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Graduation Seminar

Topic:

The effect of teaching strategies on the development of segmental features of English language in the English regular course from Eleventh grade of high school "Jesus el Buen Pastor" in the second semester of the academic year 2013

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To

God, our family and teachers. We will always appreciate all what they have done for us and all their support and patience.

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Abstract

This research aims at the role of methods according to strategies and materials in the teaching-learning process on pronunciation development. It is supported by many resources and authors quotations such as: krashen, Goodwin, Carey, Celce-Murcia and some others. It emphasizes the importance of pronunciation in the communicative competence. The goal of this research is to analyze the effect of teaching strategies on the development of segmental features in the English language. This paper has been examinated through theories, strategies, approaches, and materials regarding to segmental features in order to improve pronunciation skill and proper development of the language. The literature review shows that with careful preparation and integration, pronunciation can play a significant role in supporting the learners' overall communicative skill. Likewise, it provides some suggestions to improve the teaching process to develop the segmental features of English.

THE EFFECT OF TEACHING STRATEGIES ON THE DEVELOPMENT OF SEGMENTAL FEATURES

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1. Introduction

Pronunciation teaching is a prominent factor in foreign language teaching, due to this, students would sound correctly. Moreover, they would pronounce formally and the way they speak will be comprehensible. Because sounds play an important role in spoken language, teachers must attribute proper importance to teaching pronunciation in their classes. In addition, pronunciation teaching is of great importance for successful oral communication to take advantage in the communicative competence.

There have been many differences of opinion over the years about the role of pronunciation in language teaching and about how best to teach it. The grammar- translation method and reading-based approaches have viewed pronunciation as irrelevant. In the direct method, pronunciation is very important; however, the methodology is very traditional. In the audio-lingual approach, pronunciation is likewise very important and there is a great emphasis on the traditional notions of pronunciation, minimal pairs, drills and short conversations (Celce Murcia and Goodwin 1991: 136). Oral communication is the primary use of language and therefore should be central to the mode of instruction. Though pronunciation is not an explicit feature in this mode of instruction, the prominence of pronunciation has been stressed by it (Carey 2002:3). Students can be expected to do well in the pronunciation of English if the pronunciation class is taken out of isolation and becomes an 'integral part of the oral communication' class (Morley 1991:496). Moreover, the goal of pronunciation has changed from the attainment of 'perfect' pronunciation to the more realistic goals of developing functional intelligibility, communicability, increased self-confidence, the development of speech monitoring abilities and speech modification strategies for use beyond the classroom (Morley 1991:500). The overall aim of these goals is for the learner to develop spoken English that is easy to understand, serves the learner's individual needs, and allows a positive image of himself as a speaker of a foreign language. The learner needs to develop awareness and monitoring skills which will pave the way for learning opportunities outside the classroom environment.

2. Problem and Research topic

Problem

How does teaching strategies affect the development of segmental features in the English regular course from Eleventh grade of high school "Jesus el Buen Pastor" in the second semester of the academic year 2013?

Sub – Problems

1. Are there adequate resources to develop segmental features that the teacher can use?

2. Are the teaching strategies effectively applied to develop segmental features during the class?

Topic

The effect of teaching strategies on the development of segmental features of English language in the English regular course from Eleventh grade of high school "Jesus el Buen Pastor" in the second semester of the academic year 2013

3. **Justification**

This research was chosen since it has been noticed that there is a close relationship between the effect of teaching strategies on the development of segmental features and how they will improve their pronunciation skills. It is a need to have a good used of the methods that are applied in the teaching process to reduce weaknesses of the learning process to get proper pronunciation in students. This course has been chosen because it is a need to have a study about the effect of teaching strategies on the development of segmental features that are required to have a good pronunciation and communication skill in this competitive world.

This study will benefit the Eleventh grade of the English regular courses at Jesus el Buen Pastor School in the second semester of the academic year 2013, because it will allow the students to get better results when it comes to communicate in the English language which will help the researchers to know what strategies are being applied to develop pronunciation skill. This research is intended to obtain a general view of what kinds of teaching methodologies are being applied in the regular courses and if the materials used are according to the methods and how effective they are to develop the vowel and consonant sounds.

4. Research questions

- ➢ What teaching methods does the teacher use to develop the segmental features?
- ➢   Are the teaching methods applied effectively to develop the segmental features?
- ➢ What strategies is the teacher applying to develop the segmental features?
- ➢ Are the materials appropriate according to the methods and strategies applied?
    - ➢ What teaching strategies could be suggested to develop the segmental features?

5. Objectives

5.1 General objective:

To analyze the effect of teaching strategies on the development of segmental features in the English regular course from Eleventh grade of high school "Jesus el Buen Pastor" in the second semester of the academic year 2013   .

5.2 Specific objectives:

- ➢ To describe the methods used according the materials used in the English teaching process to develop the segmental features.

- ➢ To describe the appropriateness of the resources used by the teacher according to the Methods.

- ➢ To analyze the strategies the professor uses to teach the segmental features.
- ➢ To suggest some methodological strategies for developing effectively the segmental features.

6 Theoretical Framework

6.1 Teaching pronunciation

The teaching of pronunciation is very crucial to students because it is a filter through which others see them and often discriminate against them. In the same way, the teacher can teach pronunciation consciously or unconsciously. Ur (1996) believed that unconscious pronunciation training is likely to be more helpful with classes of younger learners and beginners. In this case there is no direct teaching of pronunciation, no explanations, and no instruction. Conscious training is suitable for older people and advanced learners. The teacher teaches pronunciation directly by talking about pronunciation rules, explains about place of articulation of different sounds, and different types of sentences and their intonation pattern.

The framework for a lesson that teaches pronunciation can be a PPP framework. A PPP lesson is divided into three phases: Presentation, Practice, and Production. The teacher presents and teaches new language to the students by demonstrating it to them, explaining it and giving students lots of practice in how to use it. By the end of the lesson, during the Production phase, the new language becomes part of the students' own knowledge of language and they should be able to use it easily.

6.2 Pronunciation Approaches

There are two general approaches to the teaching of pronunciation: intuitive-imitative approach and analytic-linguistic approach.

6.2.1 Intuitive-imitative approach: It depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information; presupposes the availability, validity, and reliability of good models to listen to.

6.2.2 Analytic-linguistic approach: It utilizes information and tools such as a phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production. Moreover, it explicitly informs the learner of and focuses attention on the sounds and rhythms of the target language. It was developed to complement rather than to replace the intuitive-imitative approach, which was typically retained as the practice phase used in tandem with the phonetic information.

Pronunciation is taught through intuition and imitation; students imitate a model - the teacher or a recording - and do their best to approximate the model through imitation and repetition.

6.2.3 Audiolingualism / Oral Approach

Audiolingualism in the United States and of the Oral Approach in Britain during (1940s & 1950s),

Pronunciation is taught explicitly from the start. Moreover, the teacher also makes use of information from phonetics, such as a visual transcription system (modified IPA or some other system) or charts that demonstrate the articulation of sounds, he often uses a technique derived from the notion of contrast in structural linguistics: the minimal pair drill–drills that use words that differ by a single sound in the same position. For instance, sheep – ship, green – grin, Did you at least get the list? Types of minimal-pair training: a) Word drills: sheep – ship green – grin, b) Sentence drills: b-1) Syntagmatic drills (contrast within a sentence) Don't sit in that seat. Did you at least get the list?

6.2.4 The Silent Way

"Like Audiolingualism, the Silent Way can be characterized by the attention paid to accuracy of production of both the sounds and structures of the target language from the very initial stage of instruction." (Gattegno, 1972, 1976). Not only are individual sounds stressed from the very first day of a Silent Way class, but learners' attention is focused on how words combine in phrases - on how blending, stress, and intonation all shape the production of an utterance. Proponents claim that this enables Silent Way learners to sharpen their own inner criteria for accurate production.

The difference between Audiolingualism and the Silent Way is that in the Silent Way learner attention is focused on the sound system without having to learn a phonetic alphabet or a body of explicit linguistic information.

How does the Silent Way work in terms of teaching pronunciation?

The teacher speaks as little as possible, indicating through gestures what students should do. It includes an elaborate system in which teachers tap out rhythmic patterns with a pointer, hold up their fingers to indicate the number of syllables in a word or to indicate

stressed elements, or model proper positioning of the articulators by pointing to their own lips, teeth, or jaw. The Silent Way teachers have to use several indispensable tools of the trade such as a sound-color chart, the Fidel charts, word charts, and colored rods.

The sound-color chart was created by Gattegno to bypass the ear (Gattegno, 1985). This large rectangular wall chart contains all the vowel and consonants sounds of a target language in small colored rectangles. In the upper half of the chart are the vowels. The primary vowels are represented by one color each, the diphthongs by two colors. The consonants are located in the bottom half of the chart, and are divided from the vowels by a solid line.

The example of Word Chart:
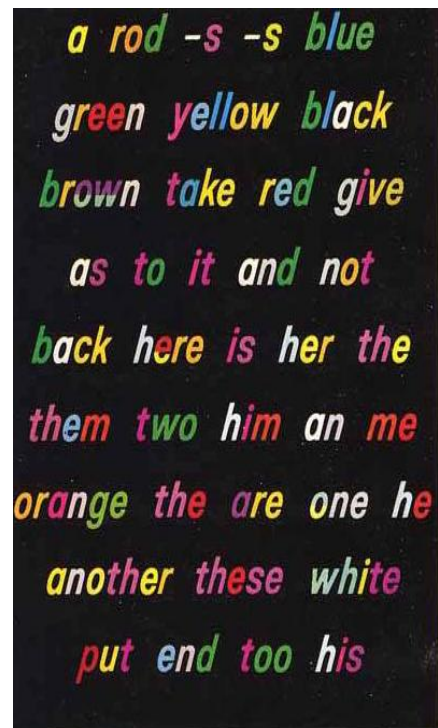
6.2.5 Communicative Approach

The Communicative Approach is currently dominant in language teaching. Hinofotis & Bailey (1980) holds that since the primary purpose of language is communication, using language to communicate should be central in all classroom language instruction. This focus on language as communication brings renewed urgency to the teaching of pronunciation, since both empirical and anecdotal evidence indicates that there is a threshold level of pronunciation for nonnative speakers of English; if they fall below this threshold level, they will have oral communication problems no matter how excellent and extensive their control of English grammar and vocabulary might be. The goal of teaching pronunciation to such learners is not to make them sound like native speakers of English. With the exception of a few highly gifted and motivated individuals, such a goal is unrealistic. A more modest and realistic goal is to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate.

