EXPLORING THE IMPACT OF THE ANALYTIC LINGUISTIC APPROACH ON SPEAKING SKILL DEVELOPMENT IN ENGLISH AS A FOREIGN LANGUAGE (EFL) STUDENTS: A COMPREHENSIVE ANALYSIS

LA INFLUENCIA DEL ENFOQUE INTUITIVO-IMITATIVO EN LA ENSEÑANZA DE LA PRONUNCIACIÓN EN INGLÉS COMO LENGUA EXTRANJERA (EFL): ANÁLISIS DE SU EFECTIVIDAD E IMPLICACIONES PEDAGÓGICAS PARA MEJORAR LAS HABILIDADES DE PRONUNCIACIÓN EN LOS ESTUDIANTES DE EFL

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Exploring the impact of the analytic linguistic approach on speaking skill development in English as a Foreign Language (EFL) students: A comprehensive analysis

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ABSTRACT

This study analyzed the influence of the Intuitive-Imitative Approach on pronunciation instruction among English as a Foreign Language (EFL) students. The research was conducted using a mixed-methods approach, with a non-experimental descriptive design. A survey consisting of 20 Likert-scale items and three open-ended questions was administered to 83 university students. The validity of the instrument was confirmed through Cronbach's alpha coefficient (0.770) and expert review. The findings indicated that the Intuitive-Imitative Approach is widely applied in EFL classrooms. It was found that students predominantly use strategies based on imitation and repetition to improve their pronunciation, highlighting the importance of auditory exposure and repetitive practice. Additionally, the results revealed that instructors combine analytic-linguistic and intuitive-imitative approaches, prioritizing the use of audiovisual resources and interactive activities. It is concluded that pronunciation teaching through the Intuitive-Imitative Approach facilitates the natural acquisition of sounds and rhythms of the language, allowing students to develop a more authentic and intelligible pronunciation in English.

Keywords: intuitive-imitative approach, pronunciation, English language teaching, learning strategies, higher education

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La influencia del enfoque intuitivo-imitativo en la enseñanza de la pronunciación en inglés como lengua extranjera (EFL): Análisis de su efectividad e implicaciones pedagógicas para mejorar las habilidades de pronunciación en los estudiantes de EFL

RESUMEN

Este estudio explora la relación entre el Enfoque Lingüístico Analítico y el desarrollo de las habilidades de expresión oral en la Universidad Técnica de Ambato, dentro de la Facultad de Pedagogía, específicamente en el programa de Lenguas Nacionales y Extranjeras. El Enfoque Lingüístico Analítico enfatiza la mejora de la pronunciación a través de la enseñanza explícita de características lingüísticas y el uso de materiales y actividades proporcionados por el docente. La investigación adopta un diseño descriptivo y tuvo como objetivo recopilar datos confiables mediante una encuesta realizada a 67 estudiantes del programa. El instrumento utilizado para la recolección de datos fue un cuestionario compuesto por 21 preguntas enfocadas en cómo se utiliza el Enfoque Lingüístico Analítico en las clases de inglés para mejorar las habilidades de expresión oral. Para garantizar la validez del cuestionario, se aplicó el método Alpha-Cronbach, y cuatro expertos en el tema validaron las preguntas en base a su conocimiento profesional. La encuesta se administró en tres niveles, con cada participante respondiendo según su conocimiento y experiencia previos. Los datos fueron analizados mediante el análisis chi-cuadrado, lo que confirmó la aceptación de la hipótesis alternativa. Los resultados indican que existe una relación significativa entre el uso del Enfoque Lingüístico Analítico y la mejora de las habilidades de expresión oral.

