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Language Faculty

***Problems and Suggestions about Pronunciation and Differentiation
of /ʃ/, /tʃ/ and /dʒ/ Phonemes by English Learners
at the BUAP's Language Faculty***

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DEDICATIONS

First of all I dedicate this research to God, who says in Deuteronomy 31:8 “The Lord is the one who goes ahead of you; He will be with you. He will not fail you or forsake you. Do not fear or be dismayed.” I know He always gave me his wisdom, love and mercy to finish this study.

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CHAPTER I: INTRODUCTION

1.1 Introduction to the problem

These days English has become the universal language in the world because of Globalization. Fien (2010) suggests that Globalization is a process that has been connecting people influencing all parts of the world with the food that is eaten, the clothing that is worn, the music that is listened to and the information that is shared and the ideas interchanged. Globalization has brought many changes throughout time such as social, economic, cultural, educational and linguistic movements; as a result people of all around the world have had the necessity to learn English as a second language to communicate with people from different countries or with English native people.

Consequently, private or public universities in Mexico have included English to their curriculum of teaching and the Licenciatura at Facultad de Lenguas BUAP in Puebla, Mexico has been in charge of preparing teachers; however, one important aspect related to the teaching of English in the Licenciatura en Enseñanza del Inglés at Facultad de Lenguas BUAP is pronunciation where some problems could affect students pronunciation and create fossilization and consequently communication, which is the main objective of the message of a conversation. According to Judd et al. (2001): “Students need to develop the ability to be understood by other speakers, not to sound like a native. Pronunciation must be comprehensible and not detract from the understanding of a message (p. 22).

The present study is focused on helping some students of Language Faculty in the Benemérita Universidad Autónoma de Puebla in Mexico, studying in one group of Target

Language English 4 to practice with better pronunciation through the use of some strategies suggested by Macháčková (2012) in her study called “Teaching English pronunciation to secondary school students with focus on “th” consonants, she was student of Masaryk University in the Faculty of Education Department of English Language and Literature in Brno, Czech Republic. She settled this study with secondary school students teaching pronunciation of voiced and voiceless consonants /ð/ and /θ/.

Those strategies try to help students studying at Facultad de Lenguas BUAP and who have problems with pronunciation, especially with /ʃ/, /tʃ/ and /dʒ/ phonemes, to recognize, practice and differentiate the pronunciation of the phonemes. For example; some students cannot pronounce /ʃ/ phoneme. This may occur because in Spanish there is no /ʃ/ phoneme. For instance, they pronounce “she” /tʃi:/ instead of /ʃi:/. They say “bridge” /brɪʃ/ instead of /brɪdʒ/. They cannot distinguish the difference between these symbols. According to /tʃ/ phoneme, some of them say “show” /tʃoʊ/.

In most of the cases, the pronunciation of the “j” phoneme does occur at the end of the words that are written with “g” like the word bridge as it was written the transcription of the pronunciation of the word. Something that is strange is that they pronounce correctly some words that have the same phoneme in their transcription for example: the word machine, they say /mə'ʃi:n/, they pronounce it in the right way. This is one of the aspects that is not understood and is intended to be investigated in this study. This may occur because of the foreign accent. Dale & Poms (1985, p.1) quote the definition of “foreign accent” from the Webster's Dictionary saying that: “these are speech habits typical of the natives of a region”. They focus on Spanish speakers who are learning English and they

also explain that it is why all people have accents; so that might be a reason why these students can mispronounce a phoneme.

1.2 Purpose of the Study

The purpose of this study was generated to help students of Target Language English 4 to develop a better and qualified pronunciation trying to leave those errors of pronunciation which sometimes make an inefficient pronunciation that may lead to understand another word instead of the word produced for the students.

Consequently, this study pretends to show students at the Language Faculty of Target Language English 4 who have problems to voice these phonemes (ʃ, tʃ and dʒ), the quality and significance of pronunciations and consequently help them to improve the pronunciation of those phonemes and also to encourage them to see their possible problems in order to help them to develop a better pronunciation throughout the use of some exercises and strategies.

1.3. Research Questions

This paper sets out to investigate into the following research questions that could help to understand better what happened in the classroom of target language 4 at Facultad de Lenguas BUAP and are the following:

- 1) What possible factors affect ESL students of target language 4 at the Facultad de Lenguas studying Lic. en Enseñanza del Inglés to recognize the difference between /ʃ/, /tʃ/ and /dʒ/ phonemes?
- 2) Does knowledge about Phonetics, Phonology, and Pronunciation seem to help students to solve the recognition of such problem of students of Target Language English 4?
- 3) Do teachers at LEI correct their students' pronunciation in their Target Language English 4 class?
- 4) What exercises can be suggested to help these students of Target Language 4 to pronounce these phonemes correctly?

1.4 Significance of the Study

The significance of this investigation was thought to help students in Target language English 4 at Facultad de Lenguas BUAP to face the difficulties with the phonemes /ʃ/, /tʃ/ and /dʒ/ phonemes. In this way, it is hoped that students could avoid misunderstandings when they communicate with words that have similar pronunciation but different meaning by the use of a better quality in the pronunciation of those phonemes.

It is also hoped that this research could help other teachers at Facultad de Lenguas BUAP to solve a similar problem with their groups of students of Target Language English 4. It is also hoped that in certain way this study could contribute by helping other Universities of Puebla to acquire a good pronunciation of these phonemes /ʃ/, /tʃ/ and /dʒ/. Finally, this investigation expects to make students conscious about the importance that

good pronunciation has to help to train qualified teachers to teach future English students and those students could manage better communication by the use of correct pronunciation of /tʃ/ , /tʃ/ and /dʒ/ phonemes.

1.5 Definition of Terms

The following information provides the meaning of the most important words shown in this study; they are considered important to get a completely understanding in the study:

Affricative consonant: According to Jones, (Cambridge University, 1960, p.38) affricative consonant is a kind of plosive in which consonants may be pronounced in two ways i) the articulating organs may be separated with extreme rapidity. ii) articulating organs are separated more slowly.

In the first case, the effect of the plosive consonant is what might be termed “clean-cut”, in the explosion itself is, as far as the ear is concerned, instantaneous, and the ear cannot detect any intermediate sound between the explosion and following vowel (or a following h). In the second case, when the organs articulating the plosive are separated more slowly, the ear perceives distinctly the effect of the corresponding fricative consonant (through the positions for which the organs are obliged to pass) between the explosion and following vowel (or a following h).

Consonant: According to Jones (Cambridge University, 1960, p.11), consonants (i) are all sounds which are not voiced (e.g. p, s, ʃ), (ii) all sounds in the production of which the air has impeded passage through the mouth (e.g. b, l rolled r), (iii) all sounds in the production

of which the air does not pass through the mouth (e.g. m), (iv) all sounds in which there is audible friction (e.g. f, v, s, z, h).

Fricative consonants: Jones (1960, p.51) describes them as: “Are formed by a narrowing of the air-passage at some point so that, when air is expelled by pressure from the lungs, it escapes with a kind of hissing sound”.

International Phonetic Association (IPA): Ogden (Edinburgh University, 2009, p. 175) defines IPA as International Phonetic Association; International Phonetic Alphabet. Ogden also describes it as the commonest tool for phonetic transcription. IPA is a set of tables containing symbols organized into rows and columns which are labeled (p. 22).

Language: According to Ogden (2009, p. 1); “Language is one of the distinctive characteristics of human beings. Without formal instruction, we learn from infancy the skills that we need to be successful users of a language. For most of us, this will be spoken language, though for some it will be a signed language”.

Linguistics: Ogden (2009, p. 1) defines it as the formal study of language. Its main sub-disciplines are: syntax, the study of sentence structure; semantics, the study of meaning; pragmatics, the study of meaning in context; morphology, the study of word structure;

sociolinguistics, the study of language in its social context; phonology, the study of sound systems; and phonetics, the study of the sounds of speech”.

Phoneme: According to Ogden, (2009, p.4), “the phoneme is the smallest unit of sound which can differentiate one word from another: in other words, phonemes make lexical distinctions. So if we take a word like ‘cat’, [kat], and swap the [k] sound for a [p] sound, we get ‘pat’ instead of ‘cat’. This is enough to establish that [k] and [p] are linguistically meaningful units of sound, i.e. phonemes”.

Phonetic transcription: Ogden (2009, p. 20) describes Phonetic Transcription as “the use of alphabetic symbols to represent the sounds of speech. A transcription which uses only the phonemes symbols of a language. Phonemic transcriptions are necessarily systematic and broad” (p.17).

Pronunciation: According to the Oxford dictionary (2011), “it is the way in which a language or a particular word or sound is produced”.

Sounds or segments: Ogden (2009, p. 23) defines ‘segment’ as a piece of something that has been chopped up: in the case of speech, ‘segments’ means a piece of the speech signal, which is actually continuous.

Speech: According to Ogden (2009, p. 2): speech is the commonest and primary form of language.

CHAPTER II: LITERATURE REVIEW

In this chapter, the literature review presents the discussion of some topics related to the core of this investigation which is pronunciation and of some points of view of different authors that had previously studied and researched the theme. The theoretical framework is in detail described below.

2.1 Defining Pronunciation and Sound

Knowing the term pronunciation is not enough only to understand the study, but it is necessary to know it deeply to comprehend the issue reviewed previously. Pronunciation is linked to the speaking skill; it is necessary to teach it in English classes modelling to students the right pronunciation of the words. Pronunciation according to Dalton and Seildhofer (1994, p. 3) it is defined it in general terms as “the production of significant sound in two senses:

- First, sound is significant because it is used as part of a code of a particular language. See we talk about the distinctive sounds of English, French, Thai, and other languages. In this sense we can talk about pronunciation as the productions and reception of sounds of speech.
- Second, sound is significant because it is used to achieve meaning in contexts of use. Here the code combines with other factors to make communication possible. In this sense we can talk about pronunciation with reference to acts if speaking. (p.3)

Summarizing the authors' ideas; pronunciation is part of the code of a language and it is significant to achieve communication because both are part of speaking and pronunciation and code of a language they have to connect to complement it. Thus, all languages it occurs this linkage and learner should try to understand the pronunciation concept to be aware of the importance of correct pronunciation of English to improve it when communicating.

2.2 Phonetics and Phonology

To have an overview of the topic, phonetics and phonology need to be defined in this paper. They are two concepts that have helped to investigate and analyze the issues of Facultad de Lenguas BUAP which are described by Kelly (2000, p. 9), about phonetics and phonology and that are explained as follows: “The study of pronunciation consists of two fields, namely phonetics and phonology.

- **Phonetics** is a wide-ranging field, and it does not necessarily have a direct connection with the study of the language itself. While the phonetics disciplines listed above can be studied independently of one another, they are clearly connected: speech organs move to produce sounds, which travel in sound waves, which are received by the ears and transmitted to the brain.
- **Phonology** primarily is concerned with how we interpret and systematize sounds. Phonology deals with the system and pattern of the sounds which exist within particular languages. The study of phonology of English looks at the vowels, consonants and suprasegmental features of the language”.

(p.9)

Pennington’s definition (1996, p.1), clarifies in a better way the conception about Phonology, writing in general and specific terms what Phonology is: “Phonology can be described as the study of sound patterns of languages or of the pronunciation patterns of speakers. Pointing to a more specific term, English phonology is a description of sounds of English and their relationships and contrasts of each other”. In other words, students should really know about Phonetics and Phonology to facilitate the learning of Pronunciation because they will be able to know how their organs of speech should be used to produce the correct sounds they should produce in English.

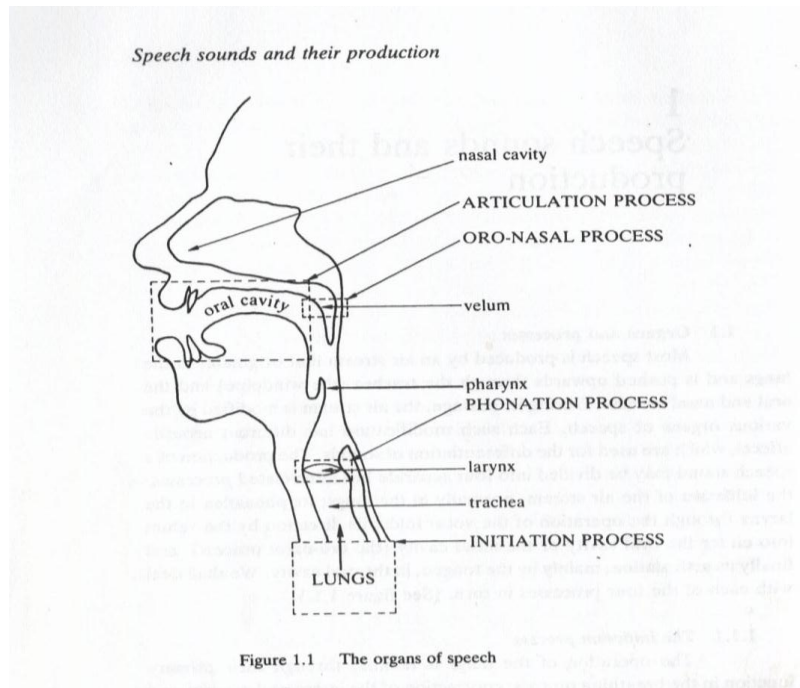
2.2.1 Phonetics vs Phonology

In the last point, the definitions of Phonetics and Phonology were given and, it is noticed both areas study sounds but in different ways and these two branches of linguistics have a relationship between each other. Phonetics is a complement to Phonology and vice versa. Ogden (2009, p. 1) defines them as: “phonology, the study of sound systems; and phonetics, the study of the sounds of speech”. Learners of English should be more involved in these fields to have an overview of pronunciation. Phonetics and Phonology are a basis for pronunciation, learners must have knowledge about them to start working on pronunciation of English and to improve it.

2.2.2 Speech Sounds and their Production

It is essential to give information about the organs used when talking to produce some sounds for the purposes of the present study. Some places of articulation are used in the production of the sounds of this study: /f/, /tʃ/ and /dʒ/. Giving information of it, Giegerich (1992 p. 1) says “lungs play a significant part in the production of sounds, and it is the place where the air stream is originated, it shows the differentiation of sounds”. According to the place where the air stream passes is modified, the production of the sounds are classified in four categories: **the initiation process, the phonation process, the oro-nasal process and the articulation process**. Those processes are divided into 4 processes but they are linked processes (p. 1), the processes are the following.

Figure 1. The Organs of Speech



The figure above shows the organs of speech which are used when a sound is produced, for each sound a specific part of the organs of speech are used and they need to be seen carefully in their usage to make the right production of them as explained by Giegerich (1992) below.

1) **Initiation process:** the operation of function of the lungs is familiar through their function in the primary in the breathing process: contraction of the intercostal muscles and lowering of the diaphragm causes the chest volume to increase and the air is sucked into the lungs through the trachea. When the process is reversed, air will escape again through the trachea. Apart from recurring at regular intervals as breath, this air stream provides the source of energy for speech. In speech, the air stream of the air flow is not constant; rather, the air stream pulses are associated with stress- as in the syllables of *A´merica*, *ma´chine* etc.; and

syllables may to some extent be manifestations of minor chest pulses. Something that we must know is that as Giegerich (Cambridge University Press 1992: p.1) says about pulmonic air stream, it is required for their production in English and in most other languages. He also points out to that the air stream used in English is always egressive, that is, moving out the lungs up the trachea.

- 2) **The phonation process:** Larynx, this is a cartilage casing whose forward (the Adam's Apple) can be felt just below the chin. It is upper end of the trachea and it is the palace the air stream passes. The larynx contains two horizontal folds of tissue, which protrude into the passage of air from the sides: the vocal folds. The gap between the vocal folds, through which the air stream passes upwards into the pharynx and the mouth, is called the glottis. This is where the process of phonation takes place. The vocal folds can be manipulated by the speaker and brought into a variety of different positions, thus altering the shape of the glottis.
- 3) **The oro-nasal process:** analyzed the air stream after passing by the larynx ad the back of the throat, it can pass by the nasal cavity or by the oral cavity.
- 4) **The articulation process:** Following with the same author, about the articulation process he says that most of the differentiation of speech sounds of the languages are seen in the mouth.

(p. 1-7)

2.2.2.1 Articulation in Detail

Articulators which are part of speech will be presented below, sounds are divided according to the place of articulation where sounds are produced.

2.2.2.2 Consonants: Place of Articulation

When it is thought of how people talk and what is involved in the talking process, it is not imagined how all places of articulation work in the speech process. Places of articulation are a huge system needed to produce all sounds of every language of the world and they are matched to our mouths (lips, teeth, tongue, etc.). So it is seen how important the organs of speech are and the way they are used to talk in any language that people use

to communicate according to the sounds they produce in the own languages. Ogden (2009) states that speech sounds are produced in the articulators. Ogden (2009, Edinburgh University, p. 12) defines articulators as the parts of the trachea that are used in producing speech sounds. Those are divided into two groups: the active articulators and the passive articulators. Active articulators are the ones that move: the tongue tip is an active articulator in sounds like [s t n], since it moves up to behind the teeth. Passive articulators are articulators that cannot move, but are the target for active articulators. In the case of sounds like [s t n], the passive articulator is the bony ridge behind the upper teeth, known as the alveolar ridge (p. 12). The sounds, according to the articulations are classified in the following groups: bilabial, labiodental, dental, alveolar, postalveolar, palatal and velar (Giegerich, 1992).The description of each of them is below:

(a) Bilabial: The lips are brought together, as in *pie, buy, my*; the first two of these are oral and the last one nasal, the first one voiceless and two voiced.

(b) Labiodental: The lower lip is raised against the upper incisors, as in *fat* and *vat*. The former word begins with a voiceless labiodental consonant, the latter with a voiced one.