Having established that intelligible pronunciation is one of the necessary components of oral communication, the next issue is methodological: How can teachers improve the pronunciation of unintelligible speakers of English so that they become intelligible? This is a problem for Communicative Language Teaching, since proponents of this approach have not dealt adequately with the role of pronunciation in language teaching, nor have they developed an agreed-upon set of strategies for teaching pronunciation communicatively to teach pronunciation.

6.2.6 Integrated Whole-body Approach:

This is a model for teaching pronunciation that is suggested by Celce Murcia (2001). In this approach teachers should use short video-taped interactions as the basis for instruction. First, clips from film or television are shown silently for general cues. Then, it is shown with sound to confirm predictions about the context. Through repeated listening each line is carefully analyzed. This intensive listening is followed by intensive speaking practice in which learners try to imitate the pronunciation as well as the movements of each line. Teachers can also use audio recordings in order to provide students with intensive listening activities to improve pronunciation.

6.3 Methods

6.3.1The Reform Movement

International Phonetic Association founded in 1886 by phoneticians such as Henry Sweet, Wilhelm Viëtor, and Paul Passy. International Phonetic Alphabet (IPA) was developed to describe and analyze the sound systems of languages.

A phonetic alphabet made it possible to accurately represent the sounds of any language because, for the first time, there was a consistent one-to-one relationship between a written symbol and the sound it represented. The phoneticians, also teachers specifically advocated the following notions and practices: The spoken form of a language is primary and should be taught first, the findings of phonetics should be applied to language teaching; teachers must have solid training in phonetics, learners should be given phonetic training to establish good speech habits.

These are IPA phonetic symbols commonly used in dictionaries. The table below summarizes the 19 vowel sounds and 24 consonant sounds in the English language.

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Vowel sounds			Consonant sounds		
No.	Symbol	Examples	No.	Symbol	Examples
1	/iː/	feet /fiːt/ leap /liːp/	1	/p/	pen /pen/ peep /piːp/
2	/ɪ/	fit /fɪt/ lip /lɪp/	2	/b/	big /bɪg/ babe /beɪb/
3	/e/	men /men/ bed /bed/	3	/t/	ten /ten/ let /let/
4	/æ/	man /mæn/ bad /bæd/	4	/d/	den /den/ red /red/
5	/ʌ/	mud /mʌd/ nut /nʌt/	5	/k/	key /kiː/ cake /keɪk/
6	/ɑː/	fast /fɑːst/ pass /pɑːs/	6	/g/	get /get/ leg /leg/
7	/ɒ/	top /tɒp/ rock /rɒk/	7	/s/	see /siː/ guess /ges/
8	/ɔː/	fall /fɔːl/ lord /lɔːd/	8	/z/	zoo /zuː/ buzz /bʌz/
9	/ʊ/	book /bʊk/ foot /fʊt/	9	/ʃ/	shoe /ʃuː/ wish /wɪʃ/
10	/uː/	boot /buːt/ food /fuːd/	10	/ʒ/	measure /ˈmeʒə/ treasure /ˈtreʒə/
11	/ɜː/	girl /gɜːl/ bird /bɜːd/	11	/tʃ/	check /tʃek/ watch /wɒtʃ/
12	/ə/	a lot /əˈlɒt/ apart /əˈpɑːt/	12	/dʒ/	jet /dʒet/ judge /dʒʌdʒ/
13	/eɪ/	mail /meɪl/ May /meɪ/	13	/f/	fan /fæn/ laugh /lɑːf/
14	/aɪ/	fly /flaɪ/ buy /baɪ/	14	/v/	van /væn/ wave /weɪv/
15	/ɔɪ/	boy /bɔɪ/ boil /bɔɪl/	15	/w/	wet /wet/ wait /weɪt/
16	/aʊ/	cow /kaʊ/ house /haʊs/	16	/j/	yes /jes/ you /juː/
17	/əʊ/	sold /səʊld/ low /ləʊ/	17	/h/	hen /hen/ hat /hæt/
18	/ɪə/	beer /bɪə/ dear /dɪə/	18	/θ/	thin /θɪn/ thought /θɔːt/
19	/eə/	hair /heə/ rare /reə/	19	/ð/	then /ðen/ that /ðæt/
			20	/m/	men /men/ name /neɪm/
			21	/n/	no /nəʊ/ phone /fəʊn/
			22	/ŋ/	ring /rɪŋ/ sang /sæŋ/
			23	/l/	let /let/ tell /tel/
			24	/r/	rat /ræt/ read /riːd/

6.3.2 The prosody Pyramid

The English prosodic system can be illustrated visually with a pyramid shape. This is called the Prosody Pyramid. The base of the system is the *thought group*. This is a group of words that may be a short sentence, a clause, or a phrase within a longer sentence (Chafe 1970, Bolinger 1989, Brown 1990, Cauldwell 1992). Within that base unit, there is a *focus word* – the most important word in the thought group. Within the focus word, one syllable is given the main *stress*. That syllable functions as the peak of information within the thought group. It is sometimes called the *nucleus*, or the *peak*. The sounds in this syllable must be clear and easily recognized, because this is the center of meaning of the thought group. All of the processes of spoken English work together to make this syllable easy for the listener to notice and recognize. While the various levels of pronunciation are interdependent, they will be more easily understood if separated and presented one step at a time. In the sections that follow, we will consider each level of the Prosody Pyramid in turn and explain how each level relates to the others.

The Thought Group: perhaps the most important way that English speakers help their listeners to follow their meaning is by grouping words so that they can be more easily processed. The stream of talk in English does not flow smoothly; it is composed of a series of brief spurts. Also thought groups generally start on a higher pitch and then drop at the end. To clearly mark the end of the group, there are several prosodic signals: (a) a pause, (b) a drop in pitch, (c) lengthening of the last stressed syllable (the most subtle signal). In slow speech, the pause is the most obvious indicator that a thought group has ended. But during rapid speech, there is no time for pauses, so pitch drops are essential signals (Gilbert 2008).

Danny arrived la**te**, so he missed half the m**o**vie.
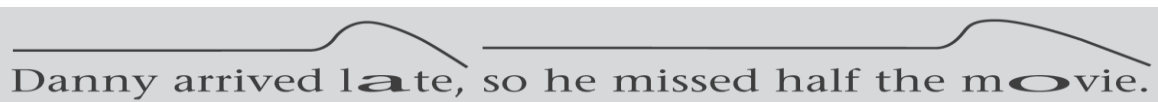
The Focus Word: every English thought group has a focus word. This is the most important word in the group. It is the word that the speaker wants the listener to notice most,

and it is therefore emphasized. To achieve the necessary emphasis on the focus word, English makes particular use of intonation.

Stress and the Peak Syllable: every English multi-syllabic word has a syllable that receives the main stress. This is part of each word's signature, so to speak. But in the focus word, this stressed syllable gets special attention, because it represents the peak of information in the thought group. It is the most important syllable within the most important word, and, therefore, the sounds in the peak syllable must be heard clearly.

6.3.2.1 The Functions of Prosody

Communication in spoken English is organized by "musical signals." There are two aspects to these signals – rhythm and melody – and the combination of these two aspects may be called *prosody*. Often, the term *prosody* is used to mean rhythm alone, while the term *intonation* is used to refer specifically to melody (or pitch patterns). However, in this booklet, *prosody* will refer to the combination of both rhythm and melody. The reason is that for the purposes of teaching pronunciation, the teacher needs to understand that both these aspects of spoken English work together and are vitally linked. The term *prosody* provides us with a handy way to refer to the interconnected aspects of rhythm and melody with a single label.

6.3.2.2 Rhythm and Melody as Road Signs

In English, rhythmic and melodic signals serve as "road signs" to help the listener follow the intentions of the speaker. These signals communicate emphasis and make clear the relationship between ideas so that listeners can readily identify these relationships and understand the speaker's meaning. Unfortunately, when English learners speak in class, they are typically not thinking about how to help their listeners follow their meaning. Instead, they are often thinking about avoiding mistakes in grammar, vocabulary, and so on. Native speakers also commonly make this error when delivering a presentation or when reading aloud in a classroom, a business meeting, or in some other setting. They become preoccupied with making "mistakes" and may ignore their listeners altogether. But it is particularly important for English learners to think about their listeners and master the rhythmic and melodic signals essential to "listener friendly" pronunciation.

6.3.2.2.1 Melody

All languages have some way to highlight the most important piece of information in an utterance. They all have a way to help listeners distinguish between old information and new information and thereby draw the listener's attention to that piece of information that is new, and therefore, more important. But few languages rely on melody for this function as much as English. In English, changes in pitch help listeners follow the speaker's meaning because these melodic signals provide cohesion and contrast. Not only do they tell listeners what is new information, but they also tell listeners how ideas relate to each other. They help listeners to understand how the speaker intends to make connections with what came before (orientation) and what will follow in the conversation (prediction). Efficient listening comprehension, therefore, depends on the ability to "read" melodic cues in order to sort out these aspects of the incoming language. The orientation aspect helps listeners to clue into what must have been assumed, and the prediction aspect helps listeners to find out quickly if they have misunderstood the point of the conversation. In addition, these aspects are similar to the skills needed to be an efficient reader (e.g., to recognize the significance of *furthermore* or *on the other hand* which are "road signs" for the reader).

6.3.2.2.2 Rhythm

Children learn the rhythm of their L1 very early in life. By the time they reach the age of one, that rhythm is deeply familiar to them, and they will unconsciously apply it to any L2 that they learn (Aoyama et al. 2007). Since English learners will be predisposed to use the rhythm of their L1, it is highly important that they be made consciously aware of the English system of rhythm.