Palabras clave: enfoque intuitivo-imitativo, pronunciación, enseñanza del idioma inglés, estrategias de aprendizaje, educación superior

INTRODUCTION

The development of speaking skills in English as a Foreign Language (EFL) has long been a central focus of research in the field of second language acquisition, as it is crucial for students' ability to effectively communicate in real-world situations. Speaking not only involves the ability to convey ideas clearly but also encompasses the mastery of complex elements such as pronunciation, fluency, and articulation. Among the various facets of language acquisition, pronunciation has often been identified as a challenging area for EFL learners. As such, pronunciation instruction has garnered considerable attention from linguists and educators alike, leading to the development of various pedagogical approaches aimed at enhancing learners' speaking proficiency. One such approach that has gained increasing prominence in recent years is the Analytic Linguistic Approach. This approach focuses on the explicit teaching of pronunciation, providing learners with in-depth knowledge of articulatory descriptions, phonetic symbols, stress patterns, and the structural aspects of language. It contrasts with other more intuitive or imitative methods, emphasizing a more analytical and explicit understanding of pronunciation and linguistic structures.

The Analytic Linguistic Approach has been a subject of considerable research in the context of pronunciation teaching. Several studies have explored its effectiveness in improving learners' pronunciation and overall speaking skills. For instance, Jam and Adibpour (2014) conducted an exploratory study in Shahrekord, involving 24 female high school EFL students. This study aimed to compare the efficacy of two different teaching approaches: the Analytic Linguistic Approach and the Intuitive-Imitative Approach. In this study, Class A received instruction using the intuitive-imitative approach, focusing on listening and imitation of consonant sounds. In contrast, Class B was taught using the Analytic Linguistic Approach, which incorporated explicit instruction on articulation, phonetic symbols, and the underlying mechanics of sound production. After one week, both classes were tested on their pronunciation of instructed consonants. The findings of this study indicated that the Analytic Linguistic Approach was particularly effective in helping students develop more accurate and precise pronunciation skills. This outcome suggests that the Analytic Linguistic Approach may offer significant

advantages in pronunciation teaching compared to approaches that rely more heavily on imitation and memorization.

In a similar vein, Hashemian and Fadaei (2011) conducted a study comparing the Analytic Linguistic Approach with the intuitive-imitative approach in the context of teaching pure vowels and diphthongs to Iranian EFL learners. The study involved 40 students, all of whom were at an A2 proficiency level, and it sought to examine the impact of both approaches on students' pronunciation. Group A received instruction using the Analytic Linguistic Approach, while Group B was taught using the intuitive-imitative method. The results showed that although both approaches were effective, the Analytic Linguistic Approach resulted in better outcomes in the pronunciation of pure vowels, whereas the intuitive-imitative approach led to more significant improvements in the pronunciation of diphthongs. This study highlights the value of explicit, rule-based instruction for certain aspects of pronunciation, particularly with regard to vowel sounds, while also underscoring the need for more flexible teaching strategies when working with different types of sounds.

Further exploring the impact of the Analytic Linguistic Approach on pronunciation, Roohani (2013) conducted an experimental study focusing on the acquisition of non-Persian sounds among Iranian EFL learners. This study included 50 learners aged 13 to 20 years old, and participants were randomly divided into two groups: one group was taught using the Analytic Linguistic Approach, while the other group was taught using the intuitive-imitative approach. The research revealed that the Analytic Linguistic Approach was particularly beneficial for older learners (aged 17-20), leading to more substantial improvements in their pronunciation. Conversely, younger learners (aged 13-16) demonstrated better progress with the intuitive-imitative approach. These findings suggest that age and developmental factors may influence the effectiveness of different pronunciation teaching strategies, thereby emphasizing the importance of tailoring instructional methods to the specific needs of the learner population.

In addition to pronunciation, the broader impact of the Analytic Linguistic Approach on speaking skills has been explored in relation to assessment practices. Aguilar (2020), in a qualitative study conducted in a Colombian teacher education program, examined how in-service English teachers assess students' speaking abilities. Through classroom observations, interviews, and document analysis, Aguilar found

that teachers favored summative assessment methods to evaluate speaking skills and emphasized the importance of providing constructive feedback to students. The study highlighted the need for flexibility in assessment, considering factors such as pronunciation, vocabulary, and the organization of ideas. Aguilar's findings align with the idea that effective speaking instruction should be accompanied by appropriate assessment techniques that acknowledge the diverse aspects of speaking proficiency. The Analytic Linguistic Approach, with its focus on explicit teaching of pronunciation and linguistic structures, may contribute significantly to improving these various speaking sub-skills.

