UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Titulación previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme: Analytic linguistic approach and speaking skill

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TUTOR APPROVAL

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I, Mg. Ruth Elizabeth Infante Paredes, holder of the I.D No. 60301610-6, in my capacity as supervisor of the Research dissertation on the topic: "Analytic linguistic approach and speaking skill" investigated by Miss Nayeli Nicole Nuñez Melo with I.D No. 1804872149, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled "Analytic linguistic approach and speaking skill" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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DEDICATION

To me for showing me that I am capable of anything despite the circumstances.

My mother Mónica is the fundamental pillar because without her support, and advice I could never achieve what I have proposed to myself.

My daughter, for being the most important motivation to fulfill my goals and for making my days better.

My grandmother Mariana and my dear aunt Giova, because of their support, motivated me to move on and never give up.

My dear friend Pamela, thank you for always supporting my work and being my positive influence.

My sister Gaby, because she never leaves me alone and always reminds me that I can achieve all that I have on my mind.

Nayeli.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: "Analytic linguistic approach and speaking skill"

AUTHOR: Nayeli Nicole Nuñez Melo

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ABSTRACT

The Analytic linguistic approach is based on improving the pronunciation of words by teaching linguistic features explicitly as well as making use of input materials and activities provided by the teacher. The main objective of the present research is to determine the relationship between the Analytic linguistic approach and the speaking skill at the Technical University of Ambato from the faculty of the Pedagogy of the National and Foreign Language program. The level of research is descriptive. Moreover, a survey was designed to apply and collect reliable data from 67 students in the program. The technique was a survey, and the instrument was a questionnaire. It had 21 questions related to the use of the Analytic linguistic approach in the English class, facilitating the improvement of speaking skill. Further, the Alpha-Cronbach was applied to the questionnaire with the main aim of verifying the authenticity of the instrument. On the other hand, there were four experts on the topic who validated each question based on their professional knowledge. The survey was then administered in three levels, and each participant responded in accordance with their prior knowledge and experience. Through chi-square analysis, it was demonstrated that the alternative hypothesis was accepted. Ultimately, an analysis of the data led to the conclusion that there is a relationship between the Analytic linguistic approach and speaking skill.

Keywords: Analytic linguistic approach, input materials, Activities, speaking skill.

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RESUMEN

El enfoque lingüístico analítico se basa en mejorar la pronunciación de las palabras mediante la enseñanza explícita de características lingüísticas y el uso de materiales y actividades proporcionados por el profesor. El principal objetivo de la presente investigación es determinar la relación entre el enfoque lingüístico Analítico y la habilidad del habla en la Universidad Técnica de Ambato desde la facultad de la carrera de Pegadogía de la carrera de Lengua Nacional y Extranjera. El nivel de investigación es descriptivo. Además, se diseñó una encuesta para aplicar y recolectar datos confiables a 67 estudiantes del programa. La técnica fue una encuesta y el instrumento un cuestionario. Contaba con 21 preguntas relacionadas con el uso del enfoque lingüístico Analítico en la clase de inglés, facilitando la mejora de la habilidad oral. Además, se aplicó el Alpha-Cronbach al cuestionario con el objetivo principal de verificar la autenticidad del instrumento. Por otro lado, estuvieron cuatro expertos en el tema quienes validaron cada pregunta en base a sus conocimientos profesionales. Luego, la encuesta se administró en tres niveles y cada participante respondió de acuerdo con su conocimiento y experiencia previa. Mediante análisis de chi-cuadrado se demostró que se aceptaba la hipótesis alternativa. En última instancia, un análisis de los datos llevó a la conclusión de que existe una relación entre el enfoque lingüístico analítico y la habilidad para hablar.

Palabras clave: Enfoque lingüístico analítico, materiales de entrada, Actividades, habilidad oral.

CHAPTER 1

THEORETICAL FRAMEWORK

1.1 Research Background

The primary objective of Jam and Adibpour (2014) research was to investigate the effectiveness of the Analytic linguistic approach in teaching pronunciation aspects by teaching explicitly. This study was exploratory, and it was developed in Shahrekord with 24 EFL students all of them were female from the high school of 16 years old. The study compared two high school grade-two classes: Class A used an intuitive-imitative approach for teaching consonants, emphasizing listening and imitation, while Class B employed an analytic-linguistic approach, offering explicit information on pronunciation, including articulatory descriptions and phonetic symbols. After a week, both classes were tested on reading a text containing the instructed consonants, with their voices recorded and analyzed. The results suggest an analytic-linguistic approach for precise pronunciation learning, aiming to enhance teaching and improve students' pronunciation skills.

Hashemian and Fadaei (2011), stated in their research, the primary objectives were to investigate the effectiveness of the analytic linguistic approach and the intuitive imitative approach in teaching pure vowels and diphthongs, as well as examine and compare the pronunciation outcomes by applying the two approaches mentioned before to learners with an A2 level and state some implications that these approaches contribute to the teaching process in second language learners. It was experimental research, and the population was 40 Iranians from Isfahan. The students were divided into two groups: group A, which was guided by the analytic linguistic approach, and group B, which who were guided by the imitative intuitive approach. Moreover, the process of collecting information from the students involved using audio recordings. In addition, an evaluator was assessed in order to evaluate the accuracy of the pronunciation. Finally, the results obtained showed that the group who applied the imitative intuitive approach succeeded in improving the pronunciation of diphthongs, while the Analytic linguistic approach showed proficiency in pure vowels.

Roohanin (2013) conducted the research based on an experimental design, and the objectives were to teach non-Persian sounds and investigate if the age of the

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learners could influence the learning process. The population consisted of 50 EFL Iranian learners with a low English level between 13 and 20 years old. Furthermore, the learners were divided randomly into two groups who were instructed based on the two approaches, which are the analytical linguistic approach and the imitative intuitive approach. The instruments were the pre-test and post-test, which were based on 60 items focusing on pronunciation. The results that this research obtained showed a positive effect on the improvement of pronunciation in Iranian learners. Additionally, younger participants between 13 and 16 years old demonstrated more significant progress in pronunciation based on the instruction of the imitative intuitive approach. On the other hand, older learners between 17 and 20 years old show significant progress enhancement through the Analytic linguistic approach.

Regarding to speaking skill Aguilar (2020) presented a qualitative study conducted at a Colombian university's teacher education program, examining how four in-service English teachers assess students' speaking skills. The study used classroom observations, interviews, and document analysis. The findings indicated that the teachers favored summative assessment methods to evaluate students' speaking abilities as well as highlighted the importance of giving feedback to students to provide good arguments of students' performance firstly mentioning the good things of the performance and then suggesting some improvements besides, when evaluating students' speaking skills, it's essential to consider factors like pronunciation, vocabulary, and the organization of their ideas. However, it's equally important not to overlook their proficiency level and the background context when they are asked to use a foreign language. Hence, flexibility in assessment is crucial as long as they can effectively convey their thoughts and ideas. The results conclude by suggesting that teacher professional development in language assessment could lead to more meaningful assessment practices benefiting students, teachers, and the institution.

Barrionuevo et al. (2020) based their study on quasi-experimental research. In addition, the primary objective of this study was to apply the integrated task in English classes to enhance speaking skills. Moreover, the population consisted of fourteen students, 11 female and 3 male, with a range of age from seventeen to eighteen years old. Furthermore, they were selected after getting lower results from a

diagnostic test. The instrument used in this research was a questionnaire to know the advantages and disadvantages that the integrated task provides in the speaking skill development, as well as a pre-test to know how much the students need to improve and a post-test that shows the results that the application of integrated task activities contributes to the improvement of the speaking skill. To conclude this investigation, the results collected were that the students showed significant improvement and enhancement in the speaking skill through the application of different activities as interactive and communicative activities in class. On one hand, the application of this approach also contributes to the improvement of reading and listening skills.

Nofanii et al. (2019) managed research based on a descriptive level, and the primary objective was to determine the influence of the CALL media with the lecture method to improve the speaking ability. Moreover, this study based their findings on quantitative research to show the results statistically and state the problems that occur often in English learning. Further, the population of this investigation was 50 cadets who were divided into two groups, A and B. Consequently, the group A took classes with the traditional method and the group B Were based the instruction in we-based learning. Finally, the results of this research were that there was a significant impact on the process of learning English in the improvement of the pronunciation of the learners as well as the improvement of the listening skill by applying activities based on web-based learning. Moreover, it also promotes engagement in the English learning process.

Independent variable: Analytic linguistic approach

Language teaching

Language teaching involves imparting knowledge and skills related to a specific language to learners. It encompasses various instructional methods and strategies aimed at helping individuals achieve proficiency and improve their abilities in a new or additional language. Whong (2013) emphasizes that language teaching includes both theoretical understanding of language structure, communication, and cultural aspects, as well as practical application in real-life situations. This approach acknowledges that language is not just a set of rules and structures but a dynamic tool for communication embedded in diverse cultural contexts.

Language teaching, encompassing English, Spanish, Chinese, and French, is utilized in various settings like schools, institutes, online courses, and community centers to help learners communicate proficiently and interact with diverse cultures.Furtheremore, Language teaching involves language acquisition, focusing on grammar, vocabulary, pronunciation, and cultural nuances. According to Boyadzhieva (2014), states that and effective communication enables learners to communicate effectively in the target language for every day, academic, and professional interactions, with four skills: receptive (listening and reading) and productive (speaking and writing).

According to Chomsky (1975) in the case of language, it is necessary to clarify how a person, given only a small amount of information, may create a very sophisticated knowledge base. A limited and frequently incomplete, fragmented, and other types of flawed sentences are offered to the child when they are placed in a linguistic community. Despite this, he manages to "construct" and internalize his language's grammar in a relatively short period of time, acquiring extremely complex knowledge that cannot be inferred through induction or abstraction from experience. This process demonstrates the remarkable ability of individuals to acquire language skills.

Language teaching approaches

Jusslin et al. (2022), language teaching approaches are a variety of tactics and techniques that educators employ to speed up language learning and acquisition. These methods offer templates for organizing lessons, choosing activities, and directing teacher-student interactions. In addition, mentioned language teaching approaches based on movements and, consequently, the potential of embodied learning methodologies to assist and scaffold language learning as well as to give and construct real-world contexts. The use of embodied learning in language acquisition Language education strategies can help students learn languages holistically, actively engage in the process, and focus on language in a variety of contexts rather than just learning certain abilities.

There were popular claims that language education might be developed by applying various embodied learning activities, and embodied learning was frequently

seen as a counterweight against traditional teaching methods. Therefore, in the field of language education, there is not a single conventional teaching strategy. Despite the fact that the concept of embodied learning encompasses learning through more than just physical exercise, sedentary activities were frequently referred to in the studies as traditional teaching methods. It still seems like moving your body physically is frequently required to comprehend learning as embodied.

Additionally, it was frequently advocated to depart from traditional methods of language learning and teaching by coordinating embodied learning experiences. This is particularly notable in language teaching approaches such as grammar translation, direct method, communicative approach, and task-based learning. These methods have been updated and conserved for their authenticity and effectiveness in English as a Foreign Language (EFL) learners' English lessons. Teachers must apply these methods in their English lessons. Teaching approaches with the best practices facilitate meaningful language acquisition and proficiency development among learners (Jusslin et al., 2022).

The grammar Translation method

According to Richards (2008), this approach is one of the most ambiguous that teachers accustomed to applying in their lessons, moreover, Grammar Translation is a method of learning a language that begins with a thorough examination of its grammatical structures, then applies this understanding to the process of translating texts and sentences into and out of the target language. Grammar Translation perceives language learning as a process primarily focused on the memorization of rules and information essential for understanding and utilizing the morphology and syntax of the foreign language. Therefore, despite its traditional roots, educators are increasingly recognizing the need for a more communicative and interactive language teaching approach that goes beyond the limitations of rule memorization.

Communicative approach

The communicative method is founded on the notion that effective language acquisition results from having to convey meaningful content. Basically, this approach aims to improve learner communication skills in the target language, incorporating semantic notions and social functions. Students work in groups, engage in role-play,

and use authentic materials and activities. Golkova and Hubakcova (2014) mentioned that the skills are integrated from the start, and the teacher's role is to facilitate communication and correct errors, while fluently using the target language. The teacher is expected to model fluent use of the target language, creating an immersive linguistic environment. By incorporating language skills in instructional practices, learners are provided with a more authentic and contextually relevant language learning experience.

Task-Based learning

In this approach tasks are usually actions in which the learner uses the target language for a communicative purpose to get something done. The TBL technique, which uses tasks as the primary emphasis of the lesson within a supportive framework, is another example. The purpose of assignments is to provide language study a genuine purpose and a comfortable environment. There are three basic conditions in this approach pre-task, task-cycle, and language focus. Therefore, the primary goal of Task-Based Language Learning is to enhance the practicality, engagement, and applicability of language acquisition by incorporating real-life tasks. This approach proves particularly effective in fostering communication skills and encouraging learner independence.

Language teaching pronunciation approaches

The direct method

First and foremost, this approach was introduced in Germany and France, and it became very popular in the United States. At the beginning it was known as the natural method. According to Richards (2008), it emphasizes direct communication of meaning through demonstration and movement in a foreign language. It emphasizes active classroom usage, promoting direct use of the language over analytical methods, allowing learners to infer grammar rules and make second language learning more like first language learning. Richards and Rodgers (2001) pointed out the Direct Method, which involves exposing students to the language, having them use it, and having them progressively pick up its grammatical patterns.-Current major trends in language instruction. For Fries, grammar, or "structure," served as the foundation. The

language's fundamental sentence constructions and grammatical structures were used to determine the language's structure.

Audiolingualism approach

Richards and Rodgers (2001) stated out that the linguistic, or structure-based, method of teaching languages is known as Audiolingualism. The foundation is a linguistic syllabus that lists the important concepts in phonology, morphology, and syntax of the language and is organized according to how they are presented. Since these discrepancies are believed to represent the root of the significant challenges the learner would experience, these may have been partly developed from a contrastive analysis of the differences between the native language and the target language Richards and. Furthermore the focus of linguistic theory shifted to become considerably more cognitively oriented, and attention was given to how learners' "interlanguage" could be understood and its development encouraged (Corbett, 2003).

Imitative intuitive approach

The foundation of this integrated approach is spoken interaction, which was developed from Isaac's in 1995 spoken fluency approach and Stern's 1980 use of theatre. The success of the contact determines how well one may be understood, regardless of whether they are speaking in a classroom, providing instructions to an employee, asking for directions to the bank, or just chit-chatting. This method uses brief 60 to 90 seconds filmed exchanges as the basis for education. In addition, Murcia (2001) mentioned that the movie is initially displayed silently to the class to identify general nonverbal cues, and then it is played with sound to verify any content predictions. Having established the context, each sentence is then carefully examined (via repeated listening) accompanying gestures, and pragmatic meaning. On a copy of the transcript, the students highlight key words, notice gestures, and highlight emphasis and tone. Students practice speaking in class by trying to mimic the gestures and pronunciation of each line.

Analytic linguistic approach

The analytic linguistic approach to learning aspects of pronunciation is new to the field of teaching. It is important to mention that it was not created by a single author, some linguistics experts have contributed to the development and application

of this approach over time. This approach is focused on teaching explicitly information on pronunciation, articulatory descriptions, phonetic symbols, stress patterns, and analytical understanding of language structure addressing pronunciation through the application of rules detailing sound production encouraging learners to thoroughly analyze sounds to reproduce them accurately (Arimilli, Kanuri, & Kokkirigadda, 2016). In addition, pronunciation pedagogy is emphasized by teachers providing all the rules of the language, such as the phonemic alphabet, and vocal charts. Murphy et al. (2017) they mentioned that the information is analyzed by the learners, at the same time that they try to produce the different sounds that a word, a set or words in insolate or into sentences accordingly.

Furthermore, Murcia (2001) mentioned that English, the intended target language, will be used as the instruction medium for this grammar lesson. Although English grammar is being presented, using English rather than the students' native language L1, which is frequently the default option in EFL situations, encourages the development of implicit knowledge since the students are more concerned with the meaning of what is being said. When the kids are unable to understand, the teacher employs their first language to help them understand. In addition, The lesson is divided into the following five sections: an overview, explicit instruction on the target grammar structure, performance of a communicative task where the task content involves a grammar structure problem, review of the grammar structure as it is used in the task material, multiple post-lesson exposures to communicative material containing the grammar structure, and systematic review of the structure after each communicative activity. On the other hand, the activities applied in the classroom are listening imitation, pronunciation drills, and reading short stories aloud, listening comprehension, and minimal pair practice.