6.4 Teaching Pronunciation Strategies

Drills offer a welcome opportunity for learners to get their tongues around new language without the extra strain of trying to communicate. Most learners love them, as long as they are done confidently and do not dominate teaching. Choral drills, in which the whole class repeats a clear model from the teacher, are useful for anonymous practice. Individual drills, in which the teacher selects a student to repeat the item individually after it has been practiced in unison, allows the teacher to assess individual progress.

Sound System of English

Doff (1990) believed, "…there is normally no need to teach the sounds of English individually; students are able to pick up the sound system of the language…" (P113). However, he also stated that teachers should find difficult sounds or sound combinations and focus on them. He suggested the following three steps in order to show sounds that cause difficulty:

Repetition: The experience of many learners is that pronunciation can be, and often is, acquired by imitation. The teacher can help students to hear the sounds clearly by saying the sounds clearly on their own several times and asking students to repeat it. The teacher can use the sound in one or two words and ask students to repeat it in chorus and individually. The teacher can also use recordings to be a good model for the students.

Contrast: Sometimes students confuse two similar sounds; it is obviously useful to contrast them. The teacher can help students distinguish between similar sounds by reading out pairs of words with only one difference between them. Contrasting the sound with a similar sound will help students clearly hear the difference.

Description: sometimes students don't have a particular sound in their own sound system; therefore, they cannot produce it correctly. Using simple English or native language, the teacher can explain about the way of the pronunciation of that sound. For a course focusing on pronunciation at a more advanced level, it is useful to present a diagram of the organs of speech, the phonetic alphabet, the consonant chart, and the vowel chart.

Contextualized Minimal Pairs: Bowen (1972) as cited in Celce-Marcia (2001) was one of the firsts to stress the importance of teaching pronunciation in meaningful contexts. He argued that learners control a feature when focusing on form but lose it once they focus on the meaning of the message. He believed that the teacher should set up a contextualized situation in which the learner must distinguish the correct form aurally in order to provide the correct response or produce the correct form in order to elicit the correct response. For example:

This pen leaks.

Then don't write with it.

This pan leaks.

Then don't cook with it

Listening Activities: Most research however, shows clearly that the problem is more likely to be reception - what you don't hear, you can't say. According to Dalton (1997) if the "English" sound is not clearly received, the brain of the learner converts it into the closest sound in their own language. Thus the dental English fricative / δ / in "those", becomes converted by Iranian speakers into the dentalised /d/ , producing "dose" as this is what the speaker hears. Given this reality, it would seem logical to place a heavy emphasis on listening (reception) as a way into releasing appropriate pronunciation (production).

 Stress

In dealing with word stress, first the teacher should talk about syllable. The teacher must be sure that the students understand the meaning of syllable. Through different examples, the teacher should point out that most words with two or more syllables have one stressed syllable and two or more unstressed ones. The teacher should talk about stress and the way of producing stressed syllables through different examples and in a meaningful way. For example:

1) "A contest for a top job".

Contest: N

2) "Contest a statement".   Contest: V

 In the first sentence stress is on the first syllable of contest, and in the second sentence stress is on the second syllable.

The teacher should also talk about sentence stress. S/he should point out that we also stress certain syllables within a sentence, not just within a word. To mark stress in a sentence, we make those syllables louder and longer, and also higher. This stress comes on the most important word or words in a sentence and these are usually nouns, verbs and sometimes adjectives and adverbs. Other little word, like "on", "a", and "and" disappear. We can also change the meaning of what we say by stressing those syllables in a sentence that we want to make more important than the others. Maybe we want to em-

phasize something, or to express our surprise or to correct what someone else has said. For example:

I saw Mary in the **library.** (Not in the classroom)

I saw **Mary** teaching in the classroom. (Usually I don't see her teaching in the classroom)

According to Doff (1990) teachers can show the stress pattern of a sentence by using their voice, gestures, and the blackboard.

Intonation

The way the voice rises and falls at certain different parts of sentences as we speak is intonation. Intonation is very important in expressing meaning, and especially in showing our feelings (e.g. surprise, anger, and gratitude). Students must be aware of two basic intonation patterns: **rising** intonation and **falling** intonation. The teacher should talk about intonation pattern of different sentences. Students will learn intonation patterns by listening to a good model and repeating. As the teacher presents some new language, s/he can show the rise and fall of the intonation pattern by arm and hand movements. When the teacher writes a sentence on the board s/he can show the intonation by writing in the arrows. For example:

"How do you come to school?"

In order to teach pronunciation especially intonation, teachers can use drama. Stern (1980) as cited by Celce_Murcia (2001) proposes a method for using drama as a means of pronunciation teaching in the classroom. Each pair of students receives the script to a different scene. Rather than memorizing the lines, they simply provide a dramatic reading. The teacher helps them prepare by modeling each line and having students repeat, drawing attention to aspects of pronunciation as they appear.

Feedback and Correction

Providing feedback is very important during instruction because it gives learners a sense of their progress and reveals where they need to focus their attention. According to Celce-Marcia (2001) the teacher can provide feedback in three main ways:

a) Self monitoring

Self-correction is the most valuable since it encourages the student to be autonomous. Students can correct themselves and improve their pronunciation by listening to the recordings of own speech. The teacher should point out students' errors silently through gestures. Hand gestures can represent different aspects of pronunciation, for example, number of syllables, linking, rising or falling intonation, etc. Then, s/he lets students correct their mistakes.

b) Peer feedback

Learning from someone who is only a little further along than you can be an effective alternative to instructor feedback alone. By listening to other students' speech, and finding errors, students will become aware of their own problems in speech.

c) Teacher Feedback

As the final step, teacher feedback is indispensable in making students aware of errors that they are unable to distinguish. The teacher might also repeat the student's utterance and pause just before the error occurred to give the student an opportunity to complete the utterance and correct the error. Correcting by simply repeating the student's utterance without error is distracting and gives little clue about where the error occurred. For these reasons, explicit nonverbal correction can often be more effective. It is better to focus on errors that occur as a pattern, not as isolated mistakes. This might include only the feature currently being dealt with in class or that student's specific difficulty, which might be rhythm, word and sentence stress, blending, intonation pattern, final voiced consonants, or similar elements. The teacher should ask whether the error cause a breakdown in communication. If the error hinders the process of communication, the teacher should correct it.

6.5. Tools and techniques of pronunciation

Listen and imitate: A technique used in the Direct Method in which students listen to a teacher-provided model and repeat or imitate it.' This technique has been enhanced by the use of tape recorders, language labs, and video recorders.

a) Phonetic training: Use of articulatory descriptions, articulatory diagrams, and a phonetic alphabet (a technique from the Reform Movement, which may involve doing phonetic transcription as well as reading phonetically transcribed text).

b) Minimal pair drills: A technique introduced during the Audiolingual era to help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice. Minimal pair drills typically begin with word-level drills and then move on to sentence-level drills (both paradigmatic and syntagmatic).

c) Tongue twisters: A technique from speech correction strategies for native speakers (e.g., "She sells seashells by the seashore.")

d) Developmental approximation drills: A technique suggested by first-language acquisition studies in which second language speakers are taught to retrace the steps that many English-speaking children follow as they acquire certain sounds in their first language. Thus just as children learning English often acquire /w/ before /r/ or /y/ before /l/, adults who have difficulty producing /l/ or /r/ can be encouraged to begin by pronouncing words with initial /w/ or /y/, and then shift to /r/ or /l/, respectively:

/w/	/r/	/y/	/l/
Wed	Reg	Yet	Let
Wag	Rag	Yes	Less
witch	rich	You	Long
wipe	ripe	lie	Lie

e) Practice of vowel shifts and stress shifts related by affixation: A technique based on rules of generative phonology (Chomsky & Halle, 1968) used with intermediate or advanced learners. The teacher points out the rule-based nature of vowel and stress shifts in etymologically related words to raise awareness; sentences and short texts that contain both members of a pair may be provided as oral practice material.

Vowel shift: mime (long /i/) mimic (short /i/)

Sentence context: Street mimes often mimic the gestures of passersby.

Stress shift: PHOtograph phoTOGraphy

Sentence context:

7. Methodological Design

This is an experimental and qualitative research. It has been observed the Fifth year of Jesus El Buen Pastor school from Tipitapa during the second semester of the academic year 2013. This paper analyzes the effect of pronunciation teaching strategies in learners on the development of segmental features in the English regular courses. It also provides suggestions for any English teaching pronunciation course intended to improve the teaching of the segmental features.

This study will be conducted in the campus of "Jesus el Buen Pastor" school, located in Tipitapa, where it will be investigated the "Effect of pronunciation teaching strategies in learners on the development of the segmental features in the English regular courses in the fifth year. The research will be experimental because it will be based in the comparison of the results of the student surveys and the teacher´s interview, with the information obtained during the observation it will be verified the strategies used to develop vowel and consonant sounds and the correct application of them with the use of the appropriate materials.

7.1 Variable system

Objective	Variables	Instruments
To describe the methods used according to materials in the English teaching process of developing the segmental features.	Methods used to develop the segmental features.	Observation Teacher´s interview
To describe the appropriateness of the resources used by the teacher according to the method.	Appropriate resources according to the strategies applied.	Observation Teacher´s questioner Student´s survey
To analyze the strategies the professor uses to teach the segmental features.	Strategies used by the teacher.	Observation Student´s test
To suggest some teaching methodologies to develop effectively the segmental features.	Effectiveness of the teaching methodologies.	

7.2 Population and Sample

The population of this research is 20 students; mostly males. There are 11 boys and 9 girls. The sample was obtained through the non probabilistic method of Intentional Sampling, also called for Convenience Sampling. The sample for this study is 14 students which are divided into 8 boys and 6 girls. It has been taken two third parts of the total of boys and girls to this sample be representative regarding the gender and this results not be skewed for the point of view and preferences of a specific gender.

The instruments used in this research are direct observation, student survey, teacher interviews, teacher's questioner and student's quiz. The instruments that it will be used to collect the data include: Survey targeting students, the teacher survey conducted at the time of the interview, taking notes on direct observations in the classroom. To process the data, it will be compared the results of the surveys and the interview with the results that we can verify through the observation supported in the theoretical framework. In this research it will be used some material resources, such as: Computer, letter size bond paper, printer, USB memory, notebooks and pens, among others

7.3 INSTRUMENTS

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Instrument #1   **01**

Observation Guide

How is the activity implemented?

