen

Para los hablantes nativos de español, aprender fonemas que no son distintivos de su lengua, memorizar palabras cuya ortografía no se corresponde fonéticamente con el sistema ortográfico del español o pronunciar consonantes agluti-

nadas que no son comunes para dichos aprendices son solamente algunas de las problemáticas a los estudiantes se enfrentan cuando se aprende inglés. A esto le podemos agregar que cada estudiante puede acceder a una estrategia diferente de aprendizaje o que la percepción de la lengua o de un concepto puede variar de individuo a individuo lo que puede resultar en que la enseñanza de una lengua, en específico, la planeación de la clase, sea un proceso consumidor. Por ello, este artículo tiene como objetivo presentar una investigación experimental que se llevó a cabo en 2020 en la que se enseñó pronunciación a dos grupos de estudiantes mediante la metodología analítica-lingüística o la metodología de imitación-intuición descritas por Celce-Murcia (1996). Dichas metodologías se aplicaron en estadíos tempranos de las lecciones con el fin de facilitar la producción oral de elementos segmentales tales como fonemas vocálicos individuales, diptongos o consonantes aglutinadas. Además, recurrimos a elementos suprasegmentales como *liaison* y acento a nivel palabra.

Palabras clave: metodología analítica lingüística, metodología imitación-intuición, inteligibilidad, fonética y fonología

1.Introduction

Instruction on explicit pronunciation and the use of the International Phonetic Alphabet (IPA) are often neglected tools in English as Foreign Language (EFL) classrooms. Even though it might help learners to improve their pronunciation, develop autonomy and help them be more proficient in the language, using the IPA requires the teachers in turn to have enough knowledge about IPA and the teaching of phonetics and phonology, planning lessons related to that specific linguistic level and additional time during the lessons for students to have practice. Besides, pronunciation is usually a system which is not tested with traditional exams. For those reasons, the main problem in this area is that teachers do not have the time to use it and learners lack on tools which can help them achieve independence in pronunciation, since receptive knowledge and corrections tend to be given through traditional methods, such as drillings and repetition, which makes them dependent on an authority figure who provides them with models. The objective of this paper is to demonstrate that the teaching of pronunciation through analytic-linguistic approach in receptive stages of a

language lesson is beneficial in EFL classrooms. This article seeks to establish that students who receive explicit input on pronunciation will have a more accurate oral production than those who follow an imitative-intuitive approach.

2.Literature Review

In this section, we will describe what phonetics and phonology are and how they converge, what phonemic spelling is, how the International Phonetic Alphabet was created, what phonemic and phonetic transcriptions are altogether with their function, some of the differences between Spanish and English in regards to pronunciation and the methodologies described by Celce-Murcia (1996).

2.1 Phonetics and phonology

The specific field of linguistics which deals with speech sounds is Phonetics and Phonology. Those two areas can be defined individually, but they cannot work without each other. On the one hand, phonetics is an objective system which studies the individual sounds that are present in a language; how they are produced and how they are described (Ball, M. J., & Müller, N., 2011:104-114). On the other hand, phonology is a more complex system which studies how those sounds interact within a specific language. "Phonology concerns itself with the ways in which language makes use of sounds to distinguish words from each other" (Delahunty, G. P & Garvey, J. P., 2010: 89-113). Summarizing, phonetics deals with the individual sounds as physical events, while phonology is concerned with their functions and rules in a language or the "grammar of sounds" (Hayes, B., 2015: 394-395).

2.2 Phonemic spelling

Some languages consist of a phonemic orthography also known as phonemic spelling; this means that each phoneme in the language is represented by an exclusive grapheme. Trask, R.L. (1996: 266-267) defines phonemic spelling as "an alphabetic orthography in which each phoneme is consistently represented by a single letter and each letter consistently represents a single phoneme. This is supposedly the whole basis of an alphabetic orthography, but perhaps no standard orthography achieves the ideal." For instance, Spanish is a highly pho-

nemic language which means that its users can easily infer the spelling of words without previous encounters, however, it does not have an ideal phonetic orthography. Sgall, P. (1987: 1-30) establishes two conditions that a language with an ideal phonetic orthography must fulfill:"a) in any context, the given grapheme is pronounced as the same phoneme, b) in any context the given phoneme is written as the same grapheme, i.e. there is only one grapheme corresponding to the phoneme". Thus, Spanish orthography is not ideal; letters *b* and *v* represent the same sound, which breaks condition B. Another non-phonemic situation is the letter *c*, since it might depict the sounds /k/ or /s/ depending on the vowel sound that follows, this breaks condition A. This indicates that Spanish does not have a perfect letter-sound correspondence, but its spelling is still highly phonemic.

On the other hand, a clear model of non-phonemic orthography is the English language. Sgall, P. (1987: 1-30) explains that in English, "writing is an autonomous system, relatively independent of the spoken norm". For that reason, and in order to keep written records of the English pronunciation system, a standardized and more consistent phonetic alphabet was developed.Thus, the non-phonemic orthography of English is a problematic area for Spanish speakers learning this language and the International Phonetic Alphabet may be a tool to help us in this area.

2.3 The International Phonetic Alphabet

Grosso modo, the International Phonetic Association is the oldest organization that promotes the study of phonetics and its practical purposes. For many decades, the Association had the idea of creating a set of comprehensible symbols that represented the sounds of the different languages of the world, and in 1886, a group of phoneticians developed and published the International Phonetic Alphabet (IPA). The IPA is based on the Roman alphabet, each letter of the alphabet represents a sound or phoneme. The main objective of the IPA is to provide a standard and unambiguous representation for each phoneme and it has many applications. (International Phonetic Association, n.d.). The most common use is the appearance of the symbols in dictionaries to show the pronunciation of individual words. It may also help as a tool for teachers to train students on pronunciation issues, and it may help students become independent learners in

the same area. On the other hand, the use of the sequences of these symbols in the IPA to represent speech is known as *transcriptions*.

2.3.1 Phonemic and phonetic transcriptions

When a phonemic system of a language different from one's mother tongue is being analyzed it is helpful to make transcriptions out of the samples. It is crucial to make sure that all transcriptions are consistent and unambiguous throughout all the analysis (Gleason, H. A., 1955). In order to register oral speech into a written system of symbols, there are two types of transcriptions: the phonemic and the phonetic one. In spite of the fact that some authors use these two terms interchangeably, there are some distinctions between both terms.

Trask, R.L. (1996: 268) explains that phonemic transcription "provides the minimum information necessary to construct a complete pronunciation by rule: it omits all predictable phonetic detail." It is commonly found in dictionaries in order to graphically represent the pronunciation of each word. It is simple and intuitive, but allophonic variation is not represented. "It represents spoken language at the level of phonology through "phonetic" symbols that are taken to represent phonemes" (Skandera, P., & Burleigh, P., 2016: 50).

On the other hand, phonetic transcription is "any transcription of words or connected speech which represents speech sounds in some considerable phonetic detail, often including some detail which is predictable by rule from other information" (Trask, R.L. 1996: 275). The degree in which details are presented are much higher when referring to phonetic transcriptions, since not only does it include the phonemes, but it also includes some level of suprasegmental features. Skandera, P., & Burleigh, P. (2016:49) states that phonetic transcriptions "aim to represent actual speech sounds, with a high degree of accuracy, showing a lot of articulatory details". Thus, this type of transcription tends to be more certain, accurate and objective.

2.4 Differences between English and Spanish systems

There are many factors which make the learning of a second language such a complex task. Interference, negative transfers or overgeneralization of target language rules can be some of the common difficulties for any language

learner. However, when a Spanish speaker learns English as a Foreign Language (EFL), there are many complications regarding the learning of the language itself because of their differences. The distinctions in the use of inflections, word order, orthography, pronunciation or punctuation between both languages are some of the characteristics in which both languages differ. Those discrepancies are on account of their individual roots and how diverse their development has been. Due to those differences, Spanish speakers find certain features of the English language particularly complex. In this work, we are dealing with some segmental features described in the methodological section

2.5 Approaches on teaching pronunciation

Pronunciation is one of the most controversial aspects of teaching English as a foreign language. Deciding the standard variation of English that is going to be taught, the most objective way in which pronunciation is going to be assessed and even how it is going to be taught, are difficult decisions that the teacher needs to make. In order to make the teaching of pronunciation a little simpler, Celce-Murcia, M., Brinton, D.M., & Goodwin, J.M. (1996:93-130) suggest two approaches to the teaching of pronunciation: an intuitive-imitative approach and an analytical-linguistic approach.

It is worth mentioning that the intuitive-imitative approach was typically used in classrooms during the nineteenth century. It was highly used when learners were involved with the audio-lingual method or the direct method, where they often only listened and repeated after a model either from a teacher or from a tape. This approach was based on intuition, where learners did not receive any explicit information regarding pronunciation, they had a model to follow and they tried to imitate the sounds. A lot of choral and individual repetition was requested-

On the other hand, the analytical-linguistic approach came later, not to replace, but to complement the previous approach (Celce-Murcia, M., Brinton, D.M., & Goodwin, J.M., 1996: 93-130). Here, learners received certain input, such as explicit explanations, phonetic symbols, or contrastive information to have linguistic knowledge first, and then, they listened to a model and produced it in a controlled manner. Levis, J. M., & Zhou, Z. (2018:1-5) explain that “this

model generally moves from raising awareness of an aspect of pronunciation, to perception or focused listening, to oral practice. For segmental and supra-segmental features, oral practice progresses from controlled practice in oral reading, to semi structured practice in information gap activities and dialogues, to less structured communicative practice." Thus, these are the two approaches on teaching pronunciation that were used to carry out this research.

3. Methodology

Because of COVID-19 this research had to resource to online courses that the researcher had to promote via social media and teach it for free, but with special requirements. In the following lines, steps followed are described.

3.1 Students

An online post promoting free English lessons was published on social media. The post announced that a level 1 online course was being created for all 15- to 30-year-old people who were willing to be part of a research project; however, they were requested to have internet connection and a computer or cellphone, with earphones and a microphone.

A week later, a meeting was held in order to explain the purpose and content of the lessons, as well as to clarify doubts. It was highlighted that the course, their participation and responses to tests were being part of a research project and they needed to be available and willing to share them.

3.2 Organization of the groups

Participants' schedules were highly considered, so it was decided to organize them into four different groups depending on their availability. The classes were at 11:00, 13:00, 16:00 and 20:00, and students were free to decide in which group they will enroll, but for the purpose of this research the 11:00 and 16:00 groups were part of the control section while the 13:00 and 20:00 were part of the experimental part.

3.2.1 Needs analysis

In order to know the student's motivations, needs and wants regarding the English language and the perspectives they had towards it, a needs analysis was applied at the beginning of the course. The needs analysis was done through an individual survey in Spanish with 20 questions. It is important to mention that all of the students answered the survey; but only the answers from the 32 selected participants were taken into consideration in this report. An analysis of the most important questions will be shown below. It is important to remember that there were four groups, two of them belonged to the experimental group and two were part of the control group. However, for the purpose of this research and due to statistical needs, each pair of groups (both control and both experimental) would be considered as if they were one.

3.2.2 Comparison between both groups

Both groups showed similar profiles though not identical. Their objectives for learning the language seemed to be different; the control group appeared to be more relaxed towards the idea of the course, while the experimental group expressed their need for the language due to external reasons. This could be because there were older students in the control group, while in the experimental one, participants were still students who were trying to get scholarships or job offers in which they were requested to have second language knowledge.

Again, all of the answers from this analysis were taken from the 32 participants who successfully finished the course and who attended to more than the 80% of the lessons. Based on the information gathered in this analysis, some changes were done in the initial lesson plans, the use of platforms, and the format of homework assignments.

3.3 Data gathering methods

In order to gather information in a more reliable way and with the purpose of promoting triangulation, quantitative and qualitative sources of data were used.

For qualitative data, a teacher's journal providing a written representation of each week's progress was created. For quantitative data, weekly oral project and autonomous oral assignments were set. Although oral projects might be

commonly considered as a source of qualitative data, in this research they are part of the quantitative sources due to the manner in which they were analyzed. Dörnyei, Z. (2007: 269-271) explains that quantizing "involves converting qualitative data into numerical codes that can be further processed statistically". Thus, quantizing was the process followed as to produce numerical tabulations when analyzing the data.

3.3.1 Journal

The researcher kept a journal for 9 weeks which included the objectives, pronunciation features, analyzed vocabulary and project for that week. In the experimental group the analytical-linguistic approach was used, while the imitative-intuitive was used with the control group. Differences between both groups are much more noticeable in the qualitative section of this chapter.

Week 1

Objective: Get familiar with the format of the online lessons, the books and their role in the classes

Pronunciation feature (experimental group): Introduction to simplified IPA transcriptions. Not all the official phonemes from the IPA were used, only those which resembled the roman alphabet. Some others symbols such as /ɛ/ were substituted for its equivalence in Spanish like /e/ so students could be aware of the fact that pronunciation was being graphically represented below the words. Aside from introducing simplified phonemes, color coding for the pronunciation also began this week. All forms of pronunciation were going to be written in yellow and inside slashes // next to or below the words.

Analyzed vocabulary: Personal descriptions: short, tall, single, married, engaged, beautiful, pretty, handsome, young, old, curly, wavy, straight, hair.

Family members: daughter, son, children, mother, father, parents, grandmother, grandfather, grandparents, husband, wife, brother, sister, siblings.

Project: Free - Describe yourself and your family.

Week 2

Objective: Word stress and how it can change the meaning of certain words. Syllabification. Word stress.

Pronunciation feature (experimental group): Introduction to phonemes. Instead of presenting the transcription as /ˌendʒɪˈnɪr/ it was presented as /endʒɪnɪr/. It is important to mention that the phonemes were not taught explicitly or in isolation yet. Word stress at this stage was highlighted on the written words, instead of having it on the transcription.

Analyzed vocabulary:

Numbers: 1-99

Occupations: taxi driver, teacher, student, chef, engineer, banker, doctor, architect, artist, nurse.

Continents: Africa, Asia, North America, South America, Australia.

Farmers: grow, sell, farm, weather, maize, beans, rice, coffee, potato, summer.