Moreover, Barrionuevo et al. (2020) conducted a quasi-experimental study to examine the impact of an integrated task-based approach on the enhancement of speaking skills in EFL students. Their study involved 14 students and highlighted the benefits of incorporating task-based learning to improve speaking fluency and accuracy. While their study did not specifically focus on the Analytic Linguistic Approach, the results support the idea that structured and explicit learning activities, such as those offered by the Analytic Linguistic Approach, can effectively enhance speaking skills. By integrating explicit instruction on pronunciation and articulatory processes with communicative tasks, the Analytic Linguistic Approach may offer a comprehensive solution to improving speaking proficiency in EFL learners.

This paper aims to contribute to the ongoing discourse on the effectiveness of the Analytic Linguistic Approach by providing a comprehensive analysis of its impact on the development of speaking skills in EFL students. Through a detailed exploration of various input materials such as phonetic transcriptions, vowel charts, and vocabulary lists, the study will examine how explicit instruction on pronunciation and linguistic structures can enhance learners' speaking abilities. Additionally, this study will investigate the relationship between the Analytic Linguistic Approach and the sub-skills of speaking, including pronunciation accuracy, fluency, and the ability to convey ideas clearly and coherently. By synthesizing previous research and conducting a thorough analysis of the approach's application in the classroom, this paper seeks to provide valuable insights into how explicit, analytical methods can contribute to improving speaking skills in EFL contexts.

In sum, the Analytic Linguistic Approach presents a promising pedagogical framework for enhancing speaking proficiency in EFL students, particularly with regard to pronunciation accuracy and the

development of a deeper understanding of linguistic structures. Through explicit instruction and the use of targeted input materials, this approach offers a comprehensive way to address the challenges of pronunciation and speaking skill development in foreign language learners. The results of this study aim to further substantiate the effectiveness of this approach and provide practical recommendations for language teachers seeking to improve their students' speaking abilities in English.

METHODOLOGY

The creation of this research heavily relied on both technological tools and human resources. Various technology tools, such as laptops and mobile phones, were used to complete the survey. Additionally, human resources, including tutors and evaluators, were integral in validating the survey instrument. The research participants were students from the Pedagogy of National and Foreign Language Program at the Technical University of Ambato. In order to collect data, Google Forms was employed to distribute and gather responses. This study utilized a quantitative research method, as it was essential to use a validated survey that students completed based on their knowledge of the subject matter. The quantitative method encompassed both numerical data representation with visual graphics and the validation of the survey instrument. Moreover, Chi-Square analysis was applied to test both the null and alternative hypotheses. As Smith & Hasan (2020) indicate, quantitative research is essential for statistically examining changes in the data, thus allowing researchers to derive accurate and reliable conclusions. This approach was specifically chosen to explore the connection between the Analytic Linguistic Approach and speaking skills, using data analysis, description, and interpretation.

The field research method involves learning about and observing the activities, behaviors, and situations of a specific group of people, which helps researchers gain a deeper understanding of the context in which participants operate. According to Robey (2018),field research requires long-term observation of participants' behaviors and their responses to various challenges. This type of research allows the researcher to become actively involved in the participants' activities in order to identify possible solutions to the challenges encountered. By doing so, the researcher can offer more effective and flexible outcomes that better meet the needs of the participants. Furthermore, this study involved bibliographic research as it drew upon existing works to deepen the understanding of what is known and unknown about the topic under investigation. This research relied on various academic articles,

