

# Comparison of the Effectiveness of Analytic-linguistic Approach and Integrative Approach in College English Class



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## Abstract

This research project is going to investigate the effectiveness of two different pedagogical approaches to the teaching of English pronunciation: the analytic-linguistic approach and integrative approach. These two teaching techniques will be employed in Qingdao city University sophomore English classrooms to teach /θ/ and /ð/ and aim to find out which technique is more effective. The literature review mainly summarize popular pronunciation teaching techniques in previous study, the difference between Chinese pronunciation and English pronunciation, and the English pronunciation features of Mandarin speakers. The research methods are mainly survey and classroom observation. After using these two pronunciation teaching techniques, students' record of pronunciation of a short story will be collected and analyzed. Finally the results will be concluded and discussed. From this research, the result shows that the integrative approach is more effective than the analytic-linguistic approach in teaching the pronunciation of /θ/ and /ð/ sounds in these two classes in Qingdao City University.

## Keywords

College English Teaching, oral English, pedagogical approaches, the integrative approach, the analytic-linguistic approach

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## 1. Introduction

Pronunciation is an important element of developing speaking skills (Shabani & Ghasemian, 2017), one that is often-times disregarded (Shabani & Ghasemian, 2017). Therefore, it is important for English as foreign language (EFL) students, especially EFL students in English-related majors to learn to pronounce correctly. However, it is a normal situation that EFL students meet some difficulties in pronunciation. What is more, Baker (2011) studies teachers' cognitions and get the conclusion that some teachers do not have sufficient knowledge on teaching pronunciation. Thus, choosing a better pronunciation teaching method is necessary for English teachers (Pavlik, 2012).

However, the literature on the acquisition of English pronunciation has not addressed the effectiveness of different teaching English pronunciation techniques in Chinese EFL classrooms, even though many studies have looked at Eng-

lish pronunciation techniques for other L1s, such as, for Spanish (Kissling, 2013), Iranian (Shabani & Ghasemian, 2017), and other languages (Mora-Plaza, Mora, & Gilabert, 2018). Therefore, more research is needed to inform the ESL pedagogy literature on the teaching of pronunciation and support EFL teachers in the context of L1 Chinese speakers.

The purpose of this research project is investigating two different pedagogical approaches that the analytic-linguistic approach and integrative approach to the teaching of English pronunciation and finding out which one is more effective in teaching English /θ/ and / ð/ college oral English class for sophomore students. To more specific, the research question of this project is:

The analytic-linguistic approach and integrative approach, which one works more effectively in teaching English /θ/ and / ð/ pronunciation to Mandarin speakers in sophomore English classrooms in Qingdao City College?

After finishing the research project, a better English pronunciation pedagogical approaches on teaching English phonemes /θ/ and / ð/ within the analytic-linguistic approach and integrative approach will be identified. It is significant for teachers that in the classes of teaching English phonemes /θ/ and / ð/, because they can choose a more effective approach to design their class. It is also significant for students that as novices, they can learn English phonemes /θ/ and / ð/ more exactly which can help them not only in speaking because they can pronounce well but also in listening because they can distinguish similar phonemes sounds. It is also significant to other educators because it provides the experience of comparison of the analytic-linguistic approach and integrative approach. The educators can design better exercise and activities in textbooks and they can study other approaches.

## 1.1 Literature review

### 1.1.1 The Acquisition of L2 English Pronunciation

English pronunciation system is different from Chinese phonological system. Feifei (2013) in her article “Pronunciation Problems of Chinese Learners of English” compares these two languages and summarizes some differences between Chinese and English phonological system. Firstly, they have differences on vowels. English has 15 vowels while Chinese has 5 vowels. Secondly, they have differences in consonants. Some English consonants do not exist in Chinese phonological system. For example, Chinese phonological system does not have dental fricative /θ/ and ð/. Therefore, they have trouble in pronouncing these two sounds. Usually, Chinese mispronounce /θ/ and / ð/ as /s/ and /z/ (Han, 2013). Fachun and Pengpeng (2009) in their article “A Study of Pronunciation Problems of English Learners in China” have the same findings that because of Chinese interference, any Mandarin speakers pronounce /s/ or /z/ instead of /θ/ and /ð/.