Project: Scripted

My mother is an engineer and she is 50 years old. She is from Asia. Asia is a wet continent.

My siblings are architects and they are 20 years old. They are from Australia. Australia is a dry country.

I am a student and I'm 15 years old. I am from Buenos Aires in South America. It is a hot city.

Week 3

Objective: Describe houses and apartments. Semivowels /w/ /j/
Pronunciation feature (experimental group): Introduction to phonetic symbols.
Analyzed vocabulary:
Rooms: closet, bedroom, stairs, bathroom, front yard, backyard, living room, kitchen, garden, garage, swimming pool, dining room, upstairs, downstairs.
Objects: table, bed, chair, fridge, microwave, sofa, lamp, stove, coffee table, armchair, bookcase, refrigerator, night table, dressing table, mirror, desk.
Project: Scripted
Audio 1: closet, bedroom, stairs, bathroom, front yard, backyard, living room, kitchen, garden, garage, swimming pool, dining room, upstairs, downstairs.
Audio 2: TV, table, bed, chair, fridge, microwave, sofa, lamp, stove, coffee table, armchair, bookcase, refrigerator.

Week 4

Objective: Identify and talk about personal possessions. First encounter with the simple present using only the verb have. Individual sound /h/. Silent letters
Pronunciation feature (experimental group): Individual sound /h/. Since this sound does not exist in the repertoire of distinctive Spanish sounds, it was taught mainly through examples and comparing this sound with the glottal /x/ in Spanish.
Analyzed vocabulary:
Possessions: notebook, book, dictionary, bag, pen, watch, backpack, wallet, ring, necklace, glasses, keys.
Technology: camcorder, speakers, cellphone, tablet, smartphone, computer, DVD player, MP3 player.
Jewelry: earrings, wealthy, rich, always, silver, gold, cheap, expensive, sign, jewelry.
Project - Free: Talk about 4 things you have and 4 things you don't have.

Week 5

Objective: Describe my daily routine and create a schedule with time. Contrastive sounds /ð/ /θ/

Pronunciation feature (experimental group): Contrastive sounds /ð/ /θ/. Phonetic symbols.

Analyzed vocabulary:

Daily activities: get up, go to bed, take a shower, have breakfast/lunch/dinner, take a nap, start work, finish work, travel, meet clients, go to meetings, write reports, talk to people on the phone, go to the bank.

Project - Free: Describe your daily routine.

Week 6

Objective: Give directions using the imperative. Vocabulary about city landmarks and transportation. Consonant clusters (Initial position). Connected speech: linking

Pronunciation feature (experimental group): Consonant clusters (Initial position). Connected speech: linking.

Analyzed vocabulary:

City landmarks: tourist office, train station, supermarket, post office, restaurant, hotel, museum, park, bus station, art gallery, library, bus station, movie theater

Ground transportation: airport shuttle bus, train, bus, subway, taxi, rental car.

Project - scripted: hotel, train station, movie theater, post office, supermarket, restaurant, tourist office, museum, library, bus station, art gallery, bank, park.

Week 7

Objective: Describe activities that are happening at the moment using the present continuous in the context of free-time activities
Pronunciation feature (experimental group): Contrastive sounds /ʃ/ /tʃ/
Analyzed vocabulary:
Free-time activities: listening to music, cooking, going for a walk, going to the movies, playing the guitar, reading, shopping.
Games and sports: football, soccer, golf, ice skating, ski, tennis, volleyball, swim, ride a bike.
Project - free: talk about 6 activities you can and can't do.

Week 8

Objective: Describe clothing items with colors.
Pronunciation feature (experimental group): Individual sound /dʒ/. Review /j/.
Important note: Students seemed confused due to the grapheme representing the /dʒ/ sound, some of them seemed reluctant to say it out loud and they demonstrated difficulties when trying to read a phonemic transcription. This was the first in which phonetics seemed to have a negative impact towards students.
Analyzed vocabulary:
Clothes: shirt, t-shirt, blouse, skirt, pants, jeans, shorts, dress, suit, tie, hat, socks, shoes, boots, flip flops, sandals, heels, sweater, coat, jacket, scarf.
Colors: pink, red, orange, green, blue, purple, brown, black, white, beige, dark, light.
Text: chameleon, invisible, soldier, skin, change.
Project - scripted: skirt, flip flops, shirt, socks, coat, boots, blouse, jacket, chameleon, soldier.

Week 9

Objective: Describe and count food. Order food in a restaurant. Eatwell plate and likes and dislikes
Pronunciation feature (experimental group): Review
Analyzed vocabulary:
Menu: cereal and milk, fruit juice, coffee, tea, steak, chicken, salad, pasta, fish, chocolate cake, ice cream.
Quantity: loaf, bottle, box, carton, slice, bag.
Food: meat, chicken, pork, beef, protein, dairy, milk, yogurt, butter, fruits, vegetables, lettuce, orange, apple, carrots, cabbage, broccoli, bananas, carbohydrates, rice, popcorn, beans, eggs, potato, pasta.
Autonomous Project: headache, shoulder, knee, foot, fever, toothache

3.3.2 Weekly oral projects

At the end of each week, students were asked to send an audio recording with some words learned that specific week. Those words may or may not include phonetical or phonological features of that specific week, but all the vocabulary items were taught following an imitative-intuitive approach for the control group and an analytical-linguistic approach in the experimental group. The purpose of the analysis of such vocabulary was to find out which group was more accurate in the shorter term that we carried out the lessons. Some audio recordings were scripted, and some others were free; for the purpose of this research, only scripted recordings were taken into consideration.

3.4 Qualitative data

In this section, qualitative information was translated into quantitative data as explained below.

3.4.1 Organization process

In the interest of organizing the quantitative data in a more organized and systematic manner, the following process was established:

1. A set of words were selected from the audio recording students sent. The selected words depended on the phonetical or phonological feature taught that specific week and the words in which students produced more variations.
2. Each student's audio was listened to, and a phonemic transcription was made for each selected word.
3. The transcriptions were categorized depending on the variations they produced.
4. General data, such as the number of pronunciation variations and the number of students in each variation, was gathered.
5. The transcriptions were then divided into accurate, close variations, inaccurate variations and unintelligible. These categories will be further explained.
6. Bar charts were made in order to graphically analyze the data.

3.4.1.1 Pronunciation variations

As mentioned before, the pronunciation variations students produced were divided into four main categories depending on their accuracy.

a. accurate: Those whose transcription can be found in the Oxford or Cambridge dictionary, exactly as they appear.
b. close variations: Those in which no more than two inaccurate sounds exist. In this category, consonant sounds can be not accurate in either voiceness, place or manner of articulation, but not in all three features; each change in feature will be considered as an individual inaccuracy. If the consonant sound is not accurate in two or three features, they would be considered as two or three inaccurate sounds. Furthermore, monophthongs can be changed for other monophthongs but not for diphthongs, in this case they would be considered as two inaccurate sounds. If a change in word stress is presented, those variations will also fall under this category.
c. inaccurate variations: Those in which more than two inaccurate sounds exist. If a change in word stress changes the meaning of the word, those variations will also fall under this category.
d. unintelligible: Those whose meaning was not understood or whose meaning changed due to pronunciation inaccuracies.

The following table provides a representation of such categories.

Word	Transcription	Category	Explanation
brother	/ˈbrʌðər/	Accurate	Found in the Oxford Dictionary
	/ˈbrɔːðər/	Close variation	One vowel sound is not accurate (1 change)
	/ˈbrʌθər/	Close variation	One consonant sound is not accurate in voiceness, but accurate in manner and place of articulation (1 change)
	/ˈbrɔːθər/	Close variation	One vowel sound is not accurate (1 change) and one consonant sound is not accurate in voiceness, but accurate in manner and place of articulation (1 change)
	/ˈbrɔaθər/	Inaccurate	One vowel sound is replaced by a diphthong (2 changes) and one consonant sound is not accurate in voiceness (1 change)
	/ˈbrʌtər/	Inaccurate	One consonant sound is not accurate in voiceness, manner nor place of articulation (3 changes)
	/ˈgrʌðar/	Unintelligible	The word cannot be easily understood.

3.4.2 Scripted Projects

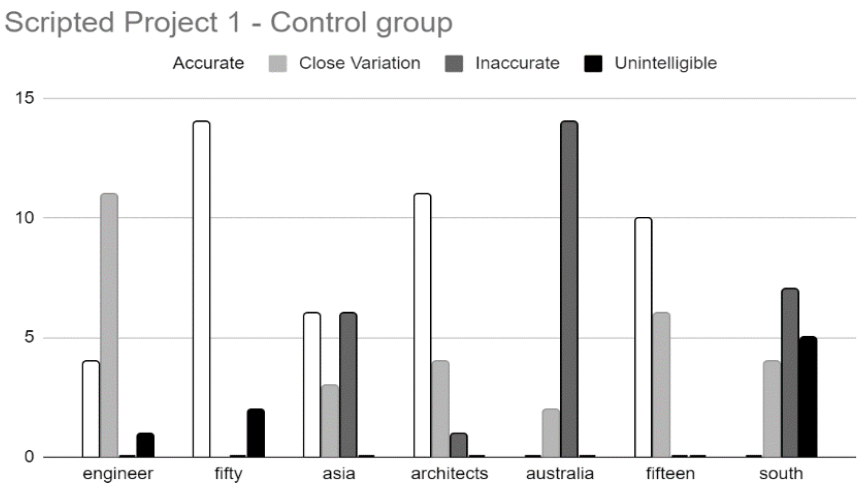
3.4.2.1 Scripted Project 1

The first scripted project was set during the second week of instruction. The exact same script was sent for both, the control and the experimental groups. It included vocabulary seen during the first two weeks; the following chart includes the script students were sent, but only the underlined words were analyzed. It is important to establish that students did not receive underlined words, this is only for this paper's purposes.

My mother is an engineer, and she is 50 years old. She is from Asia. Asia is a wet continent.
My siblings are architects, and they are 20 years old. They are from Australia. Australia is a dry country.
I am a student and I'm 15 years old. I am from Buenos Aires in South America. It is a hot city.

Conclusions of Scripted Project 1

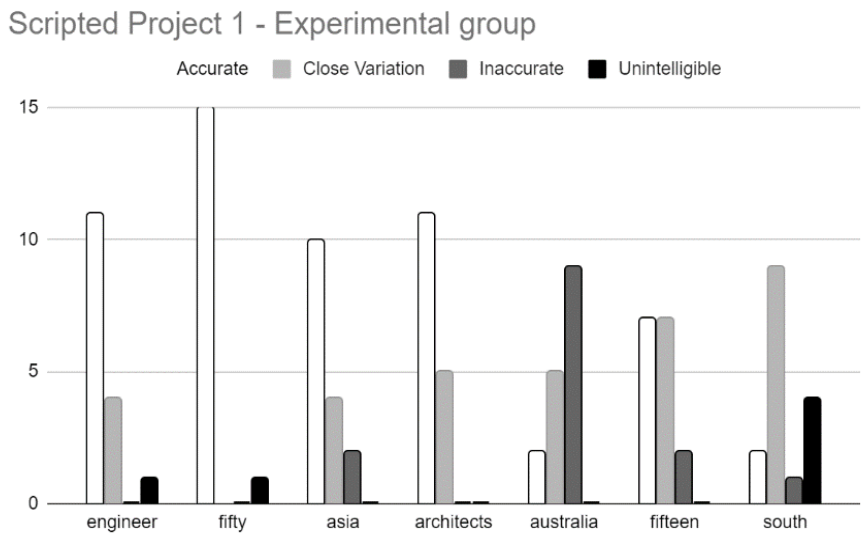
All sixteen participants from each group sent their individual scripted audio recordings; from this script, 7 words were analyzed, which means that in each group, 112 words were transcribed, analyzed, and categorized.In order to draw clearer conclusions, the following bar graphs were created. They summarize the information previously presented. In the vertical axis, the number of students is established; in the horizontal axis, one can see the analyzed words from this first project. Each bar represents the number of participants who provided accurate, close, inaccurate, or unintelligible variations for each word.



The graph "Scripted Project 1 - Control Group" shows the variations provided by the control group during the first project. Overall, students uttered at

least two types of variations per word. The three most accurate words for this specific group were “fifty”, “architects’’ and “fifteen”, respectively. It is important to mention that accurate responses were not given for all of the words; “south” did not receive any accurate variations, in fact, this word received the most unintelligible answers. There were no accurate variations for “australia” either, this word received 14 inaccurate variations which was far higher than the rest of the words in which only seven, six or one inaccurate variations were produced.

From this group, it can be concluded that the words “fifty” and “architects” were the easiest to reproduce accurately, while “australia” and “south” were the most difficult.



On the other hand, the graph “Scripted Project 1 - -Experimental Group” shows the variations provided by the experimental group. Similar to the control group, students uttered at least two types of variations per word. The three most accurate words in this specific group were “fifty”, “architects’’ and “engineer”, respectively. It is important to mention that, unlike the control group, accurate responses were given for all of the words.

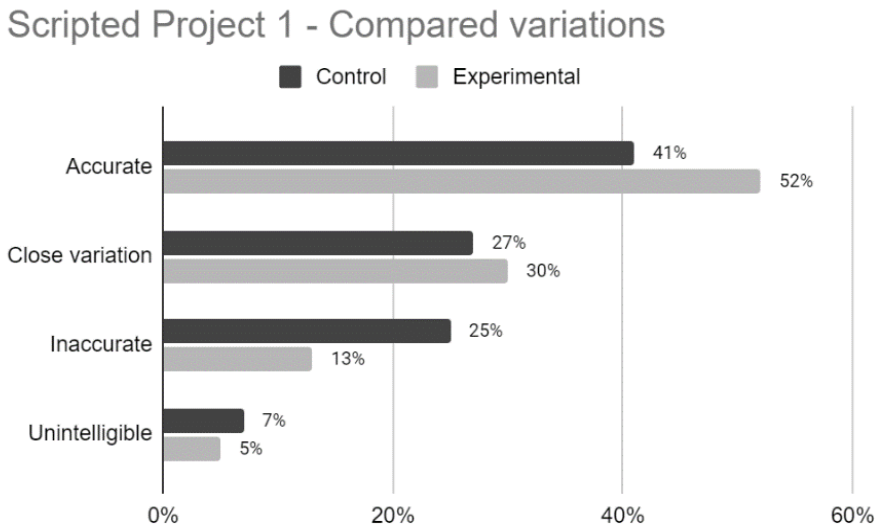
If compared to the control group, in this class “south” also received the most unintelligible answers. Here, “australia ‘’ also received the highest number of inaccuracies with 9 variations, which was the highest number of inaccuracies from this group. Again, “south” and “australia” were the most difficult words to reproduce accurately.