Input materials

Smith (1993) the word "input" comes from the information processing industry. The most frequent definition of language data used in relation to second language acquisition is the learner's exposure to, or experience with, the target language in all of its varied manifestations. The "language bath," or the actual language that the learner is exposed to, is the subject of input studies. One important question

that worries us in this situation is how much of the information bath the learner actually absorbs because they do not take in everything.

Another point is that the term "input" refers to the analytic-linguistic approach, which includes articulatory description, phonetic alphabet, and materials for teaching English pronunciation. Process is the application of the input variable in the teaching and learning processes in the classroom when employing the analytic-linguistic approach. In terms of application, this approach is closely related to input materials, as mentioned before, that are based on the pronunciation of short sentences as well as dialogues, the phonetic transcription of words, vocabulary lists, and vowel charts. All of the materials are provided by the teacher in the class (Arimilli, Kanuri, & Kokkirigadda, 2016).

Short sentences and dialogues

Aydin and Akyüz (2017), concluded that in the Analytic linguistic approach these materials provide quick feedback, enable repetitive practice for reinforcement, and allow for the isolated practice of specific sounds. Short content keeps learners engaged, and the versatility of such materials accommodates a variety of vocabulary and contexts. The phrase "input" is deceptive because it does not fully reflect what a learner is processing at any particular time. Language samples may be stored in a teacher's memory or on a researcher's tape recorder, but whether a learner processes them consciously or unconsciously depends on the learner.

The term "intake" describes the learner's access to potentially understandable language data that has been converted into knowledge. However, the definition of input as it is generally understood does not incorporate this idea. On the other hand, Learners use nonlinguistic input, such as gestures and items in the recipient's environment, to interpret and generate utterances. Additionally, they add information from merely linguistic signals by drawing on their understanding of the outside world and their perspective of the communication situation (Benthuysen, 2001).

Phonetic transcription of words

According to Gilbert (2008), because of the intricate, inconsistent, and deceptive English spelling system, both native and non-native speakers have very muddled beliefs about what the sounds of English are and how they combine to

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produce words. Transcribing simplifies these concepts. It is hard to discuss, teach, or study English pronunciation successfully without a comprehensive understanding of the English sound system and which sounds are found in which words. The same is true of related speech processes, and intonation transcription offers a way to comprehend pronunciation elements that are typically unclear and misunderstood.

Regarding to the analytic linguistic approach, in this method, L2 learners receive a thorough explanation of the standard phonetic alphabet and other pronunciation rules. It demands considerable attention and effort from students, given that mastering the code is a challenging task. However, one advantage of this method is that once learners become familiar with the phonetic alphabet, they can independently learn the pronunciation of new words by consulting a standard dictionary (Arimilli, Kanuri, & Kokkirigadda, 2016).Phonetic transcription, according to linguists, entails employing many symbols to represent each important sound in a language's sound system. (Carley & Mees, 2021).

Vocabulary lists

Learning words from a list is one illustration of an explicit technique for vocabulary development. Language teachers no longer follow this technique, which was once widespread. Recent studies, however, show that using a word list can be a very effective way to pick up L2 vocabulary (Nation, 1995).In addition, the analytic linguistic approach take this vocabulary lists to contribute to the expansion of learners' vocabulary and seamlessly integrates with other language skills. Teachers can personalize vocabulary lists to suit learners' interests, include phonetic transcriptions, and organize systematic progress from simpler to more complex words, facilitating a comprehensive approach to pronunciation improvement (Benthuysen, 2001).

Vowel chart

According to Gerald (2000), Vowels are created when the airstream is voiced by the laryngeal vocal cords vibrating, and then the mouth's general form is modified by the tongue and lips. The differences between vowel sounds are summarized in the following figure, which uses the position of the tongue as a useful point of reference. Moreover, there is a diagram that represents the area in the middle of the mouth called

the "vowel space," which is where vowel sounds are produced. The terms "Close," "Mid," and "Open" describe the spacing between the tongue and the roof of the mouth. The words "Front," "Centre," and "Back," as well as the accompanying "vertical" lines, refer to the tongue's parts.

Each phoneme's position corresponds to the tongue's height as well as the portion that is lifted, even only slightly. In the Analytic linguistic approach the vowel chart facilitates comparative analysis, enables targeted pronunciation instruction, and can be integrated into practice exercises. Additionally, it may function as a diagnostic tool for identifying and correcting common pronunciation errors and the teacher should make clear different aspects of pronunciation such as the position of the tongue, manner of articulation and place. (Roohani, 2013).

Activities applied in the analytic linguistic approach

Listening imitation

Rivers and Temprerley (1978) pointed out that when listening to an oral text, a listener must consider three fundamental steps, whether they are doing so consciously or unconsciously. The listener must recognize the message as a systematic corpus and not just as random noises. In other words, the listener is able to recognize the phonemes of a certain language in the sounds that they are hearing. For instance, if someone is listening to a different type of text, he or she must immediately determine whether the language is French, German, or English, regardless of whether they are familiar with it or not. On the other hand, listening imitation is based on imitating what a recorded text says and then working on giving the words the right pronunciation.

In addition, a key to this activity is to provide authentic materials in order to familiarize foreign sounds with EFL students. In this method, learners listen to audio clips and are tasked with recording their own rendition of the same. Nowadays, various software tools are accessible to improve pronunciation skills. They provide students with an audio clip and a platform to record their voice. This allows students to listen to their own pronunciation and make self-corrections (Arimilli, Kanuri, & Kokkirigadda, 2016).

Pronunciation drills

Gerald (2000) stated drilling is one of the primary methods used in the classroom to practice pronunciation. Drilling can be as simple as the teacher uttering a word or a structure and asking the students to repeat it. One of the most basic and essential language teaching skills is the ability to drill effectively. Drilling has persisted as a tried-and-true classroom practice despite its roots in behaviorist psychological theory and "audio-lingual" teaching methods, both of which have largely been left to history. Furthermore, Drilling is intended to aid students in achieving improved pronunciation of language components and in aiding their memory of new components.

According to Roohani (2013), pronunciation drills in the Analytic linguistic approach is a vital portion of pronunciation practice in class and may be the part of the session when students are most dependent on the instructor. In addition, following eliciting, drilling is a teaching strategy that pushes learners to recall terms or structural elements they have already studied. Teachers facilitate the process by using mime, images, and prompts. It is best to drill before exposing pupils to the language's written form, and the teacher's primary responsibility is to set an example for students to follow.

Reading short stories aloud

Gerald (2000) mentioned the practice of reading aloud in class has been favored by teachers on and off over the years. The main criticism of it is that spelling might significantly influence speech performance. But reading aloud presents opportunities for the study of the connections between spelling and pronunciation, of stress and intonation, and of the linking of sounds between words in connected speech; all of these can be highlighted and investigated further in fun and interesting ways through reading aloud. Furthermore, Reading short stories aloud in English class is a beneficial practice.

It improves pronunciation, comprehension, additionally it develops listening skills, promotes critical thinking, and fosters language fluency. Moreover, it encourages creativity and contributes to a positive classroom environment by promoting collaboration and shared experiences among students. The Analytic

linguistic approach suggests that reading aloud is a method that permits learners to read a passage or poem with accurate intonation and stress. This provides the teacher with the opportunity to correct students immediately in the classroom. Swift correction helps prevent learners from developing misconceptions about pronunciation (Arimilli, Kanuri, & Kokkirigadda, 2016).

Listening comprehension

The most insightful critic is the engaged listener. One must therefore listen closely in order to assess the idea. Analysis of the source of what has been heard is made easier by active listening. As the Analytic linguistic approach mentioned following this stage, students are progressively exposed to listen to the sentences containing words that sound similar but convey different meanings. In this context-based learning approach, students gain understanding through exposure to real-life examples (Arimilli, Kanuri, & Kokkirigadda, 2016).

The people listening must pay close attention and be sincere in their focus. Learning specific interior feelings of the speaker can be accomplished through focused listening. One can best provide comfort and consolation to others when own sensations are recognized. Furthermore, when a person actively listens, knowledge acquisition is maximized. There will only be responses, discussions, and feedback with active participation. The feedback inspires the speaker to compile a list of aspects that the recording mentioned. It is also important that the teacher provides essential for an active listening attitude (Vanitha, 2022).

Minimal pair practice

The minimal pair are defined as the Words or utterances that differ only by one phoneme are called minimal pairs. In order to focus on sounds that have been giving EFL learners trouble, teachers can use minimal pairs effectively in the classroom. On the other hand, successful advantage can be shown, for example, in the practice of minimal pair in class. A multilingual class must follow the same rules. Even though there could be more pronunciation issues in this situation, spending class time practicing them might be discouraging for pupils who don't have any trouble distinguishing between, say, the sounds /ae/ and /s/ or /o/ and /o/ (Gerald, 2000).

Minimal pairs referring to the Analytic linguistic approach are sets of words or phrases that differ in only one sound. In this approach, the teacher aims to familiarize students with the fundamental patterns of each sound in the target language. Specifically, the teacher selects words that vary by a single sound and conducts continuous drills in the classroom to enhance students' understanding of sound distinctions. Through these drills, listening perception and oral production skills are improved (Arimilli, Kanuri, & Kokkirigadda, 2016). In a monolingual classroom, the instructor can practice sounds that are likely to cause issues for their students, but it would be best to focus on sounds that do.

Dependent variable: Speaking skill

English language

First and foremost, the English language, widely spoken in the UK, US, Canada, Australia, and New Zealand, is a universal communication tool. Its key features include extensive vocabulary, borrowing from Latin and French, and a straightforward grammatical structure. English uses the Latin alphabet and has regional dialects, causing pronunciation and grammar differences. Learners develop English skills during their learning process. According to Rodgers (2014), point out in terms of the nature of teacher- learning, the teacher development is not just about improving information conveying, but also about understanding the cognitive processes that underlie learning.

English skills

English skills are abilities that a foreign speaker needs to develop to learn a second language. Clearly, it is important to develop these skills to become fluent in English. Each of these abilities implements various sub skills that assist the learner in achieving various ways of producing or receiving language. Furthermore, the English language has four skills that a foreign language learner must develop: reading, listening, and speaking, which are receptive skills because they focus on receiving the language rather than producing it, and speaking and writing, which are productive skills because they focus on producing the language rather than receiving it.

Productive skills

Golkova and Hubackova (2014), productive skills, also called active skills, are attached to the transmission or production of the language in spoken language or in writing information these skills involve using the language actively to convey thoughts, ideas, and messages. There are two main productive skills in language learning, which means the language skills that produce the language rather than receive it. Speaking involves producing spoken language using pronunciation, vocabulary, and grammar, essential for everyday conversations, presentations, and interviews. Writing involves composing text with correct spelling, punctuation, and grammar, crucial for academic assignments, business communication, and creative writing. Nevertheless, productive skills also depend on receptive skills such as listening and reading.

Speaking skills

This is the ability to communicate fluently, confidently, and effectively. As a result, the listener can understand what the speaker is trying to say. Subsequently, there are four elements that the skill of speaking contains. Vocabulary, grammar, pronunciation, and fluency to begin with vocabulary, the speaker must know the meaning of words now to keep up a conversation. In addition, to facilitate this process, it is important to have a vocabulary to respond to and understand a conversation. Grammar helps the speaker and listeners recognize information and understand tenses. Moreover, it is important to consider that even a good speaker makes grammar mistakes now of speaking Murphy et al. (2017), Pronunciation and fluency are important elements to put into practice when we speak. Pronunciation is based on many sub-skills that help the speaker be better understood and help them listen to native speakers in an easier way.

Grammar and vocabulary

Robinson and Ellis (2008) a symbolic account of grammar is made possible by a conceptualist semantics that appropriately takes construal into account. Grammar is reduced to form-meaning pairs, much like the lexicon, with which it forms a gradation. All the elements that are correctly evoked in grammatical description should, therefore, have semantic significance, no matter how schematic their conceptual

substance may be. When developing ways for teaching grammar, it is apparent that the importance of grammar must be taken into account.

In addition, Finding out what grammatical structures mean and what terms are used to describe them comes first when analyzing grammar. Both broad descriptive concepts (such as noun, verb, subject, object, and sentence) and grammatical formatives (markers or function words) specific to a certain language are included in this category. When it is understood that these elements frequently have several meanings that these meanings are typically rather abstract, and that meaning is derived conceptually rather than having a physical counterpart, semantic characterizations of these elements become viable.

Vocabulary

Clouston (2013) stated that in the communicative approach, it is frequently assumed that given the proper exposure, students will "pick up" the vocabulary needed to learn and use English on their own, negating the necessity for teaching or concentrating on it. However, as most teachers can attest, this is generally not the case. As a result, there have been recent efforts to reemphasize vocabulary learning and teaching in both research and practice. Emphasizes that the communicative approach often assumes that students will naturally acquire the necessary vocabulary through exposure, eliminating the need for explicit teaching.

Simple verbs tenses

Teaching simple verb tenses in the English class involves a systematic approach to present, past, and future tenses. Beginning with an introduction to the concept, teachers focus on each tense individually. Activities, discussions, and interactive exercises are used for each tense, emphasizing real-life applications. Comparative exercises, role-playing, and writing assignments enhance understanding. Multimedia resources and regular reviews contribute to a dynamic learning environment, ensuring students grasp and apply simple verb tenses effectively in their language use (Thornbury, 1999).

Question formation

Question formation involves introducing structure, word order, and the role of auxiliary verbs. Students learn various question types through interactive activities, real-life applications, and technology integration. Practice includes sentence transformations, role-playing, and games. Emphasis is on intonation and peer interaction. Regular review, feedback, and assessments aim to foster independent application of question formation in diverse contexts, creating an engaging environment that nurtures curiosity and proficiency in forming grammatically correct questions (Thornbury, 1999).

Negations

According to Melumad (2019), negations expressing dislike in the English class covers concepts like negations and common expressions of dislike. The approach involves diverse activities, interactive conversations, vocabulary expansion, and exercises in listening or speaking. It includes sentence structure, cultural awareness, and the influence of tone and body language. Through class discussions, peer feedback, and media analysis, students gain a well-rounded understanding, learning to express dislikes constructively and respectfully. The aim is to strike a balance between linguistic practice, and fostering a comfortable environment for students to share their opinions.

Emotions and feelings vocabulary

According to Yudintseva (2015), if students are familiar with a word's spoken and written forms, grammatical structures and collocations, function, and meaning, they have clearly acquired the vocabulary. Since learning a new vocabulary is a lifelong process, mastery of these diverse categories of word knowledge develops gradually, arbitrarily, and at varying speeds. On the other hand according to CEFR (2001), in relation to learning and teaching grammar and vocabulary, the topics that are related in the A2 level of English are emotions and feelings vocabulary.

Pronunciation

Gerald (2000) pointed out that to evaluate why it is crucial to address pronunciation in the classroom, it is helpful to take into account students' pronunciation problems and how these can obstruct successful communication. The incorrect production of a phoneme can result in misunderstanding as in the case of a

learner saying soap in a scenario when they should have said soup, such as in a restaurant. A speaker of a different linguistic group may find it incredibly challenging to understand a learner who repeatedly pronounces a variety of phonemes incorrectly. This can be very upsetting for a learner who may have a strong command of grammar and vocabulary but struggles to understand and seem natural to a native speaker.

Vowel and consonants sound

As Gerald (2000) stated it is simpler to describe the articulation of consonant sounds than vowel sounds. With vowels, we are attempting to explain how the tongue moves within a space, which is really challenging. However, with consonants, we may discuss how the airflow is restricted, interrupted, or diverted by the mouth and throat regions that are in contact. Consequently, Consonant sounds can be classified according to the way, place, and force with which they are articulated. Additionally, sounds can be "voiced" or "unvoiced."

