PRONUNCIATION LEARNING STRATEGIES ON LEARNERS'

PHONOLOGICAL COMPETENCE DEVELOPMENT

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Abstract

This monograph aims to compile information related to different Pronunciation strategies used in the Pronunciation courses offered by the English Language Teaching program from a state university in Pereira. Also, it reports some useful strategies which can be used in the teaching and learning field based on the approaches the courses have. In the process of documentary analysis different sources were considered such as (books, articles, talks and courses syllabus) in order to categorize the different PLS based on Oxfords' strategies classification. This paper serves a framework of reference for future teachers and students enrolled in the courses since it presents an action plan that can be included in their learning processes. In addition, the monograph expands the path for future investigations related to the Pronunciation field.

Key words: Pronunciation, strategies, categorization

Resumen

Esta monografía tiene como objetivo recopilar información relacionada con las diferentes estrategias de pronunciación utilizadas en los cursos de pronunciación ofrecidos por el programa de enseñanza del idioma inglés de una universidad estatal en Pereira. Además, informa cómo esas estrategias se pueden utilizar en el campo de la enseñanza y el aprendizaje en función de los enfoques que tienen los cursos. En el proceso de análisis documental se utilizaron diferentes fuentes como (libros, artículos, charlas y programas de asignatura) para categorizar las diferentes PLS basados en la clasificación de estrategias propuestas por Oxford. Este documento sirve como marco de referencia para futuros docentes y estudiantes matriculados en los cursos ya que presenta un plan de acción a seguir a lo largo de sus procesos de aprendizaje. Además, la monografía abre la puerta para futuras investigaciones relacionadas con el campo Pronunciación.

1. Justification

Pronunciation is one of the most important aspects when learning a foreign language since it can affect communicative competence. This issue was considered by Hinofotis and Bailey (1980) when they stated that pronunciation could affect the intelligibility of conversational exchanges. Authors such as Cook (1996) summarizes it as the production and practice of different sounds in oral language, as well as Morley (1994) and Fraser (2000) who consider pronunciation as a key element for intelligibility. He raised awareness on how pronunciation patterns help language users to convey different meanings.

As pronunciation is essential in the field of ELT, it has been a general concern on how to promote or develop the phonological competence. Through history there have been different approaches or methods which implement pronunciation as a "tool" to improve the communicative competence. In the early twenty century emerged the "Natural approach", which fostered the use of "oral intensive interaction" only in the target language with the intention that learners progressively learned and used the same sentences and sounds patterns to communicate, just as children do. All the principles created from these theories were finally called "Direct Method" in which pronunciation is taught throughout an imitation and repetition model of a native speaker, trying to sound as natural as in the target language. Few years later, Audio-lingual method was the most popular as it was focused on the intensive exposure to oral input and production of the target language, triggering learners´ development of good habits using given drills. This habit formation could help learners make sentence patterns automatically without stopping to think. Despite the fact that this method gradually lost its popularity, materials and activities based on its principles are still used nowadays (Richards & Rodgers, 1986).

In Colombia, there are different policies regarding foreign languages teaching, one of them is "La Resolución de Licenciaturas" (Resolución 2041 febrero 2016) designed by the

Ministry of Education which is intended to improve education quality and contribute to the global positioning of these programs and their future graduated teachers. It takes into account the name of the programs, the pedagogical practices and the proficiency level expected in the target language for teachers of foreign languages according to the CEFR. This policy states certain elements that a C1 level must achieve in terms of oral production and the phonological control, elements such as the variation of intonation and stress in order to express finer shades of meaning, be able to perceive and produce sound units in different contexts and how to use the different features pronunciation has.

As a matter of fact, the English Language Teaching program at the Universidad Tecnológica de Pereira (UTP) offers two pronunciation courses, aimed at helping learners identify vowel and consonant sounds that are problematic due to their different mother tongue phonological system, as well as elements like intonation, stress, pitch and rhythm. Those courses plan to provide learners with different strategies and techniques to identify the segmental and suprasegmental features of the language while working on their learning habits. As far as the ELT program is concerned, these pronunciation courses should be enough to raise awareness on those features and help learners to master the target language.

Notwithstanding there are studies and several documents with respect to the field of Pronunciation Strategies in this context, there are no documents that condense and present them to serve as a plan of action to foster students' progress on this area. Therefore, the current document pretends to compile and report some of the pronunciation strategies and learning techniques found not only on the textbooks but also in the courses of the English Language Teaching program.

1.1 Objectives

1.1.1 General

To compile information related to different pronunciation strategies and report how they can be used for learning and teaching.

1.1.2 Specific

To present segmental and suprasegmental features of pronunciation.

To inform about learning strategies used in English language teaching.

To report how those strategies and activities have been used to develop the phonological competence in an English teaching education program.

2. Conceptual Framework

The purpose of this chapter is to report on the main theories, concepts, definitions and relevant literature related to Pronunciation field, which explains how sounds are produced and used to make meaning, as well as point out the different features of pronunciation. In the pursuit of the articulation of a set of theories that clarify the aspects considered in this document, different concerns declared by some authorities in the pronunciation area will attempt to define the concepts that serve as a basis to develop pronunciation strategies to learn a foreign language.

2.1 Defining the Concept of Pronunciation

In order to define the concept of pronunciation, it is necessary to review different contributions that several authors have made in constructing this term. Pronunciation has been defined by Cook (1996) as the practice and production of the variety of sounds in oral language. In other words, he argues that the tendency of polishing the production of sounds is obtained by repeating and correcting language in its oral form. In like manner, Morley (1994) and Fraser (2000) complement the previous definition by incorporating the importance of intelligibility and establishing pronunciation as a key element that allows people to convey meaning and make themselves understood. For instance, clarity in a conversation can be achieved because of appropriate pronunciation patterns and because of intelligibility's role.

Correspondingly, Labov (2003) asserts with a more updated point of view about this concept, defining it as the awareness and recognition of various characteristics of the target language in terms of the phonological system and the capability of appropriating its usage in the discourse. It refers to the understanding of the vocal tract operation in the conversational interchange. Equally important, Gilakjani (2011) not only argues that pronunciation involves the act of producing sounds through the phonological system to convey meaning when communicating with others, but also he determines that "Pronunciation is viewed as a sub-skill

of speaking" since the author remarks the importance of considering pronunciation as an important component of the spoken language, he also explains that it should not be studied as an individual item, instead, it should be considered as a whole with a variety of elements. This view takes into consideration those segmental features (those individual characteristics of the sound) and those suprasegmental features like intonation, stress, accent and connected speech.