(c) Dental: The tip of the tongue is raised against the upper incisors, or inserted between the upper and lower incisors, as in *thigh* and *thy*. Again the former is voiceless and the latter voiced.

(d) Alveolar: The tip of the tongue is raised against the alveolar ridge. English has many alveolar consonants; examples are *nigh, lie, tie, sue* and *zoo*. Voicing and nasality distinguish these further from one another, but notice that the characteristics of place, voicing and nasality do not suffice to mark each of these sounds distinct from all others: both *tie* and *sue*, for example, have voiceless oral alveolar consonants. These need to be further distinguished in terms of their manners of articulations.

(e) Palato-alveolar: The front of the tongue- and not just the tip- is raised towards the back of the alveolar ridge and the front of the palate, as in *she* and, rather rarely in English, the second consonant in *leisure*.

(f) Palatal: The front of the tongue is raised towards the palate, slightly further back than in a palate-alveolar sound. Example: *you*.

(g) Velar: The back of the tongue is raised towards the velum, as in cool and the final consonants in back, bag and bang. Voicing and nasality distinguish these further, (Giegerich, 1992, p. 9).

As seen above, people never think the way they produce sounds or movements they need to talk, manner of articulation will be described below, and the classification of the sound according to the manner of articulation will be described to understand better in this study.

2.3 Manner of Articulation

Articulation is divided according to the manner to create sounds, in this process it is notable how the oral tract works; in this process the air flow is seen too, and something essential is how the tongue makes its job to have a sound. Sounds are divided taking into account the mode of sounds in which they are accomplished. Sounds may be divided in that way to study them in an easy way and to know the manner of articulation learners should produce sounds. Ogden (2009) proposes that after knowing about the articulators used in the production of the speech sounds, we need to understand how sounds are made. The manners of articulation are clarified below:

- a) **Stop articulations:** Ogden (2009) says “are those sounds where a complete closure is made in the oral tract between two articulators; this stops the air moving out of the oral tract. Stop articulations include a whole range of sound types, which vary according to the kind of airflow (oral vs. nasal) and whether the closure can be maintained for a long time or not.” (p. 16)

Ogden (2009, p. 16) offers three groups into this kind of articulation:

- I) **Plosives:** English plosives include the sounds /p t k b d/. They are called in that way because of the term plosive relates to the way the stop is released with an explosion. Plosives are made with a complete closure in the oral tract, and with the velum raised, which prevents air escaping through the nose.

- II*) **Nasals:** About this clarification Ogden (2009, p. 17) says nasal sounds are made with a complete closure in the oral tract, but with the velum lowered so that air escapes through the nose. For English there are three main nasal sounds, [m n ŋ], bilabial, alveolar and velar respectively. Nasals are usually voiced in English. The other kinds of stopped articulations are trills and taps. In these sounds, a closure is made only for a very short time, and the closure rises because of aerodynamics or the movement of articulators from one position to another.
- III*) **Trills:** They are rare in English, but they are one form of ‘rolled r’: they involve the tongue tip striking the alveolar ridge repeatedly (usually three to four times). They have a very restricted occurrence in English, primarily among a very particular kind of theatrical performer, though they are often thought of as typically Scottish.
- IV*) **Taps:** On the other hand they are quite common in English. These consist of just one short percussive movement of the tongue tip against the alveolar ridge. They occur in many varieties of English, but are especially well known as kinds of [t] or [d] sound in many North American varieties in words like ‘bu[r]er’, ‘wri[r]er’, ‘a[r]om’.
- b) Fricative:** Fricatives in English include /f v θ ð s z ʃ/, the sounds represented orthographically by the underlined portion: fish, vow, think, then, loose, lose, wish, vision. **Fricative** articulations are the result of two articulators being in close approximation with each other. This is a degree of stricture whereby the articulators are held close enough together for air to pass between them, but because the gap between them is small, the airflow becomes turbulent and creates friction noise. (Ogden, 2009, p.17).
- I*) **Affricatives:** Affricates are plosives which are released into fricatives. English has two of these: /tʃ dʒ/ both postalveolar, as in ‘church’ and ‘judge’. The sounds /h/ as in ‘heart’ and ‘ahead’ are voiceless and voiced glottal fricatives respectively. These sounds are produced with friction at the glottis. (Ogden, 2009).
- II*) **Resonant:** If articulators are held so as not to generate friction, but to allow air to pass between them smoothly, then we get articulations known as resonant. Sounds of this classification are next: /j w l r/ English sounds. (Ogden 2009).

The characteristics of sounds will be presented below suggested by some authors, and also the classification of them according if the sound is a vowel, a consonant or a diphthong will be shown.

2.4 Characterizing the Sounds

The word phoneme is joined with phonetics and phonology, and it is one of the characteristics of pronunciation. Jones (1960) suggests that Phoneme may be described roughly as a family of sounds consisting of an important sound of the language (generally the most frequently used member of that family) together with other related sound which “take its place” in particular sound-sequences or under particular condition of length or stress or intonation. As a model of Kelly (2000, p.1) who describes the word *rat* /ræt/, he says if we change the middle phoneme we get /rat/ *rot*. That is one example of phonemes to understand clearly showing that if we change the sound for another the meaning of the word will be changed.

Kelly (2000) tells that: “Sounds may be voiced or voiceless (sometimes referred to as “voiceless”). Voiced sounds occur when the vocal cords in the larynx are vibrated. It is easy to tell whether a sound is voiced or not by placing one or two fingers on your Adam’s apple. If you are producing an unvoiced sound, you will not. The difference between /f/ and /v/, for example, can be heard by outing your top teeth on your bottom lip, breathing out in a continuous stream to produce /f/, then adding your voice to make /v/ hold your Adam’s apple while doing this, and you will feel the vibration” (p. 2).

2.4.1 Classification of Phonemes

The classifications of the phonemes proposed by Kelly (2000, p. 2) are two categories, vowels and consonants phonemes. Into the vowel classification are found the diphthongs. They are classified in the following way as seen in table 1:

Table 1 Classifications of the phonemes proposed by Kelly (Longman 2000, p. 2)

Vowels		Diphthongs		Consonants			
i:	bead	eɪ	cake	p	pin	s	Sue
ɪ	hit	ɔɪ	toy	b	bin	z	zoo
ʊ	book	aɪ	high	t	to	ʃ	she
u:	food	ɪə	beer	d	do	ʒ	measure
e	left	ʊə	fewer	k	cot	h	hello
ə	about	eə	where	g	got	m	more
ɜ:	shirt	əʊ	go	tʃ	church	n	no
ɔ:	call	aʊ	house	dʒ	judge	ŋ	sing
æ	hat			f	fan	l	live
ʌ	run			v	van	r	red
ɑ:	far			θ	think	j	yes
ɒ	dog			ð	the	w	wood

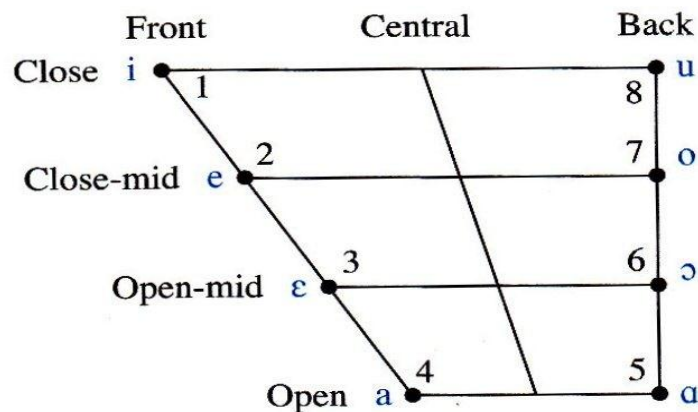
The table above shows the classification of phonemes; phonemes are divided into two categories vowels and consonants. This classification may help learners to produce sounds in English and each sound will be pronounced as the word follow by the sound, it means the phoneme appears in that word.

2.4.2 Vowels

Vowels sounds are all voiced, and may be single (like /e/, as in let) (Kelly, 2000). Vowels play a vital role in diphthongs and in the formation of a word because they are used when a word is formed, in a word can be seen one or more vowels; on the contrary the consonants would be just letters without sense. They are needed when people talk and especially when they write. Vowels are divided into many groups but simple features will be presented. Jones an English phonetician (as mentioned by Giegerich 1992, p. 17) devised in 1844“The Cardinal Vowels (CV) scale”. CV scale is an important tool for phoneticians in the difficult task of describing vowel sounds that they have heard.

Another definition is given by Ogden (2009, p. 57) the cardinal vowels represent possibilities of the human vocal tract rather than actual vowels of a language because they are established on theoretical grounds. They are independent of any particular language and can be seen in the below image.

Figure 2. Primary Cardinal Vowels



Primary cardinal vowels

The last figure represents “The Cardinal Vowels” scale which represents possibilities of the sounds humans may pronounce as it was said above; this scale is not part of a specific language, so it can be used for any language.

2.4.3 Diphthongs

According to Ogden (2009), diphthongs are monosyllabic vowels which have two discernibly different points, one at the start and one at the end. Most varieties of English have several diphthongs. The most obvious diphthongs are the vowels of choice, mouth and price in most standard varieties of English. These diphthongs start with open vowels and then rise to close vowels, generally in the area of [i] or [u]. These are called closing diphthongs for this reason. Diphthongs are transcribed by the start and end points. E.g. the vowel of choice is transcribed in RP as [ɔi]: it starts with [ɔ] and ends with [i]. Kelly (2000) defines diphthong as: “The combination of vowels forms a diphthong like in the word *late* /eɪ/”. Notice that a diphthong refers to a combination of two vowels (sounds) not to the spelling of a word when you can find two vowels, there is not relationship between spelling and pronunciation.

Also Avery and Ehrlich (1992) recommend that “it is necessary to make a distinction between the sounds of English and the spelling of English. The English spelling system often fails to represent the sounds of English in a straightforward manner. In other words, there is often no one-to-one correspondence between the sound that we hear and the letters we see on a page” p. (3).

2.4.4 Consonants

Kelly mentions that (2000, p.2) “consonants sounds may be voiced or invoiced. It is possible to identify many pairs of consonants which are essentially the same except for the element of voicing (for example /f/, as in *f*an, and /v/, as in *v*an)”. Another definition given about this topic is, “consonants are sounds made with closed or nearly articulations” (Pennington 1996, p.37)

2.5 Representing the Sounds of Speech

There is a tool to represent the sounds made in the speech, the International Phonetic Alphabet (IPA). Following a description will be given and it will be shown the classification of it according to the place and manner of articulation.

2.5.1 International Phonetic Alphabet (IPA)

Ogden defines the International Phonetic Association (IPA) as: “The commonest tool for phonetic transcription is the alphabet of the International Phonetic Association. A little confusingly, both the Association and the Alphabet are commonly known as ‘the IPA’, a practice maintained here. The Alphabet is approved by the Association; amendments are made to it regularly on the basis of practical experience and scientific advice. For this reason, phonetics textbooks from different years contain slightly different versions of the Alphabet. (In particular, over the years there have been substantial changes to the number of vowels the IPA represents.) (p. 21). Ogden (2009) also defines IPA as: a set of tables containing symbols organized into rows and columns which are labeled with terms that have agreed meanings. Ogden makes a description of the IPA, which is presented

in the first figure: The rows of the Consonant chart groups sounds according to manner of articulation. The first row contains plosives: [p b t d t̚ c ɟ k g q ɢ] ¹.

The rows below have sounds with progressively more open structure ¹. The columns organize symbols by place of articulation, with the left most column containing symbols that stand for bilabial sounds ¹, and subsequent columns containing symbols for sounds made progressively further down the vocal tract, so that the rightmost column contains symbols for glottal sounds ¹. The symbols of the IPA are presented in a number of tables, the main ones being pulmonic egressive consonants and vowels. The other tables (tables 2 and 3) contain non-pulmonic consonants ², diacritics ³ (small marks that combine with letter symbols to represent sounds not on the chart, as we have already seen) and suprasegmentals ⁴, aspects of sound which relate to things like length, phrasing, intonation and so on. There is also a collection of ‘other symbols’ ⁴, which stand for sounds that do not easily fit in the main scheme. (p. 22)

Figure 3. The International Phonetic Alphabet by Ogden (2009, p. xiv)

1

THE INTERNATIONAL PHONETIC ALPHABET (revised to 2005)

CONSONANTS (PULMONIC) © 2005 IPA

	Bilabial	Labiodental	Dental	Alveolar	Post alveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b		t d			t̚ d̚	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ	n			ɳ	ɲ	ŋ	ɴ		
Trill	ʙ		r						ʀ		
Tap or Flap		ɸ	ɾ			ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative			ɬ ɮ								
Approximant		ʋ	ɹ			ɻ	j	ɰ			
Lateral approximant			l			ɭ	ʎ	ʟ			

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

2.6 The Importance of Improving Speaking Skills

Teachers who are teaching English should try to teach a good pronunciation because this is going to help students to imitate the language and sounds they hear in the foreign language, they are learning. According to Kenworthy, (as found in Longman, 1987, p.1) who says that “it is important to help students to perceive and pronounce the new sounds because in some cases in their native language they do not have similar or exact sounds”.

To have a good pronunciation is one of the most difficult aspects of learning English; all English learners are conscious that they will not have a perfect pronunciation because every non-native person who learns English has a different mother tongue so when a word is pronounced in English, it sounds with the accent of his/her own language. Kelly (2000) cited in (Longman, p.11) talks about why to teach pronunciation in his book, he says “Learner’s pronunciation errors can inhibit the success of communication; that is one of the purposes to deal with pronunciation inside of a classroom. Other factors that can also affect communication may be the intonation and stress in speaking”.

2.7 Teaching and Learning Pronunciation

In any kind of teaching is needed a teacher and a learner, both of them have a role to reach the purposes of learning. This is similarly found in teaching English, a Teacher of English need a Learner of English and vice versa. Below, the role of each one is shown, they are suggested by Kenworthy (1987) according to know more about the topic of English Pronunciation.

First the teacher's role will be discussed, helping learners hear, helping learners make sounds and providing feedback is the teacher's role. Talking about helping learners hear, it is said that the teacher is to help learners perceive sounds (Kenworthy, 1987). According to helping learners make sounds, Kenworthy says: "teacher needs to be able to give some hints which may help learners to make the new sound(s)" p (1). In that way, learners will be able to make the new sounds they are learning because they hear the manner they must produce them. When teachers help students it is seen the progress of a learner; that is why teachers should give feedback to their learners. Kenworthy augments: "Often learners themselves can't tell if they've got it right"; the teacher must provide them with information about their performance.

The learner's role is to make an effort to reach the goals they have, for that reason Kenworthy describes the learner's role as: "a response from a learner", she also says: "but of course is not as simple as that. This kind of attitude ignores the fact that ultimately success in pronunciation will depend on how much effort the learner puts into it (p. 2). Approving that point it can be written that the learner may be conscious about their learning and goals they want to achieve when learning pronunciation.

2.8 Intelligibility

Being understood is one important aspect in speaking English to communicate that is why Intelligibility is described in this research. Kenworthy (1987 p. 13) describes it as following: "Intelligibility is being understood by a listener at a given time in a given situation. So, it is the same as 'understandability'. Kenworthy tries to describe Intelligibility as clear as possible to help the reader understand better saying: "The more words a listener is

able to identify accurately when said by a particular speaker, the more intelligible that speaker is.

Further, to be understood there are goals to be achieved, Intelligibility could be the pronunciation goal, even though most of learners do not want it or wish. Kenworthy (1987, p.3) mentions about it describing this goal as follows: “While native-like pronunciation may be a goal for particular learners, and while we should never actively discourage learners from setting themselves ‘high’ goals, for the majority of learners a far more reasonable goal is to be *comfortable intelligible*”.

2.9 Factors that Affect Pronunciation Learning

There are some problems that affect pronunciation learning, such as: the age, the attitude, the motivation and the native language. Each of one will be discussed below to try to understand some problems that may occur in the students under this study.

2.9.1 Students’ Age

It seems *Age* is a simple factor involved in learning English, but most learners do not think how important is in this fact, when learners start learning English as children is easier to acquire the language and a native pronunciation. About learner’s age some Researchers as Kenworthy (p.4) says about it: “We commonly assume that if someone pronounces a second language like a native, they probably started learning it as a child. Conversely, if a person does not begin to learn a second language until adulthood, they will never have a naïve-like accent even though other aspects of their language such as syntax

or vocabulary may be indistinguishable from those of native speakers”. About the same topic O’Connor (1967) also discusses the following about the age of learners:

“Language starts with the ear. When a baby starts to talk he does it by hearing the sounds of his mother makes and imitating them. If a baby is born deaf he cannot hear these sounds and therefore cannot imitate them and will not speak. But normal babies can hear and imitate; they are wonderful imitators, and this gift imitation, which give us the gift of speech, lasts for a number of years. It is well known that a child of ten years old or less can learn *any* language perfectly, if it is brought up surrounded by that language, no matter where it was born or who its parents were. But after this age the ability to imitate perfectly becomes less, and we all know only too well that adults have great difficulty in mastering the pronunciation (as well as other parts) of foreign languages. Some people are more talented than others; they find pronouncing other languages less difficult, but they never find them easy” (p. 1).

Age is a factor that makes adult learners get frustrated when they cannot pronounce some sounds of English, but they should be conscious that their age is one factor that affects their learning of English, and consequently affects pronunciation of English and other aspects involved in learning English as it was said above.

2.9.2 Students’ Aptitude

Some people seem to be good at doing some activities than others, therefore their abilities make them improve in a specific activity they do, something similar happens in pronunciation of English called “aptitude for oral mimicry”, “phonetic coding ability” or “auditory discrimination ability” when people is good at hearing other languages. Kenworthy (1987) says: “It is common view that some people have a ‘better ear’ for foreigner languages than others. Researchers have designed tests which measure this ability and they demonstrated that some people are able to discriminate between two sounds better than others, and/or are able to mimic sounds more accurately” (p.6).