We have mostly focused on manner, setting, and whether or not voicing is present. In addition, the properties of the consonant sounds and made a list of the native tongues whose speakers would encounter problems in English using these sounds productively. Ii is necessary to consider some easier ways to describe the consonants as well as some methods to aid people who have trouble pronouncing certain consonants. Pronunciation practice should always be incorporated into lessons by teachers. Several classroom exercises for emphasizing consonant sounds in the classroom have been considered.

Basic word stress

Gerald (2000) pointed out that there are some words that sound more than the others in specific syllables, there is a way that the syllable which is stressed is in capital letters the pitch, or level, of the speaker's voice changes for each stressed syllable of a word on its own, and the vowel sound in that syllable is prolonged. The syllables around a stressed syllable must be unstressed in order for that syllable to be heard as stressed. Three characteristics of stressed syllables were discovered: loudness, pitch alteration, and a longer syllable. The absence of these can be characterized as unrest.

Examine the word groups in the previous table once more. We stated that the first syllable of the term syllabus was emphasized. It follows logically from this that

the last two are not emphasized. In addition, the middle syllable of the word "banana" is stressed whereas the first and third ones are not. The other terms in the table also fit this description. Although the concept is somewhat simplified in this instance, as we will see later, it is nevertheless important to remember the basic difference between stressed and unstressed syllables.

Discourse management

The term discourse management describes the capacity to create lengthy written and spoken texts, such as dialogues. Moreover, in terms of interacting with others between learners at an A2 level, it is related to the use of linkers in order to give the other person the opportunity to take the floor, creating turn-talking interaction by conveying and connecting the ideas with their thoughts. Moreover, discourse management as a vital component of language proficiency. Discourse management refers to a speaker's ability to organize and structure spoken or written language in a clear and coherent manner, considering appropriate sequencing, linking ideas, and managing turn-taking in conversations. (CEFR, 2001).

Turn-talking

Discourse markers are essential in English turn-taking, aiding in the organization and structure of spoken interactions. They help initiate turns, transition between topics, add information, contrast ideas, agree or disagree, express certainty or uncertainty, summarize, seek confirmation, express interest, handle pauses, acknowledge information, and transition to the next speaker. These linguistic cues contribute to the smooth flow, coherence, and effectiveness of communication in English conversations. The diverse functions of discourse markers enhances language learners' ability to engage effectively in nuanced conversations. (Jung, 2009).

Use of linkers

Cohesive devices are essential for expressing agreements and disagreements in the English class. When expressing agreement, students can use reinforcing phrases, conjunctions, and affirmative language to emphasize shared perspectives. On the other hand, for expressing disagreement, contrastive structures, concessive phrases, and discreet disagreement expressions help convey differing viewpoints respectfully.

These cohesive devices contribute to clear and constructive communication, fostering a positive learning environment in the English class (Lapadat, 2007).

Interactive communication

According to A2 level of English interactive communication is related to the ability to take the lead in speech is measured on this scale. As was already mentioned, this capacity can be considered as both a discourse competency and an interaction strategy (to take the turn). The following key concepts are operationalized in the scale: starting, maintaining, exchanging, and concluding communication; interfering in a conversation or topic, frequently utilizing a preset expression to do so; or pausing to think. In addition, Interactive communication refers to a person's ability to effectively engage in real-time conversations, discussions, and interactions, both orally and in writing. It involves not only linguistic competence but also pragmatic and sociolinguistic skills, enabling individuals to participate actively in various social and professional contexts. (CEFR, 2001).

Exchanging information

To maintain conversations in the English class, students should actively participate by sharing relevant information, personal experiences, and opinions. They can enhance discussions by asking follow-up questions, providing additional details, using varied vocabulary, and referencing external sources. Seeking feedback, using visual aids, articulating ideas clearly, and being mindful of non-verbal cues contribute to effective communication. Connecting ideas, encouraging group participation, managing turn-taking, staying relevant to the topic, and utilizing technology effectively further enrich the exchange of information in the classroom (Mohr, 2011).

Initiating and ending conversations

According to Dörnyei & Thurrell (1994), Initiating and ending conversations while negotiating ideas between classmates involves employing effective communication strategies. To initiate, use friendly greetings, introduce the topic clearly, express genuine interest, ask open-ended questions, share personal thoughts, and maintain a respectful tone. During negotiation, practice active listening, acknowledge and build on ideas, seek clarification, provide supporting evidence, and remain flexible. When ending the conversation, summarize key points, express

appreciation, propose next steps if applicable, leave room for future discussions, and use polite closing phrases.

1.2 Objectives

General Objective

To determine the relationship between Analytic linguistic approach and speaking skill.

Specific Objective

To state theoretically the elements of the Analytic Linguistic approach and the sub-skills of the speaking skill.

To identify the elements of the Analytic Linguistic approach that intervene in the speaking skill.

To establish the sub-skills of the speaking skill.

Description of achievements of the objectives

Initially, the fulfillment of the primary objective required a thorough investigation of various authors' perspectives on the Analytic linguistic approach. This exploration aimed to classify the input materials and activities that this approach requires in the English class. Then. A question from the questionnaire was included in order to verify if there is a relationship between the Analytic linguistic approach and speaking skill.

On the other hand, the second and third objectives were met by employing a validated survey among students enrolled in the Pedagogy of the National and Foreign Language Program from the third, fourth, and fifth semesters. The survey comprised two parts: the first section contained 10 questions focusing on the use of the input materials and activities in their English class. Simultaneously, the input material and the activities were assessed in order to verify if the selected elements were utilized by students in their English conversations.

Lastly, the final objective was achieved through a survey encompassing 10 additional questions related to the sub-skills of the speaking skill employed by students during English conversations. This survey was administered to participants enrolled in the program at the Technical University of Ambato.

CHAPTER II

METHODOLOGY

2.1 Materials

The employment of both technology and human resources was crucial for the creation of this research. To complete the survey, many technology tools including laptops and mobile phones were employed. Regarding to the human resources were tutors and evaluators to validate the instrument as well as students from the Pedagogy of National and Foreign Language Program at the Technical University of Ambato, Finally, Google forms were used to collect the data.

2.2 Methods
Research approach

This study took a quantitative method because it was important to employ a validated survey that students were required to complete in accordance with their knowledge of the topic. In addition, the quantitative method also included the numerical portion of this research with visuals graphics and the validation of the survey in order to interpret the data as well as the use of Chi-Square to accept the alternative hypothesis or the null hypothesis. The use of quantitative approaches, according to Smith & Hasan (2020), is crucial for statistically examining the magnitude and variety of change in the data under examination. As a result, the quantitative approach produces accurate data that can be used later. To explore the connection between The Analytic linguistic approach and the speaking skill, the quantitative approach was employed for the analysis, description, and interpretation of the data.

Research modality

Field research

A method of learning about and observing a particular set of people's activities, behaviors, and situations is through field research. Burgess (2015), It is required to observe the participants' conduct and how they handle any potential problems for a period in order to identify potential solutions. In order to identify numerous solutions in the problem's surroundings and provide a more effective and flexible outcome for the participants, the researcher must also actively participate in each activity.

Bibliographic research

Because it was relied on other people's works to gain a better understanding of what is known and unknown, this research was bibliographic in nature. As a result, using academic articles was necessary to gain background knowledge about earlier research. Additionally, according to Leong & Austin (2006), this kind of research incorporates certain personal materials as well as institutional or virtual libraries. For example, the Technical University of Ambato's internet library was utilized to look out trustworthy material from publications written by numerous international writers who discuss about the Analytic linguistic approach in the improvement of pronunciation of words.

Descriptive

To examine the accuracy and perspective of the pupils, the research used a descriptive research approach to analyze and report the data and outcomes. To enable an accurate depiction of student behavior, the research was carried out in a real classroom environment. Information was gathered using a process that relied on distributing questionnaires and meticulously analyzing replies in light of each student's particular experiences and background knowledge. This method permits a more thorough comprehension of the student's viewpoint and offers more precise insights into their ideas and views. In addition, it was indispensable to describe the formation of The Analytic linguistic approach to know the aspects of the topic and how it can be related to the speaking skill. Furthermore, the information collected and examples provided from the survey, the researcher can see if the variables were related or not. According Manjunatha (2019), descriptive approach places more emphasis on describing "what" is being examined than on elaborating on "why" it is happening. Researchers can better comprehend the nature and qualities of the subject by gathering data and summarizing its attributes. To gather data for the descriptive approach, researchers might use a variety of techniques, including surveys, questionnaires, interviews, observation, etc. To successfully complete a descriptive study, researchers must specify the target population and the features they aim to examine.

Techniques and Instruments

To develop this research, it was necessary to create a validated survey as a technique, and the instrument was a questionnaire. This questionnaire was divided into two parts for the first variable, and the second part was developed into four sections. Furthermore, the first variable, such as the analytic linguistic approach, contains 10 questions that are related to two dimensions. The first is input materials used in the English lesson, which are short sentences, short dialogues, and phonetic transcription of words, vocabulary lists, and vowel charts. The second dimension includes the activities applied in the English lesson: listening imitation, pronunciation drills, reading short stories aloud, listening comprehension, and minimal pair practice. Moreover, 10 questions about speaking skills are the second variable of this research. This was divided into 4 dimensions. The first dimension makes reference to grammar and vocabulary that correspond to simple verb tenses, question formation, negotiations, and emotions and feelings. The second element is pronunciation, which refers to vowel and consonant sounds and basic word stress. Consequentially, the third element is discourse management, which is related to turn-taking and the use of linkers. Furthermore, the last element of this variable is interactive communication, which is characterized by exchanging information and initiating and ending conversations. According to Fichman & Draugalis (2013), surveys are a beneficial tool since they normally offer a large capacity, allowing a more accurate sample to gather certain information with, in order to make a key decision and draw conclusions. In addition the Likert's scale was used in order to give the percentages in the results of each answer. On the other hand, in order to continue with this research, it was necessary to validate the survey by four experts in the topic who made observations and suggestions once they validated the survey. In addition, the survey was applied to students from the third semester of the Universidad Técnica de Ambato at Pedagogy of national and foreign languages. The population was 67 students. For the purpose of Cronbach's alpha validation, all of this data was gathered. This validation reveals an analytical coefficient of 0.846, indicating that the survey was applicable to all program participants. The age range of the students was between 18 and 23 years old. The participants were selected to identify the input materials and activities that are included in the English class. Moreover, this research aims to determine the relationship between the Analytic-linguistic approach and the speaking skill. The students used technological devices such as cell phones and laptop computers to fill out the survey.

Data collection procedure

In order to gather data, a Google Form was used to present the questionnaire to the students. The students who helped with the research to collect real-world data were 67 students from the third, fourth, and fifth semester from the faculty of the Pedagogy of the National and Foreign Language program. Then, the researcher introduces the topic and gives a brief description of the survey. The students answered the survey, and then it was submitted. If there were any questions, they had the opportunity to ask the researcher. To continue, it was necessary to download the data in order to conduct the data analysis. Finally, it was necessary to create graphics to illustrate the information in a better way.

HYPOTHESIS

Null Hypothesis: There is not a relationship between the Analytic linguistic approach and the speaking skill.

Alternative hypothesis: There is a relationship between the Analytic linguistic approach and the speaking skill.

Variable identification

Analytic linguistic approach (Independent variable)

Speaking skill (Dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

### 3.1 Analysis and discussion of the results

This chapter analyzes the information gathered from a validated survey of 21 questions that was given to every student enrolled in the Technical University of Ambato's Pedagogy of National and Foreign Languages program. There are two parts to this chapter.

First of all, a validated survey was administered, and the validation process, including the assessment of Cronbach's alpha, confirmed the suitability of the survey. Subsequently, the researcher, along with their tutor, visited each classroom to clarify the survey questions and the research topic. In addition, Google Forms were created for different levels, and a total of 67 students participated in the survey. The collected data were consolidated into an Excel document, forming the basis for the graphical representations in the first section of this chapter. The analysis and interpretation of these graphics illuminated the significance of each answer of the students in the survey questions and provided insights into the research rationale.

Secondly, the process of the validation of hypotheses took place, involving the input of all collected data into the SPSS program. On one hand, utilizing the chi-square test, the analysis aimed to determine the acceptance or rejection of the hypotheses. The alternative hypothesis posited a correlation between ''Analytic linguistic approach and speaking skill'', while the null hypothesis suggested no such relationship. Significance was assessed through the P value, with a threshold set at 0.05. If the P value exceeded 0.05, the null hypothesis was upheld.

Moreover, the findings were critically discussed in light of existing literature on the topic. Authors' perspectives were incorporated, providing a comprehensive understanding of the issue. This information was instrumental in making informed decisions concerning the investigator's proposed problem, weighing the positive and negative impacts based on the previously mentioned variables.
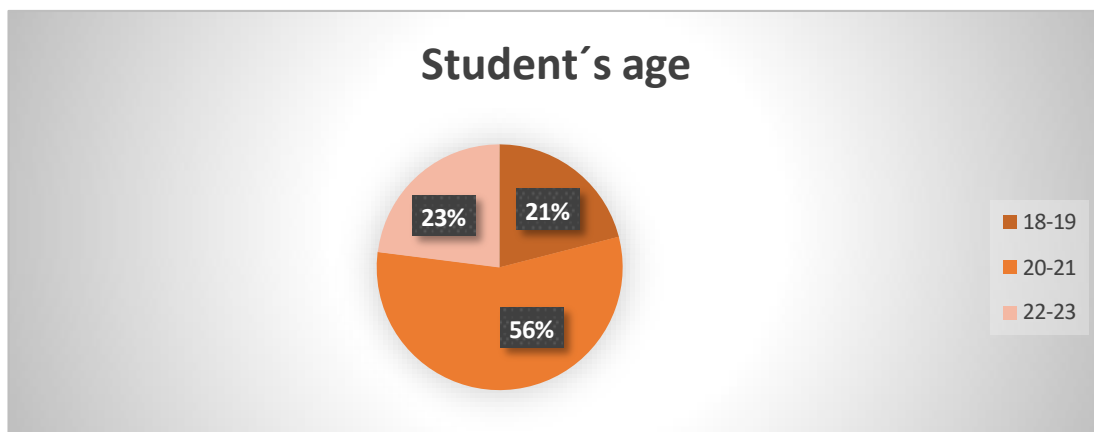
Graphic 1 Gender
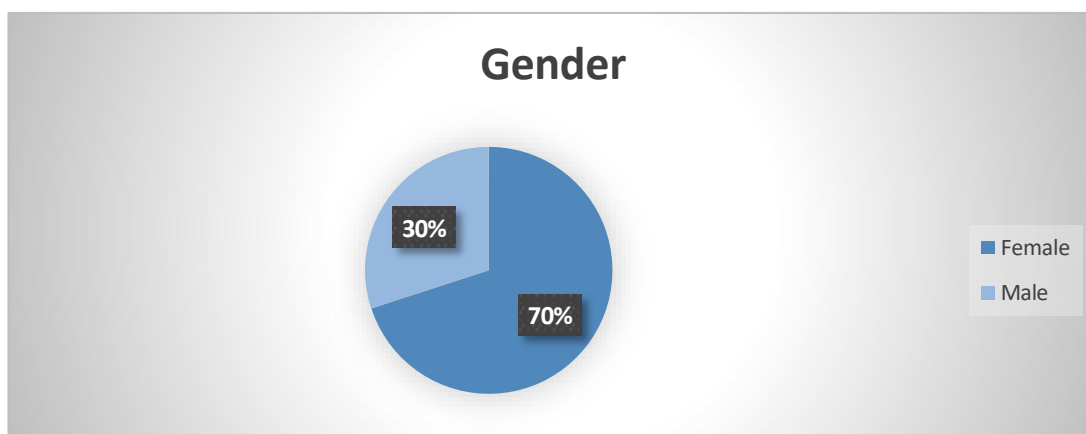
Note. The graphic represents the students' genre in the Pedagogy of National and Foreign Language Program. Taken from a *validated survey* by N Nuñez, 2023

As in graphic 1, which shows the gender of the students in the National and Foreign Language Program of the third, fourth, and fifth semesters, the majority of the population is female, which is demonstrated in the graph by 70%. On the other hand, the minority of the population is male, representing thirty percent of the total population. In contrast, the percentage of men is lower than the percentage of women.