- Who is taking part?

- Number of participants

- Nature of the activity and teaching method

- Timing and location of the activity

- How the activity is organized

- How time is used during the activity

- Roles and responsibilities of participants

- Resources made available to students

- Help available to students.

What information is given to students about:

- How, when, with whom, to do the activity etc.?

- The educational aims, objectives and expected learning outcomes of the activity?

- How the activity is expected to help their learning for the course which it forms a part?

- What learning resources they can use to help them do the activity and where/how they can get access to them?

- How the activity fits into the method chosen to develop segmental features?

How do participants behave?

- How are they held the activity?

- How are students using feedback and resources?

- How are students interacting with the learning environment?

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English Department

Instrument #2   **01**

Teacher´s Interview

Dear teacher this interview is intended to carry out a study on "The effect of teaching strate-gies on the development of segmental features of the English language in high school stu-dents at Eleventh grade in Jesus el Buen Pastor high school in the second semester of the academic year 2013", with the intention of contributing to the improvement of knowledge on the subject

Objective: to describe the method used according to materials in the English teaching process of developing the segmental features.

1. What kind of methods are you applying to develop the segmental features of English?

2. What strategies do you develop according to the method?

3. What resources do you use to develop the strategies? Specify the resource you use to develop each strategy.

4. According to your teaching experience are these resources effective?

5. What is the most effective method you use to develop the segmental features of English?

6. What is the method that makes difficult the learning process of your students? Why?

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Instrument # 3   **01**

Teacher´s questioner

Dear teacher this interview is intended to carry out a study on "The effect of teaching strategies on the development of segmental features of the English language in high school students at Eleventh grade in Jesus el Buen Pastor high school in the second semester of the academic year 2013", with the intention of contributing to the improvement of knowledge on the subject.

Objective: To describe the appropriateness of the resources used by the teacher according to the method.

I.   In the following table select the appropriate strategies and resources that must be implemented according to each method.

Methods	Strategies	Resources
The Reform Movement	PPP Oral reading	Pictures Dictionary

	Dialogs	Tape record
	Interviews	Books
	Role play	Sheets
Audiolingualism	Story telling	Photocopies
	Drilling	Sound system
	Rhythm	Computer drills
	Melody	
Communicative approach	Descriptions	
	Intonation	
	Miscellaneous	
The prosody pyramid		

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English Department

Instrument #3   **02**

Student Survey

Dear Student, this survey is intended to carry out a study on "The effect of teaching strategies on the development of segmental features of the English language in high school students at Eleventh grade in Jesus el Buen Pastor high school in the second semester of the academic year 2013", with the intention of contributing to the improvement of knowledge on the subject.

Objective: To describe the appropriateness of the resources used by the teacher according to the method.

1. Personal Information

Mark with an X the right choice

Gender:
    Female: ☐

    Male: ☐

Age:
    15-16 ☐   17-18 ☐   More than 18 ☐

2. Context of studies

Mark with an X in the options that you deem appropriates.

A. What is your prior knowledge of the English language?

    a. Free courses ☐

    b. Primary school ☐

    c. Primary and Secondary School ☐

    d. None ☐

    e. All of them ☐

B. What are the teaching activities that your teacher uses to develop segmental features during the English class?

    a. Role play_____

    b. Oral reading _____

c. Dialogs_____

d. Interviews_____

e. Repetitions_____

C. In your experience as a student, which of these strategies do you consider that are the most helpful and effective to develop segmental features?

a. Role play_____

b. Storytelling_____

c. Oral reading _____

d. Dialogs_____

e. Interviews_____

g. Repetitions_____

D. Which of these activities do you like the most?

a. Dialogs_____

b. Interview_____

c. Oral Reading_____

d. repetition

e. All of them_____

E. What kind of resources the teacher uses to develop the activities during the class?

a. sheets_____

b. Photocopies_____

c. Dictionary_____

d. Reading _____

e. presentations_____

f. Repetition_____

g. Dialogs_____

F. Does the teacher take advantage of these resources: sheets, copies, dictionary, reading, presentations, repetition and dialogues?

a. Almost_____

b. Almost Always_____

c. Often_____

d. Seldom_____

e. Almost Never _____

f. Never_____

G. Which of these resources do you consider are the most helpful?

a. Sheets_____

b. Reading _____

c. Dialogs _____

d. Photocopies_____

e. Dictionary_____

f. Text books_____

g. None_____

h. All Resources_____

H. How much time do you practice English outside the classroom?
One

I. What learning strategies has your teacher suggested you to develop segmental features outside school hours?

a. Listen to music in English

b. Watch TV shows in English

c. Using internet

d. Reading

e. Group of conversation

f. Writing

g. Speak alone

H.
THANK YOU FOR YOUR TIME!

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Education and Languages Faculty

English Department

Instrument#4   **01**

Student´s Quiz

Dear Student, this quiz is intended to carry out a study on "The effect of teaching strategies on the development of segmental features of the English language in high school students at Eleventh grade in Jesus el Buen Pastor high school in the second semester of the academic year 2013", with the intention of contributing to the improvement of knowledge on the subject

Objective: to analyze the strategies the teacher uses to develop segmental features.

I. Read the Alphabet in English.

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

II. Read the words in the chart according to the segmental features

Vowel sounds			Consonant sounds		
No.	Symbol	Examples	No.	Symbol	Examples
1	/iː/	feet /fiːt/ leap /liːp/	1	/p/	pen /pen/ peep /piːp/
2	/ɪ/	fit /fɪt/ lip /lɪp/	2	/b/	big /bɪg/ babe /beɪb/
3	/e/	men /men/ bed /bed/	3	/t/	ten /ten/ let /let/
4	/æ/	man /mæn/ bad /bæd/	4	/d/	den /den/ red /red/
5	/ʌ/	mud /mʌd/ nut /nʌt/	5	/k/	key /kiː/ cake /keɪk/
6	/ɑː/	fast /fɑːst/ pass /pɑːs/	6	/g/	get /get/ leg /leg/
7	/ɒ/	top /tɒp/ rock /rɒk/	7	/s/	see /siː/ guess /ges/
8	/ɔː/	fall /fɔːl/ lord /lɔːd/	8	/z/	zoo /zuː/ buzz /bʌz/
9	/ʊ/	book /bʊk/ foot /fʊt/	9	/ʃ/	shoe /ʃuː/ wish /wɪʃ/
10	/uː/	boot /buːt/ food /fuːd/	10	/ʒ/	measure /ˈmeʒə/ treasure /ˈtreʒə/
11	/ɜː/	girl /gɜːl/ bird /bɜːd/	11	/tʃ/	check /tʃek/ watch /wɒtʃ/
12	/ə/	a lot /əˈlɒt/ apart /əˈpɑːt/	12	/dʒ/	jet /dʒet/ judge /dʒʌdʒ/
13	/eɪ/	mail /meɪl/ May /meɪ/	13	/f/	fan /fæn/ laugh /lɑːf/
14	/aɪ/	fly /flaɪ/ buy /baɪ/	14	/v/	van /væn/ wave /weɪv/
15	/ɔɪ/	boy /bɔɪ/ boil /bɔɪl/	15	/w/	wet /wet/ wait /weɪt/
16	/aʊ/	cow /kaʊ/ house /haʊs/	16	/j/	yes /jes/ you /juː/
17	/əʊ/	sold /səʊld/ low /ləʊ/	17	/h/	hen /hen/ hat /hæt/
18	/ɪə/	beer /bɪə/ dear /dɪə/	18	/θ/	thin /θɪn/ thought /θɔːt/
19	/eə/	hair /heə/ rare /reə/	19	/ð/	then /ðen/ that /ðæt/
			20	/m/	men /men/ name /neɪm/
			21	/n/	no /nəʊ/ phone /fəʊn/
			22	/ŋ/	ring /rɪŋ/ sang /sæŋ/
			23	/l/	let /let/ tell /tel/
			24	/r/	rat /ræt/ read /riːd/

a. Are these sounds related to the Spanish sounds?

b. Is it difficult for you to identify these sounds?

c. Can you produce the sound of the following vowel sounds?

III. Pronounce the vowels

Vow	
No.	Symbol
1	/iː/
2	/ɪ/
3	/e/
4	/æ/
5	/ʌ/
6	/ɑː/
7	/ɒ/
8	/ɔː/
9	/ʊ/
10	/uː/
11	/ɜː/
12	/ə/
13	/eɪ/
14	/aɪ/
15	/ɔɪ/
16	/aʊ/
17	/əʊ/
18	/ɪə/
19	/eə/

7.4 Results

Procedures for processing the data

The procedure that it was used to process the data obtained in the survey applied to students is the electronic one, the most advanced course, uses the computer for data processing. Justify these procedure different statistical techniques for data analysis; it is also very useful if the interest lies in building information files for subsequent use, according to new requirements.

In any case, selecting this procedure is taken in to consideration some forecasts such as the cost of processing and the team that performed the work. In this respect, it is necessary for the researchers to contact the personal operating the electronic equipment, in order to define in both directions, which requires project participants to fulfill their missions.

Techniques for data processing

The data obtained through surveys, observations and interviews to the teacher, will be classified into an Excel spread sheet to then make some graphs where the results are evident visually. In terms of analysis, logical techniques as in this case will be the analysis and descriptive statistics that will be used to decipher what the data show that will be collected.

Instrument # 1

Observation guide

In the observation guide was found out that the teacher and the 20 students take part of the pronunciation class, taking advantage of the 45 minutes class, the teacher organizes the activity explaining in English twice and once in Spanish, during the development of the activity the teacher helps the students and encourage them to use the dictionaries that were required since the beginning of the course and they are asked by the teacher to find the pronunciation sounds and more examples using the books and dictionaries. There is a comprehensible input so the teacher explains how they have to start, explaining what it has to be the result and how important will be for them to get the next level, she makes sure that they feel free to ask if they feel lost. The educational aim is presented at the beginning of the activity and this one is implemented according to the audio lingual method which is the one the teacher uses the most. The behavior of the students takes the teacher attention because when she explains they pay attention to her instruction; at the beginning they are not clear about the explanation. However, the teacher explains twice and they feel immersed in the activity to produce the sounds so the output is successfully because the environment where they are learning is comfortable and the teacher uses a positive affective filter.