All in all, pronunciation is a set of oral characteristics that enable good communication and well understanding of the language; it, as a sub-skill of speaking, grants learners the ability to achieve proper oral proficiency and master language competences. Thus, for this chapter it will be the subject of analysis due to its importance for mastering student's phonological competence. In fact, the majority of EFL learners at some point of their life have faced difficulties regarding oral production because of the inappropriate pronunciation patterns; therefore, the different features of pronunciation have should be taken into account due to their role in the conversational exchange.

2.2 Pronunciation Features of the Spoken Language

The concept of pronunciation involves different features of speech production for that reason developing good pronunciation patterns can be a complex task. Different authors have established two main categories in the pronunciation field, the segmental and suprasegmental features.

2.2.1 Segmental.   In oral production, different sounds are articulated and combined to make meaning, those sounds are considered the basic units of the language. Along this section different authors stated their position regarding a definition of what segmental features are and their importance. The linguist Goldsmith (1976) describes segmental as "vertical slices of the speech stream" to point out the division that sounds have in terms of phonemes, syllables and words. Later on, Crystal (1997) as well as Goldsmith asserts in the different segmentation that sounds have by making the distinction among two essential types, the segmental and

suprasegmental features of spoken language. Those segmental characteristics are illustrated by the author as the units that can be perceived for the auditory channel and they help to differentiate one word from another along the discourse.

Figure 1. Segmental Features Involved in Pronunciation.
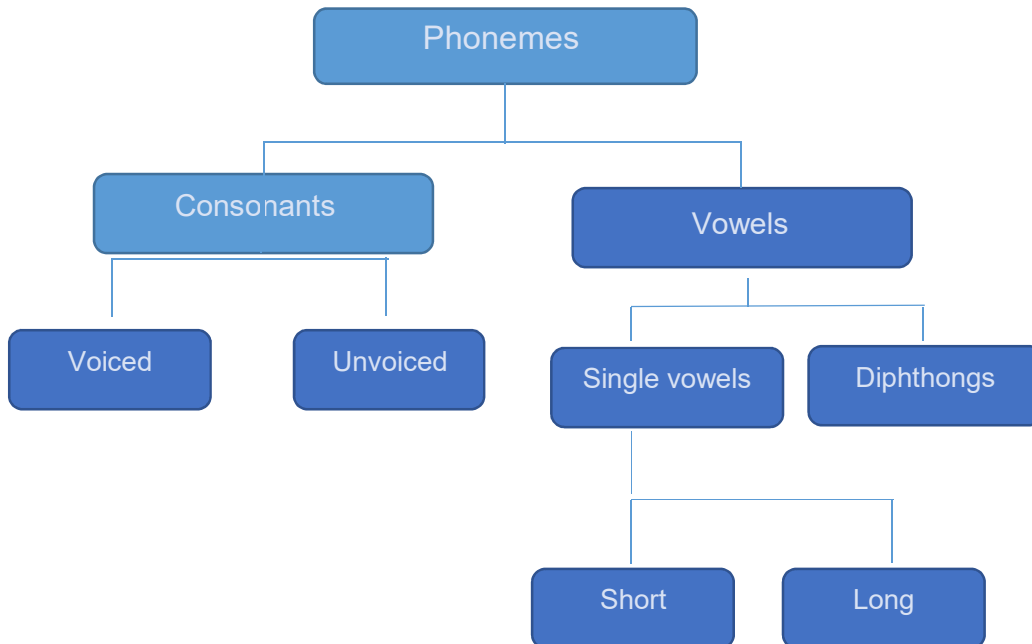
Besides, the mispronunciation of certain sounds can affect words meaning in line with Burns (2003), also, the listener's comprehensibility may be affected when it is intended to convey meaning. For instance, if one phoneme is changed in the word (sit) - /'sɪt/ the complete meaning of the action that involves resting the body by the thighs, changes to an object designed to support the body when someone is resting (seat) - /'si:t/. Evidently, the combination of those discrete units makes them a vital element in the speech production due to the fact that they convey meaning to the utterance. On one hand, it can be summarized segmental as the feature that studies sounds as individual items. On the other hand, suprasegmental opposed it in the sense that it analyses longer stretches of speech, that will be detailed in the following paragraphs.

2.2.2 Suprasegmental. The study of suprasegmental refers to the analysis of those properties that go beyond one sound segment involving different linguistic phenomena such as intonation, stress, accent and connected speech. Lass (1976) determines that suprasegmental features "usually are listed either as the set of features consisting of pitch, stress and quantity, or defined as features whose domains extend over more than one segment". This means, that suprasegmental features go beyond one unit and they incorporate different aspects in the speech production. In accordance with the researcher, Morley (1991) states the role of suprasegmental within the context when trying to communicate messages for instance those features allow people to complete meaning no matter the situation. With this on mind, working on suprasegmental is important for improving English communication skills inasmuch as it does not only help to communicate ideas but also support the understanding of speaker's intentions.

Figure 2. Principal Suprasegmental Features Involved in Pronunciation.
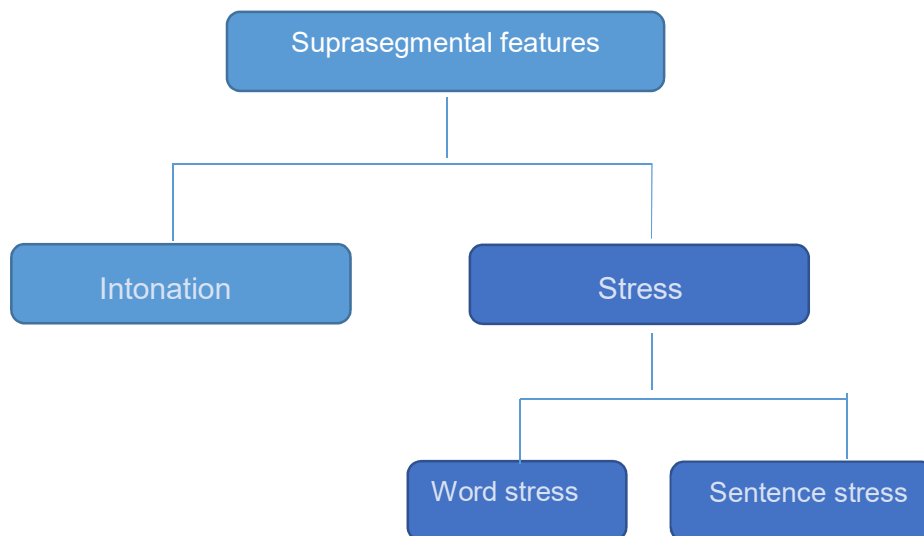
In the meantime, the same author explained how suprasegmental features differ from segmental features, referring to the previous as a group of elements that follow a sequence in the discourse, whereas the latter analyzes the segment itself. In other words, if someone pretends to study one specific phoneme in an utterance that person should be focused on segmental components (such as vowel and consonant sounds), but if someone tries to get a holistic idea of sounds in the context that person should be centered on suprasegmental components which are closely related "to sounds at a macro level" (Gilakjani, 2012). In fact, the appropriate use of those elements contributes to achieve intelligibility in the conversational interchange because they mark particular attitudes from the speaker and they explain how utterances are related with others. In effect, for this paper, the analysis of suprasegmental is crucial when considering tonal components of language (intonation), when giving the emphasis on certain syllables or words (stress), when examining the flow among words to make speech more fluent (connected speech), and finally when understanding the variations of how language is pronounced depending on the area (accent).