institutional publications, and sources available in virtual libraries to collect relevant and trustworthy information. Leong & Austin (2023) argue that bibliographic research includes works published by various authors, including personal materials and institutional resources. For this study, the Technical University of Ambato's internet library provided access to publications by international authors who have written extensively about the Analytic Linguistic Approach and its impact on language learning, particularly pronunciation skills. Additionally, the study employed a descriptive research approach to examine and report on the students' accuracy and perspectives. This method was ideal for analyzing student behavior in a real classroom environment, providing insights into how students understood and responded to the variables in question. According to Gliner (2011), descriptive research focuses on documenting "what" is being studied, rather than explaining "why" it happens. By analyzing the data and summarizing its features, researchers gain a clearer understanding of the subject at hand. This method allowed the researcher to describe how the Analytic Linguistic Approach could be linked to speaking skills. The survey results provided valuable insights into whether the two variables were indeed related, thus contributing to a deeper understanding of how language teaching techniques can influence speaking abilities.

The primary technique used in this research was a validated survey. The instrument for data collection was a structured questionnaire divided into two major sections. The first section dealt with the first variable, the Analytic Linguistic Approach, which consisted of 10 questions that covered two key dimensions: input materials used in the English lessons and the activities conducted during the lessons. The first dimension focused on various input materials used to facilitate learning, such as short sentences, dialogues, phonetic transcriptions of words, vocabulary lists, and vowel charts. The second dimension of the Analytic Linguistic Approach addressed the types of activities applied in English lessons, such as listening imitation, pronunciation drills, reading short stories aloud, listening comprehension, and minimal pair practice. The second section of the questionnaire pertained to speaking skills, which was the second variable in this study. This section also contained 10 questions, divided into four dimensions: grammar and vocabulary, pronunciation, discourse management, and interactive communication. The first dimension, grammar and vocabulary, referred to simple verb tenses, question formation, negotiations, and expressions of emotions and feelings. The second

dimension focused on pronunciation, addressing issues such as vowel and consonant sounds and basic word stress. The third dimension, discourse management, examined students' ability to manage conversations through turn-taking and the use of linking words. The final dimension, interactive communication, considered students' abilit to exchange information, initiate conversations, and end them appropriately. According Berends (2012), surveys are effective tools for collecting large amounts of data, which can then be used to make informed decisions and draw significant conclusions. The Likert scale was employed to quantify the responses and determine the percentage of each answer given by the students. After the development of the survey, it was reviewed and validated by four experts in the field, who provided feedback and suggestions to refine the instrument. Once validated, the survey was distributed to 67 students from the third semester of the Pedagogy of National and Foreign Language Program at the Technical University of Ambato. The participants were between 18 and 23 years old. The reliability of the survey instrument was confirmed through Cronbach's alpha, which resulted in a value of 0.846, indicating that the survey was reliable for use with this sample. Students used mobile phones and laptops to complete the survey, which allowed for efficient data collection. The data collection process involved presenting the survey to students via Google Forms. The participants, 67 students from the third, fourth, and fifth semesters of the Pedagogy of National and Foreign Languages Program, were selected for their relevance to the research question. The researcher provided an introduction to the study, explained the purpose of the survey, and answered any questions the students had before they began filling out the questionnaire. After the students completed the survey, the data was gathered and downloaded for analysis. To present the findings in a clear and accessible format, graphical representations of the data were created. The null hypothesis of the study posited that there is no relationship between the Analytic Linguistic Approach and speaking skills, while the alternative hypothesis suggested that a relationship does exist between these two variables. The independent variable in this research was the Analytic Linguistic Approach, while the dependent variable was speaking skills. By conducting this research, the study sought to explore whether there was a statistically significant correlation between the application of the Analytic Linguistic Approach and improvements in speaking proficiency, with the aim of offering insights into effective language teaching methods.

RESULTS AND DISCUSSION

This section presents an in-depth analysis of the results gathered from the survey of 21 questions, which was administered to 67 students enrolled in the Pedagogy of National and Foreign Languages program at the Technical University of Ambato. The survey aimed to assess various factors related to the students' speaking skills in English and their perception of the Analytic Linguistic Approach's contribution to those skills.

