FACULTADE DE FILOLOXÍA

Departamento de Filoloxía Inglesa e Alemá

The Teaching and Learning of English Pronunciation in Spain. An Analysis and Appraisal of Students' and Teachers' Views and Teaching Materials

Doctoral thesis submitted by Yolanda Joy Calvo Benzies

Supervised by Dr. Ignacio M. Palacios Martínez

Volume I

Opta á Mención Internacional do Título de Doutor

International Doctorate Mention

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Tese de Doutoramento

The Teaching and Learning of English Pronunciation in Spain. An Analysis and Appraisal of Students' and Teachers' Views and Teaching Materials

Doutoranda   Visto e Prace do Director

Yolanda Joy Calvo Benzies   Dr. Ignacio M. Palacios Martínez
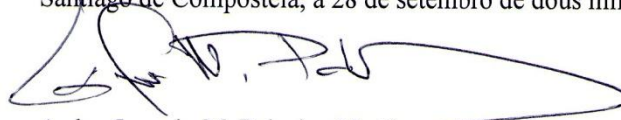
Santiago de Compostela, 2015

IGNACIO M. PALACIOS MARTÍNEZ, Profesor Titular de Filoloxía Inglesa do Departamento de Filoloxía Inglesa e Alemá da Universidade de Santiago de Compostela e Director da tese de doutoramento realizada por Dna. **YOLANDA JOY CALVO BENZIES** (DNI: 78.530.527V) có título "The Teaching and Learning of English Pronunciation in Spain. An Analysis and Appraisal of Students' and Teachers' Views and Teaching Materials, dentro do Programa de Doutoramento "Estudos Ingleses: Tendencias Actuais e Aplicacións", desta Universidade,
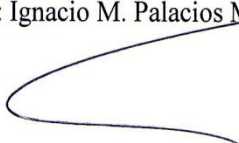
INFORMA FAVORABLEMENTE a devandita tese posto que se trata dunha investigación orixinal, que cumpre cos requisitos de fondo e forma dun traballo académico destas características, e onde se realizan achegas de moita relevancia no campo do ensino e aprendizaxe da pronunciación do inglés, xa que se fai un diagnóstico das dificultades dos alumnos no estudo deste aspecto así como una proposta de mellora para o ensino desta destreza. Ademais, se inclúen os resultados de 2 estudos experimentais onde, por unha banda, se investigan as opinións do profesorado e alumnado de tres niveis educativos diferentes (Secundaria, Universidade e Ensinanzas Especiais) sobre a problemática referida ao ensino da pronunciación do inglés e, por outra, se fai unha avaliación exhaustiva do tratamento desta nos materiais educativos máis comunmente empregados.

O que fago constar aos efectos de admisión previa ao trámite da devandita tese.

Santiago de Compostela, a 28 de setembro de dous mil quince.

Asdo.: Ignacio M. Palacios Martínez

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ABBREVIATIONS

AEDEAN: *Asociación Española de Estudios Anglo-Norteamericanos* (Spanish Association of Anglo-North American Studies)

AESLA: *Asociación Española de Lingüística Aplicada* (Spanish Association of Applied Linguistics)

AII: Accented International Intelligibility

BACH: *Bachillerato* (Post-obligatory secondary education)

BA: Bachelor of Arts

B1: Low-intermediate level of the Common European Framework

B2: High-intermediate level of the Common European Framework

C1: Proficiency level of the Common European Framework

CEFR: Common European Framework of Reference of Languages

CLM: *Centro de Linguas Modernas* (Modern Language Centre)

CPH: Critical Period Hypothesis

DOG/DOGA: *Diario Oficial de Galicia*

ECTS: European Credit and Transfer System

EFL: English as a Foreign Language

EIL: English as an International Language

ELC: English Linguistics Circle / English Language Centre

ELF: English as a Lingua Franca

ENL: English as a Native Language

EOI: *Escuela Oficial de Idiomas* (Spanish Official School of Languages)

EPIP3: Third International Conference on English Pronunciation: Issues and Practices

EPTiES: The English Pronunciation Teaching in Europe Survey

ESL: English as a Second Language

ESLC: The European Survey on Language Competences

ESO: *Educación Secundaria Obligatoria* (Obligatory secondary education)

FP: *Formación Profesional* (Vocational Training)

GA: General American

GR: Grammar

IATEFL: International Association of Teachers of English as a Foreign Language

ICTs: Information and Communication Technologies

IDEAS: Imitate, Demonstrate, Explain, Association, Stimulation

IELTS: International English Language Testing System

IPA: International Phonetic Association / International Phonetic Alphabet

IPT: Integrated Pronunciation Teaching

ISCED2: The last year of lower secondary education (in the ESLC report)

ISCED3: The second year of upper secondary education (in the ESLC report)

JSLP: Journal of Second Language Pronunciation

L1: First Language

L2: Second Language

L3: Third Language

LE: *Lengua extranjera* (Foreign Language)

LFC: Lingua Franca Core

LIST: Listening

MA: Master of Arts

MECD: *Ministerio de Educación, Cultura y Deporte* (Spanish Ministry of Education, Culture and Sport)

NLM: Native Language Magnet Model

NS: Native Speakers

PAU: *Prueba de Acceso a la Universidad* (Pre-university entrance exam)

PCGE: Post-Graduate Certificate in Education

PER: Perceptive activities

PhD: Doctor of Philosophy

PLS: Pronunciation Learning Strategies

PR: Pronunciation

PRO: Productive activities

PronSig: IATEFL's Pronunciation Special Interest Group

REA: Reading

RP: Received Pronunciation

SB: Student's book / Course book

SCEP: Summer Course in English Phonetics

SP: Speaking

SPERTUS: Spoken English Research Team at the University of Santiago de Compostela

TESOL: Teaching English to Speakers of Other Languages

TDT: *Televisón Digital Terrestre* (Digital TV available in Spain)

TP: Perceptual Tests / Perceptual Training

UDC: *Universidade de A Coruña* (University of La Coruña)

UNED: *Universidad Nacional de Educación a Distancia* (National University of education from a Distance)

US: United States

USC: *Universidade de Santiago de Compostela* (University of Santiago de Compostela)

UVigo: *Universidade de Vigo* (University of Vigo)

VOC: Vocabulary

WB: Workbook

GENERAL INTRODUCTION

Language teaching, one of the central fields of applied linguistics, has received a great deal of attention for many years. Within the field, the five skills on which language teaching is traditionally based have been of particular interest, these being, listening, spoken interaction, spoken production, writing and reading. However, the degree of attention paid to each of these skills, plus the extent of research into them, has been far from homogenous. More specifically, the so-called written skills (writing and reading), together with areas such as vocabulary and grammar, have been investigated far more than the spoken skills; also, less time is typically dedicated to the latter in the classroom, since there is a widespread belief that oral skills require excessive time and dedication for normal teaching situations.

The relative neglect of oral skills in EFL teaching is particularly common in a country like Spain where, unfortunately, most high-school and university courses are taught in classes of 25 students or more, leading to complaints by teachers that it is practically impossible to dedicate much time to the oral aspect in their EFL teaching. Furthermore, opportunities for students to practise their English oral skills outside the classroom are often limited, and hence it is a challenge for students to compensate for the lack of attention paid to spoken skills in the classroom. I will discuss this issue in chapter 1.

It should be pointed out that over the last few years this situation has begun to change, in that EFL classes in Spain (as well as in many other European countries) are now expected to follow some of the main recommendations of the Common European Framework of Reference for Languages, a policy document published in 2001 which

> *provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively (...) by providing a common basis for the explicit description of objectives, content and methods, the Framework will enhance the transparency of courses, syllabuses and qualifications, thus promoting international co-operation in the field of modern languages* (Council of Europe, 2001: 1).

One of the main principles here is skill-integration, that is, the idea that in general second or foreign language classes attention should be paid to every language skill;

furthermore, that a similar amount of time should be spent developing students' written and oral skills. The publication of the Framework has had a notable impact on the Spanish educational system, with speaking and listening generally thought to have gained prominence in EFL syllabuses and teaching materials. Moreover, there has been a reduction in the number of students per class in some of the EFL classes in high-schools and universities, making it easier for teachers to focus on spoken skills. Nevertheless, as far as I know, no recent empirical studies have addressed the question of whether attention is in fact currently being paid to speaking, and more particularly, to pronunciation in this country. Cenoz and García-Lecumberri (1999: 261) pointed out that "phonetics has often been regarded as an area of linguistic competence which is of limited value in communication and it has not been assigned a central role in communicative language teaching". My hypothesis is that in the more than 15 years since these claims were made, little has changed with regard to the importance given to speaking – and therefore to pronunciation – in EFL teaching in Spain.

Hence, the central motivation for this project is that I believe the teaching of pronunciation should be emphasized and practised more in language classes in Spain. On a personal level, many of my own EFL teachers at pre-university levels paid almost no attention to speaking, with even less time devoted specifically to the development of pronunciation skills. I barely remember ever having been required to speak in the EFL classroom, other than to read out the answers of my homework or to answer a question on some grammatical rule. Moreover, some teachers in primary and secondary education hardly ever spoke to us in English; on the contrary, English was used only when absolutely necessary (for instance, when words or sentences from the book had to be read out aloud) and teachers would always speak in Spanish to explain theoretical concepts, rules, our homework, and so on. In addition, prior to studying at university and taking the Spanish Official School of Languages exams, I had never had an English oral exam. Finally, before taking a module in English phonetics and phonology as part of the five-year university degree of English Philology, I had never been taught anything about the mechanics or descriptive systems of English pronunciation.

Another reason for carrying out the present research is that Spanish students usually have more problems while speaking in English than writing or reading it. Hence, it seems to me that an area of interest here is whether this may be a direct

consequence of the diminished role of spoken language in their EFL classes, as outlined above. My focus will therefore be on an analysis of students' and teachers' views regarding the role that pronunciation has had (or continues to have) in their EFL classes and teaching materials.

Finally, we know that learning English pronunciation is far from simple, and thus a further aim of this dissertation is to encourage Spanish teachers of English to take pronunciation into account in their classes. It seems very likely that current Spanish students will have to communicate with people in English at some time in their future lives, be it while travelling, working or studying. The truth, however, is that many of them will complete their obligatory and post-obligatory education without being able to speak fluently in English, and with many pronunciation problems remaining, despite having studied the language for 10 years or more. As Roach (1998: 6) notes, "pronunciation exercises can be difficult, of course, but if we eliminate everything difficult from language teaching, we may end up doing very little beyond meeting students to play little communication games". In conclusion, the fact that English pronunciation is quite a difficult area of language study for Spanish people, due in large part to differences in sounds, stress patterns and intonation (one of the topics of chapter 3), should not be regarded as a reason for it being avoided in the classroom, but for EFL teachers to take it into greater consideration in their classes, and hence to help their students overcome these difficulties.

In broad terms, then, the present research project aims at identifying the role that pronunciation currently plays in Spanish EFL classes and teaching materials at pre-university and university level, and also at some language schools. The study is divided into 9 chapters; the first four comprise a general background to the topic of pronunciation and its teaching. In **chapter 1**, I will answer some fundamental questions about the teaching of this area of language, such as whether pronunciation is an important language area and hence whether it should be taught, the best time for teachers to introduce elements of pronunciation such as sounds, stress and rhythm, factors which may influence the way in which students learn pronunciation, the importance of integrating pronunciation within other skills, and things for teachers to bear in mind when correcting, assessing or giving feedback to students on their pronunciation. **Chapter 2** begins with a summary of the general role that pronunciation

has had in the past, by looking at the different teaching methods that have been used to teach foreign languages, including the *direct method*, the *audiolingual method* and the *communicative approach*. I will then classify the techniques, resources and materials used in pronunciation teaching, both traditional materials and techniques and more modern ones. This and the previous chapter can both be regarded as being of a more general nature, whereas **chapter 3** presents specific information on Spanish EFL learners and how their L1 may influence their pronunciation in English. More particularly, I will begin this chapter by discussing the role that pronunciation has in the official syllabuses at different educational levels; following this I will provide an overview of the similarities and differences between English and Spanish/Galician in this context. Finally in this part of the study, **Chapter 4** includes a review of the recent literature on the teaching of English pronunciation, looking at studies in the fields of applied linguistics and language teaching in addition to books for teaching and learning foreign languages. Studies will be discussed in groups according to the topic they deal with, these including techniques for teaching pronunciation, identifying specific pronunciation problems and misunderstandings, and the views of students and teachers on issues related to pronunciation (for example, on the preference for particular English varieties, learning strategies when faced with learning pronunciation, and which techniques are used in EFL classrooms to focus on pronunciation).

The remaining five chapters of this dissertation are of a more empirical nature. Here I will outline and discuss the empirical studies that I have undertaken as part of this project (as mentioned above, to identify the role that pronunciation currently has in EFL classes in Spain). First, **chapter 5** may be considered as a starting-point and a pilot study for the whole dissertation. This empirical study is based on work done for my MA dissertation, and consists of a practical study aimed at identifying the specific segmental problems which several Spanish learners of different levels of proficiency (pre-university and university students) had with pronunciation while completing some oral tasks. One of my main findings was that, although students with a more advanced level of English made fewer mistakes overall than high-school students, the former group continued to have certain problems with English pronunciation even after around 15 years of exposure to the language. Indeed, such findings prompted me to continue

research in this area, in an attempt to identify possible factors that could explain this phenomenon.

On closer scrutiny, it seemed that two main factors might provide insights into this situation. These are the role that pronunciation currently has in Spanish EFL classes, and the importance given to pronunciation in EFL teaching materials (mainly textbooks); these will constitute the main topics of the studies described in **chapters 6 and 7**. Chapter 6 hence describes the design, procedures and results of my first main study, a questionnaire-based survey on the views of both EFL Spanish students and teachers at different educational levels regarding the role that they feel pronunciation has in their EFL classes. Topics addressed here include students' preferences in the learning of English pronunciation, the amount of time devoted to pronunciation in the classroom, the format of different activities used by teachers to teach pronunciation, and how often EFL teachers correct pronunciation mistakes and what methods they use to do so. The second main empirical study, described in chapter 7, involves a thorough analysis of a number of textbooks currently used in Spanish EFL classes to identify, among other things, the kind of general and specific attention paid to pronunciation in the main learning units, revision units, and tables of contents, as well as the total number and format of pronunciation tasks included and the presence of tips or theoretical explanations as assistance for students in developing their pronunciation abilities. As will be explained in chapter 2, there are currently many techniques and materials that can be adapted to the teaching of pronunciation; I will select some of these for my remedial programme in English pronunciation, which is the main topic of **chapter 8**. Here I will suggest some activities – mostly of my own creation – that teachers can use in the classroom to try and help students pronounce better in English and to overcome problems with English sounds. Finally, in **chapter 9** I will set out the general conclusions of my study (from both the theoretical and the empirically based chapters) and provide some suggestions for future research into pronunciation, and into the teaching of English pronunciation to Spanish learners of English.

At the end of this dissertation, readers can find a number of appendices. These contain the research materials used in my survey-based and textbook analysis studies, examples of resources and other materials for teaching pronunciation, plus images of specific pages from the different EFL textbooks analysed in chapter 7, these

exemplifying issues such as isolated versus integrated sections on pronunciation, the presence of pronunciation in the table of contents section of textbooks, and examples of pronunciation sections at the end of textbooks. Finally, the CD which accompanies this doctoral dissertation contains examples of the interviews conducted in chapters 5 and 6 and some technical data sheets from the analysis of textbooks in chapter 7.

CHAPTER 1

KEY ISSUES IN THE TEACHING AND LEARNING OF PRONUNCIATION

In this chapter I will be dealing with important issues that should be considered when learning or teaching pronunciation. Hence, to begin with, I will explain the main reasons why pronunciation is an important language area and, consequently, why it should be taught in general EFL classes and to Spanish learners in particular; I will next discuss aspects such as the best moment for an individual to start learning how to pronounce or the time that should be devoted to pronunciation in general EFL classes. In the third section of this chapter, I will refer to biological, personal, socio-cultural and psychological factors which may have a (direct) influence on the way pronunciation is learnt by different people, namely, age, motivation or the degree of exposure to the L2. Afterwards, I will particularly refer to the importance of teaching pronunciation integrated within other skills rather than in isolation. Finally, section number five will be devoted to error-correction, giving feedback, and assessment and testing pronunciation.

1.1.   Reasons why pronunciation is important and should be taught

The main contents of a general English as a Foreign Language (EFL) course (like the ones that will be considered here throughout my dissertation, such as EFL in obligatory secondary education or in a university BA in English studies, cf. chapters 6 and 7) should revolve around five main language skills, i.e., listening, spoken interaction, spoken production, writing and reading. Furthermore, EFL students should also acquire basic knowledge of English grammar, vocabulary, pronunciation and culture. According to the Common European Framework of Reference for Languages, each of these four main skills should be given the same degree of importance in the classroom, teaching materials and assessment system (Council of Europe, 2001). However, previous research has indicated that less attention is generally paid to oral skills (speaking and listening) in comparison to reading and writing (Englander, 2010; Hornero, Mur and

Plo, 2013; Alonso, 2014), thus, making students better at written skills than at oral ones (Bartolí, 2005; Chela, 2008); moreover, out of the two oral skills, speaking is undervalued more frequently.

Spain is not an exception to this general rule. In fact, this situation is even more common since there is a tendency to focus more on the written than on the spoken skills since the latter are considered to be more time-consuming (they require more time and dedication); nevertheless, Rubio and Schwarzer (2011: 68) point out that "the act of speaking requires less time within a session than other activities (such as writing)". Furthermore, with the high number of students per class in Spain (around 25), it is practically impossible to dedicate a lot of time to the speaking skill. Consequently, as Martínez-Asis (2004: xv, xvi) claims, Spanish students tend to complete their obligatory and post-obligatory secondary education studies with a low competence in producing and understanding oral language which, on some occasions, makes them feel frustrated and unmotivated:

> *La enseñanza del inglés como lengua extranjera ha sido durante años, y sigue siendo en la actualidad, un tema de debate en nuestro país. Las preguntas son siempre las mismas: ¿Por qué los alumnos, después de numerosos años de estudio, siguen sin hablar y entender el inglés? ¿Qué falla en el sistema educativo español? ¿Es mejor un profesor nativo, una academia privada, clases particulares o estudiar en un país de habla inglesa?... Estas son algunas de las preguntas que se hacen muchos padres con respecto a sus hijos todos los años en nuestro país.*
> [The teaching of English as a foreign Llanguage has been for some years and it is still nowadays a hot issue in our country. The questions asked always coincide: Why are students still incapable of speaking and understanding English after many years of instruction? What is failing in the Spanish educational system? Is a native teacher, a private academy, private lessons or studying in an English-speaking country the best option?... These are some of the questions that many parents ask themselves every year regarding their children, *my translation*].
>
> *Sin embargo, sigue siendo este plano oral el más ausente en nuestras aulas de secundaria y bachillerato. Cuando nuestros alumnos comprueban que tras 6 años de estudio reglado de la lengua inglesa, apenas pueden entender o comunicarse oralmente con hablantes nativos, esta circunstancia les lleva al desánimo y a la desmotivación.*
> [However, this oral component continues to be the one that is highly absent in secondary and post-secondary education. When our students realise that they can barely understand or express themselves orally with native speakers after 6 years of a regulated studying of English, they become discouraged and unmotivated, *my translation*].

In addition, Martínez-Adrián and Gallardo (2011) mention that a high amount of first-year students enrolled in a BA in English Language and Literature deny having had to do any oral presentations in English before entering university.

This situation of inferiority is not a recent issue; it has been a topic of discussion for many years (Martínez-Asis, 2004; Rubio and Martínez-Lirola, 2008). To exemplify,

I found the following headlines in some popular newspapers, websites and online newspapers, all of which I last accessed in August-September 2015:

1) *Los alumnos españoles, a la cola de la UE en inglés* – Spanish students, at the bottom of the Euopean Union in English proficiency. (Published in 2015 by *El Mundo*). Extracted from: *El Mundo*, 18-09-2015, 37.

2) *España sigue en los peores puestos europeos en nivel de inglés* – The level of English of Spanish speakers continues to be in one of the worst positions in Europe. (Published in 2007 by *EuropaPress*). Extracted from: <http://www.europapress.es/sociedad/educacion/noticia-espana-sigue-peores-puestos-europeos-nivel-ingles-20140129131127.html>

3) *¿Por qué nos cuesta tanto hablar inglés? El 65% de los españoles tiene un nivel bajo - Las películas dobladas y el escaso impulso del sistema educativo frenan su difusión* - Why is English so difficult for us? 65% of Spanish people have a low level of English. Dubbed films and a limited response from the educational system slow down its further difusion. (Published in 2008 by *El Pais*). Extracted from: <http://elpais.com/diario/2008/03/23/sociedad/1206226801_850215.html>

4) *España, a la cola de Europa en inglés. Noruega, Holanda, Dinamarca, Suecia y Finlandia encabezan el ranking. Solo Rusia y Turquía registran peores resultados que nuestro país* – Spain, one of the worst European countries in English. Norway, Holland, Denmark, Sweeden and Finland are at the top of the list. Only Russia and Turkey obtain worse results than our country (Published in 2011 by *ABC*). Extracted from: <http://www.abc.es/20110322/sociedad/abci-nivel-ingles-201103221826.html>

5) *El 63% de los alumnos españoles no comprende el inglés al finalizar la ESO* - 63% of Spanish students do not understand English at the end of their obligatory secondary education studies. (Published in 2012 by *El Mundo*). Extracted from: <http://www.elmundo.es/elmundo/2012/06/21/espana/1340281749.html>

6) *Nueve de cada diez españoles todavía se sienten incómodos cuando hablan en inglés* – Nine out of ten Spaniards still feel awkward when speaking in English. (Published in 2012 by *20 minutos*). Extracted from: <http://www.20minutos.es/noticia/1277258/0/nueve-diez-espanoles/todavia-incomodos/cuando-hablan-ingles/>

7) *Solo un 28% del los alumnos españoles habla bien inglés* – Only 28% of Spanish students speak English well. (Published in 2012 by *ABC*). Extracted from: <http://www.abc.es/20120621/sociedad/rc-solo-alumnos-espanoles-habla-201206211349.html>

8) *Científicos de la Universidad de Cambridge confirman que los españoles no pueden aprender inglés* - Scientists from the University of Cambridge confirm that Spanish people cannot learn English. (Published in 2014 by *El mundo today*). Extracted from: <http://www.elmundotoday.com/2014/02/cientificos-de-la-universidad-de-cambridge-confirman-que-los-espanoles-no-pueden-aprender-ingles/>

9) *Así hablamos inglés los españoles, según el barómetro de la Universidad de Cambridge* – This is how Spaniards speak English according to the Cambridge University's barometre (Published in 2014 by *El Confidencial*). Extracted from:

<http://www.elconfidencial.com/alma-corazon-vida/2014-06-06/asi-hablamos-ingles-los-espanoles-segun-el-barometro-de-la-universidad-de-cambridge_142182/>

10) *Nuestro acento en inglés nos delata: estos son los errores más comunes* – Our accent gives us away: these are our most common errors (Published in 2014, by *El Confidencial*). Extracted from:

<http://www.elconfidencial.com/alma-corazon-vida/2014-01-24/nuestro-acento-en-ingles-nos-delata-estos-son-los-errores-mas-comunes_79791/>

11) *Ni bilingüe ni enseñanza* – Neither bilingualism nor teaching. (Published in 2015 by *El País*). Extracted from:

<http://elpais.com/elpais/2015/05/13/eps/1431541076_553813.html>

12) *Las palabras más comunes en inglés que los españoles no tenemos ni idea de pronunciar* – The most common English words that Spaniards have no idea of how to pronounce (Published in 2014, by *El Confidencial*). Extracted from:

<http://www.elconfidencial.com/alma-corazon-vida/2014-03-17/las-palabras-mas-comunes-en-ingles-que-los-espanoles-no-tenemos-ni-idea-de-pronunciar_102179/>

In the last few years there have been some changes in the Spanish educational system such as,

> *the widespread adoption of the communicative method of teaching languages, a greater exposure of students to the foreign language – both in and out of the classroom (language academies, summer courses, study stays in other countries, availability of radio and TV in a foreign language, etc.)* (Plo, Hornero and Mur, 2014: 56),

together with the reduction in the number of pupils per class in some EFL lessons or the introduction of CLIL (Content Language Integrated Learning) programmes in which the so-called content subjects (like Maths or Science) are taught in a foreign language, in this case, in English.[1] Moreover, some high schools and language centres are hiring native English teaching assistants to give some speaking classes to different students.

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[1] In this modern teaching method, the L2 is used to learn both content and as a way of getting students to communicate in the foreign language. The content subject taught determines the type of vocabulary to be used (for instance, for Science, terms like, *digestive, circulatory, reproductive and respiratory systems*, *evolution, human race, reptiles, mammals,* etc.*).* This method should revolve around the four Cs (Coyle, Hood and Marsh, 2010): 1) *Content:* students should learn and develop certain contents, 2) *Communication:* students should learn how to use the L2 in these situations, 3) *Cognition:* students should develop cognitive skills such as analysing and summarising texts, creating drafts before writing a final essay or learning how to take notes in the classroom and, 4) *Culture:* students should be exposed to different perspectives, opinions… i.e., points of view of people from different places, countries… Moreover, in this teaching approach, students are the centre of the learning process, lessons are expected to be interactive but there should also be some tasks in which learners should learn autonomously. Another feature that characterises this teaching method is the fact that modern resources are used in the classroom, especially Information and Communication Technologies (ICTs).

However, despite these changes, the truth is that the oral component is still undervalued in EFL classes in Spain in comparison to written skills, grammar or vocabulary.

This lack of attention to speaking may seem surprising since out of the four skills mentioned above, the spoken component has long been considered one of the most difficult skills to acquire and develop when learning a foreign language (Luoma, 2004; Tarone, 2005; Thornbury, 2005; Martínez-Flor, Usó and Alcón, 2006; Piechurska, 2011; Aleksandrzak, 2011; Calka, 2011; Rubio and Schwarzer, 2011; Alonso, 2014) - if not the hardest of them all - since "it involves a complex process of constructing meaning. This process requires speakers to make decisions about why, how and when to communicate depending on the cultural and social context in which the speaking act occurs" (Martínez-Flor *et al.*, 2006: 139).

In addition, other aspects such as fluency and accuracy also play an important role when one communicates orally with others, i.e., as well as producing isolated words and sentences, one should express themselves with some degree of fluency and use the right words so that the message can correctly get across and be fully understood by the listener. Mora (2006: 65) explains this issue as follows:

> *the notion of fluency as an essential aspect of the oral performance of second and foreign language (L2) learners is a complex one, as suggested by the fact that native speakers' fluency ratings of learner speech are not based on a single invariant measure, but rely, according to raters' self-reports, on a variety of interacting factors, such as speed of delivery, the presence of hesitation phenomena, lexical variety and accuracy, and proficient use of syntactic and semantic resources.*

Moreover, Rossiter, Derwing, Manimtim and Thomson (2010: 584) state that "oral fluency is one of the most salient markers of proficiency in a second language".

Consequently, due to these difficulties, it would seem feasible for teachers to pay special attention to this skill in the classroom. Furthermore, Harmer (2007: 123) points out that getting students to speak in the classroom is crucial for three main reasons:

> *Firstly, speaking activities provide rehearsal opportunities - chances to practise real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing (...) and finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements becomes. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.*

After having outlined the inferior role speaking had (and still has in general EFL classes) - despite its importance in learning a foreign language – I will from now on focus on one of the most important parts of the spoken skill, pronunciation, which will be the main topic of my PhD, more particularly, the teaching of English pronunciation in Spanish EFL classrooms and teaching materials.

As with the speaking skill, English pronunciation is often considered as a highly difficult part of English language (Palacios, 1994; Llurda, 1997; Fraser, 2000; Seidlhofer, 2001a; Martínez-Flor et al. 2006; Aliaga, 2007; Dos-Reis and Hazan, 2012; Walker, 2014c; Lear, Carey and Couper, 2015) or even "the most difficult aspect of another language to master" (Szprya, 2015: 5). Several reasons may account for this:

1) There is a lack of correspondence between English spelling and pronunciation (Gómez-Penas *et al.*, 1997; Coutsoguera, 2007; Fernández-Serón, 2009). For instance, the spelling <au> can be pronounced as /ɔ:/ as in *astronaut, auction*; /a:/ in *auntie* or /ɒ/ in *sausage*; moreover, in some words it is not even pronounced, as in *restaurant*. In Appendix 1A, I have included a summary of the most important spellings each English sound may have, extracted from Marks and Bowen (2012: 32-35). A wonderful example of how irregular English spelling and pronunciation are is the poem *Chaos*, written by Gerald Nolst Trenité in 1922. For reasons of space, I have included only the first three stanzas here in (1), for the full version, see Appendix 1B, as well as some more examples of poems that play with English words.

(1)

Dearest creature in creation,
Study English pronunciation.
I will teach you in my verse
Sounds like corpse, corps, horse, and worse.
I will keep you, Suzy, busy,
Make your head with heat grow dizzy.
Tear in eye, your dress will tear.
So shall I! Oh hear my prayer.

Just compare heart, beard, and heard,
Dies and diet, lord and word,
Sword and sward, retain and Britain.
(Mind the latter, how it's written.)
Now I surely will not plague you
With such words as plaque and ague.
But be careful how you speak:
Say break and steak, but bleak and streak;

Cloven, oven, how and low,
Script, receipt, show, poem, and toe.

Hear me say, devoid of trickery,
Daughter, laughter, and Terpsichore,
Typhoid, measles, topsails, aisles,
Exiles, similes, and reviles;
Scholar, vicar, and cigar,
Solar, mica, war and far;
One, anemone, Balmoral,
Kitchen, lichen, laundry, laurel;
Gertrude, German, wind and mind,
Scene, Melpomene, mankind.

2) As Marks and Bowen (2012: 17) point out:

> *The basic idea of an alphabetic writing system is that one letter should represent one sound. The spelling of English is probably the least satisfactory example of such a system: partly because there are only 26 letters available for the 44 phonemes; partly because the spelling of many words represents the way they were pronounced centuries ago, and they have since changed beyond recognition (…) it results in a number of problems for learners of English and also, to varying extents, for native speakers of the language.*

The main problems with English spelling (and thus, with pronunciation) that Marks and Bowen (2012, 17-18) refer to are:[2]

- The same letter or sequence of letters can represent more than one phoneme, as in *gift, gist, this, think*.
- The same phoneme can be represented by different spellings. For instance, /ʃ/ in *shell, sure, station, special* or /ɜ:/ in *early, first, further, work, prefer, journey*.
- There are silent letters, such as those in *answer, psalm, thumb, ought*.
- There are homophones – i.e., words with the same pronunciation but different spellings, like *sign/sine, right/write, hear/here*.
- There are homographs – i.e., words with the same spelling but different pronunciations as in *bow* /bəʊ/ /baʊ/, *read* /ri:d/ (infinitive) /red/ (past tense/past participle), *use* /ju:s/ (noun) /ju:z/ (verb).

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[2] All of the following examples have been extracted from Marks and Bowen (2012: 17, 18).

3) Personal factors such as motivation, language aptitude or degree of exposure in the L2 may also influence students' learning process (cf. section 1.3 for more detailed information regarding these influential factors);

4) As explained above, when one speaks, they should communicate with a certain degree of fluency and accuracy so that they can maintain a natural conversation with someone and be fully understood. This leads to another important topic in the teaching of learning of pronunciation, intelligibility; I will return to this crucial aspect in section 2.1;

5) Pronunciation is a skill that not only involves knowing but also knowing how (Fraser, 2000). In other words, it is not enough to simply pronounce a word but one needs to know how they are pronouncing it; for instance, how each sound is pronounced in isolation and in different words (strong versus weak forms), where they should place their tongue and how they should situate their palate, jaw… (place of articulation), whether their vocal cords should vibrate or not (voiced versus unvoiced sounds) and how some syllables in English sentences change thanks to connected speech process such as linking, intrusive *-r* or *t-*glottaling.

In spite of these problems, studies such as Derwing, Munro and Wiebe (1998), Couper (2003, 2006, 2011), Rasmussen and Zampini (2010) and Linebaugh and Roche (2015) have shown that with training it is possible for learners to improve their pronunciation and even retain what they have learnt over time (Couper, 2011).

Regarding Spanish learners of English, they encounter even further problems when facing English pronunciation:

6) There is a lack of similarities between the phonological systems of English versus Castilian Spanish or Galician[3]; to exemplify, standard English varieties have a total of ten monothong vowels whereas Castilian Spanish only has five and Galician seven. A comparison of both phonological systems will be carried out in section 3.2 so as to provide further data on this topic;

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[3] My disseration was conducted in Galicia, in the North-West of Spain. In this part of Spain, two official languages co-exist: Castilian Spanish and Galician; hence, I will constantly refer to these languages when referring to the research materials designed, the subjects that participated in my practial studies and so on.

7) As aforementioned, the correspondence between English spelling and pronunciation is quite irregular; however, Spanish follows a highly transparent orthographic system. For instance, the diphthong /aɪ/ in English can be represented in spelling as <i, igh, ie, y> as in *price, thigh, lie, cry*, respectively. On the other hand, /aɪ/ in Spanish is always spelt with <ai> as in *Braile* (Braille)*, trailer* (trailer)*, aire* (air)*, paisaje* (landscape), with the exception of some words in which this spelling is pronounced differently, i.e, words that have been taken or adapted from another language such as English *airbag* or *email*; and,

8) Despite the changes in the Spanish educational system mentioned above, (regarding the increased interest in teaching speaking in the last years), there continues to be a lack of exposure-opportunities for Spanish learners of English to practise the foreign language outside the classroom in comparison to other countries, such as Portugal, a country in which films, series… are shown in the original language, in other words, there is no dubbing. To provide some scientific data to this situation, in 2005, the European Commission published a report[4] on the results obtained in *The European Survey on Language Competences* (ESLC), used "to collect information about the foreign language proficiency of students in the last year of lower secondary education (ISCED2) or the second year of upper secondary education (ISCED3)" (European Comission, 2005: 5). Two interesting results obtained were the fact that Spain was, together with Estonia, France, the Netherlands, Poland and Sweden a country in which students had few opportunities for being exposed to and for practising English outside the classroom and one of the countries in which few students had had the chance to travel abroad to practise the foreign language in the previous years (together with Bulgaria and Greece, which also obtained low figures, see report (2005: 53, 54).

In the last few years some changes have been introduced in Spain such as the introduction of the Digital Television (TDT in Spanish, *Televisión Digital Terrestre*), which allows viewers to switch some channels into the original

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[4] This report can be found at:
<http://ec.europa.eu/languages/policy/strategic-framework/documents/language-survey-final-report_en.pdf>   [Last accessed: June, 2015].

version language but every single foreign programme, film, documentary is also offered in Spanish. Moreover, more and more parents send their students to private academies or language schools and the government offers summer grants for students to learn a language abroad. Perhaps in a few years Spain will be comparable to countries like Portugal but currently the opportunities students have to practise English outside the classroom are still inferior.

Due to all these difficulties, it is not surprising that Spanish learners tend to have serious problems with English pronunciation (Kenworthy, 1987; Sánchez-Benedito, 1994; Alcaraz and Moody, 1999; Palacios, 2001; Martínez-Flor et al., 2006; Walker, 2010; Estebas, 2012). It could be said that speaking, and thus pronunciation, are the Achilles' heel of most Spanish learners of English. However, as with speaking, this language area commonly receives little attention in EFL classes if compared to the one paid to grammar, vocabulary or writing (Griffiths, 2004; Wei, 2006; Derwing, 2010; Underhill, 2010; Fouz and Mompean, 2012; Rubio and Tamayo, 2012; Lear *et al.*, 2015).

Being able to pronounce correctly in English is important (Hockett, 1950; O'Connor, 1967; Stevick, 1982; Cenoz and García-Lecumberri, 1999; Pennock and Vickers, 2000; Seidlhofer, 2001a; Palacios, 2001; Fernández-Carril, 2002; Berkil, 2009; Barrera-Benítez, 2009; Fernández-Serón, 2009; Yates and Zielinski, 2009; Lane, 2010; Rogerson, 2011; Hariri, 2012; Walker, 2014a; Szpyra, 2015) not only due to the lack of many correspondences between English pronunciation and spelling, but also because:

1) It "plays a central role in both our personal and our social lives" (Seidlhofer, 2001a: 56);

2) It is "essential for intelligibility. We need to pronounce well if we want to be understood, especially when we are maintaining a long conversation" (Llurda, 1997: 81);

3) People are commonly judged by how they pronounce in a foreign language (Fraser, 2000; Stanojevic, Kabalin and Josipovic, 2012; Szprya, 2015);

4) Students may end up with fossilised mistakes that will be difficult to overcome (Chela, 2008). As Janczukowicz (2014: 91) adds, "out of all aspects of teaching,

the process of changing a wrong habit is extremely hard; and out of all possible bad habits, changing a wrong pronunciation of a word is perhaps the hardest."

5) English is a language that has many minimal pairs (cf. section 2.2.1.1.1.1 for more information) and the wrong pronunciation of just one sound may confuse the listeners if they are not able to figure out what the speaker meant from the context. For example, if somebody confuses the minimal pair '*pan*' and '*pen*' in (2) and (3) below*,* only the context will help avoid misunderstandings.

> (2) *I'm going to use the pan to fry bacon.*
> (3) *I'm going to borrow your pen to write a letter to my grandparents.*

In the first example, of my own creation, the item that should be uttered is *pan*, a gadget used in kitchens in order to fry different kinds of foods whereas in the second example the speaker must use the word *pen* as an object used to write with. Therefore, if a speaker confuses these two terms and says, for example, 'I'm going to borrow your pan to write a letter to my grandparents,' the listener (either a native speaker or a non-native one) will be confused for a certain period of time until they figure out that the speaker has mixed up the pronunciation of these two items. Similarly, Kelly (2000: 11) mentions the following possible misunderstanding, "when a learner says, for example, soap in a situation such as a restaurant where they should have said soup, the inaccurate production of a phoneme can lead to misunderstanding (at least on the part of the waitress)." In Appendix 1C, I have included some images and links to funny situations which joke about the difficulties of English spelling and pronunciation or situations in which the main problem is a mis-pronounced word.

6) Even though *a priori* one may connect pronunciation with the speaking skill and, indirectly with the listening one, as Underhill (2011) explains, pronunciation affects every skill and thus, it is of extreme importance, an idea also shared by Walker (2014a):

> *Pronunciation is prior to all other language activities. It is all-pervasive. Even if you do not speak aloud, pronunciation is still at work. Think about this: When you read, your inner voice may be saying, and therefore pronouncing, the phrases. When you prepare to speak, an inner voice may be rehearsing the words, and therefore of course the pronunciation. When you write, you may be saying the phrases internally with your inner voice, and without thinking about it you are practising your pronunciation. And what about when you listen? Well, in this case your pronunciation is being tested all the time as you use sounds (and*

context) to recognise and discriminate sounds and words from each other, identifying them and fitting them into what you think is being said (and sometimes being confused by them) (...) pronunciation affects everything! (Underhill, 2011: online).

I attended a Trinity College London talk given by Robin Walker in May 2015 in Santiago de Compostela on the basics of teaching pronunciation. One of the techniques he mentioned and that he frequently used with his former Tourism students at the University of Oviedo was to get them to listen to a short sentence a few times without allowing them to write anything down. After listening to the example, they had to form groups and could then start to write down what they believed they had heard in the recording; on some occasions, due to connected speech processes, his students had problems recognising certain words they were totally familiar with and it made them not only talk about pronunciation, but also grammatical features, spelling and so on.

At one time, he found his students were having trouble with understanding a recording so he stopped it and asked them what the problem was and they said that they could not understand a word that was constantly being said. He played the recording again and told the students to tell him when they heard such word so that he could once again stop the recording and help them. In the end, the word these students were unable to identify and understand was *Asia*. Once he wrote it on the blackboard, his students were really surprised and could not believe they had had trouble with this term since it had appeared several times in the unit they were studying at that moment; however, they had not heard how this continent was pronounced and in the end this particular recording served as a starting point for them to realise that there are few correspondences between English spelling and pronunciation.

To exemplify this lack of simmilarities, students may have trouble with sentences (of my own creation) like *I didn't recognise her at the party* (in which the auxiliary is pronounced as /dɪnt/ by some speakers) or *She couldn't make it to the party* (in which the modal verb is pronounced as /kʊnt/) if they are not aware of how differently *didn't* and *couldn't* are pronounced within a stretch of words than when they are said in isolation, possibly causing them to talk about grammatical features. For instance, if they did not understand *didn't*, they may

end up guessing the word because they figure out that they need an auxiliary verb (in this case a negative one) for the sentence to be grammatical; and,

7) As Martínez-Asis (2004: xv) explains, Spanish people tend to feel uncomfortable, awkward and even ridiculous when they speak in English, causing them to avoid producing oral language as much as possible:

> (…) *aún existe una actitud negativa hacia el aprendizaje de las destrezas orales del inglés. De hecho, en España existe un exagerado sentido del ridículo a la hora de hablar en inglés; o se habla el idioma con gran corrección o nadie se atreve a decir una palabra ante una conversación en grupo; además son frecuentes las bromas referidas a la pronunciación de la persona que intenta expresarse con la perfección de un nativo.*
> [A negative attitude towards the teaching of the oral skills still exists. In fact, in Spain there is an exaggerated sense of ridiculous when speaking in English; either someone speaks the language almost perfectly or no-one dares to say a word in a group conversation; moreover, people who try and express themselves perfectly, as if they were native speakers, are often object of jokes, *my translation*].

Summarising, I hope I have given enough evidence that justifies why pronunciation should be taught in general and why it should receive special attention in EFL classes with Spanish learners.

Nevertheless, pronunciation has traditionally been neglected throughout the history of English language teaching and still is (Brown, 1991; Kelly, 2000; Harmer, 2001; Palacios, 2001; Barrera-Pardo, 2004; Mehlhorn, 2005; Tennant, 2007; Iruela, 2007; Barrera-Fernández, 2008; Barrera-Benítez, 2009; Balteiro, 2009; Berkil, 2009; Derwing, 2010; Rogerson, 2011; Underhill, 2013; Walker, 2014a; Szpyra, 2015; see section 2.1 for further information) up to the extent that it has been referred to as the *poor relation of the English language teaching world* (Brown, 1991; Hughes, 2002), *the orphan* (Derwing and Munro, 2005; Gilbert, 2010) or *the Cinderella* (Kelly, 1969; Underhill, 2013) in language lessons. As Szpyra (2015: 5) affirms "this view is expressed by many authors in their assessment of the situation both in ESL and EFL contexts, which indicates that this is a global rather than a local issue".

Several reasons are commonly adduced to justify this neglecting status:

1) As explained above, when referring to the reasons why speaking is often undervalued in the EFL classes, pronunciation tasks are also often regarded as time-consuming (Szpryra, 2015); since general EFL teachers have a syllabus to complete within an academic year, most of them will tend to avoid doing many exercises that require a lot of time to prepare and/or to carry out in the classroom.

Nevertheless, Marks (1999: 7) points out that if teachers "can see a concern for pronunciation as an integral part of all their teaching, the extra time is minimised, and in any case contributes to all aspects of a teaching programme".

2) Several studies have pointed out that general EFL teachers lack sufficient training in teaching pronunciation; consequently, they do not focus much on this language aspect since they do not know how to teach it effectively (Burgess and Spencer, 2000; Palacios, 2001; MacDonald, 2002; Breitkreutz, Derwing and Rossiter, 2002; Moubarik, 2003; Burns, 2006; Couper, 2006; Fraser, 2000, 2006; Tennant, 2007; Chela, 2008; Lane, 2010; Baker, 2011a; Foote, Holby and Derwing, 2011; Thomson, 2012; Darcy, Ewert and Lidster, 2012; Derwing and Munro, 2014; Marks, 2014; Murphy, 2014; Szpyra, 2015). Hence, some teachers opt for not teaching it at all or only on specific occasions. León (2000: 20) considers this a serious problem to the extent that "today there are at least four to five generations of ESL/EFL teachers without proper training in pronunciation".

3) Similarly, studies such as León (2000), Dixo and Pow (2000), Fraser (2000, 2006), Barrera-Pardo (2004), Hardison (2010), Foote, Holtby and Derwing (2011), Darcy *et al.*, (2012), Pontes (2015) or Szpyra (2015) mention that (some) EFL teachers commonly lack confidence when they have to face teaching their students different segmental and suprasegmental aspects of English pronunciation. This lack of confidence is typically caused by the lack of training they have in teaching this language area or the fact that some non-native EFL teachers do not consider themselves as having a suitable level of pronunciation to act as a model for their students since they themselves are not native speakers of English (León, 2000; Brawn, 2010). However, as Marks (2014: 103) states, not being a native-speaker also has advantages:

> *If you share your learners' L1, you can be the best model for them, and you will have an excellent understanding of the problems they face. If your learners speak a different L1 from you, or mixed L1s, you will still be a good model and you will recognise many of their problems.*

4) Another reason commonly mentioned is the inexistence of suitable materials (Fraser, 2000; MacDonald, 2002; Chela, 2008), guidelines (Darcy *et al.*, 2012) or proper equipment in language labs (Cantarutti, 2015) to teach pronunciation efficiently. As Janczukowicz (2014: 7) explains:

> *(...) there exists a serious gap in contemporary course-books and most European secondary school programmes with respect to pronunciation. Teachers must make up for this deficiency on their own, using alternative course-books designed specifically for teaching pronunciation, but that is often not done systematically for fear that it might happen at the expense of the 'serious material'.*

5) In connection to the previous reasons, scholars like Moubarik (2003), Hancock (2014b) and Szpyra (2015) contend the idea that most EFL textbooks do not pay much attention to pronunciation

> *Furthermore, the negligence of pronunciation can be affected by the fact that frequently very little attention is given to it in general English course books as well as books preparing lessons for different international examinations. Many instructors, believing that course book authors are highly qualified specialists in ELT who know best how much attention should be given to various language components, follow the contents of such publications faithfully and tend to devote insufficient time to pronunciation training* (Szpyra, 2015: 5).

6) Moreover, MacDonald (2002) emphasizes that there is no assessment framework to help teachers evaluate their students' pronunciation. In section 1.5, I will address this topic in more detail; and,

7) Finally, as a consequence of the lack of specific teaching materials on pronunciation, the absence of an evaluation system and the little importance given to pronunciation in general EFL classes and textbooks, MacDonald (2002) points out that teachers do not necessarily want to expand their skills on teaching pronunciation since little work on this language area will be done in the classroom. To provide some scientific data to this point, Walker (1999) found that out of 350 primary, secondary and adult teachers in Spain, only 37% of them admitted teaching pronunciation on a regular basis and 45% on some occasions.

As a consequence of all of these difficulties mentioned both for the speaking skill and for pronunciation as well as the fact that the oral productive skill has been (and continues to be) neglected in EFL classes, several scholars have claimed that students are generally better at grammar (Chela, 2008; Szpyra, 2015), vocabulary (Szpyra, 2015), reading (Cantero, 1994; Chela, 2008) or writing (Cantero, 1994) than they are at listening and speaking, and thus, pronunciation.

To conclude, although pronunciation tends to be treated as a secondary language area in EFL classes, pronouncing a word correctly is as important as knowing a wide range of lexical items, knowing how to convert an adjective into a noun (or vice versa),

being aware of the words a certain item tends to collocate with, being able to extract the main idea from a text or knowing how to write different types of texts (argumentative, opinion, narration, formal and informal letters). In other words, speaking skills, in general, and pronunciation, in particular, are as important as grammar or vocabulary:

> *As learners begin to construct utterances in English, they need three basic kinds of information: knowledge of words, or vocabulary; knowledge of how those words are pronounced, or pronunciation; and knowledge of how to put those words in a sequence that conveys the speakers' meaning, or grammar* (Folse, 2006: 245).

Hence, speaking and pronunciation should be taught since they allow learners to communicate with other people, exchanging ideas, opinions, feelings and emotions. In other words, by speaking we create human relationships and can develop our individual identity (Hughes, 2010). Moreover, due to the difficulties the phonological and orthographical systems of English entail, it is essential to pronounce at least in an intelligible way, i.e, in a way in which both native and other non-native speakers can understand the message one is trying to deliver without having to hesitate every five seconds on the words such speaker has pronounced. Aspects such as intelligibility and sounding-native will be described in section 2.1.

We live in a world where English is considered to be the international language of communication. Furthermore, cultural aspects of the English-speaking world are continuously being introduced in our country (songs, series, programs, magazines...). Thus, if learners are expected to use English in several situations of their life (academic, professional, free-time, travelling, in social networks…), English pronunciation should definitely be taught and even emphasized in EFL classes in Spain, especially due to the serious problems Spanish learners tend to have with this language component (cf. section 3.2 for a detailed comparison between the phonological systems of English versus Castilian Spanish/Galician).

I would like to end this section with some principles Marks and Bowen (2012: 8) pointed out as crucial when working with pronunciation, some of which will be topics of discussion throughout my dissertation.

1) There should be a manageable level of challenge and a reasonable prospect of success;
2) Learners should be able to see the point of what they are doing;
3) They should be given the help they need in order to improve;

4) They should generally practise realistic and meaningful language (although sometimes it can be useful to practise individual sounds in isolation); and,

5) There should be at least an element of fun.

1.2.　When pronunciation should be taught

As seen in the previous section, pronunciation is a crucial language area within the speaking skill and thus attention should be paid to it in EFL classes. However, when should teachers introduce pronunciation to their learners and how much time should be devoted to the teaching of pronunciation in general EFL lessons? Answers to these questions will be given in this sub-section.

To begin with – and as will be extensively explained in section 1.3.1.1.1, previous research has shown that the younger one begins to learn a language, the more competent they will become (Couper, 2006; Berkil, 2009; Muñoz, 2010). Muñoz (2006: 2), for instance, summarizes the results of several studies carried out in the 1970s (studies that concentrated on investigating whether children or adults were better language learners), after which she came to the following conclusions and generalisations:

1) Adults proceed through early stages of syntactic and morphological development faster than children;

2) Older children acquire morphological and syntactic development faster than younger children; and,

3) Acquirers who begin natural exposure to second language during childhood generally achieve higher second language proficiency than those beginning as adults.

Although it has been demonstrated that younger people tend to have fewer problems when learning a foreign language, in the case of pronunciation, several scholars (Palacios, 2001; Wei, 2006; Darcy *et al.,* 2012; Collins and Mees, 2013; Zielinski and Yates, 2014) agree on the fact that any learner of English, irrespective of their age, should start learning pronunciation as soon as possible, i.e, right at the beginning of their learning process. According to Wei (2006: 3), if beginners are not introduced to pronunciation at early stages, when they become advanced students they will "find that they can improve all aspects of their proficiency in English except their

pronunciation, and mistakes which have been repeated for years are impossible to eradicate". In other words, even people who begin to learn English when they are adults can achieve a good level of pronunciation as long as they are taught it right from the beginning. Teaching pronunciation to adults will perhaps entail more challenges but, on these occasions, "a realistic aim is therefore to speak in a way which is clearly intelligible to your listeners and which does not distract, irritate or confuse them" (Collins and Mees, 2013: 214; cf. section 2.1, for more information on intelligibility).

Of course, as Palacios (2001) contends, teaching pronunciation from the beginning will depend on the course objectives. Thus, EFL Spanish secondary-school learners are expected to develop competences in each of the five main skills and hence they require time to be spent on different issues of segmental and suprasegmental pronunciation in order to achieve this level of competence in the spoken skill; in contrast, learners who are enrolled in a course like academic writing will obviously not need (hardly) any pronunciation instruction. In connection to the previous situation, Chela (2008: 291, 292) claims that pronunciation cannot be learnt in the short term but rather in the long run:

> (…) *la pronunciación de un segundo idioma no se puede lograr con objetivos pedagógicos limitados a corto plazo, sino a lo largo del tiempo, en los diferentes niveles del programa de estudio, al igual que se hace con la gramática y vocabulario del idioma.*
> [(…) the (correct) pronunciation of a second language cannot be achieved with limited pedagogical objectives in the short term, but rather in the long run, throughout the different levels of the whole programme, just like it is done with grammar and vocabulary, *my translation*].

Furthermore, as Grant (2014b: 146) contends:

> *empirical evidence suggests amount of exposure to and experience with the L2 have a greater positive effect on various aspects of pronunciation attainment than length of residence. Fortunately, classroom teachers can effectively intervene with regard to exposure and experience.*

Hence, previous research has shown that living abroad for a certain amount of time does not necessarily mean one will develop their pronunciation skills more than when they are enrolled in an EFL course in their own country; on the other hand, it has been suggested that "... students who use English a great deal in their daily activities are likely to pronounce the language better than those who rarely use it" (Lane, 2010: 5), i.e, the more one is exposed to the language, the better, since learning how to pronounce English correctly requires time and effort. Therefore, it could be inferred that if EFL

teachers exposed their students to spoken language and carried out activities to develop these oral skills, this input may be enough for students to acquire a reasonable level of pronunciation; nevertheless, the problem is that, as explained in section 1.1, this is not often the case since pronunciation is clearly neglected in EFL classrooms, including in EFL lessons in Spain.

To sum up, although young learners (who have not yet passed the so-called Critical Period, see section 1.3.1.1.1 for more details on this stage) are thought to have the ability of learning foreign languages easier and to acquire a higher level of competence in the long run, students of all ages should be taught pronunciation in general EFL classes in Spain to avoid the fossilisation of certain mistakes that will be difficult to overcome in later learning stages; moreover, if certain teachers teach their students pronunciation from the beginning and this is continued all along their learning period by the different teachers (since a person who studies English for some years will generally have more than one EFL teacher), this instruction should be enough, allowing learners of all ages to acquire at least a level of pronunciation that allows them to be understood by others without having to go to study abroad in a native English-speaking country or pay for private lessons. Hence, it is not enough for some teachers to change their teaching methods and start paying attention to pronunciation, a big change is needed in the Spanish educational system in the sense that EFL teachers at every educational stage should receive specific training on teaching pronunciation and begin to focus on pronunciation in the classroom right from day one of their corresponding courses.