O'Connor also comments about the ability to imitate sounds: "After this age (ten years), the ability to imitate perfectly becomes less, and we all know only too well that adults have great difficulty mastering the pronunciation (as well as other parts) of foreign languages. Some people are more talented than others, they find pronouncing other languages less difficult, but others never find them easy" (p. 1).

2.9.3 Students' Attitude

Attitude and Identity are two words linked and two words that are part of factors which affect learner's pronunciation; Kenworthy (1987) says: "It has been claimed that factors such as a person's 'sense of identity' and feelings of 'group affiliation' are strong determiners of the acquisition of accurate pronunciation of a foreign language. She gives an example of that: If an Australian moves to the USA or a Spaniard moves from Barcelona to Seville. There are many people moved to different places for many reasons and they will start to hear differences of pronunciation of the language spoken in the new place they have moved.

Kenworthy (1987) asked: will they begin to speak imitating the new accent?, the answer for this question is that it is difficult to predict whether people will modify their accent or not, and if they do, to what extent and in what way. (p. 7). The speaker will change or not the attitude depending on each of them, because there are some people who want to preserve their accents even they are in other places. But Kenworthy comments: "People who have moved to another place may change their accents because seem to be receptive

and people who seem to be impervious and just long time later they just change the pronunciations of a few words” (p. 7).

2.9.4 Students’ Motivation

If a student of English is motivated for any reason he/she may improve his/her English fast than other student who is not motivated; this is an essential influence to improve the learning of English. Motivation factor is a term related to the concern students have for learning this language, this includes the pronunciation of each student. Kenworthy (1987) discusses the following about the concern of pronunciation: “Some learners seem to be more concerned about their pronunciation than others. This concern is often expressed in statement about how “bad” their pronunciation is and in requests for correction- both blanket requests (“Please correct my pronunciation whenever I make a mistake”.) and frequent pauses during speech used to solicit comments on the accuracy of pronunciation. It may even be reflected in a reluctance to speak- the ‘I don’t want to say it if I can’t say it perfectly’ mentality.

When we talk in terms of ‘strength of concern’ for pronunciation we are really pinpointing a type of motivation. The desire to do it well is a kind of ‘achievement motivation’. Conversely, if you don’t care about a particular task or don’t see the value of it, you won’t be motivated to do the things well. Learners may also be unconcerned because they simply are not aware that the way they speak is resulting in difficulty, irritation or misunderstanding for the listener”. So it is important that learners show motivation to

accurate a good pronunciation of English, this will facilitate the reach of their goals of the second language they are learning.

2.9.5 Students' Confidence

Confidence is a factor which also affects students' pronunciation of English, when a student is more confident than another one who is shy may have more development in his/her pronunciation of English. Avery and Ehrlich (1992) argue about it: "Learners who are out-going, *confident*, and willing to take risks probably have more opportunities to practice their pronunciation of the second language simply because they are more often involved in interactions with native speakers.

2.9.6 Native Language

The mode people speak is part of their personality, all people have their own way to talk because of their place of origin; this concept affects students not to achieve a perfect pronunciation of English. Kenworthy discusses about it:

"It is important to remember that the way a person speaks is a sign of their origin. Every language in the world has different varieties and different accents (these may be regional or social class accent). In some languages, there are different styles of pronunciation for men and women. The way we speak is part of our identity, Much the same applies to a foreign accent; to speak English with a foreign accent amounts to a declaration: 'I am not English, I am from somewhere else'" (p.11).

Other authors also comment about the role of the native language, Avery and Ehrlich (1992) say: "The nature of a foreign accent determined to a large extent by a learner's native language. Thus, speakers English are able to recognize Spanish accents,

Russian accents, Chinese accents, etc. This an indication that the sound patten of a native language are being ransferred into the second language (p. xv).

The authors above talk about sounds that language has and the influences of English pronunciation; Avery and Ehrlich (1992) comment: “Every language has different inventory of sounds, different rules for combining these sounds into words, and different stress and intonation patterns. The pronunciation errors that second language learners make are not just random attempts to produce language. Rather, they reflect the sound inventory, rules of combination, and the stress and intonation patterns of native language” (p. xv). O’ Connor (1967, p. 145) shows an example of how native accent affect English pronunciation of Spanish speakers. Spanish speaker are confused about consonants /v/ by /b/; sometimes they /b/ replaces /v/ and sometimes the reverse. Another case is, Spanish speakers are confused about /ð/ and /d/ consonants; sometimes /d/ (a very dental variety) replaces /ð/ and sometimes the reverse.

The sound system of their native language can be seen to influence our students’ pronunciation of English in at least three ways. First, difficulties may arise when a learner encounters sounds in English that are not part of the sound inventory of the learner’s native language. Secondly, difficulties may arise because the rules for combining sound into words are different in the learner’s native language. Thirdly, the patterns of stress and intonation, which determine the overall rhythm and melody of a language, can be transferred from the native language into the second language.

It is seen that native language is a big influence in learner's pronunciation and it is one factor why learners seem to have problems to produce some sounds in the second language.

2.10 Teaching Pronunciation in ESL/EFL

Pronunciation plays an important role in Teaching English as a Foreign Language and as a Second Language too; Morley (1994, p. 5) comments about it: "The teaching of pronunciation has at times been considered almost luxury in the ESL/EFL curriculum, unlike reading, writing, and general speaking fluency. But in recent years pronunciation has come to be recognized as essential component in most ESL/EFL instructional programs".

Teaching pronunciation has a goal, Celce-Mucia et al. (1996, p. 8) say that: "The goal of teaching pronunciation to such learners is not to make them sound like a 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.

2.10.1 Approaches in Teaching Pronunciation

In teaching pronunciation there are some new approaches which can be followed by a teacher to teach pronunciation during the class. Those are proposed by Reyes (2009, p. 149-161), the approaches are described below:

- 1) **Skill approach:** Oxford (2001) says that this approach can be seen in the curriculums of traditional teaching of a second language which classes are focus on linguistic abilities in an isolated way. Teaching pronunciation in this approach is so predictable, pronunciation teaching is taught in an individual way.
- 2) **Cognitive approach:** it is focused on the comprehension of the information and on the concepts; on the connection between them, on the analysis of the information and the logic connections. The cognitive approach needs a lot of spontaneous language practise and feedback from the teacher about all the mistakes occurred followed by more practise Fraser (2006).
- 3) **Integrated approach:** Chela-Flores (2001) suggests that teaching pronunciation should be taught at the beginning of the teaching and during all the curriculum, gathering pronunciations with grammar and vocabulary. Chela- Flores (2001) points out to gather the pronunciation with other activities in the class in an effective way, factors which help an effective communication should be more important.
- 4) **Top-down and bottom-up approaches:** top-down approach focuses on suprasegmental elements (intonation, stress, rhythm, phonemes and allophones). Bottom-up emphasizes on segmental elements, in this approach, students learn the importance and value of the segments through communicative activities and assignments.
- 5) **Holistic approach:** this approach can be used in a group of many students, it is based on important categories such as fluency, natural speaking, ability to communicate, style, etc. (Underhill, 1987).

- 6) **Atomistic approach:** in this approach correction of pronunciation of vowels, consonants, stress, rhythm, intonation, etc. are evaluated. It shows the problems and successes of the students in detail. There are some limitations in the usage of this approach, it takes too much time and it requires recordings made by the students.

Morley says the issue of assessment has been somewhat neglected in discussions of teaching pronunciation which has focused mainly on contents (phonetics), teaching strategies and materials. That is why Morley suggested three important areas of pronunciation assessment:

- 1) **Diagnostic Evaluation:** The diagnostic of learner' pronunciation both perception and production, is a means of determining their proficiency level. It has both a screening or placement function and a needs analysis function.
- 2) **Ongoing Evaluation with Feedback:** Feedback includes both ongoing learner assessment and errors correction. It not only is the domain of teachers but involves peer ad self-correction. The purpose of such evaluation and feedback in the classroom is twofold. Teacher needs to evaluate students' progress, the teacher should give continuous informal feedback on individual progress; the feedback may take the form of opportunities for self-correction, peer feedback, or teacher correction.
- 3) **Classroom Achievement Testing:** Classroom tests measure the level of achievement of a student on specific, course-related measure. For this reason, the test content and format usually mirror class activities. Whereas diagnostic tests evaluate the learner's overall command of English pronunciation and are used for either placement or screening purposes, classroom, tests focus on the material that has been taught and therefore indicate the student's progress within the context of a specific curriculum. (p. 5)

In other words, teachers should pay more attention to the pronunciation learner's to help them to improve their pronunciation in order to achieve the goals of the specific curriculum.

In this chapter, the main theoretical aspects related to pronunciation and important topics of it that complement it, were discussed to give the reader a better understanding about the main issue in this research.

CHAPTER III: METHODOLOGY

Inaccurate pronunciation of /f/, /tʃ/ and /dʒ/ phonemes has been detected at Facultad de Lenguas BUAP in students of Licenciatura en Enseñanza del Inglés, so it has been necessary to make a research to find what are the possible reasons that cause problems in some students of Target Language English 4 to produce these phonemes. The purpose of this investigation was to find the possible reasons and after suggest students of Target Language 4 some exercises to improve the pronunciation of /f/, /tʃ/ and /dʒ/ phonemes.

Pronunciation needs to be trained to make qualified students in this school; the concern of this investigation had been thought of helping students who presented problems in pronunciation with the sounds /f/, /tʃ/ and /dʒ/. In this chapter, the reader will see information about the subjects under study, the instruments used to collect data and the procedures required for the analysis of the information and how the answers of the research questions were obtained are discussed below. The method used in this investigation was a descriptive method according to Criollo (2003) in which the information is gathered to answer the research questions of the study.

3.1 The Subjects

The subjects chosen in this investigation were 4 English learners studying at Facultad de Lenguas BUAP in Puebla, whose pronunciation in a previous examination presented problems when pronouncing the sounds /f/, /tʃ/ and /dʒ/. These students are 4 students studying in Target Language English 4. The students' ages rank from 18-20 years

old approximately. The students of this research belong to a medium socioeconomic level, who have been studying English at Facultad de Lenguas BUAP during a period of 2 years.

3.2 Instruments

The instruments needed to obtain the answers of the research questions were the following: observations of the classes of Target Language English 4. Another instrument that was applied was a phonetic category table, the table which contained 27 words (taken from an activity of Gerald Kelly) that had /ʃ/, /tʃ/ and /dʒ/ phonemes in their phonetic transcriptions. That was a model taken from the study of Macháčková (2012). Those words were read by the 4 students of target language English 4; and finally there were used 4 recordings of 1 minute approximately of 4 the subjects, those exercises were taken from the study of Macháčková (2012) too.

3.3 Method of Data Collection

To collect the data, it was important to think about the way to obtain all the information required for the study according to the purpose and to the research questions to be answered during this study. At the beginning of this research, it was asked for permission to an English Teacher of Target Language English 4 to observe the class and to hear and analyze the pronunciation of the students. To gather the data, it was essential to collect accurately information trying not to manipulate it. The observations of the classes of Target language English were made 6 times to detect the students who did had problems to produce /ʃ/, /tʃ/ and /dʒ/ phonemes. The observations also helped to reach other purposes such as connection and focus on pronunciation during class. In the first observation were detected the students and in the next observations, the attention was focused on those

students who had problems to pronounce the previous phonemes and according to that the information was confirmed. The recordings were analyzed many times to be sure about the transcription of them and not to modify the results.

3.4 Data Analysis Procedures

The methodology steps followed during this study for the research purposes were as described below.

First of all, 6 observations of the class of English Target Language 4 were made to analyze the pronunciation of the students. During the classes the pronunciation of the students was carefully analyzed when they talked in English, when they say a word using /ʃ/, /tʃ/ and /dʒ/ phonemes the numbers of students who had problems to produce those phonemes were detected. Secondly, the students were asked to read a sequence of words that have /ʃ/, /tʃ/ and /dʒ/ phonemes in their transcriptions such as: “machine”, “child” and “bridge” to point out the 4 students of this class who had problems to produce /ʃ/, /tʃ/ and /dʒ/ phonemes.

Finally, 4 students selected, from English Target Language 4, read a sequence of 27 words with /ʃ/, /tʃ/ and /dʒ/ phonemes to verify if they really had problems to produce those phonemes, the recordings were made when the students read the sequence of 27 words; finally the recordings were analyzed paying attention to the pronunciations of the words under analysis and to detect the errors in students’ pronunciations.

CHAPTER IV: RESULTS

As it was previously stated in the methodology chapter of this study, data was collected from the 4 students' in Target Language 4 recording of voice at Facultad de Lenguas of Benemérita Universidad Autónoma de Puebla to distinguish and to produce /ʃ/, /tʃ/ and /dʒ/ phonemes.

4.1 Recognition of /ʃ/, /tʃ/ and /dʒ/ phonemes

The 6 observations and the recordings made in this study, managed to answer if the students are able to recognize the differences of pronunciation between /ʃ/, /tʃ/ and /dʒ/ phonemes and to sound them in a right way; in the recordings students switched some phonemes and made mispronunciation of some of those phonemes, e.g. they pronounced /ʃIn/ instead of / tʃIn/. It was also seen that students want to speak as much as possible forgetting about the value of pronunciation. In the recordings it could hear some mistakes of pronunciation caused by bad positions of articulators as tongue and teeth and that leads students produce another phoneme instead of /ʃ/, /tʃ/ and /dʒ/.

4.2 Teaching of Phonetics, Phonology and Pronunciation in Target Language English 4

When the classes of Target Language English 4 were observed, the teacher did not teach neither Phonetics nor Phonology, he/she just taught a topic to the students, but did not take into account Phonetics and Phonology. It was observed that the teacher did not teach Pronunciation, he/she corrected to the students when they pronounced a word in a bad way,

and the teacher also corrected them some errors of word order; Phonetics, Phonology and Pronunciation were not taught in the Target Language English 4.

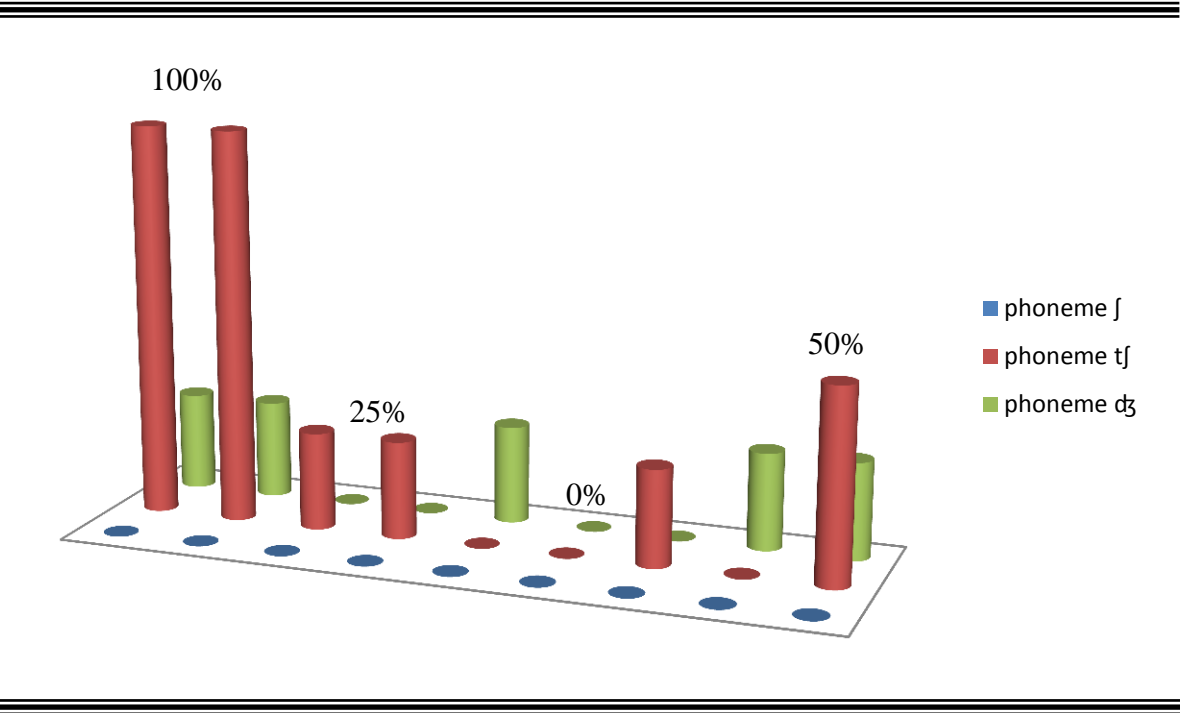
After data was collected by recording 4 students' in Target Language 4 at Facultad de Lenguas of Benemérita Universidad Autónoma de Puebla voice to distinguish and to produce /ʃ/, /tʃ/ and /dʒ/ phonemes the information was applied and collected through the instrument, a phonetic category table that contained 27 words selected according to their phonetic transcription, the different pronunciations uttered by the students were transcribed. Then observations were made as an important point in this investigation, mainly to detect the students who presented problems to produce /ʃ/, /tʃ/ and /dʒ/ phonemes and finally the information was analyzed to obtain information about the 4 students' pronunciation problems of the 3 different types of English sounds.