Instrument #2

Teacher´s interview:

In the teacher´s interview, it was found out that the teacher applies the communicative approach and the audio-lingual method to develop the segmental features in the English class, and per each method she uses different strategies for example when it was noticed that she was using the communicative approach she applied imitations, listening and repetition to make them speak in the classroom but not request them to sound like native speaker, in addition, when she applied the audio-

lingual method she made the used photocopies, books and dictionaries to practice the phonetic symbols in groups. She mentioned that one of the most important resources to develop the segmental features is the pictures to represent the symbols because it takes the student´s attention. In contrast, the communicative approach makes the student´s learning process difficult because requires to be exposed into an audience and they do not feel comfortable speaking alone and aloud they rather to do it with the group.

Instrument # 3

Teacher´s questioner

It was found that teacher just uses two methods to teach the segmental features; moreover, she uses strategies according to method and materials are related, too. She never had implemented other method.

Instrument # 3

Student´s Survey

The students provided the following information: eleven boys and nine girls between the ages of 15 and 18 years old. Finding that from 14 students, 4 students had taken free courses, 3 students obtained knowledge when they were enrolled in primary school, and 5 students have prior knowledge obtained from both as primary and secondary school, 1 of them have learned from some other ways and 1 did not have any prior knowledge. Also, they said the strategies their teacher uses are oral reading and repetition and that those are effective. But what they prefer the most is oral reading. Furthermore, teacher uses resources like dictionary, photocopies, sheets, pictures, etc. teacher take advantage of the resources. However, they consider that sheets, photocopies, and reading are the most helpful for them. Finally they say that teacher suggest them to practice at home.

Instrument #4

Student quiz

In the student quiz it was found out that the students can read the alphabet in a proper way, but they do not know by heart the IPA phonetic symbols, they just know a half of the. Some of them are really familiar with the vowel sounds because they practice them in words in everyday English activities. However, consonant sounds are the difficult part for them because they dot acknowledge the symbol with the sounds.

The information represented in the following graphics:

Results of Students Surveys

Gender

8
7
6
5
4
3
2
1
0

Male, 8   Female, 6

Sample
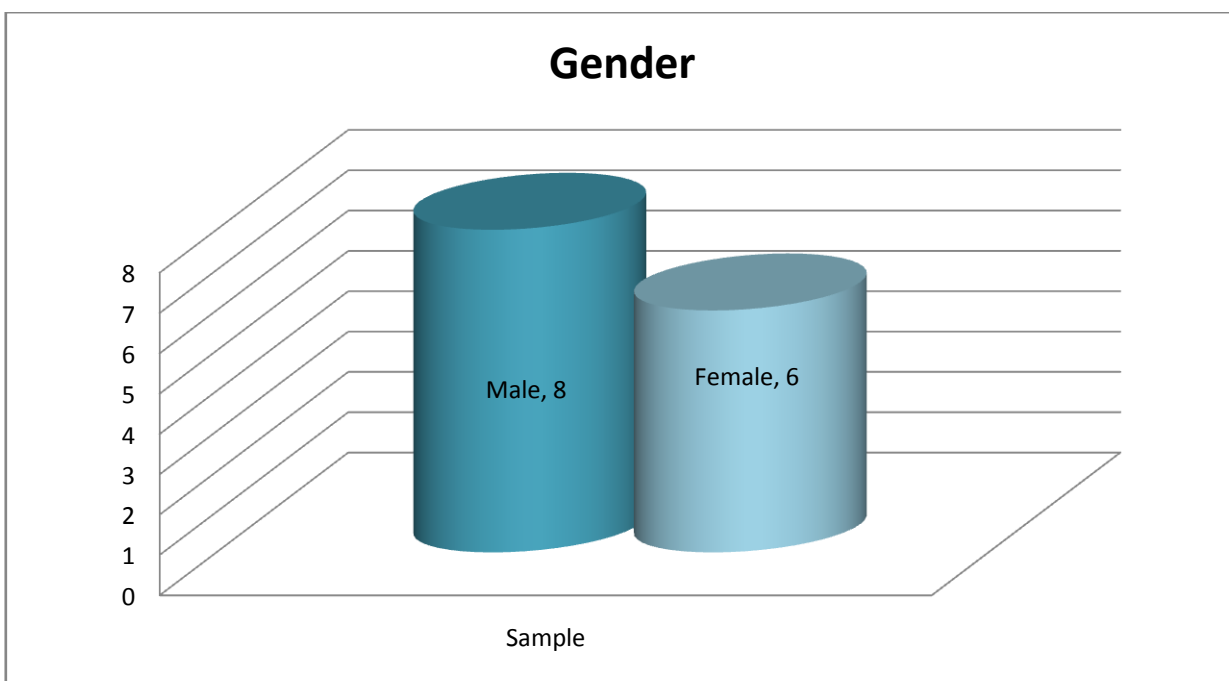
Graph#1

The students surveyed were 14, of whom 8 are men and 6 are women.
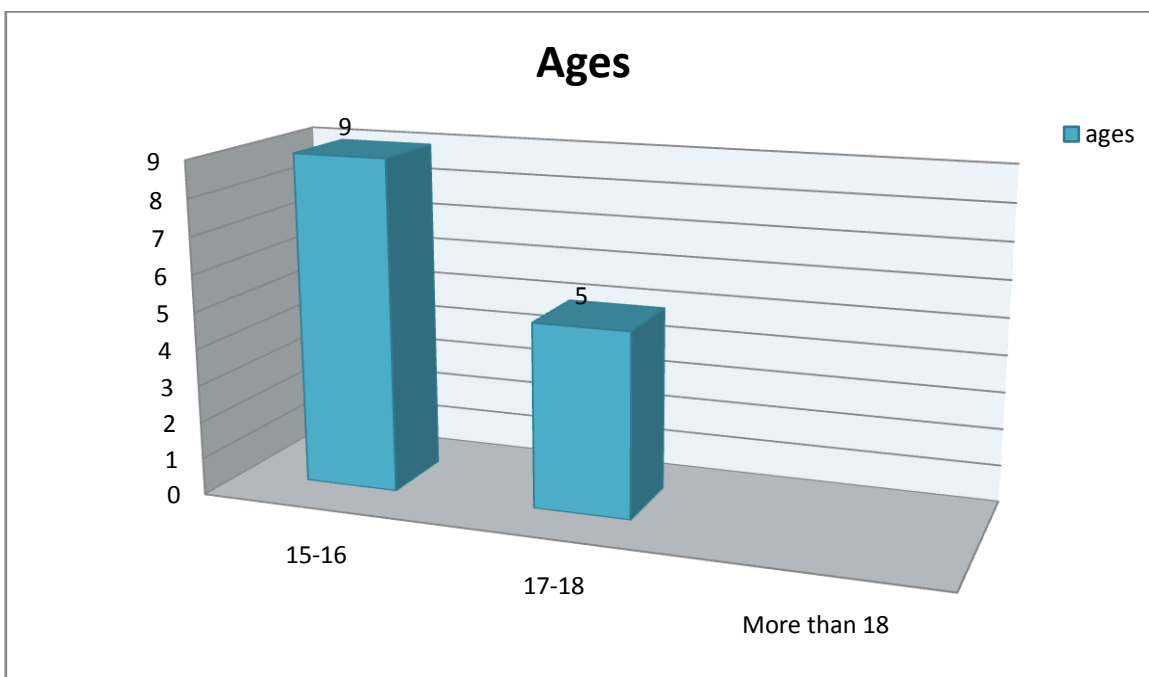
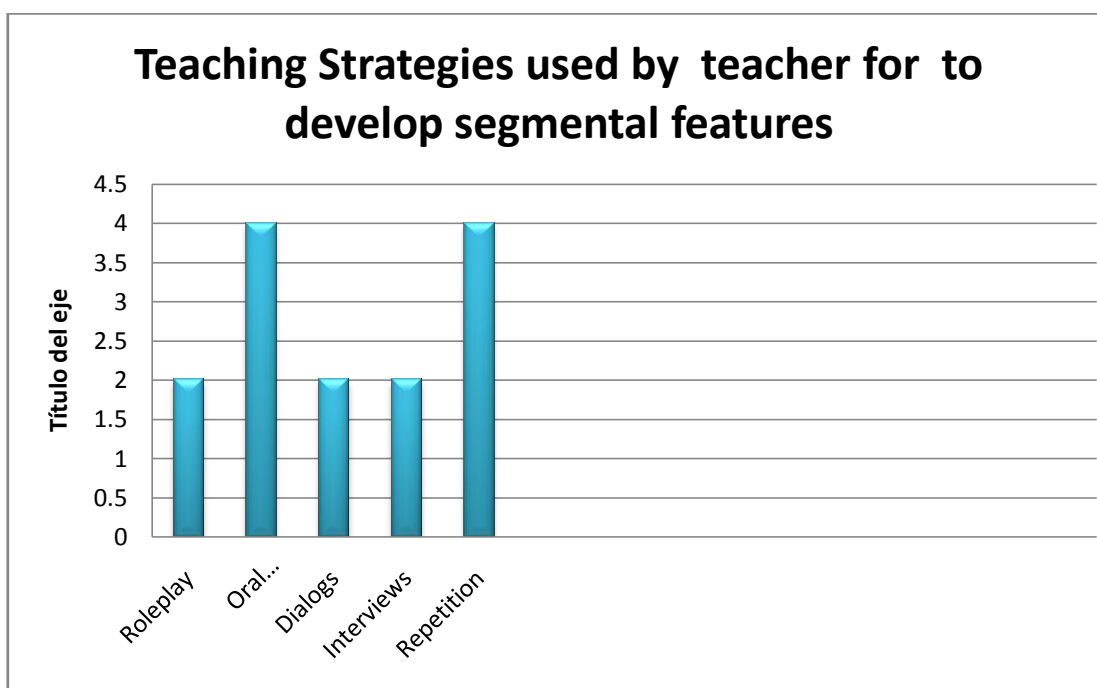The ages of the students range from 15 to18, finding 9 in the first range and 5 in the second. Finding that none has more than 18years