2.2.2.1 Intonation. Intonation is the feature that allows people to express or understand attitudes through the use of language. Even though it is a complex field, it is not impossible to incorporate good intonation patterns inside of the discourse for mastering pronunciation. In consonance with Lass (1976), intonation is the use of different tonal elements to convey linguistic and nonlinguistic meaning, it is used to demonstrate the speaker attitudes by different features of duration. To put it differently, people are sensitive to perceive someone's attitudes, emotions and feelings because of the use of different intonation patterns. Subsequently, Bolinger (1989) assents with the previous author by accepting that intonation allows to reflect speaker attitudes and defined this concept as a procedure that not only comprises changes in pitch, but also it incorporates different gestures, body language, attitudes and emotions when exchanging ideas. Regarding to this issue, Gerald (2000) explaines that when someone is

speaking in English "the voice goes up and down in pitch". In fact, the word (right) - /raɪt/ can have different interpretations because of the intonation given to it. If the pitch is raised, it might work as a tag question at the end of any sentence, indicating that the person asking expects an answer (Do you like ice-cream, right?), but if the pitch is fallen this word function as an assertion (Is Angélica your name? That's right!)

Apart from considering pitch as an element that reflects speaker's attitudes, Verdugo (2005) includes the relevance of tone for understanding the meaning of a statement in the utterance. Evidently the concept does not only involve raising or falling the pitch for conveying attitudes, but also the manner in which something is said to reflects the intention of the speaker. Based on what has been discussed above, it can be concluded that the awareness of English intonation will empower learners to avoid miscommunication due to the fact that it helps to communicate messages more accurately. However, there are also other features that affect the message itself, in the following paragraph different aspects of the stress element will be analyzed.

2.2.2.2 Stress. Stress is an element of pronunciation that makes emphasis in specific elements in the discourse. It could be a single syllable in a word, or it can be a single word along the sentence. Therefore, the aim of this section is to explain the different types of stress in the utterance (word and sentence stress). Stress can be defined by Tarr (1994) as the prominence with which one part of the word or the sentence is distinguished from the other parts. This illustrates that when the voice is raised on a particular place in the word or in the sentence the person intends to highlight something in particular for the listener to perceive it.

At the same time, the author illustrated the concept of word stress by stating that "As soon as an utterance is longer than a single syllable, the syllables are arranged in rhythmic patterns comprising a succession of strong-weak-strong-weak, and so on". By all means,

accentuating one syllable permits the listener to focused on the stressed syllable and not in the weak one, also, it allows the listener to comprehend what is trying to be communicated.

As English is a stress-timed language, Crystal (2003) complements the previous author when she asserts that "stressed syllables fall at regular intervals throughout an utterance". That is, stressed syllables are equivalent in time than unstressed syllables due to the fact that they are spoken more quickly and different vowel reduction appears along the discourse, and the overall rhythm of the utterance is determined by the regularity of those stressed syllables.

Authors such as Hahn (2004) focuses on the sentence stress for pointing out that by using it people recall more content and achieve intelligibility. Han, also presented sentence stress under the name of "primary stress" for establishing that it "is realized in speech by combining a detectable change in pitch with increased vowel duration and increased intensity". This illustrates that the combination of tone with the increasing of the duration of vowels results in the accomplishment of sentence stress.

2.2.2.3 Connected speech. Previously it was stated how stress provides hints to listeners about where word limits are placed along speech. In this section, it will be examined how segments are joined in series and its impact among each other. The definition of connected speech was explained in first instance by Hieke (1987) who states that it is a process that involves changes subjected to different common forms of words considering restrictions related to temporal and articulatory aspects concerning casual language. It means, that connected speech affects words when their sounds are combined with other words' sounds in a sentence. Speech processes have a classification depending on speech register, linguistic context, rhythmic constraints and the English variations one of them is linking that has to do with the joint of words through their last and initial sounds, the second deals with loss of sounds.

2.2.2.3.1 Linking. The first division is linking, its role in connected speech is to "make two words sound lie one without changes in segmental identity" (Reed & Levine, 2015). That

is, that the final sound of a word joins to the initial sound of the following word without changing the initial form to make spoken discourse more natural and fluent. The most common occurrence in speech can be illustrated in the following example:

i.e. This _afternoon **[ðɪs æftərnun]**.

   2.2.2.3.2 Deletion. As well as linking there is another category that is important in connected speech processes. In deletion, some sounds are lost or deleted in order to being understood when speaking. One of the most frequent cases in which a sound is omitted is when words start with the grapheme "h". For instance, in the sentence (e,g., did he understand?) **[dɪd hi ˌʌndərˈstænd]** the "h" is removed and it is pronounced [iy]. Some contractions belong to this category especially those that delete one sound or more for example (e.g., will not become won't).

   2.2.2.3.3 Assimilation. It refers to the change a phoneme faces because of the influence of its surroundings sounds. Gerald (2002) describes "how sounds modify each other when they meet, usually across word boundaries", what is evidenced in connected speech due to the fact that words are joined together, and sound can be either modified or absorbed by others. This phenomenon is more recurrent in rapid speech and the most evident cases are the ones that affect consonants as stated by Roach (2009). The following examples illustrate how the phoneme /d/ and /n/ often become bilabial before bilabial consonants (e.g., "good boy" /d/→/b/, "ten men" /n/→/m/).