I personally recall two examples of words that classmates of mine (and even some teachers) from obligatory and post-Obligatory secondary education and at university mispronounced systematically and I rarely remember teachers correcting these mistakes; these words are *focus* which is normally pronounced as /ˈfɒkjuːs/ instead of /fəʊkəs/ and the preposition *since* that is commonly uttered as /saɪns/ rather than /sɪns/. Consequently, some university classmates of mine had completely fossilised these mistakes and had trouble trying to correct themselves. Not correcting students' pronunciation mistakes from the beginning can even lead other students to doubt whether they have been pronouncing a certain word correctly or not; this is exactly what one of my interviewees in practical study 1, chapter 6, mentioned (see example (88) in section 6.4.3.1.3.2).

I will now refer to other important aspects to bear in mind when teaching pronunciation, more particularly, which are the best moments to introduce and practise pronunciation in the classroom and how much time should be devoted to this language aspect in general EFL classes in Spain?

Several scholars distinguish different moments in which teachers can decide to focus on pronunciation. To exemplify, Kelly (2000: 14) considers three types of pronunciation lessons:

1) *Integrated lessons*: "in which pronunciation forms an essential part of the language analysis and the planning process, and the language presentation and practice within the lesson."

2) *Remedial or reactive lessons*: when the teacher decides to focus on a certain pronunciation aspect 'there and then' so as to help students follow the rest of the class; and,

3) *Practice lessons*: classes in which different sounds or suprasegmental issues are taught and practised in isolation.

Similarly, Harmer (2001) refers to:

1) *Whole lessons*: when teachers devote certain weekly or monthly sessions to emphasize pronunciation but as he (2001: 186) states:

> *making pronunciation the main focus of a lesson does not mean that every minute of that lesson has to be spent on pronunciation work. Sometimes students may also listen to a longer tape, working on listening skills before moving to the pronunciation part of the sequence. Sometimes students may work on aspects of vocabulary before going on to work on word stress, sounds, and spelling.*

2) *Discrete slots:* to insert "short, separate bits of pronunciation work into lesson sequences. Over a period of weeks they work on individual phonemes (…) at other times they spend a few minutes on a particular aspect of intonation" (2001: 186). These pronunciation slots, according to Harmer (2001: 186) "can be extremely useful, and provide a welcome change of pace and activity during a lesson."

3) *Integrated phases*: to work on certain pronunciation aspects within a vocabulary or grammatical exercise, for instance. The topic of integration will be dealt with in more detail in section 1.4; and,

4) *Opportunistic teaching*: when teachers interrupt the activity being carried out to focus on certain pronunciation aspects, for instance, if during a speaking or reading task, a student pronounces a word incorrectly, i.e, this approach is similar to the remedial or reactive pronunciation lessons suggested by Kelly (2000).

Marks and Bowen (2012: 8) explain that teaching pronunciation does not necessarily mean that you need to plan ꞌpronunciation lessonsꞌ in the same way as you might plan ꞌvocabulary lessonsꞌ or ꞌwriting lessonsꞌ. They suggest that the need for some kind of work on pronunciation can naturally occur in the classroom in the following situations:

1) *Dedicated pronunciation spots:* when teachers focus on specific pronunciation aspects students have had problems with, for instance, distinguishing between /ʃ/ and /tʃ/;

2) *Whenever you are planning to introduce new language,* teachers should teach how these lexical items are pronounced and refer to any difficulties such words may entail (for instance, if they contain the vowel /æ/, draw students' attention to the fact that this sound is different from /ʌ/ and /a:/, a common problem of Spanish learners of English, as will be seen in section 3.2.1.1); and,

3) *When a need for attention to pronunciation arises at any time, in any lesson,* teachers should stop the activity they are doing and focus on the particular problem at that moment since if they do not correct mistakes properly, these can lead to fossilisation, as mentioned above.

Once again, the amount of attention paid to pronunciation will depend on the course objectives (whether they are general EFL classes, English for academic purposes, English for travelling...); nevertheless, EFL teachers of all stages of education should focus on pronunciation in the classroom, not only in primary education, by taking advantage of the fact that young learners before the age of 12 (approximately) can learn a foreign language quite easily (see section 1.3.1.1.1) but also at more advanced levels, especially in university degrees in which English is the main language used (i.e, degrees such as the extinct five-year BA in English Philology,

the new adapted four-year degree to the Bologna model, *Grado en Lengua y Literatura Inglesas*, or the degrees to become primary EFL teachers). Moreover, in line with the principles postulated by Palacios (2001), Wei (2006) and Collins and Mees (2013), among many others, I believe that, if pronunciation is introduced into language classes from the very beginning (no matter how old students are), students will be able to discriminate sounds in a shorter period of time as well as noticing which sounds are different from the ones they encounter in their native language(s) and can thus try and act with caution when they pronounce them, i.e, students should become aware of the sounds (consonants, vowels and diphthongs) a foreign language has right from the beginning, as well as with suprasegmental features, such as intonation or rhythm.

As mentioned in section 1.1, pronunciation tasks are often neglected in EFL classes because they are considered to be time-consuming; however, Marks and Bowen (2012) and Marks (2014) affirm that specific pronunciation activities do not necessarily have to be long – a few minutes may be sufficient - since a lot of work on pronunciation can be integrated within other activities, such as vocabulary, listening or grammar (see section 1.4 for more details on integrating pronunciation). Szpyra (2015: 143) even suggests the following plan:

> *A good idea is to organise on a regular basis, perhaps once a month, an English Pronunciation Day, in which special attention is paid to pronunciation issues through additional activities, e.g. reciting poems, acting out scenes from plays or films, playing games, singing songs, making posters devoted to some phonetic problems (e.g. commonly mispronounced words), all with the intention of promoting the idea that English pronunciation is important and fun!*

In chapter 7 I will analyse the specific role that pronunciation has in different textbooks used in EFL classes in Spain; I believe the results of this study will allow me to extract conclusions on the amount of time teachers are expected to devote to pronunciation, since course books are the main teaching materials used in language classrooms (López-Jiménez, 2009) and many teachers tend to follow the textbooks' content page by page whereas other simply select some activities and avoid completing others.

In general terms, the time teachers should spend teaching pronunciation in the classroom will once again depend on the course objectives and on the students' level. As O'Connor and Fletcher (1989: 5) pointed out, "the best way to work on pronunciation is 'little and often'. It is better to spend fifteen minutes every day than

two hours once a week". Moreover, teachers should not devote the same amount of time to pronunciation with learners who wish to speak English fluently for job requirements as with students at secondary school, for example, who also need to develop their written skills.

As mentioned above, pronunciation should always be introduced in one way or another (preferably from the beginning) to students in the classroom although teachers must bear in mind that learners of lower levels of proficiency will probably need fewer hours of pronunciation practice than students of higher levels. Thus, if teachers combine pronunciation activities with those of speaking or listening, students in higher levels (or those pupils whose main objective is to speak fluently and correctly) should practise pronunciation in some way or another in nearly every language class they have, i.e, for about five or ten minutes in every session. Furthermore, students of lower levels may not need so much practice regarding pronunciation (although they ought to be familiar with it right from the beginning to avoid fossilisation). Thus, maybe devoting two or three minutes of some language sessions to pronunciation will be sufficient for them.

To conclude, EFL teachers have to cover a whole syllabus which generally includes the teaching of a number of lexical and grammatical issues, teaching students to adapt their style of writing to different registers and text-types, helping students become competent in both receptive and productive skills, learning certain aspects of British/American/Australian... culture; in short, teachers have a lot of work to do in the classroom; nevertheless they should bear in mind that pronunciation is an extremely important language area for the reasons outlined in section 1.1, it affects all the skills as Underhill (2011) states (cf. section 1.1) and should not be undervalued. Teachers should take some time to get to know their students and their needs; once they have done this, they can start thinking about how much attention they will devote to pronunciation, the main areas they need to cover and how they will teach it, either in whole lessons, specific moments or integrated within other activity-types such as listening, speaking or reading (see section 1.4 for more information on integration).

1.3. Factors which may affect the learning and teaching of pronunciation

Many factors have been proved to influence the way students learn to pronounce in a foreign language, such as age, the L1 or motivation; moreover, the amount of training

teachers have received in teaching pronunciation as well as the way they face pronunciation in the classroom (techniques and activities used) are also believed to have a "strong impact on pronunciation instruction" (Szpyra, 2015: 42).

Szpyra (2015) hence distinguishes between EFL learner-related factors and EFL teacher-related factors as can be seen in Table 1 below. Although she offers quite a wide range of factors for both groups, those that I have placed in italics are, in my view, the most important ones and hence will be topic of discussion in the next sub-sections. Moreover, other factors, not present in Szprya's classification, have also been considered to influence learners' pronunciation abilities and thus I have placed them in bold type. Hence, the factors I will outline in the following sub-sections are those that appear in italics and in bold type in Table 1. Generally speaking, I have decided to follow Szpyra's two-way classification, distinguishing between EFL-learner versus EFL-teacher related factors but within each of these two main groups, I will provide further classifications. My account will try to provide an overview of the role and influence of these factors but by no means can it be considered fully exhaustive.

EFL LEARNER-RELATED FACTORS	EFL TEACHER-RELATED FACTORS
- *L1* - *Language aptitude (including phonetic and analytic abilities)* - *Motivation* - Attitude - *Goals, expectations, needs and preferences* - Involvement in pronunciation practice (also outside the classroom) - *Exposure to English outside the classroom* - *The amount and type of prior pronunciation instruction* - *Cognitive and learning styles* - Socio-cultural factors (cultural identity and attitude toward the target language and its speakers) - *Age* - *Personality* - **Gender** - **Anxiety**	- *Teacher training* - *Teaching skills such as diagnosing learners' pronunciation difficulties or designing adequate activities to overcome such activities, familiarity with different pronunciation teaching techniques and activities* - *Teacher's experience as a language learner* - Teacher's attitude to the role of pronunciation - Quality of teachers English pronunciation - *Teacher's involvement in instruction (e.g, sensitivity to learners' phonetic needs and their individual pronunciation problems, and the amount of time the teacher is willing to devote to them)* - **Motivation** - **Personality**

Table 1: Factors that influence the learning and teaching of pronunciation. Adapted from Szpyra (2015: 41-45)

1.3.1. EFL learner-related factors

Although Szpyra (2015) considers almost all of the factors I intend to discuss further in these subsections, I have decided to divide them into *biological* and/or *personal* factors versus *social-cultural* and/or *psychological* factors, by adapting the classifications made

by other scholars such as Avery and Ehrlich (1992), Berkil (2009), Lane (2010) or Rogerson (2011).

More specifically, within the biological and/or personal factors that can affect one's ability to develop pronunciation in a foreign language, I will refer to: a) age, b) gender, c) personality, d) motivation, e) the students' L1 or L1s, f) the amount of exposure to the L2 and length of residence, g) aptitude and, h) anxiety; in the second part, i.e, for the social-cultural and psychological factors, I will discuss a) learning styles, b) prior pronunciation instruction and, c) amount of languages spoken.

1.3.1.1. Biological and/or personal factors

1.3.1.1.1. Age

In 1967 Lenneberg concluded that young learners who begin to learn a language before they turn twelve will learn it easier and up to the extent that they may even become native-like users of such language. In contrast to this, the learning process of individuals who begin to study a language after the age of 12 will most likely become imperfect or incomplete at some stage (Lenneberg, 1967). This happens because "neurobiological changes in the brain that culminate at puberty block the native-language learning ability thereafter" (Lane, 2010: 4).

Lenneberg referred to this pre-puberty stage as the *Critical Period Hypothesis* and since then, many studies have been carried out questioning and testing its validity. Such hypothesis can be applied both to the learning of one's native language and to the learning of foreign languages. Within this second group, i.e, foreign languages, such hypothesis is considered to be a general rule for learning a foreign language and thus it can be applied to the learning of the five skills as well as to grammar, vocabulary and pronunciation. However, several authors have affirmed that the first (and on some occasions, the only) ability to lose after the Critical period is sounding native-like in terms of pronunciation (Scovel, 1988; Piske, MacKay and Flege, 2001).

As aforementioned, Lenneberg's theory has long been tested and some authors agree with his hypothesis whereas others have found inconsistencies (Marinova, Marshall and Snow, 2000, for instance). Regarding pronunciation in particular, as the main focus of my dissertation, scholars such as Scovel (1988) and Collins and Mees (2013) claimed that those who begin to learn a foreign language after the so-called

Critical Period, cannot ever "pass themselves off as native speakers phonologically" (Scovel 1988: 185). Similarly, Collins and Mees (2013: 214) maintain:

> *In learning a language it is necessary to have realistic goals. Unless you begin in your infancy, it is very unlikely that you will ever achieve a perfect command of a language. Nowhere is this more true than of pronunciation. Even if you start in your teens, and go to live in the country concerned, it is likely that you will have some traces of a foreign accent that you will inevitably fall short of it.*

Other studies that have shown that children tend to be better at learning EFL pronunciation in the long run than adults and can, consequently, become native-like are Oyama (1976), Flege (1988, 1991), Munro, Flege and MacKay (1996), Flege and Flecther (1992), Flege, Munro and MacKay (1995); Flege, MacKay and Meador (1999), Guion, Flege, Liu and Yeni (2000) and Johnstone (2002).

In contrast, other scholars have proved the opposite. In this sense, I could mention Ioup, Boustagi, El Tigi and Moselle (1994), Bongearts, Van Summeren, Planken and Schils (1997), Moyer (1999) and Bongearts (1999, 2005) that demonstrated "that some learners whose experience of an L2 begins after the age of 12 can, nevertheless, acquire an L2 accent which is perceived as native by native speakers" (Singleton 2003: 9). Similarly, Avery and Ehrlich (1992) explained that we cannot make generalisations in terms of age since some adult learners can become very proficient speakers of a foreign language in terms of pronunciation, therefore, it is more an individual matter:

> *As all experienced ESL teachers know, adult learners do have difficulty in acquiring native-like pronunciation in a second language. Thus, there may be some truth to the critical period hypothesis. However, it is also true that some adult learners do achieve native-like pronunciation and, among other adult learners, the degree of pronunciation accuracy varies considerably from individual to individual* (Avery and Ehrlich, 1992: xiii).

No matter whether one agrees or not with Lenneberg's (1967) Critical Period Hypothesis, the truth is that children and adults learn differently (Folse, 2006) and these differences should be taken into account in language classrooms. For instance, Torres-Águila (2005: 6, 7; 2007: 28, 29) summarizes some of the cognitive advantages and disadvantages adult learners have according to Strevens (1974):

1) One of the main disadvantages of adult learners in comparison to pre-puberty students is the reduced linguistic plasticity of the brain:

El niño posee gran facilidad auditiva y articulatoria durante la adquisición del sistema fonológico de su lengua primera o mientras no haya pasado mucho tiempo desde la culminación de dicho proceso. El adulto, por su parte, no parece tan dado a la asimilación de un sistema lingüístico completamente nuevo, pues las estructuras de su lengua primera están tan bien establecidas que obstaculizan el aprendizaje de otras.
[The child has great hearing and articulatory advantages during the acquisition of the phonological system of their first language or providing a long period of time has not gone by since the culmination of such process. The adult, on the other hand, does not seem so receptive in assimilating a wholly new linguistic system, since the structures in their first language are so well-established that they act as obstacles in learning other languages, *my translation*].

This issue may also explain that most of the pronunciation mistakes adult learners make are attributed to "unos órganos articulatorios que han estado produciendo un sistema fonológico durante años quedan de cierto modo 'atrofiados' para la producción de otro" (Torres-Águila, 2007: 24) [*some articulatory organs that have been producing a phonological system in a particular way for years become atrophied to produce others*, my translation].

2) A second crucial difference between adult and child learners is given by the fact that adults commonly feel more embarrassed and shy to expressing themselves orally in the classroom than younger learners do.

3) On the other hand, an enormous advantage teachers who are teaching adults have is the high degree of concentration the latter type of learners tend to show whereas children commonly "necesita[n] de variedad, juegos y subterfugios para mantenerse motivado[s]" [*need variety, games and excuses to remain* motivated, my translation] (Torres-Águila, 2007: 29).

4) Furthermore, adults have already learnt how to learn a language and have thus developed some cognitive abilities that children still have to learn, such as summarising or deducing information or to follow instructions.

Hence, although there are still inconsistencies in the research carried out in this field in the last few years (Kenworthy, 1987; Berkil, 2009; Huang and Jun, 2009; Rogerson, 2011; Hinton, 2014), age can affect the learning process of someone learning pronunciation but, as Avery and Ehrlich (1992) explained, we cannot generalise that children will always learn how to pronounce better than adults since some adults also end up being mistaken as native-speakers in terms of pronunciation by proper native English-speaking people; in other words, other factors must also play a role such as

motivation, pronunciation instruction, personality or learning style, all of which will be discussed throughout this section.

1.3.1.1.2. Gender

In 2001, Piske *et al*. stated that most of the studies that had outlined different factors which could directly influence the way a person learns how to pronounce in a foreign language had "not identified gender as a significant predictor of degree of L2 foreign accent" (Piske *et al*, 2001: 200); however, these scholars concluded that the few studies that had "identified gender as a significant predictor of degree of L2 foreign accent found that females usually received higher ratings than males" (Piske *et al*., 2001: 200). Some of the aforementioned studies were carried out by Asher and García (1969) and Thompson (1991), both of which found that their female participants were slightly better at pronunciation in the sense that their accent sounded less foreign-like.

Simpson (2003) later found that females try and want to speak more clearly than males. However, other studies, such as the ones carried out by Flege and Fletcher (1992), and by Elliot (1995) failed to identify gender as a predictor of pronunciation learning (as explained in Berkil, 2009).

Hence, although more research needs to be carried out in this field, the results obtained in the previously-mentioned studies may act as general rules since several scholars have stated that females tend to be better at language learning than males (Ellis, 1994; Heinzmann, 2009); if this is the case, they may also be better at learning pronunciation, needing less help by their teachers than their corresponding male classmates will need.

1.3.1.1.3. Personality

Another factor that may determine how well a student will develop their pronunciation abilities is personality. As Avery and Ehrlich affirm (1992: xiv):

> *learners who are out-going, confident, and willing to take risks probably have more opportunities to practise their pronunciation of the second language simply because they are more often involved in interactions with native speakers. Conversely, learners who are introverted, inhibited, and unwilling to take risks lack opportunities for practice.*

This idea is also shared by Tucker, Hamayan and Genesee (1976), Cathcart, Strong and Fillmore (1979), Firth (1992), Laroy (1995), Bongaerts, Planken and Schils

(1995), Bongerats *et al.* (1997), Bongearts, Mennen and Van Der Silk (2000); Moyer (1999, 2007) and Rogerson (2011), to mention just a few.

As explained in section 1.1, there is still a lack of exposure to English outside EFL classes in Spain; therefore, the suggestion made by Avery and Ehrlich (1992) that more outgoing type of people will practise their pronunciation by communicating with native speakers cannot be considered as a general rule in Spain; however, teachers should take advantage of these students' lack of shyness and get them talking as much as possible when the course contents allow speaking activities to be carried out; moreover, they should try and make their students communicate orally while completing or correcting other types of activities like reading or grammar tasks. Furthermore, shy students should also speak in the classroom as frequently as possible. A way of achieving this is for teachers to "create a non-threatening atmosphere in their classrooms so that student participation is encouraged" (Avery and Elhrich, 1992: xiv) since "it is obviously important to bear in mind personality differences and to make the classroom environment as interesting and conductive to participation as possible" (Rogerson, 2011: 17).

In other words, students need to feel comfortable when speaking in the classroom, not afraid of making mistakes or being criticised by other people if they do make mistakes. Moreover, Avery and Elhrich (1992) also state that it is important not to force those students who do not want to speak at a particular moment to do so, it is best to wait until they are ready.

1.3.1.1.4. *Motivation*

Motivation is commonly considered one of the most important language learning factors (Lightbown and Spada, 1993; Dörnyei, 1994, 1998; Ellis, 1994; Liuolienė and Metiūnienė, 2006; Pourhosein, Leong and Banou, 2012; Palacios, 2014), i.e, the more motivated a student is, the more likely they will succeed in learning a foreign language. Some authors even believe that no matter how intelligent a specific student is, if they lack motivation, teachers may find it difficult to work with them in the classroom and help them learn (Palacios, 2014).

For my purposes, I will follow Gardner's definition of motivation (1985: 10):

Motivation (...) refers to the combination of effort plus desire to achieve the goal of learning plus favourable attitudes toward learning the language. That is, motivation to learn a second language is seen as referring to the extent which the individual works or

strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.

However, one must bear in mind that:

It really isn't possible to give a simple definition of motivation, though one can list many characteristics of the motivated individual. For example, the motivated individual is goal directed, expends effort, is persistent, is attentive, has desires (wants), exhibits positive affect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives) (Gardner, 2007: 10).

Despite the wide range of definitions given in the past for this term as well as the varied taxonomies proposed so as to define the different types of motivation learners may have for learning a foreign language, the two main classifications made throughout the last decades are the following:

1) *Integrative versus instrumental motivation*: this dichotomy was postulated by Gardner in his 1985 study. The former type appears when the learners wish to study the language so as to be able to integrate themselves within the community of people who speak that language (Palacios, 2014); instrumental motivation, on the other hand, "refers to learners' desires to learn the language in order to accomplish some non-interpersonal purpose such as to pass an exam or to advance a career" (Liuolienė and Metiūnienė, 2006: 94); and,

2) *Intrinsic versus extrinsic motivation*. This distinction was proposed by Deci and Ryan (1985). Intrinsic motivation refers to something internal, individual,

    the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards (Ryan and Deci, 2000: 56).

In contrast, we talk about extrinsic motivation when a learner studies a language for some external reason, such as to avoid being punished or to achieve a good grade in tests.

As previously mentioned, if a student is motivated, they are more likely to learn the language efficiently; nevertheless, as Winke (2005) mentions, the level of motivation of each student may increase and decrease many times throughout the course, depending not only on internal reasons but also on external ones. In other words, students may be more motivated in some classes because they highly enjoy certain activities carried out or they may have found out that they have a good grade in one of

their recent exams but feel unmotivated on other days because of personal problems or because they are bored at particular moments in the classroom due to the type of activity, teachers' explanations or because they feel their level of proficiency is higher than that of the rest of the students in the class (if, for example, the teacher explains a grammatical rule that certain students already know by heart from learning it in previous courses).

As Palacios (2014) contends, it is very easy for teachers to detect those students who are really motivated and those who are not; hence, teachers should try and identify when certain students look unmotivated and become aware of why this is happening; depending on whether the reasons are of a personal or academic reason or rather due to the methodology used in particular situations (type of activity, usage of the L2 to explain theoretical aspects with beginners who are not capable of following such explanations in the foreign language), teachers should try and find solutions to these problems by, for example, changing the methodology and/or teaching materials used in the classroom, since it is crucial for learners to maintain their level of motivation throughout their learning stages, not only when they begin to learn a language (Pourhosein *et al.*, 2012). As Palacios (2014: 23) mentions later on in his study:

> *Es positivo entonces conocer las razones que llevan a nuestros alumnos al estudio de la LE porque nos ayudará en la planificación de nuestras clases, en nuestro comportamiento diario con nuestros alumnos y en la selección de las actividades y materiales de enseñanza.*
> [It is hence positive to know the reasons why our students study a foreign language because it will help us in the organization of our classes, in our daily behaviour towards our students and in the selection of teaching activities and materials, *my translation*].

The types of motivation explained before can be applied to any language skill or area, including pronunciation. For instance, a certain student may have an integrative motivation to learning how to pronounce correctly (or even native-like) if they are planning to travel alone to a foreign country to find a job or to study... and feel the need to become part of a certain community in order to avoid feeling isolated; other students may enrol in private speaking EFL lessons to help them practise for an oral exam in one of their EFL courses at university, thus, having an instrumental type of motivation. Furthermore, a person may show an intrinsic motivation for wanting to learn English pronunciation if they would simply like to understand songs or films in English whereas many obligatory and post-obligatory secondary students may have to face oral exams at the end of each term or at the end of the whole course and thus may try and improve

their pronunciation *a priori* just to pass these exams, hence, with an extrinsic motivation.

Previous research has indicated that highly motivated students are better at English pronunciation than unmotivated ones (Bongearts *et al*, 1997; Moyer, 1999; Senel, 2006; Tominaga, 2009) and that having a specific personal or professional motivation to learn the language can even lead students to desire and wish to have a native-like pronunciation (Marinova *et al*, 2000; Masgoret and Gardner, 2003; Gatbonton, Trofimovich and Magid, 2005); however, more research is still needed in this area (Berkil, 2009).

What is clear is that being motivated when learning a language is something positive and hence teachers should take advantage of the classes in which they have highly motivated students since these students will probably benefit from them and will take in a lot more than unmotivated students will. English pronunciation is said to be difficult for Spanish speakers (as explained in section 1.1.), therefore, the more motivated students are in class, the better chances they will have of learning how to pronounce English properly (of course, as also mentioned in section 1.1, pronunciation tends to be neglected in EFL classes in Spain and it is logical to assume that it needs to be taught so that students can be motivated to learn it; hence, once again, changes are needed in the Spanish educational system regarding the importance given to English pronunciation). I strongly believe that, if teachers use highly motivating activities to teach pronunciation such as games or songs (see sections 2.2.1.2.3 and 2.2.2.2.1 for more information on these techniques), their students will end up enjoying pronunciation and wishing to learn more and more.

1.3.1.1.5. L1(s), native language background and number of languages spoken

Throughout the last decades, research has shown that one's L1 greatly influences on how learners produce the sound system of a foreign language as well as how they change or adapt the stress and intonational patterns in their native language(s) to the way words and sentences are stressed and how intonation works in a foreign language. To illustrate this, Avery and Ehrlich (1992: xv) claim that:

> *The nature of a foreign accent is determined to a large extent by a learner's native language (...) the pronunciation errors that second language learners make are not just random attempts to produce unfamiliar sounds. Rather, they reflect the sound inventory, rules of combination, and the stress and intonation patterns of the native language.*

Similarly, Rogerson (2011: 19) mentions:

Each language has its own sounds system: its own set of sounds and rules that govern how sounds can be combined into words and which stress and intonation patterns are meaningful. The errors that emerge in L2 pronunciation are rarely random attempts to produce unfamiliar sounds but reflect the underlying patterns and rules of the L1 phonological system.

This process of adapting sounds or patterns from one's native language to a foreign language is referred to in linguistics as *transfer* and it has been considered to play an important role in the acquisition of L2 pronunciation (Major, 1987; Ellis, 1994); such process can influence learners' pronunciation in different ways. To exemplify, Avery and Ehrlich (1992) believe a transfer can occur on three different occasions:

1) When the language learner comes across a sound that does not exist in their native language. For instance, when a Spanish EFL learner comes across the English sound /ə/ (which does not exist in Spanish), they will most likely have problems with this sound, especially beginners, and probably tend to pronounce this sound as it appears in the orthographical form, thus, pronouncing words like *computer* as /kɒmpju:ter/ or *actor* as /æktɒr/ (spelling does in fact influence the way Spanish students pronounce unknown words, as will be seen in sections 3.2 and 5.4);

2) When "the rules for combining sounds into words are different in the learner's native language" (Avery and Ehrlich, 1992: xv). To exemplify, the way English forms consonant clusters and places them in initial position such as in *street, stop, spell* may pose some difficulties for Spanish learners since these consonant clusters tend to appear preceded by a vowel in Standard Spanish as in *estudiar, explicar, esperar* (cf. section 3.2 for more information); and,

3) When the rules of suprasegmental features such as stress and intonational patterns are different in both languages, a learner may also transfer their knowledge in their L1(s) and adapt it to the L2 they are learning. For example, Spanish is a syllable-timed language in which every word is stressed; English, on the other hand, is a stress-timed language in which only some words are stressed depending on the emphasis the speaker wants to express.

Rogerson (2011) suggests four ways in which the speaker's L1 can influence their pronunciation in the L2, most of them being parallel to Avery and Ehrlich's (1992) suggestions:

1) As Avery and Ehrlich (1992), Rogerson (2011) begins by discussing that learners may have problems when they encounter a non-existing sound in their L1, forcing them to "develop new muscular habits to produce new articulations" (2011: 20);

2) When a sound exists in both languages but "the rules for how and where such sounds are used in words may differ" (2011: 20);

3) When a similar sound exists in the learner's L1, they may replace the L2 sound with the one in their native language; and,

4) Finally, differences in the intonational and stress patterns of two languages can cause students to transfer their knowledge and customs from their L1 into the L2.

An important issue for teachers to bear in mind is that students' L1 will not only affect the way they produce English sounds, combinations of sounds, whole words and sentences but also the way they receive such sounds by native speakers of the foreign language (Avery and Ehrlich, 1992; Lane, 2010).

In some cases, the degree of phonological differences between two languages may be higher than in others. To exemplify, native L1 speakers of Standard Castilian Spanish will most likely have more problems with the pronunciation of English or German than that of Italian and French, since the latter two are Romance languages, just like Spanish whereas English and German have a Germanic origin. As Kenworthy (1987: 4) explains, "to put it very crudely, the more differences there are, the more difficulties the learner will have in pronouncing English". This degree of phonological differences is referred to as *phonological distance* by Rogerson (2011); hence, the phonological distance between two languages will be higher when these languages lack (many) similarities within their phonological systems. Nevertheless, it is important that this distance is not viewed as a barrier for one to learn a foreign language since "people from many different language backgrounds can and do acquire a near-native pronunciation in English" (Kenworthy, 1987: 4).

Hence, teachers should take into consideration the existing phonological differences between English and their students L1(s) and this "native-language background (...) should influence the choice of pronunciation topics addressed in the classroom" (Lane, 2010: 6).

Finally, the more languages one knows, the easier they will probably acquire the pronunciation of an extra language since they are already familiar with several phonological systems - of course, the more distant these already-spoken languages are (phonologically speaking), the better since speakers of several languages may have already acquired several sounds that could be useful for them in this new language. This is explained by Palacios (2014: 21) as follows:

> *(...) cuando tenemos conocimientos previos de otras lenguas, estas experiencias nos facilitarán la forma de acercarnos y aproximarnos al aprendizaje de una nueva, puesto que ya estaremos familiarizados con determinadas estrategias que nos serán de suma utilidad en el estudio del nuevo sistema lingüístico.*
> [(...) when we have previous knowledge of other languages, these experiences can help us in the way we face and approach the learning of another language, since we will already be familiar with certain strategies that will be completely useful for us when studying the new linguistic system, *my translation*].

1.3.1.1.6. *Amount of exposure to the L2. Length of residence*

As with any daily activity such as driving, cooking or dancing, students need to receive enough input in order to acquire or learn a language (Krashen, 1982); hence, they also need enough opportunities to produce and receive oral language to become competent speakers and listeners. Unfortunately, as explained in section 1.1, this is not the case in the majority of EFL classes in Spain where written skills, grammar and vocabulary tend to receive much more attention than listening, speaking and pronunciation although, as also mentioned in section 1.1, little by little, importance is starting to be given to the oral component in this country and hopefully, in a near future, the input students receive within their EFL classes in Spain will be enough for them to achieve at least a level of pronunciation good enough to be understood by others and to understand native speakers of English without much effort.

The degree of exposure different Spanish EFL learners receive may greatly differ from one to another, from individuals who have to listen to and speak in English on a daily basis due to living in a country in which this language is constantly used (for instance, Spanish people moving to Great Britain to work or study there) to the vast majority of young learners (as well as teenagers and adults) who are only exposed to

spoken English in part of their three to four weekly EFL classes, most of which lasting between 45 and 55 minutes in Spain, with the exception of EFL sessions at institutions such as the Spanish Official School of Languages (*Escuela Oficial de Idiomas*) where the lessons normally last 90 minutes. If one adds this lack of time to the typical inferior role of pronunciation in EFL classes in Spain, a good idea for teachers to put into practice would be the following: "in addition to focusing on pronunciation and accent in class, teachers will want to encourage learners to speak English outside the classroom and provide them with assignments that structure those interactions" (Schaetzel and Ling, 2009: 3).

As will be seen in chapter 5 onwards, my dissertation is related to the second previously-mentioned kind of students, i.e, learners from different levels of proficiency enrolled in EFL lessons in Spain. With the help of questionnaires and interviews I will analyse the views of both students and teachers regarding the role that pronunciation currently has in their EFL classes and materials and one of the aspects I will consider is the amount of time students believe is devoted to pronunciation in their lessons and the time teachers actually spend on this language aspect; therefore, I will come back to this issue of amount of exposure to the L2 on several occasions in this work.

1.3.1.1.7. Aptitude

Although aptitude,[5] meaning by it "natural talent" (Berkil, 2009: 23) was considered to be of a more secondary importance in the learning of pronunciation of a foreign language (Suter, 1976), more recent research, such as Hu, Ackermann, Martin, Erb, Winkler and Reiterer (2012), and Baker and Haslam (2012) indicate just the opposite, that is, the better a student is at imitating the way native speakers of a language pronounce, the higher chances they will have in achieving a native-like pronunciation. Further studies found that people with a good phonological memory end up being better at pronunciation than those whose memory is quite short (Miyake and Friedman, 1998; Baddeley, 2003). However, once again, further research needs to be carried out on this topic (Piske *et al,* 2001; Berkil, 2009).

In my view, the same as some people have a special gift for being artistic or good with numbers, from my learning and professional experience, there are "some

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[5] This term can also be referred to as aptitude for oral mimicry, phonetic coding ability, auditory discrimination ability (Kenworthy, 1987: 6) or simply as having "a good ear".

second language learners (...) inherently more capable of learning foreign languages than others" (Berkil, 2009: 23) and particularly, people who are better at speaking than others and thus pronouncing English; of course other factors such as some of the ones outlined so far like motivation, age or degree of exposure will directly or indirectly influence the competence of a specific student in English pronunciation but I believe learners who obtain a proficient level or even native-like pronunciation may also have better inherent phonological and phonetic abilities than other people who have a strong foreign accent and/or sound unintelligible when speaking in English. However, as will be mentioned in section 2.2.1.1.2, phonetic training can also help students improve their pronunciation, no matter how developed their phonetic abilities are by nature.

1.3.1.1.8. Anxiety

Horwitz, Horwitz and Cope (1986: 125) define anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry", i.e, it is an unpleasant feeling that grows inside us at particular moments when we become nervous or tense. Everyone has experienced a situation of anxiety in their lives, either when studying, working, at home, on public transport, etc.

Another context in which it is very common for people to become anxious at particular moments is in language classes. In fact, *foreign language anxiety* (Horwitz *et al.,* 1986) has long been studied (Imura, 2004; Woodrow, 2006) and has been identified as having a negative influence on language learning (Imura, 2004; Woodrow, 2006), causing students on such occasions to frequently fail to give their best, obtaining grades which do not fully show their knowledge in the language, which may make them become unmotivated and with a low self-esteem (Rubio, 2002a).

This feeling of anxiety can be felt both in student's L1 language classes (for instance, in Castilian Spanish Language and Galician Language classes in the case of students studying in the bilingual community of Galicia) but it is especially common in foreign or second language lessons since students have to face a new grammatical, lexical, syntactical, orthographical and phonological system which in many cases may (greatly) differ from the ones they are accustomed to in their native language; furthermore, studies such as Ortega (2003) show that anxiety is not only characteristic of beginner-level students but even advanced students enrolled in a university BA degree in English Studies may also experience this feeling.

Students may feel anxious while doing any type of task, such as a reading activity, a fill-in-the-gaps grammar activity, a listening or speaking task and, as mentioned above, this feeling is unpleasant and may determine how they will act in the classroom. For instance, if a student fears listening exams because they are afraid they will not understand the recording due to the speed at which the speaker(s) speaks or their native or non-native accent, the grade this student may achieve in such test might be lower than the one they may have obtained if, instead of a listening exam, they were simply asked to complete a listening task based on a familiar format to them since this type of task is carried out in their EFL classrooms at least twice or three times a week.

Horwitz *et al*. (1986) distinguished between three situations in which students commonly feel anxiety in language classes:

1) *Communicative apprehension*: fear to communicate with other people;
2) *Test anxiety*: fear of failure when completing tests; "test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure" (Horwitz *et al.*, 1986: 127-128); and,
3) *Fear of negative evaluation*: similar to text anxiety but it embraces a wider scope since "it may occur in any social, evaluative situation such as interviewing for a job or speaking in foreign language class" (Horwtiz et al., 1986: 128).

Furthermore, Baran (2013) added another type of anxiety specific to pronunciation, the *phonetics learning anxiety* which she defined as "an apprehension experienced during a class of phonetics, evidenced by cognitive, physiological/somatic, and behavioural symptoms" (2013: 61).

As mentioned in section 1.1, speaking, and thus pronunciation, is commonly considered the most difficult skill to acquire and the least emphasized in Spanish EFL classes. Moreover, research has indicated that, out of the so-called traditional five language skills, speaking is the one that causes most anxiety problems (Horwitz and Young, 1991; Imura, 2004).

Several reasons may account for the fact that Spanish students tend to feel anxious when having to speak in English during speaking tasks and/or speaking exams

or when simply having to express themselves orally in the classroom to formulate a question, request or answer:

1) Speaking to someone normally entails doing it in front of other people, no matter whether these people are there in person or virtually whereas writing generally implies an indirect contact between a person and a piece of paper or a screen, i.e, without other people being *in situ* nor being directly involved;

2) As explained in section 1.1, English is a language in which there a few correspondences between spelling and pronunciation. This may pose difficulties for students who are used to pronouncing words as they are spelt, that is the case for Spanish students, and these difficulties may hold them back when trying to orally communicate in English; and,

3) They may fear the other students will laugh at them if they make mistakes or try and speak with a native-like British, American or Australian accent.

Despite these difficulties, teachers could try and help their students overcome or at least decrease their level of anxiety when speaking in class or in an oral exam if they create an atmosphere from day one in which they show that making mistakes is completely normal and does not imply any kind of negative consequence, it is simply part of a daily language lesson. Moreover, I believe that the more students are asked to speak in the classroom, the more they will get used to communicating orally in the foreign language and, in the long run, their level of anxiety will decrease. According to Rubio (2002b), there are three factors that can help reduce the level of anxiety felt by students when speaking in English, particularly, in oral exams:

1) The first one has to do with the exam format. There are many ways of carrying out oral exams, such as individual versus pair or small group exams, using dialogues, debates, description of photographs, talking about a topic, comparing two contrastive views on a similar topic, etc. Some people may prefer to do individual exams (for instance, the students with the highest competence in speaking English from a particular class because they may feel they cannot fully demonstrate their level if they are paired up with a person who has a lower level, does not easily improvise and does not produce long sentences but rather sticks to responding to questions or using short answers) whereas other people

may prefer to do the exam in pairs or small groups, especially if these people are close friends of them since they may not feel so nervous. Other people may prefer having to carry out improvising types of activities, such as describing photographs or a debate providing arguments in favour and/or against a particular topic whereas other students (probably the majority of them) may feel more comfortable with tasks which they have to prepare before-hand and afterwards put into practice in the exam, for instance, when teachers give students a list of around 10 or 20 topics such as *the happiest day in your life, the best invention ever, your hobbies, eating healthily, civil or church weddings* or *holidays at the beach or in the mountains* and students have to prepare three or four of them and then the oral exam instructors choose one of them to be the main topic of discussion and debate in the exam;

2) The second variable that, according to Rubio (2002b), plays an important role in the reduction of anxiety-level is the actual students' themselves since they are the ones who suffer this negative feeling and thus, although external factors may help them overcome this situation, they themselves and their habits are crucial. Rubio (2002b: 175) suggests "técnicas de relajación, visualización, respiración, y una serie de actividades que el alumno debe llevar a cabo" [*relaxation, visualization and breathing techniques and a series of activities the student has to complete*, my translation]; and,

3) Thirdly, teachers also play an important part in helping students reduce their level of anxiety. Ways of achieving this may include motivating students by congratulating them when they successfully describe a photograph or provide adequate arguments in favour or against a certain statement, using a non-threatening type of intonation or using lexical terms and grammatical structures comparable to the ones their students will probably use themselves. In other words, students need to understand the questions being asked and the instructions being given so teachers need to change the way they speak according to the students' language proficiency level, for example.

An interesting study that tested whether giving students opportunities to interact with native speakers of the foreign language decreased their level of anxiety to speak in English was carried out by Imura (2004). She concluded that this technique did in fact

reduce the level of anxiety her students had when speaking English. Hence, it could be inferred that, if these students realised that they were understood by native speakers and could understand the messages expressed by these L1 speakers of English without too much difficulty, they would become more confident to speak themselves and therefore to pronounce messages in the foreign language.

To conclude, teachers should, once again, get to know their students and try out different techniques so as to help them overcome their problems with this negative feeling which, as mentioned above, can cause students to become shy, afraid, unconfident and unmotivated to speak in English or even obtain lower grades in tests.

1.3.1.2. Social-cultural and psychological factors

1.3.1.2.1. Learning strategies

Oxford (1990: 1) defines learning strategies[6] as "steps taken by students to enhance their own learning". She continues by providing some reasons why these strategies are important when learning a language, "they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater-self confidence".

Oxford (1990) offers a detailed outline of the main features of learning strategies; these are shown below:

1. They contribute to the main goal, communicative competence
2. They allow learners to become more self-directed
3. They expand the role of teachers
4. They are problem-oriented
5. They are specific actions taken by the learner
6. They involve many aspects of the learner, not just the cognitive
7. They support learning both directly and indirectly
8. They are not always observable
9. They are often conscious
10. They can be taught
11. They are flexible
12. They are influenced by a variety of factors

Main features of learning strategies. Extracted from Oxford (1990: 9).

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[6] Other terms used to designate learning strategies are *learning skills, learning-to-learn skills, thinking skills* and *problem-solving* skills (Oxford, 1990).

Later on Oxford (1990: 16-21) provides readers with an exhaustive classification of learning strategies, diving them into two main types, *direct*, "strategies for dealing with the new language" (1990: 14) and *indirect*, "for general management of learning" (1990: 15); each of the aforementioned types are afterwards subdivided into three subcategories, namely, *memory, cognitive* and *compensation* strategies in the direct group and *metacognitive*, *affective* and *social* in her classification of indirect strategies. Below I summarize the main functions of each of these types of learning strategies.

Direct strategies	**Indirect strategies**
1. Memory strategies: to remember and retrieve new information	1. Metacognitve strategies: to coordinate the learning process
2. Cognitive strategies: to understand and produce language	2. Affective strategies: to regulate emotions
3. Compensation strategies: to use the language despite knowledge gaps	3. Social strategies: to learn with others

Main direct and indirect learning strategies, adapted from Oxford (1990).

In chapter three of her study, Oxford (1990) mentions that some of the learning strategies can be applied to the four language skills whereas others are restricted to specific skills. To exemplify, according to her, students can only use the learning strategy of *grouping* (a direct, memory strategy) for listening and reading whereas *repeating* (a cognitive, practising type of learning strategy) can be used to help students improve in each of the four main language skills.

I have included in Appendix 1D the most important direct and indirect strategies for the purposes of my dissertation, thus, those Oxford (1990) ascribes to the speaking skill; nevertheless, since the main objectives of my project do not involve identifying students' strategies, I will afterwards only refer to a few studies which have analysed the specific learning strategies certain some EFL students used specifically for the learning of pronunciation.

As Pawlak (2010: 1) mentioned, "despite the fact that the last few years have witnessed a growth of interest in pronunciation learning strategies (PLS) (…), this line of inquiry still remains neglected and is in urgent need of further empirical investigation", just as I have pointed out several times in this subsection for other factors. In other words, not only is pronunciation commonly neglected in EFL classrooms but less research about the learning and teaching of this language area has been conducted.

A few studies that have successfully identified specific strategies students use when learning pronunciation are Barrera-Fernández (2005), Eckstein (2007), Berkil (2009) and Calka (2011).

Firstly, Barrera-Fernández (2005) carried out a study with university students of English Philology in Santiago de Compostela. In this project her main aim was "tabulating the range, type and frequency of pronunciation learning strategies, determining which of them assist students in learning pronunciation" (2005: 99). She discovered that the strategies used by students for pronunciation depended on the degree of motivation such students had.

Secondly, Eckstein (2007) analysed the learning strategies used by 183 adult ESL learners enrolled in the English Language Centre (ELC) at Brigham Young University. A total of seventy-four of these students were native speakers of Spanish. The results obtained in this project showed that the most frequently-used pronunciation strategies by these learners were those listed below:[7]

1. Immediate self-correction
2. Asking for pronunciation help
3. Trying to sound like an English speaker
4. Listen for new sounds
5. Change speed of speech
6. Willing to guess the pronunciation of new sounds
7. Look for a good learning environment
8. Keep working until I reach the goals that I make for myself
9. Identify sounds that are difficult for me to produce
10. Fix the problem of a poor learning environment

Ten most frequently-used pronunciation strategies by the subjects in Eckstein's (2007) study.

Berkil's study (2009), on the other hand, focused on the learning strategies used by 40 English BA students at the University of Dumlupinar in Turkey. Her results indicated that the ten most frequently-used and the ten least-used strategies by these students when learning pronunciation were the following:

1. I try to recall how my teachers have pronounced something
2. I practise a difficult word over and over
3. I concentrate intensely on pronunciation while listening to the target language
4. I do exercises/practise to acquire target language sounds
5. I imitate native speakers' or my teachers' pronunciations

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[7] I have included only ten of the most popular strategies in Eckstein´s study. For the whole list, cf. Eckstein (2007: 51).

6. I capture errors made by other Turkish learners of English
7. I mentally rehearse how to say something before speaking
8. I use the synonyms of words that I have difficulty in pronouncing
9. I try to pay more attention to my pronunciation if my pronunciation is appreciated by others
10. I ask someone else to correct my pronunciation

Ten most frequently-used pronunciation strategies by the subjects in Berkil's (2009) study.

1. I form and use hypotheses about pronunciation rules
2. I seek out models for sounds
3. I record my own voice to hear my pronunciation
4. I listen to the pronunciation of words from electronic dictionaries or so forth to correct my pronunciation
5. I read reference materials about target language pronunciation rules
6. I use phonetic symbols or my own codes to remember how to pronounce words
7. I practise sounds first in isolation and then in context
8. I notice or try out different accents and dialects of English
9. I check the phonetic symbols of the words from a dictionary for correct pronunciation when I have difficulty pronouncing
10. I associate English pronunciations with Turkish pronunciation

Ten least frequently-used pronunciation strategies by the subjects in Berkil's (2009) study.

Finally, Calka (2011) found that first-year teacher training students used cognitive and metacognitive strategies such as repeating words and sentences, reading aloud, using the different media or by speaking to non-native English speakers; moreover, another productive strategy these students reported using was receiving and sending messages by using technological resources.

Out of the four previously-mentioned studies, I find Berkil's (2009) results most interesting for a number of reasons:

1) These students affirmed to work not only on their productive pronunciation skills but also on their receptive ones since they affirmed they concentrated highly when listening to someone speaking. This result is important because it indicates that they are aware of the fact that receptive skills also play an important role in pronunciation;

2) For them, their teacher's pronunciation can be regarded as a model since they try to imitate their teachers' or native speakers' way of pronouncing. As mentioned in section 1.1, some teachers lack self-confidence to teach

pronunciation because they fear that their own pronunciation is not a suitable model for their students since they themselves are also non-native speakers of English. Nevertheless, the university subjects in Berkil's study do not seem to be bothered by the fact that their teacher may not completely sound like a native speaker;

3) I found it interesting that these students admitted that they focus more on their pronunciation if other people comment on how they pronounce (I presume that by other people they mean their teachers and classmates). In other words, if these students are either praised for pronouncing certain words or sentences correctly or are, on the contrary, corrected for having made a mistake, they will try and work harder so as to gradually improve their pronunciation;

4) Although using phonetic symbols or codes was considered as one of the least-used learning strategies, I find it interesting that some students did actually acknowledge using their own codes to mark the way certain words are pronounced; hence, it could be said that some language students are creative in the sense that they are capable of devising their own symbols so as to help them identify how a certain word is pronounced and such symbols may continue to aid them when they revise the pronunciation of such words for an exam or a classroom speaking activity they do in pairs or in small groups.[8] On the other hand, scholars such as Bowler and Cunningham (1990) and Wells (1996) defend the usage of the IPA phonetic transcription system because one cannot rely on English spelling to guess how a word is pronounced; and,

5) On other occasions, it can be inferred that the students in Berkil's (2009) study try to forget about their L1 when speaking English since most of them denied associating English pronunciations with Turkish pronunciation, an interesting result since it has been demonstrated that the L1(s) has a direct influence on the pronunciation of an L2 or on any additional languages (see section 1.3.1.1.5) in

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[8] I have personally come across one way of using codes when tutoring individual students or in some modules I taught at the Faculty of Philology at the University of Santiago de Compostela during my three-year pre-doctoral grant; this method consists in trying to adapt the pronunciation of a certain difficult English word to a possible Spanish-like orthographical form they can afterwards read without problems. For instance, writing <jelou> next to, above or below *hello*, <choclet> for *chocolate* or <cuntry> for *country*. This technique is often used, as would be expected, by students who are not familiar with the phonetic transcription system of English. Nevertheless, whenever possible, students should be taught how to use the IPA phonetic symbols since they are a more professional way of writing codes.

the sense that many mistakes made by EFL learners when pronouncing some words are commonly due to the influence of their L1(s) on their pronunciation of the L2. For instance, it would seem logical for Spanish students to stress the words *literature, illegal* and *action* incorrectly since, although their corresponding orthographic counterparts in Spanish are quite similar (*literatura, illegal, acción*), the stress pattern is different; more specifically, in *literatura*, the stress falls on the fourth syllable, <tu> instead of on <li> as in English; the last syllable is stressed in the Spanish words *ilegal* and *acción* whereas in English the stress falls on /li:/ and /æk/, respectively in *illegal* and *action*.

Although Berkil's (2009) study was exclusively carried out with Turkish EFL learners, I believe her results could be extrapolated to learners with other native languages, including Spanish students of English, as the main target of my dissertation. Important issues teachers should therefore bear in mind are:

1) Learning strategies are a part of students' pronunciation learning process; hence, teachers should take them into consideration; and,

2) Teachers could indirectly show students different techniques they can use for learning pronunciation if they, for instance, encourage their students who are not familiar with phonetic symbols to write notes, codes or adapted orthographical forms, as referred to above, make use of both printed and online pronunciation dictionaries, record their own voice reading a certain paragraph and compare it to the recordings made by other classmates, repeat a difficult word or sound in isolation and then in context…

Finally, I would like to briefly mention a classification of learning pronunciation strategies and techniques developed by Walker (2014c: 21, 22), who uses the acronym IDEAS to refer to:

1) *Imitate:* students just need to know how to pronounce a certain sound, they do not need to "know everything that has been published about a particular pronunciation feature".

2) *Demonstrate:* by using charts, animal sounds, face expressions, etc.

3) *Explain:* Walker (2014c) believes students do not need to know much about phonetics, so teachers should avoid detailed explanations and just imitate or demonstrate how a sound or word is pronounced.

4) *Associate:* connect sounds to different colours, for instance *black* for /æ/ and *red* for /e/.

5) *Stimulation:* praising students when they pronounce something correctly but also commenting on things they pronounced incorrectly.

1.3.1.2.2. *Prior pronunciation instruction*

Phonetics is based on both theoretical notions (place and manner of articulation of different sounds, connected speech processes, intonational and stress patterns, etc.) and situations in which these notions are put into practice by producing and receiving oral language.

As seen when dealing with some of the language learning factors explained up to now, the higher the degree of input and exposure and the more opportunities students have to speak and listen to the foreign language, the higher their level of competence is expected to be. Similarly, it could be inferred that instruction in pronunciation can also aid students to learn the phonological system of a language. To be more specific, it would seem feasible to say that people who have acquired theoretical knowledge in phonetics prior to facing the pronunciation of another language will probably realise that these notions help them understand and thus learn more about pronunciation in a new language. I can think of at least two different situations in which students may have received prior pronunciation instruction which may be useful for them when learning English:

1) If learners have studied phonetics in their native language, for instance, in Spanish or Galician, they will be familiar with many phonetic-based terms and processes; moreover, they may have also studied the place and manner of articulation of the sounds within their native language. This previous instruction may help them when studying English; although some sounds in English do not share the same place and manner of articulation as in Spanish or Galician, they will at least be familiar with how a certain sound is formed and afterwards pronounced in their own language so they will simply have to learn in what terms is a certain sound pronounced differently in English and adapt their

knowledge to this new system. In section 3.2, I will present a detailed analysis of the phonological systems of both English and Spanish/Galician; and,

2) Some teachers may find that their non-beginner students have already received some pronunciation instruction in previous academic years; hence, they should become familiar with the theoretical and practical issues students already know, identify the areas with which they still have problems to reinforce them and teach them new aspects they have not learnt so far.

It may not be necessary to teach every type of students theoretical notions in phonetics since this knowledge may be too complex for them to understand and, instead of helping them, it will make their learning process even more difficult. Nevertheless, in broad terms, having received some type of prior pronunciation instruction may help students better understand how English pronunciation actually works.

1.3.2. EFL teacher-related factors

As far as I know, not much research has been carried out to identify what teacher-dependent factors can influence on how students learn a language; more particularly, hardly no research has been conducted so as to verify how teachers' personality or amount of teacher-training modules completed, for example, can affect the way in which students learn pronunciation. However, scholars such as Szprya (2015: 43) do consider that "teachers' approaches to pronunciation instruction are largely shaped by their own education as well as their learning and teaching experience".

Despite this lack of research, I personally believe that the factors I will present in this subsection do in fact influence on the teaching and learning process of pronunciation and thus, on some occasions, certain sub-sections may revolve (nearly) entirely around my own personal opinion and experience rather than around empirical studies available. Further research is definitely needed in this field, especially regarding pronunciation.