Students in the program are women and men, which means that it is better for the development of the research since they give their perspectives by using their own experience and based on what they are learning or have already learned. In addition, each of them has a different level of English regarding their level of semester where they are, which is beneficial to the investigations because it could permit the recollection of reliable data.

Graphic 2 Student´s age

Note. The graphic represents the students' age in the Pedagogy of National and Foreign Language Program. Taken from a *validated survey* by Nuñez, 2023

According to graphic 2, the gender of the students is presented in the pedagogy of the national and foreign language program. The majority of people represented in this graphic are students, with a range of ages between 20 and 21 years old. Moreover, they represent a minority of the population, with a 21% percentage of students between 18 and 19 years old.

Students in the program are young adults, which can be better for the development of the research since they complete the survey with their own experiences and based on what they are learning or have already learned, that is a significant result since the variety of answers. In addition, each of them has a different level of English because of the level of the semester they are going through.

Question 1: In your English class, are you usually asked to pronounce short sentences about everyday situations? For example '' Hello'' or ''could you help me''

Graphic 3 Short sentences
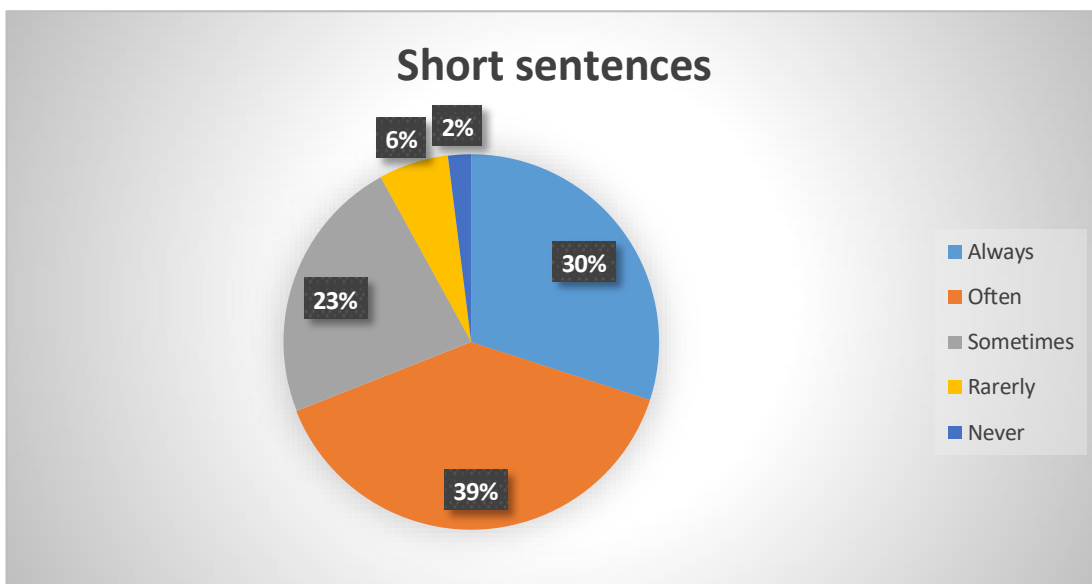
Note. The graphic represents the percentage of students at Pedagogy of National and Foreign Language Program that are usually asked to pronounce short sentences about everyday situations Taken from a *validated survey* by N. Nuñez, 2023.

According to Graphic 3, 39% of the total number of students are often asked to pronounce short sentences about everyday situations in their English class, which represents the majority of the total population. On the other hand, the minority of the total population, represented by 2% of the total population, has never been asked to pronounce short sentences about everyday situations.

Furthermore, the statistics show that pronouncing short sentences plays a significant role in the English class, which could be helpful in improving the pronunciation of words. However, it is represented that students use input material in their English class. Incorporating a variety of input materials into English language instruction creates a dynamic and immersive learning environment.

Question 2: During the English lesson, do you usually use short dialogues to talk about your personal information?
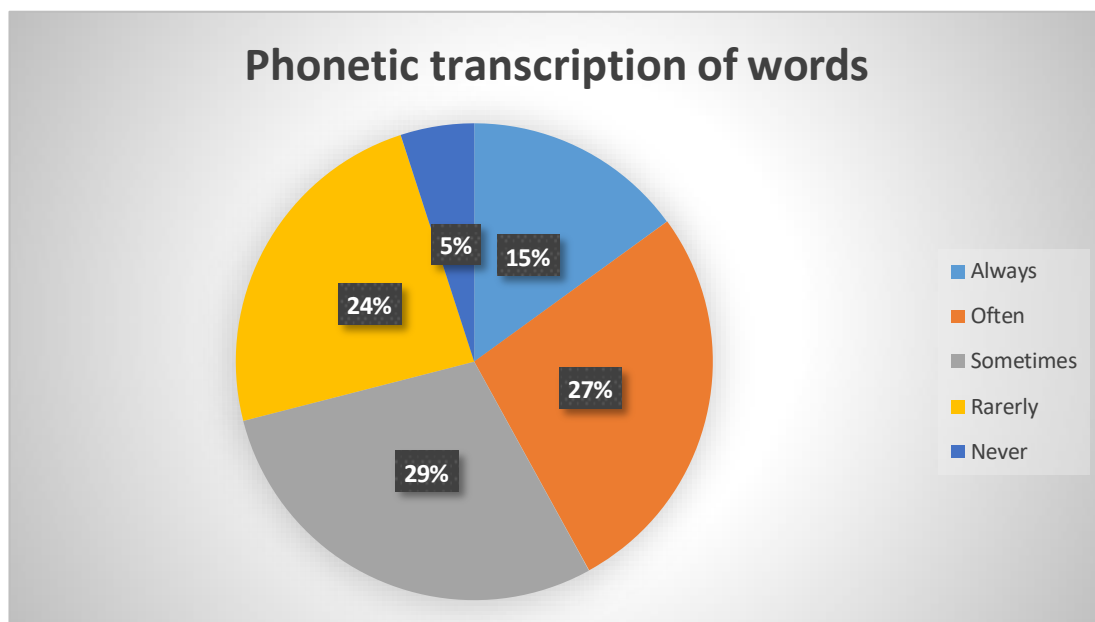
Graphic 4 Short dialogues
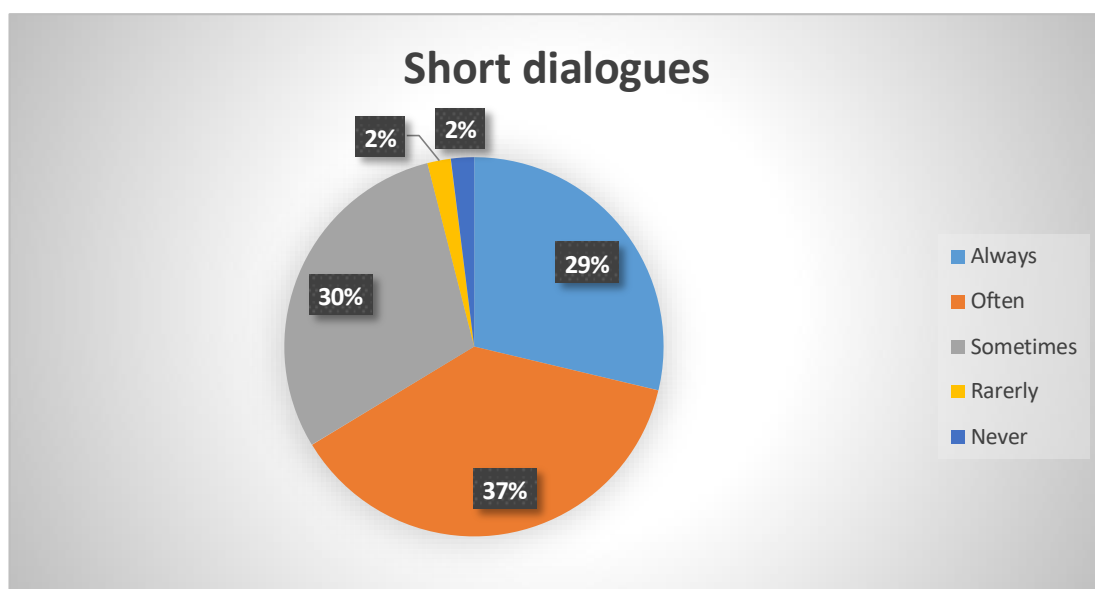
Note. The graphic represents the students' age in the Pedagogy of National and Foreign Language Program. Taken from a *validated survey* by Nuñez, 2023

In graphic 4, it represents that the majority of the percentage of the population is 37% have used short dialogues to talk about their personal information in the English class. Meanwhile, the minority of the population which resented the total of population is 2% that express that they usually use short dialogues to talk about their personal information rarely and never.

Using short dialogues in the English class to talk about personal information helps the students improve their pronunciation of words. On the other hand, it is demonstrated that the students use input material in their English class. Incorporating short dialogues into English language lessons enhances the overall learning experience by providing students with practical language applications.

Question 3: In your English class, is the transcription of words presented to explain how to pronounce words properly? For example (cat= /kæt/)
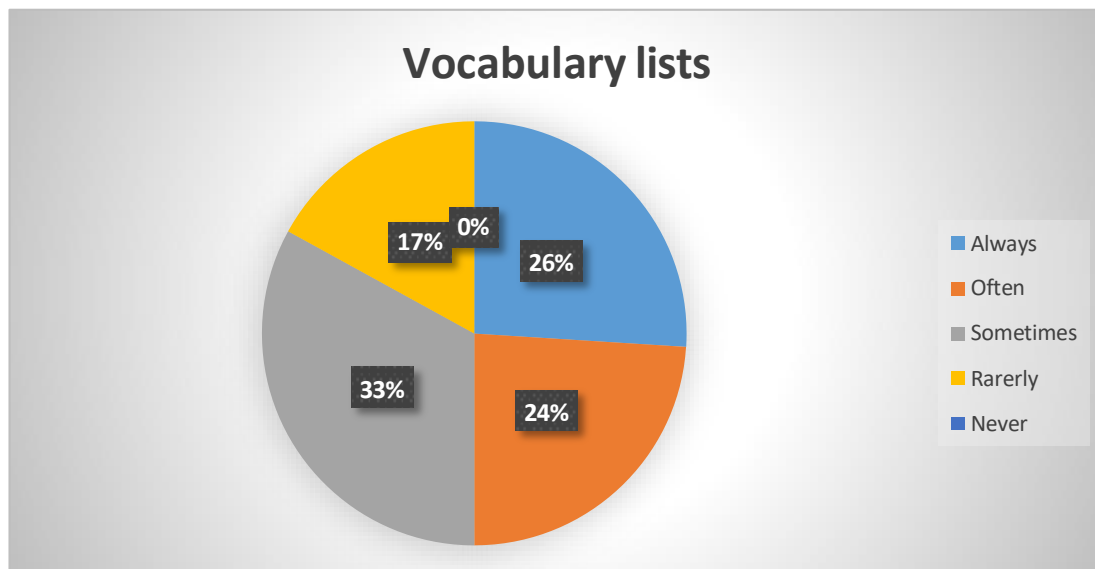
Graphic 5 Phonetic transcription of words

Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language program that use the phonetic transcription of words in order to know how to pronounce words properly. Taken from a validated survey by Nuñez, 2023

As Graphic 5 shows, 29% of the population mentioned that the transcription of words is sometimes presented in the English class to explain how to pronounce words properly, which means the majority of the population. Whereas, the 5% that represents the minority of the population of the students mentioned that the transcription of words has never been presented in order to know how to pronounce words properly.

The transcription of words is less used by students. This could happen since they have no idea how to read the symbols of the words represented by their correct way of sound or it is not common to hear them in their mother tongue. The transcription of words presented in the English class could be helpful for their speed while they are talking. They can sound more like native speakers without much hesitation while they try to convey their ideas.

Question 4: In your English class, does your teacher use lists of daily activities vocabulary? For example, wake up, have lunch, go to university, etc.
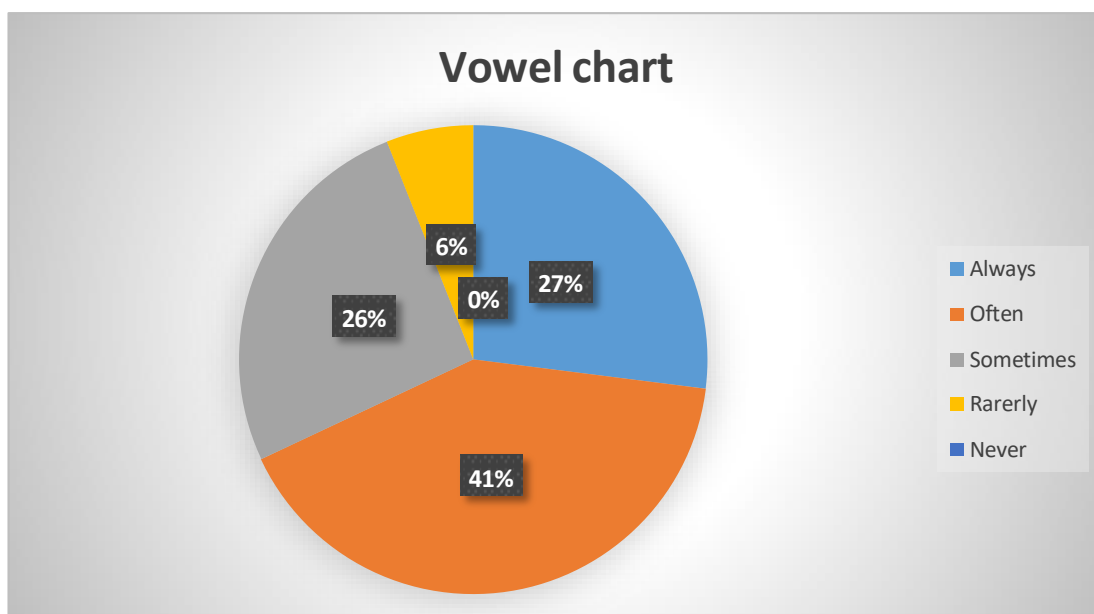
Graphic 6 Vocabulary lists

Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that use lists of daily activities vocabulary in their English class. Taken from a validated survey by Nuñez, 2023

In graphic 6, the 33% that represents the majority of the population mentioned that lists of daily activities vocabulary are used in the English class sometimes. On the other hand, the minority of the population, which is represented by 17%, mentioned that vocabulary lists are used in the English class rarely.

Using lists of daily activities vocabulary in the English class helps improve pronunciation by providing a structured and diverse set of words for practice. Learners can focus on specific sounds, syllables, and intonations within familiar contexts, enhancing their ability to articulate words accurately. The familiarity of daily activities aids in reinforcing correct pronunciation patterns, making the learning process more engaging and effective.

Question 5: In your English class, do you usually use your articulators like tongue and lips to pronounce vowel sounds correctly? For example c**a**t= /k**æ**t/ or hot= /h**ɑ**:t/
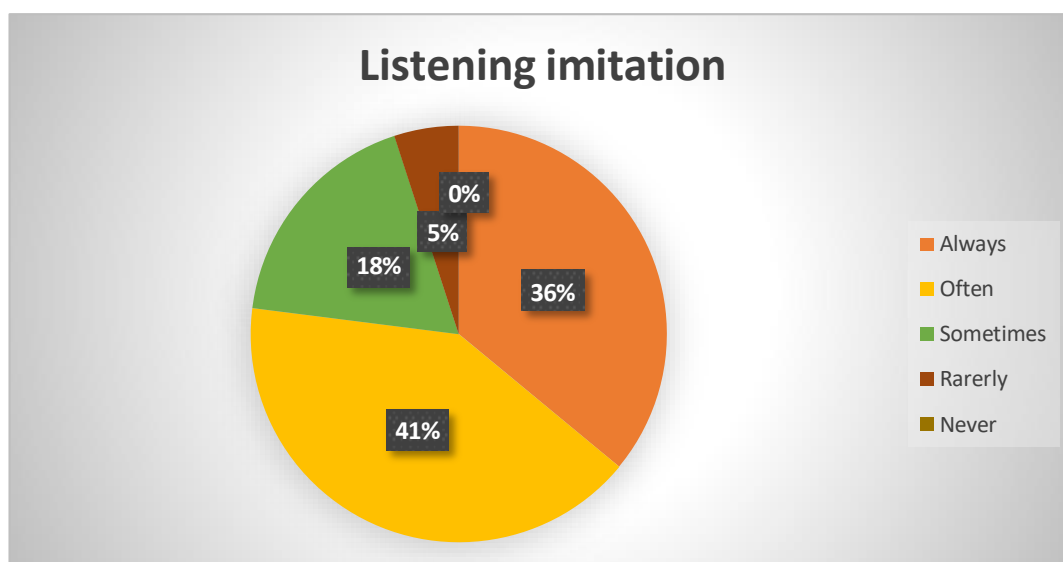
Graphic 7 Vowel chart

Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that use their articulators like tongue and lips to pronounce vowel sounds correctly. Taken from a validated survey by Nuñez, 2023

According to graphic 7, it represents 41% of the population that usually uses their articulators, like the tongue and lips, to pronounce vowel sounds correctly. While 6%, which represents a minority of the population, mentioned that they rarely use their articulators like the tongue and lips to pronounce vowel sounds correctly.