   2.2.2.4 Accent. This aspect deals specifically with variations and changes that affect pronunciation. There are two types of level of variation: the phonological variations are linked with processes within connected speech, pronunciation which only differ in intonation patterns, articulation of certain consonants or vowel sounds and the phonetic variations which are the differences in the phonetic quality of phonemes.

2.3 Defining the Concept of Strategy

To accomplish and practice successfully all these pronunciation features, it is necessary to actively work on their development with specific techniques or strategies. Oxford (2003) introduces the term *strategia* as a Greek word to express situations carefully planned and controlled in order to achieve success and win wars. In making this comment, the author argues that on this word remains the meaning of controlling particular facts to reach an expected result. In the same way, Brown (2007) asserts that "strategies are those specific "attacks" that we make on a given problem" but they can be as diverse as personalities. The authors agree with the general idea that strategies are conscious processes in which someone chooses to act deliberately or implement actions step by step to solve or at least tackle problematic situations. Naturally, the use of strategies is related and closely tight to the language learning process, as Rubin (2013) observes that all those strategies that learners apply and the distinguishable ways they face the possible problems are intrinsic "to the act of learning" and they are widely known as "learning strategies."

2.4 Learning Strategies

With respect to strategies and how they affect the process of learning a foreign or second language, there have been studies and researches that categorized those learning strategies and explained how they are effectively applied in language learning. Even though it has not been easy to identify those learning strategies and remains confusion on their classification, some researchers (O'Malley & Chamot, 1990; Oxford, 2003; Brown, 2007) have proposed different groups of strategies that are frequently used by language learners. As a matter of fact, one of the main characteristics continually observed is problem-orientedness, in Faerch and Kasper (1980) view it is a fact that learners identify the "difficulty" as an affair that needs a special treatment. As long as the problem is determined, learners usually know how to successfully deal with it, in other words, they consciously plan and implement different

strategies increasing their confidence, becoming autonomous learners, which are highly motivated to keep working on their action plan until they attain their goals (Faerch & Kasper, 1980; Chamot & O'Malley, 1990).

At the same time, Tarone (1994) remarks that those learning strategies could be developed not only in the target language but also, they could have been first used in learners´ native language in the view of that the purpose of applying those strategies is mainly to learn not to communicate. Equally important, Rubin (1981) and Oxford (1990) discuss how those processes used while learning or acquiring a language are classified into two main set of strategies (direct and indirect) which are the ones that influence directly on the learning process and the ones that indirectly stimulate it. This paper will be considering those strategy categories that correspond to Oxford's six dimensions of strategy classification since they could help learners raise awareness on how to improve their pronunciation abilities by cognitive, metacognitive and memory strategies which are part of the main group of direct strategies, together with compensatory, affective and social strategies which are in the group of indirect strategies.

2.4.1 Cognitive strategies. Learners frequently use a wide range of strategies when they are on their learning process but those activities that help them to organize, process and associate new information in order to be useful, are closely related to cognitive strategies. Cognitive strategies are often used to foster pronunciation competences since this category facilitates learners to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally, Oxford (2003) explains that it is usually through practice and repetition of certain sounds or/and rhythms that L2 learners developed their own pronunciation schemes. In the same line, O'Malley and Chamot (1990) propose strategies such as repetition and auditory representation that require learners to

manipulate learning material directly. These strategies were used in a study conducted by Hashemian and Fadaei (2011) in which they compare the intuitive - imitative approach with the analytic-linguistic. The first one proposed by Celce-Murcia, Brinton and Goodwin (1996) pretends to expose learners to authentic listening material and encourage students to imitate L2 sounds patterns. On the other hand, the analytic-linguistic approach provides different techniques such as audios with authentic material including words and sounds that learners should be exposed to without the intervention of any explicit instruction. The audios reinforced sounds with diphthongs in words like "(e.g., they /eɪ /, boy /ɔ ɪ /, mighty /aɪ /, go /əu/, now /au/)." In the following chapter the reader will find useful information about cognitive strategies connected with the pronunciation field.

As have been noted, learners thoughtfully plan and work on those cognitive strategies which have been chosen according to their needs, and to identify those needs and actions to success on their learning process it is necessary to apply and complete the action plan incorporating metacognitive strategies.

Table 1

Comparison of Oxford's and O'Malley and Chamot's Cognitive Learning Strategies.

Cognitive			
Oxford's direct Strategies		O'Malley's and Chamot's	
Practicing	Repeating Formally practicing with sounds and writing systems Recognizing and using formulas and patterns Recombining	Repetition	Imitating a language model, including overt practice and silent rehearsal

	Practicing naturalistically		
Receiving and sending messages	Getting the idea quickly. Using resources for receiving and sending messages.	Resourcing	Using target language reference materials.
Analyzing and reasoning	Reasoning deductively. Analyzing expressions. Analyzing contrastively (across languages). Translating. Transferring.	Illustration	Using the first language as a base for understanding and/or producing the second language.
Creating structure for input and output	Taking notes. Summarizing. Highlighting.	Grouping	Reordering or reclassifying and perhaps labeling the material to be learned based on common attributes.
		Note taking	Writing down the main idea, important points, outline, or summary of information presented orally or in writing.
		Deduction	Consciously applying rules to produce or understand the second language.
		Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.
		Imagery	Relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases, or locations.
		Auditory representation	Retention of the sound or a similar

2.4.2 Metacognitive strategies. Through this method learners raise self-awareness on their learning styles, possible learning disabilities and how good they are progressing and tackling the obstacles while learning; with this intention O'malley and Chamot (1990) concur that those strategies require analyzing their own "learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity has been completed." It is essential that learners become conscious   on how these strategies may affect and help them in acquiring new knowledge since they would be checking and observing their performance in the target language. One of the most popular metacognitive strategies in the pronunciation field is the "shadowing – mirroring" in which students consciously decide what pronunciation patterns can be imitated from authentic listening input for later be included into their speech. This, is useful for improving intonation due to the fact that students prefer to have native speakers' models in order to achieve intelligibility. In the same line, other metacognitive strategy that implements selective attention is worked through "Questions and matching answers" in which learners must identify the word stressed in an utterance and answer based on the information required. With this selective strategy, students can decide in which aspects of language input should be focused to be retained.

Table 2

Comparison of Oxford's and O'Malley and Chamot's Metacognitive Learning Strategies.

Metacognitive			
Oxford's indirect Strategies		O'Malley and Chamot's classification	
Centering your learning	Overview and linking with already known material. Paying attention.	Advance organizers	Making a general but comprehensive preview of the organizing concept or principle in an anticipated learning activity.