As with the EFL learner-related factors, I have also subdivided the EFL teacher-related factors into two groups, namely, *biological* and/or *personal* factors versus *teacher-training* factors. Within the first group, I will discuss: a) motivation and personality, b) involvement in instruction, and, c) teaching skills and in the second sub-group, a) teacher training and b) teaching experience will be considered.

1.3.2.1.   Personal factors

1.3.2.1.1. Motivation and personality

When an educational system undergoes changes, the roles ascribed to teachers also alter; for instance, nowadays, some of the functions teachers are expected to fulfil include organising and planning lessons, facilitating information and correcting and assessing their students or as Harmer (2001: 57 onwards) describes, teachers now have become controllers, organisers, assessors, prompters, participants, resources, tutors and observers. Moreover, as discussed in section 1.3.1.1.4, they should also try and keep their students motivated throughout the course and find solutions on those occasions when they spot that one or several students seem to be bored, frustrated and hence, unmotivated. It is believed that not only should they aim at maintaining their students' level of motivation but they themselves should make an effort to remain as motivated as possible in the classroom since it is highly likely that the way they feel and act will influence on the manner in which they teach a lesson and thus, on the way (and amount that) their students learn. To exemplify, Rodriguez-Pérez (2012: 126) describes "El profesor (…) es observado metódicamente por los estudiantes (…). Su estado interno, sus sentimientos y su motivación determinarán su conducta e influencia en el aprendizaje de sus estudiantes" [*The teacher (...) is methodically observed by their students (...). Their inner state, feelings and motivation will determine their conduct and these will influence on students' learning process*, my translation]

As referred to in section 1.1, most Spanish learners of English tend to end their obligatory studies without being able to speak fluently and, on some occasions, this causes them to become frustrated when they realise that, despite having been studying this foreign language for around twelve or thirteen years, they are still incapable of maintaining a typical day-to-day conversation with a native speaker (or another non-native person). Furthermore, English pronunciation is commonly considered a difficult area for Spanish learners and these difficulties may also make students become unmotivated if they are incapable of receiving and producing certain sounds or they make a huge effort at sounding as native-like as possible and fail to do so. Therefore, once again, it is crucial for teachers to teach pronunciation in an easy and natural way, that is, the atmosphere students should be exposed to in the classroom should be one in which they realise that making pronunciation mistakes is a normal stage that everyone goes through when learning a foreign language and that it is not explicitly necessary to

sound native-like when speaking in English since nowadays emphasis is placed on intelligibility rather than on sounding native-like, thanks to the situations in which English is used as a lingua franca (see section 3.3 for more information on English as a lingua franca (ELF) and the Lingua Franca Core), unless specific learners desire to sound as native as possible for one reason or another.

Similarly, teachers' personality may also influence on the learning process of students, especially with young learners in the sense that students will probably be more motivated and will want to learn more if they enjoy the classes and like their teacher, i.e, they may feel more comfortable in language lessons in which their teacher is friendly, patient and uses a soft or neutral tone of voice than with very strict and serious teachers (young learners may feel afraid to speak in class if their teacher is very strict and complains when they make mistakes). Consequently, although it is very difficult to change one's personality, I believe teachers should always get to know their students and identify those who are shy, timid, have learning problems or are simply not good at learning languages and try to avoid being too harsh with them, giving them time until they themselves feel prepared enough to communicate orally in the classroom.

I would like to end this sub-section with *Ten Commandments* teachers should bear in mind to keep their students motivated, most of which can be applied to the students' pronunciation learning process; hence, for some of them, I have added a particular situation or technique teachers can use to focus on pronunciation at the same time they try to maintain students motivated. Such commandments were suggested by Dörnyei and Csizér (1998: 215):

1) *Set a personal example with your own behaviour*;
2) *Create a pleasant, relaxed atmosphere in the classroom*;
3) *Present the tasks properly*: for instance, invent stories or use games to teach pronunciation to beginner students; adults will probably enjoy tasks such as quizzes or talking about topics related to politics, immigration or economy;
4) *Develop a good relationship with the learners*: directly connected to the issue of personality that I explained above, the less threatening and intimidating the teacher and the actual lessons are, the most likely even shy students will end up speaking on some occasions in the classroom;
5) *Increase the learners' linguistic self-confidence*;

6) *Make the language classes interesting*: by introducing engaging and motivating activities in the classroom, tasks in which students have to compete against other groups. For instance, songs, games or role-plays (cf. sections 2.2.1.1, 2.2.1.2, 2.2.2.1 and 2.2.2.2 for a list of traditional and modern techniques and resources available for teaching pronunciation and chapter 8 for some tasks of my own creation to make pronunciation classes more fun);

7) *Promote learner autonomy*: getting students to record themselves outside the classroom and other students identify pronunciation mistakes made and explain these mistakes to the rest of the class;

8) *Personalise the learning process*: teachers telling students personal situations in which they made mistakes or did not fully understand a native speaker when they were learning how to speak in English;

9) *Increase the learners' goal-orientedness*; and,

10) *Familiarise learners with the target language culture*: teaching them how people from English-speaking countries celebrate Christmas, trying to get them to pronounce words such as *Christmas, snowman, star, reindeer, carols, sleigh, Father Christmas, mistletoe, presents, decorations, angel, turkey*... as intelligibly as possible.

Luckily, according to Winke (2005: 1) "teachers often see it as their job to motivate students by creating classroom tasks that are interesting and engaging"; nevertheless, further research is needed to be done in Spain to verify up to what extent this statement could be applied to this country.

1.3.2.1.2. Involvement in instruction

The degree with which teachers get involved in their students' learning process may also have a positive or negative effect on how well their students understand basic concepts of English pronunciation and afterwards can put that knowledge into practice and be able to successfully produce and understand English sounds and sentences.

Involved teachers are those who take time to get to know their students' needs and difficulties, make their classes as motivating as possible for their students and/or those who create their own activities, moving away from a constant use of textbooks; ultimately, those who make learning English fun, engaging, challenging and worthwhile; thus, for these teachers, the actual classes revolve around the particular

students, in other words, their lessons are *student-centred* (Fraser, 2001). To exemplify, I came across a teacher from the Spanish Official School of Languages who had created small posters with drawings to represent certain sounds. I cannot remember the exact words used as models but *car*, for instance could be used for teaching the /a:/ sound, *key* for /i:/ and *shoe* for /ʃ/ and /u:/. Moreover, next to the main drawings, the teacher inserted a list of words containing the same sound, such as *laugh, bath, jar, cigar, alarm*, etc., for the *car* sound; throughout my studies in primary, secondary and post-secondary education I cannot recall any teacher who designed materials such as these to place around the classroom so as to help learners become familiar with English sounds or word stress patterns.[9] Nevertheless, I really appreciated this teacher showing me these materials and I straight away realised she was the kind of teacher who liked getting involved in the students' learning process.

1.3.2.1.3. *Teaching skills*

Teaching skills are "discrete and coherent activities by teachers which foster pupil learning" (Kyriacou, 2007: 4). According to the previously-mentioned scholar, three important elements can be distinguished when discussing teaching skills:

1) *Knowledge*: teachers' knowledge about the content, methodology and evaluation system of a certain subject, teaching approaches, techniques and materials, their students' needs, etc;

2) *Decision-making*: "comprising the thinking and decision-making that occurs before, during and after a lesson, concerning how best to achieve the educational outcomes intended"; and,

3) *Action*: how teachers act and behave in the classroom to help their students learn.

Regarding pronunciation, it could be said that some skills teachers should show are, for instance, being capable of identifying the segmental and suprasegmental areas their students have problems with, planning and designing tasks to help them overcome these difficulties, being familiar with the importance that should be given to pronunciation in oral exams (to follow guidelines such as the Cambridge set or the

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[9] In contrast, I do remember several occasions EFL teachers in Primary Education and in the First years of Obligatory Secondary Education displaying posters on certain lexical fields or grammarl rules.

TESOL exams) and adapting their teaching methodology and techniques so as to help their students understand and develop their pronunciation skills as correctly as possible.

As stated in section 1.1, English pronunciation is often considered one of the most difficult language areas to learn; hence, it would seem feasible to say that teaching English pronunciation may also pose some difficulties on EFL teachers and therefore, they need to receive specific training in order to be prepared to successfully teach pronunciation in the classroom (cf. section 1.3.2.2.1); however, as mentioned in section 1.1 and will be explained in section 1.3.2.2.1, teachers often lack training in pronunciation teaching and learning.

1.3.2.2.   Training factors

1.3.2.2.1. Teacher training

According to Shulman (1987), teachers should be familiar with the content of the subject they are going to teach, their learners' personality and needs, with teaching materials, strategies of classroom management, the different types of educational contexts, etc.

Hence, the same as a flight attendant needs to complete training modules such as security, public attention, have a certain level of several languages and basic knowledge on how to use a first aid kit, language teachers also need to be trained in order to become good and successful teachers and this training should involve learning how to teach every language skill and area, including pronunciation. In general terms, the more theoretical and practical training a teacher receives for teaching English pronunciation, the more they will be able to detect their students' problems and help them overcome such difficulties, if possible before they become fossilised.

Nevertheless, as mentioned in section 1.1, previous research has suggested that one of the reasons that may account for the inferior role of pronunciation in EFL classes is the fact that teachers often lack sufficient training for specifically teaching pronunciation (Burgess and Spencer, 2000; Palacios, 2001; MacDonald, 2002; Breitkreutz *et al.*, 2002; Couper, 2006; Fraser, 2000, 2006; Tennant, 2007; Chela, 2008; Lane, 2010; Foote *et al.*, 2011; Thomson, 2012; Derwing and Munro, 2014; Marks, 2014; Murphy, 2014; Szpyra, 2015); consequently, they do not feel confident when teaching pronunciation and try to avoid teaching it to their students.

I will come back to this issue in section 6.5.2.1 when I compare the views of EFL teachers from different levels of proficiency in Spain regarding the amount of teaching pronunciation training they believe they received and the extent up to which they feel prepared to teach this language area and capable of detecting and correcting their students' pronunciation mistakes.

1.3.2.2.2. *Teaching experience*

A factor directly connected to teacher training (cf. section 1.3.2.2.1) which can also influence on the way students learn pronunciation is the amount of years of experience a teacher has of working as a language teacher. In most cases, it would seem feasible to say that the longer a person has been a teacher, the more likely they will know how to deal with their students' pronunciation problems and they would have had enough time to try out different techniques and tasks and to figure out what techniques and materials work with younger students and which ones with older ones (although it is true that this is not always a one to one relation and there may always be some exceptions to this general rule).

Generally speaking, a high degree of classroom experience is a positive factor; however, I believe that, no matter how many years of teaching experience teachers have, they need to recycle regularly, update and on some occasions, even change the approaches, techniques and materials they have been using for some years to teach pronunciation, adapting their pronunciation classes to the different changes a particular educational system goes through and to their students' specific needs. For example, nowadays new technologies (such as the use of computers and the Internet) have a huge influence on people's personal, academic and professional lives and they are very frequently-used in both private and public obligatory and post-Obligatory educational stages in several subjects, such as Maths, Science, Geography or foreign languages; therefore, it would seem odd to find EFL teachers who may or not be competent in using these gadgets and materials but directly reject using them in foreign language lessons. Nowadays, there are many resources available for using new technologies and online materials to teach pronunciation (software, recording programmes, blogs, etc), some of which will be topic of discussion in section 2.2.2.2.6. Although it may be difficult and challenging for teachers who have been teaching English for many years to adapt to the usage of new technologies or other modern techniques, I consider that if

they try, their students will end up being more motivated in class and all in all, the learning process will be better.

To conclude, as seen throughout sections 1.3.1 and 1.3.2, many factors may influence on the teaching and, especially, on the learning of pronunciation by different EFL students. These factors may be dependent on the atmosphere in the classroom, some of them can be considered internal factors whereas other depend on external variables, etc.; however, they should all be taken into consideration when teaching pronunciation.

I would like to close this section on EFL student and teacher-related factors by outlining several questions teachers who would like to improve their pronunciation teaching skills should ask themselves; these questions were extracted from Szpyra (2015: 43, 44):

1) Do I pay sufficient attention to my students' pronunciation?
2) Am I well aware of their major pronunciation problems?
3) Do I know what these problems stem from and how they can be dealt with?
4) Do I strengthen my students' motivation to work on their English pronunciation?
5) Do I devote enough time to their phonetic training (given course requirements and other pressures)?
6) Do I employ effective pronunciation teaching techniques?
7) Are the phonetic activities I use in the classroom interesting, attractive and motivating for my students?
8) Do I pay sufficient attention to the choice of appropriate pronunciation materials?

1.4. Integrating skills

Another important issue to consider when teaching pronunciation is integration or how and when to teach pronunciation integrated within other skills. This process of integration was suggested by the Council of Europe in 2001, more particularly, with the publication of the Common European Framework of Reference for Languages (CEFR). The aforementioned document states that language classes should revolve around the integration of the five main language skills, that is, a similar degree of attention should be paid to reading, writing, listening, spoken production and spoken interation in

language lessons and students' competences in the five skills should be assessed and taken into consideration in the final grade. In contrast, the different language areas should not be taught in isolation. This integrational process is an important issue within the so-called *Communicative Approach*, a modern method used to teach languages in which the main aim is, as its name indicates, communication, more particularly to develop students' oral and written skills so as to successfully communicate with others, either face to face, virtually, on the phone or with the readers who read their written work (cf. section 2.1 for more information on different approaches to the teaching of pronunciation throughout recent history).

As mentioned above, the CEFR (2001) suggested a framework of communicative competence integrating the five skills, a recommendattion general EFL lessons in Europe are expected to follow, Spain being no exception. Such framework is based on three main types of competences:

1) *Linguistic competences*, subdivided into six groups:

- *Lexical competence;*
- *Grammatical competence;*
- *Semantic competence;*
- *Phonological competence;*
- *Orthographic competence;* and,
- *Orthoepic competence*

2) *Sociolinguistic competences* which are "concerned with the knowledge and skills required to deal with the social dimension of language use" (Council of Europe, 2001: 118). Therefore, this set of competences includes the notions of *turn-taking, address forms, politeness, register, social class, dialects, accents*, etc.

3) *Pragmatic competence* "concerned with the user/learner's knowledge of the principles" (Council of Europe, 2001: 123).

As can be seen above, pronunciation is considered an important linguistic competence, together with grammar, vocabulary or semantics. The Council of Europe (2001: 116, 117) explains that this competence involves not only the production but also the correct perception of sound units, phonetic features like voicing or nasal sounds, the

phonetic composition of words (word stress, syllable structure, etc), sentence phonetics (including sentence stress, rhythm and intonation) and phonetic reduction (processes such as vowel reduction or strong and weak forms).

Many researchers agree with the aforementioned recommendation provided by the Council of Europe (2001), i.e, skill-integration. Regarding pronunciation in particular, scholars such as O' Connor (1967), Fraser (2000), Harmer (2001), Palacios (2001), Mompeán-González (2005), Wei (2006) and Darcy *et al.* (2012) have suggested that pronunciation should not be taught in isolation, teachers should rather try and introduce aspects of pronunciation within other language skills, especially within the so-called oral skills, speaking and listening.

To exemplify, O'Connor (1967: 1) mentions that, in order to acquire a better pronunciation, one needs to "co-operate, listen to English as much as you can", i.e., in order to acquire a good pronunciation (productive skill), one should also focus on developing their oral receptive skill, that is, listening.

Palacios (2001: 19) stated, *"... pronunciation should not be practised in isolation. It should be, if possible, integrated with the rest of the skills, particularly with the speaking and listening skills because that is where it belongs"*. In similar lines, Mompeán-González (2005) explains that one should teach certain aspects of pronunciation (namely, phonetic symbols) at the same time they are teaching another skill and he refers to this process as *Integrated Pronunciation Teaching* (IPT). Therefore, he suggests integrating pronunciation practice into other types of activities (speaking, listening, vocabulary, etc). Harmer (2001) is even more critical as he believes that it is impossible not to practise more than one skill at the same time, for instance, when we speak, we are also listening. Finally, Fraser (2001: 17, 18) justifies the integration of pronunciation within (at least) speaking because:

> *Pronunciation lessons work best if they involve the students in actually speaking, rather than in just learning facts or rules of pronunciation. Many students of course feel more comfortable learning the rules of the language, because it is less threatening than actually speaking. However, the transfer of explicit knowledge of rules into pronunciation practice is very limited. Teachers need to devise activities which require learners to actually speak in their pronunciation classes.*

Consequently, scholars like Ostick (2014) believe that every EFL lesson should include work on pronunciation and he challenges teachers to "set up a speaking activity

in pairs" and "monitor when there is a breakdown in communication". He continues "it is highly likely that this will be due to a pronunciation issue".

Pronunciation should hence have a similar role in language classes to other competences, such as the grammatical or lexical ones (nevertheless, I have mentioned on several occasions that this is hardly ever the case) and teachers should bear pronunciation in mind when preparing tasks (or using the textbooks' tasks) and when they assess their students' oral skills (cf. section 1.5 for more information on assessment) since pronunciation affects everything, it is *all-pervasive* (Underhill, 2011) and "is in all language activities. It is integral to the planning, processing, receiving and producing of language, not just acoustic speech" (Underhill, 2013: 5). This would be the ideal situation but, once again, there is a lack of guidelines for teachers or teacher-trainers to learn how to integrate pronunciation successfully into other skills (Chela 2008).

Hence, once again, future research needs to be carried out so as to give teachers effective guidelines as to how and when to integrate pronunciation in EFL lessons; meanwhile, EFL teachers in Spain could begin by designing and trying out different tasks (either ones present in textbooks or not) in order to check which methods and techniques work best with some students and which are more effective with others. Of course, it may not be easy to begin with since they may have trouble integrating pronunciation into other language areas (Burgess and Spencer, 2000) and it would entail extra work for the teacher; however, if teachers try integrating pronunciation in speaking and listening tasks, they will end up realising that a lot of pronunciation work can in fact be successfully integrated (Marks and Bowen, 2012), they just have to make the effort.

1.5. Correction, feedback and assessment

In this final section of chapter 1, I will discuss whether it is important to correct students' pronunciation mistakes and/or give them any kind of feedback (and if so, how, when and how often should teachers do so) and the degree of importance that should be given to pronunciation in the final or continuous evaluation system as well as some approaches to assess this language area.

To begin with, I will focus on correction; however, before doing so, I would like to briefly explain the differences between someone making a mistake versus making an

error, two terms that are sometimes used as synonyms. The term *error* is commonly used when the student says or writes something incorrectly because they are not aware of the proper way of pronouncing or spelling that word; *mistakes*, on the other hand, refer to those cases in which students are familiar with the correct way a word is pronounced or spelt but they get confused on particular occasions. In other words, an error would be produced prior to learning a particular item whereas a mistake would be made after students have already been exposed to such an item.

Sometimes, determining whether a student has made a mistake or an error is difficult. For instance, in chapter 5, I will analyse the problems a group of Spanish EFL students had with pronunciation; a frequent problem I detected was with the mispronunciation of final –*ed* in the past participle of regular verbs, failing to pronounce /d/, /t/ or /ɪd/ endings. The fact that students from different proficiency levels had problems with this ending did not help me conclude whether they had not been taught that there are three different ways of pronouncing this verbal ending depending on whether the infinitive form ends in a voiced, voiceless or /d, t/ consonant or it is a difficult word-ending for Spanish learners (since the majority of Spanish words end in a vowel) and hence, although they are familiar with the rules of how to pronounce this –*ed* ending, they sometimes get confused or forget about the rules, pronouncing certain past participles incorrectly. Therefore, since the main aims of my study do not focus on discourse analysis nor error-correction, I have decided to use the terms *mistake* and *error* indistinctively, i.e, they both indicate an incorrect pronunciation of a sound, a word or a sentence, no matter whether students have previously been exposed to it or not.

Making mistakes is a natural process everyone goes through when learning a foreign language (Folse, 2006); although students may be embarrassed when they make a mistake, Ramón (2008: 125) considers that they are very important since they:

> *provide evidence of the system of the language that the learner is using (i.e. what they have learned at a particular point). Accordingly, they are significant in three ways. Firstly, to the teacher in that errors tell him how far towards the goal the learner has progressed and consequently, what remains for them to learn. It is a way the learner has of testing his hypotheses about the nature of the language he is learning. Secondly, they are indispensable to the learner himself, because we can regard the making of errors as a device the leaner uses in order to learn. And thirdly, they provide evidence to the researcher of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language.*

As discussed in section 1.5, it is important to correct pronunciation mistakes before they become fossilised, that is, before students get so used to pronouncing a certain word in an incorrect way that they have serious problems to overcome that mistake afterwards. In similar lines, Gómez-Martínez (2006), Lane (2010) and Celce, Brinton and Goodwin (2010) maintain the idea that teachers "cannot possibly correct every pronunciation error, or even most of them" (Lane, 2010: 15) since people do not normally have time to pre-plan everything they want to say and therefore, teachers should focus on those that are "unintelligible or odd sounding pronunciations" (Lane, 2010: 15), an opinion also shared by Ur (1996). Celce *et al.* (2010) suggest that teachers should keep a written record of the mistakes students have made during a particular oral task or during a whole class and correct and discuss these mistakes with the actual students later on, once the task has been completed.

Another important issue refers to the frequency with which pronunciation mistakes should be corrected. Cathcart and Olsen (1976), for instance, demonstrated that there seems to be a certain level of general correction preferred by students, one that is neither too excessive nor too light. However, when the subjects concentrated on responding questions about the correction of pronunciation mistakes, their answers proved that they would like their teachers to correct them more often. I will come back to this issue in my first main practical study, chapter 6, section 6.5.1.1.

Furthermore, Harmer (2007: 97) discusses that the frequency with which teachers should interrupt their students to correct their pronunciation mistakes depends on the type of task that is being carried out since:

> *When students are involved in a speaking activity, such as a role-play or conversation, instant and intrusive correction is often not appropriate since it can interfere with the flow of the activity and inhibit students just at the moment when they should be trying hardest to activate their language knowledge. But during study sessions, we will probably use correction more as it helps to clarify the language in the students' minds.*

In a similar vein, Stig (2005: 1) says that:

> *when a teacher corrects people too much, this situation becomes awkward, both for the student as they believe that they are incapable of pronouncing a certain sound, stress or intonational pattern…, and for the teacher because they will run out of ideas to improve this situation.*

Thus, the first thing teachers should take into account is the type of activity students are carrying out so as to decide if it is appropriate to interrupt them continuously and correct the mistakes made or whether it is better to make notes of

those mistakes that may be generalised and wait until the end of the class to discuss them.

Another aspect to bear in mind is the way students will react to being corrected since, as mentioned in section 1.3.1.1.3, one's personality directly influences on how one will behave in the classroom, the way they will learn a language and the way they will react when having to carry out an oral exam or speak in class. As Minematsu *et al.* (2005: 1) state, "no two students are the same". Teachers hence need to test whether certain learners will be grateful every time they are corrected when they commit a mistake or whether they will be ashamed if they feel that they make a lot of mistakes and are constantly corrected in front of the rest of the class.

After having taken into account these individual factors, we can deal now with some of the techniques that can be used to correct pronunciation mistakes. Hammerly (1973) suggests two steps that teachers should follow when correcting pronunciation errors, the first one being "to isolate the error so that the student will know where it is" (1973: 107) and the second technique "to differentiate the errors from the correct segment, so that the students will know what the error is" (Hammerly, 1973: 108).

Collins and Mees (2013: 220) suggest using diagnostic tests so as to "make yourself aware of the problems your students have" since people with the same L1 will probably tend to have the same pronunciation problems whereas if teachers have students with different nationalities and L1s in the classroom, they will "have to approach the problems of each nationality separately" (Collins and Mees, 2013: 220).

Lucas (2012: 3-7) suggests a self-diagnostic test so that learners can identify what they already know about English pronunciation and what they still need to learn. A few questions from his test can be found in Appendix 1E.

Before moving on to assessment, I will briefly talk about feedback as it is directly connected to correction. Previous research distinguishes between two types of feedback:

1) *Teacher feedback*, i.e, it is the teacher who comments on a student's or a group of students' performance; to exemplify, they may discuss the student's lack of fluency, problems with pronouncing certain words and so on. Derwing and Munro (2014), for instance, stress the importance of giving

explicit corrective feedback since it is "a key factor in the success of instruction" (2014: 47); and,

2) *Peer-feedback*, that is, other students in the same EFL class comment on how a person carried out a task. Some authors who believe that peer-feedback is useful are Lane (2010), Celce *et al.* (2010) and Derwing and Munro (2014).

Finally, no matter how often teachers correct their students' mistakes or what techniques they use to do so:

> *it is worth remembering that correction is just one response that teachers can make to student language production. It is just as important – perhaps more so – to praise students for their success, as it is to correct them as they struggle towards accuracy* (Harmer, 2007: 98).

So, as Harmer (2007) points out, teachers should not always focus on their students' mistakes (in this case their pronunciation mistakes) but also praise them when they have done an activity correctly to increase their motivation for learning the language. Similarly, Walker (2014c: 21) explains that teachers should demonstrate their concern by "tactfully praising and rewarding their success and their progress, or giving marks".

Moving on now to the last topic of this section, assessment, the first question to be asked is should teachers plan pronunciation exams or are these types of tests unnecessary? A brief and straightforward answer to this question would be: of course, there should be pronunciation exams in those classes in which the teacher carries out pronunciation activities; if a certain teacher tests their students' concepts of English grammar and vocabulary and also continuously checks their ability to write, read, speak and listen in English, why should the same instructor avoid assessing their students' ability to pronounce English correctly? As Szpyra *et al.* (2005: 1) explain:

> *Teaching another language is inevitably tied with testing. Teachers have to assess the learners' linguistic ability, their progress and achievements. In this respect pronunciation is no different from other language skills; if we regard it as an important element of communicative competence which deserves a place in language instruction, we should also be able to evaluate the process of teaching/learning it as well as its outcome.*

In similar lines Walker (2014c: 22) comments "by giving it a mark, you are showing that it matters and that you care about your students' progress".

As mentioned in section 1.1, having at least an intelligible pronunciation is important. Nevertheless, despite the importance pronunciation has "both in oral fluency and in listening, pronunciation has seldom been given the attention it warrants in the testing of these skills" (Walker, 2010: 146), some reasons being:

1) It is a very complex language area "to permit any reliable analysis to be made for the purpose of objective testing" (Heaton, 1988: 88). On the other hand, Brown (2007: 350) considers that "assessing speaking skills in the classroom has one clear advantage over assessing listening: speech is observable, recordable and measurable*"* (thus, so is pronunciation as an important part of the speaking skill);

2) Much attention is not paid to pronunciation in international English language exams (Szpyra *et al.*, 2005). In section 3.1, I will briefly analyse the current role of pronunciation in different educational levels in EFL classes in Spain according to the syllabuses followed;

3) Walker (2010: 146, 147) mentions that it is difficult to discuss the reasons why pronunciation is not normally assessed but he suggests that it may be because:

> *(...) testing pronunciation is different from testing other areas of language learning. Unlike other areas, pronunciation has both strong 'knowledge' and strong 'skills' components. It is not only the application of relevant rules (e.g., when 's' endings are pronounced /s/, /z/ or /ɪz/); it is also a question of perception and production. Moreover, whereas the other language skills are generally viewed as either receptive (i.e. listening and reading) or productive (i.e. writing and speaking), pronunciation is both. Finally, unlike grammar and vocabulary, pronunciation cannot easily be graded into blocks that can be programmed and tested once a particular block has been taught.*

4) Furthermore, Rubio (2004) believes that oral exams (in which pronunciation should play an important role) are not frequently carried out because they are time-consuming, teachers may not be familiar with the assessment criteria they should take into consideration (fluency, vocabulary, pronunciation, accuracy, capacity to interact...) nor with the grading systems used and finding the right place to carry out these tests may be challenging since students may feel embarrassed if they have to do an exam in front of the rest of the class and if they are done in a separate room, the teacher will need to ask another teacher to look after the rest of the students meanwhile; and,

5) When assessing oral skills, "designers need to create not only the tasks but also the instructions to be given to the examinees, the task materials such as pictures or role-play cards that will be needed, and the instructions to interlocutors that will be used" (Luoma, 2004: 29).

One important issue teachers need to take into consideration when testing their students' pronunciation is that "in pronunciation teaching and testing, the traditional focus on 'accuracy' and goal of attaining native-like pronunciation has been discarded as inappropriate and unrealistic for second language learners" (Isaacs, 2008: 1). Moreover, the two most common ways of testing pronunciation are the following:

1) *Holistic pronunciation testing*, in which "examiners are asked not to pay too much attention to any one aspect of a candidate's performance, but rather to judge its overall effectiveness" (Alderson, Wall and Clapham, 1996: 289); and,

2) *Analytic pronunciation testing*, which "consists in establishing a detailed marking scheme in which specific aspects of the learner's performance are evaluated separately" (Szpyra *et al.*, 2005: 2).

Finally, now that I have discussed why and how pronunciation can be assessed, I would like to briefly reflect on how pronunciation exams should be marked. An easy answer would be that the way teachers assess pronunciation exams should be equivalent to the way they explain pronunciation in class, the time devoted to the teaching of certain sounds, minimal pairs, intonational patterns... In other words, if a teacher has carried out only one exercise in the classroom related to the difference between /æ/ and /a:/, the exam should not be full of exercises of the type of distinguishing between words with /æ/ from those with /a:/... Furthermore, the structure of the exam itself also ought to be familiar to the students; if teachers expect students to transcribe words, they should have previously explained, emphasized and practised this kind of activity in class. Likewise, teachers should correct this type of exams in the same way they have corrected this type of exercises in class.

In conclusion, students should have to complete pronunciation exams in their English classes, just as they have to do vocabulary, grammar, spelling, reading,

writing... tests but when designing these exams (as well as any other exams), teachers should always take into consideration their students' ability to carry them out, the type of activities they are accustomed to doing and the time that has been devoted to a certain aspect of pronunciation in the classroom.

CHAPTER 2

THE TEACHING OF PRONUNCIATION: PAST, PRESENT AND FUTURE

In this chapter I will begin with a summary of the role played by pronunciation in foreign language classes in the last decades. I will briefly refer to the different methods that have or are being used nowadays to teach foreign languages, mainly focusing on the importance that was given to pronunciation in each of them. In sections two and three, I will outline the major techniques and resources used for this purpose, making a distinction between traditional and modern approaches and resources.

2.1. A historical account of the different approaches to the teaching of pronunciation

The teaching of pronunciation in the last decades has undergone a lot of changes, not only as a particular area within the field of language teaching but also concerning the focus that textbooks have placed on pronunciation, the different approaches used to teach this skill, the techniques and the materials used, the kind of activities, etc. Generally speaking, it could be said that the field of teaching pronunciation has undergone several drawbacks and overcomes, as will be seen in the following paragraphs.

Hence, I shall begin by referring to the *Direct Method* which "gained popularity in the late 1800s and early 1900s" (Celce *et al.*, 2010). In this method students had to listen to a model (either a recording or the actual teacher) and afterwards imitate what they had heard by repeating it. This method assumes that a person goes through the same processes when acquiring an L1 than when learning an L2; "thus, by listening to an appropriate model, L2 learners 'pick-up' the pronunciation" (Silveira, 2002: 94). Several methods arose from the Direct Method which are commonly referred to as *Naturalistic Methods*; they include, among others, an important method for the teaching of pronunciation, the *Total Physical Response* (Asher, 1977) in which students learn by

doing, by carrying out different actions; students are not forced to speak until they are ready to do so, giving them "the opportunity to internalize the target sound system. [Consequently], when learners do speak later on, their pronunciation is supposedly quite good despite their never having received explicit pronunciation instruction" (Celce *et al.*, 2010: 3).

In the 1890s, the *Reform Movement* emerged. According to Howatt (2004: 187), this period was "unique in language teaching history". Phonetics achieved an important role thanks to the foundation of the *International Phonetic Association* created in 1886 by phoneticians such as Henry Sweet, Wilheml Viëtor and Paul Passy (Celce *et al.*, 2010). In Howatt's (2004: 187) words:

> *For a period of about twenty years, not only did many of the leading phoneticians of the time co-operate towards a shared educational aim, but they also succeeded in attracting teachers and others in the field to the same common purpose.*

The *International Phonetic Alphabet* was designed by members of the aforementioned association who contended that the spoken language should be taught before the written one, teachers should have received enough training in phonetics prior to teaching it and learners should also receive phonetic training (Celce *et al.*, 2010).

During the 1940s and 1950s, language classes were influenced by *Audiolingualism* (in the USA) and the *Oral Approach* (in Great Britain). In these methods, pronunciation was considered a crucial language area and the main aim was to get students "to produce sounds in order to approximate native speaker speech as closely as possible" (Rogerson, 2011: 239). As in the Direct Method mentioned above, the main tasks within the Audio-lingual Method were repetition drills; however, transcriptions and charts were also commonly used, as well as minimal-pair drills (Celce *et al.*, 2010).

In the 1960s, the important role that pronunciation had in the previous decades disappeared with the *Cognitive Approach*; during this period it was believed that teaching pronunciation was a "waste of time" (Silveira, 2002: 96) since obtaining a native-like pronunciation was considered an unrealistic objective that could not be achieved (Scovel, 1969) and "time would be better spent on teaching more learnable objectives, such as grammatical structures and words" (Celce *et al.*, 2010: 5).

In the 1970's, two methods that became popular were the *Silent Way* and *Community Language Learning* in which pronunciation started to be taken into

consideration again. The former, created by Gattegno (1972) is characterised by the "attention paid to accuracy of production of both the sounds and structures of the target language from the initial stage of instruction" (Celce *et al.,* 2010: 5), just like in the Audiolingual Method; nevertheless, not only was attention paid to segmental aspects in this method but also to "how words combine in phrases – on how blending, stress and intonation all shape the production of an utterance" (Celce *et al.*, 2010: 5, 6). In this method, pronunciation is taught "with the help of tools such as pointers, charts and colourful rods" (Silveira, 2002: 96; cf. Appendix 2A for some pictures). As its name indicates, the main principle of this language method was silence; "the teacher speaks little, just indicating what learners are expected to do" (Silveira, 2002: 96). According to Bailey (2005) in the Community Language Learning Method, developed by Curran (1976):

> *Infants acquiring their first language and people acquiring second languages seem to learn the components of language through interaction with other people (...) thus, if people learn languages by interacting, then students should interact during English lessons* (Bailey, 2005: 18).

In this method, the teacher and the students were considered a community (hence, the name Community Language Learning) and:

> *The learners decide on the pronunciation aspects in which they want further* practice *and use the instructor as a 'human computer' that can be turned on and off to provide data for repetition drills as many times as the learners think necessary* (Silveira, 2002: 96).

Finally, the *Communicative Language Teaching Method* or *Communicative Approach* arose in the 1980s and continues to be the "dominant method in language teaching" (Celce *et al*., 2010: 8). "(…) the focus of this method lies squarely on becoming communicatively competent so as to use the language appropriately in different social contexts" (Alonso, 2014: 147). This Method brought a new need for pronunciation to be taught since:

> *(...) both empirical and anecdotal evidence indicates that there is a threshold level of pronunciation for non-native speakers of English; if they fall below this threshold level, they will have oral communication problems no matter how excellent and extensive their control of English grammar and vocabulary might be* (Celce *et al.,* 2010: 8).

Within this method, emphasis is placed on intelligibility rather than on sounding native-like when speaking in English since the latter is regarded as an extremely

demanding goal (Walker, 2014b). As Celce *et al.* (2010: 9) continue, it is much more feasible to avoid students from "surpass[ing] the threshold level so that their pronunciation will not detract from their ability to communicate".

Summarising, from the 1940s up to the 1960s, pronunciation was considered an important part of language teaching (Morley, 1991), language teachers took it into consideration in their classrooms and one of their aims was for their students to acquire a good pronunciation as well as a good accent in the foreign language they were studying; however, from the beginning of the 1960s until the beginning of the 1980s, pronunciation started to be displaced as teachers and scholars began to question the importance the teaching of this skill had. Once again, in the 1980s and 1990s, pronunciation acquired an important role in language teaching (Morley, 1991) up to the extent that nowadays teachers should focus on teaching sounds as well as suprasegmental aspects, such as intonation or stress:

> *Today, we see signs that pronunciation instruction is moving away from the segmental/suprasegmental debate towards a more balanced view. This view recognizes that both an inability to distinguish suprasegmental features (such as stress and intonation differences between yes/no and alternative questions) and an inability to distinguish sounds that carry a high functional load (such as /ɪ/ in list and /iy/ in least) can have a negative impact on the oral communication – and the listening comprehension abilities – of non-native speakers of English. Today's pronunciation curriculum thus seeks to identify the most important aspects of both the suprasegmentals and segmentals and integrate them appropriately in courses that meet the needs of any given group of learners* (Celce *et al.,* 2010: 11).

Hence, Scarcella and Oxford (1994: 225) distinguish and compare two main approaches to the teaching of pronunciation, a *traditional approach* versus the so-called *research-based approach*. Some of the differences between these two types of approaches can be found in Table 2 below:

	Traditional approach	**Research-based approach**
Aim	Native-like pronunciation	Intelligibility
Focus	Exclusively on individual sounds (segmental aspects)	Both segmental and suprasegmental aspects
Type of activities	Drills of isolated words	Activities with a communicative action
Phonetic descriptions	Important part of pronunciation classes	Only provided when completely necessary

Table 2: Differences between the traditional and research-based approaches to the teaching of pronunciation. Adapted from Scarcella and Oxford (1994: 225)

Similarly, Grant (2014a: 6) distinguishes between *traditional approaches* and *current approaches* for teaching pronunciation:

	Traditional approaches	Current approaches
Learner goals	Perfect, native-like pronunciation	Comfortable intelligibility
Speech features	All segments (consonant and vowel sounds)	Selected segmentals and suprasegmentals (stress, rhythm, and intonation) based on need and context
Practice formats	Decontextualised drills	Controlled aural-oral drills as well as semi-communicative and communicative practice formats
Language background of teachers	Native-speaking teachers	Native-speaking and proficient non-native speaking teachers
Speaking models	Native-speaker models	Variety of models and standards depending on the listener, context, and purpose
Curriculum choices	Stand-alone courses isolated from the rest of the curriculum	Stand-alone courses or integrated into other content or skill areas, often listening and speaking

Table 3: Differences between traditional and modern approaches to the teaching of pronunciation. Adapted from Grant (2014a: 6)

Laroy (1995: 8-9) refers to three main approaches to the teaching of pronunciation:

1) *Oblique*: the teaching of pronunciation should be indirect, that is, "teachers need to know what they are teaching, but the learners need not always be aware of what they are learning" (Laroy, 1995: 8);

2) *Pragmatic*: "activities must be seen as steps in a process" (Laroy, 1995: 9), i.e. tasks should have more than one aim; and,

3) *Holistic*: learners' own personality factors, their motivation... are also important aspects to take into account since they will directly influence on the individual's learning process, in this case on their learning of English pronunciation (cf. section 1.3 for further information on different factors that influence the learning and teaching of pronunciation).

Fernández-Carril (2002), on the other hand, prefers to divide the approaches into two groups of activities, those concerning any type of *practising* and those related to *checking*. Similarly, Dalton and Seidlhofer (1994: 69) distinguish between *selection,* "how the items to be taught are to be defined" and *presentation, "*how they are to be actually taught in the classroom".

To conclude this section, although different authors suggest various approaches and methods to the teaching of pronunciation, I believe that most of their classifications fall into the following two categories:

1) Approaches in which teachers participate in the teaching and acquisition processes of their students by explaining a number of features of pronunciation, exemplifying sounds, words, carrying out different pronunciation activities in class, etc. In other words, approaches in which the teacher has an active role; and,

2) Approaches in which teachers have a more secondary function in the sense that students have to learn about pronunciation on their own and teachers only take part in the learning process when it is totally necessary.

2.2. Techniques and materials for teaching pronunciation

Another aspect that has radically changed within the teaching of pronunciation if compared to EFL classes a few decades back is concerned with the different techniques and resources used by teachers to focus on this language area; this will be the main focus of this section, i.e., outlining the different techniques and materials available for teaching pronunciation. As will be seen below, I have decided to subdivide the techniques and the materials into two main groups: a) *traditional* versus b) *modern*.

Before beginning to outline the traditional techniques, I would like to briefly refer to my own classification of techniques and materials that will be explained in more detail in the next subsections.

Celce *et al*. (2010: 8-10) reviewed some of the traditional techniques and materials that have been used to teach pronunciation throughout the last decades (during the periods in which the different teaching methods explained in section 2.1 above were popular); see the list below:

- Listen and imitate	- Tongue twisters
- Phonetic training	- Developmental approximation drills
- Minimal pairs drills	- Practice of vowel shifts related to affixation
- Contextualised minimal pairs	
- Visual aids	- Reading aloud/recitation
	- Recordings of learners' production

Traditional techniques and materials used to teach pronunciation (adapted from Celce *et al*., 2010)

Although their classification is quite exhaustive, I opted for making some changes to adapt it to my own personal distinction between traditional and modern techniques and resources:

1) To begin with, as will be seen below, I thought it was necessary to discuss the techniques that can be used to teach pronunciation separately from the description of the materials available for teaching this language aspect. Hence, I will distinguish *visual aids* (charts and rods)*, tongue twisters* and *recordings* from Celce *et al's* (2010) list in section 2.2.2, since they are materials, not techniques;

2) I have combined the *listen and imitate* technique with the different types of *drills* mentioned by Celce *et al.* (2010) since I consider *listen and repeat* tasks as examples of drills. Hence, I will make a distinction between *minimal pair drills* and *listen and imitate/listen and repeat drills*;

3) Instead of considering *phonetic training* as an exclusive category, I have decided to combine it with *phonetic transcriptions*;

4) I have added *dictations* to traditional techniques used; and,

5) Finally, I have also divided pronunciation materials into two main groups (traditional versus modern). The previously mentioned scholars only refer to a few traditional materials; in my classification, however, I will distinguish between quite a few traditional and modern resources.

These changes lead to my final classification of techniques and materials, which can be found in Table 4. Finally, it is important to mention that, although some techniques and materials may be classified as traditional since they were used to teach pronunciation in previous language approaches, some of them "are still being used – to teach pronunciation" (Celce *et al.,* 2010: 9).

Techniques used for teaching pronunciation – my classification	
Traditional techniques	*Modern techniques*
- Drills: minimal-pair drills versus listen and imitate/listen and repeat drills - Phonetic training and phonetic transcriptions - Dictations - Discriminations - Reading aloud/recitation	- Speaking tasks: debates, interviews, describing photos, oral presntations - Dialogues, role-plays and simulations - Games and quizzes - Sound associations - Drawing contrasts and comparisons - Nonsense words - Relaxation activities
Materials/resources used for teaching pronunciation – my classification	
Traditional materials/resources	*Modern materials/resources*

- Ccharts
- Rods
- Tongue twisters
- Dictionaries
- Posters
- Poems and jazz chants
	- Songs, music, recordings
	- Jokes
	- Stories, comics, magazines, newspapers
	- Pictures, photos, flashcards
	- TV programmes, shows, films, series, documentaries
	- New technologies:
	   ➢ Radio programmes and podcasts
	   ➢ Apps
	   ➢ Software
	   ➢ Blogs
	- Other resources: journals and scientific associations

Table 4: Traditional and modern techniques and materials/resources for teaching and learning pronunciation. My own classification

2.2.1. Techniques

2.2.1.1. Traditional techniques for teaching pronunciation

2.2.1.1.1. Drills

Drilling (or the use of drills) is perhaps the most productive type of technique used throughout the history of language teaching for the learning of pronunciation. As mentioned above, in section 2.1, this technique was very common in the Audio-lingual Approach and its aim was "to help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice" (Celce *et al.,* 2010: 9). They can be defined as tasks in which students listen "to a model, provided by the teacher, or a tape or another student, and repeating what is heard" (Tice, 2004: online). While researching on this technique, I found that different scholars use different labels to distinguish between types of drills. For instance, Celce *et al.*, (2010) refer to *minimal-pair drills* versus *developmental approximation drills* whereas Tice (2004) distinguishes between *repetition drills, substitution drills* and *question and answer drills*. Nevertheless, I believe that the different drills used for teaching pronunciation can be gathered into two main groups: *minimal-pair drills*

versus *listen and imitate/listen and repeat drills*; hence, I will discuss these types of drills below. Of course, it is possible to find a drill in which students have to listen to and repeat minimal pairs (thus, a combination of the two drills I will take into consideration); in order to avoid ambiguities, I have decided to regard only as listen and repeat/imitate drills those which do not entail the repetition of minimal pairs. For instance, a listen and repeat drill would be a task in which students have to listen to and repeat several sentences or random words that belong to a specific lexical family (for instance, colours or animals). Examples of both types of drills distinguished will be provided below, in sections 2.2.1.1.1.1 and 2.2.1.1.1.2.

Although the use of drills in language classes is a traditional technique, teachers continue to use them nowadays; nevertheless, they should bear in mind that they should be "directly related in the learners' minds with the speech that they will actually use outside the classroom" (Fraser, 2000: 26).

Moreover, as will be discussed in more detail in section 7.5, most of the recently-published EFL textbooks addressed to Spanish students still make use of this technique; more particularly, I found some examples of drills used to distinguish between several minimal-pairs and many instances of tasks that followed the listen and repeat/imitate format.

2.2.1.1.1.1. Minimal-pair drills

Minimal pairs can be defined as:

> *A set of words that differ by a single phoneme, whereby that difference is enough to signal a change in meaning. For instance, the words 'map' [mæp] and 'mat' [mæt] form a minimal pair in English. These two words are identical in terms of the first consonant and the vowel. They differ only by the last consonant—[p] versus [t]—and this difference signals a change in meaning* (Barlow and Gierut, 2002: 58).

Distinguishing between minimal pairs is important since, as mentioned in section 1.1, pronouncing one sound incorrectly can lead to confusions and/or misunderstandings in everyday communication. Examples of tasks with minimal-pair drills can be found in (4) and (5) below. They were both extracted from Estebas (2012: 18, 67):

> (4) Now compare the pronunciation of pairs of words containing [ɔ:] and [ɒ]. Repeat and imitate the speaker's pronunciation:

walk [wɔːk]   wok [wɒk]

corks [kɔːks]   cox [kɒks]

sport [spɔt]   spot [spɒt]

Morden [ˈmɔːdən]   modern [ˈmɒdən]

caller [ˈkɔːlə]   collar [ˈkɒlə]

(5) Listen to a few pairs of words containing [tʃ] and [dʒ] in word initial position. Repeat and imitate the speaker's pronunciation:

chin [tʃɪn]   gin [dʒɪn]

chest [tʃest]   jest [dʒest]

choice [tʃɔɪs]   Joyce [dʒɔɪs]

choke [tʃəʊk]   joke [dʒəʊk]

Other scholars that include activities in the form of drills with minimal pairs are O´Connor and Fletcher (1989), Baker (1994), Dale and Poms (2005), Hancock (2003), Baker and Goldstein (2008) and Cameron (2012), to mention just a few.

Finally, although the use of minimal pairs in the classroom is considered a traditional technique, scholars like Levis and Cortes (2008), Campos and Franco (2010) or Wilde (2014) believe they are still useful nowadays to teach pronunciation in many ways:

> *Not only have they been theoretically useful, they are a mainstay for teaching pronunciation through their use in pronunciation diagnostic assessment, spoken language production practice, and listening comprehension materials* (Levis and Cortes, 2008: 197).

2.2.1.1.1.2. Listen and imitate/listen and repeat drills

As explained above, examples of this type of drills are those activities in which students are asked to listen to and repeat certain words or sentences, but these words do not entail minimal-pairs. For example, in Baker and Goldstein (2008: 7) and Hancock (2003: 16) respectively, the following tasks can be found:

(6) Listen and repeat these common expressions with the sound /iy/:

Really	I can´t bel**ie**ve it
I agr**ee**	Pl**ea**sed to m**ee**t you
Could you rep**ea**t that, pl**ea**se?	Can I pl**ea**se sp**ea**k to L**ee**?

(7) Listen and repeat these examples of the target sound:

zoo **z**ero

la**z**y ea**s**y sci**ss**ors e**x**act

si**z**e wi**s**e time**s**

This type of technique is once again one of the most traditional to teach pronunciation; although other types of more communicative activities (games, role-plays, debates) are thought to have substituted drills in language classrooms (due to the introduction of the Communicative Approach in language classes as well as the recommendations of the CEFR), as I shall explain in section 7.5, drills continue to have an important role in EFL teaching materials for Spanish students.

Pronunciation guidebooks or practice books in which listen and repeat drills can be found are, for instance, Hancock (2003), Dale and Poms (2005), Hewings (2007), Baker and Goldstein (2008), Estebas (2012) and Cameron (2012).

2.2.1.1.2. *Phonetic training and phonetic transcriptions*

Phonetic training includes, according to Celce *et al.* (2010: 9) "the use of articulatory descriptions, articulatory diagrams, and a phonetic alphabet". In other words, decades ago students were taught how to interpret diagrams that represented the production of different sounds and how to explain the way in which sounds are formed and produced. Examples of articulatory diagrams can be found below in Appendix 2B, extracted from Roach (1998: 18, 19). I have also included an example of an articulatory description on how to pronounce /ɜ:/ and /i:/ by Underhill (2005:13) in (8), below:

> (8) Say the sound /ɜ:/ as in *sir,* and notice the position and shape of your lips. They should be relaxed and in a neutral position. If you detect any tension in lips, tongue or jaw, then try to let go. This lip posture is characteristic of English vowels where the tongue is in a central position.
> Say /i:/ as in *me.* You'll notice that the lips spread, with some muscular tension, as if towards a half smile. This lip posture is characteristic of English vowels where the tongue is in a high–front position. Now exaggerate the lip position into a full smile, noticing the change in internal sensation and in the sound produced.

Moreover, students also had to learn the phonetic symbols by heart so as to be able to both interpret and produce (thus, read and write) phonetic transcriptions. Some scholars (Bowler and Cunningham, 1990; Wells, 1996; Paz, 2002; Hewings, 2004; Mompean, 2005) defend the use of phonetic transcriptions since one cannot rely on English spelling to know how a word is pronounced. Furthermore, Lu (2002: 38) also believes that learning how to transcribe words "will also be to the student's advantage in learning other foreign languages". He adds that it is not difficult to learn these

symbols. For Janczukowicz (2014: 17), secondary-school students should learn how to interpret phonetic transcriptions because:

> *They should not only absorb the knowledge given during the lesson, but also be able to continue developing it independently of the teacher. One important aspect of such independence is the ability to make use of dictionaries, and draw relevant information from them. While a dictionary entry includes far broader than just pronunciation, a student's inability to draw on it is a serious handicap.*

Nevertheless, other authors such as Palacios (2001) believe that transcriptions should not be used with young students and hence, he suggests using *sound associations* instead, a modern technique that will be discussed in section 2.2.1.2.4.

Mompean (2005: 1) proposes two stages that teachers could follow when teaching their students phonetic symbols:

1) *Introductory stage*: it is very short and during this stage "students are first introduced to a given phonetic symbol (or set of symbols)"; and,

2) *Post-introductory stage*, "the time when students are consolidating their knowledge of phonetic symbols and the latter are used as the basis for different activities and tasks".

Examples of transcription tasks to practise segmental aspects (of my own creation) can be found in (9) and (10):

(9) Provide a phonetic transcription for the following words:

- Literature
- Charismatic
- Gorgeous
- Air-freshener
- Caterpillars
- Focus
- Handcuffs
- Prescription
- Antibiotic
- Surgeon

(10) Read the following phonetically transcribed words aloud:

[ɪnfəˈ ˈmeɪʃᵊn]

[ˈkwestʃᵊn]

[ˈlæŋgwɪdʒ]

[pəˈlɪtɪkᵊl]

Whole sentences and/or short texts can also be used to practise both English sounds as well as suprasegmental features like stress, connected speech, aspiration or voicing. For instance, teachers may ask their students to:

(11) Provide a phonetic transcription for the following text:[10]

> Clots and robbers: Police ignored alarm while Hatton Garden gem raiders spent THREE
> days going in and out of vaults - as dramatic pictures of heist are revealed by a newspaper
> and not bungling detectives:
>> CCTV images reveal how the six-strong gang worked through the night
>> Professional gang seen using wheelie bins to carry their ill-gotten gains
>> Footage revealed as Scotland Yard admits it did not respond to the alarm
>> Police force could now be forced to pay out millions in compensation

or to transcribe a paragraph, paying attention to connected speech processes, such as /h/ elision, linking and intrusive /r/, assimilations... such as the one in (12), extracted from Hancock (2003: 95):

> (12) A man wanted to buy his wife a new dress because it was her birthday, so he went to a
> department store and looked around. He was looking for about half an hour but he couldn´t
> decide and finally the shop assistant came and asked if he needed help. He said that he was
> looking for a dress and the shop assistant asked is it for you sir?

2.2.1.1.3. Dictations

In this type of activity, the teacher reads several words, sentences, intonational patterns... and students have to write down what they hear. Several authors (Laroy, 1995; Blanche, 2004; Hadfield and Hadfield, 2008) recommend the use of dictations in class. Once again, although these type of tasks "are as old-fashioned as audio-lingual drills", they have been used in language classrooms in the last years "not only to teach listening and writing, but also to bring instruction in pronunciation back into the classroom" (Blanche, 2004).

Blanche (2004: 180) discusses some steps teachers should take into consideration when choosing a text to dictate to students. Generally speaking, his suggestions can be summarized as follows: any type of text can be used for dictations, hence "most parts of any book, textbook, newspaper, magazine, broadcast, play, screenplay, poem, speech or song" (most of these techniques and materials will be object of discussion in section 2.2). Whatever text a teacher chooses should be "in line with your students' average ability, (...) relevant to their need and interests, (...) not too long, (...) and capable of being cut up into short, self-contained portions".

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[10] Extracted from *The Daily Mail Online*; <http://www.dailymail.co.uk/news/article-3034400/Caught-camera-Dramatic-pictures-Hatton-jewellery-heist-gang-middle-audacious-60million-gem-raid.html> [Last accessed: May 2015].