Previous Knowledge

Primary school

Free courses
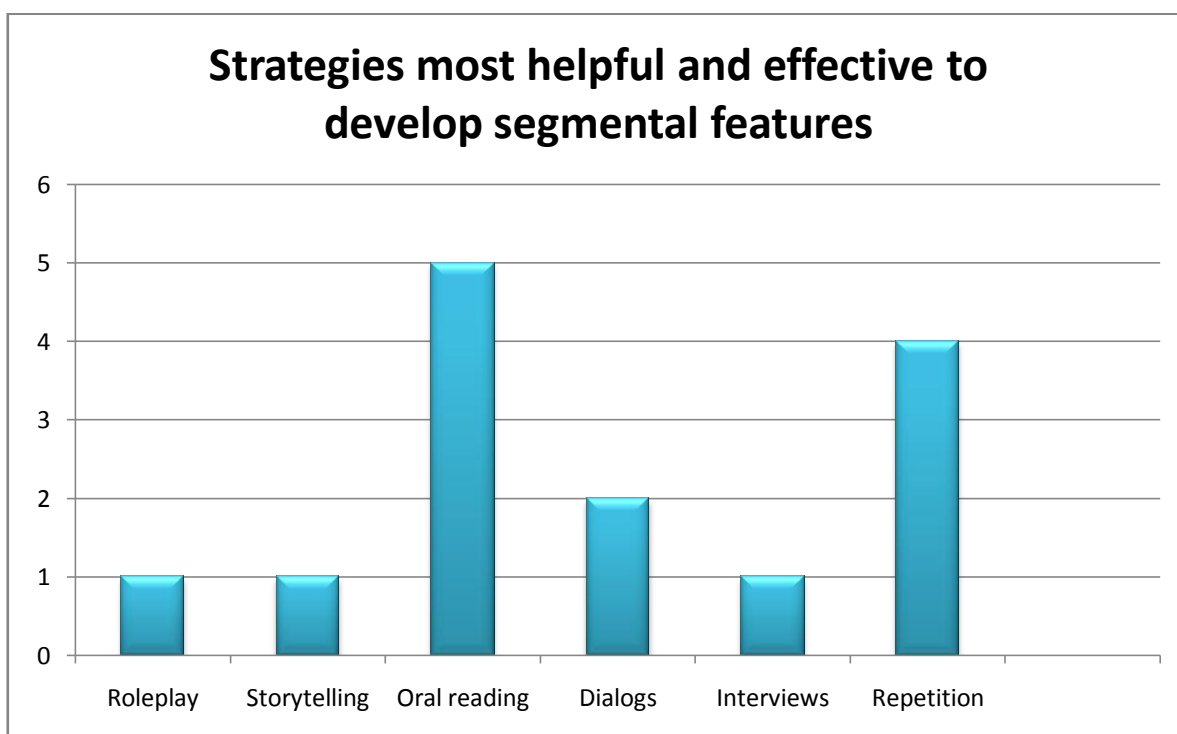
None of them

Other
0

Primary and
Secondary

It was a need to know if the students had prior knowledge of the English language, finding that from 14 students, 4 students had taken free courses, 3 students obtained knowledge when they were enrolled in primary school, and 5 students have prior knowledge obtained from both as primary and secondary school, 1 of them have learned from some other ways and 1 did not have any prior knowledge.

Teaching Strategies used by teacher for to develop segmental features

Título del eje

| Roleplay | Oral... | Dialogs | Interviews | Repetition |

The students were asked to of the above strategies, which one was used by the teacher to the development of segmental features in English, students answered that the most used the were oral reading and repetition.

Strategies most helpful and effective to develop segmental features

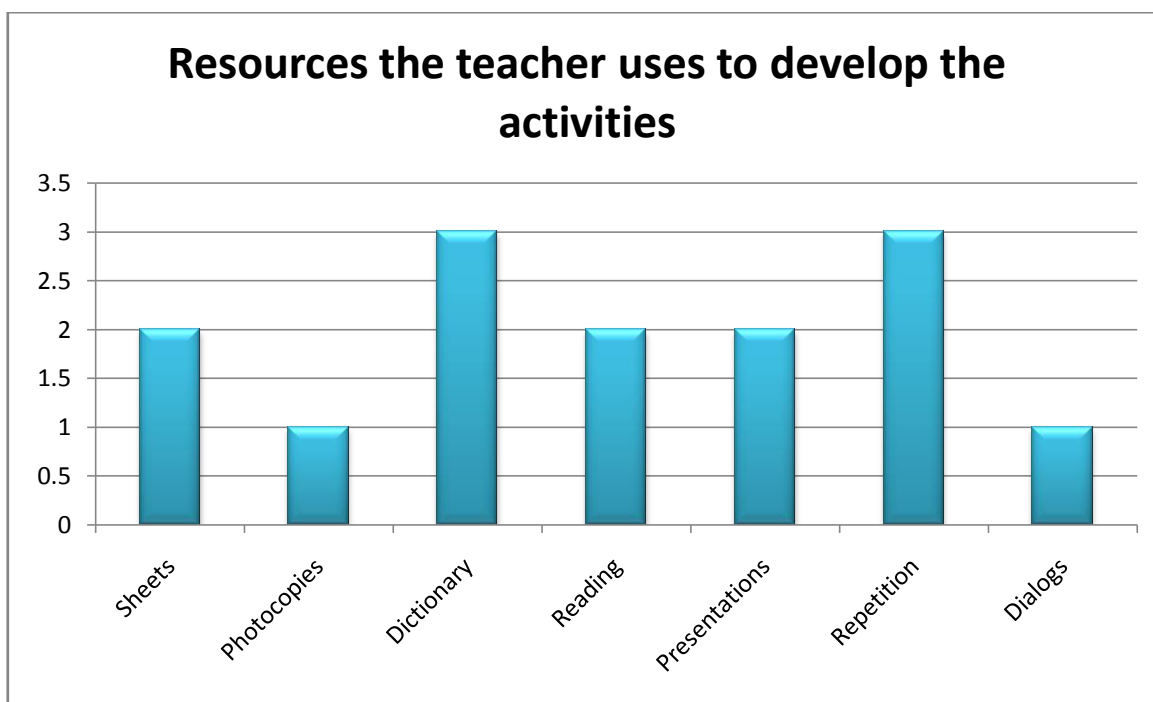| Strategy	Value
Roleplay	1
Storytelling	1
Oral reading	5
Dialogs	2
Interviews	1
Repetition	4

In quire with the students which of these strategies they considered most useful and effective to develop segmental features by answering the most useful and effective strategies are oral reading and repetition.

Strategy that students prefer
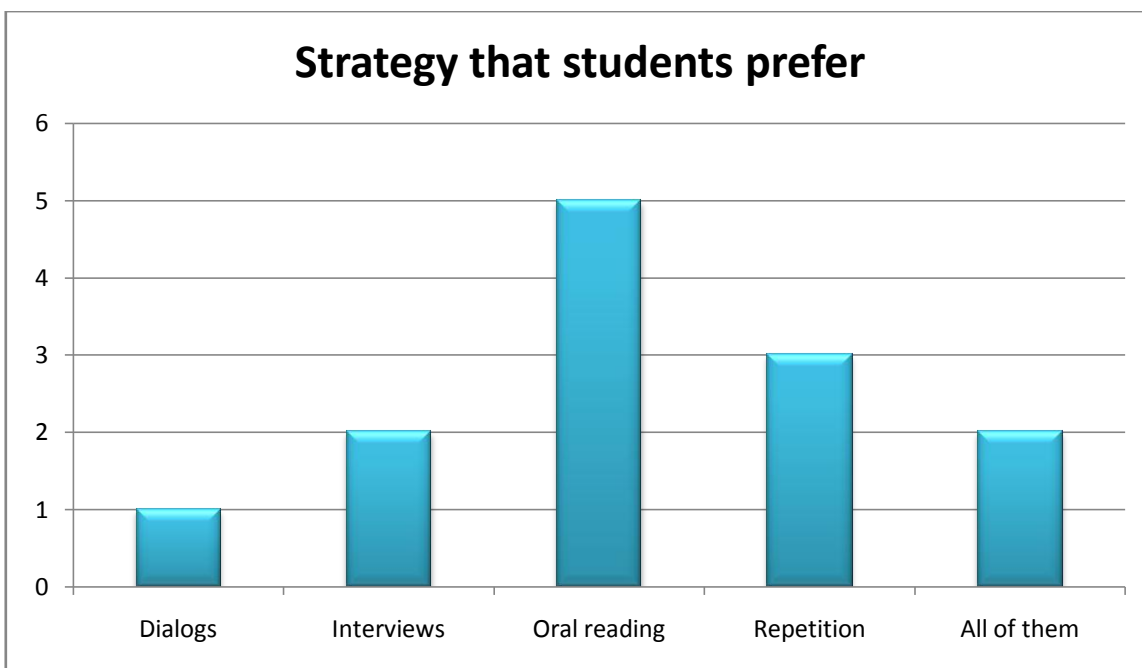
Also, the students were asked about the strategies used which one them liked the most, responding that strategies that they enjoyed the most are the oral reading and repetition.