By using articulators like the tongue and lips to pronounce vowel sounds correctly in English class offers the advantage of enhancing precision and clarity in pronunciation. By understanding and practicing the specific positions of the tongue and lips for different vowel sounds, learners can improve their articulation.

Question 6: In your English class, after you listen to a recording do you usually imitate the same pronunciation?
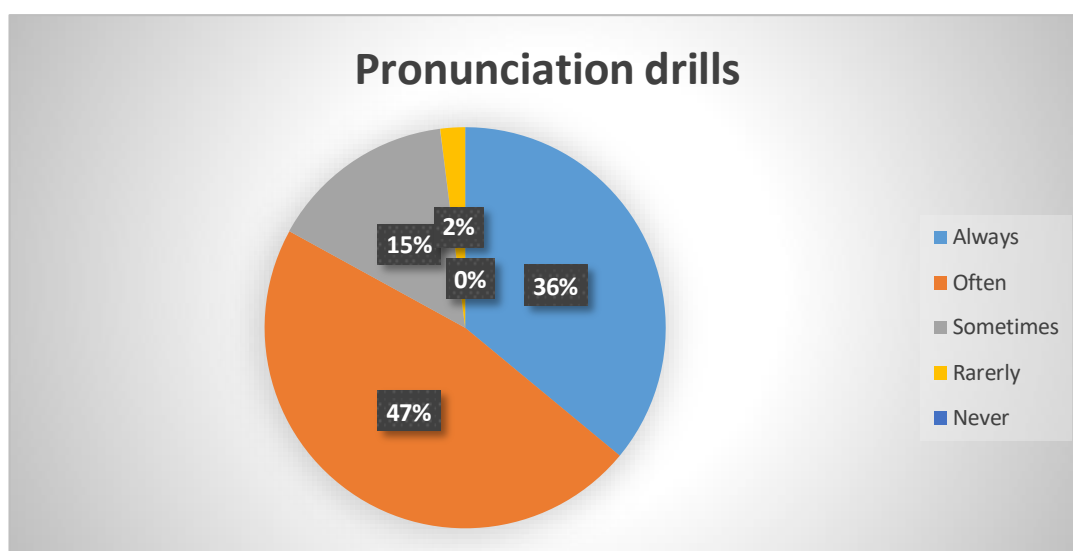
Graphic 8 Listening imitation

Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that after they listen to a recording they usually imitate the same pronunciation Taken from a validated survey by Nuñez, 2023

In graphic 8, the 41% of the population, which is the majority after they listen to a recording, they usually imitate the same pronunciation often. Whereas 5% of the population which represents the minority of the total of population imitates the same pronunciation only rarely.

An advantage of having students imitate pronunciation after listening to a recording is that it provides them with a clear and authentic model to emulate. By imitating native speakers or proficient speakers in a recording, students can grasp the correct pronunciation, intonation, rhythm, and stress patterns of words and sentences.

Question 7: In your English class, when new vocabulary is presented does the teacher pronounce the word and ask you to repeat it with the same pronunciation? For example Teacher: carpenter, Student: carpenter, Teacher: carpenter, student: carpenter

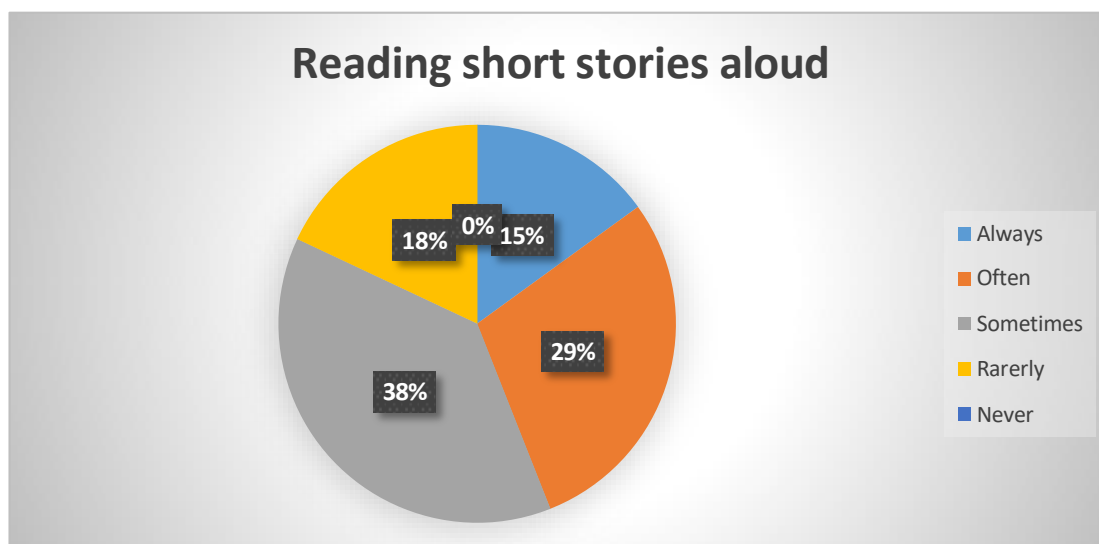**Graphic 9 Pronunciation drills**

Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that their teacher pronounce the word and ask them to repeat it with the same pronunciation Taken from a validated survey by Nuñez, 2023

According to graphic 9, the majority of students have always and often demonstrated that the teacher pronounces the word and asks them to repeat it with the same pronunciation, which means 83% of the population which represented the majority of the total of population. Nevertheless, the minority of the population shows by the 2% of the total population demonstrate that the teacher pronounces the word and asks them to repeat it with the same pronunciation rarely.

When the students repeat new vocabulary words after the teacher it promotes immediate reinforcement and correction of pronunciation. Furthermore, by repeating the word right after the teacher, students receive instant feedback, allowing them to adjust their pronunciation if they made a mistake. This immediate correction helps students develop accurate pronunciation habits from the beginning, preventing the reinforcement of incorrect sounds.

Question 8: During your English class, do you usually read short stories aloud?

Graphic 10 Reading short stories aloud

Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that usually read short stories aloud Taken from a validated survey by Nuñez, 2023

According to graphic 10, the majority of the population, which represents 38% of the population, usually reads short stories aloud in their English class sometimes. Meanwhile, the minority of the population, which means 15%, have never read short stories aloud in their English class.

Reading short stories aloud in English class provides contextual learning, allowing students to understand and pronounce new vocabulary within a natural context. Through reading aloud, students practice natural intonation, rhythm, and stress patterns, enhancing overall pronunciation and fluency. Stories also help students practice difficult sounds and increase exposure to diverse vocabulary.

Question 9: In your English class, when you listen to a recording of a conversation is it easy for you to understand the ideas exposed to the conversation?

Graphic 11 Listening comprehension
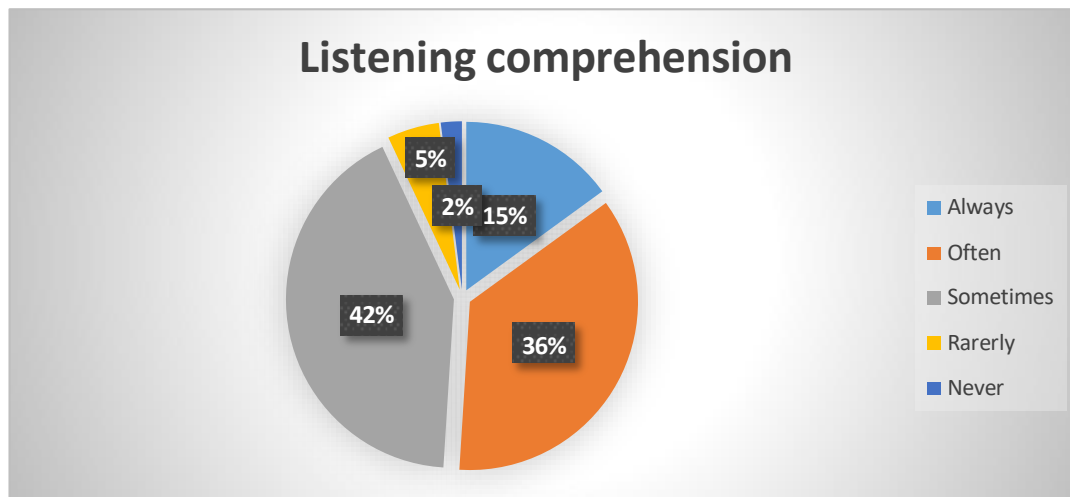
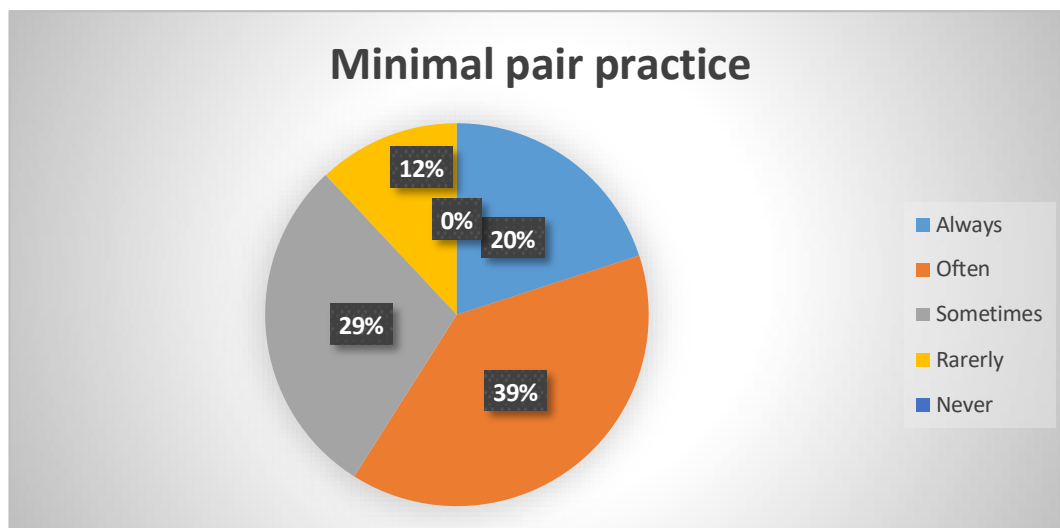Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that they listen to a recording of a conversation is it easy for them to understand the ideas exposed to the conversation Taken from a validated survey by Nuñez, 2023

According to Graphic 11, the majority of the population, which is 78%, demonstrates that when they listen to a recording of a conversation, it is easy for them to understand the ideas exposed to the conversation, often and sometimes. On the other hand, the minority of the population, which means 2%, demonstrate that is not easy for them to understand the ide exposed to the conversation never.

Understand ideas exposed to the conversation enhances listening skills, improves comprehension, exposes students to cultural nuances, aids in pronunciation practice, enriches vocabulary, boosts confidence, promotes critical thinking, facilitates active engagement, prepares students for real-life interactions, and enhances overall communication skills.

Question 10: In your English class, when you practice English pronunciation do you usually pronounce two sounds to distinguish the difference? For example **(I; i :)** bit /bɪt/ - beat /biːt/

Graphic 12 Minimal pair practice

Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that when they practice English pronunciation they usually pronounce two sounds to distinguish the difference Taken from a validated survey by Nuñez, 2023

As graphic 12 demonstrates, the majority of the population, which is 39%, demonstrates that when they practice English pronunciation, they usually pronounce two sounds to distinguish the difference. Otherwise, the minority of the population, which means 12%, demonstrate that they usually pronounce two sounds to distinguish the difference rarely.

Practicing the pronunciation of two sounds to distinguish the difference it helps students discern subtle differences, improving articulation and phonemic awareness. This practice reduces interference from native language phonetics, enhances listening skills, builds confidence, and ultimately leads to clearer communication.

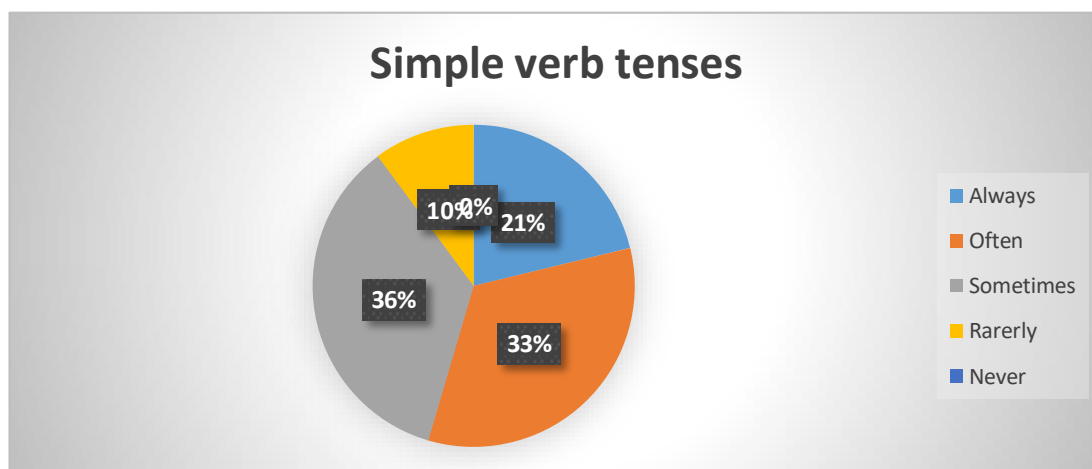**Question 11:** Do you usually narrate past and present reporting events in class?

Graphic 13 Simple verb tenses

Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that usually narrate past and present reporting events in class Taken from a validated survey by Nuñez, 2023

As is seen in graphic 13, the majority of students, which represents 69%, have usually narrate past and present reporting events in class often and sometimes. Moreover, the minority of the population that is presented as 10% of the total population demonstrate that they usually narrate past and present reporting events in class rarely.

Narrating past and present events in English class aids pronunciation improvement through contextual practice. It allows students to focus on word pronunciation within meaningful narratives, diverse phonetic variations, and proper stress patterns. This method enhances vocabulary, hones listening skills, and provides real-life language application.

Question 12: Do you usually ask questions to your classmates about topics in the class?
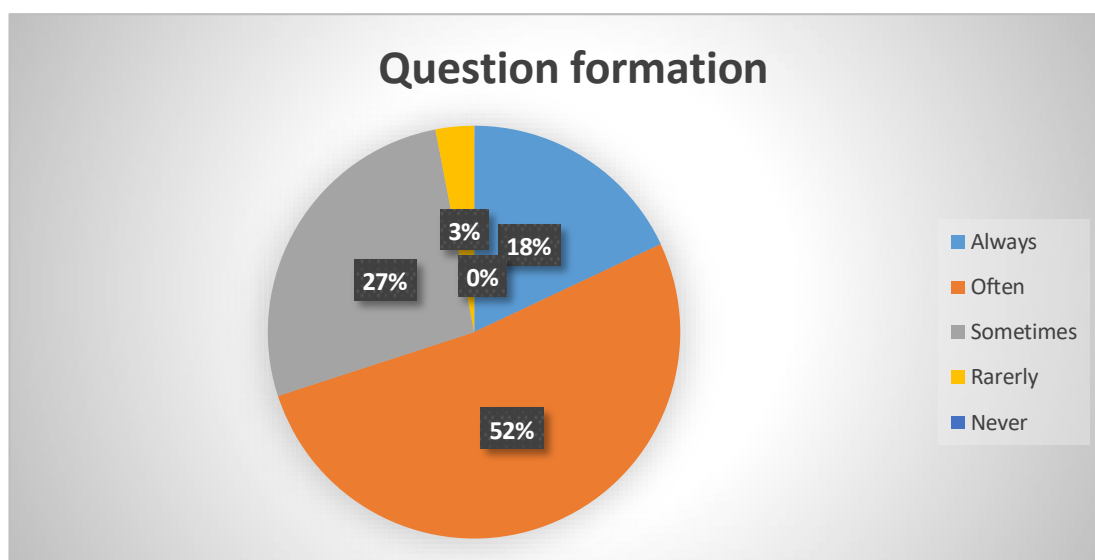
Graphic 14 Question formation

Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that usually ask questions to their classmates about topics in the class Taken from a validated survey by Nuñez, 2023

In graphic 4, it shows that 52% of the students usually ask questions to their classmates about topics in the class, which represents the majority of the population. Then the minority of the population, which is represented by 3% ask questions to their classmates about topics in the class rarely.