As with transcriptions, dictations can also be used to focus both on segmental and suprasegmental aspects. There are many ways of carrying out segmental dictation activities; some of them are referred to below:

1) Teachers dictate a word or words and students have to write them down with the correct spelling. These lexical items can be:

   - *Phonetically related* in that the words, sentences... have some phonetic similarities and some differences, such as the group *bed, red, led, Ted, said, fed*.

   - *Lexically related*, that is, words belonging to the same semantic field like *dolphin, shark, whale, seal*.

   - *Totally unrelated*. For instance, the teacher dictates the following words: *suitcase, guide book, watch, policeman, strawberry*.

2) Teachers dictate several words and students afterwards have to circle the one that has a different sound. For example, among *sleep, sheep, live, beat* or *catch, badge, cage, judge*.

On other occasions teachers may decide to dictate whole sentences in order to test students' spelling, understanding of oral English or to practise stress and intonation. Hadfield and Hadfield (2008: 61), in particular, defend the use of suprasegmental dictations because they "are good ways of helping learners to recognize how words are connected in speech". Thus, they believe that dictations can be used in order to illustrate aspects of connected speech, such as linking /r/. An example of a dictation of my own creation to practise the so-called linking and intrusive /r/ could start as follows:

(13)
RICHARD: Where is your MP3?
SAM: I saw it on top of the computer in the study. And where are my exam papers?
RICHARD: I don´t know. They might be next to the picture in the hall. If they´re not there,
you must have left them next to the computer in the study, next to my MP3 player.

2.2.1.1.4. Discrimination tasks

Another traditional technique used in pronunciation classes decades ago was discriminations, tasks which imply identifying/discriminating words with particular sounds, a word with a different sound from a group of words (typically called *odd word out* tasks in language classrooms), or differences related to word or sentence stress or

intonational patterns among several sentences. For instance, in Dale and Poms (2005: 54), we can find the following two discriminations tasks. In the first one students have to listen to some sentences and decide in which of them a word is pronounced incorrectly whereas in the second one they have to read some sentences and decide which words contain the American English vowel [ɔ] (hence, /ɔ:/ in British English):

(14) Listen to the following sentences. Some words that should be pronounced [ɔ] will be pronounced incorrectly. Circle *C* for correct or *I* for incorrect

(15) Read the dialogue. Circle the words pronounced with the vowel [ɔ].

2.2.1.1.5. Reading aloud/recitation tasks

Celce *et al.* (2010) include this technique in their list of traditional techniques used for teaching pronunciation. As its name indicates, this technique involves "passages or scripts for learners to practice and then read aloud, focusing on stress, timing, and intonation" (Celce *et al.,* 2010: 10). As these scholars also mention, this technique is better-used with text types that are aimed to be spoken (poems, plays, dialogues).

An interesting modern way of using this technique is the *repeated partner oral reading* suggested by Tost (2013), which can be used to help students develop their "reading, fluency skills, including reading aloud with appropriate expression, accuracy and with a reasonable speed" (Tost, 2013: 35). This modern adaptation of the reading aloud technique is carried out as follows:

In partners or small groups of three people, oral reading students are placed together for the purpose of supporting each other through repeated oral reading of a given text. Partners listen, follow along and provide pronunciation of words or assistance while taking turns reading out aloud, switching roles every time the text ends (Tost, 2013: 35).

Finally, the use of this technique sometimes entailed memorising texts decades ago (Celce *et al.*, 2010) and afterwards reciting them in from of the teacher and/or other students.

2.2.1.2. Modern techniques for teaching pronunciation

2.2.1.2.1. Speaking tasks

As explained in section 1.1, pronunciation is an important part of the spoken skill; hence, it would seem feasible for teachers to focus on their students' pronunciation while they are carrying out speaking tasks such as:

1) *Debates*: tasks in which several people express their views on a certain topic. Their perspectives may totally differ (for instance, a person who is in favour of the anti-smoking rules in public places because they have a respiratory disease versus another one who is completely against this law since they are heavy-smokers and wish to smoke in any place, no matter whether it is public or private) or they may agree on different points but disagree on one or two (two students who are in favour of church marriages but one of them considers homosexual couples should not be allowed to get married in a Christian church).

There are many different types of debates, depending on the number of students who have to defend each position/arguments in favour or against, whether each student is allowed to choose what side they want to be in depending on their points of view or it is rather the teacher who selects which students are in favour or against the topic of discussion, hence, forcing some students to come up with possible arguments to something they do not agree with (for instance, making a student defend the opening of two more MacDonald's franchisers when they themselves are vegetarian and very healthy eaters). Kennedy (2007), for instance, refers to different debates created by several scholars, explaining the main procedurs to be followed in *Role-Play debates*, *Four-Corner debates, Fishbowl debates, Think-Pair-Share debates* or the *Lincoln-Douglas debates* (sub-divided into *Meeting-House* and *Problem-Solving debates*);

2) *Interviews*: activities in which teachers ask students several questions about themselves (hence, easy to answer) or questions for which they have to improvise their answers. A good way of practising this technique is making students talk to native speakers, possibly tourists and asking them their impressions of Spain/Galicia, of the food, customs, habits, sports, etc. To exemplify, they could ask them the questions in (16):

(16)   What is your name?
   How long are you here for? How long have you been here?
   Have you ever been here before?
   What are your first impressions?
   Are you staying at a hotel? What is it like?
   Have you been out to pubs or restaurants? What did you think of them?
   Why did you decide to come here on holiday?
   What do you think about the locals? And the food?
   Would you like to come back here on another occasion? Why?

3) *Describing photos or pictures*: a common speaking task used in oral exams. Students are given one or more pictures and they have to describe what they see (or do not see). On some occasions, learners may have to do an oral exam in pairs; each member of the pair is given one picture (normally, opposite pictures. For instance, one person is given a photo of a beach and the other one a picture with a cabin in a forest or one member of the pair has the picture of a tribe-man collecting plants to make some kind of medicine and the other person has a photo of a laboratory technician creating an antibiotic). Other times, the oral exam may be done individually and each person is given several pictures and has to compare them or decide which one they prefer and justify their answer. As explained in section 1.5, pronunciation is supposed to be one of the criteria considered by teachers in the assessment of oral skills, together with fluency and accuracy, hesitation, adequate grammatical structures or the correct choice of lexical items; and,

4) *Oral presentations*: tasks in which "the students choose what they are going to say and how to say it" (Cusack, 2012: 14). Most students will probably be nervous when delivering this kind of monologue aloud in front of the class, making them speak too fast without paying much attention to pronunciation. Therefore, as Cusack claims, teachers should encourage their students "to slow down their delivery while, of course, maintaining the prosody or their speech". He (2012: 14) believes using presentations in speaking (and thus pronunciation) classes is useful since "students take the assessment seriously, rise to the challenge of speaking intelligibly, and adopt the criteria for themselves, referring to them throughout other course activities". Finally, the aforementioned author contends the idea that this type of technique can be used to focus on all aspects of pronunciation.

2.2.1.2.2. Dialogues, role-plays and simulations

Dialogues are perhaps one of the most common instruments used nowadays in pronunciation classes. Several scholars (Palacios, 2001; Harmer, 2007; Brown 2007) include them in their classifications of interesting techniques to emphasize this area of language. In the following example, extracted from Hancock (2003: 15), two people are

maintaining a conversation and students have to listen carefully and choose whether the letters missing are /p/ or /b/:

(17) First read this conversation to the end, and then write the letter 'b' or 'p' in each gap. Listen and check your answers:

> SID: Where are the _ears?
> JOE: _ears?!!! Did you say _ears?
> SID: No, _ears, you know, fruit.
> JOE: Oh, I see, _ears with a P! They´re in the _ack.
> SID: What, in the _ack of the truck?
> JOE: No, in the _ack, you know, with a P!
> SID: Oh, I see, _ack with a P! Would you like one?
> JOE: No, I´ll have a _each, please.
> SID: A beach?!!!

Another example of an activity that uses dialogues has been taken from Dale and Poms (2005: 141):

(18) Read the dialogue with a partner and circle the words containing the consonant [ð]:

> DAUGHTER: Mother, I like these old pictures. Who's this?
> MOTHER: That's your great-grandmother.
> DAUGHTER: The feathered hat is funny! Who's that man?
> MOTHER: That's your grandfather. He was from the Netherlands.
> DAUGHTER: I know these people! Aren´t they Uncle Tom and Uncle Bob?
> MOTHER: That's right. Those are my brothers. They always bothered me!
> DAUGHTER: This must be either Father or his brother.
> MOTHER: Neither! That's your father's uncle.
> DAUGHTER: Why are there other people in this photo?
> MOTHER: This was a family gathering. We got together all the time.
> DAUGHTER: Mother, who's this 'smooth-looking' man?
> MOTHER: Shhhhhhhhh! I´d rather not say. Your father will hear!
> DAUGHTER: Is that your old boyfriend?
> MOTHER: Well, even mothers had fun in those days!

Two other techniques based on dialogues that can perfectly be used to help students' improve their pronunciation are role-plays and simulations. In both of these techniques, students act in front of other people, their classmates, teacher or friends although there is a clear difference between them: while in role-plays students pretend to be different people (for example, a trial with judges, the accused, lawyers or a touristic type of role-play with a hotel manager, tourists, waiters, entertainers, cleaners, receptionists, gardeners, lifeguards, cooks and so on), in simulations each person acts as themselves (for instance, one person asks another to describe how to get to their house or someone is planning to go to lunch with their best friend).

Role plays and simulations can be:

1) *Improvised*: students do not expect them; or,

2) *Memorised*: students have time to prepare and learn the script by heart.

As García-Fuentes (2010: 321) mentions, many teachers may avoid using drama techniques in the classroom because they:

> (...) *see drama as a troublesome thing to implement because they think of drama as the performance of a play and all its obstacles (stage, time to rehearse, noise, ...). However, thinking of drama or theatre in language learning as a professional performance is an error. Drama is not only the performance; this is just the final product of a whole learning process.*

However, other scholars, together with García-Fuentes (2010) defend the use of role-plays or small theatrical plays in the classroom; that is the case of Maley and Duff (2001), Phillips (2003) and Janczukowicz (2014):

> *Using drama and drama activities has clear advantages for language learning. It encourages children to speak and gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expressions. There are also a number of other factors which make drama a very powerful tool in the language classroom. Try thinking about the ways in which reading a dialogue aloud from a textbook is different from acting out that same dialogue. You will find that the list is a long one. This is because drama involves children at many levels, through their bodies, minds, emotions, language, and social interaction* (Phillips, 2003: 6).

2.2.1.2.3. Games and quizzes

Games are one of the most entertaining and motivating types of activities teachers can use in EFL pronunciation classes; they are part of students' lives (as well as music, as will be explained in section 2.2.2.2.1), i.e., students of all ages are used to playing games at home, in the park, at school, with work colleagues, friends and so on.

Other reasons for using games include:

1) "There are hundreds of types of games to choose from, hence, giving teachers the possibility of choosing certain kinds for their specific students' needs, preferences" (Calvo, 2015: online);

2) They "engage learners in a challenge" (Hancock, 1995: 1) and "motivate students since they feel the necessity to compete against their classmates, knowing that they have the chance of winning at the end and thus, obtaining some kind of personal and/or material reward" (Calvo, 2015: online);

Other scholars that encourage teachers to use games in their pronunciation classes are Kenworthy (1987), Laroy (1995), Pennock and Vickers (2000), Palacios (2001), Paz (2002) and Marks and Bowen (2012). To exemplify, Hancock (1995) designed, among others, the following pronunciation games (see Appendix 2C for the actual games):

1) *Making tracks* (1995: 8, 9): players choose a square depending on the number of syllables the word in it has (if the dice falls on 1 or 4, the player goes to a word containing 1 syllable, if one gets a 2 or a 5, a two-syllable word needs to be found and if the dice falls on a 3 or a 6, students must choose a three-syllable word). The player who crosses out more words wins;

2) *Crosswords*: words are hidden vertically, horizontally and/or diagonally. There are many types of crosswords for working on pronunciation (finding words containing the same vowel, only looking for items containing short vowels, words with the same stress pattern, etc). Hancock (1995: 66, 67) includes a crossword students have to complete with the phonetic spellings of the verbs they encounter on the left;

3) *Mazes:* players have to move from square to square choosing those words with a certain linking sound, a particular stress pattern, fricative consonants... In Hancock (1995: 55-56) students have to find a path from the entrance of the maze to the exit by moving vertically or horizontally from one square to another by only taking into consideration the words that are pronounced with /i:/ (first maze) and /j/ (second maze); and,

4) *Battleships:* as the normal game but with sounds. Students mark some squares by drawing their boats (they normally have to draw boats that cover either one, two or three squares) and the other person has to try and guess in which square their partner's boats are. In Hancock (1995: 61, 63), students have to join a sound from each side of the board in order to pronounce an English word. For instance, one player could say /haɪ/ and the other player has to answer if they have a boat in that square or not.

Marks and Bowen (2012) also suggest some games for teachers to teach pronunciation. In this case, they adapted some traditional games to the teaching of pronunciation, for example, *hangman* (2012: 56), *scrabble* (2012: 57) or *Simon Says*

(2012: 127 - see Appendix 2C for these games). In section 8.1 I will include more examples of my own creation of how to adapt traditional board games to the teaching and learning of pronunciation.

The use of quizzes is another modern technique that is gradually being introduced into language classes to teach different language areas, including pronunciation. Lane (2010: 22), for example, suggests a *travel season trivial* to practise "the stress patterns in the names of months and seasons and in travel-related terms" (cf. Appendix 2D).

Marks and Bowen's book (2012: 156) includes a *revision quiz* to review some of the concepts learnt throughout the different activities. Some of the questions they ask can be found below:

- Which of these consonants is voiceless? /n/ /k/ /ʒ/
- /ɪə/ and /aʊ/ are both examples of _____
- Plosives are also called _____
- The 'dropping' of /t/ in a place such as *first person* is, more formally, an example of _____
- Which of these consonants is not bilabial? /b/ /m/ /v/

First five questions in a revision quiz on pronunciation extracted from Marks and Bowen (2012: 156)

2.2.1.2.4. Sound associations

Although being familiar with the IPA phonetic symbols is thought to be beneficial for learners of English due to the irregular correspondence between English spelling and pronunciation (Bowler and Cunningham, 1990; Wells 1996; Paz, 2002; Lu, 2002; Hewings, 2004; Mompean, 2005), not every EFL student will benefit from learning these symbols as they may turn out to be too difficult for some students, particularly for the youngest ones. Consequently, Palacios (2001: 21) suggests that "particular sounds should be associated with key or master words: for example, 'heart' and 'part' could be easily connected with 'CAR', and 'pit' and 'lip' with 'SHIP', hence, *sound associations*.

An example of a whole list of sound associations is Well's (1982) *Standard Lexical Sets* in which different daily-used words containing each of the 24 English vowels and diphthongs are used as models for other words pronounced with the same vocalic sound. For instance, /ɜ:/ in this set of words is the NURSE vowel and /aɪ/ is the PRICE vowel. Figure 1 below contains the whole list of lexical sets used by Wells,

extracted from his blog, <http://phonetic-blog.blogspot.com.es/2010/02/lexical-sets.html>.

(50) The standard lexical sets

	RP	GenAm	keyword		RP	GenAm	keyword
1.	ɪ	ɪ	KIT	13.	ɔː	ɔ	THOUGHT
2.	e	ɛ	DRESS	14.	əʊ	o	GOAT
3.	æ	æ	TRAP	15.	uː	u	GOOSE
4.	ɒ	ɑ	LOT	16.	aɪ	aɪ	PRICE
5.	ʌ	ʌ	STRUT	17.	ɔɪ	ɔɪ	CHOICE
6.	ʊ	ʊ	FOOT	18.	aʊ	aʊ	MOUTH
7.	ɑː	æ	BATH	19.	ɪə¹	ɪr	NEAR
8.	ɒ	ɔ	CLOTH	20.	ɛə¹	ɛr	SQUARE
9.	ɜː¹	ɜr	NURSE	21.	ɑː¹	ɑr	START
10.	iː	i	FLEECE	22.	ɔː¹	ɔr	NORTH
11.	eɪ	eɪ	FACE	23.	ɔː¹	or	FORCE
12.	ɑː	ɑ	PALM	24.	ʊə¹	ʊr	CURE

¹ with /r/ following before a vowel only.

Figure 1: Standard Lexical Sets suggested by Wells (1982)

Similarly, Hancock (2014a: 10) suggests looking for spelling patterns instead of worrying about English's crazy type of spelling:

> *Help students to discover patterns of spelling. For example, write these words on the board and ask students to pronounce them: rat; pet; sit; not; cut. Then add an 'e' to the end of each one (making rate; Pete; site; note; cute) and ask them to pronounce them again. Point out how the final 'e' makes the previous vowel say its own name (ie, pronounced as it is in the alphabet). Similarly write and pronounce these words: head; spot; had; bee; pea. Then add an 'r' after the vowel in each (making heard, sport, hard, beer; pear) and point out how the letter 'r' has changed the sound of the vowel before it.*

2.2.1.2.5. Drawing contrasts and comparisons

In this modern technique teachers draw comparisons and contrasts "with sounds in the learners' own language or even with other foreign languages students may be acquainted with" (Palacios 2001: 25). To exemplify, English teachers who have Galician students in their classes could tell them that the pronunciation of English /ʃ/ is similar to Galician <x> in words such as *xantar* (to eat), *xogar* (to play) o *xabarín* (boar). For a whole list of differences and similarities between the phonological systems of English and Spanish/Galician, see section 3.2.

2.2.1.2.6. Nonsense words

In a course on phonetics I took at the Univeristy College London in 2010 (*Summer Course in English Phonetics* – (SCEP) (<https://www.ucl.ac.uk/pals/study/cpd/cpd-courses/scep> [Last accessed: July, 2015]), we had ear-training classes in which one of the techniques my two teachers used most were *nonsense words*. It was the first time I came across this technique but I found it extremely useful. Instead of using real words, teachers invent possible English words. In this course, our teachers read aloud some nonsense words and we had to transcribe them phonetically. For instance, we ended up transcribing words that sounded like /ʤʊpaɪsənˈdʌnjə/ and /kəˈstreʃʊəmə/.

I personally found two main problems when transcribing words like the ones above. First, the fact that they were so long and the teacher only pronounced them two or three times and secondly, since they were invented words, on many cases you could not associate them with any real words and sometimes the combinations of sounds these teachers used were not so typical of English words. In spite of these difficulties, as I mentioned above, I think using nonsense words is a really useful technique since you have to pay attention to each sound and to the combinations of each sound in every syllable, as well as to primary and secondary stress.

Lane (2010: 91) suggests using nonsense words for helping students understand better intonational patterns, such as the falling intonation of *when* in questions. She suggests replacing this *when* with a nonsense syllable such as *daaa*.

An interesting game that combines real and nonsense words can be found at <http://www.phonicsplay.co.uk/PicnicOnPluto.html>. However, it is only suitable for young learners since the words are quite short and teenagers or young adults may find it very easy to distinguish between which words are real and which are not because they are familiar with most or all of the real ones that appear on the screen. Some suggestions for using nonsense words to teach pronunciation will be included at the end of section 8.3 in my remedial programme.

2.2.1.2.7. Relaxation techniques

Laroy (1995) suggests exercises where students relax either directly or indirectly before or while learning English pronunciation. He provides readers with a lot of examples of activities in which students are asked to imagine some aspect of pronunciation or they are asked a question while they are relaxing.

Laroy (1995: 15) claims that "since producing sounds is intimately linked with our bodies, the way we breathe, and the way we use our muscles, it must have an influence on the way we feel and the way we look". Thus, he affirms that, before dealing with pronunciation, students must be relaxed and breathe properly in order to learn better and faster. Among others, Laroy (1995: 15-18) suggests several activities referred to as *relaxing to learn* to induce "a state of mind that facilitates learning, improving articulation and voice quality". For instance, he suggests that teachers say the following sentences and get their students to listen carefully and feel what is being said to make them feel relaxed (1995: 16):

(19) I am calm and relaxed. I observe my breathing, but I don´t control it. I am calm and relaxed (pause). I can hear some noises, but they don´t disturb me. I am calm and relaxed.

I believe this technique would not work well with teenagers or any classroom in which there are over 20 people because students will most likely be disturbed by others, by noises coming from outside or from other classrooms and teenagers will most likely not take the activity serious, etc.

2.2.2. Materials and resources

2.2.2.1. Traditional materials and resources

2.2.2.1.1. Charts

As discussed in section 2.1, in the Silent Way Approach to learning and teaching pronunciation, the teacher spoke as little as possible, just telling students what they had to do in a certain task and then letting them learn on their own by using materials such as charts, rods and pointers. Some commonly-known charts used in pronunciation classes were (and on some occasions, still are):

1) *Rectangular Chart*: charts in which each consonant and each vowel sound is represented by a different colour. In this chart the sounds that are placed on the top half represent vowels and below the horizontal line consonantal sounds appear. For instance, the sounds that contain /e/ (hence, the diphthongs /eə, eɪ/ and /e/) appear in light blue on the top half of the chart and /t/ (which appears both in /t/ and in /tʃ/) is represented by a fuchsia pink colour. In Appendix 2A I have included examples of these charts;

2) *Spelling or Fidel Chart*: charts in which the different spellings for each sound appear by following the same colour-scheme as in the previous types of charts (see Appendix 2A); and,

3) *Word charts*: they contain examples of orthographical function words (i.e, those that do not express lexical meaning, such as pronouns or auxiliaries) which appear in different colours, depending on the sound each letter or group of letters is pronounced.

For more information on the previous three types of charts, see Young and Messum (2013: 15).

4) *Phonemic charts*: charts in which the phonetic symbols of English sounds appear. For instance, Adrian Underhill invented an *Interactive Phonemic Chart* (see Appendix 2A).

2.2.2.1.2. Rods

Wooden rods in different colours and lengths were also popular in pronunciation classes decades ago; they proved to be useful "to address visual, tactile and kinaesthetic learning" (Akaŗcay, 2013: 5). They are very effective to illustrate the changes in the stress of pairs of words such as *photograph-photography*, *reduce-reduction* or for contrasting nouns and verbs like *ˈprogress* and *proˈgress* or *ˈpresent* versus *preˈsent* (see Appendix 2A for some photos of Cuisenaire rods).

As Young (2000: 547) explains, using rods is very useful with low-level students in the sense that

> *They rapidly become more and more curious about the language and begin to explore it actively, proposing their own changes to find out whether they can say this or that, reinvesting what they have discovered in new sentences. The teacher can gradually hand over the responsibility for the content of the course to the students, always furnishing the feedback necessary for the learning process. The content of the course then becomes whatever the students want it to be, usually an exploration of their own lives, their thoughts, feelings and opinions.*

Furthermore, Young (2000: 547) states that rods and charts are not really necessary with older students because "the students can usually find their own mistakes once they become aware that there is a mistake to look for".

2.2.2.1.3. Tongue twisters

Scholars like Palacios (2001), Hewings (2004), Wei (2006), Hancock (2006) or Harmer (2007) defend the use of tongue twisters in pronunciation classes. As Palacios (2001: 31) states "the reading aloud of tongue twisters and mouth mangles could be a funny and effective exercise for the practice of particular sounds". However, he adds "we should avoid those which do not make much sense communicatively or which contain very difficult and rarely used vocabulary".

Furthermore, teachers should invent or look for already invented tongue twisters which contain tricky sounds or sound contrasts for their particular learners. For instance, Hancock (2006: 20) came up with the tongue twister *This is my very best berry vest!* for Spanish learners of English "since the sounds represented by the letters [b] and [v] are not clearly distinct in Spanish".

A good resource-book that contains many tongue twisters is Bobkina and Fernández-de Caleya (2010). Some examples taken from this book can be found below:

Lesser leather never weathered wetter weather better.	When Ed rests in his bed, Ned and Fred cook fried eggs.
There those thousand thinkers were thinking how did the other three thieves go through.	Seventy-seven benevolent elephants.
Thank the other three brothers of their father's mother's brother's side.	Eleven hens with twelve eggs in their nests.

Examples of tongue twisters, extracted from Bobkina and Fernández-de Caleya (2010: 35, 59)

Furthermore, some interesting websites which contain lists of tongue twisters are the following:[11]

1) <http://www.uebersetzung.at/twister/en.htm>. A collection of nearly 600 tongue twisters;

2) <http://www.elfs.com/MMz.html>. A web page with some tongue twisters that could be used in the classroom for the teaching of the spellings <j, z, sion, th, t, r, l, p, f, sh, ch>; and,

3) <http://www.download-esl.com/tonguetwisters/easy/easytongue.html>. This website provides learners with a short list of tongue twisters grouped according to the level of difficulty they entail. For instance, *I scream, you scream, we all scream for ice cream!* (easy), *I have got a date at a quarter to eight; I'll see you*

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[11] I last accessed these websites in June 2015.

at the gate, so don't be late (medium) and, *When a doctor doctors a doctor, does the doctor doing the doctoring doctor as the doctor being doctored wants to be doctored or does the doctor doing the doctoring doctor as he wants to doctor?* (difficult). Students can also download each tongue twister in Mp3 format.

2.2.2.1.4. Dictionaries

Some pronunciation dictionaries date back to nearly a century ago such as the first edition of the *Cambridge English Pronouncing Dictionary* by Daniel Jones in 1917, currently on its eighteenth edition (Jones *et al.*, 2011). As explained in section 2.1, in traditional approaches to the teaching of pronunciation, phonetic descriptions were a crucial part of the syllabus; therefore, students had to learn the phonetic symbols and know how to produce and read phonetic transcriptions.

Some of the pronunciation dictionaries published in the last decades include either CD-ROMs (dictionaries in paper-format) or links to native speakers pronouncing the words in isolation and/or connected speech (in online dictionaries).

Some examples of dictionaries especially devoted to pronunciation or ones in which the different words appear phonetically transcribed and/or are read aloud by a native speaker include the following:

1) *The Longman Pronunciation Dictionary* (Wells, 2008, third edition);

2) *The Cambridge Advanced Learner's Dictionary*, by Colin Mckintosh in 2013 which also has an online version available on:
   <http://dictionary.cambridge.org/dictionary/british/>;

3) *The Oxford Advanced Learner's Dictionary*, published by Sally Wehmeier, Colin McIntosh and Joanna Turnbull in 2005, available in both paper format and online
   <http://www.oxfordlearnersdictionaries.com/>,

4) *Merriam Webster Dictionary*, available on <http://www.merriam-webster.com/home.htm>.

5) *Howjsay Dictionary*, which can be consulted on
   <http://www.howjsay.com/>; and,

6) *Your Dictionary*, available on <http://www.yourdictionary.com>.

2.2.2.1.5. Posters

Hadfield and Hadfield (2008) believe that posters are a good way of entertaining students in their pronunciation classes to practise intonation in questions and statements (suprasegmental phonology). Furthermore, Reilly (2007: 26) states that one of the main benefits that posters have in language classrooms is the "significant opportunity for oral practice that they offer students".

Teachers usually use posters in elementary levels in order to teach their students a particular semantic field (colours, farm animals, wild animals, numbers...). However, in more advanced levels, posters are sometimes used in order to explain more difficult aspects of pronunciation, such as the phonetic symbols (charts with vowel diagrams, minimal pairs...), tongue twisters, phonetic rules (such as the classification of past participles regarding their pronunciation as /t/, /d/ or /ɪd/)...

For an example of a poster on long vowel sounds in English, extracted from <http://blog.maketaketeach.com/long-vowel-spelling-patterns/#_> [Last accessed: July, 2015], see Appendix 2E.

2.2.2.1.6. Poems and jazz chants

Poems are another traditional resource used to teach pronunciation, by taking advantage of ending words in each verse that normally rhyme with one another; as a result, they contain some English sounds in common. Apart from practising different sounds, poems can also be used to help students sound more natural in terms of intonation, rhythm and sentence stress.

Authors like Hewings (2004) and Cusack (2012) agree that poems are good resources that teachers can exploit in the classroom for teaching suprasegmental pronunciation because

> *many poems have the traditional poetic features which we are familiar with. They have metre and rhythm, a pattern of stressed and unstressed syllables. They also have rhyme, the pattern of similar sounds at the end of lines. There are other, more covert patterns in poems, too. These features provide a support system for learners when they learn how to speak English in an intelligible and expressive way. In other words, they make it easy for students to speak well* (Cusack, 2012: 12).

In section 1.1, I included an example of a poem which perfectly illustrates the lack of transparency between English spelling and pronunciation. This poem, *Chaos*, could perfectly be used to help students practise the different sounds of English and

distinguish them from other sounds that share the same spelling patterns as well as to improve their sense of rhythm, intonation or stress.

Other examples of how to use poems in the classroom can be found in Dale and Poms (2005: 103, 193-194; see Appendix 2F). In this case, the tasks they suggest whilst reading the poems *Gifts* by James Thomson and part of *Paul Revere's Ride* by Henry Wadsworth concentrate on linking processes. Finally, a recently-published practical book on using poems to teach pronunciation, full of activities and practical tips is Michael Vaughan's *Rhymes and Rhythm* (2010); see Appendix 2F for some examples.

Similarly, jazz chants are also perfect materials for teaching pronunciation. As Rogerson (2011: 226) mentions, "jazz chants can also help learners get the 'feel' of English rhythm and the enjoyment of practising through pair or group work". However, she continues, "it is important to point out that everyday speech is not as inherently rhythmic as in such literary or contrived examples". A collection of jazz chants and poems, like the ones below can be found in Graham (1979: 2):

Sally Speaks Spanish, But Not Very Well	**How's His English?**
Sally speaks Spanish, but not very well.	His English is wonderful,
When she tries to speak Spanish,	he speaks very well.
You really can't tell	His accent is perfect.
What language she's speaking	You really can't tell
Or trying to speak.	That he isn't a native of the U.S.A.
The first time I heard her,	There's only one problem,
I thought it was Greek.	he has nothing to say.

Examples of jazz chants extracted from Graham (1979: 2)

Finally, an excellent resource book which includes many examples of both poems and jazz chants to be used especially with young learners (like the ones in Appendix 2G) is Bobkina and Fernández (2010).

2.2.2.2. Modern materials and resources

2.2.2.2.1. *Songs, music and recordings*

Music is all around us - when we go out, on television programmes, on the radio, on public transport, in supermarkets, shopping centres... (Pietrala, 2007). Therefore, it would seem feasible for teachers to use music in the classroom.

Lorenzutti (2014: 14) claims that songs are "good motivational tools (...) fun and relaxing, and they provide a class with variety and a break from textbook study". Villalobos (2008: 95) outlines some of the advantages that using songs has in the

classroom, "establishing a positive learning state, energizing learning activities, increasing attention, improving memory, releasing tension, enhancing imagination, developing inspiration and motivation, and adding an element of fun". Moreover, they also "provide an excellent way to improve language skills as well as learn more about the target culture" (Villablobos, 2008: 95). Pietrala (2007: 14) points out that songs are a useful way "of breaking the monotony of classic drills and other methods for teaching this complicated subject", i.e., pronunciation.

Orlova (2003: online) contends that songs can be used for teaching and developing speaking, writing and listening skills, as well as grammar and vocabulary and, what is most important, for the purposes of this work, for "practicing the rhythm, stress and intonation patterns of the English language", hence, mainly for suprasegmental issues. Similarly, Harmer (2007: 91) discusses that "songs and chants are good for rhythm, and for young children, especially, they make the business of stress easy and uncomplicated since it doesn´t even have to be explained". Thus, songs like the 'wheels on the bus', 'heads, shoulders, knees and toes' or 'humpty dumpty' are often used with elementary level students because, "through constant repetition..." they "(...) become part of the child's rhythmic sense" (Harmer, 2007: 32). Although these scholars highly recommend using songs to help students practise suprasegmental features, I strongly believe that they can also be used to help students distinguish among English sounds, both at a perceptive level by listening to different songs and at a productive one by singing such songs. For example, teachers could use the chorus of the song *Shame* by Robbie Williams featuring Gary Barlow for practising, among other sounds, /s, ʃ, z, ʒ,/ and the diphthong /eɪ/ (words containing any of these sounds are in bold type in (20).

(20) What a **shame** we never **listened** I told you through the **television**
And all that went **away was** the **price** we **paid**
People **spend** a lifetime **this way**
And **that's** how they **stay**
Oh what a **shame**.
People **spend** a lifetime **this way**
Oh what a **shame**
Such a **shame**, what a **shame**.

In the last decades, many scholars (Laroy, 1995; Palacios, 2001; Paz, 2002; Walker, 2006; Forster, 2006; Harmer, 2007; Villalobos, 2008; Rengifo, 2009 or Duarte, Tinjacá and Carrero, 2012, to mention a few) have stressed the benefits of using songs

in pronunciation classes and some of them even designed their own activities. Rengifo (2009), for instance, uses karaoke with adult learners and Villalobos (2008) states that songs helped her improve her pronunciation when learning English and hence she uses them in the classroom with her students.

All in all, songs are a good way of entertainment for people of nearly any age and they are an engaging and motivating type of activity for teaching pronunciation in EFL classes. Moreover, Spain is a country extremely influenced by music sung in English and most of students' favourite singers or bands may sing in English (nowadays, most teenagers like bands and singers like *Justin Bieber, Miley Cyrus, Auryn, One Direction* or *Demi Lovato* whereas adults will probably prefer singers like *James Blunt, Robbie Williams, Dire Straits* or *AC/DC*) and EFL teachers could and should take advantage of this and expose students to input sources they are frequently in contact with outside the classroom like music.

In section 8.2, I will include some tasks of my own creation by using songs since, as mentioned above, I consider them, together with games and new technologies, the most motivating types of tasks teachers can use in the classroom, especially with young learners and teenagers but also with adults.

Some useful websites with activities to use in the classroom with songs are listed below (I last accessed these web pages in July, 2015):

1) <http://englishpronunciationonline.blogspot.com.es/2010/03/25-songs-and-lyrics-canciones-y-letras.html>
2) <http://allphonetics.blogspot.com.es/>
3) <www.musicalenglishlessons.com/index-ex.htm>
4) <www.songsforteaching.com/esleflesol.htm>

2.2.2.2.2. Jokes

It is true that not everyone has the gift of telling jokes; apart from telling good jokes, one has to know how to tell them well, use an intriguing tone of voice and intonation to engage listeners until the end. As far as I am aware, jokes are not commonly used in EFL classes, possibly due to the fact that one has to be fluent enough and know the joke off by heart when telling it in a foreign language and, as mentioned before, not everyone is good at telling jokes and having to tell one in a foreign language may add more pressure on the speaker. Nevertheless, I think that jokes could be introduced gradually

in the classroom to practise both segmental and suprasegmental pronunciation issues.

An example of how to use jokes for teaching sounds, in this case /v/, can be found in Dale and Poms (2005: 186):

(21)   Read the joke aloud. Be sure to pronounce all the boldfaced [v] words correctly:

Two **weevils** named **Vic** and **Van** grew up in a **village** in **Virginia**. **Vic moved** to Hollywood and became a **very** famous **television** actor. The other one, **Van**, stayed behind in **Virginia** and **never** amounted to much **of** anything. **Van**, naturally, became known as the lesser **of** two **weevils**![12]

Some web pages which contain lists of jokes teachers can choose from for using in the classroom are the following (I last accessed them in June 2015):

1)   <http://www.anglik.net/britishjokes.htm>
2)   <https://www.englishclub.com/esl-jokes/index.htm>
3)   <http://www.jokes4us.com/miscellaneousjokes/worldjokes/englandjokes.html>
4)   <http://www.laughfactory.com/jokes/joke-of-the-day>
5)   <http://iteslj.org/c/jokes.html>

2.2.2.2.3. *Written materials: stories, comics, magazines, newspapers, medical information leaflets, recipes and travelling leaflets*

Although written texts like stories, comics, magazines, newspapers, medical information leaflets, recipes, advertisements and travelling leaflets are commonly used for reading tasks or to practise grammar or vocabulary, EFL teachers can also extract texts from them and adapt them to highlight pronunciation features, something that, as far as I know, is not commonly done.

These written materials are perfect resources for extracting either invented or true information from and for working on different skills at the same time. For instance, teachers could ask some students to write a short comic extract, others to invent the front page of a magazine by using photos, headlines taken from different sources... and others to write a short story. They could work individually, in pairs or in small groups, and could afterwards present their projects to the classroom and teachers could design grammar, vocabulary or pronunciation tasks from the extracts of information collected

---

[12] "The lesser of two weevils" is a typical pun in American English jokes since it sounds exactly as "the lesser of two evils".

by the different groups. In this way students would practise their writing, reading, speaking and listening skills as well as learn more and develop their knowledge of certain grammatical structures, vocabulary and pronunciation features.

Something that teachers should bear in mind is that young learners will probably benefit more from stories or advertisements whereas magazines, newspapers or some comics could be perfectly used with teenagers and adults since they are more accustomed to reading this type of materials. I have included below some examples of extensively-known newspapers and magazines in English-speaking countries from which teachers can extract texts for their EFL classes; most of these materials can be found online. As mentioned above, they can be used to teach nearly any language skill or area, including pronunciation.

- *Guardian*	- *The New York*	- *BBC News*	- *Woman's Weekly*
- *Independent*	*Times*	*Magazine*	- *Men's Health*
- *Telegraph*	- *USA Today*	- *Hello!*	- *Men's Journal*
- *Times*	- *Los Angeles Times*	- *The Spectator!*	- *Details*
- *Daily Mail*	- *Daily News*	- *Women's Health*	- *American Car*
- *Daily Express*	- *New York Post*	- *Glamour*	- *Car Driver*
- *Daily Mirror*	- *The Washington*	- *Women's Fitness*	- *Natural health*
- *Daily Star*	*Post*	- *Cosmopolitan*	- *Best Health*
- *The Sun*	- *The Denver Post*	- *Marie Claire*	- *Top of the Pops*
- *The Wall Street*		- *NME*	- *Rolling Stone*
Journal			

List of widely-known magazines and newspapers that can be used in English classes

2.2.2.2.4. Pictures, photos, flashcards

Pictures and photos are the main resources commonly used in oral tests. Students are often asked to compare two or more photos or if the exam is done in pairs, one member has to describe one picture and the other person the other image and afterwards, they have to maintain a brief conversation between them on the differences and similarities between both pictures, the picture they prefer, etc. Therefore, by describing the contents of a given picture, students will be practising their speaking skills, listening skills (if they are put in pairs and have to interact with each other) as well as using specific lexical and grammatical structures.

There is currently a wide range of pictures for teachers to choose from as well as several sources to extract them from like newspapers, magazines (cf. lists above), the Internet, books, brochures...

Another similar visual type of resource that can be used to teach pronunciation is flashcards with one or more pictures on them. Scholars such as Brown (2007) and Hadfield and Hadfield (2008) include them in their classification of pronunciation materials.

2.2.2.2.5. *TV programmes, shows, films, series, documentaries*

Audiovisual materials like TV programmes, shows, films, series or documentaries can also be used in pronunciation classes. Logically, the skill students will most likely develop if they are accustomed to watching these types of programmes is the listening skill; nevertheless, by being exposed to these types of resources in English, they will also indirectly improve their speaking skills, increase their knowledge of vocabulary and their receptive and productive pronunciation skills.

Scholars like Palacios (2001), Paz (2002) and Komar (2009) allude to the use of visual recordings in class, particularly to work on pronunciation features. To exemplify, Komar (2009) makes use of the entertainment show *The Weakest* Link to get her students to work on intonation. Finally, Rimmer (2012: 10) suggests that using films in the classroom is a way of demonstrating "that pronunciation matters" since

> *learners may choose contemporary movie stars as role models for their own pronunciation in the same way as they copy their dress and follow their private lives. For adolescents, in particular, following the pronunciation of a particular celebrity may supply not insignificant motivation.*

2.2.2.2.6. *New Technologies*

One of the most important changes in language classrooms in the last decades has undoubtedly been the introduction of new technologies: blackboards have been substituted by interactive white-boards, teachers upload many materials to learning platforms instead of giving students handouts and photocopies, many teachers use power-point presentations, *prezis* or other programs to outline the main contents of each unit, some students use their laptops to take notes instead of writing them by hand, teachers may extract written, visual or audio-visual materials from the Internet (for instance, resources such as jokes, pictures, pieces of news or scenes from films).

Some of the advantages of using new technologies include:

1) Fast access to information (provided that the Internet connection is working properly);

2) Access to very recent and updated materials. For instance, looking at headlines in an online newspaper or magazine;

3) Most of the materials that can be found online represent authentic types of materials versus the un-natural text-audios commonly included in textbooks (i.e. materials that have been consciously recorded and afterwards edited to take away noises, hesitations, etc);

4) Most students use computers and mobile phones outside the classroom and in the majority of cases they enjoy texting their friends, sharing information on social networks or listening to music or watching videos online in websites such as You-Tube. Hence, using new technologies in the classroom will most likely engage and motivate them;

5) Moreover, as Pampín (2014: 24) mentions:

> *Nos permiten 'introducir' a nativos reales dentro de nuestras aulas de forma rápida y económica, pudiendo 'traspasar' las fronteras del mundo al poder conectar a nuestros alumnos con el mundo exterior, creando situaciones de comunicación real.*
>
> [They allow us to 'introduce' real native (speakers) into our classes in a quick and economical way, being able to 'go beyond' the frontiers of the world since we can connect our students to the outside world, creating real communication situations, *my translation*].

6) Finally, Stanley (2013: 1) explains "apart from its time and labour-saving function, technology can also inspire creativity and bring new opportunities to people, connecting them to new ideas and people they otherwise might not have met". Moreover, he states that new technologies can be used in many ways in language teaching and learning classes, as follows.

- Accessing information, including information about language
- Exposure to the target language
- Entertainment (i.e. reading/listening for pleasure)
- Creating texts
- Publishing learner work
- Communicating and interacting with other language users/learners
- Creating community
- Managing and organising learning (e.g. learning management systems, online vocabulary notebooks, etc.)

Ways in which new technologies can be used in language classrooms – adapted from Stanley (2013: 1)

It is obvious that the teaching and learning of pronunciation has been greatly influenced by the creation and introduction of new technologies and nowadays

There are many ways that teachers can use technology to teach speaking and pronunciation. These include familiar technological resources, such as audio and videorecorders, but computer technology now offers many possibilities as well. These options consist of pronunciation software, vocal message exchanges, chat rooms, corpora, concordancing programs, the Internet, and language teaching Web sites (Bailey, 2005: 180).

Although new technologies can be perfectly used in the classroom to teach pronunciation, teachers can also encourage their students to make the most of them outside the classroom since

The goal of Computer Assisted Pronunciation Training (CAPT) systems is to provide learners with private, stress-free practice with individualized and instantaneous feedback on pronunciation (Busà, 2007: 165).

Since the list of pronunciation materials available online (as well as other digital programmes and software) is so extensive, I will only briefly describe some of the most important programmes, apps and blogs. However, in my remedial programme at the end of this dissertation (section 8.3), I will suggest some tasks (of my own creation) to teach pronunciation with the help of ICTs (Information and Communication Technologies). For more information on resources currently available to teach pronunciation by using new technologies, see Weckwerth (2007), Setter (2008), Walker (2014d) or Pampin (2014).

2.2.2.2.6.1. Radio programmess and podcasts

As well as songs, podcasts and radio channels are also part of our daily lives. Radio programmes are played on buses, bars, pubs, shops and nowadays, many of these programmes can be downloaded as podcasts and saved on our PCs or mobiles to listen to when and as many times as we wish, making them a perfect (and, of course, authentic) resource teachers can use not only in the classroom, but also outside by encouraging students to download a certain podcast, listen to it again, work in groups and solve some tasks.

By listening to radio programmes or podcasts, students are exposed to different native and non-native English accents, they will learn new vocabulary, improve their listening skills, learn cultural aspects of a foreign country and they can even improve their pronunciation if teachers design, for example, tasks in which students have to identify the accent of a particular person by analysing the way they pronounce some sounds (for instance, whether they speak a rhotic or non-rhotic variety), activities which

involve difficult words that students are not familiar with so they have to pay special attention to how the speakers on the radio programme or podcast pronounce them so as to transcribe them and think of possible spellings to afterwards look up those words in a dictionary and see whether their answers were close to the correct pronunciation. Some interesting websites which include lists of radio channels/programmes broadcasted in English-speaking countries are the following (last accessed in June 2015):

1) <http://radio-locator.com/cgi-bin/finder?sr=Y&s=T&state=CA>
2) <http://www.cision.com/us/2012/04/top-10-top-40-u-s-radio-stations/>
3) <http://www.listenlive.eu/uk.html>
4) <http://www.mediauk.com/radio/data/total-reach>
5) <http://www.bbc.co.uk/podcasts>
6) <http://www.npr.org/programs/>

2.2.2.2.6.2. Apps

Three excellent apps designed by experts in the field of learning and teaching pronunciation are *Clear Speech, Cool Speech-Speech in Action* and *Sounds*.

Clear Speech was created by Judy Gilbert. This app comes together with a course and an assessment book, now on their fourth edition (2012). It costs around 3$ and the majority of the tasks presented are games to practise both segmental and suprasegmental pronunciation aspects.

Cool Speech-Speech in Action, by Richard Caudwell, includes a variety of activity-types, from *hotspots* (sentences said really quickly and that are difficult to understand) to dictations. It is possible to divide long sentences into chunks to focus on how a certain group of words, a single word or even a single syllable is pronounced.

Sounds by Macmillan was designed by Adrian Underhill. It contains three main types of activities: *reading* (tasks in which students are given the phonetic transcription of some words and have to provide the orthographical form); *writing* (students are given the orthographical form and have to write the phonetic transcription) and *listening* (learners listen to native speakers pronouncing different words and they have to provide the phonetic transcription). All of these tasks revolve around the *Phonemic Chart*, also created by Adrian Underhill (cf. Appendix 2A).

Other apps that can be easily downloaded onto mobile phones are *New English File, Pronunciation Checker, Pronunciation Challenge, Pronunroid, ProPower* or *Test your English Pronunciation*.

2.2.2.2.6.3. Software

There are also many programmes that have been designed to directly or indirectly help EFL learners improve their pronunciation. To exemplify, *Streaming Speech*, by Richard Caudwell, which:

> *Aims to help advanced or intermediate learners of English learn to listen to fast speech (200-500 words per minute) and be able to follow it better, to become more fluent through learning about spontaneous speech, and to keep listeners interested by learning skills such as the use of filled pauses to buy time. The presentation is very attractive, with delightful graphics, an easy-to-use toolbar on the left hand side of the window, pop-ups containing useful information at salient points, clear English with glossaries for less common words and phrases, and a layout which is generally highly accessible* (Setter, 2008: 453).

Talk to Me is a CD-Rom that is not specifically designed for learning pronunciation but it contains an important section on this language area (Pampín, 2014).

> *Este software es capaz de reconocer las voces de los usuarios por lo que en la sección para trabajar pronunciación, no se usa el teclado, sino que el aprendiz debe hablarle al ordenador a través de un micrófono y todos los ejercicios y actividades que se presentan deben realizarse de forma oral. El propio programa es capaz de determinar si las respuestas que ofrecen los aprendices son correctas o incorrectas, comparando para ello las producciones de los usuarios con las producciones de los nativos registradas en las bases de datos del propio programa.*
> [This software is capable of recognising its users' voices; hence, the keyboard is not used in the section devoted to pronunciation. Instead, the learner has to talk to the computer via a microphone and all the activities and tasks are to be done orally. The actual programme is able to determine whether the learners' answers are correct or incorrect; to do so, it compares the learners' production to those of native speakers registered in the database within the actual programme, *my translation*].

Other things this programme does to help students improve their pronunciation is identify those words that the learners mispronounced and it also offers videos explaining how each sound is pronounced (Pampín, 2014).

PRAAT is an application invented by Paul Boersma and David Weenik (University of Amsterdam) that has

> *applications in speech analysis, synthesis, manipulation and labelling, among others, and offers a facility for phoneme identification and discrimination tests, has also been modified to teach vowel and diphthong production by means of formant plotting* (Setter and Jenkins 2005: 10).

Connected Speech (CD-Rom), designed by Virginia Westwood and Heather Kaufmann in 2001, emphasizes the practising of suprasegmental aspects, such as intonation and connected speech processes. In each unit a native speaker reads a text aloud and learners can see the transcripts of such texts below. Each unit is divided into 7 sections: *language, pause groups, stress, pitch change, linking, sounds* and *syllables* (Pampín, 2014), each with different types of activities such as imitating and repeating and dictations.

Pronunciation Power (CD-Rom) is similar to *Talk to Me* in the sense that it also entails listening to something and afterwards repeating it by using the microphone and the programme will afterwards check whether the learners' pronunciation was correct or not. However, in this case, students can listen and repeat sounds in isolation and it also offers feedback (Pampín, 2014).

Helen Fraser and Paulette Dale and Lillian Poms, respectively, created the programmes *Learn to Speak Clearly in English* and *Berlitz English Pronunciation Programme*, both of which contain activities on several segmental and suprasegmental aspects.

An extremely useful training programme on pronunciation for Spanish learners of English is *Teaching Yourself English Pronunciation – An Interactive Course for Spanish Speakers*, created by Eva Estebas (2012). The different units are based on comparing two or three sounds by using minimal pairs. These contrasts address common problems Spanish learners have with English pronunciation (see section 3.2); for instance, with English sounds [a:], [æ] and [^]. Estebas (2012) begins each lesson (or *tip* as she calls them) with a description of how each sound is pronounced and compares them to the closest Spanish sounds; afterwards she provides readers with the possible spellings each sound can represent in English words; then there are a few ear-training activities in which students have to pay special attention to the word that is being said among two or three minimal pairs like *barn, ban, bun* and, finally, she compares the sounds taught in each unit to how they are pronounced in other varieties of English. Between all of these sections, students can find plenty of activities to practise and complement the theoretical notions they are learning in that unit (see Appendix 2H for an example of the contents of a whole unit from this book).

Similarly to Estebas' programme, Rodrigues *et al.* (2013) designed a programme called *TP* (Perceptual Tests / Perceptual Training) which uses audio, visual and

audiovisual stimuli to complete two types of speech perception tests, identification and discrimination. It is freely available to download from the website <http://www.worken.com.br/tp_regfree.php> [Last accessed: July, 2015]. This program also provides feedback on the mistakes made. Moreover, a really interesting function of this programme is that it lets teachers or researchers create their own speech perception or perception training tests (Rodrigues *et al.*, 2013).

Nowadays, many websites and software are available to help researchers or students convert a text into phonetic transcription or viceversa. To mention a few, *Photransedit*, the *Phonemic Chart Keyboard, Lingorado* and the *IPA Online Keyboard*, which can be found on:[13]

<http://www.photransedit.com/online/text2phonetics.aspx>
<http://www.phonemicchart.com/>
<http://lingorado.com/ipa/>
<http://ipa.typeit.org/>

Other programmes which are not directly devoted to pronunciation but are equally useful tools are recording programmes like *Recorder Pro* and *Dragon Dictate* (programmes which allow students to record themselves when speaking; the latter also transcribes what one says) or *Audacity* and *Wave Pad*, which "allow users not only to make recordings, but also to edit them" (Walker, 2014d: 31).

2.2.2.2.6.4. Blogs

Many experts in teaching pronunciation have their own blogs where they suggest activities for practising this language area, describe conference talks or courses they have attended, talk about or review new materials available for teaching and learning pronunciation, explain concepts such as Cockney accent, English as a Lingua Franca, voicing and so on. Some of the best blogs on pronunciation that I have come across are the following (the last time I accessed these web pages was in July 2015):

1) *John Wells' Phonetic Blog* available on <http://phonetic-blog.blogspot.com.es/>;
2) *Adrian Underhill's Pron Chart Blog*, <https://adrianpronchart.wordpress.com/>;

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[13] I last accessed these websites in June 2015.

3) *Jane Setter's A World of Englishes Blog*, which can be found on <http://aworldofenglishes.blogspot.com.es/>;

4) *Mark Hancock's and Annie MacDonald's Blog*, on <http://hancockmcdonald.com/blog>;

5) *Alex Rotatori's Phonetic Thoughts,* on <http://alex-ateachersthoughts.blogspot.it/2013/03/pope-francis-prayers.html>;

6) *Richard Caudwell's Speech in Action Blog*, available on <http://www.speechinaction.org/blog/>;

7) *Sidney Woods' Swphonetics Blog*, <http://swphonetics.com/>;

8) *John Maiden's Blog*, available on <http://blogjam.name/>;

9) *Kraut's English Phonetic Blog*, <http://matters-phonetic.blogspot.com.es/>;

10) *Laura Elias' Pronunciation Coach Blog*, which can be found on <https://pronunciationcoach.wordpress.com/>;

11) *Alpozo's Phonetic Blog*, by Ana López Pozo, on <http://allphonetics.blogspot.com.es/>;

12) *Jack Windsor Lewis' Phonetiblog*, <http://www.yek.me.uk/Blog.html>;

13) *Louise's ELT blog,* on <http://loueltblog.blogspot.com.es/>;

14) *Thelma Marques' Blog,* on <http://schmetterlingatelier.blogspot.com.es/2015/04/pronunciation-teaching-and-learning.html?spref=fb>;

15) *Marina Cantarutti's Pronunciation Bites Blog*, available on <http://pronunciationbites.blogspot.com.ar/>; and,

16) *Accent Help Blog*, designed by Jim Johnson and Kate DeVore (and later on also by Michelle Lopez-Rios and Carolyn Johnson), <http://www.accenthelp.com/blogs/accenthelpblog>

2.2.2.2.7. Other resources

For reasons of space, I have omitted other resources from this chapter, like journals, videos or scientific associations; however, as Munro and Derwing (2015: 11) explain in the first edition of the new *Journal of Second Language Pronunciation*:

> *As is true of all relatively new scientific endeavours, the field of second language pronunciation research is experiencing growing pains. These are the result of a renewed interest in L2 pronunciation in the last decade, as evidenced by the appearance of several*

> *special journal issues, the establishment of annual conferences, and the launch of this journal devoted to the topic.*

Very briefly, some journals specifically devoted to publishing articles, reviews on theoretical and/or practical issues of English pronunciation are: *Speak Out!* (the newsletter of the *IATEFL Pron Sig group*, on <http://pronsig.iatefl.org/index.html>), *The Journal of Phonetics, The Journal of Second Language Pronunciation* (JSLP), *The Journal of the International Phonetic Association* and *Clinical Linguistics and Phonetics*. Moreover, some general teaching language journals, such as *English Teaching Professional*, *English Langauge Teaching (ELT), TESOL Quarterly, Language Teaching or Language Learning* often contain articles published by experts in the teaching of pronunciation.