	Delaying speech production to focus on listening.		
Arranging and planning your learning	Finding out about language learning. Organizing. Setting goals and objectives. Identifying the purpose of a language task (listening, reading, speaking, writing). Planning for a language task. Seeking practice opportunities.	Directed attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distractors.
Evaluating your learning	Self-monitoring. Self-evaluating.	Selective attention	Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.
		Self-management	Understanding the conditions that help one learn and arranging for the presence of those conditions.
		Functional planning	Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.
		Self-monitoring	Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present.
		Delayed production	Consciously deciding to postpone speaking in order to learn initially through listening comprehension.
		Self-evaluation	Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy.

2.4.3 Memory strategies. Besides raising self- awareness and monitoring own's progress there are other type of strategies that learners develop to make the learning process simpler, self-oriented and amusing (Oxford, 1990). Memory strategies establish simple principles like ordering things, making meaningful associations, creating mental connections, applying images and sounds and storing vocabulary for being used when the need of communication emerges. Although these strategies help learners to connect items in the target language with other concepts, it does not necessarily involve deep understanding (Oxford, 2003). The study conducted by Tugce Akyol (2012) illustrates that memory strategies are the most frequently used in the pronunciation field by pre-service EFL teachers in a Turkish context, making up songs and rhymes to remember and linking the pronunciation of Turkish words were the most utilized. The researcher tries to shed some light on the pronunciation learning strategies and tactics that learners find more useful when they are learning a foreign language, considering the data collected from the questionnaire and the interview the university students answered.

Table 3

Oxford's Memory Learning Strategies.

Memory	
Oxford's direct Strategies	
Creating mental linkages	Grouping. Associating/ Elaborating. Placing new words into a context.
Applying images and sounds	Using imagery. Semantic mapping. Using keywords. Representing sounds in memory.
Reviewing well	Structured viewing.

Employing action	Using physical response or sensation. Using mechanical techniques.

2.4.4 Compensatory strategies. Certain strategies are linked to the challenge of speaking in a different language in which learners lack vocabulary or their memory lapse but they are still able to communicate by describing the word or using similar words (synonyms) to fill the gap of the missing knowledge (Oxford, 2003). According to Brown (2007) using key words by learning chunks of language or prefabricated patterns is a strategy that helps learners to communicate successfully besides they are still learning new concepts of the target language. However, there are some compensatory strategies in which the learner uses gestures, switch to the mother tongue or simply avoid topics affecting in some cases the learning and communication process.

Table 4

Comparison of Oxford's and O'Malley and Chamot's Compensatory Learning Strategies.

Compensatory			
Oxford's direct Strategies		O'malley and Chamot's classification	
Guessing intelligently	Using linguistic clues. Using other clues.	Circumlocution	Describing or exemplifying the target object of action (e.g., the thing you open bottles with for corkscrew)
Overcoming limitations in speaking and writing	Switching to the mother tongue. Getting help. Using mime or gesture. Avoiding communication partially or totally. Selecting the topic.	Approximation	Using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., ship for sailboat)

	Adjusting or approximating the message. Coining words. Using a circumlocution or synonym.		
		Use of all-purpose words	Extending a general, empty lexical item to contexts shere specific words are lacking (e.g., the overuse of thing, stuff, what-do-you-call-it)
		Prefabricated patterns	Using memorized stock phrases, usually for "survival" purposes (e.g., Where is the _____ or Comment allez-vous? where the morphological components are not known to the learner)]
		Nonlinguistic signals	Mime, gesture, facial expressions, or sound imitation
		Literal translation	Translating literally a lexical item, idiom, compound word, or structure from L1 to L2.
		Foreignizing	Using a L1 word by adjusting it to L2 phonology (i.e., with a L2 pronunciation) and/or morphology (e.g., adding to it a L2 suffix)
		Code-switching	Using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while speaking in L2
		Appeal for help	Asking for aid from the interlocutor either directly (e.g., What do you call…?) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expressions)
		Stalling or time-gaining strategies	Using fillers or hesitation devices to fill pauses and gain to think (e.g., well, now, let's see, uh, as a matter of fact)

2.4.5 Affective strategies. Knowledge about the target language and how to use it is essential as learners face emotions and feelings that could influence their performance and learning process thus knowing how to manage them effectively is considered part of learning strategies. Some strategies explained by Oxford (1990) could help learners to lower anxiety levels and control themselves by apply relaxation techniques (deep breathing, meditating, listening to music), encouraging to think positively (self-talk) and rewarding themselves for good performance, creating a positive environment in which learners can work towards their learning goals.

Table 5

Oxford's Affective Learning Strategies.

Affective	
Oxford's indirect Strategies	
Lowering your anxiety	Using progressive relaxation, deep breathing or meditation. Using music. Using laughter.
Encouraging yourself	Making positive statements. Taking risks wisely. Rewarding yourself.
Taking your emotional temperature	Listening to your body. Using a checklist. Writing a language learning diary. Discussing your feelings with someone else.

2.4.6 Social strategies. The latter strategy can impact positively or negatively in the communicative competence which is tied to the social component since the learner needs to be motivated to interact not only in a different language but also to understand and learn how to

express and behave appropriately in the target culture. Social strategies are basically techniques that help learner to get involve with people while cooperating which each other (asking questions for clarification, correction or verification, talking with native-speaker or a proficient user of the target language). Nevertheless, it is important to explore and share experiences to empathize with others in order to raise awareness on the cultural differences and how to use language successfully to communicate (Oxford, 2003).

Table 6

Oxford's Social Learning Strategies.

Social	
Oxford's indirect Strategies	
Asking questions	Asking for clarification or verification. Asking for correction.
Cooperating with others	Cooperating with others Cooperating with proficient users of the new language.
Empathizing with others	Developing cultural understanding. Becoming aware of other's thoughts and feelings.

Table 7

Comparison of Oxford's and O'Malley and Chamot's Learning Strategies Classification.

	Cognitive strategies	**Metacognitive strategies**	**Memory strategies**	**Compensatory strategies**	**Affective strategies**	**Social strategies**
Oxford's	Practicing. Receiving and sending messages. Analyzing and reasoning. Creating structure for input and output.	Centering your learning. Arranging and planning your learning. Evaluating your learning.	Creating mental linkages. Applying images and sounds. Reviewing well. Employing action.	Guessing intelligently. Overcoming limitations in speaking and writing.	Lowering your anxiety. Encouraging yourself. Taking your emotional temperature.	Asking questions. Cooperating with others. Empathizing with others.
O'Malley and Chamot's	Translation. Grouping. Note taking. Deduction. Recombination. Imagery. Auditory representation. Keyword. Contextualization. Elaboration. Transfer. Inferencing.	Advance organizers. Directed attention. Selective attention. Self-management. Functional planning. Self-monitoring. Delayed production. Self-evaluation.		Circumlocution. Approximation. Use of all-purpose words. Word coinage. Prefabricated patterns. Nonlinguistic signals. Literal translation. Foreignizing. Code-switching. Appeal for help. Stalling or time-gaining strategies	Socioaffective strategies: Cooperation. Question for clarification.	