Comparison of the Scripted Project 1

Taking into consideration the responses from both groups, “fifty” and “architects” are the easiest words to reproduce from this set of words for Spanish speakers. However, “south” and “australia” are the most complex; it can be inferred that the reason is the difference between English spelling system and its pronunciation, and the nonexistent sounds in the Spanish sound system, such as the /θ/ sound. They also presented some problems by identifying word stress as well as some diphthongs which were either modified or changed for individual vowel sounds.

As mentioned before, both groups uttered a total of 112 words to be analyzed.

All the words were categorized depending on the type of accuracies or inaccuracies they presented. In order to compare the data from both groups, all their responses from each category were added and presented in the following graph. This means, all accurate words from the control group were added, and presented in the “Accurate” section; all their close variations were added, and presented on the “Close variation” section and so on.



Here, it can be seen that during the second week, when students presented this first scripted project, the experimental group provided the most accurate and close variations, while the control group provided the most inaccurate and unintelligible answers. In general, more than half of the students' answers from the experimental group were accurate, while the 18% of the responses were either inaccurate or unintelligible. On the other hand, the control group provided 41% of accurate responses, and 32% of their responses were either inaccurate or unintelligible, which is a quite high number compared with the experimental group. Thus, it can be concluded that the treatment this week was beneficial in order to avoid inaccurate variations.

3.4.2.2 Scripted Project 2

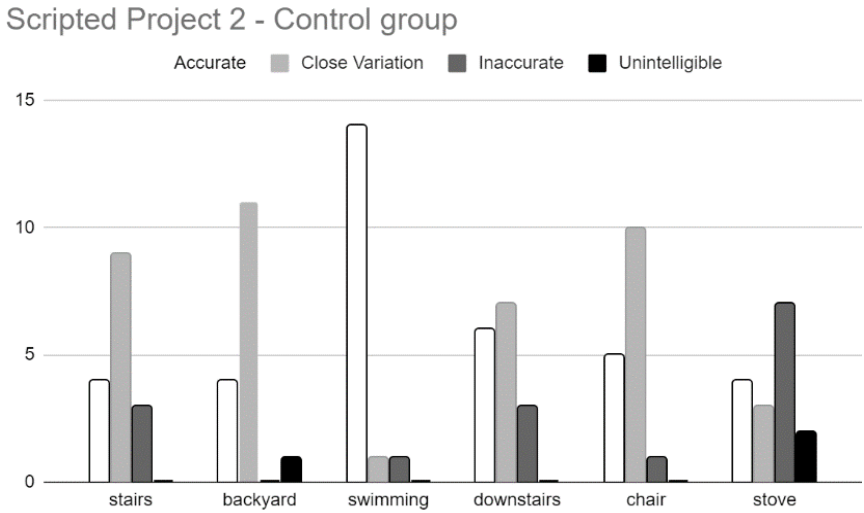
The second scripted project was set during the third week of instruction. The exact same script was sent for both groups. It included vocabulary seen only during the third week; the following is the script students were sent, but only the underlined words were analyzed. Students did not receive underlined words, this is only for this paper's purposes.

Audio 1: *closet, bedroom, stairs, bathroom, front yard, backyard, living room, kitchen, garden, garage, swimming pool, dining room, upstairs, downstairs.*
Audio 2: *TV, table, bed, chair, fridge, microwave, sofa, lamp, stove, coffee table, armchair, bookcase, refrigerator.*

Conclusions of the Scripted Project 2

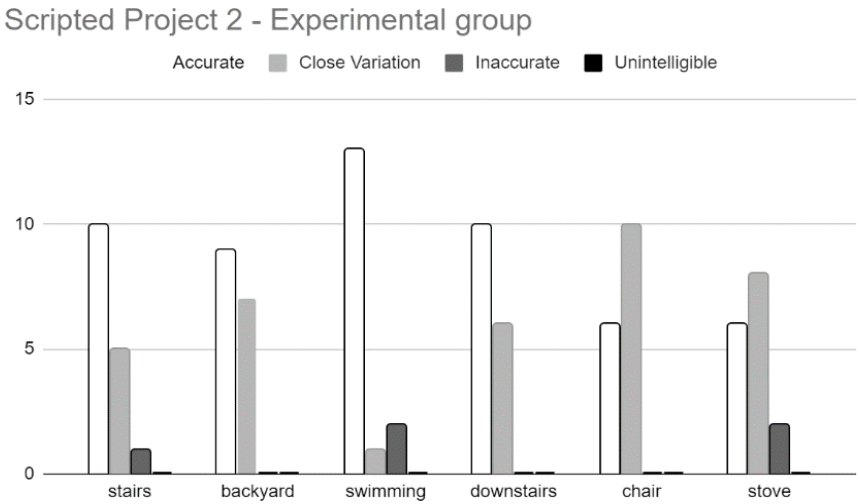
All participants sent their individual scripted audio recordings; from this script, 6 words were analyzed, which means that a total of 192 words were transcribed, analyzed and categorized.In order to draw clearer conclusions, the following bar graphs were created. In the vertical axis, the number of students is established; in the horizontal axis, one can see the analyzed words from this first project. Each bar represents the number of participants who provided accurate, close, inaccurate or unintelligible variations.

The graph "Scripted Project 2 - Control Group" shows the variations provided by the control group during the second project. Overall, students uttered at least three types of variations per word. The most accurate word for this specific group was "swimming" by far; more than 85% of the students uttered the pronunciation exactly the same as the model given during the lessons. It is important to mention that accurate responses were given for all of the words; and unintelligible variations were given only for 2 words: "backyard" and "stove". The word "stove" received the most unintelligible and inaccurate variations, and together with the word "chair" and "backyard", the least number of accurate responses.



From this group, it can be concluded that the words "swimming" and "downstairs" were the easiest to reproduce accurately, while "stove" was the most difficult.

On the other hand, the graph "Scripted Project 2 -Experimental Group" shows the variations provided by the experimental group. Similar to the control group, all of the words obtained accurate responses and the most accurate word was "swimming", as well, with more that 80% of accurate responses.The words with the closest variations were "chair" and "stove", with 10 and 8 variations respectively.



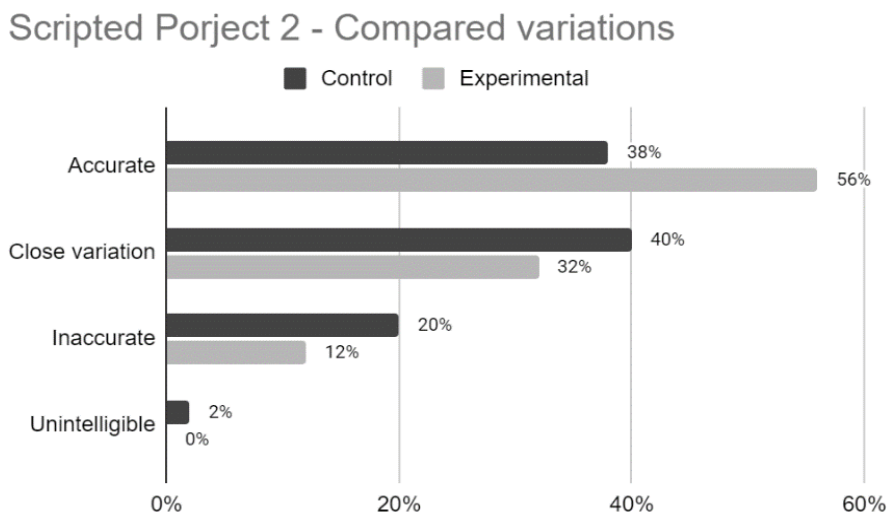
If compared to the control group, the word "stove ‘’ also received the highest number of inaccuracies with 2 variations, which, together with "swimming", got the highest number from this group. Likewise, only three words received inaccurate variations. Surprisingly, it can be noted that no unintelligible responses were given in the experimental group.

Comparison of the Scripted Project 2

Taking into consideration the responses from both groups, "swimming" and "downstairs" are the easiest words to reproduce from this set of words for Spanish speakers. However, "stove" is the most complex; it can be inferred that its reason is the difference between English sound system and its pronunciation, and the nonexistent sounds in the Spanish sound system, such as the /st/ initial consonant cluster, the /əʊ/ diphthong, and the final /v/ sound. Though both groups were inaccurate when using this diphthong and the consonant sound /v/, the degree in which the inaccuracies were uttered were not ethe same. Furthermore, the control group also presented deficiencies with the semivowel /y/ while those changes were not as prominent in the experimental group.

As mentioned before, each group uttered a total of 96 words to be analyzed. All of the words were categorized depending on the type of accuracies or inaccuracies they presented. In order to compare the data from both groups, all

their responses from each category were added and presented in the following graph. This means, all accurate words from the control group were added, and presented in the "Accurate" section; all their close variations were added, and presented on the "Close variation" section and so on.



Here, it can be seen that during the third week, when students presented this second scripted project, the experimental group provided the most accurate responses, while the control group provided the closest variations, inaccurate responses and unintelligible answers. In general, more than 55% of the students' answers from the experimental group were accurate, while the 12% of the responses were either inaccurate, there was no presence of unintelligible responses. On the other hand, the control group provided 38% of accurate responses (which was a reduced number if compared with the first project), and 22% of their responses were either inaccurate or unintelligible, which is a quite high number compared with the experimental group. Thus, it can be concluded that the treatment this week was beneficial for the experimental group in order to avoid unintelligible responses.

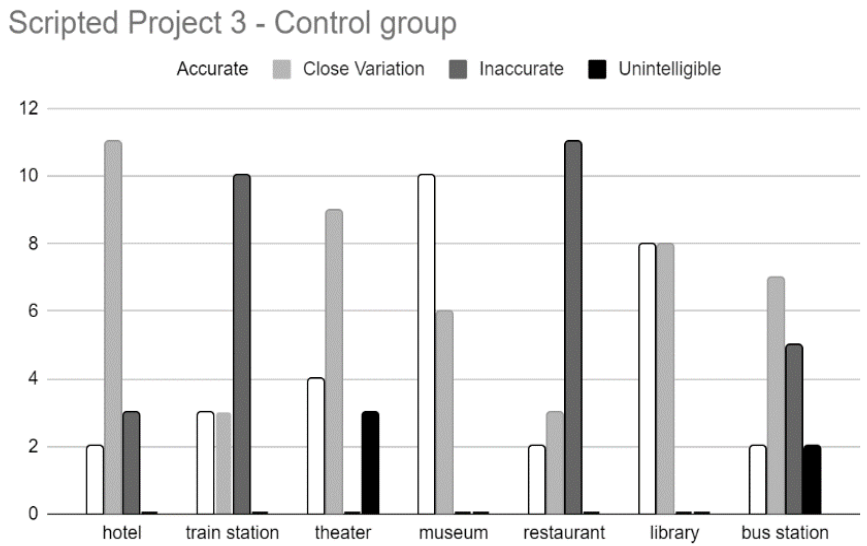
3.4.2.3 Scripted Project 3

The third scripted project was set during the sixth week of instruction. It included vocabulary seen during the fifth and sixth weeks; the following is the script students were sent, but only the underlined words were analyzed.

Hotel, train station, movie theater, post office, supermarket, museum, tourist office, restaurant, library, bus station, art gallery, bank, park.

Conclusions of the Scripted Project 3

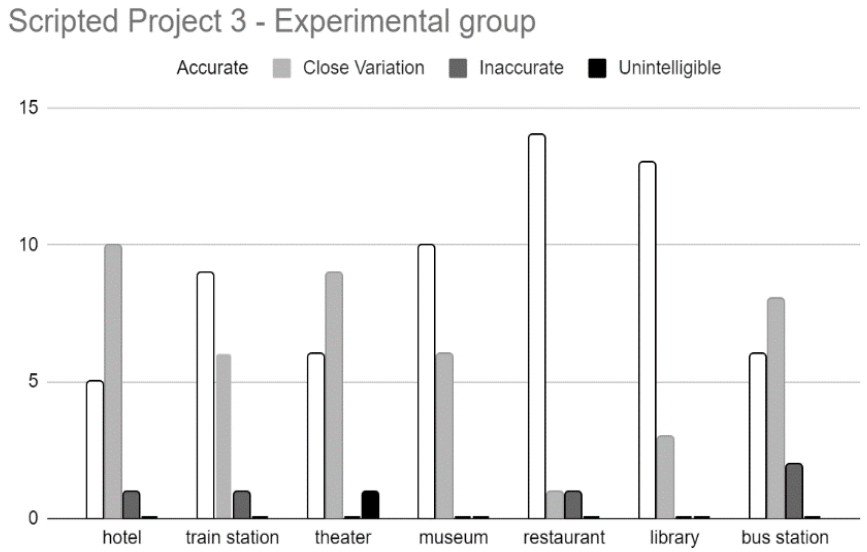
All sixteen participants from each group sent their individual scripted audio recordings; from this script, 7 words were analyzed, which means that a total of 224 words were transcribed, analyzed and categorized.



In order to draw clearer conclusions, the following two bar graphs were created. The graph “Scripted Project 3 - Control Group” shows the variations provided by the control group during the third project. Overall, students uttered at least two types of variations per word. The most accurate word for this specific group was “museum”; 10 students uttered the pronunciation exactly the same as the model given during the lessons. It is important to mention that accurate

responses were given for all the words; unintelligible variations were given only for 2 words: “theater” and “bus station”. The words “bus station” received the most unintelligible variations and together with “restaurant” and “hotel”, the fewer accurate responses. “Restaurant” and “train station” received the most inaccurate variations, respectively. From this group, it can be concluded that the words “museum” and “library” were the easiest to reproduce accurately.