In other words, the data gathered with the recording of 4 students, was recorded when the students read a sequence of 27 words which contained /ʃ/, /tʃ/ and /dʒ/ phonemes in their pronunciation, a list of words to pronounce these phonemes was created such words were: **sheep, short, shoe, machine, fashion, washed, finish, rubbish, push, chin, cheer, choice, riches, catching, batches, which, switch, search, joke, Jane, jest, edging, badges, lodging, ridge, surge, edge** (See Appendix 1). The information about the results will be presented in the following way. First of all, the overall results obtained of the 4 students pronunciations will be presented and discussed based on the framework of the research. Secondly, the results for the different pronunciations will be presented and discussed in more detail. Figures obtained for each group will be offered and a comparison and contrast among each phoneme pronunciation will be discussed.

4.3 General Results for the 4 Students' Phoneme Pronunciations

It was necessary to know the general results in order to have an idea about the 4 students' speaking proficiency to pronounce the 3 different phonemes (/ʃ/, /tʃ/, /dʒ/) and see in percentages their possible weaknesses and strengths about the different pronunciations of such words. In Figure 4 below it can be seen that all the words pronounced by the students are presented, each percentage represents the errors of the students, the blue bars are all the 9 words with phoneme /ʃ/, the red bars are the 9 words with /tʃ/ phoneme and the green ones are the 9 words with /dʒ/ phoneme. The percentages about The General Results obtained for the discrimination of sounds /ʃ/, /tʃ/ and /dʒ/ are shown below in detail Figure 4.

Figure 4. General Percentages Obtained for the Discrimination of /ʃ/, /tʃ/ and /dʒ/ Sounds



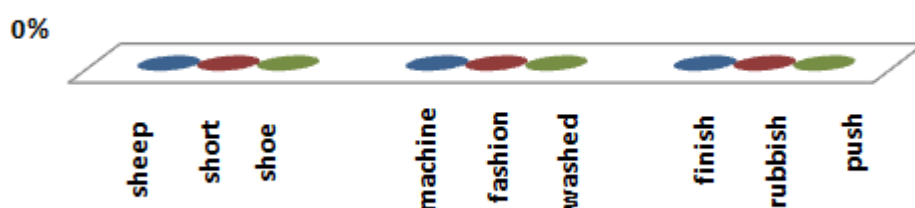
It is shown that 0% of the students have trouble with the phoneme /ʃ/ in the 9 words. With the phoneme /tʃ/, there were also obtained some variations in the results, the percentages are 0%, 25%, 50% and 100%. According to the phoneme /dʒ/ the percentages are 0% and 25% taking into account the problems that the students had.

It can be noticed in figure 4 that the subjects made more mistakes when they produced words with the phoneme /tʃ/. In the case of the sound /dʒ/, the subjects made 5 mistakes and in the case of the phoneme /ʃ/ they produced the 9 words in the right way so, it is probable that they need to practice more the sounds /tʃ/ and /dʒ/. However, it is necessary to explain each phoneme in a separated graph describing the errors that each subject made when the 29 words of the phonetic category table were read. (See Appendix 1, 2, 3 and 4).

4.4 Words With /ʃ/ Phoneme in Their Pronunciation

Figure 5 shows the number of students with problems about the /ʃ/ pronunciation; it can be seen that 100% of students did not have problems with this phoneme, they pronounced in a right way the 9 words with /ʃ/ phoneme. The words produced were: **sheep**, **short**, **shoe**, **machine**, **fashion**, **washed**, **finish**, **rubbish**, **push**. All the bars represent 0% because there was no problem on producing this phoneme. So each percentage shows that these students in Target Language 4 did not have problems to distinguish and to pronounce /ʃ/ phoneme.

Figure 5. Words with /ʃ/ Phoneme in their Pronunciation



This figure represents the percentage of errors. It can be implied that there was no a difficulty to pronounce the previous phoneme because students are familiarized with the phoneme /ʃ/; they could know the phoneme, and they recognize it probably because in their mother tongue they have some words with the same pronunciation with the use of /ʃ/, e.g. the words Xilotzingo, Xoloscuinle, etc. Even though Kenworthy (1987, p. 153) says that “Spanish Learners substitute either /tʃ/ as in *check* as in *Sue*”. It is noticed that confusion about the use of this /ʃ/ sound did not occur in the students of Target Languge English 4. A table with the 4 subjects pronunciation of this sound is seen below. (See Appendix 2, 3, 4 and 5, results are shown in first table of each appendix).

Excerpt 1: Pronunciation of Subjects (Under Study 1, 2, 3 and 4) about Words with /f/ Sound

	sheep	short	shoe	machine	fashion	washed	finish	rubbish	push
/f/									
S1	f	f	f	f	f	f	f	f	f
S2	f	f	f	f	f	f	f	f	f
S3	f	f	f	f	f	f	f	f	f
S4	f	f	f	f	f	f	f	f	f

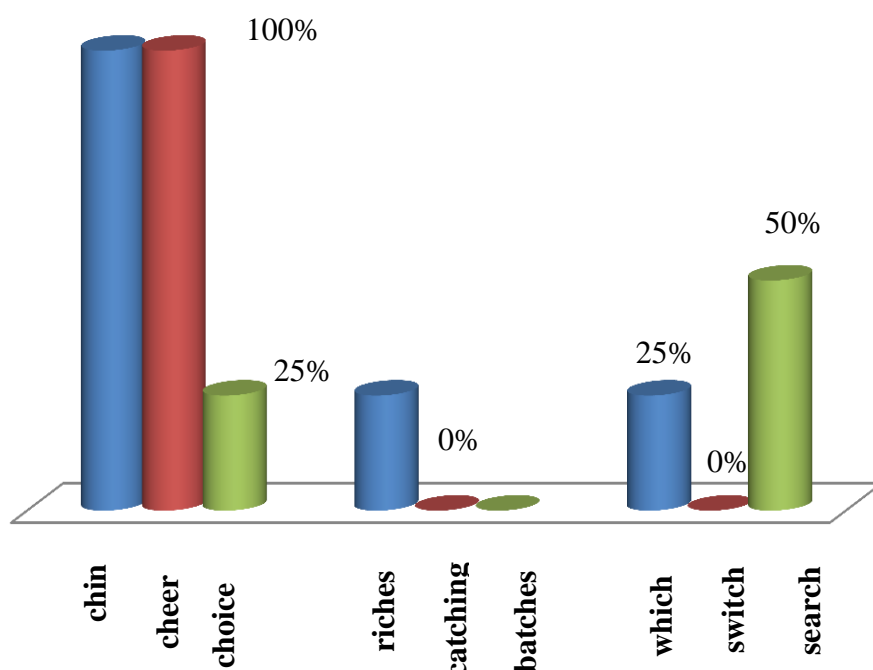
In this example, the student read 9 words, the first line shows the phonetic symbol which contains the phonetic transcription of the words written in the second line of the chart. The last line of the chart shows the phoneme produced by the student. As it is seen, the student pronounced in a right way all the words, he/she did not have problems to do it. It may be possible because in the mother tongue of the learner exist the sound /f/ or because he was taught about their correct pronunciation. So it is shown that the student's pronunciation correction must be focused on the other two phonemes.

Figure 6 below presents students who had problems to articulate the phoneme /tʃ/ in most of the 9 words selected. The words asked to students to be pronounced were: **chin**,

cheer, choice, riches, catching, batches, which, switch, search. These percentages are shown in figure 15 below.

4.5 Words with /tʃ/ Phoneme in their Pronunciation

Figure 6. Students' Percentages Problem in Words with /tʃ/ Phoneme in their Pronunciation



It is seen that most of the students had problems when the phoneme is at the beginning of the words; the confusion was especially in the first word **chin** and in the second one which was **cheer**, it is represented in a 100%. Just 25% of the students had problems in the pronunciation of the word **riches** when the phoneme was in the middle of the word. Just some students had problems when they pronounced the words with the /tʃ/ phoneme at the end of the word, as in the word **search** 50% of the students produced /ʃ/

phoneme instead of /tʃ/ phoneme. The 0% represents that the students did not have problems pronouncing the words **catching**, **batching** and **switch** (See Appendix 2, 3, 4 and 5, results are shown in second table of each appendix). Kenworthy (1987) says that Spanish learners tend to use /ʃ/ where /tʃ/ should occur, eg, *cherry* will be pronounced as / ʃeri: /, that takes place when Spanish learners are able to produce /ʃ/ , they may actually overuse it. (p.153). Kelly (2000, Longman, p. 49) also states that Spanish learners have difficulties to produce affricatives as /tʃ/. So it was necessary for the purpose of this study to evaluate words with this sound so in. An example can be seen below in Excerpt 2.

Excerpt 2: Pronunciation of Subjects Under Study 1, 2, 3 and 4 about Words with /tʃ/ Sound.

/tʃ/									
	chin	cheer	choice	riches	catching	batches	which	switch	search
S1	ʃ	ʃ	tʃ	tʃ	tʃ	tʃ	ʃ	tʃ	ʃ
S2	ʃ	ʃ	ʃ	ʃ	tʃ	tʃ	tʃ	tʃ	tʃ
S3	ʃ	ʃ	tʃ	tʃ	tʃ	tʃ	tʃ	tʃ	tʃ
S4	ʃ	ʃ	tʃ	tʃ	tʃ	tʃ	tʃ	tʃ	ʃ

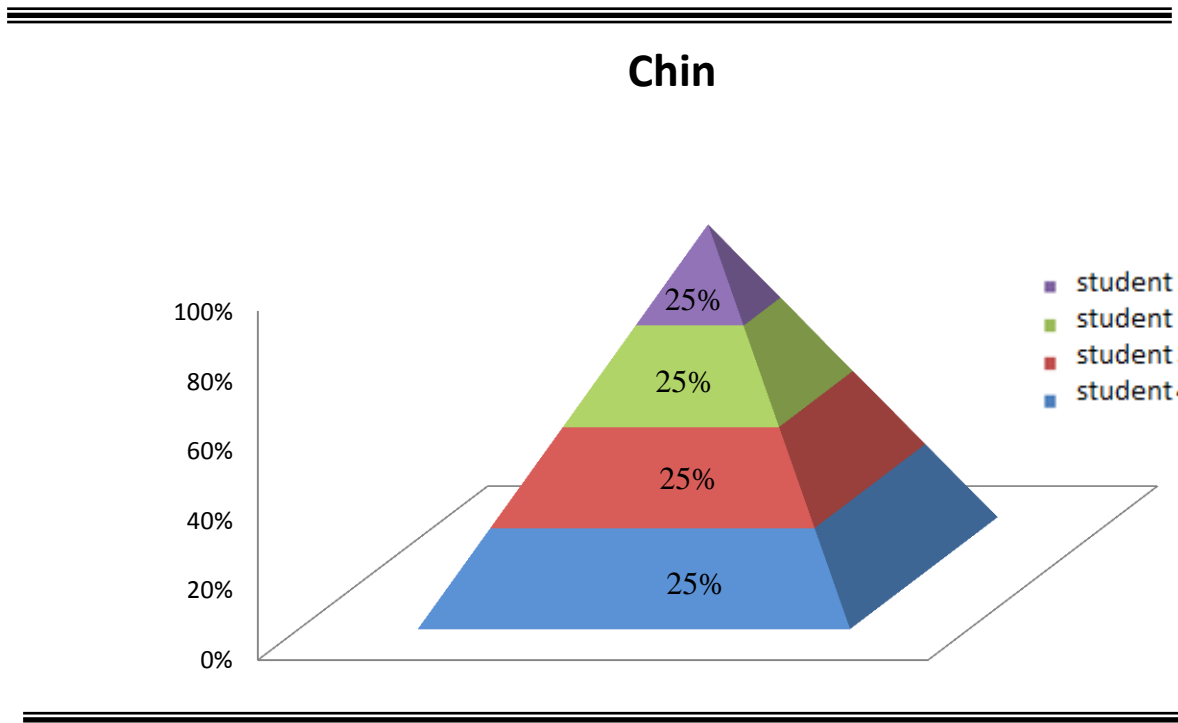
In this table, it can be seen that the subject number two had four errors of the pronunciation; from the first word until the fourth one she/he produced the sound /ʃ/ instead of /tʃ/ sound. The words catching, batches, which, switch and search were pronounced with the right phoneme /tʃ/. One problem could be related to the relationship of writing /tʃ/ in the words with the pronunciation. So students need to know something about that in English

language there is no relationship between writing and pronunciation. It also was necessary to know the difficulties that students have about the pronunciation of /tʃ/ phoneme, so it was necessary to search about the number of /dʒ/ phoneme.

4.5.1 Individual Figures of the Sound /tʃ/

Each word will be explained in detail to show the problems of pronunciation of the participants, the first one will be the figure 7 of the word “chin”.

Figure 7. Details of the Pronunciation of the Word “chin”



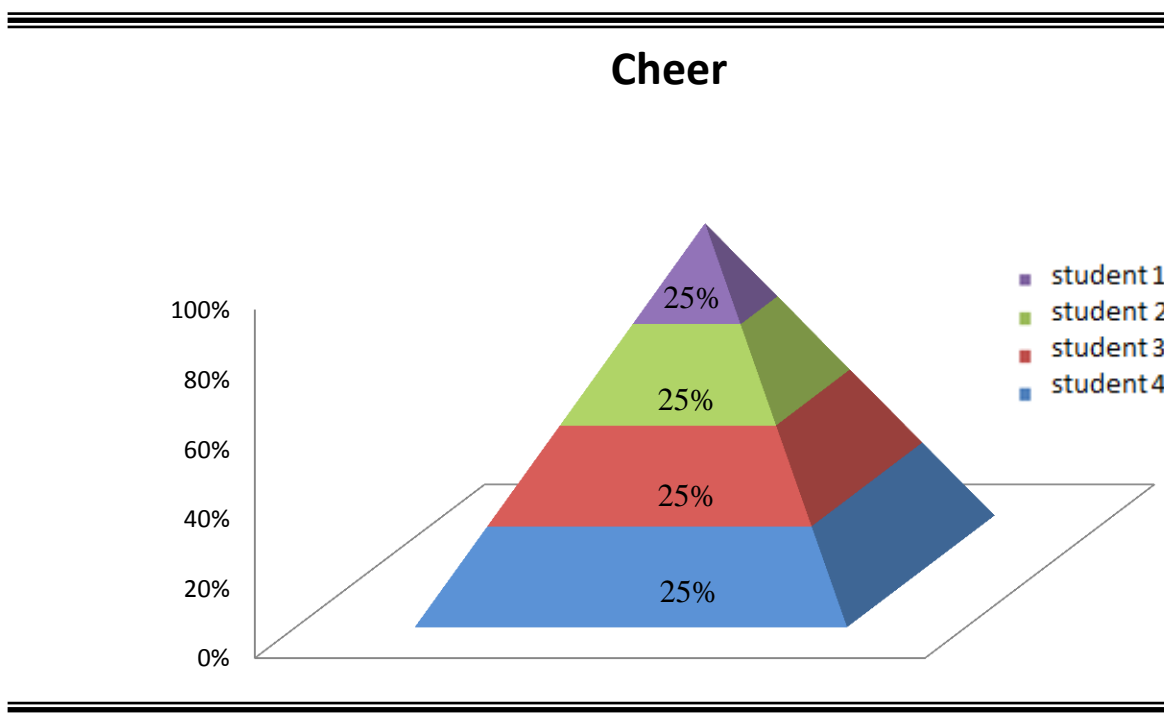
In the last graph, it is seen that 100% of the students have problems to produce the sound /tʃ/ at the beginning of the word “chin”. In other words, each student represents 25% of the total, and the 4 subjects are the 100% who presented these problems. Students produced sound /f/ instead of the sound /tʃ/. (See Appendix 2, 3, 4 and 5, results are shown

in second table of each appendix). One reason could be that participants might be sure that is the right pronunciation of the word “chin”. Ogden (2009, p. 13) says:

“Postalveolar sounds are made just behind (‘post’) the alveolar ridge. There are four of these in English, /ʃ/ and /tʃ/, the sounds spelt <sh> in ‘ship’, ʃip, and <si> in ‘invasion’, /imeɪzən/, and the sounds /tʃ/ /dʒ/ as in ‘church’ and ‘judge’. It can be hard to feel the difference in place of articulation between alveolar and postalveolar sounds, but if you produce a sound, then a /ʃ/ sound, and suck air in immediately after each sound, you should feel that part of the roof of the mouth which goes cold and dry is further back for /ʃ/ than for s”.

Figure 8 below represents the results of pronunciation of the sound tʃ, each percentage represents a subject who had problems to produce the phoneme.