3. Pronunciation Strategies

In the process of learning a second or a foreign language there are similar strategies learners implement consciously and unconsciously in order to success in their oral production as they did in their first language. The courses offered at the English language teaching program include several strategies, which can be applied to reach intelligibility, comprehensibility and understandability. This chapter will present and explain some pronunciation strategies implemented in the pronunciation courses offered by the English Language Teaching program at UTP, using Oxford's categories to classify them. Through the use of examples, it will be explained each one of the pronunciation learning strategies, which are presented in six different categories: Pronunciation cognitive strategy, Pronunciation metacognitive strategies, Pronunciation memory strategies, Pronunciation compensatory strategies, Pronunciation affective strategy and Pronunciation social strategy.

3.1 Pronunciation and Cognitive Strategies

The strategies explained in the previous chapter have a direct connection with the ones used in the pronunciation field. The articulation of both help learners to master the target language pronunciation and help them develop an action plan to sound as natural as possible when speaking. In this section, one cognitive strategy used in the pronunciation course 1 will be presented, and it will be explained how it was oriented to work on segmental features.

One of the strategies used is the *Intuitive-imitative approach,* it is employed to make students learn different pronunciation patterns without explicit pronunciation instruction. This approach works as a cognitive strategy inasmuch as it uses imitation and repetition activities that help learners practice with authentic individual sounds in the target language. According to Brown (2007) recalling the sound of a similar sound is a cognitive strategy, which uses auditory representation to learn or infer pronunciation, based on a familiar sound. In the same way, repeating and formally practicing with sounds build stronger language structures as it

allows learners to recognize and use the new patterns (Oxford,1990). In the *Intuitive-imitative approach* there are not explanations of explicit pronunciation patterns, there are only sounds, chunks or sentences that belong to dialogues performed in authentic contexts; learners listen to material of the target language and they imitate it trying to pronounce words as similar as possible. The following example illustrates how learners are supposed to imitate given input. The first word (museum) includes all the target sounds, but they are then segmented in diverse words. All of them are highlighted using bold to make them more evident.

Mu- **se**- **um** (3 syllables)　　**mu**sic　　**see**　　**um**brella

With this exercise students identify and separate sounds that are contained in the word "museum". Then, they will have to read aloud words that have the same pronunciation chunks individually and altogether. What learners have to do is to focus only on the way they are pronounced, not on the spelling. The idea is to reinforce how individual phonemes are articulated and have students identify their pronunciation in different words. This is a cognitive strategy since it helps learners to build stronger pronunciation schemas (knowledge structures) to be further practiced in natural settings. Not only this type of strategies is evidenced in the pronunciation courses, but also there are others that deal with different learning aspects, like the ones presented in the next section, which are oriented to promote self-awareness after identifying pronunciation challenges.

3.2 Pronunciation and Metacognitive Strategies

Metacognitive strategies are closely related to pronunciation because through self-understanding, students are constantly monitoring their progress and they decide which actions should be used in order to improve their pronunciation habits. The strategies proposed in this section work on some suprasegmental aspects of language such as intonation, stress and

rhythm. *Shadowing, Mirroring and Questions and matching answers* are some of the most popular metacognitive strategies in the pronunciation course 2.

   Shadowing is similar to a listening and repeat exercise, but instead of repeating what the speakers say, learners have to speak up along as the input is played. Students have to identify the intonation and rhythm patterns from videos, highlighting the pauses, raises and fallings during a conversation. Then, they will try to imitate the way characters speak. While doing this, students can monitor their intonation problems and apply a series of exercises to improve this aspect. One example of this is to make students record themselves when reading a text aloud, changing the attitudinal or grammatical approach of the sentence to explore different intonation patterns. This exercise help learners to identify their weaknesses and guide them on the type of activities that can be used to tackle such problems. Then, the instructor analyzes the video to provide feedback based on students' performance. An alternative form for assessing this is to ask students to work in groups and their classmates peer evaluate what is in the recordings. With the feedback received, learners can take decisions about further actions to be implemented with the aim of improving with all the comments and suggestions given. On the contrary, *mirroring* includes imitation of physical gestures, but it does not require that students reproduce simultaneously what they can observe from the speaker model. As an illustration of this, instructors can assign to students short lectures, videos or talks that they may analyze. After doing the analysis, learners should act out those elements that are challenging for them in terms of intonation and rhythm. Teachers use this strategy to help learners develop an appropriate plan for learning new pronunciation patterns from native speakers to be further incorporated in their oral production.

   Other strategy used for selective attention is *questions and matching answers*. By implementing this, students can work on the perception and the production of sentence stress due to the fact that the locutor decides which content word is the key element in the

communicative action. What is expected from the interlocutor is to answer making emphasis on a word that belongs to the same speech category that the one highlighted in the question. Through pair work, students identify sentence stress by reading aloud a question, stressing the word that is italicized or highlighted. The other student will have to match the answer depending on what word was stressed in the question, as it is seen in the following example:

1. Were you in the bank on *Friday?* No, I was there **Saturday.**

2. Were *you* in the bank on friday? No, but **my sister** was.

The words in bold represent the ones that need to be emphasized in the stream of speech since they mark the richest information-bearing units. In the first example, the person that asks the question emphasizes the content word "Friday" with the intention to mark the utterance importance, which is in the day that the bank was visited. On the contrary, in the second example the same question is used, but the locutor decides to give more importance to the subject in the sentence. Those listeners that fail at identifying sentence stress are likely to flounder because it is not easy for them to identify the words that carry the meaning or the importance in the sentence. What they can do to improve its recognition is implementing constantly practice. Asking to a partner to read aloud a text making emphasis on different words for students to highlight those key elements and identify if they are function or content words. To conclude, the three different strategies presented help learners to plan, monitor and self-evaluate their learning process when improving their pronunciation habits.