Examples of videos freely available for one to learn and practise pronunciation are Adrian Underhill's set of *Pronunciation skills videos* for Macmillan Education, which can be found on
<https://www.youtube.com/watch?v=Vm3T5rCp5E0&list=PLbEWGLATRxw_2hL5h Y164nvHdTpwhEOXC&index=1>.

Moreover, there are currently some courses and conferences, specifically devoted to pronunciation such as, *The Summer Course in English Phonetics* (SCEP) in London (<https://www.ucl.ac.uk/pals/study/cpd/cpd-courses/scep>), *The Pilgrim's Teacher Training Pronunciation Course*
(*<http://www.pilgrims.co.uk/_files/CIS%20TT%202015/686A67D8B0A401C1DD8FF1 9164929B92.pdf>*), *The International Conferences on English Pronunciation: Issues and Practices* (EPIP) (<http://fu.ff.cuni.cz/epip4/>), *The Pronunciation in Second Language Learning and Teaching Conferences* (<http://psllt.org/index.php/psllt/2015>), *The Phonetics Teaching and Learning Conferences*
 (<https://www.ucl.ac.uk/pals/study/cpd/cpd-courses/ptlc>) or *Accents, The International Conferences on Native and Non-native Accents of English* (<http://filolog.uni.lodz.pl/accents/>).

I hope to have shown that, agreeing with Hancock (2014a: 10), "there's so much more to teaching pronunciation than drilling and the phonetic alphabet"; to represent this big "territory of teaching pronunciation" (Hancock, 2014b: 10), the aforementioned

scholar designed a map of teaching pronunciation which is divided into three main sections (for the whole map, see Appendix 2I):

1) *What to teach in pronunciation classes*: teachers should bear in mind terms like *intonation, stress, RP, GA, sounds, segmental, suprasegmental, theory and model* or *native speaker*.

2) *How to teach pronunciation*: making teachers think of terms such *as minimal pairs, listen and repeat tasks, games, chants, group work, awareness-raising tasks, handbooks* and *media*.

3) *Why to teach pronunciation:* getting teachers to think about terms like *EFL, ESL, comfortable intelligibility, citizenship, communication, exams, travel* or *accent reduction*.

I would like to conclude this chapter with some more words by Walker (2014d: 31) on using new technologies to teach pronunciation:

> *Modern technologies have the potential to bring a lot to pronunciation. They can allow learners to:*
> - *work at their own speed in a time and place that suits them;*
> - *practise as often (repetitively) as they want;*
> - *access a huge range of accents to improve listening skills;*
> - *make their own recordings and send them to a teacher for marking and feedback.*
> *Today's technologies also allow teachers to give individualised feedback. This is especially meaningful if the teacher includes advice on how to correct problems. But for the moment, as stand-alone learning devices, especially in terms of self-directed tuition, current technologies do not do everything a trained teacher does.*

CHAPTER 3

ENGLISH PRONUNCIATION FOR SPANISH LEARNERS

This chapter will revolve around the teaching of English pronunciation to Spanish learners of English. Hence, I will begin by discussing in detail the current role that pronunciation has in EFL classes in Spain (more particularly, in Galicia, the area of Spain my study is based on) according to the formal recommendations created by the Galician Regional Government (*Xunta de Galicia*), as well as to the specific importance given to pronunciation in different university modules related to EFL, spoken language and phonetics. In the second part of this chapter, I will compare the phonological systems of English and Spanish/Galician regarding areas which tend to pose difficulties for Spanish learners (due to the fact that some English sounds do not exist in Spanish, some sounds exist in both languages but may differ in their manner or place of articulation and so on). Moreover, as will be seen in section 3.2, some English sounds exist in Galician but not in Castilian Spanish.

3.1. The role of pronunciation in the Spanish educational system

Spain is divided into different regional communities, such as *Madrid, Cataluña, Andalucía, Extremadura, Comunidad Valenciana, Islas Baleares, Islas Canarias, Asturias* or *Galicia*. The latter, Galicia, is in the North-West; its Regional Government is the *Xunta De Galicia*, which is organised into different Ministries or Departments such as the Ministry of Health (*Consellería de Saúde*), Ministry of Economy and Industry (*Consellería de Economía e* Industria) or the Ministry of Culture and Education (*Consellería de Cultura, Educación e Ordenación Universitaria*). This Ministry is in charge of outlining the general and specific objectives students should have achieved at the end of each course so as to be able to proceed to the next educational stage. This information is published at different times in the Galician official newsletter, *Diario Oficial de Galicia* (*DOG*, previously known as *DOGA*). Hence, I will use the corresponding DOG issues to look for information regarding the

attention that should be paid to pronunciation in foreign language classes in the different educational stages as well as in the different years within an educational stage (for instance, in each of the four years of obligatory secondary education, see section 3.1.1 for further information). Moreover, thanks to the recommendations suggested by the CEFR, EFL classes in Spain are expected to focus on skill-integration and to entail some type of communicative function; students are expected to reach a particular proficiency level in English (from A1 to C1) in the different obligatory and/or optional educational stages they go through. In Appendix 3A, I have included general descriptions of the different types of language users (basic, independent and proficient), the general spoken competences students should develop at each proficiency level and the degree of phonological control students should obtain at each stage; all of this information was directly extracted from the CEFR (2001).

I will subdivide this section into three parts, namely a) *obligatory and post-obligatory secondary education*, b) *university level* and c) S*panish Official School of Languages/Modern Language Centre* since these three will be the educational periods I will focus on in the practical part of my dissertation.

3.1.1. Obligatory secondary and post-obligatory secondary education

The so-called obligatory secondary education stage in the Spanish educational system is divided into two cycles of two academic years each; hence, students have to enrol in and pass different exams in four different courses, namely, from *first-year ESO* (*Enseñanza Secundaria Obligatoria* – obligatory secondary education) to *fourth-year ESO*. Afterwards, students have the option of enrolling in two years of post-obligatory education Studies, known as *bachillerato* (or *Bacharelato* in Galician). At the end of this educational stage, those students who wish to start university studies have to complete and pass a series of pre-university exams in different subjects known as *selectividad* or *pruebas de acceso a la universidad* (PAU). They also have the option of begining a training course on mechanics, photography or interior designing, for example.

3.1.1.1. Obligatory secondary education

Up to my knowledge, the last DOG to be published with the formal recommendations, guidelines and contents to be taught in each of the four-years of *ESO* was issue 136,

published on the 13th of July 2007, pages 12,032 to 12,199. It can be found at the following website:

<http://www.xunta.es/dog/Publicados/2007/20070713/Anuncio25E92_gl.pdf> [Last accessed: June, 2015].

Students have to study a foreign language in each of the four years of *ESO* and they may choose to study a second foreign language depending on the high-school and the number of students who are willing to do so. As far as I know, the majority of Galician students still choose English as their first or, at least second foreign language.

According to the previously-mentioned DOG regulations:

Ao empezar a etapa de educación secundaria obrigatoria, o alumnado debe estar familiarizado coa lingua estranxeira usada en situacións de comunicación sinxelas (...) Trátase na etapa de secundaria de conseguir un dominio comunicativo suficiente para desenvolverse non só en situacións habituais da vida cotiá, senón tamén noutras conectadas coas súas motivacións e intereses futuros (académicos e laborais), de maneira que, ao rematar a etapa, adquiran destrezas comunicativas suficientes para enfrontarse a novas situacións. (DOG 136, 2007: 12,122).
[At the beginning of obligatory secondary education, students should be familiar with using the foreign language in basic communicative situations. During their obligatory secondary studies they should achieve enough communicative competences to handle not only common daily life-situations but also other situations connected to their motivations and future interests (academic and professional). Hence, at the end of this stage, they should have acquired sufficient communicative competences so as to face these new situations, *my translation*].

In Appendix 3B I have included a table with the general competences students at this educational stage are expected to develop as far as oral language is concerned, according to the speficic DOG regulations.

Generally speaking, students who have completed their obligatory secondary education studies should be able to understand and produce basic oral language in a way that allows them to be understood by different listeners (hence, to be intelligible).

More specifically, according to this document (DOG 136, 2007: 12,123), the contents of foreign language classes in each of the four obligatory secondary education years should be organised around four main lines:

1) *Bloque 1*/group 1: *Escoitar, falar e conversar* (To listen, speak and maintain conversations);

2) *Bloque 2*/group 2: *Ler e escribir* (Reading and writing);

3) *Bloque 3*/group 3: *Coñecementos da lingua* (Knowledge of the language). Pronunciation, together with grammatical and lexical aspects are considered in this group; and,

4) *Bloque 4*/group 4: *Aspectos socioculturais e consciencia intercultural* (Social-cultural aspects and intercultural awareness).

A few lines down, this document explains that these four areas (DOGA 136: 12,123) should share the same importance in language teaching,

> *Estes catro bloques teñen características distintas en canto a que necesitan de metodoloxías específicas para aplicalos ao proceso de ensino e aprendizaxe pero gozan do mesmo peso á hora de contribuír á aprendizaxe da lingua.*
> [These four groups have different characteristics in the sense that they require the application of specific methodologies in the learning and teaching process; however, they are all equally important in the language learning process, *my translation*].

Hence, broadly speaking, English pronunciation should be considered as important as reading or writing in English or knowing certain aspects of English culture. However, throughout this document, I found several contradictions regarding the importance given to pronunciation and its teaching at obligatory secondary level.

Firstly, when reading the specific objectives students are expected to achieve in group 3 - Knowledge of the language competences - I encountered that students are expected to achieve the same objectives concerning pronunciation in the four courses of secondary level (DOG 136, 2007: 12,125; 12,127; 12,130; 12,132):

1) *Identificación de fonemas de especial dificultade* (to identify extremely difficult phonemes); and,

2) *Recoñecemento e produción autónoma de diferentes patróns de ritmo, entoación e acentuación de palabras e frases* (to recognise and autonomously produce basic patterns of rhythm, intonation and both word and sentence stress).

Moreover, to express oneself with an intelligible pronunciation was briefly mentioned in a few of the objectives in group 1 competences. For instance, in *first-year ESO*, students should learn to produce short oral messages, with a logical structure and a pronunciation that does not impede communication (*produción de mensaxes orais curtas, con estrutura lóxica e con pronuncia que non impida a comunicación* – 12,124) whereas in second-year they have to produce short and coherent oral messages on topics that personally interest them, again with a pronunciation that does not make

communication difficult (*produción de mensaxes orais breves e coherentes sobre temas de interese persoal e cunha pronuncia que non dificulte a comunicación* – 12,127).

Hence, according to this, students should acquire exactly the same capacities concerning pronunciation, no matter if they are 12 years old or if they have reached the age of 16, giving the impression that learners at secondary school do not have to improve their pronunciation in a great deal as they will be tested on the same features during the four academic years.

Regarding assessment, pronunciation was briefly mentioned on a few occasions in the different years' evaluation criteria (see Appendix 3C for a summary of these comments for each academic stage). However, I did not find explicit references to how teachers should evaluate their students' pronunciation. As mentioned above, a similar degree of attention is to be paid to each group of competences this regulation distinguishes; nevertheless, at least in this document, pronunciation seems to be undervalued.

Furthermore, the term *intelligible pronunciation* (*comprensible* in Spanish and Galician) is used on several occasions. This may be a tricky term to use here since I did not find any explanation regarding what intelligibility entails for this regulation, i.e. whether it means the ability of pronouncing in a way that other Spanish students will understand them, in a way in which other non-native speakers and/or native speakers understand them without too much trouble, etc. In addition, as will be explained in section 3.3, several specialists in the field of teaching and learning pronunciation such as Jennifer Jenkins, Robin Walker or Jane Setter nowadays refer to the use of *English as a Lingua Franca* (ELF) and they believe that not every incorrectly-pronounced English sound implies a misunderstanding or a breakdown in communication but rather the speaker can still be intelligible-enough, despite making some particular pronunciation mistakes. This document, however, alludes to intelligible pronunciation without going into detail about the conditions that have to take place for an obligatory secondary education student to be considered intelligible when communicating orally in a foreign language, in this case, in English.

3.1.1.2. Post-obligatory secondary education
There are three different types of *bachillerato* in Spain, depending on students' interests and their future after-high school aims:

1) *Bachillerato de Humanidades y Ciencias Sociales* (Humanities and Social Sciences *bachillerato*);

2) *Bachillerato de Ciencias y Tecnología* (Sciences and Technology *bachillerato*); and,

3) *Bachillerato de Artes* (Arts *bachillerato*).

Depending on which type students choose, they will have to take different obligatory modules; nevertheless, every *bachillerato* student has to enrol in a foreign language, no matter which of the modalities or branches they choose.

The most recently-published document with the regulations to be followed at this educational stage is DOG 120 (2008: 12,221-12,226). According to this document, studying *bachillerato* "permitirá que o alumnado logre unha maior competencia en comunicación lingüística coa realización de distintas actividades da lingua que abranguen a comprensión, a expresión, a interacción e a mediación" (*it will allow students to achieve a higher competence in linguistic communication, thanks to different language activities that range from comprehension, production, interaction and mediation,* my translation).

Only three of the ten general objectives students should aim at in this educational stage are related to spoken language (DOG 120, 2008: 12,222); these aims can be found in Appendix 3D. Generally speaing, *bachillerato* students are only expected to understand people who speak in a standard variety and to speak with a reasonable degree of fluency and accuracy (see Appendix 3D). Nevertheless, I did not find any reference to pronunciation in these general objectives.

A worth-mentioning aspect that I identified when looking through this document is that the specific contents in the other obligatory languages Galician students have to complete in this two-year period (Castilian Spanish Language and Literature (*Lengua y Literatura Castellana)* and Galician Language and Literature (*Lingua e Literatura Galega*) are divided into two groups: a) the contents students are excepted to learn in *first-year* and, b) those that will be studied in *second-year*. Nevertheless, this distinction is not carried out when explaining the main contents of the foreign language, giving the general impression that *first-year* students and *second-year* learners have to face similar contents, hence, contents are repeated in these two years.

As seen in section 3.1.1.1, the general contents are once again divided into four groups (DOG 120, 2008: 12,222):

1) *Bloque 1*/group 1: *Escoitar, falar e conversar* (To listen, speak and maintain conversations);

2) *Bloque 2*/group 2: *Ler e escribir* (Reading and writing);

3) *Bloque 3*/group 3: *Coñecementos da lingua* (Knowledge of the language); and,

4) *Bloque 4*/group 4: *Aspectos socioculturais e consciencia intercultural* (Social-cultural aspects and intercultural awareness).

Although pronunciation is expected to be part of group 3 contents, I could not find any reference to this language area when these contents were defined:

> *O bloque 3, Coñecemento da lingua, aborda dous aspectos: por unha parte, o coñecemento lingüístico que se refire á competencia lingüística, considerada como o coñecemento dos recursos formais da lingua estranxeira (...) e formular mensaxes ben formadas e significativas. Pola outra, a reflexión sobre destrezas e procedementos, co fin de satisfacer as necesidades en cada contexto e completar con éxito a tarefa de comunicación.*
> [Group 3. Knowledge of the Language, addresses two aspects: firstly, the linguistic knowledge that refers to the linguistic competence, defined as the awareness of formal resources in the foreign language (…) and to produce meaningful and well-structured messages. Secondly, thinking about skills and procedures so as to satisfy the needs in each context and to successfully complete the communicative task, *my translation*] (DOG 120, 2008: 12,222).

Finally, broadly speaking, it could be said that, after reading the section on foreign languages within the DOG 120 (2008) document, I came across here fewer references to pronunciation than in obligatory secondary education which led me to believe that even less importance is given to this language area at this educational stage:

1) When reading the specific contents to be developed in these two years of post-obligatory secondary education - *Bachilerato* (DOG 120, 2008: 12,223), I only found two references to pronunciation aspects:

- *Recoñecemento e produción autónoma e intelixible de diferentes patróns de ritmo, entoación e acentuación necesarios para a comprensión e expresión de actitudes, sentimentos e reaccións* (Recognising and producing in an autonomous and intelligible way different rhythmic, intonational and stress patterns, necessary for the understanding and production of attitudes, feelings and responses, *my translation*).

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- *Uso do alfabeto internacional para mellorar a produción oral propia* (Using the International Phonetic Alphabet to improve one's own oral production, *my translation*).

Once again, these regulations state that students should sound intelligible when they communicate in English but they do not go into further details regarding what intelligibility entails at this stage.

2) There were very few references to pronunciation in the extensive list of assessment criteria. Pronunciation was only directly mentioned in criterion number 3; however, I have also included criterion number 1 since it refers to the competence of listening to and understanding oral messages (see Appendix 3E). Furthermore, there is a reference to "talking with a normal accent" in criterion 1 but no explanation is given on what a 'normal accent' implies, the same with 'intelligibility' in criterion number 3.

3.1.2. University level

In my MA dissertation in 2011 I found that the role of pronunciation in the now-extinct five-.year degree in English Philology at the University of Santiago de Compostela (Universidade de Santiago de Compostela - USC) was quite marginal since few credits were ascribed to subjects that worked on phonetics and phonology (Gómez-Penas *et al*., 1997). More specifically,

Out of the approximately 45 subjects students have to take in their degree of English Philology, only one course is totally related to the teaching of English pronunciation: the second year course, 'English Phonetics and Phonology', where students are taught how to distinguish and produce the different sounds of English, the phonemic transcript of English and other pronunciation features, such as intonation, weak forms, stress, connected speech, etc (Calvo, 2011: 35).

In the aforementioned project, I also observed that pronunciation was hardly taken into consideration in the syllabuses of the five compulsory EFL modules (*Lengua Inglesa*) students' had to take. In fact, it was only mentioned in the second and fourth years.

In the former, students are expected to reach level B2 (according to the Common European Framework) in several skills, including spelling and pronunciation. In the latter, pronunciation is explicitly mentioned and dealt with as one of the sections the syllabus is divided into. In this course, the following aspects of pronunciation are dealt with: the

teaching of the different phonetic symbols, prefixes and suffixes, homophones and intonation (Calvo, 2011: 35).

Finally, the only other subject of the extinct BA in English Philology that explicitly mentioned pronunciation in the syllabus was *Técnicas de expresión oral inglesa* ("Spoken English skills"), an optional *second-year* course. In this course, as its name indicates, the speaking skill was highly emphasized and the activities suggested were of an oral nature.

In 2010, the five-year BA in English Philology at the USC disappeared being replaced by a new four-year BA degree called *Grado en Lengua y Literatura Inglesas*. Therefore, I have now examined the syllabuses of the different obligatory and optional modules students have to complete in this new degree, once again looking for those modules in which pronunciation is taken into consideration. I have taken the syllabuses from the University of Santiago as a model although in broad terms they can also be applied to most of the existing Spanish universities since no important differences have been identified.

To begin with, a major change from the previous BA in English to the new one is observed since in the old system, students had to complete a total of five year *EFL subjects* (known as *Lengua Inglesa I, II, III, IV* and *V* courses) while now this number has been reduced to only three modules (*Lengua Inglesa I, II,* III) and besides these subjects are no longer annual modules but only cover one academic term, that is, approximately four months. In other words, the amount of months students in the five-year degree of English Philology studied EFL courses was approximately 40 (8 months per academic year); this figure has been reduced to around 12 months (four monts per module) in the new adapted degree to the new Bologna plan with the introduction of the European Credit and Transfer System (ECTS).

Similarly, the subjects of *English phonetics and phonology* and *English spoken skills* in English were also annual subjects whereas now they have been shortened to only one term. Nevertheless, the latter module was before an optional subject in the old BA whereas it is now an obligatory subject that every student has to take and pass in order to graduate.

Hence, before going into detail of the role of pronunciation it would seem feasible to say that since the time devoted to the speaking skill in the new four-year BA in English is quite inferior to that in the old degree, the importance given to

pronunciation will most likely also be inferior. As mentioned above, I have consulted the current syllabuses for the three EFL subjects as well as the modules of phonetics and phonology and English spoken skills (I have checked the most recently-available syllabuses, for academic year 2014-2015) looking for references to pronunciation; I found the following:

1) In *Lengua Inglesa 1* (English Language 1), pronunciation is not directly considered within the course objectives (reference is made to *listening comprehension, reading comprehension, oral exchanges, oral expression* and *written expression*) nor within the contents' section (only *grammar* and *vocabulary* are explicitly mentioned in this section). Moreover, students are given a list of recommended bibliography which includes a number of websites, writing guidelines and grammar books; in contrast, they are not encouraged to consult books on pronunciation, only to look at some dictionaries, some of which contain phonetic transcriptions of the different words like *Merriam Webster's Learning Dictionary* or *the Cambridge Dictionary online* (cf. section 2.2.2.1.4 for more information). In the teaching methodology section of this syllabus, the teachers in charge mention that practice sessions will develop students' spoken and written skills but once again, there is no explicit reference to pronunciation. Finally, a final written exam is worth 4 points in the assessment system in comparison to the oral exam which is only worth 2 points. Moreover, students have a written essay exam worth a total of 2.5 points. I imagine grammar and vocabulary will be major parts of the written exam whereas pronunciation will only be one of the criteria taken into consideration in the oral exam (together with fluency, accuracy, grammatical structures, range of vocabulary) but there is no direct reference to the actual weight of pronunciation in the spoken exam and no mention is made to the types of pronunciation mistakes first-year students are allowed to make in order to still pass this module and move on to the second one.

2) One of the specific objectives outlined in the syllabus of *Lengua Inglesa 2* (English Language 2) is to develop their linguistic competences. Within this objective, there is an explicit reference to the phonological competence, "to

speak with a correct pronunciation and natural intonation, although the influence of the native language may still be present" (Information extracted from the syllabus of *Lengua Inglesa 2* for the Academic year 2014-2105, which can be found on:

<https://www.usc.es/es/centros/filoloxia/materia.html?materia=85320&ano=65 &idioma=7> [Last accessed: June 2015].

Although students' phonological competence appears to be as important as their pragmatic, orthographical, grammatical, lexical and sociolinguistic competences in this syllabus since the teachers in charge of this module devoted a few lines to explaining each of the linguistic competences students are expected to develop in such a module, the truth is that pronunciation once again has an inferior role in the rest of the syllabus since only the four main skills, language and vocabulary are mentioned in the contents section and there are no examples of pronunciation books in the recommended bibliography section. As regards the assessment system of this module, the final exam is worth 85% in the ordinary period (the remaining 15% is continuous assessment – class participation and in-class compositions). Out of this 85%, the speaking exam is worth 30% (hence, it is worth more than in English Language 1), the writing exam is worth 20% and the use of English, listening and reading exam 50%. Therefore, pronunciation seems to be an important language area that teachers will take into account in this module in the sense that the so-called phonological competence is explicitly mentioned but it lacks specific references to how pronunciation will be taught and assessed. Nevertheless, teachers do recommend students to increase their degree of exposure to English outside the classroom and some of the activities they suggest carrying out are related to spoken language (and thus, with pronunciation) such as, *listening to music* or *watching films*.

3) Pronunciation is clearly absent in the syllabus of *Lengua Inglesa 3* (English Language 3); only the main four language skills, grammar and vocabulary are explicitly mentioned in the course objectives and course contents, the only types of books recommended in the bibliography section are grammar books, general textbooks and books on communicative skills (it is true that general

EFL textbooks and books on communicative skills may contain tasks on pronunciation but nowadays there are also many books specifically devoted to pronunciation available such as Hancock (1995, 2003), Paz (2002), Estebas (2012) or Marks and Bowen (2012), and no pronunciation books are mentioned in this syllabus - neither in the other two EFL subjects outlined above). The assessment system in this module is exactly the same as in *Lengua Inglesa* 2. Finally, students are once again encouraged to practise English outside the classroom as much as possible, including oral tasks like *watching movies, listening to songs* or *getting in contact with native speakers*.

4) As would be expected, pronunciation - and therefore speaking and listening- are highly emphasized in the English phonetics and phonology module (*Fonética y fonología inglesas*). All the contents and class sessions revolve around this language area. The main aims of this module are:

> *To familiarize students with basic concepts of English Phonetics and Phonology*
> *and with the sound system of General Received Pronunciation.*
> *To practice transcription of words, sentences and texts.*
> *To practice ear training and production of sounds*
> (Information extracted from the syllabus of *Fonética y Fonología Inglesas* for
> the academic year 2014-2105, which can be found on:
> <https://www.usc.es/es/centros/filoloxia/materia.html?materia=85328&ano=65&
> idioma=7> [Last accessed: June 2015].

Nevertheless, one disadvantage I found in this subject, according to the syllabus, is that a lot of attention is paid to receptive pronunciation skills since students are excepted to transcribe words, sentences and texts as well as some ear-training tasks; on the other hand, according to the syllabus, they will pronounce sounds only in the laboratory sessions, one hour per week and the exams they have to complete to pass this subject are all written-based; hence, students can pass this module without demonstrating that they know how to produce different sounds, they only have to prove that they can distinguish between several sounds in written form by providing phonetic transcriptions.

5) Finally, pronunciation is one of the explicit objectives within the one-term obligatory subject *Técnicas de expresión oral en lengua inglesa* ("Spoken English skills"). Students are warned that they must pronounce correctly since attention will be paid to this language area. Within the contents' sections, students are also explained that their pronunciation will be affected when they

speak in an informal style and they are encouraged to practise recognising English and Spanish cognates. Moreover, students can opt for a continuous assessment system which includes completing two highly-oral tasks: a speaking project and a film review portfolio to focus on their listening skills. Once again, students are encouraged to *listen to English on the radio, youtube, DVDs or CDs* outside the classroom.

In 1994 Palacios carried out a study about the situation of the teaching of English in Spain, regarding primary school, secondary school and the old degree of English Language and Literature. In this study, he (1994: 62) found that one of the disadvantages the degree of English Language and Literature had at that time was a "predominio de grupos de alumnos con niveles de conocimientos muy dispares" (*a predominance of groups of students with very different levels*, my translation). Currently, this situation has not changed in a great deal and students are still mixed together, no matter what their level of English is. A solution to this problem could be, as Cenoz and García-Lecumberri (1999: 270) suggest, to divide the classroom into groups (depending on the students' level of English pronunciation) in which advanced learners "could possibly benefit from more hours of training or more likely from a different type of training" than the one intermediate students follow.

To conclude, although there are some exceptions, pronunciation seems to have an even inferior role in the recently-introduced BA in English Studies than the one it had in the former degree. I have mentioned on some occasions up to now that little by little, more interest is being placed on the teaching of oral skills and pronunciation (new journals, conferences, etc., appear (nearly) every year) and some changes have been introduced into the Spanish educational system to emphasize the studying of English (grants given by the Ministry of Education, summer immersion courses); however, in a degree like English Studies that is devoted to training professionals within fields such as English Linguistics and Literature, not much attention seems to be paid for the development of future graduates' pronunciation skills.

3.1.3. The Spanish Official School of Languages and the Modern Language Centre

3.1.3.1. The Spanish Official School of Languages

The Spanish Official School of Languages is a state institution where people can study many languages, from a basic to an advanced B2 level (and on some occasions, C1

level-courses are also offered). Seven different languages are taught at the School of languages located in Santiago de Compostela (<http://www.eoisantiago.org/> [Last accessed: July, 2015]), namely, *German, Spanish for Non-Native Speakers, French, Galician, English, Italian* and *Portuguese.*

There are three main levels of proficiency at this Language School for studying English, more specifically, basic, intermediate and *advanced*; each of the aforementioned stages is divided into two courses, for instance, basic Level 1 and basic level 2. Moreover, this language school also offers advanced-level students the chance to continue their studies by enrolling in a C1 level-course. Each main stage is linked to a specific level within the CEFR; more particularly, students will be awarded an A2 level according to the Common European Framework when completing the two basic-level courses, a B1-level at the end of the intermediate stage and a B2 CEFR-level after completing and passing their advanced studies. Furthermore, those who opt for studying English for an extra academic year will obtain the C1 CEFR-level.

According to the issue 196 of DOG, page 16,415, published on the 9th of October of 2007, emphasis should be placed on authentic communicative situations in these language classes:

> *As ensinanzas de idiomas estarán orientadas ao desenvolvemento das destrezas lingüísticas comunicativas, polo que se deberá abordar o ensino do idioma desde unha perspectiva de uso. Para iso, deberase concibir a aula como un espazo onde se dean situacións comunicativas reais ou simuladas en que o alumnado participe.*
> [The teaching of languages (at the Spanish Official School of Languages) will revolve around the development of the communicative linguistic skills; hence the language should be taught from a usage-based perspective. In order to do so, the classroom should be regarded as a space where real or simulated communicative situations take place, situations which the students take part in, *my translation*].

In Appendix 3F, I have included the general curricula-aims within the basic, intermediate and advanced levels at this language school. As can be inferred from the information included in these general aims, teachers should aim at getting their students to produce and understand both written and spoken communicative situations in each of the three main proficiency levels; hence, broadly speaking, it seems that teachers are expected to pay attention to both receptive and productive skills in the classroom.

After outlining the general curricula-aims for each of the proficiency levels, the previously mentioned official document (DOG 136) mentions the general and specific competences students enrolled in the basic and intermediate proficiency levels are

expected to develop in each language skill, i.e., a) listening, b) speaking and interacting, c) reading and, d) writing and interacting. Moreover, I found information regarding the general objectives to develop in advanced and C1 levels in the educational syllabus available at the Santiago de Compostela's School of Languages' website, <http://www.edu.xunta.es/centros/eoidesantiago/system/files/PROGR_IN_2014_2015.pdf> [Last accessed: June 2015]. In this document, I could only find a few indirect and/or direct references to pronunciation in a few of the aforementioned sections and documents; these references are included in Appendix 3G:

Broadly speaking, I had at first the impression that, once again, pronunciation was undervalued in these language classes (just as was the case with secondary, post-secondary and university levels, as explained above) since it was hardly ever taken into consideration in the general and specific competences students were expected to develop at each level so as to pass them (on most occasions, pronunciation was indirectly present when aspects such as fluency, intelligibility or standard variety were discussed); nevertheless, once I started looking through the specific contents of each proficiency level in more detail, I found that both the official DOG document as well as the annual syllabus available at Santiago de Compostela's School of Languages website contained detailed information concerning the phonological and phonetic aspects students were expected to learn at each level (cf. Appendix 3H for a table with the complete descriptions).

At this stage, I could say that in comparison to the other Spanish educational levels surveyed up to now (obligatory secondary/post obligatory secondary and university), pronunciation receives far more attention in the School of Languages syllabuses. However, I did find that many of the phonological features outlined for each of the proficiency levels (basic levels 1 and 2, intermediate levels 1 and 2, advanced levels 1 and 2 and level C1) were repeated in more than one stage (see Appendix 3H), as if advanced students had to further practise and learn pronunciation aspects they had already learnt in the basic-level classes; nevertheless, English pronunciation is difficult for Spanish learners and thus, the more they revise and practise it both inside and outside the classroom, the better. Therefore, according to this syllabus, it seems that a lot of work will be done on pronunciation in each of the proficiency stages, making the School of Languages in theory the best place to study spoken English in Galicia up to now if compared to the role of pronunciation in the official syllabuses in the BA in

English Language and Literature at the University of Santiago de Compostela or in obligatory and post-obligatory educational levels in Galicia.

Furthermore, the annual syllabus available at Santiago's School of Languages website (see link above) contains an even more detailed description of the pronunciation features to be taught at each level by providing lists of the specific pronunciation features that should be taught and developed in each study-unit, something that I did not find in any of the other educational stages considered in this study; for the whole description of contents per main unit, see Appendix 3I.

Finally, I found a few indirect and/or direct references to pronunciation in the assessment sections within the DOG document which develops the two Basic and the two Intermediate levels, for instance:

1) *In the basic levels speaking and interaction section*: "intercambiar de xeito intellixible información sobre si mesmo e sobre outras persoas" [*to intelligibly exchange information about oneself and other people*, my translation] "comunicarse en conversas sinxelas que requiran o intercambio de experiencias persoais (…) facéndose comprender ainda que se fagan pausas (…)" [*to communicate in simple conversations that require exchanging personal experiences (...), making oneself understood, even if they have to make pauses* (…), my translation] – DOG 136, 2007: 16,430;

2) *In the intermediate levels listening section*: "comprender (…) monólogos en conferencias e presentacións, sinxelos e non moi longos (…) sempre que se desenvolvan en lingua estándar, cunha pronuncia clara e se fale amodo" [*to understand (...) monologues in lectures and presentations that are easy and not too long (...) as long as a standard language is used, with a clear pronunciation and at slow speed*, my translation] - DOG 136, 2007: 16,481; and,

3) *In the intermediate levels speaking and interaction section:* "interactuar de maneira cooperativa, cunha relativa fluidez, con corrección suficiente e pronuncia claramente intelixible para poder ser comprendido, malia un forte acento estranxeiro" [*to interact in a cooperative way, with relative fluency, reasonable accuracy and clearly intelligible pronunciation so as to be understood, despite a strong foreign accent*, my translation] – DOG 136, 2007: 16,483.

3.1.3.2. The Modern Language Centre at the University of Santiago de Compostela

The *Centro de Linguas Modernas* (Modern Language Centre) is a language school within the University of Santiago de Compostela. Learners can choose from a long list of over 20 languages including *English, German, Chinese, Japanese, Danish, Galician, French, Italian, Russian, Portuguese* or even *Sign-Language*. The courses offered range from proficiency levels A1/A2 to C1.

Regarding English, a total of 8 levels are available, from level 2 (A2.1) to level 9 (C1.2),[14] <http://www.usc.es/es/servizos/clm/cursos/ingles/programas.html> [Last accessed: June 2015].

On this online link I found the following brief description for the so-called intermediate and advanced level courses in which pronunciation is considered:

Skills based courses. Listening and speaking integrated with vocabulary. Reading, writing, and grammar exercises to supplement. Conversation will be topic based (education, work, housing, food, family, health, clothing, transportation, government, sports, weather, geography, environment, media, science, entertainment, recreation). It will also include pronunciation and critical thinking and will be presented or debated individually, in pairs, and in small groups.

Unfortunately, I was unable to find specific official documents that described in depth the general and specific aims, list of contents, assessment system and so on for the Modern Language Centre; the only useful information I found was the different corresponding academic programmes for each of the 8 levels offered for the study of English, all of which can be consulted on the website mentioned above. I thoroughly looked through such short syllabuses and I straight away identified a common pattern:

1) First, the specific objectives of each level are described; however, once I read them, I saw that they did not really outline proper aims but rather simply specified the level of English students will acquire with each course, according to the CEFR proficiency levels. For instance, Level 4 "is the first step in the preparation for attaining B1 (The Common European Framework of Reference Scales for Languages). It revises and consolidates level A2 and takes the student well into B1".[15]

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[14] Level 1, i.e, A1 in the CEFR, is not available in the English Department. In other words, students need to have some basic previous knowledge of English before enrolling in this language at the Modern Language Centre.

[15] Information extracted from:

<http://www.usc.es/export/sites/default/gl/servizos/clm/cursos/ingles/descargas/Level_4.pdf>

2) Afterwards, the different contents to be developed in each course were listed. These contents were divided into three columns:

- *Language contents*, in which the grammatical points to be explained and discussed in the classroom, are listed. Pronunciation is not mentioned at all in any of the programmes language contents;

- Communicative contents, where the different spoken and written tasks were outlined. For instance, *writing formal and informal letters, giving directions* or *telling a story* are activities students in Level 4 will carry out. I could only find two references to pronunciation in these sections; more particularly, in Level 7, two of the communicative contents are *word stress (use of auxiliaries)* and *placing emphasis on what you say (use of intonation, specific expressions and words)* whereas the communicative contents in Level 8 include *sounding interested, sympathetic, annoyed*, thus, expressing emotions via different intonational patterns; and,

- *Thematic and lexical contents*, sections devoted to outlining the vocabulary fields to be learnt, such as *health and fitness*, *money* and *education* in Level 8. Once again, pronunciation features were not found in any of these sub-sections.

3) Finally, there is a column named *other* in each programme which contains some information regarding the types of activities and exams that will form part of the assessment system. To exemplify, the following contains explanations for level 7 students, extracted from:

<http://www.usc.es/export/sites/default/gl/servizos/clm/cursos/ingles/descargas/Level_7.pdf> [Last accessed: June 2015]

The final evaluation of each student is based on the following:
- Students will be required to read three books recommended by the teacher.
- Students will hand in written work as required by the teacher.
- Students will have several classes in the laboratory.
- Students must attend class regularly (80% minimum).
- Students will have three term tests.
- Students will be assessed on their oral English.
All the above will form part of the final evaluation mark.

Assessment criteria in each of the *Modern Langauge Centre* proficiency levels

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I found that these explanations were exactly the same for each of the 8 proficiency levels (with the exception of the number of books students were required to read, sometimes they were two instead of three). Although there is no direct reference to pronunciation in these sub-sections, students are informed that they will have some laboratory sessions (in which I imagine pronunciation tasks will be emphasized with the help of computers, recordings, the Internet, software...) and that their spoken skills will be evaluated and taken into consideration in the final mark since, as explained in section 1.5, pronunciation is commonly one of the main aspects teachers take into account when assessing the performance of learners in oral exams, together with fluency, accuracy and correct grammatical structures, among others.

Broadly speaking, I could not find much information on the role that pronunciation should have in these classes according to these official documents. Therefore, due to lack of information, I cannot say whether the importance given to this language area is undervalued like in obligatory and post-obligatory secondary education or university levels or whether teachers who work at this language school work on pronunciation with their students, take it into consideration in the final assessment grade, suggest different types of pronunciation tasks, etc. I would need further background to make any empirical conclusions concerning the role given to pronunciation in EFL classes at the Modern Language Centre; hopefully, my two main practical studies (chapter 6 and 7) will provide further information regarding this issue.

3.2.   The phonological systems of Spanish/Galician and English compared. An overview

As the title of this subsection indicates, in this part I will compare the phonological systems of Castilian Spanish and Galician to that of British English (this variety of English was chosen because it is the one usually taken as the teaching model in Spain). I will refer both to the similarities between the two languages (hence, features that should not pose difficulties for Spanish learners) and the phonological differences (thus, pronunciation aspects which Spanish students may find tricky or misleading). Furthermore, when necessary, I will also compare the phonological systems of Galician

to English since the vast majority of the subjects that participated in my empirical studies (cf. chapters 5 and 6) are from Galicia, a bilingual region in the North-West of Spain in which most people can speak both Castilian Spanish and Galician. As will be discussed below, there are some sounds in Galician (which do not exist in Castilian Spanish) that are similar to particular English sounds, hence, making English pronunciation slightly easier for bilingual students in Spanish and Galician than for monolingual Castilian Spanish speakers.

Several scholars have already compared the phonological systems of Castilian Spanish and English (Kenworthy, 1987; Sánchez-Benedito, 1994; Alcaraz and Moody, 1999; Palacios, 2001; Paz, 2002; Walker, 2010; Estebas, 2012, to mention just a few); these studies will serve as the basis of my account in the following subsections. Moreover, Fernández-Rei (1996) compared the phonological system of Castilian Spanish to that of Galician. Nevertheless, as far as I am aware, very few of these have compared English to Galician in terms of pronunciation features, in fact, the only study I have come across that compares these two languages is Palacios (2001); moreover, Estebas (2012) mentions Galician on some occasions when talking about the different sounds there are in Spanish/Galician than in English. Thus, this section intends to be a contribution to this gap in the literature. In other words, I will use the differences and similarities between Castilian Spanish and English (outlined in the previously-mentioned studies) as my starting point and, whenever necessary, provide similarities and/or contrasts between certain sounds in Galician and English. I will, first of all, refer to the similarities and differences found at the segmental level (vowels, diphthongs, triphthongs, consonants and consonant clusters) and afterwards, at the suprasegmental one (word stress, sentence stress, intonation, rhythm).

3.2.1. Segmental features

As Walker (2010: 130) claims, "the pronunciation of Spanish is entirely predictable from its spelling. With lower-level students this will cause them to pronounce every letter, and this can lead to problems with intelligibility". In other words, on many occasions, native speakers of Spanish will pronounce an English word guided by its orthographical form. Hence, it is understandable that Spanish learners tend to have problems with pronunciation at the segmental level and need to receive enough input and have enough opportunities to practise and produce the oral language.

3.2.1.1. Vowels

Broadly speaking, the majority of problems Spanish learners tend to have with English pronunciation are with different vowels. This can be explained by the fact that Castilian Spanish has only five monothong-vowels ([a, e, i, o, u]) whereas seven vowels are distinguished in Galician ([a, e, ɛ, i, o, ɔ, u]); however, this figure increases to twelve in English [(æ, ʌ, aː, e, ɜː, ɪ, iː, ɒ, ɔː, ʊ, uː, ə]). Moreover, as Jenkins (2000: 133) contends,

> (…) *most of the world's languages have approximately twice as many consonant as vowel phonemes. English, with 24 consonant and up to 20 vowel sounds, is marked in this respect, and we can therefore expect most learners to have problems with the English vowel system.*

Using the correct vowel in English is very important since changing a certain vocalic sound for another one can cause misunderstandings, especially when the context does not help the listener/s guess what word the speaker is trying to say. Consider, for instance, examples (22) and (23), of my own creation:

(22) *I saw two little* /esnaɪlz/ *yesterday* instead of *I saw two little* /sneɪlz/ *yesterday*
(23) *I can´t wear* /saɪlvə/ instead of *I can´t wear* /sɪlvə/

In the previous examples, it is difficult to guess what a certain speaker would be trying to say when they pronounced /esnaɪlz/ and /sailvə/ because the context is too broad. Of course, if the examples were 'I saw two little snails walking very slowly in the garden yesterday' and 'I can't wear silver jewellery, it gives me a rash', the listeners may (easily) guess what the speaker is trying to say although I still believe they may struggle slightly at first to understand the meaning; therefore, it is of extreme importance to try and pronounce English vowels as precisely and accurately as possible. I addition, as seen in section 2.2.1.1.1.1, there are many minimal pairs in English and, if someone pronounces just one sound in a particular word incorrectly, they may be referring to a different English word with a total different meaning. To expemplify, if they pronounce *pie* instead of *pine*, *hat* instead of *hut* or *nail* rather than *mail*.

One of the main problems Spanish learners find with the pronunciation of English vowels is differentiating between long and short vocalic sounds since these distinctions are not made in Castilian Spanish nor in Galician. It is true that in Galician some distinctions are made between open and closed vowels; however, as Palacios (2001: 24) states, "Galician speakers have the same difficulties as the Spanish ones as regards vowel length".

To begin with, Spanish students tend to have many problems to distinguish between [ʌ, æ, aː] since Castilian Spanish and Galician have only one vowel with an *a-type* vowel quality, [a] (Estebas, 2012); hence, "the most common mistake for a Spanish speaker is to produce the three English vowels with the Spanish [a]. This obviously leads to possible misunderstandings" (Estebas, 2012: 2). To exemplify, Spanish and Galician speakers may have problems perceiving and producing minimal pairs such as *cat, cut, cart* or *ban, bun, barn*. In addition, previous studies (Kenworthy, 1987; Palacios, 2001) have suggested that English [ʌ] is often pronounced as Spanish [o] or [a].

Furthermore, Spanish/Galician speakers have problems with the distinctions between the rest of short versus long English vowels. In Table 5 below, brief explanations of the mistakes commonly made within each pair of vowels (regarding RP as the main model, as mentioned above) can be found; these explanations have been adapted from Estebas (2012: 7-26); some references to Galician have been added.

As mentioned above, Galician also distinguishes between some open and closed vowels, particularly [ɛ] as in *ceo* (sky), *sempre* (always) versus [e] as in *pelo* (hair), *feo* (ugly) and [ɔ] in words like *porta* (door) or *sorte* (luck) versus [o] in *todo* (everything), *oso* (bear)[16] but this Romance language does not have any short versus long vowels. Nevertheless, I believe that the fact that Galician speakers learn how to perceive and produce seven vowels instead of only five as in Castilian Spanish may be beneficial for them when they are explained that English has twelve vowels. Moreover, as Estebas (2012: 7, 18) mentions, English [e] is similar to the sound in Galician words like *terra* (soil) and English [ɒ] to items such as *ola* (wave, hello). These similarities are hence an advantage for speakers of Galician and/or Spanish, an advantage monolingual speakers of Castilian Spanish cannot benefit from.

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[16] Examples extracted from:
<http://www.edu.xunta.es/centros/iessantomefreixeiro/system/files/FON%C3%89TICA+E+FONOLOX%C3%8DA.pdf> [Last accessed: June, 2015].

Spanish vowels	English vowels	Common problems/tips to overcome problems
[e]	[e] [ɜ:]	Pronouncing both sounds as Spanish [e], "whose quality is rather different from English [e] even though both sounds are transcribed with the same symbol [e]" (Estebas, 2012: 7). Pronouncing the *r* in words containing [ɜ:] like *bird*.
[i]	[ɪ] [i:]	Pronouncing both sounds as Spanish/Galician [i]. Regarding quality, English [i:] should not be a problem for Spanish and Galician speakers since English [i:] and Spanish [i] are almost identical in quality. Problems arise when making English [i:] a long sound since length is not a distinctive feature in Spanish and Galician vowels.
[o]	[ɒ] [ɔ:]	Pronouncing both sounds as Spanish [o]. Pronouncing the *r* in items like *short*.
[u]	[ʊ] [u:]	Pronouncing both English vowels with the same vowel quality as in Spanish/Galician [u], causing problems between pairs of words like *fool* and *full*.

Table 5: Comparisons between some English and Spanish/Galician vowels. Common mistakes made by Spanish students

Another difference between the phonological systems of English and that of Castilian Spanish and Galician is that the former language has the vowel known as *schwa* [ə] in its sound system. This vowel is the most frequently-found sound in English; in fact, most two or more syllable-words will contain at least one *schwa* sound, always in non-stressed position (since *schwa* is never stressed). For instance, compare the one-syllable homophone words *sun, son* in which schwa is not present versus the two-syllable homophones *flower, flour* where schwa is pronounced in word-ending position.

Moreover, in connected speech processes, this sound plays an extremely important role in the formation and pronunciation of weak forms, different from their corresponding strong forms as pronounced in isolation. To exemplify, the modal verbs *can* and *must* are pronounced as /kæn/ and /mʌst/ in isolation whereas they are pronounced as /kən/ and /məst/ in sentences (of my own creation) like *I don´t have to work tonight so I can prepare dinner* or *I really must go and see Jane because she's broken her leg*.

Spanish and Galician learners come across two major problems when facing the sound *schwa*. First, the fact that, as previously explained, none of these Romance

languages has an equal or similar vowel to schwa in their phonological systems. Secondly, this sound can be represented in many ways in orthographical spellings, such as *–o* and *–er* as in *computer*, *-or*, as in *actor*, *-u* in *support* or *-e* as in *problem*; as explained in section 1.1, Spanish -and Galician- follow patterns with direct correspondences between spelling and pronunciation (i.e, a word is pronounced as it is spellt and a spelling like <ey> will always be pronounced with the diphthong [ei] as in *ley* (law), *buey* (ox). Thus, Spanish/Galician learners (especially basic-level ones) tend to read-aloud English words as they are spelt, hence pronouncing schwa as a full vowel guided by the spelling, for instance, pronouncing the ending of *computer* as /er/.

3.2.1.2. Diphthongs

Out of the studies mentioned in section 3.2, Estebas (2012: 32-41) is the only one that compares English diphthongs to Spanish ones in depth. She distinguishes between three groups of diphthongs in English: a) those ending in [ɪ]; b) those ending in [ʊ]; and, c) those ending in [ə].

3.2.1.2.1. Diphthongs ending in [ɪ]: [aɪ, eɪ, ɔɪ]

These diphthongs should not pose many difficulties for Spanish (and hence, Galician) learners since the latter Romance languages do have similar diphthongs in their phonological systems; to exemplify, Castilian Spanish words *paisaje* (landscape), *reina* (Queen), *coincidir* (to coincide) and Galician items *caixa* (box), *meiga* (witch) and *oito* (eight).[17] As Estebas (2012: 32) explains, these English diphthongs "are similar in quality to the ones in Spanish… the main difference between the two languages lies in the second vowel of the diphthong", i.e, the [ɪ] vowel. She continues "in Spanish this vowel has a clear [i] quality, whereas in English, the [ɪ] sound is between a Spanish [i] and [e]". Despite these differences, Estebas (2012) states that no misunderstandings will occur if Spanish speakers pronounce this second part of the diphthong with a Spanish-like vowel [i]. Hence, it could be said that not much importance should be given to these diphthongs in EFL classes and in materials addressed to Spanish and Galician learners of English.

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[17] Examples extracted from: <http://www.juegosdepalabras.com/silabas/silaba3.htm> (Castilian Spanish) and <http://sli.uvigo.es/ddd/ddd_pescuda.php?pescuda=diptongo&tipo_busca=lema> (Galician). Both websites were last accessed in June, 2015.

In chapter 7, I will thoroughly analyse EFL textbooks currently used in EFL classes in Spain and one of the aspects I will take into consideration is the specific segmental and suprasegmental aspects present in these teaching materials: thus, I will devote a small part of my dissertation in section 9.1.7 to explaining whether the pronunciation aspects actually present in the textbooks represent areas Spanish/Galician students tend to have problems with or features that should not pose difficulties for them, such as the diphthongs explained in this subsection.

3.2.1.2.2. Diphthongs ending in [ʊ]: [aʊ, əʊ]

Spanish and Galician have a similar diphthong to English [aʊ], for instance, Spanish *aula* (classroom) or Galician *pau* (stick); the only difference, once again, has to do with the quality in the sense that "the [ʊ] quality of the final vowel is a bit more relaxed than the Spanish [u]" (Estebas, 2012: 35).

The diphthong [əʊ], on the other hand, is quite a difficult English sound for Spanish and Galician speakers since, as mentioned in section 3.2.1.1, these languages do not have a vowel like *schwa* in their vocalic inventory. Consequently, Spanish (and hence, Galician learners) "tend to produce this diphthong with an initial [o] sound ([ou])" (Estebas, 2012: 35). Therefore, items like *road* or *most* will tend to be pronounced as [roud] and [moust] by native speakers of Spanish and Galician.

3.2.1.2.3. Diphthongs ending in [ə]: [ɪə, eə, ʊə]

As discussed above, Castilian Spanish and Galician lack a sound similar to English schwa; hence, it is feasible to say that native speakers of these two languages will have problems learning and producing these English diphthongs. More particularly, what they normally do is "use other vowel qualities in these contexts, mainly, [e] as in *pier* and [a] as in *pear* and *poor*" (Estebas, 2012: 38). Therefore, "they should pay more attention to the final part of the diphthong which, in this case, is the cause of the strong foreign accent" (2012: 38).

Finally, as Estebas (2012) comments, some frequently-used words such as *poor* can also be pronounced with [ɔː]; I believe that the latter pronunciation may be easier for Spanish/Galician students than the old-fashioned way of pronouncing it with the

[əʊ] diphthong and it is something teachers should bear in mind when teaching words like *poor* or *sure*.

3.2.1.3. Triphthongs

There are five triphthongs in English, all of which are formed by adding schwa to a diphthong; more particularly, [aɪə, eɪə, ɔɪə, aʊə, əʊə]. As would be expected from some explanations above, speakers of Spanish and Galician tend to have problems with these sounds since they do not distinguish a schwa sound in their native languages. The main mistake made is that the schwa sound in these diphthongs is "usually pronounced as [a] (as in *loyal*) or [e] (as in *tower*)" (Estebas, 2012: 42), hence, once again problems arise due to orthographical forms.

3.2.1.4. Consonants

Firstly, monolingual Castilian Spanish speakers and bilingual speakers of Spanish and Galician constantly tend to confuse English /b/ and /v/ sounds since the former languages only distinguish /b/ causing them to pronounce both /b/ and /v/ as /b/. Hence, they will have trouble with minimal pairs such as *van-ban*, *bet/vet*, *boat-vote* or *rebel-revel*. Similarly, these learners typically have difficulties distinguishing between the English voiceless sound /f/ and its voiced counterpart /v/ since only the former is part of their native languages' phonological systems.