Figure 8. Pronunciation of the Word “cheer”

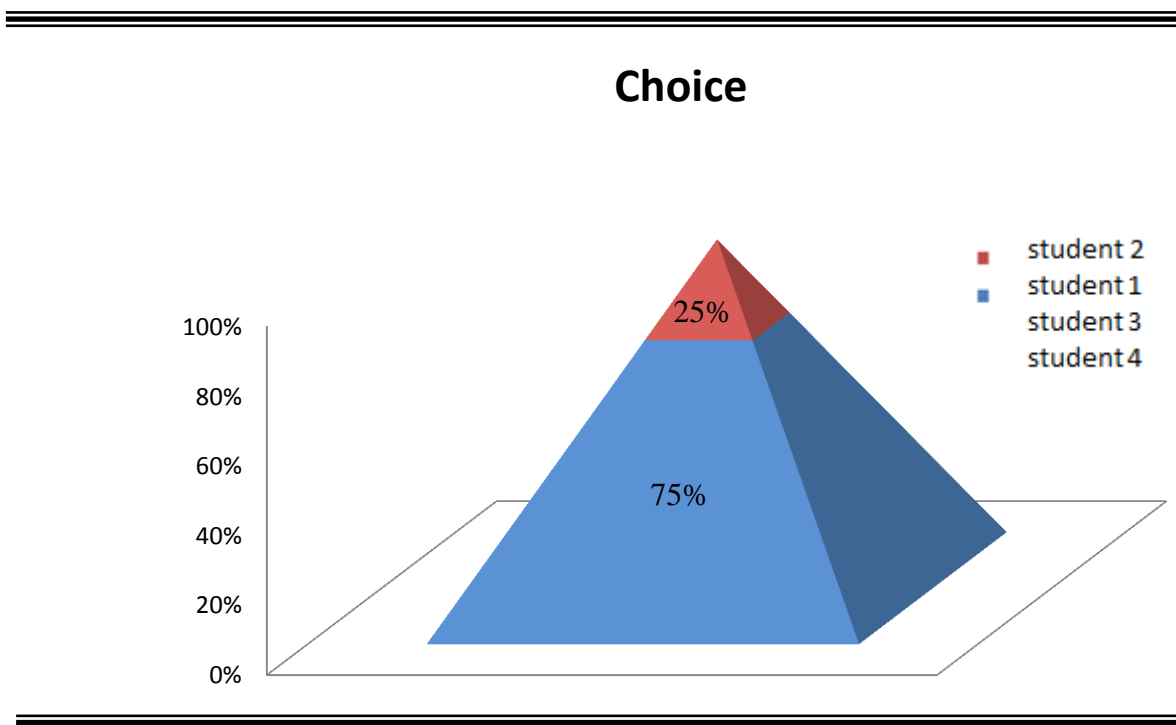


The 4 participants (100%) pronounced in a wrong way the word “cheer”; subjects produced /ʃ/ instead of /tʃ/ (See Appendix 2, 3, 4 and 5, results are shown in second table of

each appendix). ”. In other words, each student represents 25% of the total, and the 4 subjects are the 100% who presented these problems. It seems students have problems when the writing of the word starts with “ch”, that could be a reason why the participants produced wrong the sound as in the next word “choice” produced wrongly by student number 2. To answer the research questions, it was relevant voice the word “choice”.

Figure 9 below shows the results which were obtained in the recordings of the subjects taking the class Target Language English 4.

Figure 9. Graph of the Word “Choice”

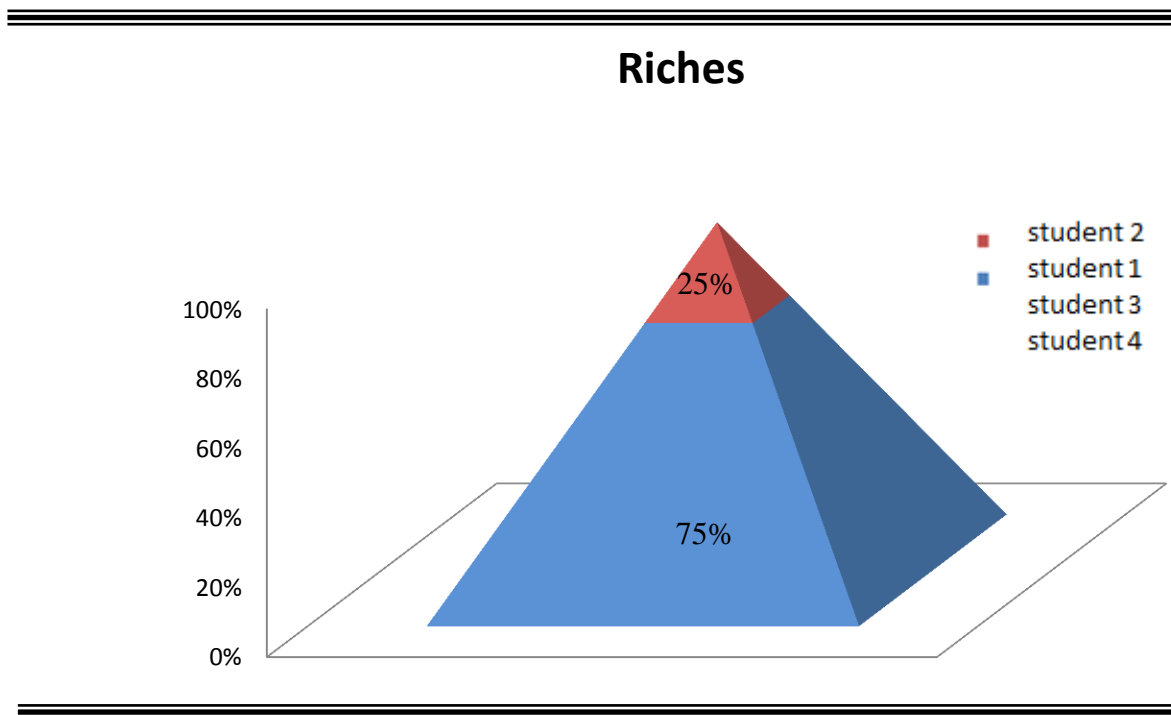


It is seen 25% (student number 2) of the subjects have problems to pronounce the word producing /f/ sound. 75% (students number 1, 3, 4) did not have problems when they read the word “choice”, 75% produced the sound /tʃ/. (See Appendix 2, 3, 4 and 5, results

are shown in second table of each appendix). Student number 2 might think “ch” writing is produced as /ʃ/ in the word “machine”. The use of another word with /tʃ/ sound was used as in word “riches” to demonstrate and analyze problems of pronunciation. Students imitated the sound /tʃ/ that could be a reason that 75% of subjects did not have problems to produce the phoneme, as Kenworthy (1987 p. 1) says about it: Some sounds of English do not occur in other languages. Sometimes learners will be able to imitate a new sound...”

Figure 10 explains the way students produced the sound /tʃ/ in word “riches” after that brief explanation will be presented to understand the figure.

Figure 10. Pronunciation of the Word “Riches”

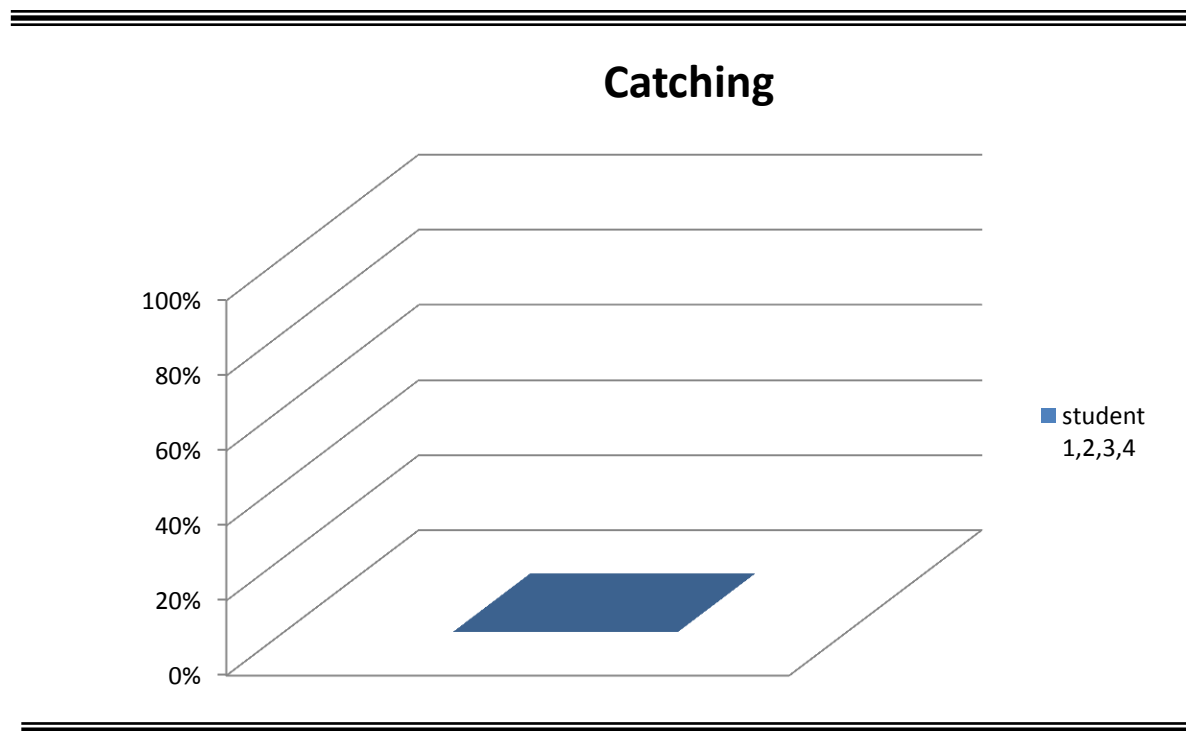


It is seen 25% (student number 2) of the subjects had problems to pronounce the word, it is noticed that the same student produced /ʃ/ instead of /tʃ/ sound, (See Appendix 2,

3, 4 and 5, results which are shown in the second table of each appendix). He/she could think “ch” writing is produced as /f/. As Kenworthy (1987) discuss about Spanish speakers have problems to produce the sound /tʃ/: “Learners substitute /tʃ/ by /f/ sound “(p. 153). 75% (student 1, 3, 4) did not have problems when they read the word “riches”, they produced /tʃ/ phoneme in the same way they voiced it in word “catching”.

Figure 11 shows the results of the recording of the word “catching”, it represents the percentage of participants who have problems to sound /tʃ/.

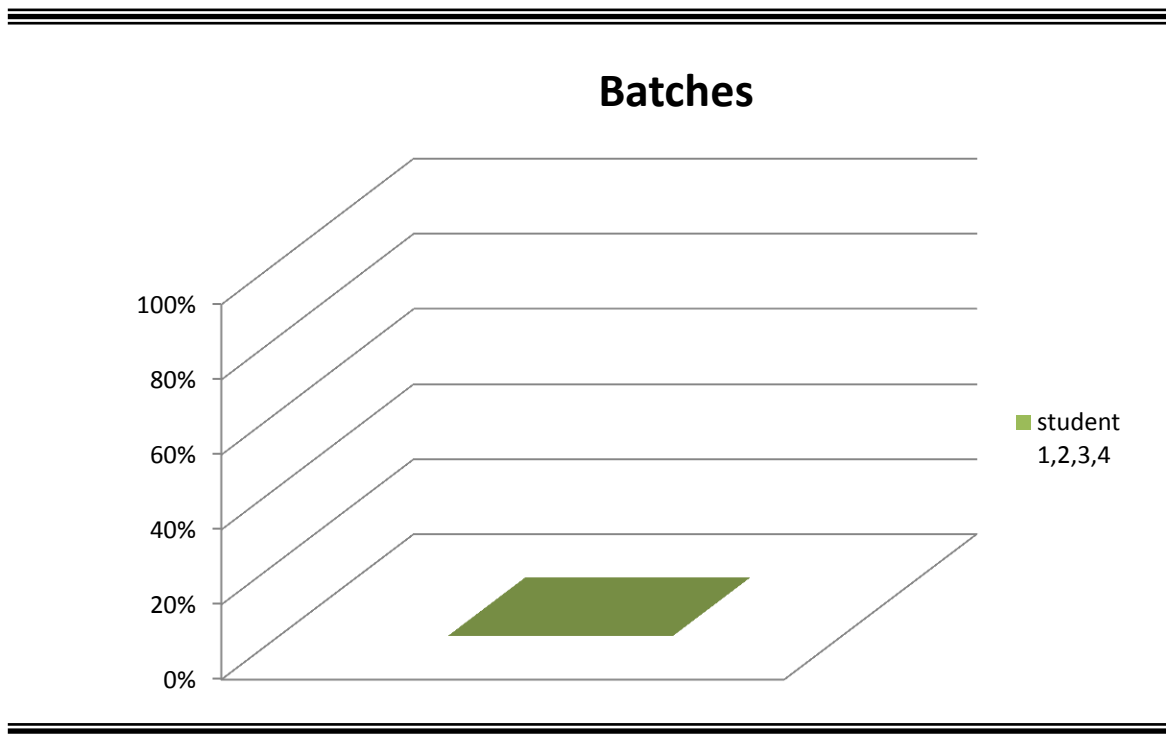
Figure 11. Graph of the Word “Catching”



It is noticed 0% of the participants had problems in the production of the sound /tʃ/. Participants could make a relationship of writing “ch” in the word “catching” so they produced the right sound which is /tʃ/. (See Appendix 2, 3, 4 and 5, results are shown in

second table of each appendix). Students could think that a relationship occurs between the spelling of the word and the pronunciation of it as in their own language which is Spanish. Kelly (2000) comments about it: “In some languages, there is a high level of correspondence between spelling and pronunciation; Japanese, Italian and Spanish are good examples of so-called ‘phonetic’ languages”. (p. 122). The same relationship can be seen in word “batches”. Next figure, Figure 12, describes the result taken from the recordings of the 4 subjects when they read the word “batches”.

Figure 12. Word “Batches”

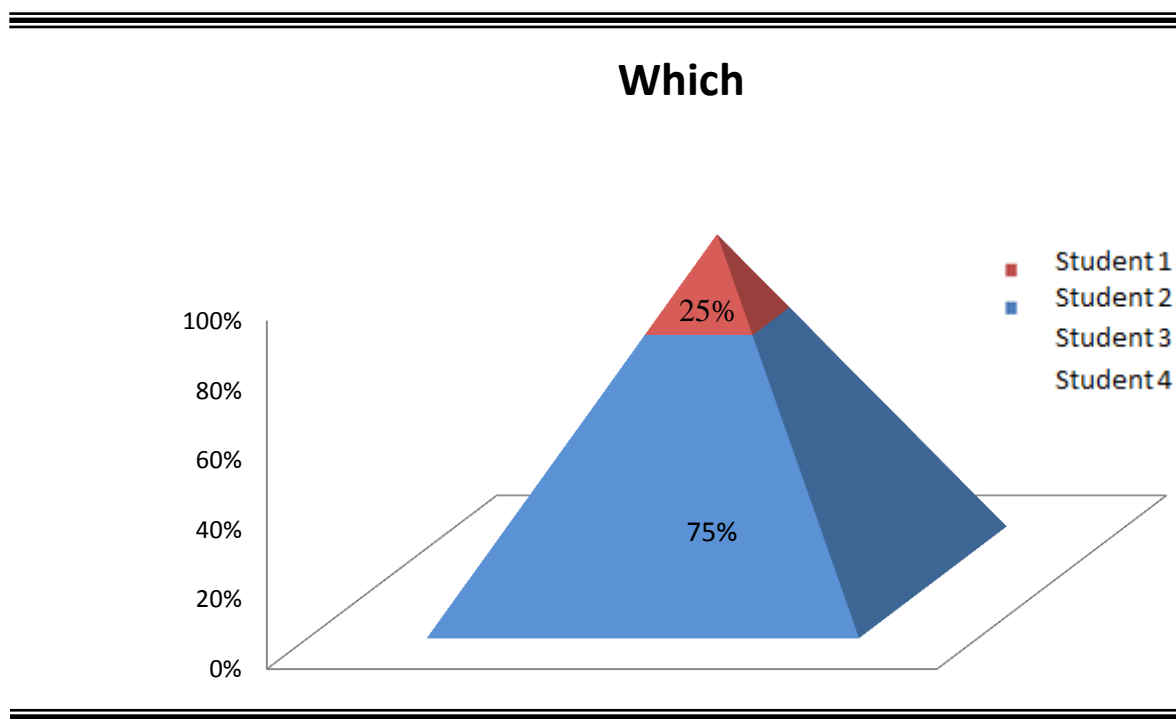


0% of students had problems to produce the word. (See Appendix 2, 3, 4 and 5, where results are shown in second table of each appendix). As in the last figure, participants also could make a relationship of writing “ch” in the word “catching” so they

produced the right sound which is /tʃ/. A Kelly (2000) says: “In some languages, there is a high level of correspondence between spelling and pronunciation; Japanese, Italian and Spanish are good examples of so-called ‘phonetic’ languages. (p. 122). To prove some statements made in this research, it was necessary to use words with the production of /tʃ/ sound at the end of the word as in word “which”.

Figure 13 describes in detail the results of the phoneme /tʃ/ in the word “which”, some explanations are given to know the reasons of what it is seen.

Figure 13. Production of the Word “Which”

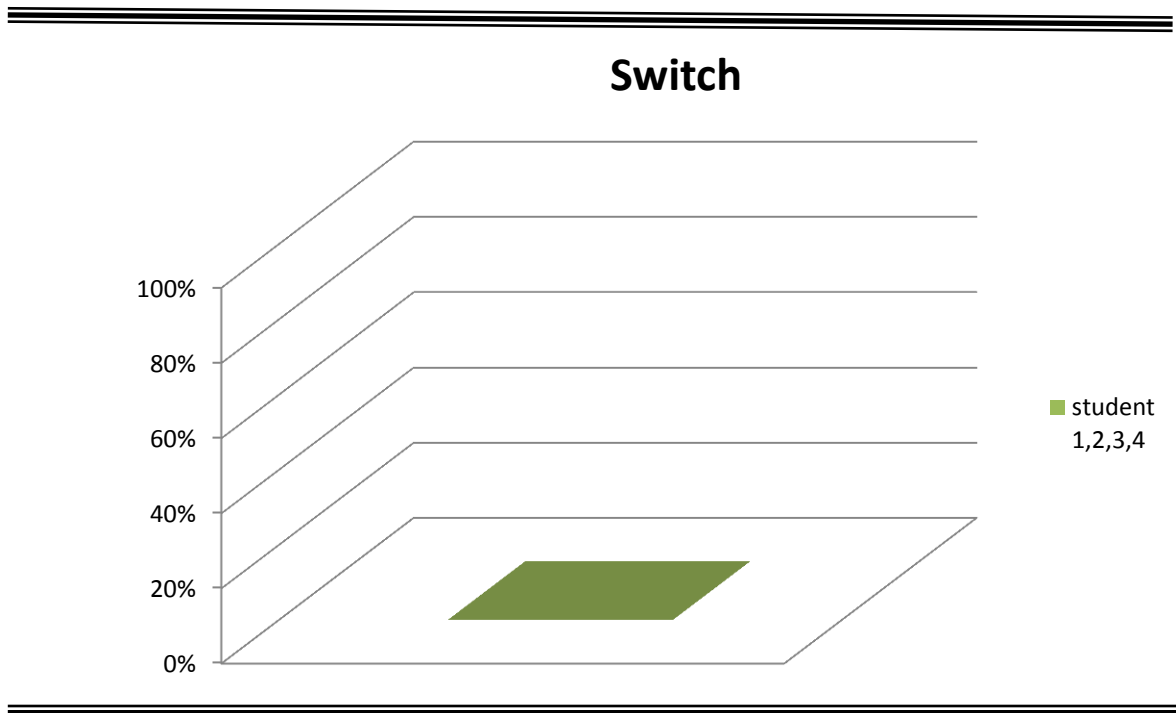


In this case, student number 1 (25%) had problems to produce /tʃ/ sound, he/she might think when a word finishes with “ch” in its writing it is pronounced as /ʃ/. Students

number 2, 3, 4 (75%) did not have problems to produce the word “which”, they produced the right sound in the word. (See Appendix 2, 3, 4 and 5, results are shown in second table of each appendix). Spanish speakers have problems to voice this phoneme, as Kenworthy (1987) discuss about Spanish speakers have problems to produce the sound /tʃ/: “Learners substitute /tʃ/ by /f/ sound “(p. 153). Student 1 had problems voicing the sound, the rest did not have problems, comparing the results with results of the word “switch” students know better in pronunciation of the word “switch”.