Resources the teacher uses to develop the activities

A bar chart titled "Resources the teacher uses to develop the activities" with a y-axis ranging from 0 to 3.5 and categories on the x-axis: Sheets (2), Photocopies (1), Dictionary (3), Reading (2), Presentations (2), Repetition (3), Dialogs (1).
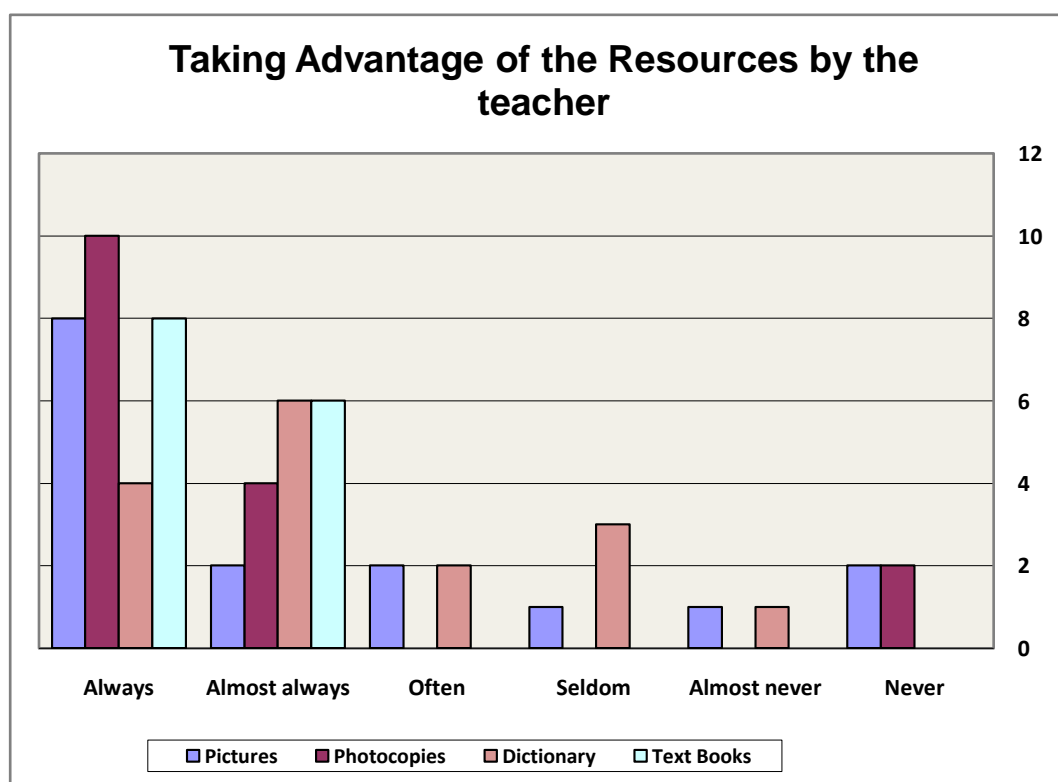
the students were asked to what kind of resources the teacher uses to develop the class, and the students answered that the resource type used by the teacher are: sheets, copies, dictionary, reading, presentations, repetition and dialogues. The types of resources students mentioned the most were the dictionaries and the repetition.

Does the teacher take advantage of these resources?

| Value	Yes	Not	Few	Many
	12	1	2	1
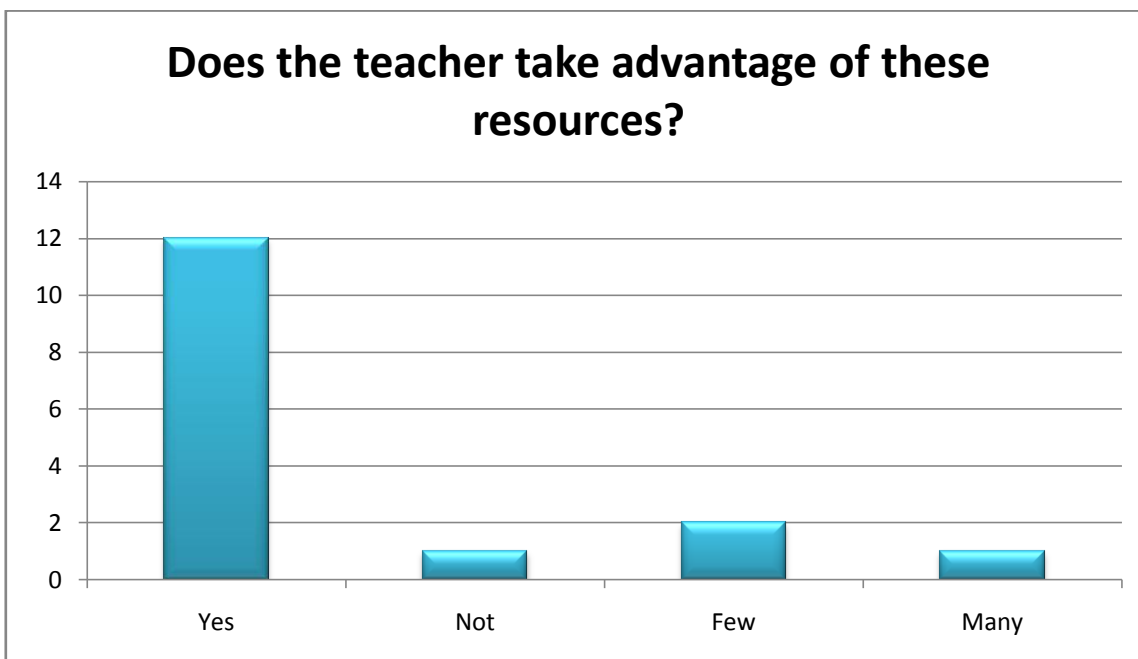
the students were asked if the teacher takes advantage of the resources mentioned in the previous questions, and the students answer were yes, no, few, and many but most of them say that these resources are used by the teacher.

Taking Advantage of the Resources by the teacher

Pictures | Photocopies | Dictionary | Text Books

Categories: Always, Almost always, Often, Seldom, Almost never, Never

A 50% considered that the teacher is always taking advantage of pictures to develop the segmental features, while a 6% think that pictures are not well used. The 60% which is the majority think that photocopies are one of the most used resources by the teacher. A low 24% considered that the dictionary is taking in advantage to develop the strategies during the class.
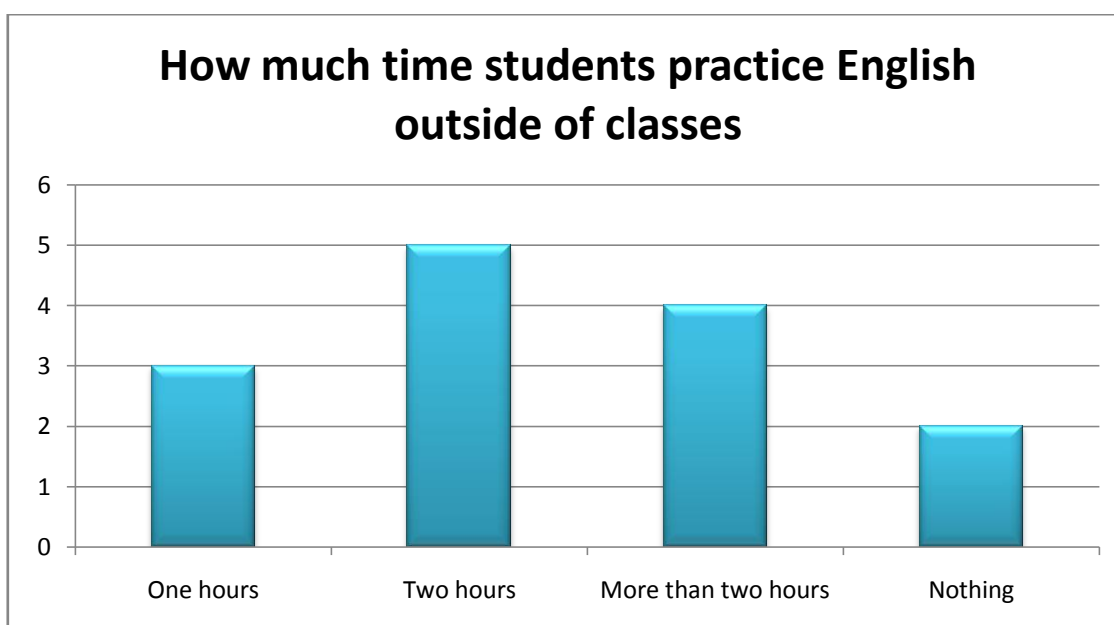
Resources make easier the learning
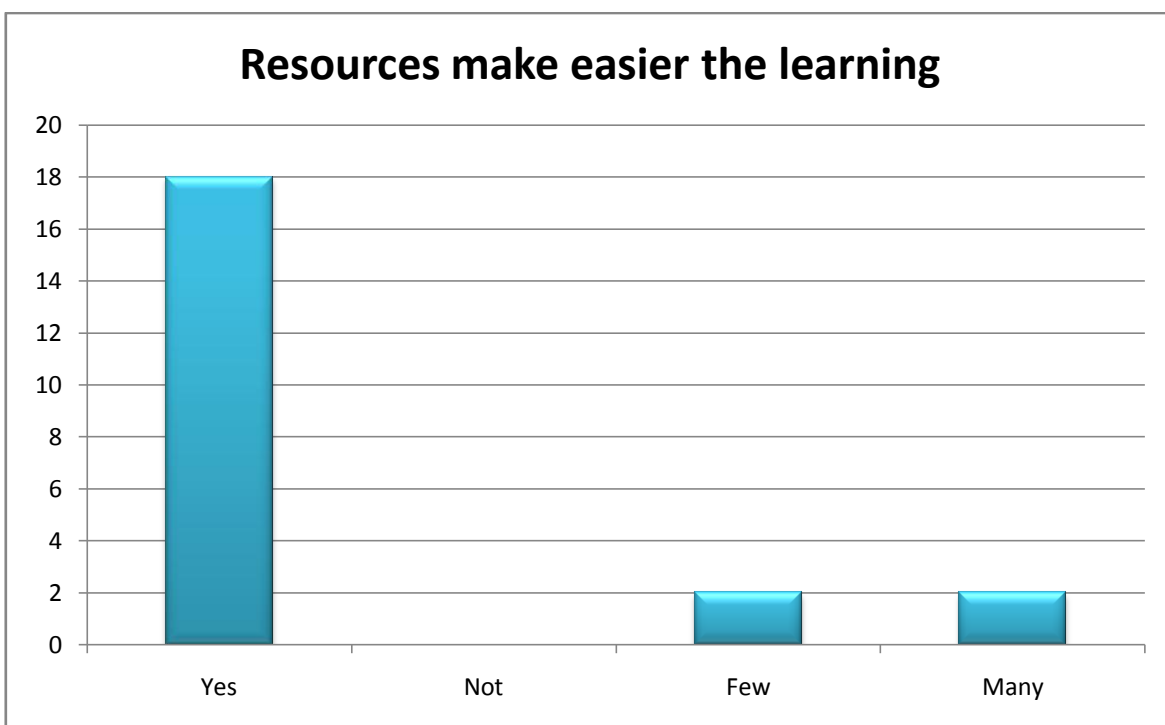
Also, the students were asked if these mentioned resources make their learning easier to get the language, most of them answered in a positive way.