3.3 Pronunciation and Memory Strategies

Besides those strategies that help learners to understand the way they learn to pronounce certain words, there are others that allow learners to store vocabulary and then retrieve it when needed for communication. Memory strategies could be used on segmental features such as the production of phonemes (consonants and vowels). One of those is *Rhyming pairs*, a memory strategy that helps students create mental linkages or associations with words that have similar

pronunciation such as minimal pairs. The teacher uses lots of rhyming pairs of words which can be written on the board or on a set of cards, so the students could choose two words with similar pronunciation. The student must say the two words out loud to check if they rhyme. If the two words rhyme, the learner gets a point or keep the card. For instance, the word "house" can be paired with the word "mouse" because they agree in their vowel sounds /aʊ/ and the final consonant sound /s/. With this strategy, learners could be working with minimal pairs or homophones, and if the cards have the image related to the word on the other side, they could use them to remember sounds as well.

Another helpful memory strategy is *Cloze dictations*. This activity is planned to have learners fill in gaps with the correct homophone to complete a sentence. Learners need to see the written words and compare them with what is being listened to, in order to select the one that fits with the meaning of the given sentence. For this, the teacher provides a worksheet with a cloze dictation with homophones, and then reads or plays the audio of the material as many times as necessary. Students must use grammatical and contextual information to figure out which word is appropriate:

Text: Is this _____ car? (your / you're)

Audio: Is this **your** car?

In the previous example, the cloze text given to students includes the homophone "your" /jʊr/ and "you're" /jʊr/. It could be the possessive adjective "your" or the contraction of the subject pronoun "you" and the verb -to be- form "are". As they are pronounced the same, students must use grammatical and contextual information to decide the word that would fit in the blank. In this case, the correct option is the possessive adjective "your", otherwise the sentence will be grammatically incorrect.

Those strategies help learners capture, organize and store information in their working memory to form patterns that can be effectively used. However, not only memory could fail but also knowledge could be insufficient; thus, the following strategy presented will be focused on how to use a suprasegmental component to complete a message or convey meaning when speaking.

3.4 Pronunciation and Compensatory Strategies

Speaking involves a set of individual characteristics that affect the understanding of the message that is intended to communicate, one of which is the intonation, a suprasegmental feature that can be addressed through compensatory strategies; these sorts of strategies are used to compensate the limitations on learners' linguistic resources. The *attitude game*, is an activity that helps learners to create mental linkages of the intentions and the tone in which information is expressed. The aim of this activity is to show students how to use a nonlinguistic signal and the tone of the voice to express emotions that permit to convey a message. The teacher writes a simple sentence, which is read in a neutral tone. The sentence must be read in different tones emphasizing the prosodic clues to express anger, sadness, happiness or irony. Once students feel familiar with the tone of voice, the teacher will hand them cards with an emotion written on it. They will have to say the sentence around finding the partner with the same tone they were given by identifying the way they say it. The following example will help raise learners' awareness about the close relation between intonation and meaning as it could have 3 different possible interpretations though the verbatim message is the same.

Bored: Thank you.

Happy: Thank you.

Angry: Thank you.

In the first example, the sentence is pronounced with a level and neutral tone with the intended meaning that speaker is bored and uninterested. In the second, the same sentence is uttered with a prominent rise-fall intonation with the perceptible meaning of happiness. Finally, the sentence is pronounced with a flat rise-fall intonation used to denote sarcasm as the calculated message is exactly the opposite to "thank you", because the speaker is angry or unhappy.

This activity allows learners to improve their communicative competence, so they can discriminate the intention of the message by using different intonation patterns.

3.5 Pronunciation and Social Strategies

As a social pronunciation strategy, the Pronunciation courses 1 and 2 implemented the "collaborative study groups". This project, worked under the principle of collaboration, in which students have to set some outcomes that are beneficial to all members of the group, analyze and understand relevant material for their pronunciation necessities, support each other, and encourage all members of the team to do their best (Johnson & Johnson, 1999). The strategy is employed with the premise that the learning process should be done throughout scaffolding processes. In that sense, when students gather in the groups, the first task is to identify their pronunciation drawbacks. Then, they brainstorm ideas to find possible solutions to overcome difficulties, and finally develop and apply an action plan using different pronunciation techniques per week. The following list presents some common pronunciation problems that students have identified while working in the groups:

- Lack of instruction on how to articulate weak forms of the phoneme schwa /ə/ to sound more fluent when speaking.

- Problems when linking words in connected speech along the discourse.

- Problems to reduced sounds in connected speech.

- Difficulty to identify the melody and prosody in a sentence.

- Appropriate articulation of different vowel sounds.

- Difficulty to identify the differences in terms of sounds when using minimal pairs.

In every session, learners have to decide the techniques to be used in order to work on specific pronunciation aspects as the ones already mentioned. Then, they had to collect evidence of what they did during the meetings (audio/video recordings, worksheets or pictures) to keep a record of their progress on different pronunciation aspects to be further analyzed and make decisions about their progress. Clearly, this works as a social strategy because learners are encouraged to work with other classmates and by collaborative work they solve problems, pool information, check learning tasks, model language activities, and give and receive feedback to each other. The following chart summarizes the strategies used in the Pronunciation courses and explain their categorization according to Oxford's classification.

Table 8

Comparison of Pronunciation Learning Strategies Used in the Pronunciation Courses I and II.

Type	Feature	Pronunciation I	Pronunciation II
Cognitive	Segmental	*The intuitive imitative approach *	
	Suprasegmental	*Back chaining	*Role plays
Metacognitive	Segmental		
	Suprasegmental	*Dialogues	*Shadowing *Mirroring *Questions and Matching answers
Memory	Segmental	*Rhyming pairs *Cloze dictation	
	Suprasegmental	*Backward Buildup *Bingo	*Limericks
Compensatory	Segmental	*Spelling equivalences	
	Suprasegmental		*The attitude game
Social	Segmental	*Collaborative groups	
	Suprasegmental	*Chain stories	*Questionnaires and surveys

4. Methodology

4.1 Corpus

The following process describes how the documentary material was collected and what the criteria used for the selection of the different literature supported throughout this monograph was. This monograph is based on documentary and theoretical analysis, used to identify pronunciation learning strategies (PLS), according to the feature they belong to. Oxford's strategies categorization was considered as the basis for systematizing the PLS. The books were collected from public libraries and electronic sources available online. To complete this process 15 books, 18 articles, one talk and two curriculums regarding the proposed subjects were selected among others.