Two English fricative sounds that share the same spelling pattern of <th> are [ð] and [θ]. The former does not exist in Spanish nor in Galician; consequently, "[ð] as in *that* is generally pronounced as [d]" (Palacios, 2001: 22), causing misunderstandings in the pronunciation of, for example, *they* and *day*. The latter, on the other hand, does exist in Spanish and Galician words such as *once* (eleven) or *zapato* (shoe). However, as Palacios (2001: 22) mentions, "[θ] as in *three* is sometimes pronounced as [f]" by Spanish and Galician EFL learners. An interesting joke made by British people which mocks on the difficulty of pronouncing <th> sounds can be found in one of Ford and Legon's books within *The How to Be British Collection* (2003).
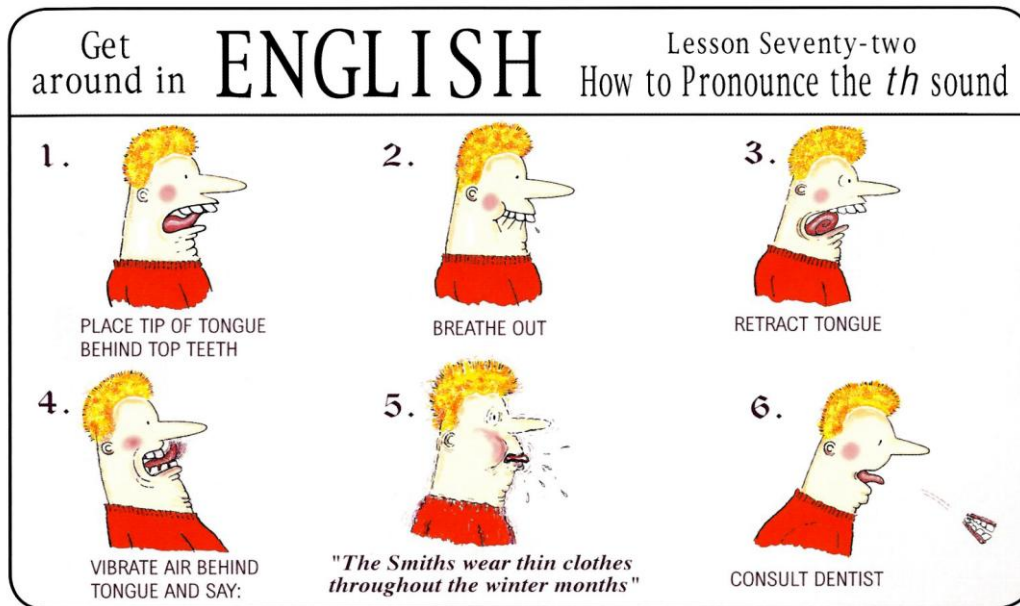
Figure 2: Illustrations on how to pronounce English <th> sounds, extracted from Ford and Legon, (2003: 22)

Another problem speakers of Spanish and/or Galician find when facing English pronunciation is the distinction between [s] and [z] since, once again, only one of these sounds exists in these Romance languages, particularly, [s]. As a consequence, these speakers tend to use [s] for both the voiceless and voiced English sounds [s] and [z] and "this may be the cause of misunderstandings since *Sue* and *zoo* will be pronounced in the same way for a Spanish speaker" (Estebas, 2012: 74). As Palacios contends (2001: 23), "although /z/ does not exist as a phoneme in Spanish or Galician, it does exist as an allophone in Spanish words like *mismo*, *asno* and in Galician in forms such as *trasno*, *sismo*, etc";[18] hence, teachers could use these words to explain how English [z] is pronounced.

Castilian Spanish does not have the fricative sound [ʃ] of English words like *shoe, shower, sugar, chef, direction, musician*, causing Spanish speakers to pronounce it as [s] in words like *shop, sheep, fashion, bush* (Palacios, 2001: 23; Estebas, 2012: 64) or as [tʃ] in *show, shop* (Estebas, 2012: 64). Such sound does exist, on the other hand, in Galician, in words like *Xunta* (the Galician regional Government), *Xosé* (male name José) or *xogo* (game); consequently, this is an advantage both for Galician students, who do not have to learn an extra new consonantal English sound and, for teachers, who do

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[18] *Mismo* (same), *asno* (donkey), *trasno* (elf, goblin), *sismo* (earthquake).

not have to teach this sound in the classroom, since it may be somewhat boring and demotivating for students if they are explained something they are totally familiar with.

Similarly, another common problem of Spanish learners of English referred to in previous studies such as Kenworthy (1987), Palacios (2001) or Paz (2002), is English [h] in words like *house, husband, happy, halloween, healthy*. Estebas (2012: 46) contends the idea that the incorrect pronunciation of [h] is "one of the most common mistakes for Spanish speakers". On some occasions, Spanish speakers opt for directly omitting this consonantal sound in initial position, influenced by their native language in which this sound is not pronounced at all in words like *hombre* (man), *hielo* (ice), *higo* (fig), *historia* (history), *hipo* (hiccoughs) and *hipopótamo* (hippo) whereas on other occasions they pronounce it very strongly (Palacios, 2001: 22), similar to the Spanish sound [x] in *jarra* (jug), *Japón* (Japan), *jenjibre* (ginger), *justo* (fair) or *judía* (runner-beans). Galician speakers, once again, have an advantage when learning English sounds since there is a phenomenon called *gheada* in some parts of Galicia which consists in pronouncing the phoneme /g/ in words like *gato, barriga* as a Spanish <j> but with aspiration. Hence, EFL teachers within Galicia should bear in mind this similarity between the so-called *gheada* and English [h] and try and get their students to produce the same sound as they would in words like *gato, barriga* but without any kind of aspiration in order to end up pronouncing English *house, hippo, Halloween, happy* correctly; nevertheless, it is important for such teachers to keep in mind that it is possible that their students may transfer this sound to all of English words spelt with <g> such as *get, got, game*, a sporadic problem, according to Palacios (2001: 22).

Both Spanish and Galician speakers will share difficulties with English consonants [ʒ] in items like *Asia, visual, treasure* and [ʤ] in *judge, badge, fudge* since these consonants do not exist in these languages. Consequently, speakers with these native languages tend to "use [ʃ] or even [s]" but "it is important that they try to produce [ʒ] if they want to improve their English pronunciation" (Estebas, 2012: 65). According to Estebas (2012: 67), [ʤ] is used sometimes in Spanish in words like *yo, oye* "when they are produced with emphasis"; hence, the aforementioned scholar believes Spanish learners should not have many difficulties with this consonant and "the only problem is that sometimes they produce [j] instead of [ʤ]" (Estebas, 2012: 67).

Another difference between English and that of Castilian Spanish and/or Galician is given by the fact that the latter languages do not pronounce sounds like /p, t, k/ with aspiration; "this means that these plosives in words such as *people, teacher* and *kitchen* are pronounced without aspiration and they may sound like /b/, /d/, /g/ to English ears" (Palacios, 2001: 23). A useful technique that teachers can use with their students so that they can become aware of these aspirated sounds in English but non-aspirated in Spanish and Galician is to get them to hold a sheet of paper and first say Spanish/Galician words *tomate* (tomatoe) and *patata/pataca* (potatoe) and afterwards the English items *tomatoe* and *potatoe*. If the students have pronounced all the words correctly, they should verify that their sheet of paper slightly moves or vibrates when they produce the English words although it will remain completely still when they say the Spanish/Galician items.[19]

English /r/ is particularly difficult for Spanish and Galician native speakers for two main reasons:

1) Firstly, because "Spanish has two types of r-sounds, the one in *perro* (…) and the one in *pero*" but "none of the Spanish r-sounds corresponds to the English one" (Estebas, 2012: 92). Hence, "both Spanish and Galician speakers tend to pronounce the /r/ sound quite strongly, that is, as a flap [ɾ] or even a trill [r] in initial or intervocalic position" (Palacios, 2001: 23); in Estebas' opinion (2012: 92), this does not cause major misunderstandings but it "gives a very strong foreign accent effect"; and,

2) The second problem Spanish and Galician learners tend to have with English [r] is that they pronounce it in all positions (since it is always pronounced in Spanish/Galician, no matter where it is located within a word; for instance, *ratón* (mouse), *carro* (trolley), *calor* (heat). As mentioned several times in this work, the variety of English used in Spanish EFL classrooms and teaching materials is mainly RP, a variety in which /r/ is only pronounced in initial or medial position, i.e, when it appears in front of a vowel. Although -agreeing with Estebas-, pronouncing this sound in every position and in a rather strong way (as in

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[19] This is a simple and easy trick I learnt at a Pilgrim´s course I did on teaching pronunciation but I found it very useful for explaining and above all, demonstrating these differences regarding aspiration or non-aspiration in these languages.

Spanish/Galician), may not cause many misunderstandings, teachers may help their students sound more accurate if they compare English /r/ to the sound found in Spanish words such as *faro* (lighthouse) and Galician words *feira* (fair), *leira* (piece of land). Moreover, many other varieties and dialects of English do in fact pronounce /r/ in every position, i.e., rhotic varieties, such as Scottish or Irish, so pronouncing [r] in every position is a serious mistake, unless pronounced with a Spanish [r] in words like *perro, carro, jarrón, ratón*.

Speakers of these Romance languages also have difficulties with English semi-consonants [j] and [w]. Although Spanish has some words that contain similar sounds to these, for instance, *nieve* (snow) and *huevo* (egg) (Estebas, 2012: 71, 86), the former is commonly pronounced [ʤ] in words like *year*, *yaught* or *yesterday* and the latter with a preceding [g] sound before [w]. In Galician, the words *nieve* and *huevo* are not pronounced with diphthongs but with [e] and [o], *neve* and *ovo*, making it difficult for the teachers to talk about similarities between both languages concerning semi-consonants.

Finally, previous studies such as Kenworthy (1987), Palacios (2001) and Paz (2002) consider [ŋ] as another problem Spanish people face when learning English pronunciation, since this language does not have this velar sound. Fortunately for Galician speakers, this sound should not pose difficulties for them since it exists in Galician in words like *algunha* (some), *unha* (one).

3.2.1.5. Consonant clusters

An added difficulty for both Castilian Spanish and Galician speakers are English consonant clusters (a group of consonants that appear together in a word), especially when in initial and final position. Two common mistakes are commonly made by these learners of English concerning consonant clusters:

1) Placing an epenthetic Spanish vowel [e] in front of initial clusters like /st, str, sp, spl, sk, skr/ in items such as *street, strike, speak, split, scatter, scream*. This is produced because "in Spanish there are no words which start with an [s] followed by a consonant" but "it should be avoided since it causes a very strong accent effect" (Estebas, 2012: 98); and,

2) As Estebas (2012: 103) explains,

> *One of the main differences between English and Spanish final consonant clusters is the number of consonants allowed at the end of a syllable in each language. In Spanish, syllables can have a maximum of two final consonants (texto [teks-to]), whereas in English they can have a maximum of four (texts [teksts]). Furthermore, most of the Spanish words that have two consonants in syllable final position are of foreign origin (...) and the main tendency in Spanish words is to have one consonant (or none) at the end of a syllable.*

One of the main problems Spanish (and Galician) students have with clusters in final position is with the pronunciation of *–ed* endings in regular verbs' participles like *watched, digged, tried, played, assisted, admitted*. On many occasions, students follow the orthographical forms of the verbs and pronounce this verbal ending as [ed] instead of [d, t, ɪd] (Palacios, 2001: 23).

Apart from the previously mentioned problems, I would like to add another difficulty I have recently observed when listening to more than two bilingual speakers of Spanish and Galician: placing an epenthetic vowel pronounced as a kind of schwa at the end of some words ending in a consonant such as *book, life, test, group, need*. By doing this, the effect they cause is also adding an extra syllable to these words. In other words, I have heard some people pronouncing *book* as /bʊkᵊ/, *test* as /testᵊ/ and *need* as /ni:dᵊ/. To the best of my knowledge, no research has been carried out on this particular problem and hence I would have to carry out some kind of experiment to provide empirical data before adding this problem to the list of main difficulties Spanish and Galician speakers have with pronunciation but the fact that I have heard more than a couple of people making these mistakes lead me to believe it was worth mentioning in this chapter.

As has been explained in this section, there are a lot of differences between English and Spanish/Galician segmentally speaking (inexistence of long vowels, schwa, [^], [ʒ], lack of aspiration of [p, t, k]) but there are also some similarities, especially between English and Galician ([h, ŋ, ʃ)] that teachers should take into account and draw comparisons between both languages in the classroom to make their students' learning of English pronunciation much easier. As mentioned above, after presenting and discussing my empirical studies, I will devote a small part of section 9.1.7 to comparing the segmental (and suprasegmental) aspects actually present in EFL textbooks addressed to Spanish speakers in different levels of proficiency to the similarities and

difficulties discussed here with the aim of identifying whether such teaching materials cover Spanish students' needs regarding English pronunciation.

3.2.2. Suprasegmental features

Pronunciation implies not only learning how to understand and produce the specific sounds of a language but also to become familiar with the so-called suprasegmental issues of a specific language, for instance, the different intonational patterns to express different feelings and emotions or word and sentence stress to draw the listener's attention to certain information.

As seen with sounds in the previous subsection, English and Spanish/Galician also differ at the suprasegmental level.

To begin with, "one of the main differences between Spanish and English pronunciation is the production of rhythm" (Estebas, 2012: 158). She continues,

> *Spanish rhythm, known as syllable-timed rhythm, is characterised by producing syllables at more or less regular intervals. Thus, in Spanish, the duration of each syllable is fairly similar, no matter whether the syllable is stressed or unstressed (...) English rhythm, on the other hand, is known as stress-timed rhythm, which means that stresses occur at approximately equal intervals. This means that the duration between stressed syllables tends to be approximately the same, irrespective of the number of intervening unstressed syllables* (Estebas, 2012: 158).

Hence, it is not surprising that Spanish (and Galician) speakers have problems at this level when trying to speak English, since they use a syllable-timed rhythm. This means that attention should be paid to rhythm in the classroom with the help of songs and nursery rhymes because "it has been observed that people that have a very strong foreign accent in spontaneous speech have a less strong accent when they sing or even recite." (Estebas, 2012: 159).

Another aspect which differentiates English speakers from Spanish and Galician ones is intonation. Two common problems Spanish and Galician learners tend to have with intonation are the following:

1) "the rise-fall movement typical of expressions of surprise, exclamations and of some question tags" (Palacios, 2001: 24); and,

2) Spanish students' English intonation "sounds flat" (Palacios, 2001), mainly due to the differences in rhythm mentioned above.

According to Kenworthy (1987: 155) attention should therefore be paid to three areas:

1) *Pitch range*, since

> *Spanish speakers seem to use too narrow a pitch range. Where English speakers will start quite high and finish fairly low in their range, perhaps hitting extreme pitches within a phrase as well, Spanish speakers keep to a much more restricted pitch movement over a phrase or clause* (Kenworthy, 1987: 155).

2) *Final falling pitch movement* which "may not sound low enough" because "Spanish speakers keep to a much more restricted movement over a phrase or clause" (Kenworthy, 1987: 155); and,

3) *The rise-fall seems difficult*, which may be "because the pitch-reversal itself is difficult" or due to "shyness or self-conciousness" (Kenworthy, 1987: 155).

There are also differences between English and Spanish/Galician regarding stress patterns. As Palacios (2001: 24) explains, Spanish and Galician students tend to stress words as they would do in their L1, "this means that on many occasions polysyllabic words are stressed on the wrong syllable", for instance stressing *difficult* on /fɪ/ (as is stressed in the Spanish word *difícil*) or *industry* on /dəs/ (like in the Spanish item *industria*). Further problems with English stress patterns include:

1) *Primary versus secondary stresses*: "in Spanish, each word has one stressed syllable" (Estebas, 2012: 145) but long English words can have a prominent stress called *primary stress* plus a less-prominent one known as *secondary stress*. Hence, "the most common mistake for Spanish speakers is to produce English double or multiple-stressed words with one single stress resulting in a rather strong foreign accent" (Estebas, 2012: 145);

2) *Words that are both nouns and verbs:* in English, there are words such as *project, object, present, insult, increase, export, import* that can act as both nouns and verbs; the only way to differentiate them is by means of stress -the first syllable is stressed when these items are nouns while the second one holds the prominent stress when they are verbs-, for instance *'pre-sent* (noun) versus *pre-'sent* (verb). "A common mistake for Spanish speakers is to produce the two words with the same stress distribution which usually

involves placing the stress on the first syllable no matter whether it is a verb or a noun/adjective" (Estebas, 2012: 149); and,

3) *Phrases versus compounds:* English distinguishes between sentences like *I´d love to own a green house* and *I´d love to own a greenhouse*. One way of distinguishing these sentences is by the semantic meaning of *green house* / *greenhouse* –the first one refers to a house painted green and the second one to a small building made of glass in which plants are cultivated-. However, we can also distinguish these words by means of stress; more particularly, *green house* is considered a phrase formed by two words and thus, with two different stresses whereas *greenhouse* is a compound noun, which "tend to receive only one (primary) stress on the first element" (Estebas, 2012: 152). Spanish speakers commonly "produce both types of word sequences as if they were phrases, that is, with two stresses", which, on some occasions "can lead to misunderstandings" (Estebas, 2012: 152).

Finally, as a consequence of the different intonational, rhythmic and stress patterns, Spanish and Galician learners have problems with English strong and weak forms (see section 3.2.1.1 for some examples). More specifically, "they tend to ignore that only lexical words are stressed in the English sentence whereas grammatical ones are usually unstressed" (Palacios, 2001: 24). This mistake is caused by the fact that in their respective languages "they place full stress on all the words of the sentence structure since Spanish and Galician are syllable-timed languages as discussed above. Consequently, "weak forms are (...) rarely observed and no reduction of unstressed syllables is done" (Palacios, 2001: 24).

To conclude, due to the many differences between aspects such as rhythm, intonation, stress and weak forms in English and Spanish/Galician, importance should also be given to suprasegmental issues in Spanish EFL classes at all levels.

3.3. English as a Lingua Franca. The Lingua Franca Core for Spanish learners of English

In the last decades, "English has been taught as a foreign language (EFL)" and "English teaching has assumed that all learners are seeking competence in English in order to communicate with native speakers in one or other Inner Circle country" (Walker, 2010:

4).[20] However, thanks to the growth of English as the main international language of commerce, travelling or education, "increasingly (…) speakers from the Expanding Circle [are using] English to communicate with speakers from other Expanding or Outer Circle countries" (Walker, 2010: 5); in other words, nowadays, it is very common for a non-native English speaker to communicate with another non-native English speaker in English. This situation was defined as *English as a Lingua Franca* (ELF) by Seidlhofer (2001b) to refer to instances of "communication in English between speakers with different first languages" (Seidlhofer, 2005: 339).[21]

This new way of using English has had a direct influence on pronunciation and, consequently, on how to teach it. To summarize, up to now "the goal in pronunciation teaching has been for learners to achieve a native-speaker accent" and "the two dominant models used to this end have been the standard British accent, RP (Received Pronunciation), and the standard US accent, GA (General American)" (Walker, 2010: 5); nowadays, however, although speakers that use ELF to communicate with others "still want to be comfortably intelligible", the people who determine whether they are intelligible or not "are fellow non-native speakers" (Walker, 2014b: 8). Hence, Walker (2014b: 8) currently refers to three main goals of pronunciation teaching:

1) *Goal 1*: a native-speaker accent;
2) *Goal 2*: comfortable intelligibility for native-speaker listeners; and,
3) *Goal 3*: international intelligibility.

According to Walker (2014b: 8),

> *Learners who have emigrated to an English-speaking country and are using English as a second language (ESL) often express interest in Goal 1. Learners of English as a foreign language (EFL) are usually drawn to Goals 1 and 2, whilst Goal 3 is suited to learners who will be using English as a Lingua Franca (ELF). Whichever goal is appropriate, it is only after it has been chosen that we can go on to determine our priorities.*

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[20] The term of Inner Circle country was coined by Braj Kachru in 1985. These countries are, according to Kachru, those in which English is spoken as a native language such as Great Britain, USA or New Zealand. He also distinguishes between Outer Circle and Expanding Circle countries, the former referring to places where English is a Second Language (India or Nigeria, for example) whereas the latter is formed by countries in which English is learnt as a foreign language, for instance, Spain. Hence, Kachru´s classification corresponds to ENL (English as a Native Language), ESL (English as a Second Language) and EFL (English as a Foreign Language) countries.

[21] Other terms used in the last few years to refer to these types of situations are *English as an International Language* – EIL (Jenkins, 2000) and *English as a Global Language* (Crystal, 2003).

The aforementioned changes and priorities led Jenkins (2000) to gather empirical data "to determine to what extent breakdown in communication in ELF settings were due to problems at a phonological level, and to what extent they were due to problems in vocabulary, grammar, knowledge, and so on" (Walker, 2010: 26). One of her results showed that pronunciation "was the most important cause of breakdown in ELF communication" (Walker, 2010: 26); this led her to design the *Lingua Franca Core* (LFC), which can be defined as "a list of pronunciation items central to maintaining mutual intelligibility of ELF" (Walker, 2010: 28). Thus, Jenkins (2000: 123) refers to the LFC as:

> *an attempt -with EIL primarily in mind- to scale down the phonological task for the majority of learners, by leaving to the individual learner's discretion and to later acquisition outside the classroom the learning of peripheral details, and focusing pedagogical attention on those items which are essential in terms of intelligible pronunciation.*

Moreover, Jenkins (2000: 123) believes that this list of required pronunciation aspects to maintain intelligibility is "to be far more realistic in its likelihood of meeting with classroom success".

After years of research, Jenkins (2000: 136-158), made a list of those main areas that were fundamental to maintain phonological intelligibility (i.e, *core features*), these aspects were later on summarized by Walker (2001: 4, 5; 2010: 28-43). Table 6 below shows the main features included in the LFC both at the segmental and suprasegmental levels.

Of course, the extent up to which this LFC will affect students will depend on their native language(s). Consequently, at the end of his book, Walker (2010: 131-135), with the help of some specialists in other languages such as Russian, Malay, Japanese, German or Polish, outlined the main areas Spanish students should pay attention to in order to sound intelligibly enough to be understood by other non-native speakers. I have summarized his suggestions in Appendix 3J

Up to my knowledge, Spanish EFL classes have not yet adapted the teaching of pronunciation to the guidelines of the LFC; moreover, as far as I am aware, not much research has been conducted on this topic either. However, I do believe that in the near future teachers and teaching materials will focus exclusively on possible pronunciation problems that will affect other people understanding Spanish speakers, that is, that affect intelligibility. In section 9.1.7, I will devote a brief section to comparing whether

the segmental and suprasegmental aspects present in the EFL textbooks analysed are present or not in the LFC just described.

Consonants	- [ɵ, ð] are not present in the LFC (pronouncing these sounds with a different sound did not cause misunderstandings in Jenkins' data).
	- It is not necessary to pronounce dark [ɫ].
	- /r/ can be pronounced, following rhotic varieties such as GA instead of RP.
	- /t/ should be pronounced as RP /t/ instead of voiced flap GA [ɾ].
	- /p, t, k/ must be aspirated; if not, they may be confused with /b, d, g/.
	- "Consonant deletion to simplify a cluster affects intelligibility considerably, whilst epenthesis seems to cause far fewer problems" (Walker, 2001: 4).
Vowels	- Differentiating long and short vowels and discriminating diphthongs is more important than quality (Walker, 2001).
Weak forms and prominence	- More importance should be given to stressing stressed syllables accurately than to weak forms or schwa.
Rhythm	- Stress-timing is not included in the LFC.
Tone groups	- "Failing to use tone groups to divide the stream of speech into manageable, meaningful chunks has a serious effect on intelligibility for all listeners" (Walker, 2001: 4).
Word stress	- "The full-scale teaching of word stress is not feasible and even if it were, it is not crucial to the intelligibility of individual words (…) most importantly, learners need to be warned that there are many exceptions to all word stress rules and to be taught how to identify word stress in the dictionary" (Jenkins, 2000: 151).
Intonation	- Pitch movements are not important for Jenkins (2000).
	- "Putting nuclear stress on the wrong word in an utterance will direct the listener's attention to the wrong place, leading to confusion" (Walker, 2001: 5).

Table 6: Main features present in the *Lingua Franca Core*. Adapted from Walker (2001, 2010)

CHAPTER 4

MAIN STUDIES IN THE TEACHING AND LEARNING OF ENGLISH PRONUNCIATION. A GENERAL LITERATURE REVIEW

Although pronunciation has been (and still is) neglected in EFL classes across Europe, as discussed in section 1.1, and a lot more is still to be done until this language area receives the attention it deserves, little by little, "the field of second language pronunciation research is experiencing growing pains" (Munro and Derwing, 2015: 11) up to the extent that in the last decades there has been an increase in the number of studies concerning the teaching of English pronunciation to foreign learners, including that of Spanish EFL students.

In this chapter I will hence review some of the main studies carried out regarding English pronunciation in the last few decades (1950s onwards). In order to fulfil this issue, I selected and revised some of the most important journals on language teaching and applied linguistics.[22] In addition to that, I looked through the last years' contents of some journals and newsletters specifically devoted to pronunciation like, *Speak Out!* (the newsletter of the *IATEFL Pron Sig*), *The Journal of Phonetics,* and *The Journal of Second Language Pronunciation*. Furthermore, some books on the teaching of English pronunciation in general and the teaching of EFL pronunciation to Spanish learners, in particular, will also be considered in my review.

Before I begin with the description of these studies, I would like to state that, as mentioned above, I will only refer to some of the most important studies carried out in this field in the last decades; hence, my analysis should not be regarded as a completely exhaustive account of every study published on the teaching of English pronunciation. I

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[22] This included the revision of specialised journals such as, *The International Review in Applied Linguistics* (IRAL), *Language Teaching, Applied Linguistics, TESOL Quartely, Studies in Second Language Acquisition* (SSLA), *English Language Teaching* (ELT) *Journal*, *The Modern Language Journal, The International Journal of English Studies, Miscelánea, Atlantis, Language Learning, Revista Canaria de Estudios Ingleses,* the *Revista Alicantina de Estudios Ingleses, Encuentro, English Teaching Professional, Language Learning and Technology* and the *International Journal of Applied Linguistics*.

will describe some general studies regarding the teaching and learning of English pronunciation conducted by non-Spanish scholars and others which describe empirical data with non-Spanish speaking participants; however, my main focus will be placed on studies that directly or indirectly involved Spanish learners of English.

As will be seen in the remaining sub-sections within this chapter, I have divided this literature review into two main areas. These two large groups of studies have been chosen since I believe they represent main topics that will be (or have been already, in the previous three chapters) object of study within my doctoral dissertation; in other words, it could be said that my PhD revolves around these two categories. Each of these groups of studies will be further classified into several smaller groups. Hence, the two main blocks and sub-blocks of studies distinguished are the following:

1) *General studies on the teaching and learning of English pronunciation*
   As the title indicates, this first main group of studies will be formed by those which address varied topics within the field of teaching English pronunciation. More particularly, this section will be sub-divided into four categories:

   - Studies that outline the phonological system of English;
   - Studies which answer important questions that should be considered when teaching this language area: what areas of pronunciation should be taught, how should pronunciation mistakes be corrected or what does having a good pronunciation entail;
   - Studies on the role of pronunciation in EFL classes and teaching materials. This category will be further sub-divided into two subsections which coincide with the two main topics of my dissertation, studies which identify students and/or teachers views regarding the teaching and learning of pronunciation and those that analyse the attention paid to pronunciation in teaching materials such as, textbooks (chapters 6 and 7); and, finally,
   - Studies which suggest the use of traditional and/or modern techniques for teaching pronunciation. Within this subgroup, I will refer both to those studies that simply suggest different resources for using in pronunciation classes and to those in which the author(s) has/have collected empirical data so as to research the advantages and drawbacks of such techniques, materials and/or resources.

2) *Studies on English pronunciation for Spanish learners*

Unlike the previous group of studies, which are addressed to general EFL learners, the projects that will be considered in this main group will specifically be addressed to Spanish native-speakers learning English or ones in which participants with different native backgrounds are considered but always with a group of Spanish learners of English. Once again, I will sub-divide this group into several thematic areas, more particularly, into the following five topics:

- Studies that compare the phonological systems of Spanish and English;

- Studies concerned with particular problems Spanish students have with English pronunciation;

- Studies which explain learning strategies Spanish students use for learning pronunciation;

- As in the previous main group, I will devote a section to review studies which discuss the attention paid to pronunciation in EFL classes in Spain. Once again, I will mainly refer to studies on Spanish EFL teachers/students opinions regarding different aspects on the teaching and learning of English pronunciation and previous research conducted on the importance given to pronunciation in EFL textbooks or manuals addressed to Spanish learners; and,

- Finally, I will give a critical account of some studies which suggest materials and/or techniques that can be used to teach pronunciation to Spanish learners of English.

4.1. General studies on the teaching and learning of English pronunciation

4.1.1. General studies which outline English pronunciation

There are currently quite a few studies which outline main features of English pronunciation (Wijk, 1966; Abercrombie, 1967; Lewis, 1969; Gimson, 1970, 1975; Kreidler, 1989; Ladefoged, 1993; Dauer, 1993; Pennington, 1996; Kelly, 2000; Lane, 2010; Celce *et al.*, 2010; Rogerson, 2011; Knight, 2012; Cameron, 2012 and Collins and Mees, 2013, to mention some of the most important ones). Broadly speaking, and as would be expected, they develop both segmental and suprasegmental issues. However,

there are some differences in the way these scholars organise and structure each of these features into different sections and chapters as well as in the order they follow in doing so.

To begin with, they all consider *vowels* and *consonants* and give a detailed account and description of the different vocalic and consonantal sounds, with the exception of Cameron (2012), who only focuses on sounds she refers to as *the difficult sounds of English*, according to her /ð, ɵ, r, l, ŋ, b, v, w, dʒ/ and /ɪ, e, æ, ɜː, ə, ʌ, ʊ, ɔː, ɒ, əʊ/.[23] Moreover, the majority of them develop the contents on the different vowels and consonants within separate chapters – one chapter for consonants and one for vowels – (Lewis, 1969; Gimson, 1970, 1975; Kreidler, 1989; Ladefoged, 1993; Pennington, 1996; Kelly, 2000; Lane, 2010; Celce *et al.*, 2010; Rogerson, 2011; Collins and Mees, 2013) whereas a few of them devote more than one chapter to each type of sounds (Wijk, 1966; Dauer, 1993; Knight, 2012, Cameron, 2012). Abercrombie (1967) is the only scholar to consider both consonantal and vocalic sounds in the same chapter, referred to as *segments*. In addition, Dauer (1993) dedicates a whole chapter to *<-ed> and <-s> endings* which is totally separate from the other sections concerned with consonants such as *consonant overview* or *consonants in detail*.

Diphthongs are only considered in the table of contents section of Abercrombie (1967), Gimson (1970, 1975), Kreidler (1989), Dauer (1993), Pennington (1996), Kelly (2000) and Cameron (2012); however, they are never present in a chapter exclusively devoted to them but rather within the units on vowels, referring to them as *segments* (Abercrombie, 1967), *glides* (Kreidler, 1989) or even *vowels* (Dauer, 1993; Cameron, 2012). Moreover, as mentioned above, Cameron (2012) only focuses on some of them, those which she considers *difficult sounds of English*.

Chapters or sections on *intonation* appear in almost all of these studies, with the exception of Wijk (1966) who, as his book title suggests, only discusses rules of pronunciation and hence emphasizes segmental phonetics and stress. However, intonation is not always the main (and exclusive) focus of a whole chapter in some studies. For instance, Abercrombie (1967) includes a chapter entitled "Voice quality and voice dynamics", Ladefoged (1993) presents intonation within his chapter on "Syllables

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[23] This author follows the phonological system of General American (GA) and hence, uses GA phonetic symbols; however, to be systematic, I have used the symbols associated with the British variety. For instance /ɔː/ and /əʊ/ instead of /ɔ/ and /oʊ̆/, respectively.

and suprasegmental features", Pennington (1996) in "Prosody", Celce *et al.* (2010) in "Prominence and intonation in discourse" and Cameron (2012) within "Word stress within sentences". Similarly, stress is also taken into consideration in the chapter on "Connected speech" in Gimson (1970), "Accent and rhythm" in Gimson (1975), "Prosody" in Pennington (1996) and in a chapter with the title "Connected speech, stress and rhythm" in Celce *et al.* (2010); the remaining studies include a separate chapter/s on stress in which they tend to refer to both word and sentence stress, with the exception of Lane (2010), who only discusses *word stress* and Abercrombie (1967) and Lewis (1969), who do not analyse stress at all. It is important to mention that some authors refer to intonation as *pitch* (Abercrombie, 1967; Ladefoged, 1993) or *speech melody* (Collins and Mees, 2013) and Gimson (1975) discusses stress by calling it *accentuation*.

Rhythm is only explicitly present in Abercrombie (1967), Lewis (1969), Gimson (1970, 1975), Kreidler (1989), Dauer (1993), Lane (2010), Celce *et al.* (2010), Knight (2012) and Collins and Mees (2013); in Lewis (1969), Kreidler (1989), Lane (2010) and Celce *et al.* (2010), explanations on English rhythm can be found in separate units whereas Abercrombie (1969) refers to this suprasegmental issue within the chapter called "Voice quality and voice dynamics", Gimson (1970) within "Connected speech", Gimson (1975) in "Accentuation and rhythm", Knight (2012) in "Word stress within sentences", Celce *et al.* (2010), as mentioned above within the chapter called "Connected speech, stress and rhythm" and Collins and Mees (2013) in "Stress and rhythm".

Very few of these studies devote chapters to *connected speech processes* (Gimson, 1970; Kreidler, 1989; Kelly, 2000; Celce *et al.,* 2010; Rogerson, 2011; Knight, 2012; Collins and Mees, 2013). Kelly (2000), Rogerson (2011) and Collins and Mees (2013) include a whole chapter referred to as "Other aspects of connected speech" in the former and "Features of connected speech" in Knight (2012) and Collins and Mees (2103), whereas Knight (2012) divides these processes into several chapters, "Elision" (that appears together with *weak forms*), "Liaison" and "Assimilation". Similarly, Gimson (1970) and Kreidler (1989) also include several chapters on these suprasegmental processes; the former within "Connected speech" and "The word in connected speech" and the latter in chapters called "Phonological processes in speech" and "Phonological processes and the lexicon".

Finally, sections on *weak forms* are only present in Lewis (1969), Gimson, (1970, 1975), Kreidler (1989), Ladefoged (1993), Dauer (1993), Kelly (2000), Knight (2012) and Cameron (2012). The only two of the aforementioned studies that devote a whole chapter to *weak forms* are Lewis (1969; chapter referred to as "Gradation") and Knight (2012) whereas explanations on strong and weak forms in English are found within the chapters on "The word in connected speech" in Gimson (1970), "Accentuation and rhythm" in Gimson (1975), "Syllables and stress" in Kreidler (1989), "English words and sentences" in Ladefoged (1993), "Rhythm" in Dauer (1993), "Word and sentence stress" in Kelly (2000) and within "Word stress within sentences" in Cameron (2012).

Another difference that I found in these studies is the order they follow to refer to segmental and suprasegmental issues. More particularly, most of them (Wijk, 1966; Lewis, 1969; Gimson, 1970, 1975; Pennington, 1996; Kelly, 2000; Celce *et al.*, 2010; Rogerson, 2011; Knight, 2012; Cameron, 2012; Collins and Mees, 2013) first explain the different sounds of English and then suprasegmental issues; Lane (2010), on the other hand, does the opposite, first referring to "Word stress, rhythm and intonation" and then to "Consonants and vowels". Finally, Abercrombie (1967), Kreidler (1989), Ladefoged (1993) and Dauer (1993) follow a more chaotic order, continuously changing from segmental to suprasegmental features.

Before moving on to refer to different studies, I would also like to mention that quite a few of these studies (Abercrombie, 1967; Gimson, 1970; Kreidler, 1989; Dauer, 1993; Pennington, 1996; Kelly, 2000; Rogerson, 2011; Knight, 2012; Cameron, 2012 and Collins and Mees, 2013) also include a chapter(s) on more theoretical concepts to take into consideration when learning English pronunciation such as the respiratory and phonatory organs that work when producing sounds, broad and narrow transcription systems or English spelling. Finally, most of these projects organise the different contents in units, i.e., they begin with unit or chapter 1, then unit 2, unit 3 and so on; however, Gimson (1970), Cameron (2012), Knight (2012) and Collins and Mees (2013) divide, first of all, their contents into main parts and within such parts, they afterwards divide the contents into chapters. For instance, Knight (2012) refers to three main sections – "Sounds and symbols", "Putting sounds together" and "Putting words together" – and within the latter, for example, she includes six chapters called "Weak

forms and elision", "Liaison", "Assimilation", "Broad transcription", "Intonation" and "Functions of intonation".

4.1.2. General studies which answer important questions regarding the teaching and learning of (English) pronunciation

Another common pronunciation learning and teaching research field consists in the discussion of key questions that should be taken into consideration when teaching this language area. Some examples that fulfil this function are Hockett (1950), Abercrombie (1956), Pennington (1996), Kelly (2000), Pennock and Vickers (2000), Palacios (2001), Wells (2005), Lane (2010), Celce *et al.*, (2010) and Rogerson (2011).

On the one hand, Hockett (1950) and Abercrombie (1956) focus on some questions one should ask when dealing with learning and teaching the pronunciation of any foreign language such as what pronunciation is, why having a good pronunciation is important, why the pronunciation of a foreign language is so difficult, whether the phonetic transcript should be taught or not, whether it is really necessary for language teachers to acquire a perfect native-like pronunciation and how should pronunciation be taught. On the other hand, Pennington (1996), Pennock and Vickers (2000), Kelly (2000), Palacios (2001), Celce *et al.* (2010), Lane (2010) and Rogerson (2011) discuss some issues to take into account when teaching the pronunciation of English as a foreign language. Nearly all of them, with the exception of Pennington (1996) and Celce *et al.* (2010) discuss the reasons why pronunciation is important and should hence be taught. Likewise, Pennington (1996) and Pennock and Vickers (2000) give reasons to answer the question of whether teaching pronunciation has any benefits. Pennock and Vickers (2000), Kelly (2000), Palacios (2001), Celce *et al.* (2010) and Rogerson (2011) also devote a section on explaining the different main models available for teaching pronunciation, such as RP or GA (although, as I have discussed in section 2.1, these standard varieties are gradually being replaced by more general and less strict models, such as English as a Lingua Franca (ELF) or English as an International Language (EIL).

Another question answered by quite a few of these studies is concerned with the areas of pronunciation that should be taught (Pennington, 1996; Pennock and Vickers, 2000; Palacios, 2001; Lane, 2010; Celce *et al.,* 2010). Furthermore, Pennock and Vickers (2000) and Palacios (2001) talk about the best moment for pronunciation to be introduced in EFL classes.

Wells (2005) discusses the main goals in teaching English pronunciation, a topic also discussed by Pennington (1996), Lane (2010), Celce *et al.* (2010) and Rogerson (2011). In addition, Wells (2005) refers to several aspects one should take into consideration when teaching pronunciation, such as the type of learners, whether these will interact with native speakers or not or when teaching phonetic transcript is important. Finally, Lane (2010) also devotes a section to error-correction, answering questions like what pronunciation mistakes should be corrected, how often should students' pronunciation mistakes be corrected and what techniques can be used to correct these mistakes.

Other topics that could be described here are projects which outline factors that may influence the way one learns pronunciation or those that describe the main changes within the field of teaching and learning pronunciation throughout history. However, I have already referred to these issues in sections 1.3 and 2.1, therefore, so as to avoid being repetitive, I have decided to omit these issues from this literature review section, generally leaving this chapter for studies not considered up to now in the previous three chapters.

4.1.3. General studies on the role of pronunciation in EFL classes

4.1.3.1. Studies on EFL students' and teachers' views regarding the teaching and learning of pronunciation

As Baker (2014: 136) explains, "a significant body of research has emerged over the past few decades examining the cognitions of second language (L2) teachers". This field, known as *teacher cognition* "encompasses a broad spectrum of notions, including the knowledge, beliefs, perceptions, and attitudes that teachers have in relation to their actual teaching practices in a local or specific target context" (Baker, 2014: 136-137). Moreover, not only are teachers' views object of study within this research field but, on some occasions, learners' perspectives are also taken into consideration.

As mentioned above, extensive research has been carried out regarding either teachers and/or students views concerning varied aspects within or outside language classrooms; however, as Baker (2014) explains, most of these studies have focused on grammar or writing whereas research on the views of teachers and students regarding the oral component of language is once again scarce.

Despite the limited number of studies that identify and analyse the opinions of EFL/ESL teachers and/or learners concerning pronunciation, several scholars have published in the last decades empirical studies within this area of work such as, Dalton, Kaltenboeck and Smit (1997), MacDonald (2002), Couper (2003), Sifakis and Sougari (2005), Nair, Krishnasamy and de Mello (2006), Hismanoglu and Hismanoglu (2010), Foote *et al*. (2011), Kanellou (2011), Murphy (2011), Saito and van Poeteren (2012), Kaivanpanah, Alavi and Sepehrinia (2012), Tergujeff (2012, 2013a, 2013b), Thomson (2013), Kanellou (2013), Baker (2014) and Pawlak, Mystkowska and Bielak (2015).

Before continuing with the revision of the aforementioned studies in more depth, I would like to mention that there are also other studies available that would perfectly fit within this group; that is the case of Walker (1999), Nowacka (2012) or Kirkova *et al.* (2013); nevertheless, they will be discussed in section 4.2.4 since all or some of the participants in these studies had Spanish as their native language and, as mentioned above, I have decided to devote separate sections to reviewing studies addressed to Spanish learners or that have been conducted with participants with different nationalities, some of them being Spanish learners of English.

As Baker (2014: 137) explains, most of the studies currently available address "teachers' beliefs regarding which features of pronunciation to teach and which teaching techniques to use". As far as I know, this situation is true since most of the studies I have come across do in fact only analyse the views of teachers, namely, MacDonald (2002), Sifakis and Sougari (2005), Nair *et al.* (2006), Hismanoglu and Hismanoglu (2010), Foote *et al.* (2011), Murphy (2011), Saito and van Poeteren (2012), Tergujeff (2012), Thomson (2013) and Kanellou (2013).

There are several differences among the above studies on teachers' beliefs. To begin with, most of these are based on EFL teachers' views with the exception of MacDonald (2002) and Foote *et al*. (2011) who both surveyed ESL teachers. Almost each one of these studies was carried out in different countries and, consequently, the teachers surveyed were teaching students with different native languages. More specifically, the participants in MacDonald's (2002) work were based in Australia, Sifakis' and Sougari's (2005) together with Kanellou's (2013) in Greece, Nair *et al's* (2006) in Malaysia, Hismanoglu's and Hismanoglu's (2010) in Cyprus, Foote *et al's* (2011) in Canada, Murphy's (2011) in Ireland, Saito's and van Poeteren's (2012) in Japan, Tergujeff's (2012) in Finland and Thomson's (2013) in Canada and the USA.

Other differences found across these studies are given by the number of subjects that participated in each study and the research materials used. Hismanoglu and Hismanoglu (2010), Foote *et al.* (2011), Saito and van Poeteren (2012) and Tergujeff (2012) analysed the views of between 100 and 200 EFL/ESL teachers whereas MacDonald (2002), Nair *et al.* (2006), Murphy (2011), Thomson (2013) and Kanellou (2013) analysed the beliefs of a smaller group of around 100 teachers. Finally, a total of 421 teachers participated in Sifakis' and Sougari's (2005) study. Concerning methodology, the predominant research material used by far in these studies is questionnaires or surveys, with the exception of Nair *et al.* (2006) whose study is interview-based and MacDonald (2002), who, first of all administered questionnaires and afterwards interviewed a sample of teachers to further explain the results obtained in the surveys.

As would be expected, another feature in which these studies differ concerns the topic/s analysed, i.e., whether they focused on teachers' views on the importance of pronunciation, integrating pronunciation in the classroom or teacher-training, for instance. More particularly, I identified the following nine topics: a) importance of teaching pronunciation, b) the ownership of English, c) teacher-training and exposure to the language, d) self-confidence to teach pronunciation and the degree with which they enjoy teaching it, e) the time devoted to teaching pronunciation, f) teaching strategies, g) techniques and activities for teaching pronunciation, h) integration and, i) varieties of English and degree of sounding native-like or with a foreign accent. These topics, as well as some of the findings obtained in these studies will be reviewed in the next paragraphs.

Firstly, one of the questions Foote *et al.* (2011), Murphy (2011), Tergujeff (2012) and Thomson (2013) asked their corresponding participants to reflect on was to what degree is English pronunciation important for them. As explained in section 1.1, teaching this language area in general EFL classes is in fact relevant for several reasons: the irregular correspondences between English spelling and pronunciation, to avoid being negatively judged by other people and the fact that pronunciation affects every language skill, not only speaking and listening. The results obtained in the aforementioned three studies indicate that for EFL/ESL teachers in Ireland, Finland and the USA/Canada, teaching pronunciation is extremely important; furthermore, the

teachers surveyed in Thomson's (2013) study claimed that knowing how to perceive different sounds is also extremely important to obtain correct pronunciation.

One of the aspects Sifakis and Sougari (2005) were interested in was concerned with ownership in the sense that these subjects were asked about the speakers who were really entitled to be the owners of the English language. Most of their participants (70%) affirmed that English "belongs either to NSs or to people with NS competence" (Sifakis and Sougari, 2005: 480), NSs here meaning *native speakers*.

Several studies addressed the topic of teacher-training and/or exposure to English (Sifakis and Sougari, 2005; Nair *et al.,* 2006; Foote *et al.,* 2011; Tergujeff, 2012; Thomson, 2013 and Kanellou, 2013). An interesting finding in Sifakis' and Sougari's (2005) study was that some of the teachers surveyed rated their English accent as poor; according to them, this can be explained by the fact that they do not have a proper exposure to the language; in other words, this study indicates that it is not only students who commonly tend to have few chances of practising the language outside the classroom but in Greece it seems to be the case that not even teachers have great opportunities to do so. All of these studies, with the exception of Sikaris and Sougari (2005), found that their corresponding subjects had received training on phonetics and phonology; however, most of the teachers interviewed in Nair *et al's* (2006) survey affirmed that they did not know how to teach pronunciation. Similarly, some of the teachers who took part in Kanellou's (2013) project claimed that the courses they had received were too theoretical and they could not find ways of applying and putting into practice in their EFL classes what they had learnt in such courses.

Tergujeff (2012) concluded that the younger, and hence, the less experienced teachers, had received less training on teaching pronunciation than the older and more experienced ones; moreover, most of the participants in her study acknowledged having received a lot of training in phonetics and phonology of their own native language/s but very little on English pronunciation, something surprising since English is the language they have specialised in and the one they are teaching to different students. The teachers in Foote *et al's* (2011) work gave more detailed descriptions of the training they had previously received, most of them affirming that they had only received sporadic training sessions at conferences or workshops. The only study which obtained quite positive results concerning teacher-training was Thomson (2013) since 75% of the teachers surveyed feel qualified for teaching this language area – although only 58

teachers were surveyed in this study and hence further research is needed. As a consequence of the previous findings, studies such as Foote *et al.* (2011), Thomson (2013) and Kanellou (2013) revealed that EFL/ESL teachers would like to benefit from more training courses so as to learn how to teach pronunciation more correctly.

MacDonald (2002) found that most of the 176 teachers surveyed did not like teaching pronunciation and they furthermore believe they are not good at teaching it either. Likewise, the participants in Foote *et al's* (2011) study denied having a lot of self-confidence to teach pronunciation. In addition to that, Murphy (2011) and Tergujeff (2012) asked their subjects to rate the amount of time spent on pronunciation in their classes; most teachers in both studies agreed that not enough time was devoted to this language area. After analysing their data, Foote *et al.* (2011) suggested that Canadian ESL instructors teaching immigrants only spent approximately 6% of their weekly classes on practising pronunciation.

Saito and van Poeteren (2012) carried out a very interesting study in which they analysed whether Japanese EFL teachers admit adjusting their English pronunciation in any way so as to make it easier for their students to better understand oral language and what strategies they follow so as to do so. The aforementioned scholars found that 105 out of the 120 surveyed teachers agreed that they do in fact modify their pronunciation for their students' benefit, by, for example, reducing the speed at which they speak or avoiding assimilation, liaison and contractions and speaking with more pauses and repetitions.

Sifakis and Sougari (2005), Hismanoglu and Hismanoglu (2010), Foote *et al.* (2011), Murphy (2011), Tergujeff (2012) and Thomson (2013) address the topic of teachers' views on different techniques and/or activities for teaching pronunciation. To begin with, Murphy (2011) concluded that the most frequently-used techniques used by EFL teachers in Ireland are repetitions and reading-aloud activities; however, according to her results, tasks in which students practise their intonation and activities which make students think about their pronunciation are the most effective. These results contrast with Thomson's (2013) since he found that reading-aloud is the most effective task, rather than other techniques such as placing pencils or marbles in one's mouth. Similarly, the teachers in Hismanoglu's and Hismanoglu's (2010) study affirmed they frequently used reading-aloud tasks, dialogues and dictionaries whereas minimal pair tasks, repetitions, getting students to record themselves and listen to such recordings,

diagrams and using mirrors to see facial movements turned out to be highly productive in Foote *et al's* (2011) study.

Hismanoglu and Hismanoglu (2010) concluded that traditional materials are preferred over more modern ones, something that was also object of discussion in Foote *et al.* (2011) since 52% of the teachers acknowledged using the pronunciation tasks present in general EFL textbooks (56% also affirmed using specialised books on pronunciation) and in Tergujeff (2012), who found that EFL teachers in Finland continue to prefer printed materials rather than online ones although the use of websites is gradually becoming more popular. Moreover, Murphy (2011: 13) points out that there seems to be "a noticeable lack of innovation and diversity in pronunciation teaching". Sifakis and Sougari (2005) found that real conversations, i.e, authentic conversations, are not used by primary teachers, but only by lower and upper secondary-school instructors whereas teachers at all levels use role-plays. Finally, the only study within this category that reflects teachers' views on using phonetic symbols and phonetic transcriptions is Tergujeff (2012), who found that most of the teachers surveyed encourage their students to interpret phonetic symbols but they do not expect them to produce/write them.

Only Foote *et al.* (2011) asked their participants to reflect on integration. More particularly, the teachers surveyed in this study were asked to answer the questions by not only taking into consideration their own actions, preferences and so on but also by considering those of their colleagues working at the same institutions as them. Concerning integration, the majority of the participants believe their colleagues are perfectly capable of integrating pronunciation within other language skills (i.e, they know how to do it) but fewer than 50% of them believe their colleagues actually do it; however, they themselves do seem to carry out this integrational process.

Finally, Sifakis and Sougari (2005), Nair *et al.* (2006), Murphy (2011) and Tergujeff (2012) refer to teachers' views on varieties of English and sounding native-like or speaking intelligibly but with a foreign accent. All of these studies, with the exception of the former one, asked instructors to choose which models of English they use in class for teaching pronunciation or which varieties their students prefer. In Nair *et al's* (2006) work there were some teachers who stated that they used standard Malaysian English when teaching their students pronunciation whereas another group of instructors affirmed they followed British or RP pronunciation norms. Similarly,

Murphy's (2011: 12) subjects pointed out that they presented their students with British and/or Irish English "as the target for their learners to approximate". Tergujeff (2012) found that Finish EFL teachers used both RP and GA standard varieties for both receptive and productive tasks; however, they also acknowledged using Australian English, Irish English, Scottish English and Canadian English in receptive activities but not in productive ones. Moreover, Tergujeff (2012) asked her participants to decide which variety of English they believed their students preferred for learning pronunciation; most of these instructors think that their corresponding students prefer the American standard variety over the British one. Finally, Sifakis and Sougari (2005) noticed differences of opinion among primary and secondary school teachers concerning the importance they ascribe to sounding-native like or on speaking intelligibly enough so as to be understood; these scholars found that primary-school instructors believe that their students should aim at obtaining a pronunciation as native-like as possible whereas the upper-secondary teachers that took part in Sifakis' and Sougari's (2005) study strongly believe that reaching a level of intelligibility enough to be understood is more than enough, even if learners have a strong foreign accent.

Leaving previous research on teacher's views aside now, out of the large list of studies explicitly mentioned at the beginning of this subsection, only Dalton *et al.* (1997), Couper (2003), Tergujeff (2013a) and Pawlak *et al.* (2015) analyse the views of students.

Dalton *et al.* (1997), Couper (2003) and Pawlak *et al.* (2015) examined the views of EFL university students in Austria, New Zealand and Poland, respectively. Tergujeff's (2013a) participants, on the other hand, were a group of primary, lower-secondary and upper-secondary students in Finland. Dalton *et al.* (1997), Couper (2003) and Pawlak *et al.* (2015) used questionnaires to collect their data whereas Tergujeff (2013a) resorted to interviews.

The topic/s analysed in each of the aforementioned four studies varies quite a lot. More particularly, Dalton *et al.* (1997) focus on one particular topic, Austrian students' attitudes towards native and non-native varieties; contrastly, Couper's (2003), Tergujeff's (2013a) and Pawlak *et al's* (2015) studies address several general topics as will be explained below.

Dalton *et al.* (1997) asked some native RP, GA and close to RP speakers as well as a few non-native Austrian speakers to read the same text out aloud while being

recorded. A group of 132 university EFL students, most of which wanted to become EFL teachers, listened to the text read out by each speaker and afterwards they were asked to rate on a Likert scale from *I agree totally* to *I disagree totally* the degree with which they believed the voice they had heard was *likeable, intelligent, educated, selfish, successful, rude, had a sense of humour, kind, organised, determined, honest* or *ambitious.* Generally speaking, these authors found that the majority of university EFL students in Austria preferred the native-English people's accents, especially the RP speakers, followed by the GA and the near-RP ones. On the other hand, the least likeable accents for these participants were the Austrian non-native speakers of English.

Couper (2003) designed an explicit pronunciation syllabus to put into practice with post-intermediate university students in a study-skills course. Such syllabus included the following techniques and activities: analysis and explanations of pronunciation, controlled and less-controlled classroom practice, language lab sessions by listening to and repeating words/sentences, listening and discrimination tasks or activities in which students had to record themselves and afterwards listen to their pronunciation. Both before and after completing the syllabus, Couper (2003) used diagnostic tests to analyse whether students had improved in any way. Moreover, he designed a questionnaire – which is the part of his study which interests me the most in this subsection – so as to ask the students their views on the programme as well as their general beliefs regarding pronunciation and its teaching. Some of the most important results obtained in these surveys were the following:

1) Pronunciation is considered a very important language area by these students and they believe teachers should teach it. However, they themselves stated that they do not feel confident enough with their own pronunciation;

2) The strategies that helped them the most were: listening to people speaking English, listening to the radio, watching TV, listen and repeat tasks, record and listen activities and teachers' explanations on how to produce sounds correctly and getting stress, intonation and rhythm right;

3) Generally speaking, most of the students affirmed they had benefited from the programme, had enjoyed the methodology used and believed the exercises carried out and the diagnostic tests had helped them improve their pronunciation; and,

4) The pronunciation areas in which these participants believed to have improved the most were word and sentence stress, final consonants, vowels rhythm, intonation and weak and strong forms. On the other hand, they did not feel they had improved their abilities to join sounds and to pronounce English consonants that much.