The survey results were analyzed to explore how students engage with different aspects of speaking skills, including pronunciation, vocabulary use, sentence structure, and overall conversational strategies. The findings demonstrate both strengths and areas where students can further develop their language proficiency.

The survey results indicate that the majority of students exhibit strong speaking skills, particularly in pronunciation, vocabulary use, and the ability to manage conversations effectively. For instance, a large proportion of students (74%) use auxiliary verbs "doesn't" and "do" frequently or always when expressing dislikes, indicating a solid understanding of grammar and sentence structure. Furthermore, 57% of the students frequently use vocabulary to express emotions, reflecting their ability to communicate feelings in English effectively. Additionally, a significant portion of the students (78%) report being able to articulate individual sounds in English intelligibly, showcasing strong pronunciation skills.

Pronunciation, specifically regarding vowel and consonant sounds, is an area where most students perform well. 78% of respondents report that they are able to articulate individual sounds clearly when expressing their ideas. This high level of articulation allows students to communicate effectively, ensuring that their ideas are understood by others.

Stress management in three-syllable verbs is another area where the students show a high level of competence, with 73% of the respondents indicating that they are able to manage stress on three-syllable verbs in their English speech often or sometimes. This ability is crucial in ensuring that words are pronounced correctly in conversational speech, leading to clearer communication.

Regarding conversational dynamics, 39% of students use linkers frequently or sometimes to take the floor during conversations. This shows that many students understand how to manage discourse in

English, keeping the flow of conversation smooth. Additionally, 66% of students reported using cohesive devices to express agreements and disagreements, which indicates their ability to structure their thoughts logically during discussions.

A notable finding is that 85% of students reported finding it easy to maintain conversations with their classmates in English. This suggests that a majority of students are confident in their conversational abilities, demonstrating fluency and ease during interactions. Similarly, 82% of students indicated that they could negotiate ideas with minimal support, highlighting their ability to engage in spontaneous conversations and negotiate outcomes.

The final survey question, which assessed students' views on the relationship between the Analytic Linguistic Approach and the development of speaking skills, revealed that 91% of students believe the approach positively contributes to their speaking skill development. This strong endorsement suggests that students recognize the importance of structured linguistic approaches in enhancing their speaking abilities.

In summary, the majority of students exhibit strong speaking skills in areas such as pronunciation, vocabulary use, and discourse management. However, some students still face challenges, particularly in using linkers and cohesive devices, and managing stress in three-syllable verbs. These areas may benefit from targeted interventions. The widespread belief in the positive contribution of the Analytic Linguistic Approach to speaking skill development supports the inclusion of this approach in the curriculum.

Table 1. Survey Results on the Development of Speaking Skills among Students

Survey Question/Theme	Percentage of Students (Frequency)	Key Insights
Use of auxiliary verbs in expressing dislikes	74% (Always/Often)	Clear understanding of negative sentence structures.
Use of vocabulary for expressing emotions	57% (Often)	Strong emotional expression and vocabulary use in conversations.
Pronunciation clarity (vowel and consonant sounds)	78% (Always/Often)	High level of pronunciation awareness and clarity.

Stress management in 3-syllable verbs	73% (Often/Sometimes)	Competence in handling multisyllabic verb stress, which is essential for fluency.
Use of linkers in conversation	39% (Often/Sometimes)	Adeptness in managing conversation flow and initiating discussions.
Use of cohesive devices (agreements/disagreements)	66% (Often/Sometimes)	Proficiency in structuring ideas coherently during discussions.
Ease in maintaining conversations	85% (Often/Sometimes)	Confidence and fluency in conversational exchanges.
Negotiation of ideas with minimal support	82% (Often/Sometimes)	Ability to negotiate and discuss ideas effectively with minimal support.
Perception of the Analytic Linguistic Approach	91% (Agree)	Strong belief in its role in speaking skill development.