Firstly, the books were classified according to their approaches, those related to the Pronunciation field and those connected to learning strategies, using as a basis their abstracts, introductions and specific chapters. Two main classifications were set: Pronunciation features and Learning strategies. After skimming the books and articles gathered, the ones which did not explain the segmental and suprasegmental aspects of pronunciation were dismissed, as well as the ones which did not include learning and communicative strategies. Henceforth, the extensive reading of the books and articles followed by intensive reading in order to identify and classify essential information. Finally, they were analyzed focusing mainly on the sections that dealt with phonetic/phonological and communicative/learning strategies. The following tables illustrate how the classification was made and what the fundamental information took into account was.

Table 9

Inventory of Documentary Resources.

Classification		Themes	Source	Type
Pronunciation features	Segmental	* Second Language learning and Language Teaching	Vowel and consonant sound.	Book
		* Autosegmental phonology.		Book
		* Contemporary Issues in Experimental Phonetics.		Book
		* A comparative study of Intuitive-Imitative and Analytic-Linguistic approaches towards teaching English vowels to L2 Learners.		Article
		*Making cooperative learning work. Theory into practice.		Article
		*Words floating on the surface of sound change.		Lecture
		*A dictionary of linguistics and phonetics (1997).	Vowel and consonant sounds, intonation, connected speech, word and sentence stress.	Book
		*A dictionary of linguistics and phonetics (2003).		Book
		* Teaching Pronunciation.		Book
		* A course in Language Teaching.		Book
				Article
		* The Pronunciation component in Teaching English to speakers of other languages.		Article
		* Why is Pronunciation so difficult to learn?	Vowel and consonant sounds, intonation, connected speech, word and sentence stress	
		* Clearly Speaking: Pronunciation in action for teachers.		Article
		*Approaches and methods in language teaching.		Article
		*American undergraduate reaction to the communication skills of foreign teaching assistants.		Article

	Suprasegmental	* How to teach Pronunciation.	Intonation	Book
		* Intonation and its uses: Melody in Grammar and discourse.		Book
		* The handbook of English Pronunciation.	Connected speech	Book
		* English Phonetics and Phonology, a practical course.		Book
		* Stress in the English Language.	Stress	Book
		*Absorption and fluency in native and non-native casual speech in English.		Article
		* The nature and patterning of native and non-native intonation in the expression of certainty and uncertainty: pragmatic effects.		Article
		* Primary Stress and Intelligibility: Research to motivate the Teaching of Suprasegmental.	Intonation, stress and connected speech	Article
		*A multidimensional curriculum design for speech pronunciation instruction.		Article
		*Coordinating improvements in pronunciation teaching for adult learners English as a second language.		Article

Learning strategies	Classification			
		* Principles of language learning and teaching.	Strategies classification	Book
		*Learning strategies in second language acquisition.	Primary and supportive strategies	Book
		*Language learning strategies: what every teacher should know	Direct and indirect strategies	Book
		*Language learning styles and strategies: an overview	Learning styles	Article
		*Processes and strategies in foreign language learning and communication	Learning strategies	Article
		*Study of cognitive processes in second language learning.	Communicative strategies	Article
		*Interlanguage		Article
		*The encyclopedia of applied linguistics.	Strategies	Article
		*A study on identifying pronunciation learning strategies of Turkish EFL learners.	Pronunciation strategies	Article

The second stage was supported on the charts, so the information could be articulated to write the body of the monograph. The documents with relevant information on pronunciation were used to build the chapter about pronunciation and each of its features. The writing task continued with the following section in which learning strategies were explained in detailed using Oxford's, and O'Malley and Chamot's classification (see these tables on pages 20, 22, 24, 25, 27 and 28). Finally, the articulation of the two previous sections needed some extra

support with the inclusion of the two Pronunciation courses' curriculums, whose syllabi offered information about teachers' plans about the use of diverse strategies focused on pronunciation.

After analyzing the curriculums, the information related to the action plan proposed on the courses was collected. Pronunciation 1 focuses on how to identify, recognize and produce English at segmental level and proposes different learning strategies. The fact that this course also has a pedagogical component in which learners apply metacognitive strategies to plan, monitor and reflect critically upon their learning process and performance, was an evidence on how to implement the Oxford's strategies classification into the pronunciation learning process. On the other hand, Pronunciation 2 focalizes on strategies to reach an intelligible pronunciation of English, working on the suprasegmental level and provides activities and techniques from the different groups of strategies which could be presented on this monograph.

5. Conclusions

Taking into account the purpose of this monograph, what can be concluded based on the Pronunciation learning strategies presented and the categorization they had regarding their importance for the Bilingual teaching program, is their role in the courses syllabus, their contribution for future researches, and the relation of Oxford's proposal with the other strategies classification.

In first instance the classification of the different PLS used in the Pronunciation courses 1 and 2 offered by the program Licenciatura en Bilingüismo con Énfasis en Inglés could be done, serving as reference for future teachers in charge of conducting these subjects. Also, this strategies classification can be used for students enrolled in the courses since it helps them to establish the guidelines that have to do with their autonomous and cooperative learning processes (the plan of action to be implemented individually or with their peers to improve their Pronunciation skills), their awareness regarding the development of the phonological competence in English, and the action plan to master their oral production.

Secondly, the monograph allows to have a framework for the areas English/Spanish in the program due to the fact that it helps to determine the way the Phonological competence should be developed in the teaching and learning of English. Moreover, this paper promotes the inclusion of these strategies explicitly in the Pronunciation courses 1 and 2 syllabus inasmuch as this work will reinforce what is stated there. All of this, with the purpose to determine the time expected to develop students' phonological awareness, the approaches take into account and the form in which it should be carried out.

Also, due to the existence of the strategies categorization provided in this monograph, it might work as an input source for advancing research processes framed in each of these Pronunciation strategies. Some of the areas that can be researched are the frequency of use, its success, its benefits for teachers and students, the results that can be obtained by applying

these strategies, other researches oriented on the methodological processes in the courses to know how they are reflected on students' performance, and finally different research processes related to students' progress after having completed the courses in order to analyze if they continue using the strategies to improve their pronunciation or not.

Finally, despite having a reference in relation to the learning strategies presented by Brown, O'Malley and Oxford, in this process we realized that Oxford's proposal integrated much better all the strategies that the others because it allows learners to be more self-directed, it supports learning in a direct and indirect form, most of the strategies are problem oriented and help to expand the teachers role in the different learning/teaching processes. Therefore, we propose this categorization as an important basis for exploring the use of other strategies in different fields of English learning since it is a useful tool that helps to develop strategies and their benefits from different fields of language learning.

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