The following figure gives explanation of the production of the word “switch”, /tʃ/ sound is at the end of the word.

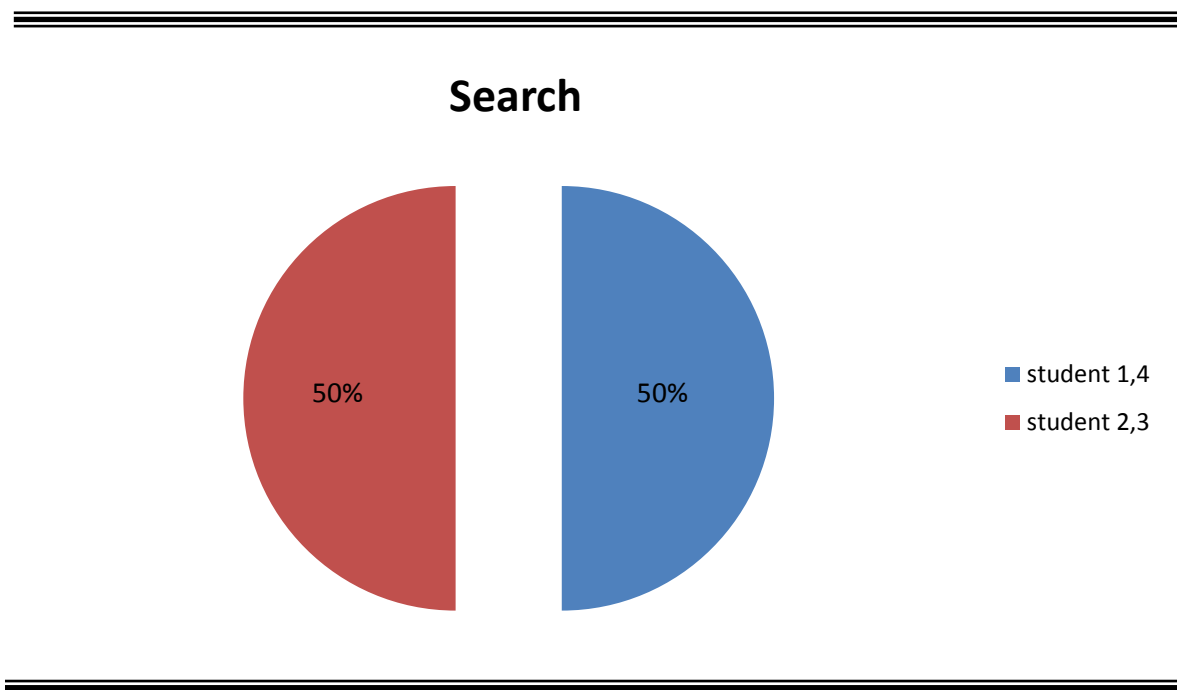
Figure 14. Graph of the Word “Switch”



It is seen that the 0% of the subjects had problems with the phoneme. In this case, participants also could make a relationship of writing “ch” in the word “catching” so they produced the right sound which is /tʃ/. (See Appendix 2, 3, 4 and 5, results are shown in second table of each appendix). This relationship between spelling and pronunciation may cause problems for the students under this study, as Kelly agrees about it: The lack of a simple correspondence between the spelling system and the pronunciation system in English tends to cause problems for the learners that it can lead them to initially or repeatedly words and mispronounce them” (p. 125). Last word needed to study the problems of pronunciation of /tʃ/ was word “search”.

Figure 15 below demonstrates the percentages of pronunciation problems of the 4 participants chosen for this research.

Figure 15. Pronunciation of the Word “Search”

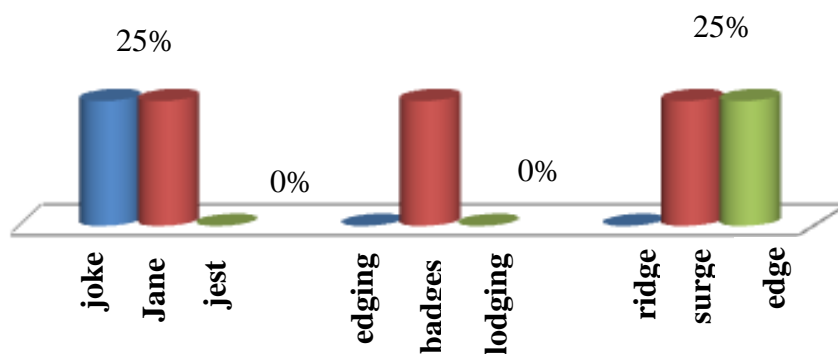


The results in Figure 15 above show 50% the subjects (student 1, 4) had problems with the pronunciation of the word. In this occasion, those subjects could think “ch” at the end of a word in its writing is pronounced as /ʃ/. The other 50% (student 2, 3) of subjects did not have problems to pronounce it. (See Appendix 2, 3, 4 and 5, results are shown in second table of each appendix). They might know the right pronunciation of the sound /tʃ/ in word “search”.

4.6 Words with /dʒ/ Phoneme in their Pronunciation

Below Figure 16 shows the results of the /dʒ/ phoneme. Figure 16 shows the 9 words evaluated to students, the words were: **joke**, **Jane**, **jest**, **edging**, **badges**, **lodging**, **ridge**, **surge**, **edge**. The students had the same number of errors in pronunciation as in the production of the phoneme /tʃ/. Details will be explained below.

Figure 16. With /dʒ/ Phoneme in their Pronunciation



0% means that students did not have troubles in producing the words **jest**, **edging**, **lodging** and **ridge**. 25% of students have problems to pronounce **joke**, **Jane**, **badges**, **surge** and **edge**. In the case of the words, **joke** and **badges**, 25% of the students produced the phoneme as /h/. (See Appendix 2, 3, 4 and 5, results are shown in the third table of each appendix). About words **surge** and **edge** the phoneme was pronounced as /tʃ/. Something that may be inferred is that students do not pay attention to the position of the tongue when the phonemes are produced, they just produce them in the way they hear them. Kelly (2000, p. 49) explains the position of the tongue when this consonant is produced: The tongue tip, blade and rim close against the alveolar ridge and side teeth. The front of the tongue is raised, and when the air is released, there is audible friction. The soft palate is also raised. /dʒ/ is voiced and alveolar. /dʒ/ is devoiced at the end of a word as in *judge larger*. Other reasons are given by Kenworthy (1987, p. 153) for “Spanish Learners /dʒ/ is an unfamiliar sound”, and learners will either substitute /tʃ/ as in **surge** and **edge**. The other reason “may also be confusion between that /h/ and /dʒ/”. (p. 154)

It is noticed that some students who seem to have problems when they talk, they cannot produce the previous phonemes probably because there can be an influence of their Target Language 4 English teachers, when these learners produce the phonemes in a wrong way, there are no corrections from the teacher or feedback and students keep making mistakes when they pronounce the same phonemes or sounds. It is necessary also to see the 4 subjects’ pronunciation to have a better idea of the weaknesses and strengths of students’ pronunciation.

In Excerpt 3, the 4 subject’s /dʒ/ pronunciation performances are shown. In the Excerpt 3, it can be seen that the subject changed the sound in the first word **joke**, it was

produced the phoneme /j/, in the word badges he/she produced the phoneme /tʃ/. This subject has problems when in some cases the phoneme /tʃ/ was presented at the beginning of the word and at the middle of the word. The subject does not have difficulty to produce the phoneme /tʃ/ when the phoneme is at the end of the words.

Excerpt 3: Pronunciation of Subjects Under Study 1, 2, 3 and 4 about Words with /dʒ/ Sound

/dʒ/

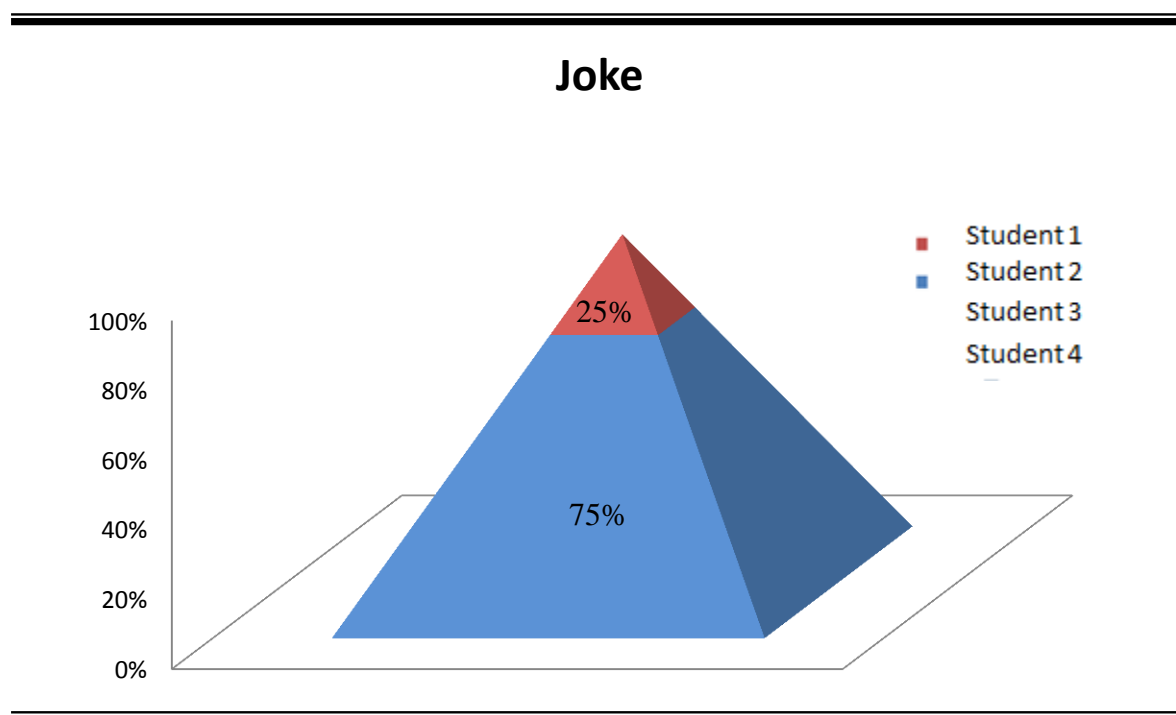
	joke	Jane	jest	edging	badges	lodging	ridge	surge	edge
S1	j	dʒ	dʒ	dʒ	tʃ	dʒ	dʒ	dʒ	dʒ
S2	dʒ	j	dʒ	dʒ	dʒ	dʒ	dʒ	tʃ	tʃ
S3	dʒ	dʒ	dʒ	dʒ	dʒ	dʒ	dʒ	dʒ	dʒ
S4	dʒ	dʒ	dʒ	dʒ	dʒ	dʒ	dʒ	dʒ	dʒ

It may see that students had problems to distinguish the phoneme dʒ when they saw in the spelling of the words a letter “e” after a letter “g” or “j” in the cases of the words jest, badges, surge and edge, they could think that there was a relationship about the spelling of the word.

4.6.1 Individual Figures of the Sound /dʒ/

9 Figures are presented below, each of one shows the percentages which represent the number of students who have problems to produce the phoneme dʒ; the first figure is figure 17 giving details of the word “joke”.

Figure 17. Representing the Word “Joke”

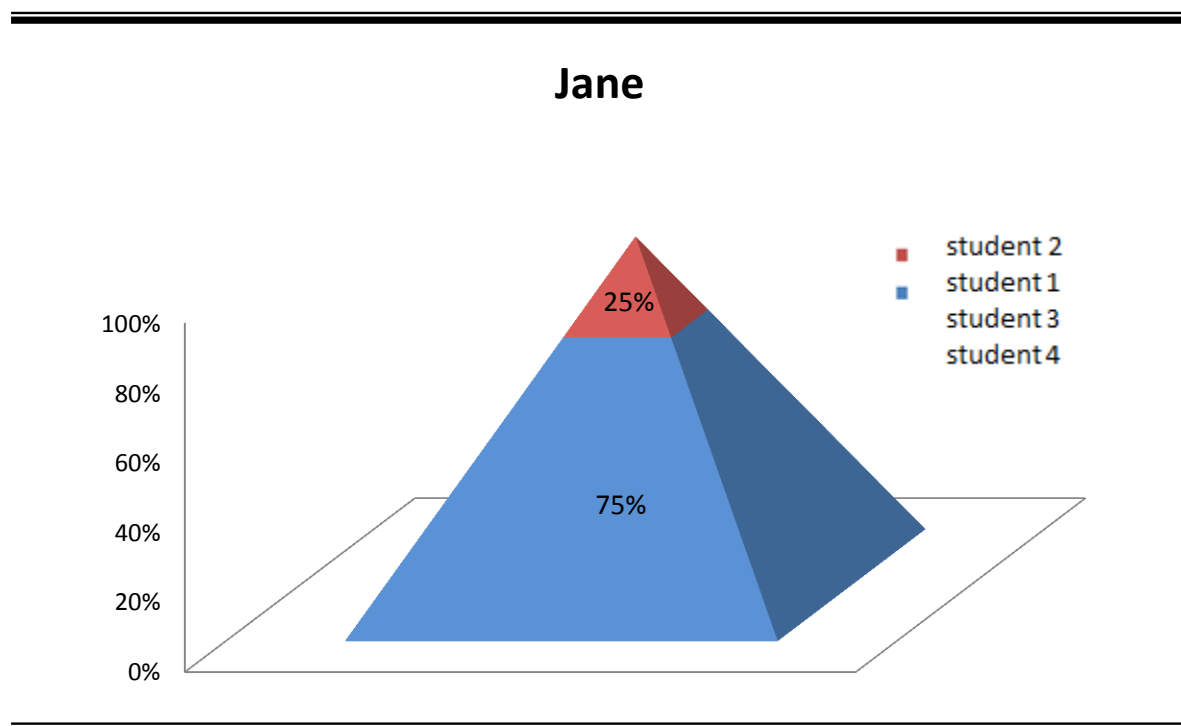


In the last figure, it is seen the 25% (1 student) had problems to pronounce the word joke, he/she produced the sound /j/ instead of dʒ. It may be inferred that the student did not pay attention to de position of the tongue when produced the phoneme. 75% (2, 3, 4 students) produce the phoneme in a right way (See Appendix 2, 3, 4 and 5, results are shown in third table of each appendix). It means they made a right position of the tongue to

produce /dʒ/ sound. The position of the tongue was also an implication seen in word “Jane”.

Clear results of pronunciation of the sound /dʒ/ in the word “Jane” are presented below in Figure18.