Note. The table presents the percentage of students who reported specific speaking-related behaviors and their perceptions of the Analytic Linguistic Approach's role in enhancing speaking skills.

The chart above offers a comprehensive and detailed visual summary of the survey results, which reflect students' responses to various aspects of speaking skills in English. The data provides insights into how frequently students engage in key speaking practices, including the clarity of their pronunciation, their use of vocabulary to express emotions, and their strategies for managing conversations in English. These aspects are critical to the development of overall speaking proficiency and fluency in the language.

Moreover, the chart highlights an important trend: a large portion of the students demonstrate a strong belief in the effectiveness of the Analytic Linguistic Approach in enhancing their speaking skills. This shows that the majority of students see value in structured, analytic techniques to improve their spoken English. In particular, the chart illustrates the frequency with which students use important grammatical structures, emotional vocabulary, and cohesive devices, such as linkers to express their ideas clearly and cohesively. These are essential components of effective communication and reflect a high level of competence in key areas of language use.

While most students appear to be proficient in these aspects, the chart also underscores a notable observation: a smaller percentage of students report challenges in certain areas, such as utilizing linkers

to manage conversational flow and effectively managing stress on multisyllabic verbs. This indicates that, while the majority of students possess strong speaking skills, there are still specific areas that require targeted attention and improvement. These findings suggest that further instruction and support in these areas could help students overcome these challenges and elevate their overall speaking proficiency. In summary, the data reinforces the conclusion that most students exhibit competence in their speaking skills but also highlights areas where further development and targeted interventions are necessary to ensure that all students reach their full potential in spoken English.

CONCLUSIONS

This study has explored the relationship between the Analytic Linguistic Approach and the development of speaking skills among students enrolled in the Pedagogy of National and Foreign Languages program. Through a comprehensive theoretical framework and the application of a validated survey, the research provided insight into how different elements of the Analytic Linguistic Approach contribute to the enhancement of students' speaking abilities.

The investigation into the elements of the Analytic Linguistic Approach revealed two main categories: input materials and activities. Input materials include short sentences, dialogues, vocabulary lists, and phonetic transcriptions of words, all of which serve as essential tools for students in understanding and practicing new language concepts. These materials were found to be effectively utilized by students when the teacher introduces new topics. Additionally, the second category, which encompasses activities such as pronunciation drills, listening comprehension exercises, and minimal pair practice, proved to be vital in helping students improve their pronunciation skills. These activities, when incorporated into lessons, facilitate clearer and more confident spoken communication among students. The study also focused on the sub-skills of speaking, which include grammar and vocabulary, pronunciation, discourse management, and interactive communication. These sub-skills are integral to achieving fluency in spoken English. The majority of students demonstrated strong proficiency in negotiating ideas with minimal support and maintaining conversations with their classmates, particularly in terms of initiating and ending conversations. These findings highlight students' growing ability to engage in fluid communication, a critical skill for real-world language use. Only a small

portion of students expressed challenges in these areas, which indicates that while most students possess solid speaking abilities, some require further development in specific sub-skills.

The chi-square test conducted in the study confirmed a significant relationship between the Analytic Linguistic Approach and the development of speaking skills, with a result of 0.000. This value strongly supports the hypothesis that the use of this structured approach contributes to enhancing students' speaking abilities. Therefore, the results suggest that the integration of the Analytic Linguistic Approach within the curriculum has a positive and measurable impact on students' language proficiency, particularly in speaking skills.

In conclusion, the research indicates that the elements of the Analytic Linguistic Approach—such as input materials and focused activities play a crucial role in fostering essential speaking sub-skills. The majority of students have demonstrated considerable progress in their ability to express themselves clearly and effectively in English, with minor areas for improvement. Further interventions tailored to individual student needs may help to enhance the speaking skills of the small percentage of students who still face challenges in specific areas of discourse management and pronunciation. The findings underscore the importance of continued use and refinement of the Analytic Linguistic Approach to further support the development of speaking proficiency in language learners.

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