On the other hand, the graph “Scripted Project 3 -Experimental Group” shows the variations provided by the experimental group during the third project. Similar to the control group, all of the words obtained accurate responses, but unlike them, the most accurate response was “restaurant” with more than 85% of accurate answers.



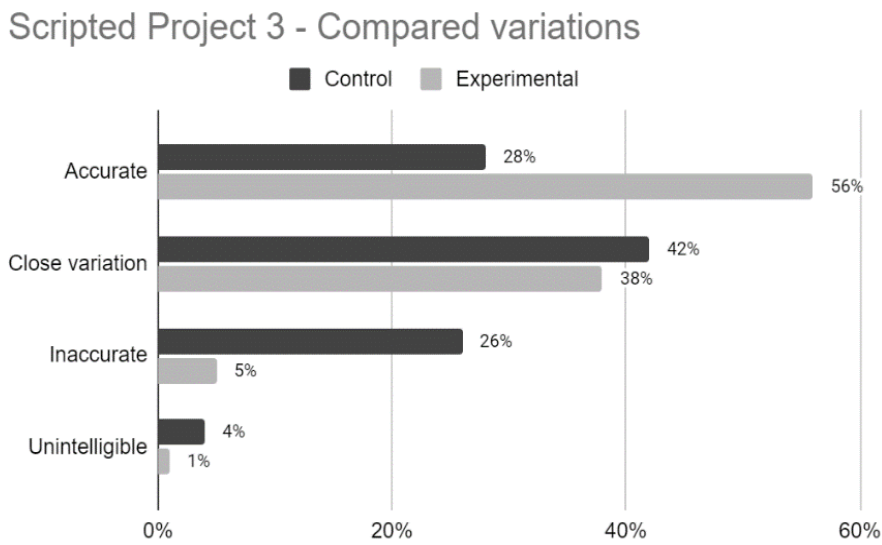
When compared to the control group, the word “theater’’ also received the highest number of unintelligible answers, even when it was only one; and the word “bus station” got the highest number of inaccuracies from this group. Furthermore, four words received inaccurate variations and only one received unintelligible responses. The word with the most accurate responses was the word “restaurant” with 14 answers, followed by library with 13 accuracies.

Comparison of the Scripted Project 3

Taking into consideration the responses from both groups, "museum" and "library" are the easiest words to reproduce from this set of words for Spanish speakers. On the other hand, "theater" is the most complex; it can be inferred that its reason is the non-existent /θ/ in Spanish which was a problem for both groups. Nevertheless, while most of the participants from the control group were accurate connecting sounds and avoiding the pronunciation of silent syllables, most of the control group were not.

The experimental group who received explicit pronunciation were almost completely accurate with the word "restaurant"; and the majority of them successfully did connected speech in the two words taught this week. However, students from the control group, who received instruction through the imitative-intuitive approach, were 69% inaccurate in the word "restaurant", and the majority of them failed to perform connected speech in the two words from this week.

It can be concluded that the treatment was successful in the experimental group, due to the accuracy in connected speech and in silent syllables compared to the control group.



As mentioned before, each group uttered a total of 112 words to be analyzed. In order to compare the data from both groups, all their responses from each category were added and presented in the following graph.Here, it can be seen that during the third week, when students presented this third scripted project the experimental group provided the most accurate responses, while the control group provided the closest variations, inaccurate responses and unintelligible answers. In general, more than 55% of the students' answers from the experimental group were accurate, while 5% of the responses were inaccurate and only 1% were unintelligible.

On the other hand, the control group provided 28% of accurate responses (which was a reduced number if compared with the first and second project), and 26% of their responses were inaccurate and 4% were unintelligible; this group produced more close variations than accurate responses. Thus, it can be concluded that each week the treatment is more and more beneficial for the experimental group, while the control group is producing fewer accurate responses.

3.4.2.4 Scripted Project 4

The fourth scripted project was set during the eighth week of instruction. It included vocabulary seen during the seventh and eighth week; the following is the script students were sent, but only the underlined words were analyzed. It is important to establish that students did not receive underlined words, this is only for this paper's purposes.

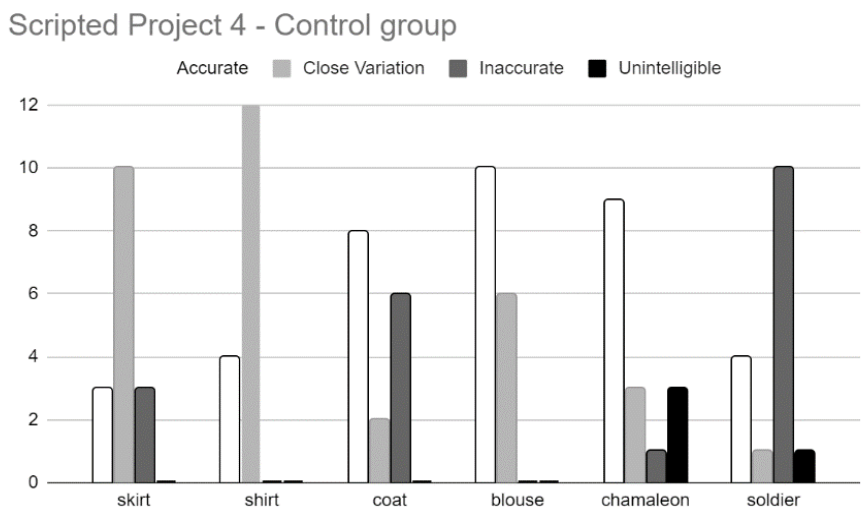
Skirt, flip flops, shirt, socks, coat, boots, blouse, jacket, chameleon, soldier.

Conclusions of the Scripted Project 4

All sixteen participants from each group sent their individual scripted audio recordings; from this script, 6 words were analyzed, which means that a total of 192 words were transcribed, analyzed and categorized.

In order to draw clearer conclusions, the following bar graphs were created. They summarize the information previously presented. Each bar represents the number of participants who provided accurate, close, inaccurate or unintelligible variations for each word.

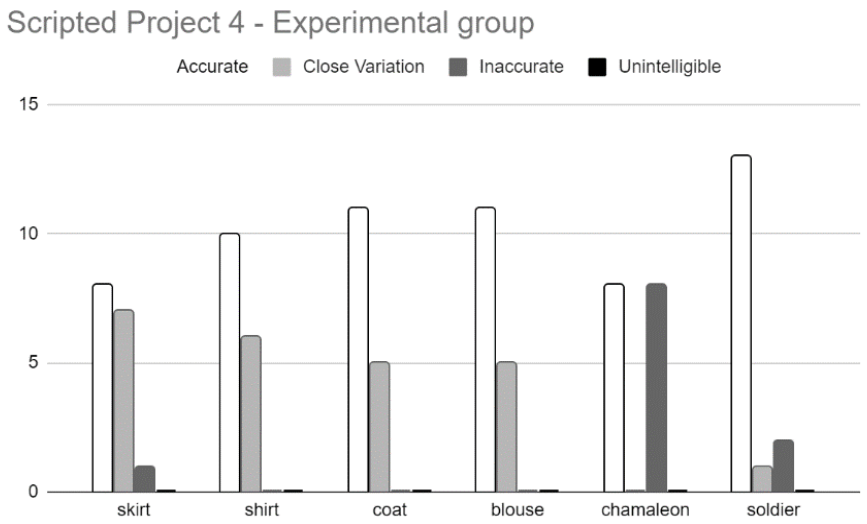
The graph “Scripted Project 4 - Control Group” shows the variations provided during the fourth project. Overall, students uttered at least two types of variations per word. The most accurate word for this specific group was “blouse”; more than 60% of the students uttered the pronunciation exactly the same as the model given during the lessons. Accurate responses were given for all of the words; and unintelligible variations were given only for 2 words: “chameleon” and “soldier”. The word “soldier” received the most inaccurate variations. The three words with the least number of accurate responses were “skirt”, “shirt” and “soldier”; here, it can be concluded that learners from the control group have problems with the combination of sound /ər/ (also found in dictionaries as /ɜːr/ or /ɚ/). From this group, the words “blouse” and “chameleon” were the easiest to reproduce accurately, while “soldier” was the most difficult for the participants.



On the other hand, the graph “Scripted Project 4 -Experimental Group” shows the variations provided by the experimental group. Like the control group, all the words obtained accurate responses but unlike them, there were no unintelligible variations this week in the experimental group. In all of the words, at least half of the group provided accurate responses, but “soldier” was the one with the most accuracy. The words with the closest variations were

"skirt" and "shirt", with 7 and 6 variations respectively. Similar to the previous project, only three words received inaccurate variations. Surprisingly, it can be noted that no unintelligible responses were given in the experimental group.

Unlike the control group, students did not present major problems with the sound /ər/, it is important to mention that this sound was highlighted during the lessons as part of the treatment and a diagram of the articulators was shown when analysing the vocabulary.

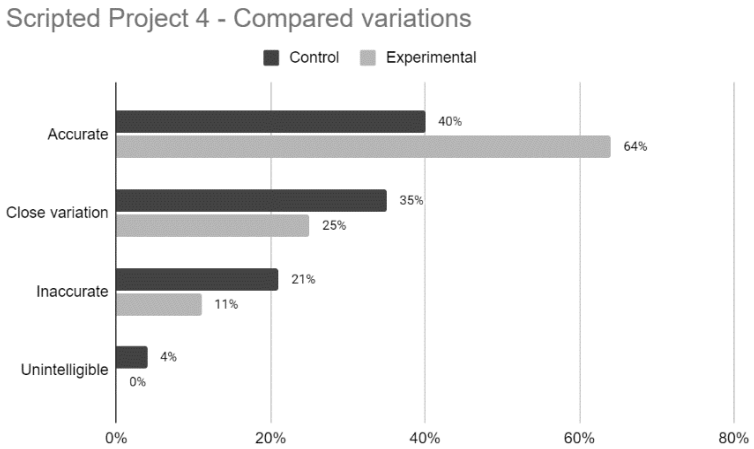


Comparison of the Scripted Project 4

Taking into consideration the responses from both groups, "blouse" and "coat" are the easiest words to reproduce from this set of words for Spanish speakers. However, "chameleon" and "soldier" are the most complex. Some participants from both groups still have complications with the initial consonant cluster /st/. The majority of the learners with inaccurate and unintelligible responses from the control group were those who failed to utter the appropriate diphthong and it was noted that some of them pronounced the words as if they were written phonetically, which is a characteristic for the Spanish language, but not for English.

As mentioned before, each group uttered a total of 96 words to be analyzed. All of the words were categorized depending on the type of accuracies or inac-

curacies they presented. In order to compare the data from both groups, all their responses from each category were added and presented in the following graph.

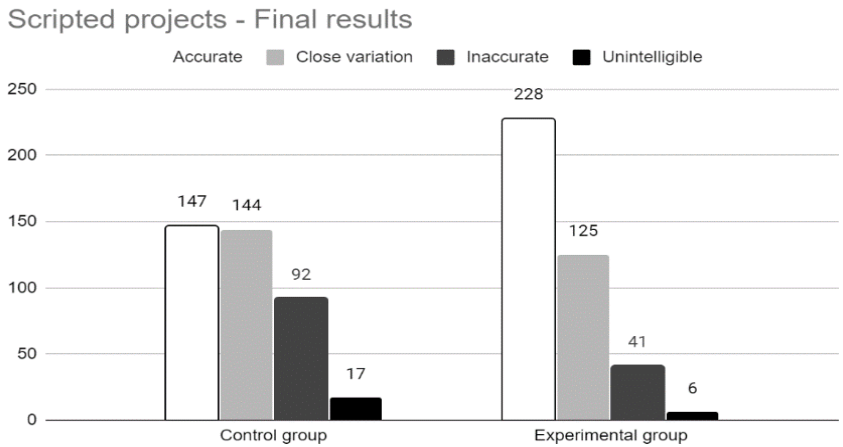


During the eighth week, students presented this fourth scripted project. Here, it can be seen that the experimental group provided the most accurate responses, while the control group provided the closest variations, inaccurate responses and unintelligible answers. In general, 64% of the students' answers from the experimental group were accurate, while 11% of their responses were inaccurate and there was no presence of unintelligible responses. On the other hand, the control group provided 40% of accurate responses, and 25% of their responses were either inaccurate or unintelligible, which is a quite high number compared to the experimental group. Thus, it can be concluded that the treatment this week was beneficial for the experimental group in order to avoid unintelligible responses.

Conclusion of the Scripted Projects

For the purpose of comparing the data gathered with the participants' answers, the following graph and chart were created. They summarize all the information collected during the previous eight weeks. The first bar graph includes the type of variations students provided with the exact number of responses. Here, it can be seen that the number of accurate responses in the experimental group is significantly higher than in the control group. Further-

more, inaccurate and unintelligible responses in the control group double the number of those in the experimental group.



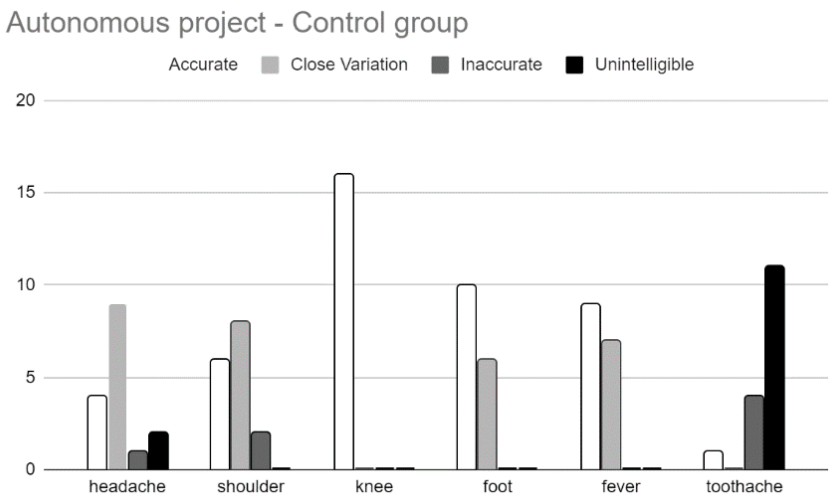
3.5 Autonomous project

After 8 weeks of instruction, three written exams and eight oral projects, an autonomous project was set. The purpose of this project was to identify the accuracy of students' responses without the presence of a teacher, thus their learning autonomy. It included 6 vocabulary words that were not previously seen; those words included features reviewed in previous sessions such as inexistent individual consonant sounds in Spanish like /θ/ or /ʃ/, silent letters and diphthongs. All students received the following image, including the six written words, as well as three different sources of information: a dictionary, an IPA translator, and a regular translator. Since students could have access to multiple sources of information due to the accessibility of having internet connection, three dictionaries were accepted as the accurate variation: Merriam-Webster, Cambridge, and the Oxford Learner's Dictionary.