There are some other researchers also study on dental fricative Mandarin speakers’ pronunciation of /θ/ and ð/ (Hamzah, Ahmad, & Tusuf, 2017). In their article “A Comparative Study of Pronunciation among Chinese Learners of English from Malaysia and China: The Case of Voiceless Dental Fricatives /θ/ and Alveolar Liquids /r/” they do a test for 20 Mandarin speakers of voiceless dental fricative /θ/ and find only 30% students can pronounce correctly.

What is more, Pavlik (2012) in his article “Teaching English Language Learners from China” states some similarities and differences between Chinese and English. They have similar sentence structure. However, they have different writing system that Chinese use characters while English use letters, different vocabulary use, and other different features. The same with Feifei (2013), Pavlik (2012) also summarizes that there are some differences in pronunciation. Chinese always ends with a vowel while English can end with a consonant. Thus, Mandarin speakers may have troubles to pronounce consonant ending.

To conclude, because of Chinese phonological system is different from English phonological system, Mandarin speakers may has some difficulties in English pronunciation acquisition such as dental fricative /θ/ and / ð/.

### 1.1.2 English Methodologies for the Teaching of Pronunciation

English teaching methods have been studied for many years but L2 teachers may have less training on teaching pronunciation (Loewen, 2015). Kissling (2013) in his article “Teaching Pronunciation: Is Explicit Phonetics Instruction Beneficial for FL Learners?” studies on L1 Spanish speakers and gets the conclusion that it is better to take apart the elements of pronunciation so that students could have a better understanding. He also discusses accent and he states that having a target-like may not be realistic (Kissling, 2013).

Besides, Shabani and Ghasemian, (2017) in their article “Teacher’s Personality Type and Techniques of Teaching Pronunciation” research some popular English pronunciation teaching approaches in Iran. They introduce three main teaching approaches that first one is the intuitive-imitate approach which ask students to imitate sound and rhythm of the language, and it usually use tools like video, websites. The second approach is the analytic-linguistic approach. It is similar to the intuitive-imitate approach. The difference between them is the analytic-linguistic approach usually uses

phonetic alphabet as tool. Last but not least, the integrative approach which is letting students learn pronunciation in task-based exercises. Mora-Plaza, Mora, and Gilabert (2018) in their article “Learning L2 Pronunciation through Communicative Tasks” focus on teaching pronunciation through communicative tasks and get the conclusion that it can call students’ attention on phonetic in communicative tasks. Pardo (2004) in his article “Can Pronunciation Be Taught? A Review of Research and Implications for Teaching” argues that it is better to let students link with expose factors and a real need may improve students’ motivation in learning pronunciation.

Besides, Shabani and Ghasemian, (2017) test 19 pronunciation teaching approaches and get the conclusion that the most popular approach in Iran is listen and imitate and reading aloud and recitation. Shabani and Ghasemian (2017) not only research pronunciation teaching approaches but also research the relationship of teaching methods with teachers’ cognition that whether they are introverted or extroverted. They come to the conclusion that no matter what cognition the teachers are, they have their own feature which is helpful for teaching students’ pronunciation. Baker (2011) in his article “ESL Teachers and Pronunciation Pedagogy: Exploring the Development of Teachers' Cognitions and Classroom Practices” also does a research on English teachers. He researches 5 teachers and summarizes that even though they have plenty training to teach English, they have less knowledge in teaching pronunciation.

To conclude, it is necessary for English teachers to have a training of teaching pronunciation. There are many existing pronunciation teaching approaches which can be tested in real classrooms.