Encouraging students to ask questions in the English class offers numerous benefits for improving their speaking skills. It enhances active participation, boosts confidence, sharpens listening skills, expands vocabulary, encourages critical thinking, facilitates peer learning, promotes cultural awareness, provides immediate feedback, and sustains engagement.

Question 13: In your English class, when you express dislikes do you usually use the auxiliary verbs ''doesn´t and do''? For example, I don't like… / He doesn't like...

Graphic 15 Negations

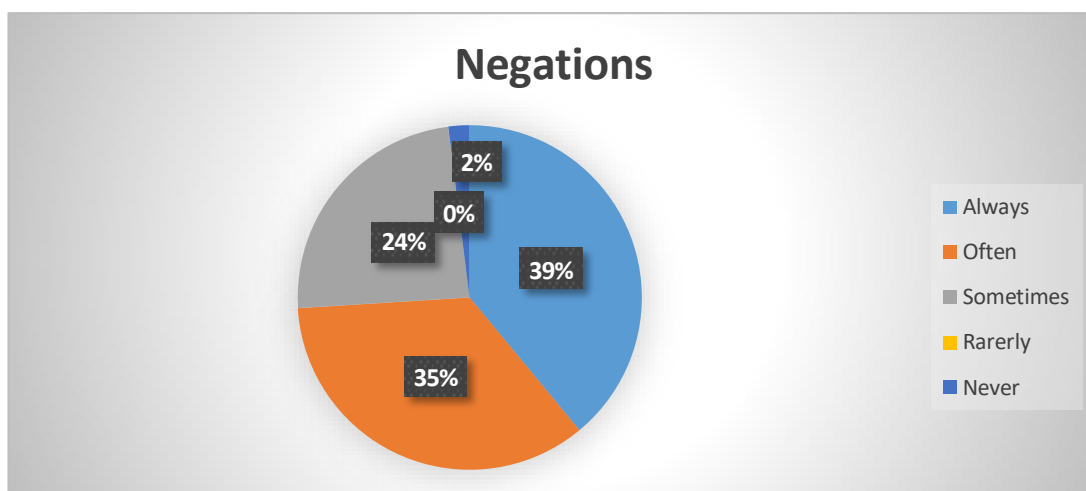
Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that when they express dislikes they usually use the auxiliary verbs ''doesn't and do''Taken from a validated survey by Nuñez, 2023

According to Graphic 15, the majority of the students, represented by 74%, demonstrate that in the English class, when they express dislikes, they usually use the auxiliary verbs always and often. Whereas the minority of the population, represented by 2%, have never use the auxiliary verbs '' doesn't and do'' in their English class.

By using auxiliary verbs like "doesn't" and "do" to express dislike in English class enhances speaking skills significantly. It enables clear and precise expression of negative opinions, ensuring grammatically accurate sentence structures. This proficiency boosts students' confidence, improves listening skills, facilitates effective communication, and expands their vocabulary.

Question 14: In your English class, do you usually use vocabulary for expressing your feelings and emotions? For example '' I am happy today.''

Graphic 16 Emotions and feelings

Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that usually se vocabulary for expressing their feelings and emotions in their English class. Taken from a validated survey by Nuñez, 2023

According to Graphic 57% of the students, which represents the majority of the total population, use vocabulary for expressing their feelings and emotions often. Then the minority of the population, which means 6%, have used vocabulary for expressing their feelings and emotions rarely.

Using emotion-related vocabulary in English class enhances speaking skills by allowing students to express feelings accurately and precisely. This emotional literacy improves communication, vocabulary, empathy, cultural awareness, and confidence. Learning to articulate emotions prepares students for real-life situations, fosters empathy, and enriches storytelling abilities.

Question 15: In your English class, when you express your ideas the individual sounds of your pronunciation are intelligible and clearly articulated? For example /ɑ:/ sound as in car, star and far
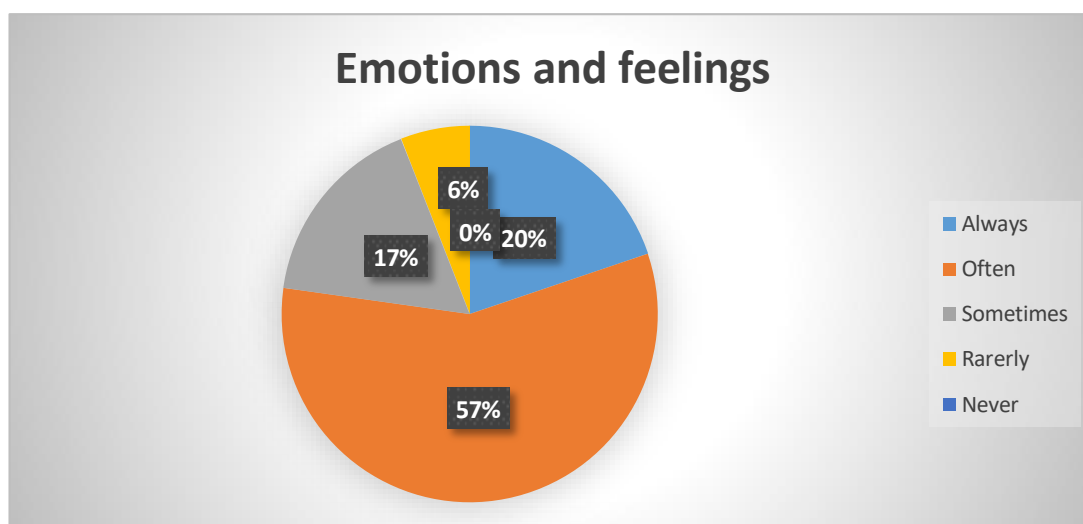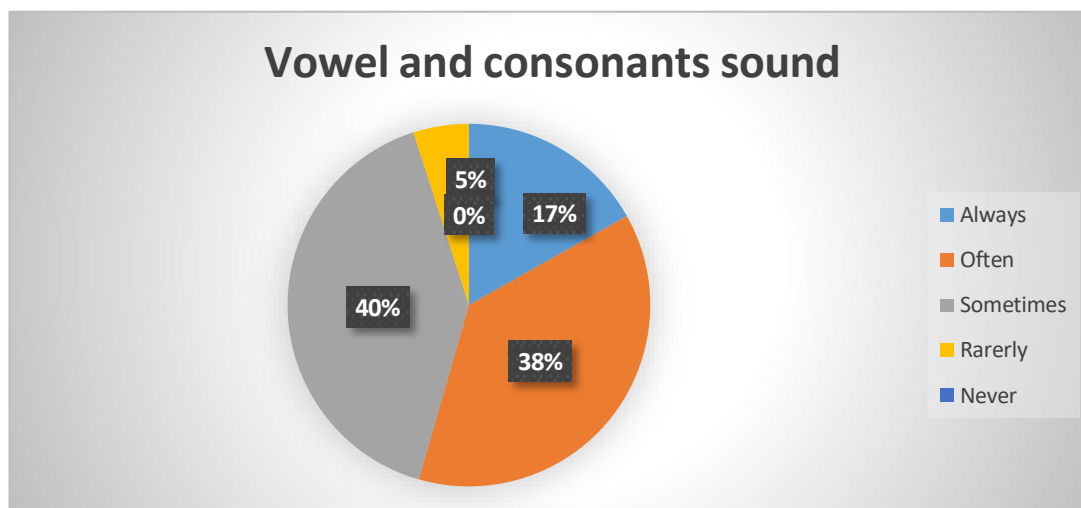
Graphic 17 Vowel and consonants sound

Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that when they express their ideas the individual sounds of their pronunciation are intelligible and clearly articulated Taken from a validated survey by Nuñez, 2023

As in Graphic 17 shows, the majority of the population, represented by 78%, demonstrates that when they express their ideas, the individual sounds of their pronunciation are intelligible and creatively articulated often and sometimes. Whereas the minority of the population, represented by 5%, have rarely.

In conclusion, the majority of the population surveyed possesses commendable pronunciation skills, leading to clear and creative articulation of ideas. However, there is a smaller portion of the population that struggles with this aspect, emphasizing the need for targeted interventions and support to enhance their pronunciation and communication abilities.

Question 16: In your English class, when you express your ideas do you usually manage the stress of verbs of three syllables? For example repre**SENT**, under**STAND**, introduce
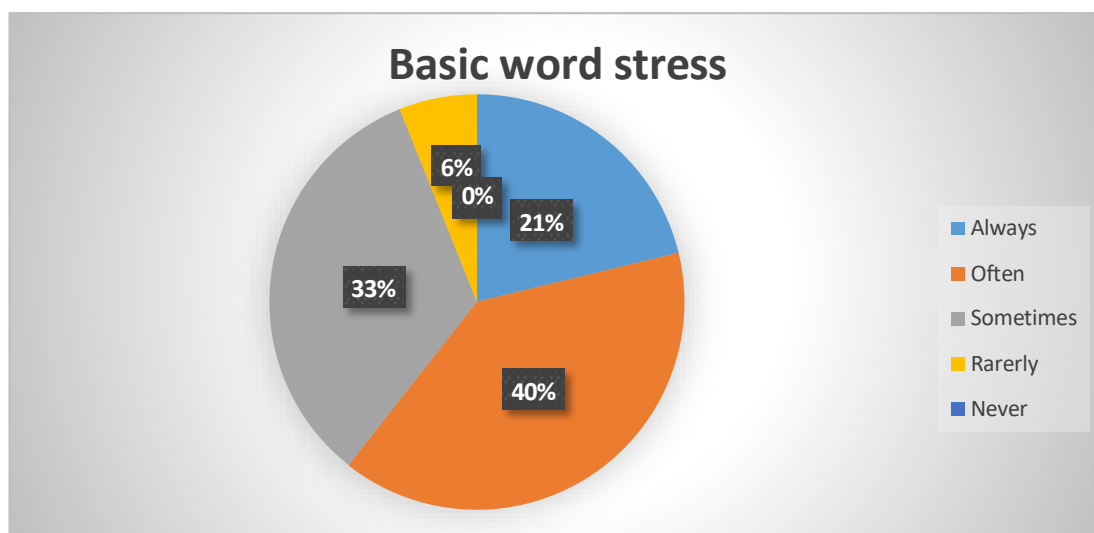
Graphic 18 Basic word stress

Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that when they express their idea they usually manage the stress of verbs of three syllables in their English class Taken from a validated survey by Nuñez, 2023

According to Graphic 18, the majority of the population, represented by 73%, demonstrates that when they express their ideas, they usually manage the stress of verbs of three syllables, often and sometimes. Meanwhile, 6% of students, which is represented as a minority of the total population, have usually manage the stress of verbs three syllables rarely.

A positive trend in the population's ability to manage the stress of three-syllable verbs when expressing ideas. The majority of the population, demonstrates consistent proficiency, often and sometimes effectively managing verb stress. This highlights a satisfactory level of pronunciation skill However, there is a smaller of the population, which struggles with managing the stress of three-syllable verbs, doing so rarely.

Question 17: In your English class, when you are in a conversation do you usually use linkers to take the floor? For example anyway; well, I think…; not only that, but…; actually, I guess…

Graphic 19 Turn-talking
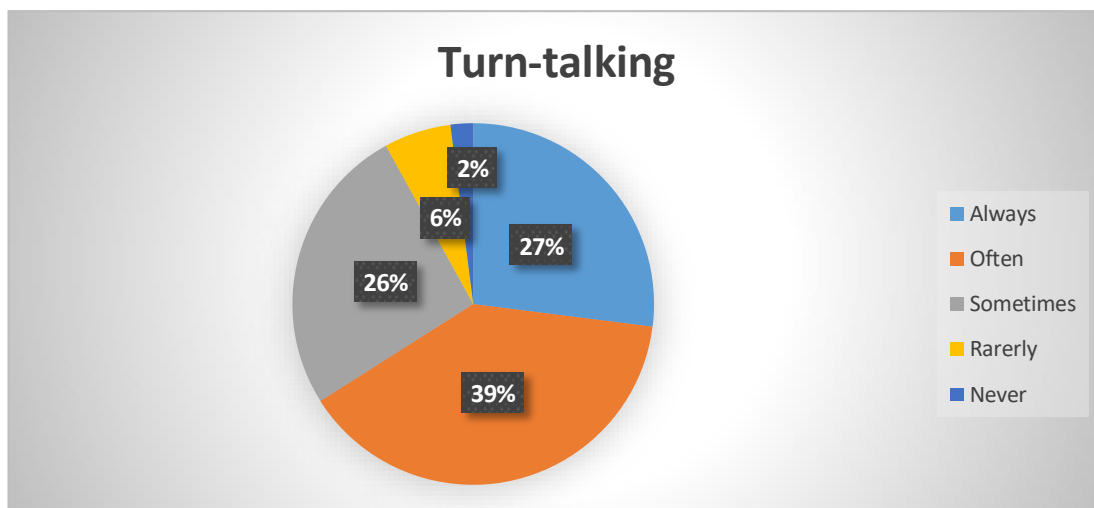
Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that when they are in a conversation they usually use linkers to take the floor in their English class Taken from a validate survey by Nuñez, 2023

As shown in graphic 19 demonstrates, the majority of the population, which is represented by 39% says that when they are in a conversation, they usually use linkers to take the floor often and sometimes. Whereas the minority of the population represented by 6% have usually use linkers to take the floor rarely.

The use of linkers to take the floor during conversations shows a prevalent pattern in the population. A significant portion of individuals demonstrates regular and confident utilization of linkers to initiate their conversational contributions, indicating a strong proficiency in managing discourse flow.

Question 18: In your English class, do you make use of cohesive devices for expressing agreements and disagreements? For example '' I totally disagree'' or I completely agree''

Graphic 20 Use of linkers

Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that they usually make use of cohesive devices for expressing agreements and disagreements Taken from a validated survey by Nuñez, 2023

As seen in graphic 20, 66% of the students, which represent the majority of the total population, make use of cohesive devices for expressing agreements and disagreements in the English class often and sometimes. Moreover, the minority of the population, represented by 2%, have never use cohesive devices for expressing agreements and disagreements in the English class.

The students reveals a significant trend within the student population regarding the use of cohesive devices for expressing agreements and disagreements in the English class. The majority of students frequently employ cohesive devices, indicating a strong ability to structure their thoughts coherently during discussions. However, a small minority of students have never used these devices for expressing agreements and disagreements.