Conclusions of the Autonomous project

All sixteen participants from each group sent their individual scripted audio recordings; from this script, 6 words were analyzed, which means that a total of 96 words were transcribed, analyzed, and categorized.

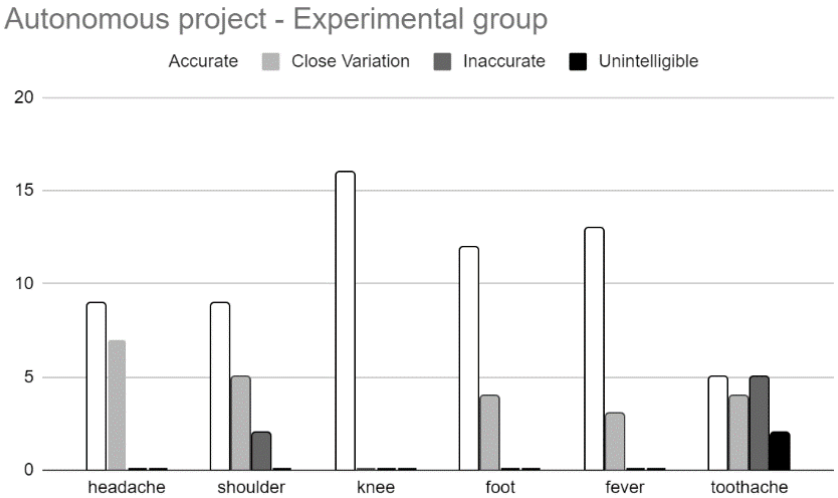
In order to draw clearer conclusions, the following bar graphs were created. They summarize the information previously presented. Each bar represents the number of participants who provided accurate, close, inaccurate, or unintelligible variations for each word.



The graph "Autonomous project - Control Group" shows the variations provided by the control group during this project. The most accurate word for this specific group was "knee" where every participant uttered the pronunciation exactly the same as the model given during the lessons. It is important to mention that accurate responses were given for all of the words; and unintelligible variations were given only for 2 words: "headache" and "toothache". The word "toothache" received the most unintelligible variations. The two words with the least number of accurate responses were again "headache" and "toothache"; here, it can be concluded that learners from the control group have problems

visualizing the syllable “ache” as /eik/ since most of them changed the diphthong /ei/ for the individual sound /e/.

From this group, it can be concluded that the words “knee” and “foot” were the easiest to reproduce accurately, while “toothache” was the most difficult for the participants.



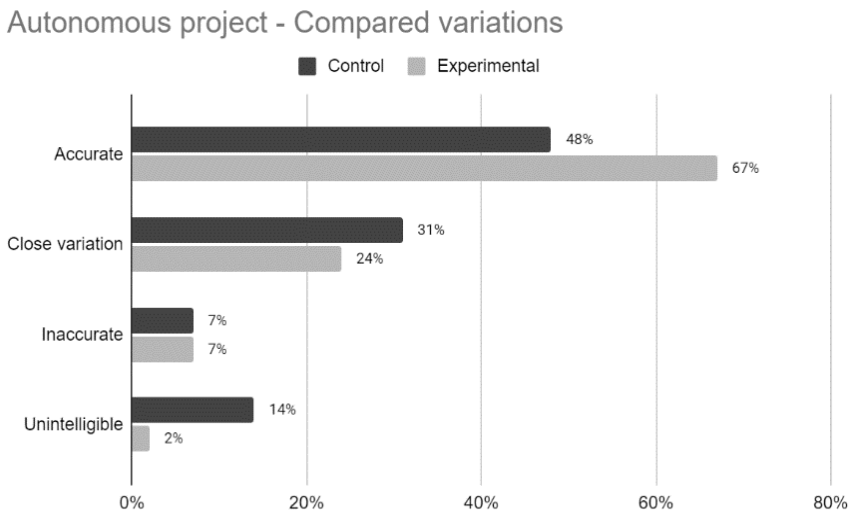
On the other hand, the graph “Autonomous project -Experimental Group” shows the variations provided by the experimental group during this project. Similar to the control group, all of the words obtained accurate responses and “knee” had 100% accurate answers. In this group, “shoulder” and “toothache” had inaccurate variations but only “toothache” had unintelligible responses. In this group, it can also be suggested that the main problem was with diphthongs, since most of “toothache” variations were caused by changing /ei/ for the individual sound /e/ and all of the “headache” close variations were caused by the same issue.

Comparison of the Autonomous Project

Taking into consideration the responses from both groups, “knee” was the easiest word to reproduce from this set of words. However, “toothache” was the most complex.

During the nineth week, students presented this autonomous project, each group uttered a total of 96 words to be analyzed. All the words were categorized depending on the type of accuracies or inaccuracies they presented

Here, it can be seen that the control group provided 48% of accurate responses, and 21% of their responses were either inaccurate or unintelligible, which is a quite high number compared to the experimental group. On the other hand, the experimental group provided the most accurate responses, while the control group provided the closest variations and unintelligible answers. In general, 67% of the students' answers from the experimental group were accurate, while 9% of their responses were either inaccurate or unintelligible.



4. General Conclusions

The initial purpose of this research was to include the use of phonemes in receptive stages of a language lesson through an analytic-linguistic approach in an EFL classroom. The main objective was to discover if this approach was beneficial for A1 learners during the first weeks of their learning process. Three questions were considered when the project started:

1. To what extent is the analytic-linguistic approach beneficial for EFL learners?
2. Can users of the analytic-linguistic approach be more accurate in a foreign language than those following an intuitive-imitative approach?

3. Are learners who are exposed to phonetic awareness more autonomous than those who use traditional methods such as repetition and drilling?

In order to answer those questions, an experimental study following a mixed approach was carried out. In a 6-month period, more than 100 students volunteer to participate in this project and 32 of them were selected to have their answers, behaviors and pronunciation patterns analyzed. Half of them were part of a control group were regular classes were given and the other half received the same exact lessons with pronunciation taught in a more explicit manner.

With the purpose of answering the previously stated questions, participants faced four Scripted Oral Projects and one Autonomous Project.

With the intention of answering the first and second question, the following information is presented. This chart belongs to the results gathered on the Scripted Projects set during the first eight weeks of instructions. Participants' responses were classified into four categories depending on their characteristics. In the last row the difference between both groups can be seen. Here, it can be noted that the group who had access to the treatment, where the analytical-linguistic approach was used, provided 20% more accurate responses than those following an imitative-intuitive approach. As a consequence, the number of close variations, inaccurate and unintelligible responses were also lower in the experimental group. Thus, it can be concluded that, although unintelligible and inaccurate responses were still present, the treatment was, in fact, beneficial for those learners using the analytical-linguistic approach.

	Accurate	Close variation	Inaccurate	Unintelligible
Control group	36.8%	36%	23%	4.3%
Experimental group	57%	31.3%	10.3%	1.5%
Difference	+20.2%	-4.7%	-12.7%	-2.8%

Finally, and in order to determine the accuracy of the participants when working independently, an Autonomous Project was created. Although higher number of accurate responses were expected, the results from this project were more positive for the experimental group, since their accurate responses were 19% higher than those in the control group. The difference in percentage of

the unintelligible responses was also strikingly different. Participants from the control group provided seven times more unintelligible responses in this project, therefore, even when inaccurate and unintelligible responses could not be avoided when learners were independent, the treatment helped to considerably reduce the number of unintelligible variations and increase in 19% the accurate responses provided.

	Accurate	Close variation	Inaccurate	Unintelligible
Control group	48%	31%	7%	14%
Experimental group	67%	24%	7%	2%
Difference	+19%	-7%	0%	-12%

It can be concluded that the three main questions set when the project started were successfully answered and the hypothesis was also proved: students who received explicit input on pronunciation through the analytical-linguistic approach had a more accurate oral production than those who followed an imitative-intuitive approach.

4.1 Limitations of the study

Three main limitations for the present study can be recognized as follow: sample size, online lessons, and analysis of the data.

First, it was thought that due to the big number of volunteers on this project, the sample size would be considerably larger. However, some great students who were always on time, active and present on the lessons, failed to summit their projects on time, thus, the number of participants was considerably reduced, and more projects had to be made in order to have more objective data to analyze.

Second, this was the first time most of the participants took online classes, and it was the first time for the teacher as well. For those reasons, some materials were not exploited as they should, there were also problems with connectivity where some participants lost connection during instruction or others that could not participate orally due to their background noises.

Finally, this project was done by one individual and the responses for the oral projects were manually analyzed. There was not a team correcting or triangulating the audios or how they were categorized, and no computer program

was used. For that reason, and even when measures were taken in order to avoid bias, there is the possibility for some sounds to have been misheard.

4.2 Future research

If this project were to be done again, some changes are suggested to improve the process.

In the classes for the present research, there were more than 80 active students but only 32 participants, so the amount of work for assessing, helping, correcting, and providing feedback for all learners was exhausting and took valuable time that could have been used for improving the teaching and correction process exclusively for the participants. It was not known which learners would be part of the project until the semester was finished, so the same dedication was offered for all of the pupils. If possible, eliminating those students who are not summiting projects or assignments, those who are absent or arriving late and those who in general are not taking the lessons seriously, will immensely make the situation easier, as well as the feedback and attention given more effective.

Some of the lessons that followed the analytic-linguistic approach were not challenging enough. Even when the phonemic symbols were difficult to understand during the first days of instructions, by the fourth- or fifth-week learners were not finding them challenging enough, they could easily read them; therefore, time for vocabulary and pronunciation was quite short. So, students can benefit more if the use of phonemic symbols is combined with a more challenging activity or technique.

A final question that was not made nor answered during this project is about the long-term effects of this treatment. If this project were done again, its length should be considered, not only as a 6-month project but maybe taking A1 learners into a B1 level and follow their progress to analyze if their accuracy persists, increases, or decreases during those months. Moreover, taking those steps further to provide instruction on suprasegmental features such as intonation, sentence stress or rhythm and analyze and compare complete conversations.

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An Approximation to Phonetics and Phonology in Mexican Sign Language

Aproximaciones pedagógicas a la enseñanza de la fonética y fonología en la enseñanza de la Lengua de Señas Mexicana

César Arroyo Esparza
Jaime Yaniro Herrera Méndez
Cyndi Argelia Cardoso Ramírez

Resumen

Trabajar una lengua que no es con la que nos expresamos o conocemos cotidianamente, es una experiencia nueva, desafiante y que nos genera preguntas que sobre nuestra propia lengua. Además de esto, adentrarse en una lengua que no tiene sonidos y se habla a partir del movimiento de las manos, los gestos del rosto y en general con todo el cuerpo, es un desafío aun mayor y teniendo en cuenta que se busca trabajar con unidades de sonido es buscar una aguja en un pajar, a tientas y sin una dirección adecuada.

El presente texto trata de dar una aproximación a la fonética y fonología en la enseñanza de Lengua de Señas Mexicana. Para ello, trabajamos desde aspectos históricos, sintácticos, gramaticales, fonéticos, fonológicos (desde el español), etc. con el fin de acercar al lector a este mundo de la LSM y conocer cómo se desarrollan y trabajan estos aspectos para los que somos hablantes-oyentes.

Palabras clave: Lenguaje de Señas Mexicano (LSM), Fonética y Fonología

Abstract

Working with a language which we do not know or use every day is a defying new experience that may generate questions about our own language. Additionally, immersing in a language with no sounds where hand movements, facial and body language is a bigger challenge and if one would like to work with

units of sounds is like looking for a needle in a haystack, groping and without an adequate direction.

In this text, we are trying to give an approximation of the teaching of phonetics and phonology in the teaching of Mexican Sign Language (LSM). In order to do that, we have searched from historical aspects, to syntactic, grammatical, phonetical and phonological ones, but in Spanish with the purpose of bringing the reading near to the world of the Mexican Sign Language as to offer ideas on how these aspects are developed and how they work for those of us who are speakers and listeners.

Key words: Mexican Sign Language (LSM), Phonetics and Phonology

1. Introducción

La Lengua de Señas Mexicana (LSM) es la expresión lingüística de la comunidad sorda, una lengua que los identifica y cohesiona como un colectivo que tiene sus propias tradiciones, cultura y visión del mundo. Su sistema lingüístico es complejo y no es solamente mover las manos sin sentido, sin forma, sin orden o sin una intención. Pues "no son señas pantomímicas, sino que contienen estructuras…particulares con significado" (Emmorey, 1994). Cuentan con estructuras gramaticales, lexicales y también fonéticas y fonológicas.

Hablar de una lengua es hablar de aquellos que se expresan en dicha lengua, es hablar de su cultura, su manera de expresar su realidad cotidiana, sus experiencias, su aprendizaje y su relación con todo aquello que los rodea. Esto aplica para cualquier comunidad que hable cualquier idioma, así que en este capítulo hablaremos de los sordos, los hablantes en el lenguaje de señas, puesto que como comenta Sacks (2003):

> la persona sorda puede ser culta, y elocuente, puede casarse, viajar, llevar una vida plena y fructífera, y no considerarse nunca, ni ser considerada, incapacitada ni anormal. Lo crucial (y esto es precisamente lo que varía muchísimo entre los diferentes países y culturas) es nuestro conocimiento de los sordos y nuestra actitud hacia ellos, la comprensión de sus necesidades (y facultades) específicas, el reconocimiento de sus derechos humanos fundamentales: el acceso sin res-

tricciones a un idioma natural y propio, a la enseñanza, el trabajo, la comunidad, la cultura, a una existencia plena e integrada.