Figure 18. Representing the Word “Jane”

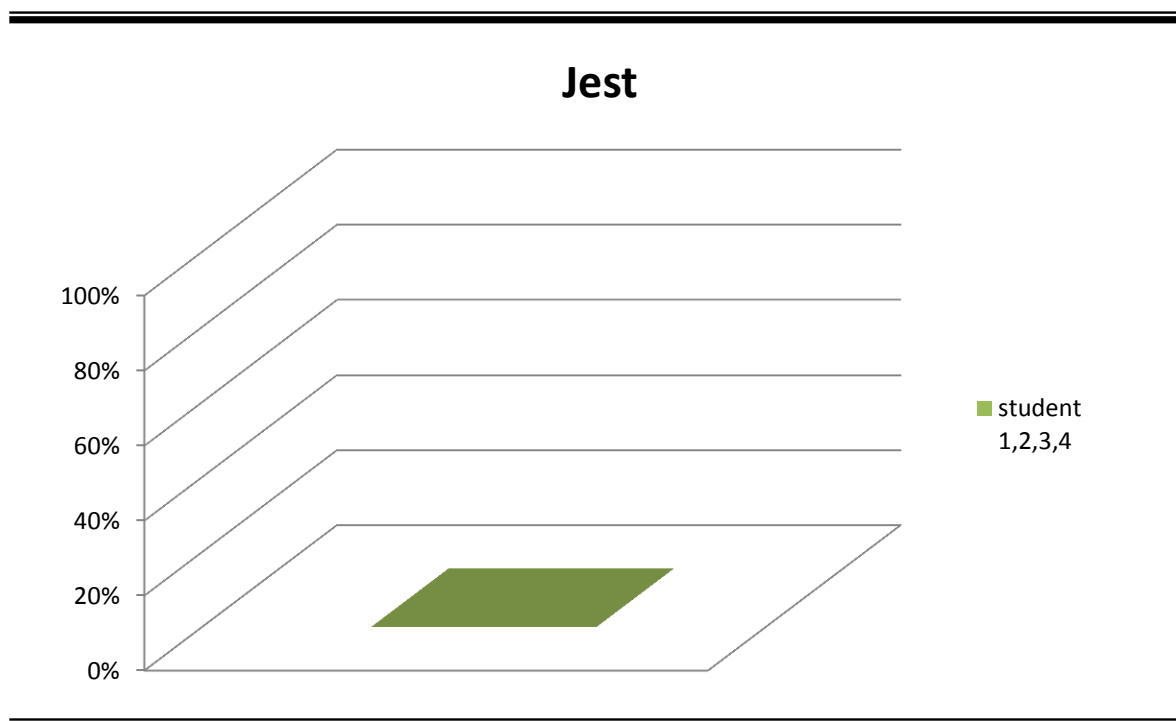


The preview figure shows the student 2 (25%) had problems when read the word, he/she produced the phoneme /j/ as in the last case. It also may be inferred that student 1 did not pay attention to the position of the tongue when produced the phoneme. 75% (1, 3, 4 students) produce the phoneme in a right way, it means they made a right position of the tongue to produce /dʒ/ sound. (See Appendix 2, 3, 4 and 5, results are shown in the third table of each appendix). This factor has a big influence in the mispronunciation of the

sound $dʒ$ in word “Jane”, Avery et al. (1992) say: Speakers for many Spanish dialects will substitute $/dʒ/$ for $/j/$, producing ‘juice’ rather than ‘use’. Different results are seen in the voicing of word “jest”.

Next figure, Figure 19 illustrates the results obtained of the word “jest” taking into account the transcriptions of the recordings.

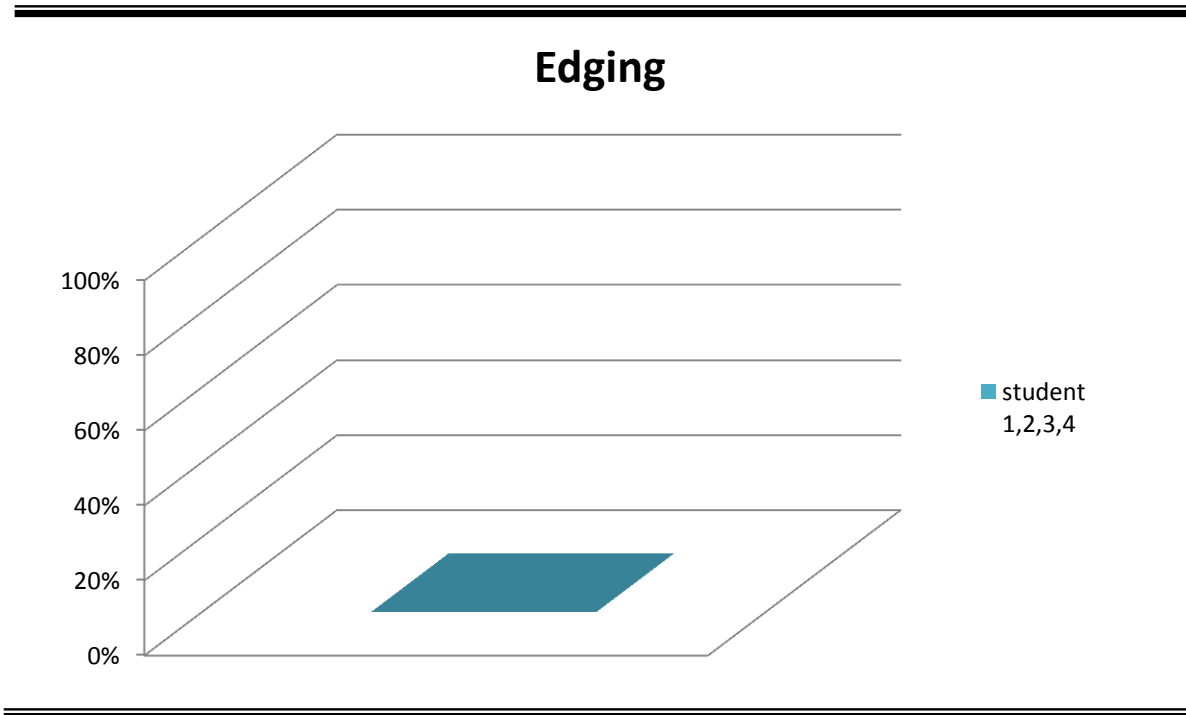
Figure 19. Pronunciation of the Word “Jest”



The figure shows that 0% of the participants did not have problems to produce the phoneme $/dʒ/$. (See Appendix 2, 3, 4 and 5, results are shown in the third table of each appendix). It could be seen the 4 participants made a right position of the tongue to sound $dʒ$ in the word “jest”, they also did it when sounded the word “edging”.

Following figure clarifies the production of each participant when read the word “edging”.

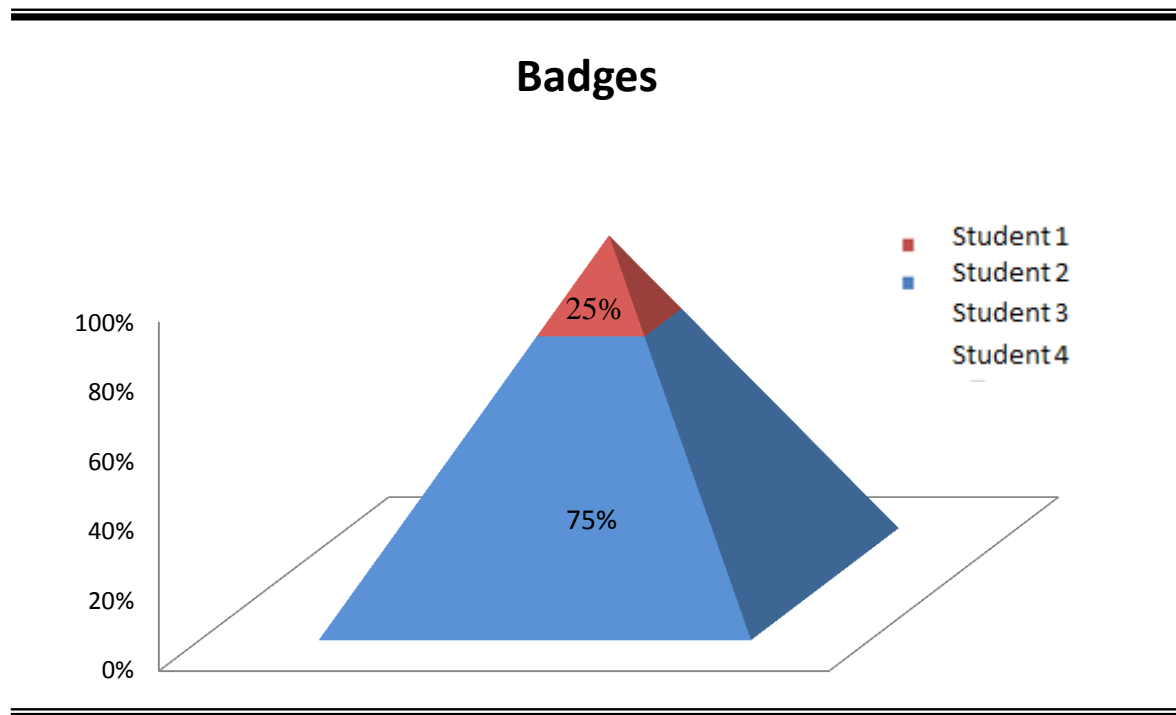
Figure 20. Word “Edging”



The word edging was pronounced perfectly, it means 0% of the participants did not have problems to produce the phoneme /dʒ/. It could be seen the 4 participants made the right position of the tongue to sound /dʒ/ in the word “edging”. (See Appendix 2, 3, 4 and 5, results are shown in the third table of each appendix). Position of the tongue is a key for the production of /dʒ/ phoneme. Avery et al. (1992) describe the position of the tongue in the production of this sound: “The tongue is just behind the alveolar ridge at the hard palate in the production of this sound” (p. 16). This shows students may have notions of pronunciation of this sound at the middle of this word as students 2, 3, 4 do in word

“badges”. Next figure represented is Figure 21 showing the student’s problems to produce /dʒ/ sound in the word “badges”.

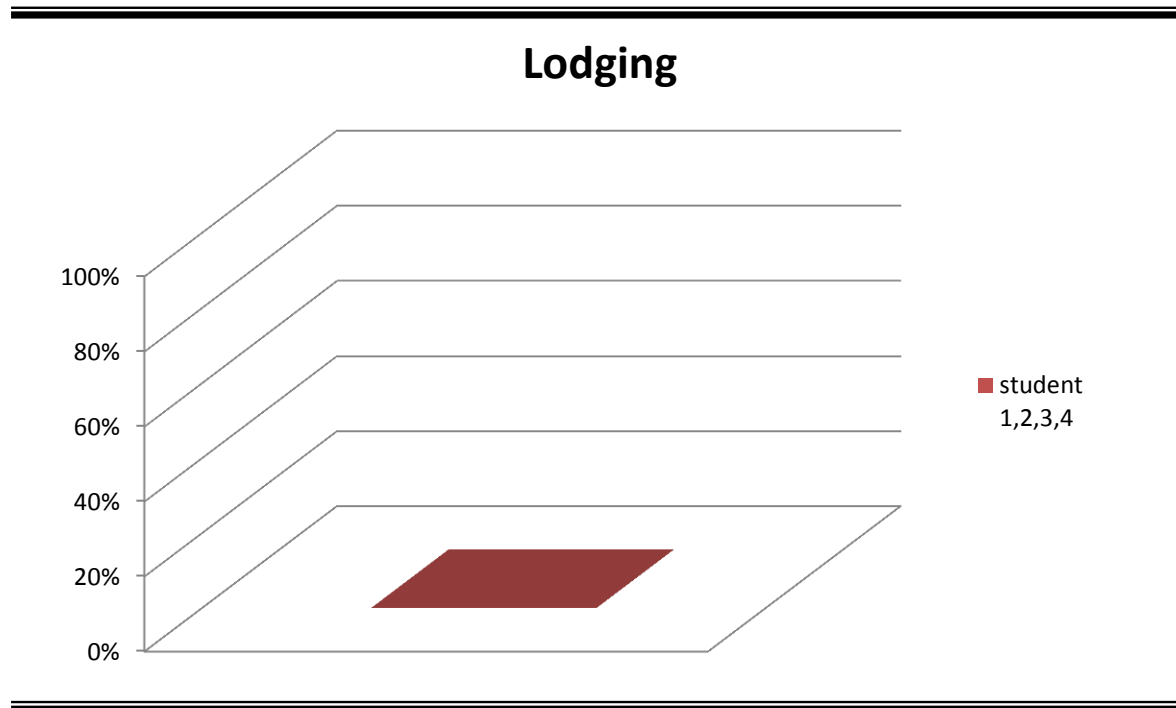
Figure 21. Representation of the Word “Badges”



Student number 1 (25%) did have problems with the sound dʒ, he/she pronounced /tʃ/ instead of /dʒ/ sound, one reason is given by Kenworthy (1987, p. 153) for “Spanish Learners /dʒ/ is an unfamiliar sound”, and learners will either substitute /tʃ/ as in this word. Students 2, 3, 4 (75%) pronounced the word without problems. (See Appendix 2, 3, 4 and 5, results are shown in the third table of each appendix). So student number 1 may not imitate the sound of the word, that could be a reason of the problem he/she had in the mispronunciation of the phoneme /dʒ/. But in word “lodging” the 4 students know the

production of phoneme /dʒ/ perfectly. Figure 22 is presented below, it shows the students' problems to sound /tʃ/ phoneme.

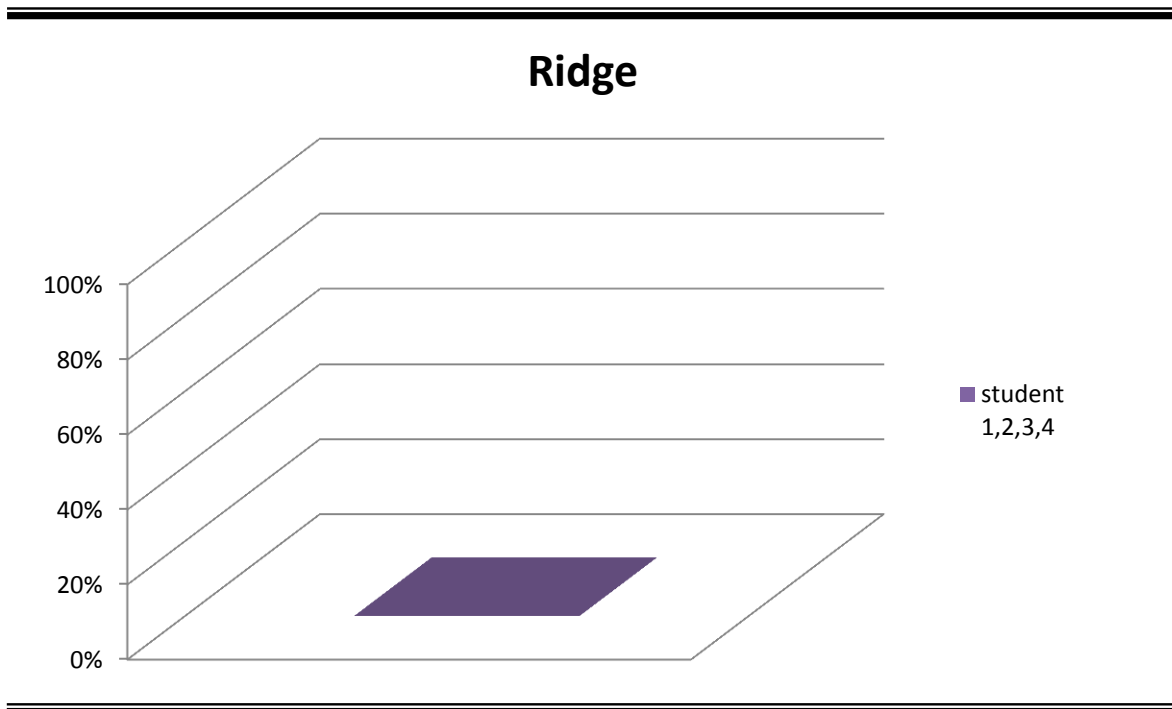
Figure 22. Representing the Word “Lodging”



It might be seen students did not have problems in the pronunciation of the word “lodging”. 0% of the participants did not have problems to produce the phoneme /dʒ/. (See Appendix 2, 3, 4 and 5, results are shown in the third table of each appendix). It could be seen the 4 participants made a right position of the tongue to sound /dʒ/ in the word “lodging”. Another word with the same phoneme was used as in next word “ridge”.

Figure 23 illustrates the problems students had when produced the word “ridge” showing the results in percentages. It may be seen in the figure below students shows 0% of problems in pronunciation and explanation will be given about it.

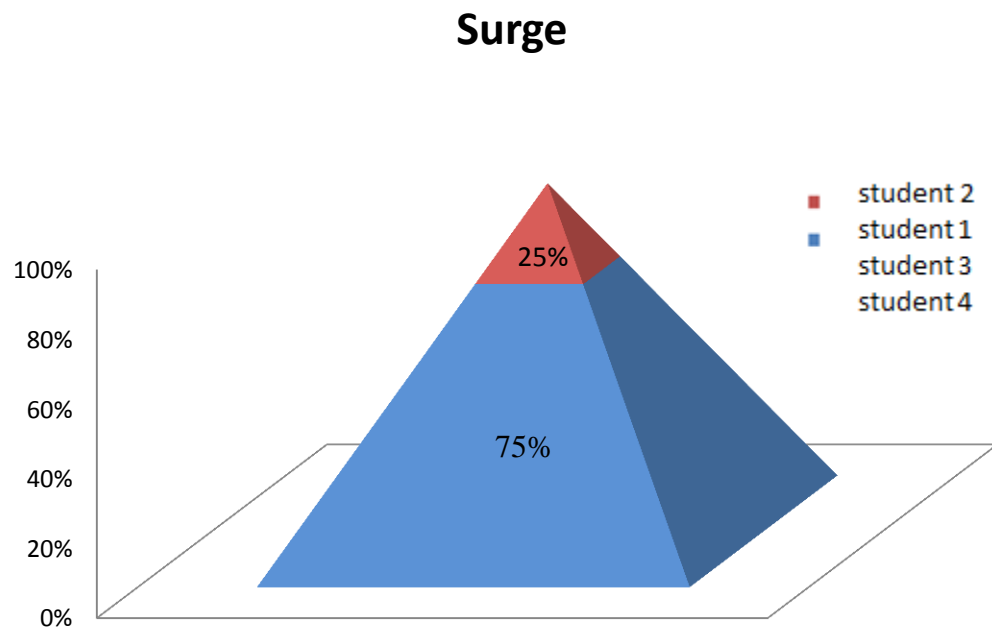
Figure 23. Production of the Word “Ridge”



The graph shows the percentage which is 0% the problems students had when they read the word “ridge”. (See Appendix 2, 3, 4 and 5, results are shown in the third table of each appendix). It might be seen the 4 participants made a right position of the tongue to sound /dʒ/ in the word “ridge”. Phoneme /dʒ/ is found at the end of the word “surge” which was added to the words studied in this investigation.

In next figure can be seen the production of /tʃ/ sound in word “surge” showing percentages which indicate the problems of pronunciation of subjects.