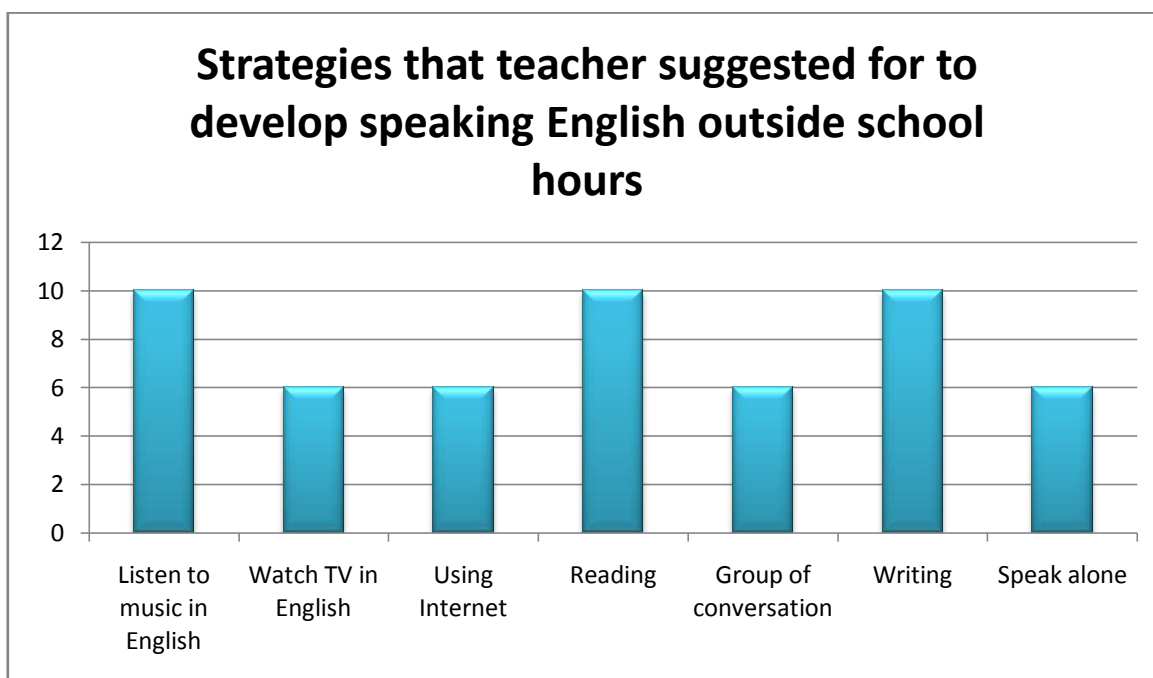## Resources that Students consider are the most helpful
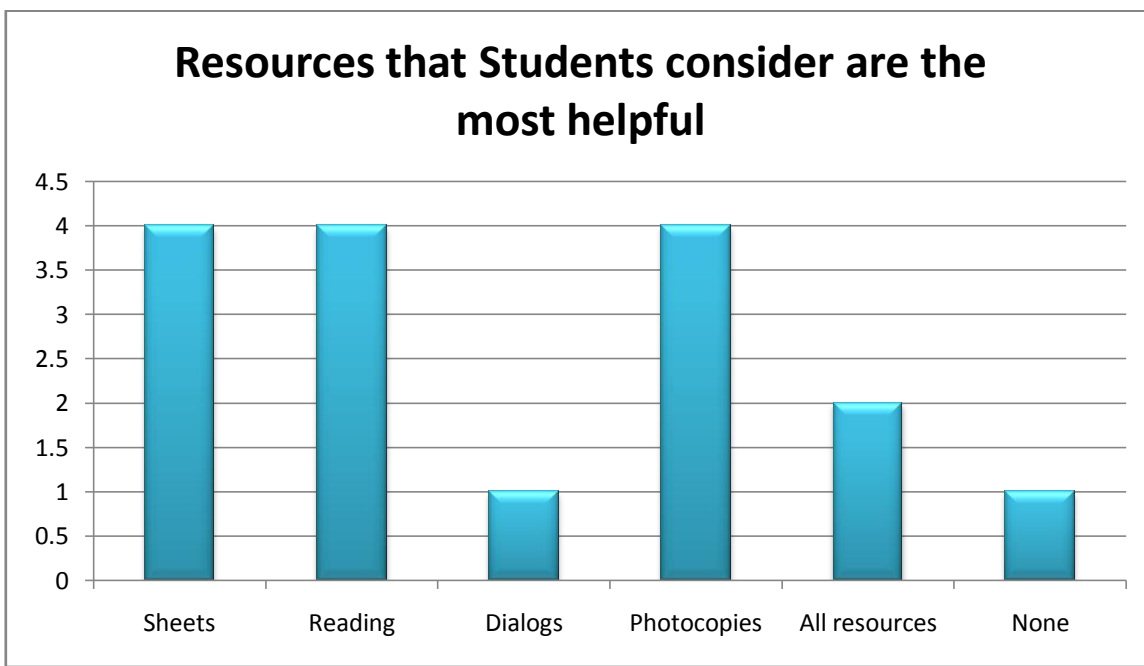
About the resources it was a needed to know which of the students considered most useful, responding to the most useful resources are: sheets, photocopies and reading.

How much time students practice English outside of classes

One hours	3
Two hours	5
More than two hours	4
Nothing	2

Another important fact that it was a need to hear from the students is to know how many hours outside of class will dedicated to the study of English, in particular on the development of speech. From the 14 students surveyed, 3 said that they practice 1 hour, another 5 said that 2 hours, other 4 said more than 2 hours and the last 2 said that they do not dedicated time to study outside the classroom.

Strategies that teacher suggested for to develop speaking English outside school hours

12	
10	Listen to music in English — 10
8	
6	Watch TV in English — 6, Using Internet — 6, Reading — 10, Group of conversation — 6, Writing — 10, Speak alone — 6
4	
2	
0	

Listen to music in English | Watch TV in English | Using Internet | Reading | Group of conversation | Writing | Speak alone

The last question posed to the students was about the teacher suggests that strategies undertaken outside the classroom to develop speaking skills. From the 14students surveyed 9 said that the teacher suggests they listen to music in English, reading and writing. 5 students said that the teacher will suggest the uses of the internet, watch TV in English, speaking alone and conversations in a group.

7.5 Discussion

The findings showed that the teaching strategies to develop segmental features and how the class is guided, is mostly by the teacher. It was also represented the invaluable role in terms of the teaching learning process, that is why it is so important to focus on it by applying different approaches, strategies, activities and materials, as was observed during this research. Moreover, it was noticed a relevant teacher´s support in the development of segmental features through teaching methods, resources and strategies to make them succeed.

At the beginning of this research, it was stated some research questions and expected to get negative results related to an inadequate use of teaching methods by teachers. It was thought this way because it was gotten negative results due to previous teacher experiences and observations that indicate a low level of preparation regarding methods and strategies. However, it was obtained some positive data after applying the instruments. For instance, during the observations it was noticed how the students get effective filter to lead other skills in order to construct better language knowledge.

It was deeply reviewed strategies and activities in order to build up an effective teaching learning process to develop segmental features, so now it can be stated that the teacher that was part of this studied about how the teaching strategies affect the development of segmental features of English language. It could be understood by analyzing instruments such as the observation guide, a questioner to the teacher and a quiz and a survey to students. In the other hand, it was observed that students do not recognize approaches at all; meanwhile, the teacher refers to them using the term "strategies". However, the findings suggest that the teacher knows methods in order to support her classes. Besides, in terms of phonetic symbols, the teacher uses several resources such as pictures, sheets, photocopies, and dictionaries and some others.

These instruments revealed that the teacher uses teaching methods in an appropriate way to develop the segmental features of English, creating a confident environment that

allows students to participate and get involved in their own learning process to make this a significant knowledge.

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8. Conclusion

This research fuses on the effect of teaching strategies on the development of segmental features of English. Also, it describes the methods used according the teaching materials in an appropriate way to enhancing proper pronunciation in students. Moreover, this project analyzes the need to describe the appropriateness of the resources used by the teacher according to teaching methods, to obtain good learning outcomes. It is important to apply proper strategies not only for pronunciation achievement but also for general success. This paper research shows important information that would help English teachers on the development of segmental features, approaches, and strategies named in this research. This research determines the effect of teaching strategies is essential and significant in language learning process and has an important role within the communicative process. Furthermore, this research proved the effect of teaching strategies to pronounce with appropriateness and effectively to be able to communicate in a proper way. As a result the information that was obtained shows that the teacher is applying the methods and she is using two approaches to refer in this research which are the communicative approach and the audio-lingual method. Most of the teaching materials used by the teacher are: sheets, books, pictures, dictionary, and IPA, which had facilitated the learning of segmental features and which had helped learners to build up a large store of sounds. In other words, in this research it was found out that teacher knows about strategies, activities, and approaches to develop the segmental features. Through this thesis it is concluded that teaching methods are used in the period of class by the teacher with a significant effect in the students. In conclusion, this research it was noticed that teacher is taking advantages the more she can increase the students comprehension because she uses visual material to develop vocabu-

lary and she is taking care from the hard times that students get when it comes to English language. So, the teacher identifies, uses, and recognizes the importance of the teaching strategies on the development of segmental features. As a result, the effects of the use of teaching methods have a good outcome in students from "Jesus el Buen Pastor" school.

9. Recommendations

Some of the recommendation for teaching pronunciation skill in your class-room:

✓ Use creative strategies to get the students attention to get them involve in pronunciation activities to develop the segmental features.

✓ Put more visual materials in the classroom to get familiar with the symbols so they can see the pictures and this will help to make them memorizing the sounds according to the symbols.

✓ Apply techniques that make students feel confidence and that encourage them to achieve a positive self concept and strong sense of self study.

✓ Make sure that the students know how they are supposed to proceed and develop the activity to achieve the goal.

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THE EFFECT OF TEACHING STRATEGIES ON THE DEVELOPMENT OF SEGMENTAL FEATURES

10. Annexes