Dado que no podremos hablar de todo el sistema de enseñanza aprendizaje de la lengua de señas, daremos un marcado énfasis, a manera de aproximación y esbozo sencillo, a la enseñanza de la fonética y fonología de la lengua de señas mexicanas, para que como hablante-oyentes entendamos un poco más este mundo, tan dejado de lado en la enseñanza de las lenguas modernas.

El siguiente texto se dividirá en seis apartados. Comenzando con un poco de historia de la comunidad sorda, desde Babilonia hasta el México actual. En el apartado 3 nos adentraremos en la estructura de la Lengua de Señas Mexicana, para pasar a el aspecto fonético y fonológico de la misma, continuando con algunos aspectos pedagógicos en su enseñanza y ejemplos prácticos, finalizando con una breve conclusión.

2. Historia de la comunidad sorda, la lengua de señas y su enseñanza en México (LSM)

Cuando se habla de una lengua tenemos que pensar de donde viene, cuál ha sido el recorrido histórico que ha hecho para llegar a nuestros días, cómo ha cambiado, con qué obstáculos se ha encontrado y cómo los ha afrontado, etc., Siempre esperando encontrar datos que enriquezcan nuestra mirada y conocimiento de dicha lengua y lo que aportará a nuestro aprendizaje y a la enseñanza de dicha lengua. De tal razón que en este apartado recorreremos, un poco y de manera superficial, la historia de la comunidad sorda que dio origen a la lengua de señas para aproximarnos a la Lengua de Señas Mexicanas y a la fonética y fonología de esta.

De manera que comenzaremos por un recorrido histórico, muy breve, conociendo como ha sido el paso a paso de la formación de esta lengua, lo que ha pasado frente a otras leguas y cómo se ha desarrollado para llegar hasta nuestros días y principalmente hasta poder estudiarla desde sus aspectos fonéticos y fonológicos, que es lo que nos interesa en este apartado. Sin más, comenzaremos desde la antigua Mesopotamia para finalizar en el México actual.

En la antigua Babilonia, en el código de Hammurabi (1760 a.C.) es el primer lugar escrito de donde se puede rescatar el término 'sordo-mudo' que designaba a las personas idiotas, enfermos mentales, aquellos que fueron castigados por los dioses (Torres Hurtado, 2015) de la misma manera eran vistos en la Grecia Antigua, donde se consideraba que por su falta de escucha (oído) no tenían ninguna facultad moral o intelectual (Aristóteles).

De tal manera, como lo comenta González en su Historia ilustrada de la comunidad sorda (2013):

> Los "sordomudos" de antaño eran diezmados, torturados y confinados a situaciones más penosas que el trato que se le da a las mascotas domésticas de la actualidad. La rebelión de los sordos era inminente, tenía que ver con la urgencia que hacen a las decisiones y así a la vida misma'

Para muchas civilizaciones antiguas (espartanos, antiguo india, etc.) los sordos eran vistos como sujetos que servían solamente para sacrifico a los dioses o que estaban malditos por sus pecados en vidas pasadas. Presas de sus males y su mal actuar en la sociedad, de sus padres o de ellos en vidas pasadas, siendo su silencio de voz, un castigo adecuado a su actuar y ser.

Pero no todas las civilizaciones antiguas trataban a los sordo-mudos de la misma forma, los hebreos en la Tora expresaban 'no maldecirás a un mudo' (Levítico 19:14) puesto que para ellos los sordos-mudos eran personas, como ellos delante de Yahveh y por lo tanto son capaces de hacer contratos legales, casarse o divorciarse, tener vida en sociedad, etc. comunicándose por medio de señas o hasta por medio del movimiento de los labios.

Lo siguiente que encontramos, en la historia de la enseñanza de la lengua de señas, se remonta a la edad media, donde se consideraba a los sordos como: personas que no podían ser aptas para ser educados, ni para la vida intelectual, cultural o política. Esto dado su falta de habla lo que los hacía idiotas, personas con alguna enfermedad o un castigo divino. No fue sino hasta el siglo XVI donde se observa que comienzan a tomar en cuenta a los sordos para el aprendizaje, sobre todo aquellos que eran de familias nobles. Es Fray Pedro Ponce de León (1520-1584) quien da cursos, con cierto éxito, a los sordos, hijos de

nobles, al aplicar la dactilología, la escritura y el lenguaje oral, como lo menciona Gutiérrez (1997):

> Fray Pedro Ponce en el Monasterio de Oña (1578) reconoce que "…tuve discípulos, que eran sordos y mudos *a nativitate*, hijos de grandes señores…a quienes mostré hablar y leer, y escribir, y contar, y a rezar, y ayudar a Misa…" Pedro Ponce llegó a tener su propio método de enseñanza. Su lema fue: "la enseñanza de la palabra se basa en sustituir el oído por la vista.

En el año 1755 en Francia el abad Charles Michel de l´Épée, la figura más relevante en la educación de los sordos, será el creador del sistema de enseñanzas de lengua de señas para todas sordas, ricas y pobres: el alfabeto dactilológico y un lenguaje signado. Esta lengua de señas da origen a la Lengua de Señas Francesa (LSF), posterior mente la LSF dará origen a las lenguas de Señas Mexicana (LSM), la American Sing Language (ASL) y la Língua de sinais Brasileira (LIBRAS).

Comienza así la verdadera enseñanza de los sordos, considerándolos personas, igual a cualquier otra, con derechos y oportunidades. Se puede decir que es el punto de partida, a nivel mundial de la adaptación y enseñanza de lengua de señas en todo el mundo.

La relevancia de que el abad Charles Michel de l´Épée comenzara a dar clases de lengua a sordos, es un parte aguas en la historia de dicha comunidad, es el momento en el que comienzan a ser parte importante de la sociedad, el momento en el que se escucharán sus ideas y se tomarán en cuenta en decisiones políticas, sociales, culturales, educativas, etc. Además de ser el momento en que los oyentes nos comenzamos a dar cuenta de la riqueza intelectual, social, cultural, política etc., que este grupo social tenía y no entendíamos.

En México se tiene poco conociendo de la enseñanza de lengua de señas, antes de la colonia, sigue el mismo comportamiento que en España del siglo XVI, enseñanza solamente a hijos de españoles potentados, pero también se enseñaba a los hijos de los indígenas caciques o dueños de su libertad, esto hecho por los frailes francisanos, siendo su enseñanza el lenguaje de los signos con sustratos de lo que se considera una lengua de signos autóctona, Brice

(1992). Por lo que se considera que la LSM tiene influencia del castellano, de la lengua maya según Shuman (1978) y del francés.

Cabe hacer énfasis en que lo anterior no indica que en ese momento nació o comenzó la verdadera enseñanza para los sordos en México. Esta enseñanza inicia con la *Ley de Instrucción, apartado Instrucción primaria:* en su artículo tercero menciona que:

> se establecerá inmediatamente en la Capital de la República una escuela de sordo-mudos, que se sujetará al reglamento especial que se forme para ella y, luego como las circunstancias lo permitan, se establecerá escuelas de la misma clase sostenidas por fondos generales, en los demás puntos del país que se creyere conveniente (Benito Juárez. Documentos, discursos y correspondencias. México 1972, p-356)

Así es que el 28 de noviembre de 1867 se crea la Escuela Nacional de sordomudos, siendo su director Eduardo Huet, pieza clave en la formación de la comunidad sorda mexicana actual, quien adaptaría la lengua de señas francesa a la Lengua de Señas Mexicana. La Escuela Nacional para Sordo-mudos tenía entre sus prioridades la formación de profesores sordos para que dieran clases a alumnos sordos, generando así docentes sordos.

Todo esto fue reconstruyendo, formando y cimentando la historia de la comunidad sorda en México, permitiéndonos conocer quiénes eran, donde vivían, a que se dedicaban, de qué forma se comunicaban, con quienes se interrelacionaban, como era su educación, como era su cultura, cuáles eran sus necesidades, etc. Con todo ello, se ha ayudado a los hablante-oyentes a entender que los sordos tienen una identidad propia y única.

La Escuela Nacional para Sordomudos (ENS), siguió funcionado, en su formación de docentes sordos, hasta la muerte del director Eduardo Huet (1882) pero el papel de la ENS fue un pilar importantísimo en la trasmisión y conservación de la LSM, en todo el terrario nacional, siendo ésta ejemplo a seguir y fomentando la construcción de más escuelas, clubes y establecimientos para la enseñanza de LSM (Montañez, 2001).

Las décadas que siguieron al cierre de la ENS, las nuevas corrientes de enseñanza (la oralista) la revolución y la guerra cristera, hicieron que, paulatinamente, la educación para los sordos se dejara de lado al no ser prioridad nacional. No fue sino hasta 1980 con la entrada de la llamada *filosofía de la comunicación total*, al aplicar técnica de mímica, gestos y señas, que se retoma la idea de fomentar la LSM y su forma de expresión para mejorar la enseñanza en todos los ámbitos.

Esto coadyuvó a que se retomara la enseñanza de la LSM, se vuelven a reconocer los derechos de los sordos a la educación obligatoria, gratuita y bilingüe, su derecho a la interpretación y estenografía proyectada y subtitulada en la televisión educativa, el derecho a tener interpretes en diversas áreas: políticas, sociales, jurídicas, deportivas, culturales etc. (ley general de las personas con discapacidad, Diario Oficial de la República 10 de junio de 2005)

Aún falta mucho por avanzar en el tema de la educación e inclusión de la comunidad sorda a todos los ámbitos de la Nación y nos falta mucho, a la comunidad hablante, de acercarnos y aprender de la comunidad sorda todo lo que nos tiene que enseñar de su vida y su experiencia formativa, pero *grosso modo*, nos hemos adentrado en la historia para contextualizar este texto.

3. Estructura de la LSM

Las lenguas de señas alrededor del mundo han sido objeto de estudio por muchos lingüistas para poder identificar las características que las componen. La posibilidad de transmitir las lenguas de generación en generación, permite un enriquecimiento en donde intervienen diversos factores. En el Diccionario de Lengua de Señas Mexicana de la Ciudad de México (2017:55) se mencionan factores del tipo social (a través del paso del tiempo), la escolaridad de los signantes, creencias religiosas, área geográfica, préstamos lingüísticos, entre otros. La suma de estos factores genera una variación lingüística que desencadena en una mejora y desarrollo de la lengua de señas, así como permitir una difusión a nivel global de la misma. Si bien, cada país tiene su propia Lengua de Señas, algunas de ellas comparten ciertas características (préstamos lingüísticos) y raíces de las cuales se derivan las señas de otros; sin embargo, al igual que los regionalismos, estos aspectos responden a resolver problemas de comunicación

en donde se crean, modifican o adaptan, según el área geográfica en la cual se crean, señas que permitan una apropiación de la lengua a la comunidad, dichas señas son muy particulares de cada Lengua de Señas alrededor del mundo.

En el caso particular de la Lengua de Señas Mexicana (LSM), ésta tiene una base de español, es decir, todas sus señas son palabras que se pueden encontrar en el español escrito. No obstante, la LSM cuenta con una estructura gramatical propia y hasta una conjugación verbal diferente. La formulación de las señas en el LSM tiende a tener diferentes tipos de señas, por ejemplo: Seña Manual, (SM - usando solo una mano), Seña Bimanual (SB - usando ambas manos, de manera dispar/asimétrica), Seña Simétrica (SS - ambas manos, con movimientos en espejo, alternados o simultáneos), Seña Compuesta (SC - a través de dos señas simples o tres configuraciones distintas); también se pueden presentar casos de señas que copian las características físicas de su referente (icónicas), señas que no cuentan con relación entre el referente y el significado (arbitrarias), señas que comienzan con la inicial de la palabra a indicar (alfabéticas/inicializadas), señas que toman significado dependiendo del lugar al que apuntan o en donde se encuentra el referente (indéxicas) y señas que toman como referente un número (numéricas). Incluso, cuando una palabra no cuenta con una seña como tal, la forma en la que una palabra puede ser indicada en lengua de señas tiende a ser a través del uso del alfabeto manual (Diccionario de Lengua de Señas Mexicana de la Ciudad de México, 2017).

En cuanto a la gramática en la cual se desarrolla la LSM, habrá de entenderse que es un sistema más complejo a lo que las lenguas escritas nos han acostumbrado a comprender, y es que, para esto, se debe entender la gramática de la LSM bajo las 3 áreas que Lillo-Martin en Cruz (2009) menciona: (1) “Sintaxis espacial (spatial syntax)”, (2) la sintaxis, y (3) los marcadores no manuales. Cuando se hace mención a la sintaxis espacial, se hace referencia a los límites tanto verticales como horizontales, así como la distancia entre las manos y el cuerpo usados para poder transmitir un mensaje. Para tener esto más claro, se podría imaginar una especie de ventana frente al cuerpo que iría de la cintura a la coronilla de la cabeza (límite vertical) y teniendo los brazos ligeramente abiertos y flexionados, de codo a codo (límite horizontal). Esto no significa que los movimientos no se puedan hacer fuera de esta área imaginaria, sino que, los

movimientos que sobrepasan este espacio se tienden a considerar como que se les da una exageración o que se aplica un énfasis en lo que se expresa (Diccionario de Lengua de Señas Mexicana de la Ciudad de México, 2017).