## **2. Methodology**

### **2.1 Participants**

The participants of this research project are sophomores of three- year –term students from two classes in Qingdao City College. Their ages are from 19-21 years old. They started to learn English at primary school grade 3. Their English proficiency is in intermediate level. The first semester of their second year in college is the year that students start to have oral English class. The number of volunteers is 40 students. Within these two classes, one will be used the analytic-linguistic approach to teach the pronunciation of English phonemes /θ/ and / ð/ and the other will be used integrative approach to teach them.

### **2.2 Target Items**

- (1) The analytic-linguistic approach
- (2) The integrative approach

### **2.3 Definition of Terms**

The analytic-linguistic approach is a pronunciation teaching approach that it lets students imitate the sounds and the rhythm of a foreign language. It will give rise to an agreement of frame of pronunciation. This approach usually uses some tools like phonetic alphabet (Shabani & Ghasemian, 2017).

The integrative approach is also a pronunciation teaching approach that it lets students learn pronunciation in some meaningful task-based exercises. Students can learn the pronunciation during solving tasks (Shabani & Ghasemian, 2017).

### **2.4 Materials**

#### **2.4.1 The analytic-linguistic approach lesson plan**

Before the class: students will be given a short story. Teacher will take students to the laboratory and ask them to read and record.

Leading in: 5 minutes. Teacher will have a brief instruction on today’s lesson—learning the pronunciation of English phonemes /θ/ and / ð/.

Listening: 10 minutes. Teacher will play a video about a dialogue happens between two native speakers. Before playing the video, teacher will hand out a piece of paper which is the transcript of the video. Then, teacher will ask students to pay attention to all /θ/ and / ð/ sound in the video and circle them in handouts.

Group work: 5 minutes. Students will discuss with their deskmates about whether they have circled all sounds or not. Also teachers will walk around the classroom to help students who have trouble with finding all /θ/ and / ð/ sounds.

Using phonetic alphabet to teach: 15 minutes. Teacher will show students the phonetic alphabet one the screen. Then, teacher will narrate how to pronounce /θ/ and / ð/ correctly. Students will read after the teacher several times. Teacher will call students’ name to read randomly and if the teacher found some problems, the teacher will correct the students.

The next step, teacher will give some examples which has /θ/ and ð/, such as, thing, father. Teacher will read these words first, and students will read after teacher.

Group work: 10 minutes. Teacher will divide students in several groups and ask them to read the handout. Students will play different roles. When one student is reading, other students will listen carefully and if they find the reader mispronounced, they will correct the reader.

After class, teacher will take students to the laboratory again and ask students to read the same paragraph and record their pronunciation.

#### **2.4.2 The integrative approach lesson plan**

Before the class: students will be given a short story. Teacher will take students to the laboratory and ask them to read and record.

Leading in: 5 minutes. Teacher will have a brief instruction on today's lesson—learning the pronunciation of English phonemes /θ/ and /ð/.

Classroom activity: 25 minutes. This classroom activity called interviewing. Teacher will select two students to take the example. One student will be the interviewer the other student will be the interviewee. The interviewer will ask a few questions about job interview. The interviewee will answer depend on different questions. While these two students are doing the activity, teacher will pay attention to their pronunciation. After finishing the activity, teacher will narrate how to pronounce /θ/ and /ð/ correctly. Then, teacher will ask students to work in pairs to do the shopping activity. While doing the activity, pay attention to their /θ/ and /ð/ pronunciation.

Classroom presentation: 15 minutes. Teachers will ask students who wants to present the activity in the class. While one group is presenting, teacher and other students will focus on their pronunciation and give some comments after the group finishing their presentation.

After class, teacher will take students to the laboratory again and ask students to read the same paragraph and record their pronunciation.

### **2.5 Instruments**

The first instrument is a short story for students to read. This paragraph is from an English education webpage Hu-jiangyuer in China. This paragraph has 225 words. Among these 225 words, there are lots of English phonemes /θ/ and /ð/. This paragraph is a fairy tales which is suit for those students.

The second instrument is a survey. The purpose of this survey is to learn about students' personal experience of learning English, their attitudes and belief on learning English pronunciation.