In her interviews, Tergujeff (2013a) found that Finish students: [24]

1) Do not aim at obtaining a native-like accent, they believe fluency and intelligibility are more important;

2) More attention is generally paid to pronunciation in primary education than in secondary education. In fact, the only students that are happy with the role pronunciation has in their classes are those studying primary education whereas the secondary-school participants believe the time devoted to the teaching of this language area is insufficient. Furthermore, the use of phonetic transcripts seems to be very common in primary education although not so much in secondary-school; and,

3) Broadly speaking, Finnish students stated that they learn pronunciation in the classroom but also outside by listening to music, watching TV and films and by playing online games. Moreover, some of them said they had opportunities to speak English with tourists.

Some of the issues analysed in Pawlak *et al's* (2015) study coincide with those studied in Couper (2003) or Tergujeff (2013a). More particularly, Pawlak *et al's* (2015) participants affirmed that learning how to pronounce correctly is important, knowing some segmental and suprasegmental issues will be an advantage for them, they prefer "a structural rather than a task-based model of setting the agenda for pronunciation instruction" (Pawlak *et al.*, 2015: 11), some students preferred pronunciation tasks to be done in isolation, giving them "the opportunity to focus their attention on a specific pronunciation target, reflect on an explanation and then engage in practice activities dealing with this feature" (Pawlak *et al.*, 2015: 11) whereas others preferred for pronunciation tasks to be integrated within general oral tasks. Moreover, a high number of students in Pawlak *et al.'s* (2015) study acknowledged enjoying traditional types of

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[24] These results are also outlined and discussed in Tergujeff (2013b).

pronunciation activities, such as minimal pair tasks and they prefer teacher-correction over peer-correction. Finally, Pawlak *et al.* (2015) included some open-ended questions in their questionnaire and found that some of the reasons why their students enjoy learning English pronunciation were that it "helps them communicate more effectively" (Pawlak *et al.*, 2015: 15), it makes them more confident and more comfortable when speaking English or because they like the way English sounds; on the other hand, some of the reasons mentioned by these students for not enjoying pronunciation were that it is difficult, time-consuming or boring or that "it is less important than grammar or vocabulary" (Pawlak *et al.*, 2015: 15).

Finally, a few of these studies (Kanellou, 2011; Kaivanpanah *et al.*, 2012; Tergujeff, 2013b; Baker, 2014) address both students' and teachers' beliefs on certain aspects regarding the teaching and/or learning of pronunciation. Some of the results outlined in Tergujeff's PhD dissertation (2013b) have already been explained above when referring to Tergujeff (2012) for teachers' views and Tergujeff (2013a) for the results obtained when interviewing students; hence, so as to avoid being repetitive, I have decided not to specifically refer to Tergujeff's PhD dissertation (2013b) although I will make reference to this work later on as she is one of the main members of an important research group, the European Research Group Working on *The English Pronunciation Teaching in Europe Survey (EPTiES)*, a team that has published quite extensively in the last few years on the role of pronunciation in different European countries (including Spain) according to EFL teachers (cf. section 4.2.4).

Kanellou in her doctoral dissertation (2011) administered a questionnaire to 327 upper-intermediate and advanced EFL learners and to 42 EFL teachers; moreover, she interviewed 12 of those teachers to obtain further data. Part of Kanellou's (2011) study was devoted to comparing the importance that grammar, vocabulary and pronunciation have in spoken skills. Generally speaking, she found that both teachers and learners believe that vocabulary is more important than grammar and pronunciation "in the development of speaking skills" (Kanellou, 2011: 224). Moreover, both groups agreed that pronunciation was less relevant than vocabulary for listening comprehension but more relevant than grammar. When analysing students' and teachers' views concerning the importance of these three language areas for intelligibility, Kanellou (2011) found that pronunciation was considered less important than grammar for the teachers whereas this language area is less important than grammar and vocabulary for students.

Other results Kanellou (2011) obtained were as follows: both teachers and students state that learners should be exposed to both standard British and American varieties, something that, according to both groups, actually happens in the classroom; furthermore, most teachers and students believe that aiming at an *accented international intelligibility* (AII) should be their main goal, although some students "opted for native-speaker competence in pronunciation" (Kanellou, 2011: 267).

Kaivanpanah *et al.* (2012) address students' and teachers' preferences regarding different types of oral feedback. They used the same research materials as Kanellou (2011) to collect their data from 154 EFL beginner, intermediate and advanced-level students and from 25 EFL teachers, i.e, a questionnaire was administered to both students and teachers and the EFL teachers were afterwards interviewed. The three main topics they addressed in their study were whether students and teachers prefer *peer-feedback* or *teacher-feedback*, the type of correction preferred (immediate or delayed feedback) and their views on other types of oral corrective feedback.

Many teachers and students opted for choosing teacher-feedback which is less stressful than peer-feedback in the students' opinion; however, quite a few students also prefer to be corrected by their peers since they believe this technique is quite effective, their classmates are, according to them, quite honest and have the ability to successfully correct them; moreover, they denied feeling humiliated if corrected by a classmate, one of the main reasons why most of the teachers interviewed stated not encouraging this type of feedback in class, that is, they feared learners would be embarrassed and it would create "a negative sense of competition among the learners" (Kaivanpanah *et al.,* 2012: 15). Therefore, one of the teaching implications these authors gather from their study is "the need to take into consideration learner factors such as linguistic proficiency, affective reactions and beliefs when providing interactive feedback (Kaivanpahah *et al.,* 2011: 16).

Baker (2014) focuses on teachers' and students' preferences regarding pronunciation techniques. The teachers' data was collected through interviews and class observation whereas the students were administered a questionnaire. Baker (2014) distinguishes three main types of techniques, namely *controlled activities* (for instance, production practice, repetition drills, visual or audio recognitions or questions and answers), *guided activities* (production - student feedback practice, production - audio recognition/identification or mutual exchange) and *free activities* (games, drama

presentations and discussions) and found that the former type were the most productive ones used whereas "the variety of guided techniques is considerably more limited" and "all five teachers employed free techniques to varying extents in their classes" (Baker, 2014: 149). A common practice of the teachers was to spend time

> *explaining some feature of English pronunciation (explanation and examples) and, after conducting a pronunciation activity with the students, checking the students' work and giving feedback on it (checking activity)* (Baker, 2014: 148).

"Production practice, repetition drills, visual identification, and testing" (Baker, 2014: 148) tasks were techniques frequently-used in class by all the teachers interviewed. Finally, some of the teachers had graduated in an MA in TESOL in which they had taken a module specifically devoted to teaching pronunciation; unsurprisingly, these teachers were the ones to affirm using more varied types of pronunciation techniques than those who had not attended this specialisation course.

4.1.3.2. Studies on the importance given to pronunciation in EFL teaching materials
In the last few years, some research has been carried out in different European and non-European countries to identify the importance given to pronunciation in textbooks or manuals. Some of the most important studies on this topic will be discussed here; more particularly, Kanellou (2009), Tergujeff (2010), Derwing, Diepenbroek and Foote (2012), Kanellou (2013), Tergujeff (2013b) and Henderson and Jarosz (2014).

All of the previous studies use general EFL textbooks as their research materials except for Kanellou, who analysed the role of pronunciation in general ELT handbooks and manuals in 2009 and in specialised handbooks on pronunciation in 2013.

Kanellou (2009) found that for most general handbooks on teaching English, "phonology is considered one of the most important types of linguistic knowledge for the learners to draw on in order to comprehend a spoken message", accent "is a very important variable in listening comprehension and teachers need to embrace the presence of various accents of English and prepare listening material that will help learners become aware of different accents of English" (Kanellou, 2009: 5), specialists emphasize that it is the learners' duty to pay attention to pronunciation if they want to avoid misunderstandings and that students need to practise both segmental and suprasegmental aspects. Regarding the space provided for pronunciation in these handbooks, Kanellou (2009) found three different patterns: a) books which devoted a

whole chapter or large sections to the outlining of pronunciation, b) materials in which other language areas appear more frequently than pronunciation but the latter does appear up to a certain extent and, c) resources in which pronunciation only appears in short sections or paragraphs or it is completely absent. Finally, on some occasions, Kanellou (2009) revised several editions of the same ELT handbooks and she found that the most modern were gradually paying more attention to pronunciation than the older editions.

Kanellou's other study, published in 2013, analysed specialised handbooks on pronunciation. Once again, she found a common pattern in the sense that the majority of handbooks chosen mention that teachers need to know enough about phonetics and phonology in order to be able to teach it and they must also be familiar with several techniques and approaches for teaching this language area. Most scholars believe that receptive skills should be acquired before the productive ones and that students should be given the opportunity to learn and practise both segmental and suprasegmental features. Finally, Kanellou found that all of the specialised manuals she analysed encourage students to learn how to use phonetic symbols since they are a "convenient (and quick) reference point" (Kanellou, 2013: 15) and most of the handbooks defend the learning of phonological rules since these can help students predict sounds from spellings and vice versa.

As mentioned above, Tergujeff's (2010, 2013) studies as well as those by Derwing *et al*. (2012) and Henderson and Jarosz (2014) analyse the role of pronunciation in general EFL/ESL textbooks.

Tergujeff's (2010, 2013b) and Henderson's and Jarosz's (2014) studies focused on identifying the types of pronunciation textbooks present in beginner, intermediate and advanced Finnish EFL textbooks and in secondary-school textbooks addressed to French and Polish students, respectively. The former identified a total of 829 proper pronunciation activities (i.e, those in which pronunciation was directly referred to); these activities were divided into eight categories: *phonetic training, rules and instruction, read aloud, awareness-raising, spelling and dictations, listen and repeat, rhyme and verse* and *ear-training*. The three most-productive types of activities Tergujeff identified were: phonetic training (33%), reading aloud (29%) and listen and repeat (18%). Henderson and Jarosz (2014) preferred to consider only five categories to classify pronunciation tasks, particularly, the five types of tasks suggested by Celce *et*

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al. (2010: 45), hence, *description and analysis, listening discrimination, controlled practice, guided practice* and *communicative practice*. The most productive types of tasks for teaching pronunciation were listening discrimination and controlled practice both in the textbooks addressed to French EFL students and those designed for Polish EFL learners whereas communicative practice exercises were hardly ever present in the French EFL textbooks and completely absent in the Polish ones.

Tergujeff (2010, 2013b) concluded that most of the activities present in Finnish EFL textbooks follow traditional techniques although some more authentic types of materials like rhymes or comic strips were also included. Generally speaking, emphasis was placed on productive skills rather than on receptive ones, little attention was paid to intonation, rhythm and connected speech processes and there were no communication activities, games nor visual aids.

In contrast, Derwing *et al*. (2012), and Henderson and Jarosz (2014) found that sections on suprasegmental issues were more frequent than segmental ones. In the latter study, suprasegmental issues were present quite frequently in the lower-secondary textbooks analysed but completely absent in the upper-secondary ones.

Furthermore, Derwing *et al.* (2012) identified many differences from one group of textbooks to another since they reported over 500 pronunciation tasks in some of the textbooks but only 20 tasks in another group of books. Moreover, the types of activities widely altered from one textbook to another. For instance, in the textbooks analysed of *American English File* series, tasks which involved classifications, listening and repeating, controlled conversations and listening and checking were very productive whereas in the different levels of the textbooks *Touchstone*, the most frequent types of activities found were of noticing, listening and repeating and partly controlled tasks. Finally, Derwing *et al.* (2012) concluded that pronunciation was always present in a fixed position in every chapter, i.e, at the bottom or top half of a page, inside a table, etc.

4.1.4. General studies on techniques and materials for teaching and learning pronunciation

The number of studies concerned with this topic area is very high. The following can be regarded as the most representative: Baker (1982), Kenworthy (1987), Bowler and Cunningham (1990), Dalton and Seidlhofer (1994), Baker (1994), Laroy (1995),

Hancock (1995), Clennell (1997), Roach (1998), Hancock (2003), Blanche (2004), Hewings (2004), Dale and Poms (2005), Underhill (2005), Walker (2006), Forster (2006), Harmer (2007), Hewings (2007), Baker and Goldstein (2008), Komar (2009), Rengifo (2009), Lane (2010), Rogerson (2011), Cameron (2012), Marks and Bowen (2012), Collins and Mees (2013) and Walker (2014d).

Most of these are handbooks on English pronunciation (Baker, 1982; Kenworthy, 1987; Bowler and Cunningham, 1990; Dalton and Seidlhofer, 1994; Baker, 1994; Laroy, 1995; Hancock, 1995; Roach, 1998; Hancock, 2003; Hewings, 2004; Dale and Poms, 2005; Underhill, 2005; Hewings, 2007; Baker and Goldstein, 2008; Lane, 2010; Rogerson, 2011; Cameron, 2012; Marks and Bowen, 2012 and Collins and Mees, 2013).

A common pattern shared by these scholars is the inclusion of explanations and/or activities to help learners of English learn both segmental and suprasegmental features. More particularly, Kenworthy (1987), Dalton and Seidlhofer (1994), Roach (1998), Hancock (2003), Underhill (2005), Hewings (2007), Lane (2010), Rogerson (2011) and Cameron (2012) present extensive explanations on both English sounds and suprasegmental issues like intonation or stress as well as many tasks for students to develop their pronunciation. Baker (1994), Dale and Poms (2005), and Baker and Goldstein (2008) include short theoretical explanations and many pronunciation activities to practise the theoretical notions explained and Baker (1982), Bowler and Cunningham (1990), Laroy (1995), Hancock (1995), Hewings (2004) and Marks and Bowen (2012) are handbooks which exclusively present tasks for practising pronunciation. Finally, Harmer (2007) is the only handbook from this list that is not explicitly devoted to the teaching and/or learning of English pronunciation but it is rather a general ELT guidebook which includes a few pages with some ideas for teaching pronunciation.

I quickly scanned through the different guidebooks to see the most common types of pronunciation activities and techniques here suggested. Broadly speaking, I found that most of them present explicit pronunciation tasks with specific headlines to practise segmental and suprasegmental issues, for instance, activities on long and short vowels, diphthongs, consonants, consonant clusters, stress, intonation and so on. In other words, the way these handbooks present tasks resembles the way general EFL textbooks do, with a headline explaining what students are expected to do. Laroy

(1995), Hewings (2004), Lane (2010) and Marks and Bowen (2012) slightly differ from the rest of these books since not only does the headline of each pronunciation task appear on certain pages but these authors include other details, namely the materials teachers need for putting these activities into practice, the main features that will be practised (particular vowel sounds, stress, linking, etc.) and the procedures they need to follow (whether a certain task is best done in pairs or groups, what materials teachers should prepare beforehand, how students should work with such materials, etc). In Appendix 4A I have included some examples of handbooks which present pronunciation activities in a direct way and those which provide instructions on the procedures to follow before completing the activity.

Concerning the specific format of the activities, I identified a strong emphasis on listening skills since quite a lot of the tasks suggested in almost all of these handbooks were of the type *listen and repeat, listen and check, listen and underline, listen and tick, listen and circle, listen and write* or *listen and match*. Baker (1982), Bowler and Cunningham (1990), Dale and Poms (2005), Hewings (2007) and Baker and Goldstein (2008) are examples of studies in which I straight away found many examples which entailed listening and afterwards repeat/circle/check words or sentences. Other types of productive activities found in many of these books were *matchings, reading-aloud* activities and *discriminations*. Generally speaking, I identified a clear dominance of traditional types of pronunciation techniques in these handbooks. This is completely understandable in works by Baker (1982), Kenworthy (1987), Bowler and Cunningham (1990) or Roach (1998) since they were published over 20 years ago when pronunciation was only taught by using techniques like matchings, reading-aloud or listen and repeat tasks; however, more recent studies such as Hewings (2007), Baker and Goldstein (2008) and Rogerson (2011) still use these techniques quite frequently, in spite of the fact that nowadays there are many more modern types of resources that can also be used to teach pronunciation (as explained in chapter 2). In other words, very few of these handbooks include activities in the form of more modern techniques such as games, tongue twisters, the use of new technologies or songs. Some of the few examples of games I found were in Bowler and Cunningham (1990) who include some crosswords, Kenworthy (1987) and Baker (1994) who suggest a *phonetic bingo* and Lane (2010) who includes a game called *travel season trivia*.

Harmer (2007) in a few pages presents some ideas for practising English rhythm, intonation, stress and individual phonemes like the use of songs and chants, tongue twisters and minimal pair exercises. Finally, the most entertaining book I have come across in these last years for using games is Hancock (1995), who adapts traditional games like bingo, dominoes or mazes for teaching English pronunciation (see Appendix 2C for some examples).

The remaining studies (Clennell, 1997; Blanche, 2004; Walker, 2006; Forster, 2006; Komar, 2009; Rengifo, 2009 and Walker, 2014d) are short articles in which one or several techniques are suggested for teaching pronunciation to learners with any native language, i.e., their activities are not addressed to German, Italian or Spanish EFL students, for instance. Clennell (1997) presents some activities he personally carried out in his classes to help exclusively his students improve their intonation, such as getting students to record themselves, teachers transcribe the text and give small pairs or groups of students' different parts of the text which they must practise and afterwards record themselves again and compare it to the native model. Likewise, Komar (2009: 2) also focuses on intonation. She suggests using entertainment shows for explaining "some aspects of discourse and pragmatic functions of English intonation". In particular, she used an episode of the quiz *The Weakest Link* and gave some of her 4th year students the written transcript and asked them to "concentrate on the pitch movements and mark the keys and tones" (Komar, 2009: 2).

Blanche (2004) discusses the advantages of using dictations in pronunciation classes. Moreover, he suggests some types of activities that can be done with any kind of text before actually dictating it like silent reading or vocabulary work.

Walker (2006), Forster (2006) and Rengifo (2009) believe using songs and music in the classroom are beneficial for students to improve their pronunciation. Walker (2006) stresses the advantages songs have for teaching English syllable-timed rhythm and linking. Forster (2006) considers songs and chants valuable resources for teaching young students rhythm, as well as intonation; moreover, she provides readers with some guidelines and steps to follow when using songs with young learners such as "a little each lesson is better than longer, more concentrated spans of time", "revisiting learned songs and chants offers opportunity for review and confidence building" and "create opportunities to use the structures learned through the chants…" (Forster, 2009: 65). Rengifo (2009) used karaoke with some of his adult students and found that it

motivated them and they did not feel uncomfortable when speaking in the foreign language because the atmosphere was very relaxed. Moreover, both their receptive and productive pronunciation skills improved.

Finally, Walker (2014d) explains some of the advantages that using new technologies has for students: they can work at their own speed, practise their pronunciation as much as possible and even record their pronunciation and compare it to that of a native speaker. Walker (2014d) also provides readers with some websites and programmes currently available to practise pronunciation like the *The Speech Accent Archive, The International Dialects of English Archive, BBC Learning, Recorder Pro* or *Dragon Dictate* (cf. section 2.2.2.2.6 for more details on new technologies for teaching pronunciation).

4.2. Studies on English pronunciation addressed specifically to Spanish learners

As discussed at the beginning of this chapter, in this sub-section I will refer to studies on the teaching and/or learning of English pronunciation addressed to Spanish learners, such as experiments on particular problems of certain students belonging to a similar age group, ones that describe the most common problems Spanish people tend to have with English pronunciation by comparing the phonological systems of these two languages or studies which take into account Spanish students and/or teachers' views regarding the teaching and learning of pronunciation, such as the variety of English they prefer studying or the techniques used in the classroom.

4.2.1. Studies which compare the phonological systems of Spanish and English

Parkinson (1983), Kenworthy (1987), Avery and Erlich (1992), Sánchez-Benedito (1994), Alcaraz and Moody (1999), Palacios (2001), Coe (2001), Walker (2010) and Estebas (2012) are examples of studies that provide explanations of the main differences between English and Spanish phonetics in order to warn Spanish EFL learners of such differences so as to try and reduce the number of mistakes they will make when using this foreign language.

Once again, some differences between these studies can be observed. To begin with, the projects by Parkinson (1983), Sánchez-Benedito (1994), Alcaraz and Moody (1999) and Estebas (2012) develop an extensive description of every English pronunciation aspect (both segmental and suprasegmental phonology) and compare

each sound to the sounds that exist in Spanish (both those English sounds that cause difficulty for Spanish learners and those that do not). In fact, these books are exclusively devoted to the topic of English versus Spanish phonology, as shown in their titles, *Fonética Inglesa para Españoles*, by Alcaraz and Moody (1999) or *Teach Yourself English Pronunciation. An Interactive Course for Spanish Speakers* (Estebas, 2012), for example. Although the order in which these authors organise the different contents changes as well as some of the terms they use (thus, for example, Estebas (2012) names her chapter on connected speech processes as "Words in company"); in broad terms, they follow the next pattern and include the following sections:

1) Some introductory chapters focus on basic concepts and issues of general phonology (sound, phoneme, phonetics, phonology, phonetic transcription, allophones, speech organs, minimal pairs...);
2) English vowels and the corresponding comparison to Spanish vowels;
3) English diphthongs and the differences with Spanish ones;
4) English versus Spanish consonants;
5) Stress, referring both to word and sentence stress;
6) Rhythm and weak forms; and finally,
7) Intonation.

A small difference observed within the aforementioned four studies is that while Parkinson de Saz (1983) and Alcaraz and Moody (1999) develop each type of consonant (fricatives, plosives, nasals...) in a separate chapter, Sánchez-Benedito (1994) and Estebas (2012) prefer to focus on every consonant in one single chapter. Moreover, in the case of Estebas (2012), she classifies the different problems as *tips*, for example, *tip 1 – Spanish [a] versus English [a:], [æ], [ʌ]*, *tip 6 – English weak vowel [ə]* or *tip 10 – diphthongs ending with [ə] ([ɪə][eə][ʊə])*, all within the chapter called "vowels".

On the other hand, Kenworthy (1987), Avery and Erlich (1992), Coe (2001), Palacios (2001) and Walker (2010) develop a brief description (a few pages) of the main phonemes and aspects that cause difficulty for Spanish learners of English. Thus, they mainly focus on aspects like the following: the distinctions between /b/, /v/ and /w/, /ð/, /h/, final -*ed*, consonantal clusters, /ʃ/, /j/, /dʒ/, /r/, /s/, /z/, /ʌ/, /ə/ and the differences between short and long vowels, stress and rhythm as these are the main problems

Spanish learners of English normally have with pronunciation (cf. section 3.2. for more details).

4.2.2. Studies which analyse problems Spanish students have with English pronunciation

In this sub-section, I will refer to those specific studies in which some kind of experiment was carried out either inside or outside pronunciation classes with Spanish students (or studies in which the subjects were representative of several native languages but always including a group of students whose mother tongue was Spanish). As will be seen in the following sub-sections, all the studies encountered that comply with this requirement are based on experiments focused on a particular aspect(s) of segmental or suprasegmental English pronunciation, for instance, studies on students' problems with certain English vowels or lexical stress.

My survey shows that quite a lot of research has been conducted in the last few years on the topic object of discussion in this section, i.e, studies which analyse specific difficulties Spanish learners have with English pronunciation, either with specific sounds or with prosodic features such as intonation or connected speech processes. The following can be regarded as the most relevant in this respect: Leahy (1980), Llurda (1997), Cenoz and García-Lecumberri (1997, 1999), Carlisle (1998), García-Landa (1999), Cutillas (2001), Mompeán (2001), Gallardo, García-Lecumberri and Cenoz (2005), Gómez-Lacabex, García-Lecumbberi and Cooke (2005), Ramírez-Verdugo (2006), Aliaga (2007), Gómez-Lacabex and García-Lecumberri (2007), Aliaga (2009), Cebrian (2009), Cerviño and Mora (2009), Roothooft (2012), Cebrian and Carlet (2012), Safronova and Mora (2012), Martínez-Adrián, Gallardo and Gutiérrez-Mangado (2013), Avello *et al.* (2013) and Gallardo and Friedman (2013).

Quite a few of the above focus on the perception or production of English vowels by Spanish EFL learners, particularly Cenoz and García-Lecumberri (1997, 1999), Mompeán (2001), Gómez-Lacabex *et al.* (2005), Aliaga (2007), Gómez-Lacabex and García-Lecumberri (2007), Cebrian (2009), Aliaga (2009), Cerviño and Mora (2009) and Safronova and Mora (2012).

To begin with, the studies by Cenoz and García-Lecumberri (1997, 1999) focus on the perception and acquisition of (nearly) all English vowels by Spanish learners of English. In their former study they chose monosyllabic words and examples of words

containing each of the monothongal vowels in English (with the exception of schwa) were included; more particularly, "each vowel was present in two different words" (Cenoz and García-Lecumberri, 1997: 57). One of the main aims of this study was to test Khul's *Native Language Magnet Model* (NLM) that says that:

> *listeners' perceptual sound systems are composed of best exemplars for each sound category (...) prototypes act like magnets with respect to other sounds so that sensitivity to sound differences is reduced in their proximity whereas it is increased in the proximity of non-prototypes. Thus sounds which resemble a best exemplar are difficult to differentiate from it because the prototype attracts to itself perceptions of sounds that fall under its scope the way a magnet would* (Cenoz and Lecumberri, 1997: 56).

In other words, when learning a new language, it is thought that foreign sounds are sometimes perceived as similar sounds which are part of one's native language. Generally speaking, these scholars came to the conclusion that this model "does not account for most of the confusion patterns" (Cenoz and García-Lecumberri, 1997: 64) made by Spanish learners. Their study in 1999 analyses the effects of phonetic training on the abilities of Spanish university EFL learners to discriminate the different English vowels. Phonetic discrimination tests were one of the main research material used. Some of the results obtained were that Spanish students have fewer problems at identifying diphthongs than monothongal vowels (except for /eə/) and the training these students received slightly helped them improve their pronunciation although they continued to have some problems with vowels. Similarly, Aliaga (2007, 2009), Gómez-Lacabex and García-Lecumberri (2007) and Cebrian (2009) also carried out some research studies on the benefits/drawbacks phonetic training has on the learning of several vowels by Spanish students (although Aliaga (2007) also focuses on the discrimination of plosive consonants (/p, t, k, b, d, g/). In Aliaga's study in 2007, the experimental group was extensively trained on the perception and production of /ɪ, iː, æ, ʌ, aː, uː, ʊ/ whereas her participants in 2009 received several hours of both auditory and articulatory training on all 11 English monothongal vowels. Aliaga observed improvements in the pronunciation of English vowels by her Spanish students in both studies. Likewise, Cebrian (2009) carried out a preliminary study on the effects that a training course in English phonetics caused on the perception of English vowels by some bilingual students of Spanish and Catalan. The practical sessions of this one academic-year training course "consisted of phonetic dictations and transcription practice, pronunciation practice, reading practice with transcribed and orthographic

texts, and sound discrimination exercises, among other things" (Cebrian, 2009: 23). As with the previously-mentioned studies, the participants had improved at the end of the course but, unfortunately on this occasion, the degree of improvement was "arguably very small" (Cebrian, 2009: 25).

Gómez-Lacabex *et al.* (2005) and Gómez-Lacabex and García-Lecumberri (2007) studied vowel reduction, i.e, mainly schwa. The former analysed the "relationship between perception and production" of weak forms "in a group of students learning English as a foreign language with native exposure in a formal learning context" (Gómez-Lacabex *et al.,* 2005: 1); due to previous research in this field, it was thought that perception would precede production, something that the final results obtained verified. Moreover, on some occasions, the participants had detected many examples of vowel reduction in words that do not have weakened vowels in them in perceptive tasks; nevertheless, these scholars found that "in terms of production students seem to reduce more often in the right context" (Gómez-Lacabex *et al.,* 2005: 3). Gómez-Lacabex and García-Lecumberri (2007) looked at the effect training had on the acquisition of schwa on some teenage Spanish students of English. Two experimental groups were distinguished, one of which received perceptual training and the other production training. Both groups of students improved in the perception of weak vowels and it was found that those who had received production training also improved their perceptual pronunciation a great deal, surprisingly even more than those learners who had specifically received exclusive perceptual training.

Three of the studies mentioned at the beginning of this subsection focus on Spanish students skills to perceive the distinction between the vowels /ɪ, i:/. Mompeán-González (2001) compared the ratings given by both native speakers of English and Spanish learners of English of different realisations of short /ɪ/. Such ratings were given according to how accurate the subjects considered each one of them was pronounced. He found that Spanish students had been influenced by perceived "familiarity with words, perceived word frequency, spelling and influence of the coda" (Mompeán, 2001: 141) whereas the native speakers were only influenced by spelling and the coda in words.

Cerviño and Mora (2009) also worked on the phonetic distinction /ɪ, i:/ although their aims were to see how much Spanish students relied on duration when the aforementioned sounds were pronounced and "to propose teaching tools that may help

learners inhibit or enhance their sensitivity to duration cues in different phonetic contexts" (Cerviño and Mora, 2009: 1). The results obtained by these authors once again showed differences in the way Spanish/Catalan learners of English perceive English sounds from how native English speakers perceive such sounds. In this case, Cerviño and Mora (2009) found that the Spanish/Catalan learners relied on duration a lot more than the native speakers did; this over-reliance on duration caused Spanish speakers to have "difficulties perceiving the tense-lax vowel contrast accurately" (Cerviño and Mora, 2009: 30). Moreover, they concluded that Spanish learners of English "present perceptual deafness to allophonic vowel duration differences" (Cerviño and Mora, 2009: 30).

The third study concerned with students skills at distinguishing the vowels /ɪ, i:/ is Safronova and Mora (2012), who tested how long could Spanish/Catalan students remember how to properly perceive differences between these two vowels in nonsense words after having carried out two memory tasks, a vowel-categorisation and a vocabulary size task. These scholars found that L2 learners with better auditory storage were, however, not better than those students who had fewer abilities for the distinction between vowels. Finally, Safronova and Mora (2012) came to the same conclusion as Cerviño and Mora (2009), i.e, Spanish/Catalan learners of English rely too much on duration when distinguishing between /ɪ/ and /i:/.

The projects carried out by Carlisle (1998), García-Landa (1999), Cutillas (2001), Roothooft (2012), Cebrian and Carlet (2012) and Gallardo and Friedman (2013) focus on English consonants rather than on English vowels as before. Carlisle (1998) and Cutillas (2001) focused on the acquisition of English onsets like /sp/, /sk/, /st/, /skr/, /spr/ by Spanish learners of English. Cutillas (2001) only used subjects from Spain whereas the subjects belonging to the study by Carlisle (1998) were a group of students from Mexico, El Salvador, Spain, Venezuela, Peru and Honduras. Another difference between these two studies was given by the fact that Carlisle (1998) asked students to read-aloud a number of unrelated sentences, half of which "contained a word beginning with the triliteral onsets /spr/ or /skr/, and the other half of the sentences contained a word beginning with the biliteral onsets /sp/ or /sk/" (Carlisle, 1998: 251-252) whereas Cutillas (2001) invented nonsense words with possible definitions such as "*stin* is an instrument used to mix liquids" (Cutillas, 2001: 8). Students were asked to repeat the sentences they heard by the researcher (sentences containing these nonsense words and

their possible definition as in the example mentioned above) and memorise the meaning of these different words. Afterwards, the subjects were given several of the definitions they had been expected to memorise and were given three choices of words that could correspond with those definitions. Cutillas' (2001) participants did not make many mistakes with consonant clusters, possibly because they were already aware of common problems Spanish learners of English have with these clusters; however, they had more difficulties with words containing clusters of the type *s+stop* than with *s+liquid* ones.

García-Landa (1999), Roothooft (2012) and Gallardo and Friedman (2013) studied one of the main problems Spanish students have with English, the pronunciation of final *–ed* endings in the past tense of regular verbs. The students in García-Landa's (1999) study received a total of 12 sessions of explicit instruction on how to form the past tense in English plus many practical activities carried out in class. A pre-test and a post-test were conducted in which students had to read aloud a particular text, tell a story and complete some discrimination tasks. The most important finding obtained was that this training had helped students to properly produce correctly pronounced *–ed* endings but it did not help them to perceive them better. Roothooft (2012) used the story *Rumpelstiltskin* to collect her data and to test whether students preferred to be corrected with recasts or by the teacher asking questions. Students were first of all given a written version of the text since most of them did not know it by heart. Afterwards, the original text was taken from them and the teacher gave them the same sentences but these were incomplete, only with some keywords like in the following example, extracted from Roothooft (2012: 220):

(24)
A long time ago – miller – poor, arrogant
one day – HAVE TO go – king
WANT to impress – TELL – daughter – CAN spin straw into gold

Some of the students were corrected with a recast, i.e, the teacher repeated what they had said incorrectly and they had to correct themselves afterwards whereas other learners were asked questions such as 'What is the past of…' when they pronounced an *–ed* ending incorrectly. In the end Roothooft (2012) found that asking questions was a much more useful technique than recasts for correcting students' mispronunciations of this final verbal ending. Gallardo and Friedman (2013) tested whether Spanish students of English acquire consonant clusters (*/ft, kt, ld, nd, pt, st/*) in monomorphemic words like *past* better than in inflected words such as *passed*. Their subjects had to listen to

native speakers pronouncing sentences containing monomorphemic or inflected words and afterwards repeat them (they were also given the written form of the sentences so as to help them). Final results showed that Spanish learners of English do in fact have more difficulties learning how to pronounce consonant clusters in inflected words than in those formed by one morpheme.

Cebrian and Carlet (2012) researched whether auditory and visual cues helped native and non-native speakers of English to pronounce syllables such as *ba, va, dha*. Their "results indicated that whereas visual salience tends to play a role in native speakers' perception, non-native speakers' performance is more strongly influenced by the status of native vs. L2 sounds" (Cebrián and Carlet, 2012: 300).

The research conducted by Llurda (1997), Gallardo *et al.* (2005), Martínez-Adrián *et al.* (2013) and Avello *et al.* (2013) is slightly different from the topics explained up to now. More particularly, they deal with intelligibility, foreign accent, transfer and the effects of study abroad and length of stay on Spanish students pronunciation, respectively. In Llurda (1997), 28 native English speakers rated 4 Spanish student's pronunciation in terms of intelligibility while reading-aloud a 100-word text. Seven aspects were analysed: *vowels in unstressed position, vowels in stressed position, the consonants /p,t,k/, /b,d,g/, word-final consonant followed by word-initial vowels, the consonant /v/* and *speaking rate* (syllables per second). Llurda (1997) found that the speaking rate was the factor that most influenced native speakers' ratings, followed by the groups of consonants /p, t, k/ and /b, d, g/. This author concluded that "language learning is not symmetric. That is, the difficulties that speakers of language X may experience in being understood by speakers of language Y will be different from those experienced by speakers of language Y practising language X" (Llurda, 1997: 86).

Gallardo *et al.* (2005) tested the degree of foreign accent of three groups of Spanish/Catalan students of English (60 participants in total), all of which had been exposed to the language for 6 years, although the age they began learning it was at 4, 8 or 11 years old. Learners were asked to carry out tasks such as narrating a story, reading a few paragraphs aloud and listening to and repeating some sentences. Their interactions were judged by a native speaker who was not a specialist in linguistics. As expected, the 11 year-old students were rated as having a stronger foreign accent than those of 4 or 8 in the story-telling task; however, different results were obtained in the sentence-reading, sentence imitation and word-reading imitation tasks as the older learners were

the ones considered to have a less strong foreign accent in these activities whereas the younger ones were rated as having the strongest foreign accent. Therefore, these authors concluded that age does have an impact on foreign accent in the sense that the older a student is, the less foreign accent they have.

Martínez-Adrián *et al.* (2013) were interested in analysing syntactical and phonological mistakes made by third-year obligatory secondary education Spanish EFL learners (who had been in contact with English for 7 years) that could be explained by transfer from their L1's (Spanish/Basque) into their L2 (English). The research material used was the story *Frog, where are you?,* which students had to narrate. More transfer mistakes were made at a the phonetic level rather than at the syntactic one, the most frequent ones being "replacement of novel phonemes by L1 sounds, lack of aspiration in stop sounds, spirantisation of stop sounds, and closure of fricative sounds" (Martínez-Adrián *et al,.* 2013: 11).

As mentioned above, Avello *et al.* (2013) studied the relationship between studying abroad and the amount of time spent abroad for improving one's pronunciation, more particularly, improvement in the pronunciation of /ɪ, i:/, /æ, ʌ/ and /p, t, k/ by Spanish students. They carried out a pre-test and a post-test on two groups of students, some of which were going to be abroad three months and others for a total of six months. In the end, they found that there was little difference between the improvement of pronunciation by those students who had either stayed abroad 3 or 6 months.

As can be observed above, the previous studies, all on segmental phonetics, have focused on particular sounds of English. However, Leahy (1980) researched pronunciation mistakes made by four groups of speakers (Spanish, Farsi, Arabic and Japanese) regarding English phonemes (all types of phonemes at once: vowels, onsets, diphthongs, consonants...). Furthermore, Leahy (1980) compares the mistakes made by each of these groups and provides possible explanations according to the subjects' native language.

On the other hand, the most important studies I have come across that address Spanish EFL students' problems with suprasegmental issues such as intonation or stress are Gutiérrez-Díez (2001), Monroy (2001), Field (2005), Ramírez-Verdugo (2006) and Tanner and Landon (2009).

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Tanner and Landon (2009) focus on computer assistance for the teaching of English pronunciation. They emphasize the effects that using computers have on the acquisition of English stress, pausing and intonation of students belonging to three groups of languages: Asian, Romance (including some Spanish speakers) and a few other languages, such as Haitian Creole, Russian or Armenian. The project by Field (2005) was concerned with stress, particularly lexical stress. He tested whether lexical stress contributed to intelligibility and in what way, concluding that "stress shifting, with or without an accompanying change of vowel quality, was found to impair intelligibility" (Field, 2005: 410).

The study by Monroy (2001) analysed different types of phonological processes by Spanish undergraduates learning English, like epenthesis and consonant substitution in order to detect which mistakes were made most frequently and thus were the most difficult to learn for Spanish learners of English. All of the students in Monroy's (2001) study had expressed their belief that their pronunciation of English could not improve any more. At the end of the experiment Monroy (2001) found that his students did continue to have problems with their pronunciation and that consonant substitution errors and mistakes involving vowel quality were the aspects these students had most trouble with. Gutiérrez-Díez (2001) focused on syllable duration. In this study he tested syllable duration in both Spanish and English and its learning by Spanish learners of English, reaching the conclusion that unstressed syllables are equally long both in Spanish and English. Moreover, he developed some pedagogical implications for the teaching of English to native Spanish learners.

Last but not least, the study conducted by Ramírez-Verdugo (2006) analysed the effects of teaching intonation to Spanish EFL learners by using computers. She obtained very positive results which indicated that this technique had indeed helped Spanish students improve their intonation.

4.2.3. Studies which measure Spanish students' strategies when learning pronunciation

There are a few studies that have been carried out to identify the specific *learning strategies* followed by Spanish students when learning English pronunciation. For instance, in 2002 Fernández-Carril carried out a study in which 160 Spanish students divided into four groups (beginners, intermediate, intermediate-advanced and advanced)

were observed and interviewed. They also filled out questionnaires in order to find out the strategies they used to learn and practise English pronunciation (sound repetition and practice, imitating teachers, checking the phonetic transcript in a dictionary, taking notes on English pronunciation, writing some words as they are pronounced...). She found that "in general, we could say students do not exploit pronunciation learning strategies, or feel neutral or undecided about them" (Fernández-Carril, 2002: 359) since the answers given to each option offered were quite low. However, a few of them such as "imitating either the native pronunciation through videos, cassettes and all kind of supporting materials, or the English teacher" are strategies some students affirmed following.

Likewise, Barrera-Fernández (2005) carried out a study with university students of English Philology in Santiago de Compostela. In this project, her main aim was "tabulating the range, type and frequency of pronunciation learning strategies, determining which of them assist students in learning pronunciation..." (2005: 99). She discovered that the strategies used by students for pronunciation depended on the degree of motivation such students had. Thus, those students who are highly motivated make use of a number of strategies while other students who are not so motivated resort to different ways to learn pronunciation.

4.2.4. Studies on the role of pronunciation in EFL classes in Spain

As in section 4.1.3, this subsection will review previous research on the role of pronunciation in EFL classes and teaching materials, particularly in Spanish EFL classes and in textbooks addressed to Spanish learners of English.

Unfortunately, I was unable to find any previous research on the importance given to pronunciation in teaching materials addressed to Spanish students. I believed there was one study by Torres-Águila (2007), in fact his doctoral dissertation entitled *Las Activtidades en los Manuales de Pronunciación de Inglés como Lengua Extranjera* (Activities in EFL Pronunciation Handbooks) but once I looked through it I realised he had only reviewed the contents of some important pronunciation handbooks such as Kenworthy (1987), Avery and Ehrlich (1992) or Baker and Goldstein (2008), without referring to any guidebooks specifically written for Spanish learners of English. Due to this lack of studies, I can only review previous research carried out on the role of pronunciation in EFL classes in Spain according to Spanish teachers and students.

4.2.4.1. Studies on Spanish EFL students' and teachers views' regarding the teaching and learning of pronunciation

As far as I am aware, not much research has been conducted regarding Spanish EFL teachers' and students' views regarding the importance of pronunciation when learning English as a foreign language, the importance given to pronunciation in the Spanish educational system, how and how frequently is pronunciation taught in Spanish EFL classes at different levels of proficiency and so on. More particularly, I only came across seven studies which are concerned with the views of some Spanish EFL teachers, four of which were published by the same group of researchers and only three studies which took into consideration Spanish students' perspectives.

In 1999 Robin Walker administered a questionnaire to over 350 teachers from different educational levels (primary, secondary, adults and private language schools) to obtain data on Spanish "teachers' backgrounds in pronunciation and phonetics", "their views and aspirations regarding their own pronunciation" and "their current teaching practice and thoughts on future training" (Walker, 1999: 25). The main results he obtained can be summarized as followed:

1) "65% of those surveyed claimed to be *keen* or *very keen* that their students pronounce English well" (Walker, 1999: 25) since the vast majority of the teachers consider this language area as important;

2) Nearly 40% of these teachers affirmed that they regularly work on pronunciation whereas 45% of them stated only doing so on some occasions;

3) A total of 75% of the teachers surveyed denied having received much training on how to teach pronunciation (some of these teachers even affirmed that they had received no training at all for teaching pronunciation);

4) In spite of already being EFL teachers, most of the participants in Walker's (1999) study expressed their desires to "want to improve their own pronunciation" (Walker, 1999: 26), especially those in primary education;

5) Most of Spanish EFL teachers in the 1990's acknowledged preferring either RP or a standard British accent to teach pronunciation in Spain;

6) Despite considering pronunciation an important language skill, "most admit to not knowing how to go about teaching it" (Walker, 1999: 27); and,

7) Less than 7% of the teachers surveyed admitted planning their pronunciation classes but they would like to receive training on how to integrate pronunciation into their general EFL classes.

To the best of my knowledge, Walker's (1999) study was the first to research Spanish EFL teachers' wants and needs regarding the teaching of pronunciation as well as their perspectives on the importance pronunciation should have in EFL classes.

As mentioned a few times up to now, scholars such as Alice Henderson, Dan Frost, Elina Tergujeff, David Levey, Anastazija Kirkova and Ewa Waniek have formed an important research group and are currently working on the project *The English Pronunciation Teaching in Europe Survey* (EPTiES). This project was designed to fill in a gap because "no study has extensively explored and compared how English pronunciation is taught in several European countries" (Henderson *et al.*, 2012: 6). A total of 843 teachers from 31 European countries such as Finland, France, Germany, Ireland, Macedonia, the Netherlands, Poland, Spain, Sweden and Switzerland were surveyed. Up to now, these authors have published several papers on the results they have obtained by comparing teachers' views from different European countries on aspects such as their training and continuous assessment practices, the types of activities carried out inside the classroom or the amount of exposure teachers believe their students have to oral English outside the classroom. The specific results published up to now can be found in Henderson *et al.* (2012); Henderson *et al.* (2013) and Kirkova *et al.* (2013). As mentioned above, one of the ten European countries that participated in this study was Spain and, since this is the country object of my dissertation, I will from now onwards summarize only the results these authors have obtained up to now for Spain (i.e, by a total of 31 teachers who filled out the questionnaire in this country). Before referring to these results, I would briefly like to mention that, as can be found in Henderson *et al.* (2012: 7-8), the number of Spanish teachers who voluntarily offered to participate in this European project was quite low in comparison to countries like Germany or Finland in which 362 and 103 EFL teachers volunteered, respectively. In general terms, the amount of subjects these authors obtained in Spain is comparable to the data collected by Macedonian, Polish and Swiss EFL teachers; luckily, these scholars decided they had enough data to analyse the views of Spanish EFL teachers which was not the case for countries like Ireland and Sweden where only 8 and 1

teacher of English filled out the questionnaire used a sthe basis for the research conducted.

Moving on now to the results obtained so far regarding Spanish EFL teachers' beliefs on the teaching and learning of pronunciation, these can be summarized as followed:

1) Spanish EFL teachers were one of the few groups to give "great importance to pronunciation in relation to other skills" (Henderson *et al.,* 2012: 10);

2) Most of the teachers affirmed that the teaching of pronunciation continues to be a problem in this country since not enough time is devoted to this language area for two main reasons, "first, the difficulty it constitutes for both students and teachers, and secondly, the fact that teachers felt their hands were tied by curricular demands and by the need for schools to obtain results" (Henderson *et al.,* 2012: 10);

3) The training these teachers had received on teaching pronunciation was limited to between one and two university years. Moreover,

> *The quality, content and the practical application of these courses in phonetics varied from university to university. Only 3 respondents had received further training or taken subsequent courses after university, 27.77% of the informants had received no or practically no formal training and a further 22.22% described themselves as self-taught* (Henderson *et al.* 2012: 15).

4) Spanish teachers rated their students' motivation to learn to speak English quite low, particularly, with an average of 3.65 on a 1-5 Likert scale where 1 meant *totally unmotivated* and 5 *extremely motivated*;

5) These teachers clearly opted for RP when asked what variety they prefer for practising both perceptive and productive activities;

6) Spain was found to be one of the countries where students have least access to films and TV programmes in English. Likewise, Spanish EFL teachers affirmed their students are very rarely exposed to these audiovisual materials in English;

7) The teachers who have least access to technical help in using language labs and/or portable music players are once again those who work in Spain; and,

8) The only types of teacher training some Spanish teachers acknowledged receiving were implementing IPA symbols and theoretical lectures (Kirkova *et al.,* 2013: 35).

Hence, generally speaking, research conducted by Henderson and colleagues indicates that, in Spanish EFL teachers' views, they have not received enough training so as to teach pronunciation, they cannot pay more attention to pronunciation in their classes due to the demands imposed by the Spanish educational system regarding the contents to be taught and assessed, and their students have very few opportunities of practising this language area outside the classroom.

Fouz and Monroy (2013) also carried out a questionnaire-based study but they aimed at identifying the views of Spanish EFL teachers working at the Spanish Official School of Languages. Generally speaking, they found that pronunciation "is far from being overlooked, the phonetic-phonological competence being systematically taken care of in the language curriculum" (Fouz and Monroy, 2013: 78). Some of the most important findings that explain this general conclusion were justified by the fact that vowels and consonants are said to be introduced right from the beginning stages, sounds are frequently practised throughout the whole course, they also allude to differences among British and American varieties of English, they use posters and charts to teach pronunciation, pronunciation is taught integrated within other skills and only pronunciation mistakes which impede intelligible communication are corrected by these teachers.

Cenoz and García-Lecumbberi (1999), Nowacka (2012) and Carrie (2013) are the only three studies I am aware of that analyse the views of Spanish EFL students regarding the teaching and learning of pronunciation. All three of them discussed the views of EFL university students and used a questionnaire to collect their data. A slight difference between them is the fact that all of the participants in Cenoz's and García-Lecumberri's (1999) and Carrie's (2103) studies were native speakers of Spanish (some of the subjects in Cenoz and García-Lecumberri (1999) also spoke Basque) whereas Nowacka (2012) analysed the perspectives of Italian, Polish and Spanish students.

My first intention was to follow the same steps I had followed with studies such as Henderson *et al.*, for instance, that is, since Nowacka (2012) analysed the views of students from three different countries, I was, first of all, simply going to refer to the results she obtained regarding Spanish students; however, this was not possible because this scholar did not provide comparisons among the findings across the three languages but all together as one big group.

Cenoz and García-Lecumberri (1999) and Nowacka (2012) came to the conclusion that pronunciation is an important language area when learning English. Cenoz and García-Lecumbberi (1999) also found that "contact with native speakers, ear training through phonetics, motivation and proficiency are the factors that are perceived as most influential" when learning pronunciation whereas "other phonetic training, personal abilities and the knowledge of other languages" (Cenoz and García-Lecumberri, 1999: 8) are factors that, in their students' opinions, do not influence their knowledge and learning of pronunciation. Finally, they also analysed the perspectives of these students concerning varieties of English and accents, concluding that both Spanish and Basque learners prefer RP, a variety which, according to them, is less difficult to learn than GA. Carrie's students (2013), on the other hand, prefered both British and American varieties of English although they admitted feeling more competent in understanding the British variety.

Nowacka (2012), concerned with EFL learners' views on different aspects, found that EFL learners at university level in Poland, Italy and Spain wish to sound native-like, they consider their pronunciation has improved thanks to "listening to authentic English, practical phonetics instruction, imitating authentic speech as well as through contacts with native speakers" (Nowacka 2012: 55) and that, on some occasions, they autonomously practise pronunciation outside the classroom by carrying out tasks that involve reading-aloud, listening to and watching programmes, repeating the pronunciation of several words/sentences or imitating authentic speech from different media and resorting to materials such as books and dictionaries to help them improve.

4.2.5. Studies on techniques and materials for teaching and learning pronunciation addressed to Spanish EFL learners

Studies which suggest several activities for Spanish learners of English to overcome their difficulties regarding English pronunciation are, for example, Dale and Poms (1986), Palacios (2001), Paz (2002), Villalobos (2008), Fouz and Mompeán (2012), Estebas (2012) and Tost (2013).

Dale and Poms (1986), Paz (2002) and Estebas (2012) are resource books full of activities addressed specifically to Spanish learners of English in order to help them learn how to pronounce English correctly and to warn them of the main difficulties they will probably have as native-Spanish speakers when speaking English. Dale and Poms

(1986) suggest several activities for Spanish learners of English to practise English consonants, the majority of such activities being traditional drills in which the learners have to listen to recordings and repeat what they hear. Paz (2002) and Estebas (2012), on the other hand, suggest exercises for Spanish students to practise both segmental and suprasegmental English phonetics. Paz (2002) includes many modern and engaging types of tasks such as games, songs and stories, as well as more traditional types of pronunciation tasks like phonetic transcriptions. Finally, Estebas (2012) is the most detailed and useful resource book for teaching pronunciation to Spanish learners of English that I have come across. As seen many times in section 3.2, her book extensively explains the differences between the phonological systems of English and Spanish and provides Spanish EFL learners with tips so as to pronounce better in English; moreover, her book also includes hundreds of activities for students to practise both their perceptive and productive skills at a segmental and suprasegmental level. Most of her activities are based on minimal pairs representing groups of sounds Spanish learners of English tend to confuse and mispronounce; hence, there are many examples of *listen and repeat* and *listen and discriminate* tasks.

Palacios (2001), Villalobos (2008), Fouz and Mompeán (2012) and Tost (2013) on the other hand, are examples of short articles in which the different scholars have suggested the use of a particular technique/s for teaching English pronunciation to native speakers of Spanish. To begin with, Palacios (2001) offers exercises for students to practise both aspects of segmental phonology (individual sounds, silent letters...) and suprasegmental phonology (stress, weak forms, rhythm and intonation). Furthermore, he gives teachers some ideas on the type of materials they can use in pronunciation classes in order to improve the pronunciation skills of Spanish learners of English, namely jazz chants, songs, games, tongue twisters... The authors in the remaining three studies, hence, Villalobos (2008), Fouz and Mompeán (2012) and Tost (2013) suggest using songs, twitter and reading-aloud and peer appraisal, respectively.

Villalobos (2008) affirms songs helped her a lot when she was learning English pronunciation and she hence has used them with her own students. She emphasizes the advantages of using songs in the language class, briefly outlines the main problems Spanish students have with English pronunciation, gives some pieces of advice as to what type of song to choose depending on students' age, musical preferences and then she refers to an empirical questionnaire-based study she carried out at the National

University in Costa Rica in which she asked 60 students their opinions about using songs in the classroom. Some of the most relevant results obtained can be summarized as follows: students affirmed to listen to songs constantly in their everyday lives, they listen to music sung in English to practise their listening comprehension and pronunciation, they find songs very useful for improving their pronunciation and listening to music "creates enthusiasm and challenge" (Villalobos, 2008: 102) for them.

Fouz and Mompeán (2012) designed a very interesting experiment to test whether using messages published on Twitter and which contained difficult words to pronounce could help students improve their perceptive and productive pronunciation skills. The problematic words to be included in their study were selected from a range of pronunciation mistakes that had been made by Spanish university students in oral exams; "these words featured silent letters, such as in de(b)t, lexical stress, such as word-initial stress in politics, and phoneme-grapheme/s correspondences, such as <s> = /ʃ/ in sugar" (Fouz and Mompeán, 2012: online). They concluded that Twitter can have a positive effect on the learning of pronunciation by Spanish learners of English but it depends on how involved each student is. Finally, Tost (2013) aimed at evaluating "the development and influence of peer appraisal in oral reading skills. In partners or small groups (…), oral reading students are placed together for the purpose of supporting each other through repeated oral reading of a given text" (Tost, 2013: 35). Moreover, Tost (2013) used this technique "as a strategy to promote the development of better English pronunciation and fluency" (Tost, 2013: 35). Her participants were Level 1 EFL students at a Spanish Official School of Languages near Barcelona. As with the previous two studies, Tost (2013) concluded that Spanish students of English can in fact improve their pronunciation by using this technique.