Los marcadores no manuales, no son solamente propios de las lenguas de señas, estos también se presentan en las lenguas orales, y aunque en la parte oral, nos referimos a los movimientos que se hacen al comunicar un mensaje, ya sea gestos o ademanes al hablar, en la particularidad de la lengua de señas, habrán de entenderse como un aspecto gramatical ya que estos no solo hacen un acompañamiento o énfasis del mensaje, sino también conllevan una carga gramatical en el discurso. Para ejemplificar esto, pensemos en la seña de la palabra "querer" donde al hacer esta seña, se puede hacer un movimiento de cabeza, rotando de lado a lado a manera de indicar una negación del verbo; así mismo, pudiera levantar las cejas buscando expresar interrogación, lo cual nos indicaría que el verbo está siendo preguntado. Estos casos ejemplifican la diferencia de los marcadores no manuales usados en las lenguas orales, de los usados en las lenguas de señas, y su importancia en el aspecto gramatical de la misma. (Cruz, 2009: 838)

El último punto, y del cual habremos de desglosar más información, es de la sintaxis. El diccionario de Oxford (2022) define a la sintaxis como la forma en la que las palabras y frases son puestas en conjunto para formar oraciones en un lenguaje. Si nos apegamos a dicha definición, podemos entender que se habla de un conjunto, lo cual, no necesariamente lleva a que tengan que seguir una estructura como tal. Esta situación se refleja de manera particular en la LSM, donde si bien se ha buscado implementar una secuencia Sujeto-Objeto-Verbo (SOV) (Vicars, 1997), sustraída principalmente del análisis lingüístico de la Lengua de Señas Americana, esta estructura solo se llega a seguir en ámbitos formales y no cuando es una interacción cotidiana. Las situaciones informales se enfocan en la transmisión del mensaje más que en una estructuración gramatical (Manual para la Educación Especial, 1983).

Para visualizar de manera más práctica la parte de la sintaxis de la LSM, se presentan a continuación los siguientes ejemplos: Si una persona quisiera indicar que acudió a jugar fútbol el pasado domingo, la persona signante podría hacer las señas de la siguiente manera y orden "Domingo - Yo - Fútbol - Jugar ". Dicha

oración se puede interpretar como “Yo jugué fútbol el domingo”. Aquí es donde se puede observar como la forma en la que se da el mensaje, cumple con la función de indicar lo que se necesita, y si bien, una persona hablante de una lengua natural pudiera llegar a sentirse confundido o tener un sentimiento de que “algo falta” en dicha oración, la realidad es que dentro de la LSM el mensaje tiene perfecta coherencia y transmite lo que el usuario quiere transmitir. Para hacer una pregunta de la misma oración ejemplificada anteriormente, incluso se podría hacer utilizando los marcadores no manuales, donde al hacer una expresión de pregunta con el rostro mientras se signa la oración, la persona que recibe el mensaje estaría interpretando que lo que se le ha comunicado es una pregunta.

El conjunto de las áreas que se involucran en la lengua de señas, así como la facilidad con la que los elementos de las oraciones cambian para poder adecuarse a las necesidades de expresión de sus signantes, permiten ver la flexibilidad, así como la complejidad que las lenguas de señas, particularmente la Lengua de Señas Mexicana, poseen. La forma en la que nuevas señas encuentran su lugar en la LSM (ya sea por su condición de neologismos, o porque responden a una falta de señas de una palabra en particular), y los préstamos lingüísticos que estas constituyen, proporcionan una constante actualización a una lengua que cada vez está más presente en los contextos vigentes de nuestra sociedad. El análisis de las lenguas de señas, parece una tarea aún más complicada de lo que se ha podido observar, pero los descubrimientos de la misma han permitido observar la riqueza cultural y lingüística que esta posee. El conjunto de las áreas que se involucran en la lengua de señas, así como la facilidad con la que los elementos de las oraciones cambian para poder adecuarse a las necesidades de expresión de sus signantes, permiten ver la flexibilidad, así como la complejidad que las lenguas de señas, particularmente la Lengua de Señas Mexicana, poseen. Factores como son las nuevas señas (ya sea por nuevas palabras, o respondiendo a la falta de señas de una palabra en particular), y los préstamos lingüísticos tomados de otras lenguas de señas para enriquecer la lengua de señas mexicana, contribuyen a que exista una constante actualización de la LSM; una lengua que cada vez es más presente en los diferentes contextos de nuestra sociedad. El análisis de las lenguas de señas, parece una tarea aún más complicada de lo

que se ha podido observar, pero los descubrimientos de la misma han permitido observar la riqueza cultural y lingüística que esta posee.

4. Fonética y Fonología de la LSM

Las lenguas de señas comparten muchas características con las lenguas naturales. Al igual que con las lenguas naturales, y como se explicó previamente, las lenguas de señas cuentan además de una sintaxis particular, con su propia fonética y fonología. Hablar de una "fonética" en el caso de las lenguas de señas, lleva a una contradicción: la Fonética regularmente se define como la parte de la lingüística que estudia cómo los sonidos del lenguaje son producidos, transmitidos y recibidos, mientras que la Fonología por su parte se encarga de descubrir y explicar los principios y reglas bajo los cuáles se organizan los sonidos de una lengua (Crystal, 2000). Es por ello que al hablar de una "fonética" de la LSM, nos debemos enfocar en la imagen creada por la seña y dar énfasis a las formas, los movimientos y las configuraciones de las manos para entender el mensaje, y a través de esta combinación obtendremos así la unidad mínima de significado para su estudio, lo que en términos tradicionales de fonética conocemos como "fonema".

Al igual que en la fonética de lenguas orales, la posición y forma de articulación son importantes en la producción de las señas, y pueden hacer cambiar el significado de lo que se pretende transmitir. En LSM, una seña está compuesta de 4 elementos fundamentales, como ya se discutió previamente en el apartado 3: configuración de la mano, orientación, ubicación y movimiento. Esto conlleva a que una misma configuración de la mano, pero en otra ubicación u otro movimiento expresen con otra seña y modifiquen "el mensaje" que se pretende transmitir. Veamos tres ejemplos de esto extraídos de la Lengua de Señas Americana (ASL por sus siglas en inglés) (Fromkin, Rodman & Hyams, 2007):



"dulce"



"manzana".



"celoso/a"

Estas tres señas comparten los elementos de movimiento, orientación y ubicación, sin embargo, difieren en la configuración de la mano. Esto da como resultado las señas para “dulce”, “manzana” y “celoso/a”, con el cambio de un solo elemento.

Algunas señas también pueden variar en la ubicación, pero coincidir en los elementos como configuración de la mano, orientación y movimiento:

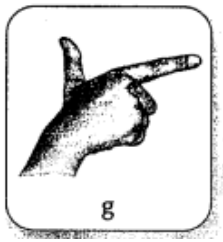


Podemos ver entonces como las señas para “verano”, “feo” y “seco” en ASL son similares a excepción de esta diferencia en sus componentes. Finalmente, tenemos un ejemplo de los cambios en movimiento de las señas:

Podemos ver entonces como las señas para “cinta”, “silla” y “tren” son contrastantes únicamente en el movimiento.



En LSM, un ejemplo muy práctico y sencillo serían las señas correspondientes a la letra “g”, “siete” y “gustar”, que varían en algunos de sus elementos:



Sin movimiento, al frente



Cambio de orientación del índice en diagonal



Con movimiento

Estas diferencias son ejemplos de un fenómeno suprasegmental de la fonología conocido como minimal pairs o "pares minímos" que Roach (2001) describe como un par de palabras cuyo significado varía por la diferencia de un fonema. En el caso de las lenguas tonales o "tone languages" se expresa por un cambio en el "tono", es decir en la modulación del sonido, dependiente del lugar y forma de producción en la boca. En contraste, en el caso de la lengua de señas, y haciendo una analogía, el "fonema" en este caso y sus variaciones, dependerán de los elementos que lo conforman, mismos que ya se citaron en párrafos anteriores.

Otro de los fenómenos englobados en aspectos suprasegmentales de la fonología, es decir, fenómenos relacionados con la producción del lenguaje más allá de la unidad más pequeña con significado (el fonema) son el acento, la entonación, el tempo y la calidad de la voz, según Roach (2001). El acento, siendo una característica propia que se expresa en la sílaba, que a su vez conforma la palabra y que no encontramos en las lenguas de señas, no puede ser analizado ni descrito convencionalmente bajo las definiciones expresadas en la fonología tradicional. Sin embargo, la entonación y el tempo, son características que toman un papel fundamental para la transmisión de significado. Crystal (2007: 173) reconoce al menos 6 funciones de la entonación en la producción del lenguaje: Emocional (expresa actitudes y sentimientos impresos en la producción del sonido), gramatical, (ayuda en la distinción de las funciones de un enunciado, interrogativo o declarativo, por ejemplo), de información estructural (enfático en ciertas fun-

ciones de los componentes del enunciado), textual (el cual provee de 'ritmo' en producciones más extensas, como en un discurso), psicológico (relacionado con el ritmo que facilita la memorización y recuperación de información) e indéxica (auxiliar en brindar marcadores de identidad que reconocen a un individuo como parte de un grupo: por ejemplo, los vendedores de periódicos, la entonación de miembros del clero al predicar, etc.). En las lenguas viso-gestuales, como su nombre lo dice, el fenómeno suprasegmental de la entonación se ve expresado con la ayuda de gestos faciales y/o en el propio énfasis o "exageración" de los movimientos corporales (manos, cabeza, torso, brazos) de la seña para añadir intensidad o fortalecer el sentimiento detrás del mensaje que la seña está tratando de transmitir. La función primordial será la emocional, y gramatical. La entonación se expresa a través de movimientos corporales, expresión facial y gestos mejor conocidos como "Rasgos No Manuales" o RNM (Diccionario de Lengua de señas Mexicana de la Ciudad de México, 2017: 94):

> Los RNM se usan en la LSM como un marcador gramatical muy importante: se producen simultáneamente al señar para dar significado lingüístico y, por tanto, son equivalentes en español a los rasgos suprasegmentales de la lengua oral: tono, timbre, altura, intensidad y velocidad.

Si bien la comunicación no-verbal lleva gran parte del mensaje en nuestras interacciones en la comunicación de personas oyentes y naturalmente somos capaces de expresar dolor, miedo, alegría, tristeza o placer más allá de nuestra cultura y lugar de origen, es necesario que quienes se interesen en ser usuarios de la LSM, reciban entrenamiento o dediquen parte de su enseñanza al fortalecimiento o desarrollo de los RNM como parte de la lengua en la que estarán tratando de expresarse en aras de una comunicación más efectiva.

5. Pedagogía en la enseñanza de la fonética y fonología de la LSM

Si uno de los objetivos en la educación, en la enseñanza de lenguas, es reconocerse como individuo dentro de una sociedad donde se hablan diversas lenguas y donde la visión e interpretación del mundo se ve marcado por estas lenguas (Sapir-whorf, 1940), este reconocimiento es necesario para el proceso de crea-

ción de identidad social, cultural, educativa, etc. Puesto que a través de ésta se reconoce la integración a un grupo específico de hablantes y a una cultura que se gestará como propia, pero además se generará un proceso educativo de aprendizaje y significación de saberes que le serán necesarios para su desarrollo dentro y fuera de la comunidad social, cultural y lingüística que le ha dado identidad.

Para generar esta identidad, dentro del aprendizaje, es necesario crear procesos y herramientas claves para el aprendizaje adecuado de la lengua, cultura, sociedad, etc. Dichos procesos son adaptaciones pedagógicas que la misma lengua y su enseñanza va dictando, es decir, son todas aquellas acciones que se realizan previas: preparación y diseño de materiales en las aulas (virtuales o presenciales), diálogo, escucha, aplicación de diseños y autoevaluación, etc., con el fin de facilitar, potenciar y estimular el proceso de aprendizaje de los estudiantes.

En el caso de la enseñanza de la LSM se deben tener en cuenta aspectos espaciales, de movimiento (estructura, fonología y morfología) de orden secuencial de señas, de gestualidad, etc. Por eso es importante generar procesos adecuados y pedagógicos para todos aquellos que desconocemos la LSM y buscamos la manera de acercarnos a este mundo lingüístico diferente al nuestro. A continuación, veremos tres apartados que pueden servir de inicio o aproximación pedagógica a la enseñanza-aprendizaje de la LSM, de la mano de Lillo-Martin (2001).

Lillo-Martin (2001) distingue tres áreas principales de la pedagogía de las lenguas de señas cuya organización difiere potencialmente de algunos principios que han sido propuestos para las lenguas orales. La primera área está relacionada con el uso del espacio señante en la formación de oraciones, (*spatial syntax).* El espacio en las lenguas de señas se utiliza de manera significativa en diferentes niveles: estructura interna de las señas (fonología), la formación de palabras (morfología) y la sintaxis. El espacio (en la sintaxis) se usa para representar una doble función, la primera es propiamente el espacio-lugar, es decir, que nos da información locativa y la segunda función se emplea para representar a los referentes, por ejemplo, en la formación del sistema pronominal y en el establecimiento de las concordancias gramaticales que se indican al construir predicados demostrativos. (Lillo-Martin 1986)

La segunda área mencionada por Lillo-Martin aborda el orden de palabras. Es importante mencionar que el estudio del orden de palabras de las lenguas

de señas ha sido poco investigado. Aun cuando desde la década de los setentas se comenzaba a estudiar (Fischer, 1975), no se han dado conclusiones determinantes sobre el mecanismo que subyace a la organización de las palabras dentro de la oración en las lenguas viso-gestuales. En las lenguas no resulta obvio el orden natural de los componentes que la constituyen. El orden de los elementos de una oración varía de una lengua a otra e incluso dentro de la misma lengua (Quinto-Pozos, 1999).

La tercera y última área que propone Lillo-Martin se refiere a los marcadores no manuales. Al respecto, en principio habría que comentar que el papel de los rasgos no manuales en las lenguas de señas difiere del uso que se le da en las lenguas orales, pues no solo debiera considerarse paralingüístico, sino además gramatical. Es decir, por un lado, tanto los hablantes como los señantes de cualquier lengua utilizamos movimientos del cuerpo o expresiones gestuales cuando conversamos con alguien ya sea para indicar cuestiones afectivas (sorpresa, tristeza, alegría, enojo, etc.) o para enfatizar algo durante el discurso. Sin embargo, en las lenguas de señas los rasgos no manuales además de expresar emociones aportan información de tipo gramatical. Así, por ejemplo, al momento en que se están realizando las señas de manera simultánea se puede hacer un movimiento de rotación de la cabeza hacia los lados, y con ello se puede indicar una negación, o levantar las cejas para expresar un tipo de interrogación. El estudio de los marcadores no manuales en la sintaxis de la lengua de señas es un tema que actualmente no sólo se enfoca al nivel de la oración, sino que ha trascendido al discurso.