Question 19: In your English class, is it easy for you to maintain a conversation with your classmates?
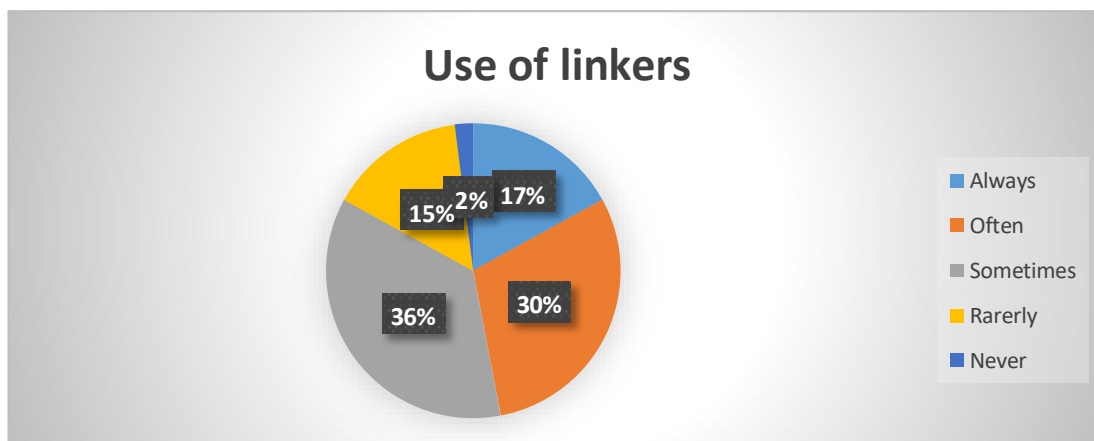
Graphic 21 Exchanging information

Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that it is easy for them to maintain a conversation with their classmates Taken from a validated survey by Nuñez, 2023

According to graphic 21, the majority of the population, represented by 85%, demonstrates that it is easy for them to maintain a conversation with their classmates in the English class often and sometimes. Nevertheless, 4% of the students, which means a minority of the total population, have rarely and never.

The students show a positive trend. Most students find it easy to maintain conversations with their classmates in the English class, often and sometimes. However, a small minority faces challenges, with some rarely and others never engaging in these conversations. Addressing the needs of this minority group is essential to ensure inclusive and effective communication skills among all students.

Question 20: In your English lesson, when you talk to your classmate, are you able to negotiate ideas towards an outcome with very little support?
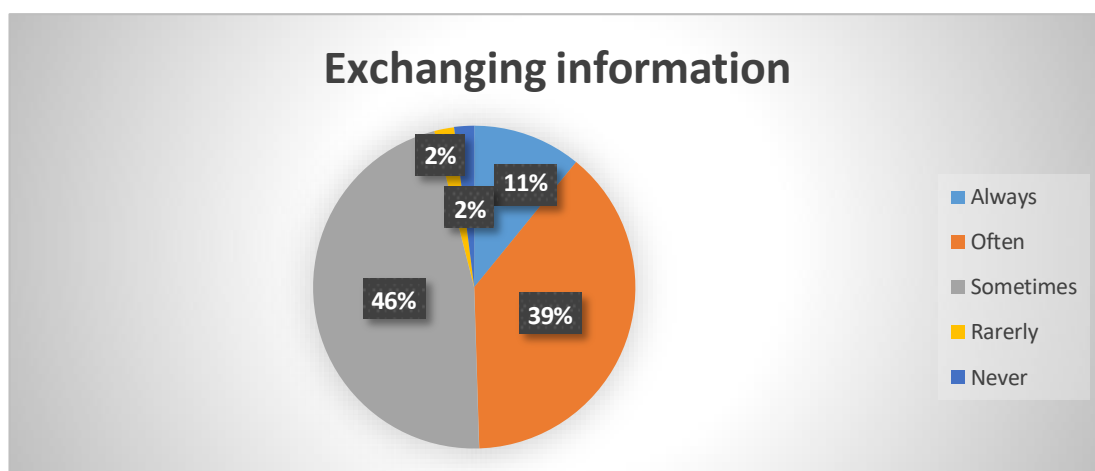
Graphic 22 Initiating and ending converstions

Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that when they talk to their classmate, they are able to negotiate ideas towards an outcome with very little support Taken from a validated survey by Nuñez, 2023

As seen in graphic 22, the majority of the population represented by 82% demonstrate that when they talk to their classmate, they are able to negotiate ideas towards and outcome with very little support often and sometimes. On the other hand, the minority of the total of population represented by 2% have never been able to negotiate ideas towards an outcome with very little support.

The students reveal a positive trend among the majority of the student population. They display proficiency in negotiating ideas towards an outcome with minimal support when talking to their classmates, often and sometimes. However, a small minority faces challenges in this area, having never been able to negotiate ideas toward an outcome with very little support.

Question 21: Do you consider that the Analytic linguistic approach can contribute to the speaking skill development?
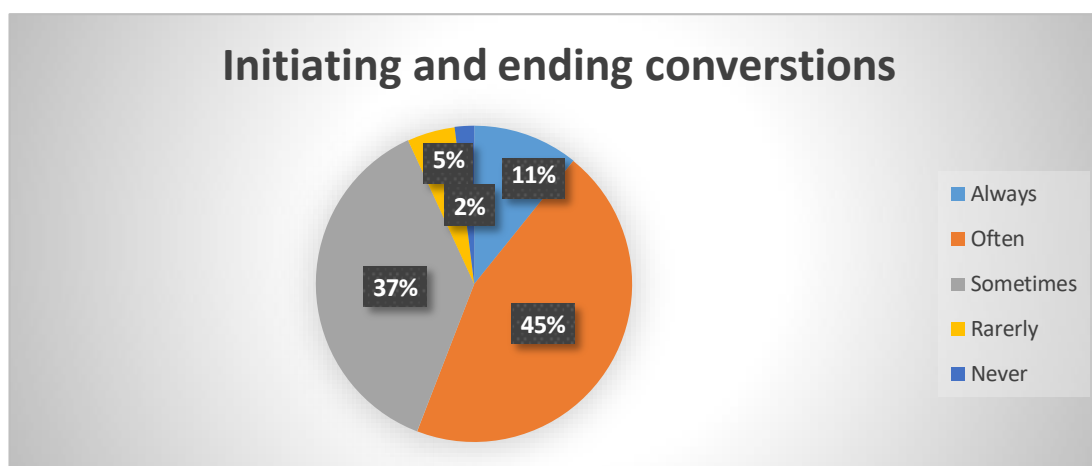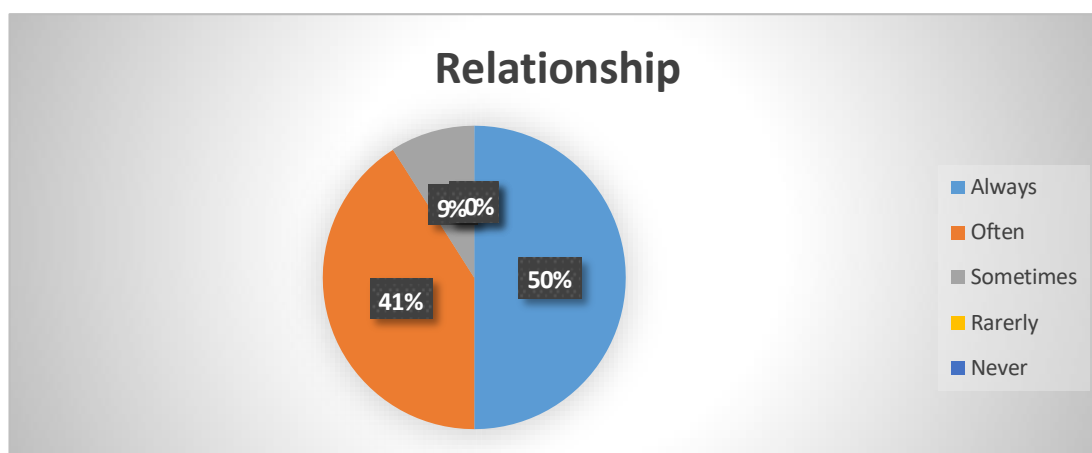
Graphic 23 Relationship

Note: The graphic represents the percentage of students in the Pedagogy of National and Foreign Language Program that consider the Analytic linguistic approach can contribute to the speaking skill development Taken from a validated survey by Nuñez, 2023

As shown in graphic 23 details, the majority of the students 91% of the total population consider that the analytical linguistic approach can contribute to the development of speaking skills always and often. Moreover, 9% of the total population prove the opposite of this relationship.

Analytical linguistic approach and speaking skill are related. For students in the pedagogy of national and foreign language programs, the two variables are correlated. There could be many reasons why they think that since one variable contributes to the development of the second variable, On the other hand, it is important that the analytical linguistic approach be taught in the program due to the beneficial outcome that it contributes.

3.1 Verification of the hypothesis

Hypothesis Test Summary

	Null Hypotheses	Test	Sig.	Decision
1	The categories of 1. In your English class, are you usually asked to pronounce short sentences about everyday situations? For example '' Hello'' or ''could you help me''	One simple Chi-SquareTest	,001	Reject the null hypothesis
2	The categories of 2. During the English lesson, do you usually use short dialogues to talk about your personal information?	One simple Chi-Square Test	,001	Reject the null hypothesis
3	The categories of 3.In your English class, is the transcription of words presented to explain how to pronounce words properly? For example (cat= /kæt/)	One simple Chi-Square Test	,008	Reject the null hypothesis
4	The categories of 4.In your English class, does your teacher use lists of daily activities vocabulary? For example, wake up, have lunch, go to university, etc.	One simple Chi-Square Test	,008	Reject the null hypothesis
5	The categories of 5.In your English class, do you usually use your articulators like tongue and lips to pronounce vowel sounds correctly? For example cat= /kæt/ or hot= /hɑːt/	One simple Chi-Square Test	,001	Reject the null hypothesis

6	The categories of 6.In your English class, after you listen to a recording do you usually imitate the same pronunciation?	One simple Chi-Square Test	,001	Retain the null hypothesis
7	The categories of 7.In your English class, when new vocabulary is presented does the teacher pronounce the word and ask you to repeat it with the same pronunciation? For example Teacher: carpenter, Student: carpenter, Teacher: carpenter, student: carpenter	One simple Chi-Square Test	,001	Retain the null hypothesis
8	The categories of 8.During your English class, do you usually read short stories aloud?	One simple Chi-Square Test	,005	Reject the null hypothesis
9	The categories of 9.In your English class, when you listen to a recording of a conversation is it easy for you to understand the ideas exposed to the conversation?	One simple Chi-Square Test	,001	Reject the null hypothesis
10	The categories of 10.In your English class, when you practice English pronunciation do you usually pronounce two sounds to distinguish the difference? For example (I; i :) bit /bɪt/ - beat /biːt/	One simple Chi-Square Test	,007	Reject the null hypothesis

11	The categories of 11.Do you usually narrate past and present reporting events in class?	One simple Chi-Square Test	,001	Reject the null hypothesis
12	The categories of 12.Do you usually ask questions to your classmates about topics in the class?	One simple Chi-Square Test	,001	Reject the null hypothesis
13	The categories of 13. In your English class, when you express dislikes do you usually use the auxiliary verbs ''doesn´t and do''? For example, I don't like… / He doesn't like...	One simple Chi-Square Test	,001	Reject the null hypothesis
14	The categories of 14. In your English class, do you usually use vocabulary for expressing your feelings and emotions? For example '' I am happy today.''	One simple Chi-Square Test	,001	Reject the null hypothesis
15	The categories of 15. In your English class, when you express your ideas the individual sounds of your pronunciation are intelligible and clearly articulated? For example /ɑ:/ sound as in car, star and far	One simple Chi-Square Test	,001	Reject the null hypothesis
16	The categories of 16. In your English class, when you express your ideas do you usually manage the stress of verbs of three syllables? For example repreSENT, underSTAND, introDUCE	One simple Chi-Square Test	,001	Reject the null hypothesis

17	The categories of 17. In your English class, when you are in a conversation do you usually use linkers to take the floor? For example anyway; well, I think…; not only that, but…; actually, I guess…	One simple Chi-Square Test	,001	Reject the null hypothesis
18	The categories of 18. In your English class, do you make use of cohesive devices for expressing agreements and disagreements? For example '' I totally disagree'' or I completely agree''	One simple Chi-Square Test	,001	Reject the null hypothesis
19	The categories of 19. In your English class, is it easy for you to maintain a conversation with your classmates?	One simple Chi-Square Test	,001	Reject the null hypothesis
20	The categories of 20. In your English lesson, when you talk to your classmate, are you able to negotiate ideas towards an outcome with very little support?	One simple Chi-Square Test	,001	Reject the null hypothesis
21	The categories of 21 Do you consider that the Analytic linguistic approach can contribute to the speaking skill development?	One simple Chi-Square Test	,001	Reject the null hypothesis

As indicated in Table 1, the P value indicates the level of significance, determining whether the null hypothesis is accepted or rejected. Notably, 17 out of the 21 questions present a P value of 0.000, supporting the alternative hypothesis and indicating a relationship between the Analytic linguistic approach and the speaking skill. On the contrary, for questions 3, 4, 8, and 10, the P values exceed 0.005, which suggests acceptance of the null hypothesis, which refers to the fact that there is no relationship between the analytical linguistic approach and speaking skill.

According to the table of hypothesis verification, a significant number of questions, specifically 17, reject the null hypothesis. This indicates that students have recognized a connection between the analytical linguistic approach and the speaking skills in their English class. They admit that using input materials and activities contributes to the improvement of the speaking skill, particularly in the knowledge of how words are pronounced properly. On the other hand, only 4 questions retain the null hypothesis, suggesting that students may not use input materials and activities in their English class to improve the pronunciation of words, possibly due to their unfamiliarity with the analytical linguistic approach.

Discussion

This study aimed to explore the relationship between the Analytic linguistic approach and speaking skill. As the results of the survey described, it was confirmed that there is effectively a relationship between these variables since the data collected demonstrated that the students from the PINE program use input materials and activities in their English class. Nevertheless, the input materials that the students use the most are short sentences and the vowel chart. Consequently, the activities commonly use are listening comprehension, listening imitation and pronunciation drills. By making use of the Analytic linguistic approach in the English class help students to promotes a systematic understanding of language structures as well as enhancing their ability to comprehend and produce accurate language expressions. Sharma (2021) highlighted the effectiveness of the Analytic-linguistic approach in teaching English pronunciation, supporting the findings of this research. The author also suggests that the Analytic linguistic approach contributes to the correct pronunciation of inflectional suffixes in the pronunciation of English words, facilitating the ability of the learners to maintain intelligible English pronunciation. In addition, the Analytic linguistic approach offers an effective way to teach speech sounds. On the other hand, students from Technical University think that the Analytical linguistic approach could help in the improvement of speaking skill.

Moreover, the students at the Technical University of Ambato answer that they usually use input materials and activities related to the Analytic linguistic approach in their English class in order to facilitate the improvement of the speaking

skill. Roohani (2013) pointed out that the Analytic linguistic approach provides significant progress in the improvement of the pronunciation of words in teenagers and adults, giving learners the opportunity to enhance their correct pronunciation of words, which is necessary in order to convey intelligible ideas and maintain accuracy and coherence in oral communication.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- To state theoretically the elements of the Analytic linguistic approach and the sub-skills of the speaking skill, relevant information was investigated and detailed in the theoretical framework. The Analytic linguistic approach was categorized into two categories: input materials that provide information about short sentences, short dialogues, and phonetic transcription of words, vocabulary lists, vowel charts and activities that detail relevant information about listening imitation, pronunciation drills, and reading short stories aloud, listening comprehension and minimal pair practice. On the other hand, speaking skill describes the four main sub-skills, such as grammar and vocabulary, pronunciation, discourse management, and interactive communication. For more specific and measurable information, the investigation of these elements was necessary to see the relationship that the variables have with each other. By applying the chi-square test, it showed a successful value of 0.000, which indicates that there is definitely a relationship between the two variables selected.

- To identify the elements of the analytic linguistic approach that intervene in the speaking skill, a survey was applied, demonstrating that students in the program use effectively different input materials such as short sentences and dialogues, vocabulary lists, and the transcription of words when the teacher presents new topics. Corresponding to the activities as the second element that intervenes in the analytic linguistic approach are pronunciation drills and listening comprehension, which are the activities that the students use the most to improve their pronunciation in their English class.

- To establish the sub-skills of the speaking skill, it was necessary to state in the theoretical framework information about the four main sub-skills of the speaking skill: grammar and vocabulary, pronunciation, discourse management, and interactive communication. In addition, the majority of students can negotiate ideas towards an outcome with very little support, as well as maintain a conversation between classmates by initiating and ending conversations. Just a few students indicated that they struggled a little bit.