Other instruments are: recorders which will record students' pronunciation of reading a paragraph to analyze; pencils which is for students to fill the survey; computers and videos which are for students to listen native speakers' pronunciation; phonetic alphabet which will be used in classroom teaching.

### **2.6 Procedures**

At first, teachers of these students in the two classes will be informed about this research project and the volunteers will be asked to complete the survey before the teaching. They will know the purpose of this research and when to investigate in the classrooms. Then, teachers will also learn about the analytic-linguistic approach and the integrative approach. They will join the class designing on these two approaches.

These two classes will be used different English pronunciation teaching approaches. The first class will use the analytic-linguistic approach and the second class will use the integrative approach. Before the class begins, students will be asked to read the prepared paragraph mentioned before at a laboratory. While reading, they will record their voice and named the document "The first record\_ their names". Then each class will use their planned approach to teach English phonemes /θ/ and /ð/. After class, students will record their pronunciation of reading the same paragraph again and name the document "The second record\_ their names". Finally, teachers will help to collect all the document and surveys.

### **2.7 Coding and Analyses**

After collecting all the recordings, they will be divided into four groups that the first record of class A which used the analytic-linguistic approach, the second record of class A, the first record of class B which used the integrative approach, and the second record of class B. Then, according to the number of English phonemes /θ/ and /ð/ in the paragraph, and how many do students pronounce correctly, the following tables will show them.

**Table 1. Class A**

Student number	first record-correct pronunciation of /θ/ and /ð/	second record- correct pronunciation of /θ/ and /ð/	the number of correct increases
1	4	16	12
2	10	11	1
3	1	1	0
4	0	5	5
5	6	7	1
6	4	17	13
7	4	6	2
8	6	11	5
9	3	7	4
10	3	3	0
11	0	4	4
12	2	6	4
13	4	6	2
14	6	9	3
15	1	10	9
16	5	8	3
17	3	6	3
18	0	4	4
19	0	6	6
20	2	9	7

**Table 2. Class B**

Student number	first record-correct pronunciation of /θ/ and /ð/	second record- correct pronunciation of /θ/ and /ð/	the number of correct increases
1	5	9	4
2	10	17	7
3	0	7	7
4	0	8	8
5	1	15	14
6	3	5	2
7	4	8	4
8	3	13	10
9	6	9	3
10	4	10	6
11	0	8	8
12	7	12	5
13	8	18	10
14	4	4	0
15	11	18	7
16	12	19	7
17	15	16	1
18	2	5	3
19	0	16	16
20	0	11	11

From these tables, the number of correct pronunciation in two times records shows students' progress of getting the class in different teaching method. In table 1, there are two students who correct more than 10 sounds after this class; one student corrects 9 mistakes; one student correct 7 mistakes; one student correct 6 mistakes; two students correct 5 mistakes, and 11 students correct less than 5 mistakes. In table 2, there are 5 students correct more than 10 mistakes; 2 students correct 8 mistakes; 4 students correct 7 mistakes; one student corrects 6 mistakes; one student corrects 5 mistakes, and 7 students correct less than 5 mistakes.

### 3. Conclusion

From the two tables above, it is found that most students have made a progress. Only 3 students do not have. These two teaching methods are all effect for teaching the pronunciation of /θ/ and /ð/ sounds. In table 1 which is the result of the analytic-linguistic approach, students show less progress than table 2 which is the result of the integrative approach. It means that the integrative approach is more effective than the analytic-linguistic approach in teaching the pronunciation of /θ/ and /ð/ sounds in these two classes in Qingdao City University. From the results of the survey, there are several students is from Zhejiang province, Jiangsu Province, and some other provinces in southern China, which lead to their mispronunciation, for example, one student pronounces /ð/ sound as /d/. Because of students' different attitude toward to the oral English, the result could be influenced. This study does have some shortcomings, like there are only 40 participates, their attitude and accent in their birth place may influence their pronunciation, their different secondary school experience. Hope in the future, other researchers could do more research in order to improve teaching English pronunciation for college students.

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