Estas tres áreas de la pedagogía de las lenguas de señas destacadas por Lillo-Martin, nos permiten darnos cuenta de forma inmediata que el sistema de este tipo de lenguas de señas es sumamente complejo. Así, a través de la forma en que se organiza la sintaxis de las lenguas viso-gestuales se reconocen las propiedades que las caracterizan: simultaneidad, secuencialidad y espacialidad. Y es el espacio quien cobra un papel significativo para la interpretación del conjunto de los diversos elementos que se articulan, no sólo las señas, sino también los rasgos no manuales, cada uno de ellos realizándose de manera secuencial y simultánea, al mismo tiempo que van ocupando un lugar en el espacio señante. Pero, además, resulta de particular interés reconocer la forma en que se desplaza la mano por el espacio señante para establecer e identificar los referentes a los

cuales se está haciendo mención en el discurso. De ahí que el uso del espacio y los contrastes que se establecen al emplear el espacio señante espaciales sean determinantes en los distintos niveles de la organización lingüística de las lenguas de señas.

6. Algunos ejemplos de la enseñanza de la fonética y fonología de la LSM

Nos queda preguntarnos ¿cómo enseñar la fonética y fonología de la LSM a los oyentes? En esta sección no pretendemos dar una cátedra de qué hacer y qué no hacer en el proceso de enseñanza de la lengua de señas mexicana. Dado que es un proceso sumamente complejo, como con cualquier otra enseñanza de idiomas, y este espacio es para dar algunos ejemplos que dan dos manuales de LSM sobre cómo aprender una o varias señas de la LSM y ver cómo se adaptan o ajustan a los procesos y aspectos fonéticos y fonológicos.

Los dos manuales que veremos, y esto no será a profundidad sino dando énfasis a los aspectos de la fonética y fonología de LSM serán:

1. El Diccionario de Lengua de señas Mexicana de la Ciudad de México (2017) que recopila más de mil señas recogidas por informantes sordos de distintos grupos sociales, generaciones y regiones de la CDMX y se trata de

   un diccionario el primero en su tipo; fue elaborado desde la perspectiva de la Comunidad Sorda para adentrar a las personas oyentes a su cultura, historia y educación; además, este material es una invaluable herramienta de consulta que permitirá que personas oyentes y sordas puedan comunicarse a través de la Lengua de Señas Mexicana" (pp. 14)

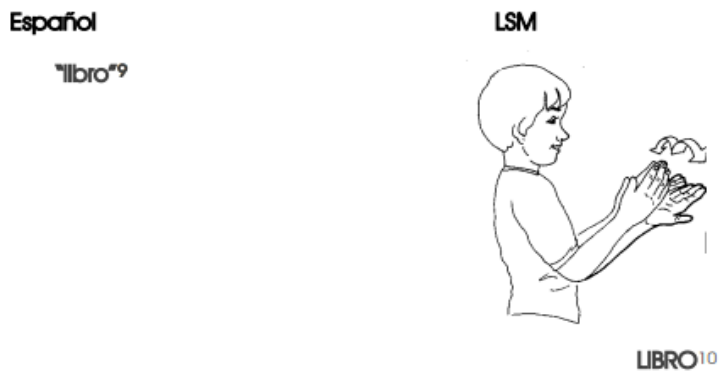
2. El Diccionario Español- lengua de Señas mexicana (DIELSEME) ellos mismos se definen como:

   un diccionario bilingüe que responde a la necesidad básica de enseñar la lengua de señas mexicana (LSM) con referencia al español escrito, a personas sordas, así como a una diversidad de usuarios potenciales: padres oyentes que tienen hijos sordos, maestros de todos los niveles educativos que atienden alumnos

sordos, intérpretes en formación, escuelas de intérpretes y la sociedad en general. (pp. 5)

Ambos diccionarios se encuentran en línea y cualquier persona los puede consultar, aprender o mejorar en el uso de la LSM. Además, sería interesante que el lector los consultara dado que nosotros solo veremos los aspectos de enseñanza fonética y fonológica, a través de los ejemplos que brindan los manuales, pero el trabajo invertido y la presentación de ambos manuales es ampliamente recomendable.

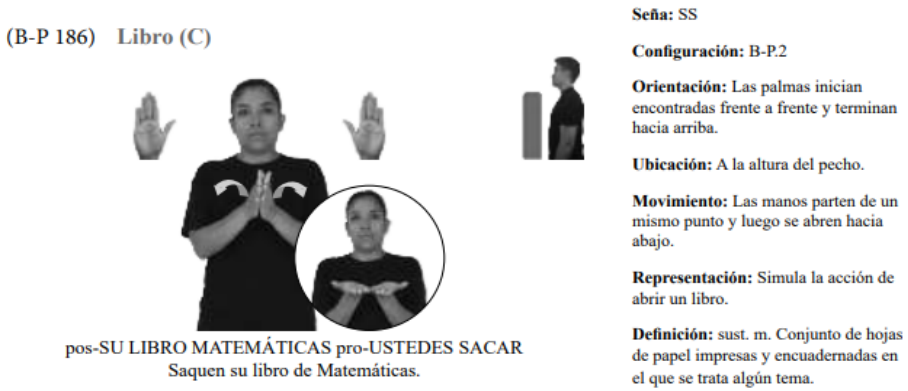
Un ejemplo para comenzar es la palabra libro en español, en los manuales se encuentra esta palabra en el (DIELSEME) es la primera imagen y palabra signada que presentan (pp. 14) a continuación la imagen:



La palabra "libro" del español (lengua fuente), tiene su contraparte exacta en LSM (lengua meta), de acuerdo a la definición "conjunto de hojas de papel encuadernadas y escritas: se hace en las imprentas".[10]

Vemos el referente en español de la palabra Libro (parte superior izquierda) y el referente de cómo hacer la seña (en dibujo parte derecha) se presenta la idea de espacio, movimiento, pero no de gesticulación y posiblemente esta imagen no sea entendida si alguien que no conoce nada de LSM, por lo cual aporta poco a la enseñanza-aprendizaje fonética y fonológica de LSM.

Por otra parte, el Diccionario de Lengua de señas Mexicana de la Ciudad de México (2017: 172) nos presenta la misma palabra, pero con diferencias significativas. A continuación, la imagen:



En esta imagen podemos ver varios aspectos que nos pueden ayudar a la enseñanza-aprendizaje de la fonética y fonología de la LSM. En la parte superior izquierda vemos las letras y número B-P 186, que son para localizar en el diccionario las palabras, después la imagen de la persona, de frente haciendo la seña, auxiliada por ideogramas de movimiento, vemos su rostro, sus manos y un movimiento secuencial (imagen en redondo) acompañada de una oración (en gramática de LSM y español).

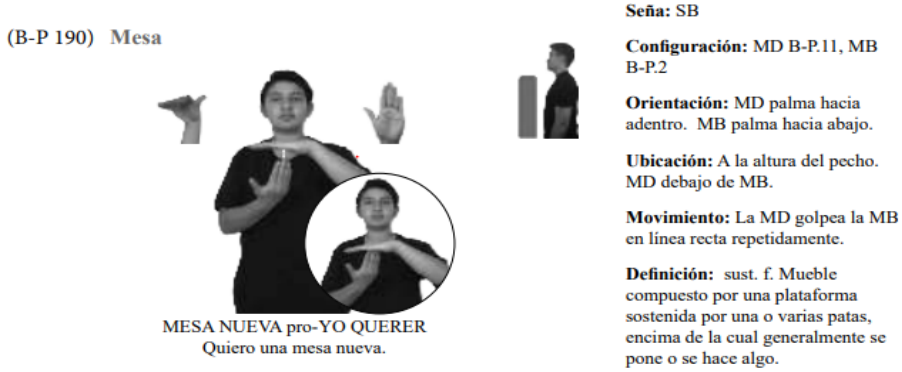
En la parte derecha se nos dan aspectos más propios de la fonética y fonología de la LSM de descripción de la seña como: Seña (SS: seña simétrica) la configuración (B-P.2 variante palma 2) Ubicación y movimiento- representación. Finalmente, la definición en español. Lo cual consideramos que aporta aspectos de la enseñanza de LSM desde la particularidad de la fonética y fonología sin expresarlo abiertamente.

Veremos otros dos ejemplos sin detallar tanto para que el lector reconozca los aspectos que hemos estado comentando en este texto.



En esta imagen del (DIELSEME) vemos la representación de un objeto de uso cotidiano, vemos el signo del movimiento y no hay necesidad de una expresión facial para hablar de dicho objeto.

Mientras que en la imagen del Diccionario de Lengua de señas Mexicana de la Ciudad de México (2017) nos encontramos nuevamente con más detalles que pueden servir para la enseñanza aprendizaje de la LSM.



Podemos ver la imagen de frente, la orientación, la posición de las manos (orientación y movimiento), la ubicación de manos y la expresión en rostro. Además, del tipo de seña y su configuración (parte superior derecha).

El siguiente ejemplo lo enfocaremos en los aspectos un poco más finos de la LSM y que como hablantes tenemos que tener cuidado, si parte de la foné-

tica y fonología es el uso adecuado de la seña, la forma de ejecutarlo (forma, movimiento, etc.) un pequeño cambio de la configuración de la mano, al hacer un mismo movimiento nos pueden dar dos palabras completamente diferentes.

Del (DIELSEME)

"lugar"



LUGAR

Siguiendo los parámetros mencionados, LUGAR se realiza 1) con el dedo índice extendido, los demás flexionados; 2) señalando hacia abajo, al centro de la otra mano (pasiva) permanece extendida con la palma hacia arriba; 3) frente al cuerpo, a la altura del tórax; 4) la mano dominante (o en movimiento) hace una espiral; 5) hacia el centro de la palma de la mano pasiva. 6) En este caso la articulación no exige de cambios en la expresión de la cara.

Del Diccionario de Lengua de señas mexicana de la Ciudad de México (2017)

(L-29) Deportivo Galeana





pro-YO JUGAR PARTICIPAR DEPORTIVO-GALEANA
Tengo un partido en el Deportivo Galeana.

Seña: SB

Configuración: MD L.1, MB B-P.2

Orientación: MD palma hacia adentro. MB palma hacia arriba.

Ubicación: La MD inicia a la altura del pecho y termina sobre MB. MB a la altura del abdomen.

Movimiento: La MD golpea la MB en línea recta.

Definición: sust. m. Lugar con instalaciones deportivas donde se practica atletismo, básquetbol, natación, hockey, box, voleibol, etc. Se encuentra ubicado en la séptima sección de San Juan de Aragón.

De entrada, las dos señas que son con ambas manos tienen el mismo movimiento, a nivel de pecho una mano gira y baja a la palma de la otra mano, pero el detalle está en la configuración de la mano que gira, y que pude cambiar completamente la expresión que queremos comunicar. Lugar es con el puno cerrado y solamente el dedo anular apuntará en la otra mano que se mantiene con la palma abierta y en deportivo galeana, la mano en movimiento está en configuración de una letra G, en referencia al nombre del lugar: galeana y baja a la mano, abierta de golpe.

Estos son los detalles, los presentados en estas imágenes, los que nos pueden aproximar a los aspectos que podríamos considerar como fonético y fonológicos de la LSM, para nosotros los oyentes y darnos una idea de cómo podría ser la expresión de estos aspectos. Teniendo en cuenta todos los detalles vistos en este capítulo.

7. Conclusiones

Tras haber trabajado, en este texto, desde aspectos de historia, lingüística, sintaxis, gramática, etc. Después de haber consultado diversas fuentes y haber conversado entre colegas sobre el tema de los aspectos de la fonética y fonología en la LSM, hemos llegado a lo que nombraremos como conclusiones no finalizadas o aspectos a seguir trabajando en lo referente a la lengua de señas en México.

Primeramente, vemos que se han logrado avances relevantes en su inserción en toda la sociedad: educación, trabajo, cultura, política, etc. Pero aún falta bastante camino por recorrer y sobre todo en los aspectos que tratan sobre la formación de profesores e investigadores sordos, que serían quienes nos podrían acercar un poco más a todo el proceso educativo, social, cultural, fonético, fonológico, etc. Desde su experiencia formativa como nativos y profesores formados. Además de la falta de políticas inclusivas, reales, concretas y que los ayuden a desarrollarse como personas dentro de una sociedad, donde se les reconozca su valor y aporte a toda la comunidad nacional e internacional.

La segunda conclusión a la que llegamos es la falta o carencia de una fonética y fonología, entendida desde nuestra perspectiva como oyentes. Dado que no se ha explorado suficiente sobre este tema, la fonética y fonología, desde las dos perspectivas: los sordos y los hablantes, generando carencias de actividades o

ejercicios que estén encausados para la comprensión de los aspectos fonéticos y fonológicos de la LSM. Posiblemente sea el reflejo del poco apoyo e interés de la sociedad hablante a la LSM y la carencia de maestros e investigadores sordos formados y formadores.

La tercera conclusión a la que arribamos es que estas carencias que observamos, al momento de trabajar y dialogar este trabajo, son una puerta abierta a la investigación, a la profundización y generar nuevos trabajos sobre la fonética y fonología de la LSM. Pero no solamente en este ámbito, también podría ser en diversos aspectos de la Lengua de Señas, mexicana, inglesa, francesa, etc. Y una oportunidad para voltear a ver las Lenguas de Señas Autóctonas que son menos investigadas o conocidas.

Finalmente diremos que nuestro trabajo fue dar al lector una aproximación, un acercamiento a este fabuloso mundo de la Lengua de Señas Mexicanas, y para nada generar una afirmación o conclusión a este tema: la fonética y fonología de la Lengua de Señas Mexicana.

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This time around the contents are related to the teaching of phonetics and phonology in the teaching and learning of the English language. It focuses on Critical Pedagogics in regards to the perception of English accents that teachers would be have, it also explores how a textbook series presents pronunciation and the allocated time to each activity. Then, it presents action research and experimentation on how segmentals and suprasegmentals are taught in two teaching settings: secondary school and the teaching of General English for adult students. Finally, it explores how suprasegmental features could be implemented to teach, learn or do research about Mexican Sign Language or LSM by its Spanish name.

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