4.2 Recommendations

- It is recommended to apply this approach in the English class because it provides many benefits for the pronunciation of words. One advantage of applying the Analytic linguistic approach in the English class to enhance speaking skills is its focus on breaking down language elements. By dissecting sounds, sentence structures, and linguistic patterns, students gain a deeper understanding of the mechanics of the language. Therefore, the Analytic linguistic approach allows students to identify and correct pronunciation errors more effectively. Through targeted analysis and practice, students can refine their speaking abilities, leading to improved clarity, fluency, and overall confidence in oral communication.

- It is recommended that the teacher apply this approach based on the improvement of pronunciation by teaching pronunciation aspects explicitly. In addition, teachers know that it is kind of difficult to teach linguistic aspects to students. It is suggested that the teachers use other pronunciation approaches that help students enhance the correct pronunciation of the target language, as well as provide different techniques that encompass the students learning styles.

- It is recommended that students from the PINE program use different activities to improve the elements of their oral communication, helping them to maintain conversations and convey ideas with a coherent and accurate pronunciation, avoiding misunderstandings when they interact with others.

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Annexes

Annex *1*: Institutional Approval

CARTA DE COMPROMISO

Ambato, 04 de Abril 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Analytic linguistic approach and speakng skill" propuesto por el/la estudiante Nuñez Melo Nayeli Nicole, portador/a de la Cédula de Ciudadanía, 180487214-9 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Lcda. Sarah Jacqueline Iza Pazmiño, Mg.
Coordinadora de la Carrera
0501741060
0984060528
sj.iza@uta.edu.ec

Operalización de variables

VARIABLES	DIMENSIONS	INDICATORS	ITEMS
INDEPENDENT Analytic linguistic approach: This is an approach based on improving the pronunciation of words by teaching linguistic features explicitly as well as making use of input materials and activities provided by the teacher.	• Input materials	- Short sentences - Short dialogues - Phonetic transcription of words - Vocabulary lists - Vowel chart	1 2 3 4 5
	• Activities	- Listening imitation - Pronunciation drills - Reading short stories aloud - Listening comprehension - Minimal pair practice	6 7 8 9 10
DEPENDENT Speaking skill: It is about conveying messages verbally in a way that facilitates the understanding of our message. Speaking skill consists of four main sub-skills such as grammar and vocabulary, pronunciation, discourse management and interactive communication.	• Grammar and vocabulary	- -Simple verbs tenses - Question formation - Negations - Emotions and feelings	11 12 13 14
	• Pronunciation	- Vowel and consonants sound - Basic word stress	15 16
	• Discourse managment	- Turn-talking - Use of linkers	17 18
	• Interactive communication	- Exchanging information - Initiating and ending conversations	19 20
Do you consider that the Analytic linguistic approach can contribute to the speaking skill development?			21

UNIVERSIDAD TECNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACION

CARRERA DE PEDAGOGIA DE LOS

IDIOMAS NACIONALES Y EXTRANGEROS

Encuesta a estudiates

Objective: To collect information to determine the relationship between the Analytic linguistic approach in the speaking skill in students of Pedagogy of National and Foreign Language Program at Technical University of Ambato.

Instructions: fill out the survey properly base on your own experience.

Remember that: The accuracy of the information will enable us to conduct the research as faithfully as we can.

Analytic linguistic approach: This is an approach based on improving the pronunciation of words by teaching linguistic features explicitly as well as making use of input materials and activities provided by the teacher.

Questionnaire

Dimension 1. Input materials

Questions 1-5

1. In your English class, are you usually asked to pronounce short sentences about everyday situations? For example '' Hello'' or ''could you help me''
- Always
- Often
- Sometimes
- Rarely
- Never
2. During the English lesson, do you usually use short dialogues to talk about your personal information?
- Always
- Often
- Sometimes
- Rarely
- Never
3. In your English class, is the transcription of words presented to explain how to pronounce words properly? For example (cat= /kæt/)
- Always
- Often
- Sometimes
- Rarely
- Never

4. In your English class, does your teacher use lists of daily activities vocabulary? For example wake up, have lunch, go to university, etc.
- Always
- Often
- Sometimes
- Rarely
- Never

5. In your English class, do you usually use your articulators like tongue and lips to pronounce vowel sounds correctly? For example cat= /kæt/ or hot= /hɑ:t/
- Always
- Often
- Sometimes
- Rarely
- Never

Dimension 2. Activitites

Questions 6-10

6. In your English class, after you listen to a recording do you usually imitate the same pronunciation?
- Always
- Often
- Sometimes
- Rarely
- Never

7. In your English class, when new vocabulary is presented does the teacher pronounce the word and ask you to repeat with the same pronunciation? For example Teacher: carpenter, Student: carpenter, Teacher: carpenter, student: carpenter
- Always
- Often
- Sometimes
- Rarely
- Never

8. During your English class do you usually read short stories aloud?
- Always
- Often
- Sometimes
- Rarely
- Never

9. In your English class, when you listen to a recording of a conversation is it easy for you to understand the ideas exposed to the conversation?
- Always
- Often
- Sometimes
- Rarely
- Never

10. In your English class, when you practice English pronunciation do you usually pronounce two sounds to distinguish the difference? For example (I; i :) bit /bɪt/ - beat /biːt/
- Always
- Often
- Sometimes
- Rarely
- Never

Variable 2 speaking skill

Dimension 3. Grammar and vocabulary

Questions 11-14

11. Do you usually narrate past and present reporting events in class?
- Always
- Often
- Sometimes
- Rarely
- Never
12. Do you usually ask questions to your classmates about topics in the class?
- Always
- Often
- Sometimes
- Rarely
- Never
13. In your English class, when you express dislikes do you usually use the auxiliary verbs ''doesn´t and do''? For example I don't like… / He doesn't like...
- Always
- Often
- Sometimes
- Rarely
- Never
14. In your English class, do you usually use vocabulary for expressing your feelings and emotions? For example '' I am happy today.''
- Always
- Often
- Sometimes
- Rarely
- Never

Dimension 4. Pronunciation

Questions 15-16

15. In your English class, when you express your ideas the individual sounds of your pronunciation are intelligible and clearly articulated? For example /ɑː/ sound as in "car, star and far
- Always
- Often
- Sometimes
- Rarely
- Never

16. In your English class, when you express your ideas do you usually manage the stress of verbs of three syllables? For example deVElop, comPUter, Analyze
- Always
- Often
- Sometimes
- Rarely
- Never

Dimension 5. Discourse management

Questions 17-18

17. In your English class, when you are in a conversation do you usually use linkers to take the floor? For example: anyway; well, I think…; not only that, but…; actually, I guess…
- Always
- Often
- Sometimes
- Rarely
- Never

18. In your English class, do you make use of cohesive devices for expressing agreements and disagreements? For example '' I totally disagree'' or I completely agree''
- Always
- Often
- Sometimes
- Rarely
- Never

Dimension 6. Interactive communication

Questions 19-20

19. In your English class, is it easy for you to maintain a conversation with your classmates?
- Always
- Often
- Sometimes
- Rarely
- Never

20. In your English lesson, when you talk to your classmate are you able to negotiate ideas towards an outcome with very little support?
- Always
- Often
- Sometimes
- Rarely
- Never

21. Do you consider that the Analytic linguistic approach can contribute to the speaking skill development?
- Always
- Often
- Sometimes
- Rarely
- Never

Thank you for your collaboration!

Annex 4: Reliability validation

Reliability Statistics

Cronbach's Alpha	N of Items
,846	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
In your English class, are you usually asked to pronounce short sentences about everyday situations? For example '' Hello'' or ''could you help me''	75,52	78,920	,302	,845
During the English lesson, do you usually use short dialogues to talk about your personal information?	75,51	78,769	,345	,843
In your English class, is the transcription of words presented to explain how to pronounce words properly? For example (cat= /kæt/)	76,24	82,488	,058	,859
In your English class, does your teacher use lists of daily activities vocabulary? For example, wake up, have lunch, go to university, etc.	75,88	76,622	,389	,842
In your English class, do you usually use your articulators like tongue and lips to pronounce vowel sounds correctly? For example cat= /kæt/ or hot= /hɑːt/	75,54	75,343	,578	,833
In your English class, after you listen to a recording do you usually imitate the same pronunciation?	75,34	77,926	,419	,840
In your English class, when new vocabulary is presented does the teacher pronounce the word and ask you to repeat it with the same pronunciation? For example Teacher: carpenter, Student: carpenter, Teacher: carpenter, student: carpenter	75,27	80,139	,326	,843
During your English class, do you usually read short stories aloud?	76,01	74,894	,543	,834
In your English class, when you listen to a recording of a conversation is it easy for you to understand the ideas exposed to the conversation?	75,85	77,038	,481	,837
In your English class, when you practice English pronunciation do you usually pronounce two sounds to distinguish the difference? For example (I; i ː) bit /bɪt/ - beat /biːt/	75,78	76,570	,465	,838

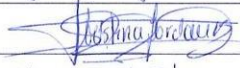|				
Do you usually narrate past and present reporting events in class?	75,79	75,501	,533	,835
Do you usually ask questions to your classmates about topics in the class?	75,58	80,277	,304	,844
In your English class, when you express dislikes do you usually use the auxiliary verbs ''doesn´t and do''? For example, I don't like… / He doesn't like…	75,34	78,865	,345	,843
In your English class, do you usually use vocabulary for expressing your feelings and emotions? For example '' I am happy today.''	75,54	78,828	,404	,840
In your English class, when you express your ideas the individual sounds of your pronunciation are intelligible and clearly articulated? For example /ɑː/ sound as in car, star and far	75,76	75,882	,589	,833
In your English class, when you express your ideas do you usually manage the stress of verbs of three syllables? For example repreSENT, underSTAND, introDUCE	75,67	77,012	,474	,838
In your English class, when you are in a conversation do you usually use linkers to take the floor? For example anyway; well, I think…; not only that, but…; actually, I guess…	75,61	78,574	,328	,844
In your English class, do you make use of cohesive devices for expressing agreements and disagreements? For example '' I totally disagree'' or I completely agree''	75,99	72,348	,692	,827
In your English class, is it easy for you to maintain a conversation with your classmates?	75,87	76,936	,542	,835
In your English lesson, when you talk to your classmate, are you able to negotiate ideas towards an outcome with very little support?	75,85	77,735	,469	,838
Do you consider that the Analytic linguistic approach can contribute to the speaking skill development?	75,01	80,409	,351	,842

Annex 5: Experts validation

A. CHECKLIST VALIDATION

ITEM	Clarity in writing style Yes	No	Internal Coherence Yes	No	Induction to the answer (Bias) Yes	No	Appropriate Language Yes	No	It measures what it stated in the objectives/research questions Yes	No	Observations
1	✓		✓			✓	✓		✓		
2	✓		✓			✓	✓		✓		
3	✓		✓			✓	✓		✓		
4	✓		✓			✓	✓		✓		
5	✓		✓			✓	✓		✓		
6	✓		✓			✓	✓		✓		
7	✓		✓			✓	✓		✓		
8	✓		✓			✓	✓		✓		
9	✓		✓			✓	✓		✓		
10	✓		✓			✓	✓		✓		
11	✓		✓			✓	✓		✓		
12	✓		✓			✓	✓		✓		
13	✓		✓			✓	✓		✓		
14	✓		✓			✓	✓		✓		
15	✓		✓			✓	✓		✓		
16	✓		✓			✓	✓		✓		
17	✓		✓			✓	✓		✓		
18	✓		✓			✓	✓		✓		
19	✓		✓			✓	✓		✓		
20	✓		✓			✓	✓		✓		An example can be added to clarify the question
21	✓		✓			✓	✓		✓		

General Aspects	Yes	No	********
The instrument has clear and precise instructions to answer the questionnaire	✓		
The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE	✓	NOT APPLICABLE	

Validated by: Mg. Doris Cumba   ID: 1803194369   Date: 17/10/2023

Signature:

Place of work: Universidad Técnica de Ambato   Email: dm.cumbul@uta.edu.ec   Academic degree: Master in TEFL

Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación*. 19. 228 - 247

A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	✓		✓			✓	✓		✓		
2	✓		✓			✓	✓		✓		
3	✓		✓			✓	✓		✓		
4	✓		✓			✓	✓		✓		
5	✓		✓			✓	✓		✓		
6	✓		✓			✓	✓		✓		
7	✓		✓			✓	✓		✓		
8	✓		✓			✓	✓		✓		
9	✓		✓			✓	✓		✓		
10	✓		✓			✓	✓		✓		
11	✓		✓			✓	✓		✓		
12	✓		✓			✓	✓		✓		
13	✓		✓			✓	✓		✓		
14	✓		✓			✓	✓		✓		
15	✓		✓			✓	✓		✓		
16	✓		✓			✓	✓		✓		
17	✓		✓			✓	✓		✓		
18	✓		✓			✓	✓		✓		
19	✓		✓			✓	✓		✓		
20	✓		✓			✓	✓		✓		
21	✓		✓			✓	✓		✓		

General Aspects	Yes	No	********
The instrument has clear and precise instructions to answer the questionnaire	✓		
The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE		NOT APPLICABLE	
Validated by: Mg. Edgar Encalada T.		ID: OTO182417-1	Date: 06/Oct/2023
Signature:		Email: eg.encalada@uta.edu.ec	
Place of work: UTA-FCHE-PINE		Academic degree: Magíster.	

Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación*. 19. 228 - 247

A. CHECKLIST VALIDATION

ITEM	Clarity in writing style Yes	No	Internal Coherence Yes	No	Induction to the answer (Bias) Yes	No	Appropriate Language Yes	No	It measures what it stated in the objectives/research questions Yes	No	Observations
	CRITERIA TO EVALUATE										**Observations**
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		
6	✓		✓		✓		✓		✓		
7	✓		✓		✓		✓		✓		
8	✓		✓		✓		✓		✓		
9	✓		✓		✓		✓		✓		
10	✓		✓		✓		✓		✓		
11	✓		✓		✓		✓		✓		
12	✓		✓		✓		✓		✓		
13	✓		✓		✓		✓		✓		
14	✓		✓		✓		✓		✓		
15	✓		✓		✓		✓		✓		
16	✓		✓		✓		✓		✓		
17	✓		✓		✓		✓		✓		
18	✓		✓		✓		✓		✓		
19	✓		✓		✓		✓		✓		
20	✓		✓		✓		✓		✓		
21	✓		✓		✓		✓		✓		

General Aspects	Yes	No	********
The instrument has clear and precise instructions to answer the questionnaire	✓		
The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE	✓	NOT APPLICABLE	

Validated by: Ilg Cristina Jordán Bueraño   ID: 1804010500   Date: 18/10/2023

Signature: _Cristina Jordán_   Email: cristinacjordanb5u1o.edu.eC

Place of work: Universidad Técnica de Ambato   Academic degree; Master

Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación*. 19. 228 - 247

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A. CHECKLIST VALIDATION

ITEM	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		Observations
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		
6	✓		✓		✓		✓		✓		
7	✓		✓		✓		✓		✓		
8	✓		✓		✓		✓		✓		
9	✓		✓		✓		✓		✓		
10	✓		✓		✓		✓		✓		
11	✓		✓		✓		✓		✓		
12	✓		✓		✓		✓		✓		
13	✓		✓		✓		✓		✓		
14	✓		✓		✓		✓		✓		
15	✓		✓		✓		✓		✓		
16	✓		✓		✓		✓		✓		
17	✓		✓		✓		✓		✓		
18	✓		✓		✓		✓		✓		
19	✓		✓		✓		✓		✓		
20	✓		✓		✓		✓		✓		
21	✓		✓		✓		✓		✓		

General Aspects	Yes	No	********
The instrument has clear and precise instructions to answer the questionnaire	✓		
The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE		NOT APPLICABLE	
Validated by: Ximena Calero S		ID: 1802887062	Date:
Signature: Ximena Calero		Email: xcalero@uta.edu.ec	
Place of work: UTA		Academic degree: Master in Applied Linguistics	

Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación*. 19. 228 - 247

Annex 5: Turnitin report

turnitin

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This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

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Submission author:	Nayely Nuñez
Assignment title:	Quick Submit
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Page count:	28
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Character count:	54,255
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Submission ID:	2263342776

Firmado electrónicamente por:
RUTH ELIZABETH
INFANTE PAREDES