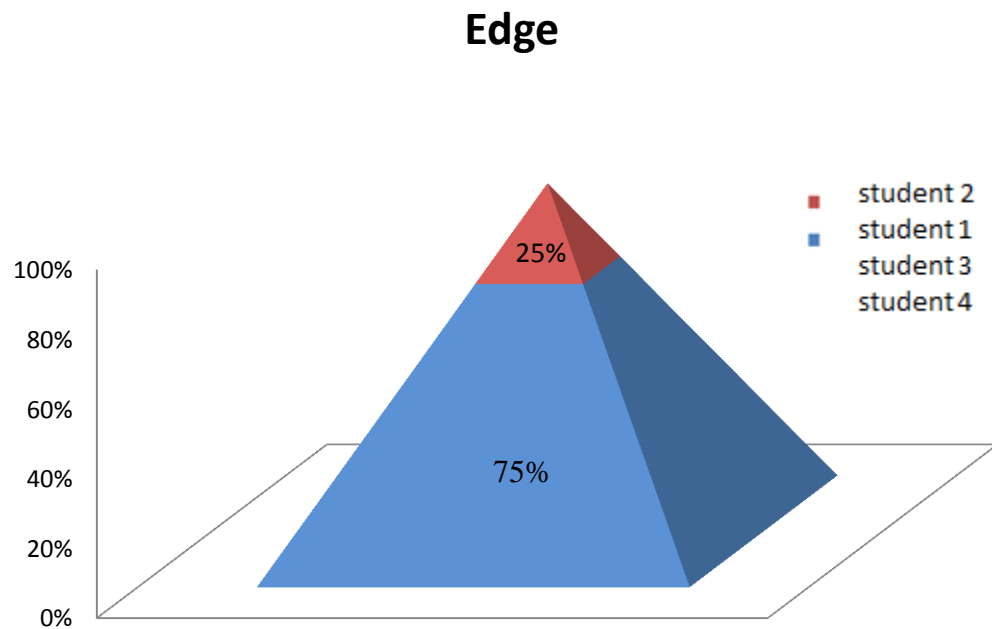
Figure 24. Production of the Word “Surge”



The student number 2 (25%) had problems when sounded the word, one reason is given by Kenworthy (1987, p. 153) for “Spanish Learners /dʒ/ is an unfamiliar sound”, and learners will either substitute /tʃ/ as in this word. Students number 1, 3, 4 (75%) did not have problems. (See Appendix 2, 3, 4 and 5, results are shown in the third table of each appendix). The native language of the subjects of this study can cause problems for them in the production of some sounds as in production of this sound as was seen in Chapter 2, which the native language is one factor which affects the pronunciation of the learners. To verify this problem, another word was added which was word “edge”.

Last figure is presented below, it shows the results obtained when students pronounced the phoneme /tʃ/ in word “edge”.

Figure 25. Sound /dʒ/ in the Word “Edge”



Student number 2 which is the 25% of the participants had problem to produce the sound /dʒ/, the same students as in the last case, one reason is given by Kenworthy (1987, p. 153) for “Spanish Learners /dʒ/ is an unfamiliar sound”, and learners will either substitute /tʃ/ as in this word. O’Connor (1967) also comments: “Spanish speakers are confused between /tʃ/ and /dʒ/ and they use /tʃ/ for both” (p. 138). Students number 1, 3, 4 (75%) did not have problems to produce the same sound. (See Appendix 2, 3, 4 and 5, results are shown in the third table of each appendix).

CHAPTER V: CONCLUSIONS

Chapter five of this study has the purpose of presenting the conclusions of the findings and all the data collected presented previously. The information will be presented in five sections, the sections are the following: 5.1 Conclusion, 5.1.1 Summary and Discussion, 5.2 Implications, 5.3 Limitations of the Study and 5.4 Directions for Further Research.

5.1 Conclusions

The purpose of this study was generated to help students of Target Language English 4 to develop a better and qualified pronunciation trying to leave those errors of pronunciation which sometimes make an inefficient pronunciation that may lead to understand another word instead of the word produced for the students.

Consequently, the main purpose in this study was to research about 4 students at the Language Faculty of Target Language English 4 who have problems to voice these phonemes (/ʃ/, /tʃ/ and /dʒ/), the quality and significance of pronunciations and consequently help them to improve the pronunciation of those phonemes and also to encourage them to see their possible problems in order to help them to develop a better pronunciation throughout the use of some exercises and strategies.

5.1.1 Summary and Discussion

The results and its conclusions presented below as they are connected to each research question proposed in Chapter 1.

1) What possible factors affect ESL students of target language 4 at the Facultad de Lenguas studying Lic. en Enseñanza del Inglés to recognize the difference between /f/ , /tʃ/ and /dʒ/ phonemes?

Some possible factors that affect these students are the following:

a) Students do not recognize the differences between these phonemes /f/, /tʃ/ and /dʒ/ and they pronounced them the way they might think is the right one. This was perceived when the recordings were analyzed carefully one by one.

b) Students do not pay too much attention to the importance of English pronunciation, most of the students are interested in producing the language as much as possible, they focus on speaking ability, that is one probable reason they are not concerned about pronunciation. Kenworthy (1987) states “Learners need to develop a concern for pronunciation. They must recognize the poor, unintelligible speech will make their attempts at conversing frustrating and unpleasant both for themselves and for their listeners. They must also realize that success in language learning, as in any learning task, involves setting oneself goals, and working hard to achieve them (p. 27).

c) When students produce /f/, /tʃ/ and /dʒ/ phonemes, they make a wrong position of their tongue and teeth. For instance, when the transcription of the recordings was made, it was noticed in the most of the cases in the pronunciation of the phoneme /dʒ/.

2) Does knowledge about Phonetics, Phonology, and Pronunciation seem to help students to solve the recognition of such problem of students of Target Language English 4?

These three fields Phonetics, Phonology and Pronunciation are connected between them and show a lot of tools to improve the problems of the students under this study because each of the fields gives information about sounds, suggestions to the production of sounds and exercises of sounds to improve the production of them.

However, during this research it was observed that in the class of Target Language English 4, the teacher does not teach Phonetics, Phonology or Pronunciation, he/she just teaches in front of the class the topic he/she has to teach during the session. If the teacher teaches Pronunciation, he/she just says the way words must be pronounced and he/she just corrects some errors or pronunciations. In the case of the students, all of them hear the class and ask some questions about the topic which is taught. In general, it may be seen that English Teachers do not teach Pronunciation, Phonetics and Phonology, they just focus on the topic they have planned for the class.

3) Do teachers at LEI correct their students' pronunciation in their Target Language English 4 class?

It may be seen that English teachers do not teach in a general way, e.g. they do not teach Pronunciation, Phonetics and Phonology in a full manner, they just correct some errors of pronunciation. Probably because teachers may think

pronunciation is not as important as grammar of English, when the classes were observed in most of the sessions, he/she taught a topic and all about of it in the class; students also answered exercises about grammar of the topic, after finishing, the teacher corrected the mistakes that students made. In some cases, both students and the teacher worked as a group answering exercises on the board, finally they gave feedback about the exercises they answered. it might be seen teachers focus only on grammar and this leads students to forget about pronunciation and consequently deficiency of English pronunciation.

In the course of Target Language English 4 it was also observed that, when students pronounced a word using the phonemes that this study focuses on (/f/, /tʃ/ and /dʒ/), the teacher did not correct them, the teacher corrected other kinds of mistakes such as word order, tense or pronunciation of some words, but teacher did not pay attention to this problem of pronunciation.

4) What exercises can be suggested to help these students of Target Language 4 to pronounce these phonemes correctly?

There are lots of exercises which can help students to improve their pronunciation, especially of these phonemes /f/, /tʃ/ and /dʒ/. According to these exercises of practicing, students may notice the difference between each phoneme (/f/, /tʃ/ and /dʒ/). Fletcher (1989) suggests a series of exercises to work on pronunciation, according to /f/, /tʃ/ and /dʒ/ phonemes, to improve pronunciation of them, there are exercises which consist on listening words with /f/, /tʃ/ and /dʒ/

phonemes, after that the students have to repeat each word they heard of the recording. Next activities refer to answer activities after listening some recordings. Finally the book (*Sounds English*, a pronunciation practice book) gives some information about the phoneme the student wants to study. For instance, information when the phoneme has to be produced. To obtain more information, students and teachers could check the below book:

O'Connor, J. and Fletcher, C. (1989), *Sounds English, a Pronunciation Practice Book*. United Kingdom: Longman

Other kinds of exercises to distinguish /ʃ/, /tʃ/ and /dʒ/ phonemes are suggested by Hewings and Goldstein (1998), they proposed exercises of listening and repetition, filling the blanks, matching, reading at aloud, and practicing with a partner, those exercises are proposed to practice all the phonemes of English. But students can focus on /ʃ/, /tʃ/ and /dʒ/. To see more information check:

Hewings, M. and Goldstein, S. (1998) *Pronunciation, plus Practice, through Interaction*. United Kingdom: Cambridge University Press.

Teaching English Pronunciation is another source to find exercises and to practice and to develop a good pronunciation , those exercises are suggested by Kenworthy (1987). This author shows some problems of Spanish Learners focusing on consonants including /ʃ/, /tʃ/ and /dʒ/. This important information where a student who has problems to produce these phonemes may notice the differences between each of them. See Kenworthy, J. (1987) *Teaching English Pronunciation*. United States of America: Longman Press.

Principles and practice for effective communication is a students' book which helps English learners who want to improve their pronunciation, it shows an overview of the sounds and practical exercises to achieve goals of pronunciation. Lane, L. (1993) *Focus on Pronunciation: Principles and Practice for Effective Communication*. New York: Addison-Wesley Publishing Company Press.

Other source for helping students who have problems to pronounce /ʃ/, /tʃ/ and /dʒ/ phonemes is a book called "How to teach pronunciation" written by Kelly, G.(2000). This book is theoretical book of pronunciation and shows images of the characteristics of each sound (vowels and consonants) demonstrating the position of the lips, teeth, hard and soft palates and alveolar ridge according to the sound. Kelly, G.(2000) *How to Teach Pronunciation*. United Kingdom: Longman Press.

5.2 Implications

The results obtained in this investigation suggest students who have problems to pronounce the consonants /ʃ/, /tʃ/ and /dʒ/ and general people interested in this investigation or as a learners of English, first have to be concerned about pronunciation because this leads to pay attention when they or others speak English and that fact helps to speak with a good or better pronunciation. Referring to the concern of pronunciation as it was said in chapter Two; Kenworthy (1987, p.8) says: "Some learners seem to be more concerned about their pronunciation than others. This concern is often expressed in the statement about how "bad" their pronunciation is and in requests for correction- both blanket requests ("Please correct my pronunciation whenever I make a mistake".) and frequent pauses during speech used to solicit comments on the accuracy of pronunciation.

It may even be reflected in a reluctance to speak- the ‘I don’t want to say it if I can’t say it perfectly’ mentality. When we talk in terms of ‘strength of concern’ for pronunciation we are really pinpointing a type of motivation. The desire to do it well is a kind of achievement motivation’. Conversely, if you do not care about a particular task or do not see the value of it, you will not be motivated to do the things well. Learners may also be unconcerned because they simply are not aware that the way they speak is resulting in difficulty, irritation or misunderstanding for the listener”.

Another point which is suggested for English students and teachers, especially for English teachers; (1987), is to help students to hear, to hear the language, to hear the sounds of it and to try to imitate the sounds to reach a good pronunciation avoiding misunderstanding when they speak (which is the role of the teacher seen in Chapter Two. (Kenworthy, 1987). According to hear English sounds, Kenworthy (1987) comments “Part of the role of the teacher is to help learners perceive sounds. Learners will have strong tendency to hear the sounds of English in terms of the sounds of their native language”. (p. 1). Also Judd et al suggest that “teachers must work on the pronunciation of individual sounds, both vowels and consonants and on the various sound combinations”. (p. 22). Teachers have this huge task to help their students of English, correcting them everytime they pronounce sounds in a wrong way giving them examples of them and teaching the organs of speech they make use to produce those sounds in English.

Judd et al. recommend: “In teaching pronunciation, students need practice in natural contexts. Feedback is an essential part of pronunciation instruction, since students may not be able to evaluate how successful they are in creating the pattern. When selecting a

pronunciation feature, the instructor should illustrate how native language patterns may facilitate or hinder communication in the additional language”. (p. 22)

5.3 Limitations of the Study

During the investigation, problems were faced to gather the data of it, in the beginning it was hard to choose the students who had difficulties to produce /ʃ/, /tʃ/ and /dʒ/ sounds because in the classes of Target Language 4 some students did not want to talk or read, that made it difficult to calendarize time to choose the subjects under study. In this investigation there was another problem which had to be faced that was the amount of students, it was not possible to have more participation of Target Language English 4. The transcription of the recordings was another problem because the sound pronounced by the students in each word had to be the right sound to avoid modifying the results. That is why the analysis of the discourse was made carefully to have accurate results. Those last points were carried on to reach the purposes and goals of this investigation.

5.4 Directions for Further Research

This investigation was made to help students who have problems in pronunciation, especially to those students, those who have problems to produce /ʃ/, /tʃ/ and /dʒ/ sound, the results were obtained analyzing carefully the recordings of the subjects and taking that into account to answer the research questions of the study.

This research will help not only students of the Language Faculty of the Benemérita Universidad Autónoma de Puebla, it will help English Learners who have problems of pronunciation of other universities of Mexico where English is taught checking and practicing the exercises of /ʃ/, /tʃ/ and /dʒ/ phonemes. It may help English teachers of

Language Faculty. Through this study, it is also hoped teachers would notice the importance of pronunciation and apply some of the suggestions of this research to improve the pronunciation of their learners. English teachers from other institutions and universities could read this investigation to teach pronunciation too.

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APPENDIX ONE: WORDS WITH /ʃ/, /tʃ/ AND /dʒ/ IN THEIR PRONUNCIATION

In Appendix One are seen the 27 words that the 4 subjects under this study read in order to be recorded. In next appendix the boxes under the words will be filled in according to the sound student produced.

Read the following words at loud:

/ʃ/								
sheep	short	shoe	machine	fashion	Washed	finish	rubbish	push

/tʃ/								
chin	cheer	choice	riches	catching	batches	which	switch	search

/dʒ/								
joke	Jane	jest	edging	badges	lodging	ridge	surge	edge

APPENDIX TWO: SUBJECT NUMBER 1

Appendix Two shows the transcription of the sounds student 1 produced in the 27 words he/she read in order to verify the problems of pronunciations, the symbol in the table shows the symbol in the 9 words and that the student should produce.

/ʃ/								
sheep	short	shoe	Machine	fashion	washed	finish	rubbish	push
ʃ	ʃ	ʃ	ʃ	ʃ	ʃ	ʃ	ʃ	ʃ

/tʃ/								
chin	cheer	choice	riches	catching	batches	which	switch	search
ʃ	ʃ	tʃ	tʃ	tʃ	tʃ	ʃ	tʃ	ʃ

/dʒ/								
joke	Jane	jest	edging	badges	lodging	ridge	surge	Edge
j	dʒ	dʒ	dʒ	tʃ	dʒ	dʒ	dʒ	dʒ

APPENDIX THREE: SUBJECT NUMBER 2

Appendix Three shows the transcription of the sounds student 2 produced in the 27 words he/she read in order to verify the problems of pronunciations, the symbol in the table shows the symbol in the 9 words and that the student should produce.

/ʃ/								
sheep	short	shoe	machine	fashion	washed	finish	rubbish	Push
ʃ	ʃ	ʃ	ʃ	ʃ	ʃ	ʃ	ʃ	ʃ

/tʃ/								
chin	cheer	choice	riches	catching	batches	which	switch	Search
ʃ	ʃ	ʃ	ʃ	tʃ	tʃ	tʃ	tʃ	tʃ

/dʒ/								
joke	Jane	jest	edging	badges	lodging	ridge	surge	Edge
dʒ	j	dʒ	dʒ	dʒ	dʒ	dʒ	tʃ	tʃ

APPENDIX FOUR: SUBJECT NUMBER 3

Appendix Four shows the transcription of the sounds student 3 produced in the 27 words he/she read in order to verify the problems of pronunciations, the symbol in the table shows the symbol in the 9 words and that the student should produce.

<i>/ʃ/</i>								
sheep	short	shoe	machine	fashion	washed	finish	rubbish	Push
ʃ	ʃ	ʃ	ʃ	ʃ	ʃ	ʃ	ʃ	ʃ

<i>/tʃ/</i>								
chin	cheer	choice	riches	catching	batches	which	switch	Search
ʃ	ʃ	tʃ	tʃ	tʃ	tʃ	tʃ	tʃ	tʃ

<i>/dʒ/</i>								
joke	Jane	jest	edging	badges	lodging	ridge	surge	Edge
dʒ	dʒ	dʒ	dʒ	dʒ	dʒ	dʒ	dʒ	dʒ

APPENDIX FIVE: SUBJECT NUMBER 4

Appendix Five shows the transcription of the sounds student 4 produced in the 27 words he/she read in order to verify the problems of pronunciations, the symbol in the table shows the symbol in the 9 words and that the student should produce.

<i>/ʃ/</i>								
sheep	short	shoe	machine	fashion	washed	finish	rubbish	Push
ʃ	ʃ	ʃ	ʃ	ʃ	ʃ	ʃ	ʃ	ʃ

<i>/tʃ/</i>								
chin	cheer	choice	riches	catching	batches	which	switch	Search
ʃ	ʃ	tʃ	tʃ	tʃ	tʃ	tʃ	tʃ	ʃ

<i>/dʒ/</i>								
joke	Jane	jest	edging	badges	lodging	ridge	surge	Edge
dʒ	dʒ	dʒ	dʒ	dʒ	dʒ	dʒ	dʒ	dʒ