CHAPTER 5

PILOT STUDY. EMPIRICAL STUDY ON THE PROBLEMS SPANISH LEARNERS HAVE WITH ENGLISH PRONUNCIATION AT A SEGMENTAL LEVEL – PART OF MY MA DISSERTATION

As an introduction to the practical part of this dissertation, I will begin by briefly summarising the content and results obtained in an empirical study presented as part of my MA dissertation in 2011 under the title *The teaching and learning of the pronunciation of English in Spanish secondary schools and universities. A preliminary analysis*.

In the aforementioned project, the specific segmental pronunciation problems of a group of 25 EFL students belonging to different levels of proficiency, namely obligatory secondary education, post-obligatory secondary education and university levels were identified and analysed. Moreover, the mistakes detected in the oral tasks by each subject were first compared to those mistakes made by the students belonging to the same level of proficiency and afterwards to the ones made by the different groups, that is, by considering all of the subjects as one group, irrespective of their level of proficiency.

Such MA dissertation intended to be a contribution to the previous research conducted in this field since quite a few studies that compare the simmilarites and difficulties between Spanish and English from a phonological and phonetic point of view have been carried out in the last decades such as Kenworthy (1987), Sánchez-Benedito (1994), Alcaraz and Moody (1999), Palacios (2001) or Walker (2010) -see section 4.2.1 for more information-. Nevertheless, all of these studies worked on a theoretical level by providing detailed phonetic comparisons of the two languages in question, Spanish and English; moreover, the main problems identified were ascribed to Spanish learners in general, regardless of their age, level of proficiency or number of languages spoken by them.

My MA dissertation, however, was of a more practical nature and offered some empirical data regarding the specific problems with English sounds of a group of Spanish learners of English belonging to different levels of proficiency. As will be explained in section 5.4, the results obtained indicated that, although the participants at the highest level of proficiency studied seemed to have overcome some pronunciation difficulties that were quite frequent at the lower levels of education, they continued to have problems with other English sounds, in spite of having been exposed to this foreign language for over 15 years. These negative results served as the origin of this PhD dissertation which, as will be mentioned on several occasions, aims at identifying, analysing and assessing the role that pronunciation currently plays in EFL classes in Spain and teaching materials addressed to Spanish learners of English at different levels of education. The main aim of my dissertation is therefore to determine whether the importance currently given to pronunciation in EFL lessons and textbooks used in Spanish EFL classes can explain why students who have been studying English as their main foreign language for over 15 years still have problems with the oral component and, more particularly, with the speaking skill and pronunciation.

In the following pages I will briefly outline the design, content and results obtained in this pilot study so as to provide some background to the carrying out of a PhD thesis with these characteristics. For a more detailed description of this study, see Calvo (2014b).

5.1. Method

5.1.1. Participants

A total of 25 subjects, belonging to different levels of education, participated in the aforementioned preliminary study. Their age at the time of the interviews ranged from 14 to 24 and the research comprised two phases: a) a pilot study in which five students from different educational levels participated to test the research materials and check that the subjects from all the levels of proficiency selected would be able to fulfil the suggested tasks and, b) a main study in which a total of 20 volunteers from different levels of education took part, 7 of which were male and the remaining 13 females. These subjects were enrolled in four different educational stages at the time of the study, namely, the third year of Compulsory secondary education (*third-year ESO)*, the

first-year of post-obligatory secondary education (*first-year bachillerato*) and the third and fifth-years of the old BA university degree in English Studies at the University of Santiago de Compostela (*Licenciatura en Filología Inglesa*).

5.1.2. Research materials

Three research materials were used in order to collect the necessary data: a) a personal interview; b) an oral description; and c) the reading-aloud of a text. Each participant completed all three tasks in individual interviews which were audiotaped between November 2009 and April 2010 and lasted between ten and fifteen minutes each.

5.1.2.1. Personal interview

The participants were asked to talk about themselves for a few minutes. They were given a list of topics to make the task easier (favourite hobbies, sports, languages they spoke, their ideal job).[25] This task was not taken into consideration in the data analysis since it was mainly used to calm the subjects down before being recorded, i.e, as an ice-breaker.

5.1.2.2. Oral description

The students were asked to describe orally some pictures that portrayed a man in several moments of a bad day in his life, extracted from a course book published by Granger and Beaumont (1987: 48).[26] The pictures could be divided into three pairs: one pair for the morning, one for the afternoon and the remaining one for the evening/night time (see Appendix 5B). A possible answer to this descriptive task (of my own creation) can be found in example (25) below:

> (25) In the first pair of pictures, it's a quarter to eight in the morning and a man is getting ready to have a bath. Suddenly, the phone starts ringing. He goes to pick it up, spends some time talking on the phone and when he returns to the bathroom, he finds that his floor is flooded because he forgot to close the tap.
>
> In the second pair of pictures, after his lunch break, he gets on the lift to go back to the office but it suddenly stops working and he is now stuck on the third floor. Over half an hour later, someone opens the top of the lift and rescues him.
>
> Finally, in the evening, he is riding home on his bike after a hard day at work. He is so tired that he doesn´t see the traffic lights that are in red and cycles round the corner, crashing into a red car. In the end, we can see him walking home with his broken bike, dirty clothes and looking angry, probably because of the really bad day he has had today.

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[25] See Appendix 5A, for the list of topics.

[26] Granger, Colin and Beaumont, Digby (1987). *New Generation 2*. London: Heinemann.

5.1.2.3. Reading-aloud text

Finally, the participants had to read aloud part of a text extracted from an EFL textbook addressed to third-year obligatory secondary education students called *Oxford Spotlight 3* (Davies and Falla, 2005: 100).[27] The selected text had a total of 160 words (cf. Appendix 5C). It was chosen because there are instances of words containing most English sounds.

Both a description and a reading-aloud task were used as research materials since it was believed that the results obtained in these two activities would support and complement each other as they differed in several ways. On the one hand, the photo description was of a more spontaneous nature since the subjects could not previously plan what they would like to say but instead they had to improvise. Furthermore, affective factors could have played an important role in this particular task as students may have shown anxiety and hesitation towards being recorded when speaking in the foreign language. On the other hand, the reading task used was of a more controlled nature in which the students could see the written version, which could have helped them but could also have caused an adverse effect on their pronunciation due to the non-transparency between spelling and pronunciation in English, as explained in section 1.1.

5.2. Data analysis

A database was created to enter the information obtained in the previously-mentioned two tasks, hence, the subjects' oral descriptions and readings. Such data was afterwards transcribed by using the International Phonetic Alphabet (IPA). The so-called Received Pronunciation (RP) was taken as a model for the following reasons:

1) First of all, as Roach (1998: 5) affirms, "it is the one that is most frequently recommended for foreign learners studying British English";

2) Moreover, it is the standard variety most commonly taught in EFL classes in Spain; and,

3) At least in Spain it is the one that can be encountered most frequently in both EFL textbooks and pronunciation dictionaries.

Several steps were followed in order to analyse each participant's tasks. Firstly, regarding the oral descriptions:

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[27] Davies, Paul and Falla, Tim (2005). *Oxford Spotlight 3*. Oxford: Oxford University Press.

1) A word-transcription that included the pauses, hesitations, laughs... of the participants (see Appendix 5D for an example);[28]

2) A normal version of the original text, exactly as it was recorded, i.e, with no type of manipulation (see Appendix 5D);

3) A phonetic transcription using the International Phonetic Alphabet (IPA), marking the incorrectly pronounced words in red (see Appendix 5D for an example);

4) Afterwards, the different mistakes were classified following the model suggested by Collin and Mees' (2013: 215, 216) in which three different types of pronunciation mistakes are distinguished; see Appendix 5E:[29]

- Those that could lead to a breakdown of intelligibility (mistakes groups 1a-1j in Appendix 6F);

- Mistakes which invoke irritation or amusement (groups 2a-2f in the table included in Appendix 6F); and,

- Errors which provoke few reactions and may even pass unnoticed (3a-3d in Appendix 6F);

5) Finally, I added some comments on the mistakes I had idenfied. For instance, for subject number 7 in my database,

(26)

- There are problems with the distinctions between some short and long vowels, especially between /ɒ/ and /ɔː/ and between /æ/ and /aː/.
- Lack of pronunciation of some final consonants, especially alveolar ones.
- Pronunciation of several words by using a rhotic variety, i.e, pronunciation of the phoneme /r/.
- Problems with the distinction between /n/ and /ŋ/.

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[28] The following symbols and conventions were followed for the transcription: **{{ }}** for interjections such as {{m:m}} or {{e:h}}; **ː** to indicate the lengthening of a word such as "o:n" or "a:nd"; **( )** to indicate a pause. Inside these brackets the number of seconds the pause lasted was inserted. **hhh,** stands for audible inhalation; **hhh.** for audible exhalation, **heh** indicates laughter, ° ° meant a lower tone used for any reasons at a certain point and (xx) was inserted for every word said in the subject´s native language(s).

[29] The majority of criteria I used follow the same classification indicated by Collins and Mees (2013: 215, 216). Nevertheless, I had to make a few adaptations to adjust such classification to the specific difficulties found in the oral descriptions and reading aloud tasks made by these particular students. More particularly, I maintained the points the aforementioned authors suggested and I added some extra sub-points such as 1g, 1h, 1i, 1j or 3d. In Appendix 5E, I have included Collins´ and Mees´ (2013) particular classification and in Appendix 5F my adapatation of such classification to the mistakes made by the subjects that took part in my study.

Three similar steps were carried out in order to analyse the data obtained in the readings, i.e, a table was created for each subject with a description of the pronunciation mistakes made. This was followed by a classification of the mistakes following, once again, my adaptation of Collins and Mees' model (2013). Finally, comments and conclusions were once again made. Appendix 6G contains an example of the data analysis procedures followed for this task, also by subject 9 in my database.

5.3.   Analysis of results

5.3.1. General results

In the following sub-sections, I will briefly outline the main results obtained in the different tasks used as the research materials of this study.

5.3.1.1.   Oral description

As expected, the higher the level of proficiency, the higher amount of words were uttered by the different groups of students. Likewise, the more advanced level of English the students had, the fewer amounts of mistakes were identified.

To be more precise, in the oral descriptions:

1) The subjects in the preliminary experimental study uttered a total of 460 words, out of which 84 (i.e, 18.26%) contained some type of pronunciation mistake/s;

2) Six hundred and fifteen words were said in total by the participants in the lowest level of proficiency studied, i.e, third-year obligatory secondary education, out of which, 254 of them contained at least one pronunciation mistake. All in all, 41.30% of the words were pronounced incorrectly or did not completely follow the RP variety of English;

3) The total number of words collected by first-year post-obligatory secondary education students was 425, out of which 127 were incorrectly pronounced, i.e, 29.8%;

4) One thousand and twenty words were pronounced by the students in their third-year at university; 183 of these items contained mistakes, 17.94% of the total number of items pronounced by this group of university participants; and,

5) There was not much of a difference between the total number of words said by the previous group of participants and the students selected from their last year at university (1,020 by the third-year students and 1,075 by fifth-year ones). The students in this group made a total of 202 mistakes, i.e, a total of 18.79% of the items were pronounced incorrectly.

5.3.1.2.   Reading-aloud task

Similarly, the results obtained in the reading tasks generally coincided with those found in the previous task; nevertheless, the number of words uttered by the different students was exactly the same in this task as all the participants were asked to read the same text of 160 words (see Appendix 5C). The total number of mistakes per group in this task was as follows:

1) The pilot-study students made 161 mistakes;

2) Third-year obligatory secondary education students did not pronounce 128 items in the way an RP speaker would do;

3) A hundred and forty one mistakes were registered by first-year post-obligatory secondary education learners;

4) The participants in the third-year of the university degree English *Philology* made a total of 68 mistakes in this task; and,

5) 55 mistakes were identified in the fifth-year university students' recordings.

5.3.2. Specific Results

Detailed tables showing the specific problems identified in the different participants' descriptions and readings can be found in Appendix 5H.[30]

5.3.2.1.   Oral descriptions

To begin with, we found that all the groups, no matter their level of proficiency had specific pronunciation problems with:

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[30] Nevertheless, for more information on the general results obtained in this study, cf. Calvo (2014b). Moreover, for a more in-depth identification and classification of the mistakes made by university students with vowels, cf. Calvo (2013b).

1) The consonants /r/ in all positions and /d/ (in final position, mainly regular verbs' *-ed* ending), the distinctions between /æ/ versus /a:/ and /ɒ/ versus /ɔ:/ and schwa posed most difficulties for the subjects in every level of proficiency;

2) The diphthong that caused most problems at all the levels of education studied was /əʊ/; and,

3) Some subjects from all the groups considered made a few mistakes with /t/, mainly in final position (once again, the majority of problems with this English consonant was due to the wrong pronunciation of this sound in some regular *–ed* verbal endings).

Furthermore, I also identified, as expected, some problems at specific educational levels (ones found at the lower proficiency levels studied but had been overcome at the higher levels or specific problems with certain sounds due to the words used to describe the pictures); more particularly,

1) The diphthong /aɪ/ and the distinction between /e/ and /ɜ:/ posed a few difficulties for the lower groups selected, i.e, for third-year obligatory secondary education and first-year post-obligatory secondary education learners whereas university students seemed to have nearly or fully overcome these problems;

2) All of the groups except for those that participated in the pilot study had trouble with /ŋ/ on a few occasions;[31]

3) Some of the students enrolled in the third and fifth-years of the BA in English Philology made a few mistakes with the distinction between /ʊ/ and /u:/; nevertheless, less advanced students did not have problems with these sounds. A possible reason for this could be given by the fact that the subjects at the highest levels of proficiency used more complex grammatical and lexical structures when describing the photos as well as pronouncing a higher amount of words, therefore being exposed to more sounds and thus to a higher probability of making pronunciation mistakes. Nevertheless, the

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[31] As mentioned in section 5.1.1, the subjects who participated in my pilot study represented students with completely different levels of proficiency in English (some were at university and others at high-school); therefore, on some occasions, it was difficult to identify patterns and to draw conclusions from the results.

number of mistakes made with these vowels was not very high, thus, I cannot affirm that university students have serious problems with these sounds; and,

4) Few mistakes were made with other sounds by different groups at certain moments (for instance, some subjects in third-year of obligatory secondary education and in the third-year of English Philology pronounced the phoneme /s/ incorrectly on a couple of occasions, /θ/ caused a few problems for those participants in *first-year bachillerato* and for those in the third-year of English Philology). Therefore, I concluded that the mistakes made with /ʃ/, /s/, /h/, /n/, /l/, /k/, /θ/, /j/, /eə/, /ɪə/ and the distinction between /ɪ/ and /i:/ were possibly due to the pronunciation of certain words that some subjects were not familiar with and thus, proficiency was not really a relevant factor here.

According to the error-classification followed:

1) The 3 main types of errors that subjects of all five levels made in this task were 1a (274 mistakes registered), 2f (237 mistakes) and 3d (219). Thus, their main problems were distinguishing between English main vowels, the correct pronunciation (or rather non pronunciation) of English /r/ in RP and the lack of final consonants, especially in *–ed* verbal endings;

2) 2c, confusions of less significant vowel contrasts, caused a total of 81 problems. More specifically, over 10 problems were identified in the recordings of students belonging to each of the educational levels analysed except for those in the pilot study;

3) Quite a few mistakes concerning subgroup 1d (crucial consonant contrasts) were also recorded, particularly 30. However, the two groups of students that had most problems with these consonantal distinctions were those in *third-year ESO* and in third-year of English Philology, with 12 and 9 mistakes respectively. In the rest of the groups less than 5 mistakes were found;

4) 1i, the insertion of an epenthetic vowel, for instance the pronunciation of *stop* with an /e/ sound in initial position, posed some difficulty for the subjects of the three higher levels (thus, *first-year bachillerato* and both years of English

Philology). However, none of the groups made more than 4 mistakes concerning this error, hence it does not seem to be a major problem; and,

5) Less than 6 mistakes were made with subgroups 2b, 1h, 1e, 1j, 1f, 1c and 1g.

5.3.2.2.   Reading-aloud task

As in the oral description task, some mistakes were observed throughout all the different levels of proficiency studied, particularly:

1) The consonant /r/, final /d/ the distinction between /ɪ/ and /i:/ and schwa posed the highest number of difficulties for all subjects.

On the other hand, some problems were identified at certain levels of proficiency:

1) Subjects from each level of education studied (except for those in their last year of English Philology) had a few problems with the distinction between /ɒ/ and /ɔ:/;

2) As expected, many sounds were incorrectly pronounced, more frequently at the lower levels of education than in the higher ones, for instance, the distinction between /e/ and /ɜ:/, the diphthongs /eɪ/ and /eə/, /s/, /ʃ/ and the use of a wrong stress pattern;

3) Quite a few examples of the diphthongs /aʊ/ and /əʊ/ incorrectly pronounced were found in all of the groups except for those in *first-year bachillerato*, where only one mistake concerning these sounds was found;

4) Regarding the distinctions between /æ/ and /a:/ and /ʊ/ versus /u:/ and the consonant /ð/, more mistakes were made by the pilot study subjects whereas in the rest of the groups the mistakes made were more limited;

5) A few problems with the semivowel /j/ were identified at all levels of proficiency except for those students in the last year of English Philology; and,

6) A low proportion of mistakes were made with other sounds by different groups at certain moments (for instance, some subjects in the pilot study and in *first-year bachillerato* pronounced the phoneme /w/ incorrectly but only on a couple of occasions, /ŋ/ was only pronounced incorrectly on one occasion by the

subjects in *third-year ESO* and in the fifth-year of English Philology...). According to this, I concluded that the mistakes made with /ʃ/, /w/, /k/, /g/, /n/, /l/, /ŋ/, /h/, /ʤ/, /aɪ/ and /ɪə/ were probably due to the pronunciation of certain words the subjects, irrespective of their level of proficiency, were not familiar with.

According to the error-analysis model followed:

1) Once again, the three main types of mistakes made by the students at all levels of proficiency were 1a, crucial vowel contrasts, with a total of 275 mistakes recorded; 2f, inappropriate pronunciation of /r/, with 89 errors identified and 3d, lack of final consonants, with 77 mistakes registered;

2) Code 2c, confusions of less significant vowel contrasts, caused a total of 31 problems. Fifth-year Philology students were the only one that made less than five mistakes involving these vowel contrasts; however the amount of mistakes made by the subjects in third-year of English Philology, the pilot study, *third-year ESO* and *first-year bachillerato* was 10, 7, 6 and 6 respectively;

3) As in the previous task, quite a few mistakes concerning subgroup 1d, crucial consonant contrasts were also recorded, in this case, 24. All the groups of students selected except for those in third-year of English Philology (who did not have problems with this error type) made between 4 and 8 mistakes with 1d;

4) On 20 occasions, the subjects used a wrong stress pattern. This type of mistake, 1f, was recorded at all the levels of proficiency studied; however, it cannot be said that word stress is a major problem since only 20 mistakes were registered. Similarly, all the groups had some problems with English fricative consonants (2b). Nevertheless, less than 5 mistakes were registered in the recordings of each of the proficiency groups selected and thus, 2b should not be considered as a major problem either; and,

5) Less than 10 mistakes were made with subgroups, such as 1h, 1g, 1c, 1i, 1j or 1e.

5.4. Discussion, main conclusions and implications for this doctoral dissertation

The following section summarizes the main conclusions gathered from the analysis of the data presented in this pilot study within my MA dissertation. As suggested in the introduction, I shall emphasize the teaching implications the results obtained in this study have for the carrying out of a doctoral dissertation with these characteristics, that is, for the teaching of English pronunciation to Spanish EFL students.

Firstly, as expected, almost all of the mistakes made by the participants in this study, irrespective of their level of proficiency, were due to the influence of their L1(s) on their pronunciation of English. For instance, many problems with English sounds that do not exist in Spanish or Galician (such as, the distinctions between long and short vowels like /ɪ/ versus /i:/, the diphthong /əʊ/ and schwa) were identified.

As explained in section 3.2, previous studies such as Kenworthy (1987), Sánchez-Benedito (1994), Alcaraz and Moody (1999), Palacios (2001), Walker, (2010) or Estebas (2012) compared the phonological systems of English and Spanish in order to identify those areas Spanish learners of English will most likely have problems with pronunciation. More particularly, the most common problems they refer to are: a) differentiating between short and long vowels; b) the vowels /ə/ and /ʌ/; c) differences between some consonant pairs like /ð/ versus /θ/, /s, z/, /ʤ, ʒ/; d) insertion of an epenthetic /e/ vowel in front of an initial consonant cluster of the type <sp, sl, st, spl, spr, str>; or, e) lack of aspiration in /p, t, k/. However, the results obtained in my pilot study indicate that students with a particular level of proficiency (for instance, a low level) have a number of problems with English pronunciation that are different from individuals with a different level of English (such as advanced university students). More specifically, the teaching of English /r/, final /d, t, ɪd/ in the past and past participle forms of regular verbs, the distinctions between /æ/ versus /a:/, /ɪ/ versus /i:/ and /ɒ/ versus /ɔ:/, schwa and the diphthong /əʊ/ should be especially emphasized at all levels of education in Spain since not only did the high school students who participated in this study have quite a few difficulties pronouncing words that contain these sounds but the advanced-level university learners surveyed also had some problems with these particular sounds.

In contrast, the university students in this study seem to have overcome some difficulties with a number of English sounds (to exemplify, the distinctions between /e/ and /ɜ:/, the diphthongs /aɪ/, /eɪ/, /eə/ and the consonants /s/, /ʃ/). Nevertheless, they continue to have problems with other sounds they should have overcome by now due to the fact that students who graduate in a degree like English Studies are expected to be fully competent in English at all levels, both in written and oral form. Furthermore, they should all be familiar with the basic theoretical and practical notions of English grammar, vocabulary, pronunciation and culture. Examples of serious pronunciation problems advanced students continue to have, according to the results obtained in this study, are schwa, final –*ed* verbal endings, the dipthong /əʊ/ and the distinctions between /æ, a:/, /e, ɜ:/ and /ɒ, ɔ:/. Hence, an important teaching implication that can be inferred from these findings is the need for pronunciation to be emphasized and taught, not only to pre-university Spanish students but also to learners with an advanced level of proficiency in this foreign language, more particularly, to university students.

Examples of mistakes concerning the three general types of pronunciation errors distinguished in Collin and Mees' (2013) were found in the descriptions and readings of both the pre-university and university students. In other words, I found examples of mistakes that could lead to a breakdown of intelligibility, some that could cause irritation or amusement for the listener and others that could pass unnoticed in the recordings of pre-university, university and the pilot study students.

Regarding the specific types of mistakes made, the most problematic ones throughout the different levels were:

1) Distinctions between long and short vowels (a type 1 mistake);
2) Incorrect pronunciation of /r/ in the standard RP variety (of type 2); and,
3) Lack of final consonants (type 3).

When comparing the results found in the two research materials used, it can be concluded that having the written text in front of them in the reading-aloud activity helped the students on some occasions (with items such as, *school, friends* or *people*), possibly because they were already familiar with both the orthographical form of such words and how they are pronounced, hence, facilitating their pronunciation; however, in other cases, the spelling greatly conditioned them, mainly with more uncommon words

(for instance, with *business and largest*, causing them to pronounce these words in a similar way to the way they are spelt, pronouncing /bʊ´sɪns/ and /ˈlærgest/).

In the oral description task, on the other hand, I found that when students did not know how to say particular word(s) in English (especially those belonging to the two lower levels of proficiency selected), they would either switch to their native language (for instance, a subject from *first-year bachillerato* directly said '150 millón' in Spanish, i.e, *ciento cincuenta millón*) or adapt a Spanish/Galician word to a possible English pronunciation that sounded natural-enough for them (for example, a *third-year ESO* student did not know how to say *flooded* and thus, opted for an adaptation of the Spanish adjective *inundado* by saying 'inuned' /ɪn´ʊnded/. This option of adapting a Spanish word to a possible English pronunciation may be regarded as quite creative and,

> *EFL teachers could take advantage of their students' abilities to create 'new' English words (...) by suggesting a game in which they give their students difficult (and uncommon) words in Spanish/Galician and ask them how they would say that word in English. Although the students will probably fail to say the correct answer at first, they will still be practising aspects of English pronunciation. For instance, if someone says that the Spanish item* papel para calcar*, could be /'kælkɪŋ peɪpə/, 'calking paper' in English, they would be practising both pronunciation aspects (the sounds /ɪ, æ, ŋ/, word stress) as well as revising types of word-formation, in this case some verb to noun conversions* (Calvo, 2014b: 151).

From the latter finding it could be inferred that Spanish EFL learners (especially those at high school), also have problems with English vocabulary, since, on many occasions, they did not know what words to say to describe the pictures in the oral-description task suggested; moreover, broadly speaking, they did not normally opt for explaining a word they did not know; to exemplify, the subjects who did not know how to say the term *flood/flooded* could have said something like 'the floor is full of water' or 'there is a lot of water on the floor' but instead of that they opted for not giving this information at all or making up a new word similar to the one found in Spanish/Galician.

Generally speaking, it could be inferred that pronunciation should be emphasized at all levels of proficiency in Spain, not only at primary and secondary education stages but also at university.

I consider that this study has contributed positively to the field of teaching pronunciation to Spanish learners, more specifically, to the previous research conducted

on problems Spanish students have with English pronunciation by comparing the phonological systems in both languages. The findings in this pilot study indicate that some problems with English pronunciation seem to be persistent for Spanish learners, even those who have been studying this language for over 15 years and thus "these lingering problems would deserve special attention from the early stages of the learning process" (Calvo 2014b: 152).

To sum up, the negative results obtained in this study point to faults in the Spanish educational system, not only at pre-university levels, but also at university modules in which English is the main language studied. These observations have led me to the carrying out of this doctoral dissertation in which my main aim is to provide empirical data as to why Spanish students of all levels of proficiency, even those who have been studying English for more than 15 years, continue to have problems with pronunciation. In order to fulfil this main objective, in the practical part of my dissertation (chapters 6 and 7), I will analyse the views and perspectives of both teachers and students regarding the role that pronunciation currently has in their EFL classes and materials and afterwards, I will carry out a thorough analysis of EFL textbooks addressed to Spanish learners from different levels of education to identify the importance and attention paid to pronunciation in them. As aforementioned, I consider that the findings obtained in these practical studies may provide possible explanations for the negative results found in this pilot study within my MA dissertation in 2011.

CHAPTER 6

MAIN STUDY 1. STUDENTS' AND TEACHERS' VIEWS ON THE TEACHING AND LEARNING OF PRONUNCIATION IN THE SPANISH EDUCATIONAL SYSTEM

As mentioned in the general introduction to this project, this chapter will outline the first main study I carried out which focuses on identifying the views of both students and teachers in Spain (mainly in the area of Galicia) regarding the role that pronunciation currently has in their EFL classes and teaching materials. As will be seen in section 6.2.1.1, several groups will be distinguished in order to provide afterwards different empirical comparisons of the results obtained at each level of education.

In section one, I will begin by referring to the reasons that motivated me to carry out a study with these characteristics; moreover, in this part, I will outline the main aims of this study. Afterwards, in sections two and three, the methodology and the data analysis procedures followed will be explained in further detail. Hence, in the former, I will describe the subjects that participated in this main study, the research materials used to collect the data and the main procedures considered (i.e, material preparation and material administration); in the latter, I will pay attention to the specific steps taken into consideration when analysing the data collected.

In section number four of this chapter I will outline the main results obtained in this study. In order to do so, I will first focus on the students who participated in my study and afterwards on the EFL teachers selected. I will thus begin by outlining the views of the students belonging to each of the three main groups distinguished[32] in their respective questionnaires, as well as explaining any teaching implications such results may entail. After describing the opinions of the students in each main group, I will

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[32] As will be explained in section 6.2.1.1, both the students and teachers in this study will be divided into three main groups: high-school (or pre-university), university and language centres.

briefly refer to any differences of opinion found within the different subgroups of each main group (for instance, main group 1 is formed by students enrolled in the first and fourth-years of obligatory secondary education and second-year post-obligatory secondary education learners; therefore, after outlining the main points of view of all of these students in the questionnaire administered, I will refer to any existing differences of opinion between first-year obligatory secondary students and second-year post-obligatory secondary ones, for instance). Afterwards, I will concentrate on the interviews conducted to a number of students at university level and some enrolled in EFL courses at language centres.

After this stage, I will outline the points of view of the teachers according to the results obtained in the questionnaires administered, once again group by group and referring to any important teaching implications that can be inferred from the results.

Finally, section number 5 will be devoted to comparisons across and within groups of participants. More specifically, I will begin this last section by comparing students, first analysing the general views of Spanish EFL students regarding the role that pronunciation has in their EFL classes (by considering all of the students surveyed as one whole group) and then referring to specific differences of opinion identified across groups (for example, if group 1 students totally agree with one of the statements of my questionnaire whereas group 2 and 3 students disagree). Afterwards, I will follow the same steps when analysing the teachers, hence, first regarding them as a whole group in order to draw conclusions on the opinions of Spanish EFL teachers on the importance given to pronunciation in Spanish EFL classes and then, comparing any differences of opinion throughout the three main groups of teachers. Finally, as will be discussed below, in section 6.2.2, some of the questions included in the students' questionnaire designed are very similar or coincide exactly with some of the items included in the teachers' survey. For this reason, at the very end of this chapter, I will briefly consider all of the participants of all of the groups (both students and teachers at the same time) to outline the general role that pronunciation currently seems to play in EFL classes in Spain in high schools, university level and in language centres.

6.1.   Statement of purpose

Several reasons led me to choose this topic for my dissertation; such motives are summarized in the paragraphs below:

1) Firstly, as mentioned in section 1.1, Spanish students of English tend to have serious problems with the oral component of the English language and, more particularly, with pronunciation, mainly due to the lack of correspondences between the phonological systems of both languages (as explained in detail in section 3.2).

2) As seen in the preliminary study, section 5.4, the general results obtained indicated that not only did students at initial learning stages of this foreign language have problems with pronunciation, but more advanced learners, who had been exposed to English for around fifteen years, continued to have specific difficulties with this important area of language.

If one takes into consideration these two aforementioned facts, it would seem feasible to say that pronunciation should be emphasized in EFL classes in Spain, not only at elementary levels, but also at advanced ones; thus, the general aim of this study is to identify whether there are any faults in the role that pronunciation currently has in the different educational stages that may help explain the continuous problems Spanish learners of all levels of proficiency had with pronunciation in my MA dissertation (chapter 5). In order to do so, I believe that the best way of fulfilling this aim is by taking into account the views of the two most important groups of participants in the teaching and learning process, i.e, students and teachers.

> *Integral to the formal second language (L2) learning experience are two prominent figures: the student, who is ultimately responsible for acquiring a second language, and the teacher, who must provide sufficient guidance as to enable learners to achieve a particular level of language proficiency* (Baker, 2011b: 1).

> *There is little doubt that the beliefs that learners hold about the process of foreign language learning are of paramount importance for the simple reason that, if we agree with Allwright and Bailey (1991) that language lessons or even entire courses are to a large extent co-constructed by teachers and their students, they are bound to affect what happens in the language classroom and also impinge on the effectiveness of the whole process of language instruction. In other words, somewhat contrary to widespread assumptions, it is not only the preferences manifested by teachers and the decisions that are informed by such preferences (...) but also students' experiences and expectations which shape their beliefs concerning different aspects of foreign language pedagogy that determine the nature of classroom interaction and the outcomes of what transpires in language lessons* (Pawlack, Mystkowska and Bielak, 2015: 4).

Although it is clear that both students and teachers' opinions should be taken into consideration, little research has been conducted, once again, on the views of these two

groups of people on the teaching and learning of pronunciation in Spain (see section 4.2.4); in other words, it has been an area "relatively unexplored" (Baker, 2011a: 82), further encouraging me to carry out a study that specifically looks at these two groups of participants' perspectives regarding the teaching and learning of pronunciation in their specific EFL classes.

A further reason for carrying out this study is given by the fact that the results obtained in previous studies within this field, such as Walker (1999), Henderson *et al.* (2012, 2013) and Nowacka (2012) showed that pronunciation had an inferior role in Spanish EFL classes (cf. section 4.2.4.1. for more information on these studies); however, such studies focused on particular subjects within a specific level of proficiency (Walker, 1999 and Henderson *et al.* 2012, 2103 only consider teachers' views and Nowacka, 2012 only analysed the perspectives of some university students). On the other hand, up to my knowledge, no study of this nature has been carried out which has considered students' and teachers' views on the role of pronunciation at several educational levels in Spain. Therefore, this dissertation also intends to be a contribution to this lack of empirical studies.

6.2.   Method

In this subsection, I will describe the procedures followed to select the participants and briefly describe the participants in each group according to some variables such as age, gender and mother tongue/s.

6.2.1. Participants

6.2.1.1.   Selection and description of participants

In order to collect my data, I first of all got in contact via email with 33 EFL teachers in a number of high-schools, language centres and faculties, either in the city centre of Santiago de Compostela or in the nearby outskirts (Cacheiras, Ames). Most of these teachers allowed me to attend some of their EFL classes with different groups of students and they themselves also filled out the teacher's questionnaire version on the same day; luckily, thanks to the help of these teachers, I was able to collect all the data I needed to analyse students' views. On the other hand, as will be explained in more detail in the following paragraphs and subsections, when beginning to analyse my data, I found that the number of teachers who had taken part (33) in my study was extremely low in comparison to the over 1,000 students that had filled out my questionnaire.

Hence, I decided to contact other teachers throughout Galicia and other parts of Spain, asking them to fill out my survey online.

My initial aim was to select both students and teachers at the beginning and end of each of the educational stages analysed, for instance, at the beginning and the end of obligatory secondary education. I was able to fulfil this objective in one of the students' groups (particularly, in group 1); however, in the other two groups, i.e, at university level and language centres, due to a lack of enough students in some of the beginning or ending courses, it was necessary to add other intermediate levels so as to gain the necessary total number of subjects. For instance, in group 2 (university students), I was only able to collect a total of 176 questionnaires by students enrolled in their first and fourth years of the new four-year BA in English, *Grado en Lengua y Literaturas Inglesas*; consequently, in order to be able to compare this group to the others, I also administered questionnaires to students in other levels (undergraduate students in third and fourth-years and some students who had recently graduated in English Studies and were beginning a one-year MA programme in order to obtain the so-called Post-Graduate Certificate in Education (PCGE).[33]

Concerning the selection of participants who took part in the interview that was also used as one of my research instruments, some of the volunteers had given me their email address at the end of the questionnaire they filled out; the rest of the interviewees were former students of mine from the second, third and fourth-years of the new four-year BA in English Language and Literature or in the last year of the extinct degree called English Philology, all from the University of Santiago de Compostela, who offered to collaborate with me.

In the end, a total of 1,170 EFL students and 254 EFL teachers participated in this study. Both teachers and students were divided into three main groups:

1) *Group 1* comprised students and teachers from obligatory secondary and post-obligatory secondary education in several high-schools in the centre and outskirts of Santiago de Compostela (known as *Educación Secundaria*

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[33] In order to become a state or private Secondary-school teacher in Spain, it is necessary to complete a one-year MA programme called *Máster Universitario en Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Lenguas* (MA in Teaching Obligatory and post-Obligatory Secondary Education, Professional Training and Language Teaching). This postgraduate programme is similar in nature to the British PGCE (Postgraduate Certificate in Education).

Obligatoria (ESO) and *bachillerato* studies in Spain) or from other parts of Galicia (see Appendix 6A for the whole list of high-schools that took part in my project);

2) *Group 2* was formed by university students at the University of Santiago de Compostela and teachers from the same university as well as from several other universities around Spain (University of Vigo, University of the Basque Country, University of León, University of the Balearic Islands, University of Zaragoza, University of Oviedo or University of Córdoba, to mention a few – see Appendix 6A for a whole list); and,

3) *Group 3* comprised students and teachers from state language institutions, particularly, the Spanish Official School of Languages (*Escuela Oficial de Idiomas* – EOI) and the Modern Language Centre (*Centro de Lenguas Modernas* – CLM) at the University of Santiago de Compostela). All of the students were enrolled in either of these two language centres situated in Santiago de Compostela whereas some of the teachers were working at different *EOIs* around Spain (see Appendix 6A for the whole list).

Moreover, a further set of 50 students took part in the interviews conducted after the administration of the questionnaires. The number and distribution of both teachers and students in this study can be seen below, in Tables 7-9.

Group 1 Students	Totals
Obligatory and post-obligatory secondary education	404
Group 2 Students	**Totals**
University	405
Group 3 Students	**Totals**
Spanish Official School of Languages / Modern Language Centre	361
Total number of EFL students	**1,170**

Table 7: Total number of participants (students) in each main group - questionnaires

Group 1 Teachers	Totals
Obligatory and post-obligatory secondary education	128
Group 2 Teachers	**Totals**
University	51
Group 3 Teachers	**Totals**
Spanish Official School of Languages / Modern Language Centre	75
Total number of EFL teachers	**254**

Table 8: Total number of participants (teachers) in each main group - questionnaires

Interviews[34]	
Group 2	38
Group 3	12
Total	**50**

Table 9: Total number of interviewees

As previously explained in section 6.1, one of my aims was to compare the findings obtained across the three main groups distinguished. Hence, the ideal situation would have been to have a similar number of students and teachers in each of the groups. In the end, as can be seen in Tables 7 and 8, the amount of data I collected for each group was quite homogeneous, only being slightly inferior in the case of group 3 students and group 2 teachers. This was mainly due to the fact that the number of students per class in the Spanish Official School of Languages and the Modern Language Centre (hence, group 3 participants) is quite small - approximately from 7 to 12 students - and thus, I was only able to collect a total of 361 samples for this main group with the help of the 9 teachers I had got in contact with and who worked in these institutions. Similarly, as would be expected, there are fewer EFL teachers working at universities than at high schools since there are only three universities (*Universidade de Santiago de Compostela* - USC, *Universidade de A Coruña* – UDC and *Universidade de Vigo* - Uvigo) in Galicia whereas there are over 250 secondary schools.

The next three subsections will provide further details regarding the subjects that participated at each of the levels of education selected.

6.2.1.1.1. Main group 1: Obligatory and post-obligatory secondary education students and teachers

A total of 404 students from different high-schools within or near Santiago de Compostela took part in this study (cf. Table 10), out of which 131 were in their first-year of obligatory secondary education, 138 were enrolled in the fourth-year of this obligatory educational level and 135 were in their last year at high-school, i.e., second-year of post-obligatory secondary education. Moreover, 128 obligatory and post-obligatory EFL teachers around Galicia also filled out my survey addressed to teachers.

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[34] As will be explained later on, there were no interviewees in main group 1 because the participants in main group 2 answered questions on the role of pronunciation at both pre-university and university levels.

Group 1 Students	Totals
1st year obligatory secondary education students	131
4th year obligatory secondary education students	138
2nd year Post-obligatory secondary education students	135
Total	**404**

Table 10: Total number of group 1 students, divided according to their level or proficiency

Group 1 Teachers	Totals
Obligatory and post-obligatory secondary education teachers	128
Total	**128**

Table 11: Total number of group 1 teachers

The students in this group were from six different high-schools within or close to the city of Santiago de Compostela, namely *I.E.S Xelmirez 1, I.E.S Eduardo Pondal, I.E.S Sar, I.E.S Pontepedriña* (all of them located in the city of Santiago de Compostela), *I.E.S Cacheiras* (in Cacheiras, a small village on the outskirts of Santiago belonging to the Council of Teo) and *Colegio/I.E.S Alca* (in another nearby town to Santiago, Ames Council). The previous schools were selected since they can be regarded as perfect representatives of the standard secondary-school institutions in Santiago de Compostela; the levels of education in all of them ranged from first-year obligatory secondary education to second-year post-obligatory secondary education with the exception of *Colegio/I.E.S Alca* where primary education courses are also offered. Moreover, most of these teaching institutions also offer college-training courses known in Spain as *Ciclos de Formación Profesional* – (FP), such as Photography, Hotel Management or Tourism.

As regards the students, 219 of them were female and the remaining 185 male and their ages ranged from 12 to 20. As expected, most of them affirmed their mother tongues were either Castilian Spanish or Galician or a combination of both; furthermore, the majority of them claimed they had been studying English between ten and twelve years. With regards to short-stays in English-speaking countries, 112 of them answered positively, being England the most popular destination. The majority of them denied having English relatives; however, 170 admitted they had native English-speaking friends. Finally, around 150 of them believe their level of speaking and pronouncing in English can be classified as good whereas a group of approximately 150 subjects consider their level is not as good, more particularly, they claim they have a regular level (see Appendix 6B for detailed tables).

With regards to the EFL teachers, 9 of them worked at one of the high schools mentioned above for the students (who filled out the questionnaire in paper-format) whereas the remaining 119 worked at other secondary schools in Galicia and completed the survey online (see Appendix 6A). Finally, most of these teachers affirmed to have over 15 years of teaching experience.

Years of experience	0-5 years	6-10 years	11-15 years	More than 15
	2	11	6	109

Table 12: Years of teaching experience of main group 1 instructors

Before moving on to the next group of participants, I would briefly like to discuss a small disadvantage I came across when analysing the data collected by EFL teachers which will have a direct effect on some decisions I had to take when organising and comparing the data obtained within and across the different groups of participants. This disadvantage can be summarized as follows: as is normal in Spain and thus, as would be expected, most of the teachers who participated in my study were teaching more than one educational level within the same academic year (for instance, a particular teacher could have been teaching *first-year ESO, Third-ESO, fourth-year ESO* and *second-year bachillerato* when filling out the online questionnaire); this made it difficult for me to subdivide them into further groups as I did with the students, only distributing my questionnaire to students of *first and fourth-years of ESO* and *second-year bachillerato* students. Hence, I decided to consider all of these 128 teachers as one large group, without being able to establish brief comparisons among the teachers within this main group as I was able to do with the students (cf. section 6.4.1.1.7 for an example of the types of comparisons I am here referring to).

6.2.1.1.2. *Main group 2: University EFL students and teachers*

A total of 405 university EFL students and 51 EFL university teachers participated in this group. Regarding the former, they were all current or former students within the Department of English and German Philology at the University of Santiago de Compostela. A total of 105 of them were enrolled in their first-year of the BA in English Language and Literature at the University of Santiago de Compostela, 106 of them were in their second-year of this university degree, 96 in their third-year and, finally, 98 of them were either in their last year of the previously-mentioned university BA, in the last year of the extinct old five-year BA in English Philology or had recently graduated and

were beginning a teaching training course to obtain the Postgraduate Certificate in education, i.e, *Máster universitario en profesorado de educación secundaria obligatoria y bachillerato, formación profesional y enseñanza de lenguas* (cf. Table 13, below). Moreover, 51 EFL teachers working at different universities within Galicia or around other parts of Spain also participated in this main group.

Group 2 Students	Totals
1st year BA in English Language and Literature students	105
2nd year BA in English Language and Literature students	106
3rd year BA in English Language and Literature students	96
4th year BA in English Language and Literature + 5th year old BA in English Language and Literature + MA Programme to obtain a PGCE	98
Total	405

Table 13: Total number of group 2 students, divided according to their level or proficiency

Group 2 Teachers	Totals
University teachers	51
Total	51

Table 14: Total number of group 2 teachers

Within this second main group, a total of 323 students were female and the remaining 82 were male and their age ranged from 17 to over 22. The majority of them stated having both Castilian Spanish and Galician as their mother tongues. As expected, most of them had been studying English for approximately thirteen to fifteen years. Two hundred and ninety-five of these students claimed having carried out short stays in English-speaking countries or in places where they used English to communicate with other people, some of these countries being England, the USA, Ireland, Scotland, New Zealand, Wales, Malta or Poland. Finally, most of them denied having native relatives but affirmed having native English-speaking friends, which is not surprising since many foreign students come to study a year at the University of Santiago de Compostela as part of exchanging programmes like *Erasmus* and those who take courses at the Faculty of Philology tend to enrol in language classes to improve their Spanish or in courses such as English-Spanish translation, academic English, English literature or TEFL. Hence, on many occasions, native Spanish speakers and native English ones (as well as L1 speakers of other languages, such as Japanese, Chinese, Italian or Polish) coincide in the same module, get to know each other through class work and end up becoming friends and maintaining contact with each other via Skype, email, text messages... Finally, most of these students consider they have a good level of speaking and pronouncing in English (see Appendix 6B for a detailed table).

Regarding the teachers, 11 of them were working at the University of Santiago de Compostela (and hence, were or had taught several subjects to some of the students that took part in my study). They were all teaching subjects related to English Linguistics at the Faculty of Philology, Department of English and German such as *English Language, Translation, Discourse Analysis, English for Academic Purposes* or *Techniques for Writing and Speaking in English* and most of them filled out my questionnaire in paper format. The remaining 40 teachers worked at other universities within Galicia or around Spain such as the Universities of A Coruña, Vigo, Oviedo, Seville, Barcelona, León, La Laguna, Zaragoza or the Balearic Islands (see Appendix 6A for the whole list) and completed the online version of my survey. The vast majority of them were teaching modules directly connected to English as a foreign language when filling out the survey.

Most of these teachers had more than or close to 15 years of teaching experience, with the exception of some native language assistants (known in Spanish as *lectores*) who worked at the Faculty of English Philology for the English and German Department at the University of Santiago de Compostela by mainly giving speaking and listening classes within the three subjects of English Language offered in years one and two (*Lengua Inglesa 1, 2, 3*) or in other subjects where the focus is placed on practical aspects of English and especially on oral communication (Techniques for Speaking in English, English for Journalists, or English for Engineers).

Years of experience	0-5 years	6-10 years	11-15 years	More than 15
	5	3	10	33

Table 15: Years of teaching experience of main group 2 instructors

A further 38 students (either undergraduate students enrolled in the university BA in English Language and Literature mentioned above or people who had graduated in the last few years in this degree or the former five-year equivalent, *English Philology*, volunteered to participate in the interview I used to provide further background to the results obtained in the questionnaires since, as will be explained in further detail in section 6.2.3.2, I believed it was important to verify some of the results obtained in the questionnaires and further research into some findings that were not totally clear. Out of these 38 participants, 19 were undergraduate students and 19 had recently become post-

graduates. 30 of these volunteers were female and 8 were male and their age ranged from 19 to 24.

Interviews group 2 students	
Undergraduate university students	Recently graduated university students (within 1-3 years)
19	19
Total:	**38**

Table 16: Total number of group 2 students who took part in the interviews

Due to reasons of time, I was not able to carry out interviews with students at pre-university level. However, in the end, this was not a major problem since the university interviewees had finished their obligatory studies in the last few years (especially the undergraduate students enrolled in the four-year BA in English Studies at the University of Santiago de Compostela). Hence, I took advantage of this short period of time that had gone by and considered these students as perfect candidates for reflecting on several aspects regarding the teaching of pronunciation, both at university and pre-university levels (obligatory and post-obligatory secondary education).

6.2.1.1.3. Main group 3: Language centres

A total of 361 students and 75 teachers from two different groups of language centres (the Spanish Official School of Languages and the Modern Language Centre) participated in my study, forming main group 3 (see Appendix 6A for the whole list of language centres). As can be inferred below from Table 17, the participants were representatives of the so-called intermediate, advanced and C1 levels of proficiency.

Group 3 Students	Totals
Intermediate 1 School of Languages + Intermediate 2 School of Languages + B1.2 Modern Language Centre students	167
Advanced 1 School of Languages + Advanced 2 School of Languages + B2.2 Modern Language Centre students	125
C1 School of Languages + C1.1 Modern Language Centre + C1.2 Modern Language Centre students	69
Total	**361**

Table 17: Total number of group 3 students, divided according to their level or proficiency

Group 3 Teachers	Totals
EOI and *CLM* teachers	75
Total	**75**

Table 18: Total number of group 3 teachers

As regards the students, 124 of them were male and the remaining 237 were female. They were all attending EFL classes within the *EOI* or at the Modern Language Centre of the University of Santiago de Compostela (*Centro de Linguas Modernas – CLM*). Most of them affirmed being over 22 years old and acknowledged having been studying English between 10 and 15 years. As would be expected, the majority of these students had both Castilian Spanish and Galician as their native languages. A total of 238 students admitted they had been to English-speaking countries such as England, Ireland or the USA or to other countries in which they communicated in English like Germany, Malta, Greece or Hungary; most of these stays had lasted more than two weeks. The majority of these students denied having native English-speaking relatives but 248 of them admitted having native English-speaking friends. Finally, most of these subjects believe their level of both communicating orally and pronouncing in English is quite low, more particularly, they classified their level as fair (see Appendix 6B for detailed tables).

As mentioned in section 6.2.1.1.2, I asked the students who volunteered to be interviewed in main group 2 to discuss the role of pronunciation at both their university degree and their previous educational stages due to the fact that most of them had completed their obligatory secondary and post-obligatory secondary education studies quite recently. On the other hand, when I administered the questionnaires at the different levels of the Spanish Ofifical School of Languages and Modern Language Centre, I found that the majority of the students in these centres were approximately in their late-thirties or early/late-forties and they had thus studied English in a total different context and in a different educational system before the current obligatory secondary education (*ESO*) and post-obligatory secondary education stages (*bachillerato*) were implemented in Spain. Furthermore, I had the opportunity of interacting with some of the participants in this group on the day of the questionnaire-administration; some of them even told me they had never studied English in their primary or secondary education studies but felt the need to learn it and for that reason they had decided to enrol in EFL classes at one of these language centres. Hence, I chose to only ask the interviewees in this main group questions on the role that pronunciation specifically had in their classes at the *EOI* or the *CLM*, rather than in the other levels of education (as was done with the interviewees in main group 2). In the end, 12 people from these language centres volunteered to be interviewed.

Interviews group 3 students
Spanish Ofifical School of Languages/Modern Language Centre
Total: 12

Table 19: Total number of group 3 students who took part in the interviews

With regards to the teachers, ten of them were working at either the Spanish Official School of Languages or the Modern Language Centre in Santiago de Compostela and filled out the questionnaire in paper format. The remaining 65 teachers were teachers at *EOIs* or *CLM* centres in Galicia and around Spain (see Appendix 6A) who filled out my questionnaire when I distributed it online. Once again, most of these teachers had over 15 years of teaching experience.

Years of experience	0-5 years	6-10 years	11-15 years	More than 15
	2	16	10	47

Table 20: Years of teaching experience of main group 3 instructors

6.2.2. Research materials

Three research instruments were used to collect the necessary data for this study:

1) A questionnaire addressed to EFL students with different levels of proficiency;

2) As commented above, some of the results obtained in these surveys were insufficiently clear and, consequently, I also designed an interview to clarify some issues and to collect more specific data on certain topics; and,

3) A questionnaire designed for EFL teachers.

6.2.2.1. Questionnaire addressed to students

This questionnaire (see Appendix 6C for the whole questionnaire in Spanish and English) was used to analyse the opinions and perspectives of Spanish learners of English belonging to different levels of proficiency regarding the role that English pronunciation currently has in their EFL classes as well as in their teaching materials.

As regards the format of this questionnaire, for most of the questions the students were asked to choose from among several options given to them. Moreover, there were a high number of items in which the subjects had to choose their answer according to a Likert scale from 1 to 5, ranging from *I totally disagree* to *I totally agree* or from *Never* to *Always*.

At the beginning of the questionnaire, the students could read a brief introduction to the topic in question, some general aims of such research material and some instructions to consider before and while filling it out (see Appendix 6C).

This research material consisted of 51 items in Spanish. I decided to use one the students´ native languages because I believed that some students, especially those in *first and fourth-year ESO*, would not be able to understand fully the content of the questionnaire if it had been given to them in English. Although the vast majority of the subjects I intended to give the questionnaire to would have Spanish and/or Galician as their mother tongues, I also designed an English version of this questionnaire (see Appendix 6C) in case I found foreign students at any of the levels of education.[35]

The questionnaire was divided into seven different sections which will be explained in more detail in the following subsections.

6.2.2.1.1. Section 1: Personal data

In this first section, the students were asked some personal details: a) the level of studies they were enrolled in (first or fourth-years of obligatory secondary education, the second-year of post-obligatory secondary education, any of the levels of the new degree in English Studies, *Grado en Lengua y Literatura Inglesas* or in the Spanish Official School of Languages, etc); b) the centre/high school/faculty they were studying at; c) their age at the time of completing the questionnaire; d) gender (male/female); e) their mother tongue/s; f) the number of years they had been studying English for; g) self-assessment of their knowledge of spoken English (they could choose among *excellent, good, regular,* and *bad*); h) self-assessment of their level of English pronunciation (once again, among *excellent, good, regular, bad*); i) any previous stays in English-speaking countries; j) country/ies visited; k) duration of these brief stays; l) whether they had English-speaking relatives; and, m) whether they had English-speaking friends (see section 6.2.1.1 and Appendix 6B).

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[35] In the end I did come across a low number of students whose mother tongues were different from Galician and Spanish. However, all of them had been in Spain for some years (in the case of foreign students in groups 1 and 3) or were on a year abroad at university within the programme ERASMUS and were enrolled in certain subjects in English in the degree of *Grado en Lengua y Literatura Inglesas* at the University of Santiago de Compostela and I thus decided to take all of these people´s points of view into consideration since they were part in one way or another of the Spanish educational system. In order to avoid confusions, I personally spoke to these students and asked them to answer the questions according to the role that pronunciation has in their modules or classes in Spain rather than in their own country.

6.2.2.1.2. Section 2: English outside the classroom

In this section, the students had to answer several items designed to identify and analyse the frequency with which they were in contact with English outside their EFL classes as well as the type of activities they practised outside the classroom. This second section consisted of 4 main questions.

In the first two items, the students were asked to rank how frequently they practised English outside the classroom.[36] If their answer was affirmative, thus, any option except for *never*, they were afterwards asked to rank how frequently they carried out the following types of activities outside their EFL classes at high school, university or private institutions: a) watching films in English; b) listening to music in English; c) talking to their friends in English; d) talking to native speakers in English; e) reading in English; f) writing emails, poems, letters… in English; g) Using the computer and the Internet to consult web pages, dictionaries… in English; or, h) if necessary, they could add other types of activities they carried out outside the classroom while practising English.

The remaining two items of this section of the questionnaire were related to the attendance of the students to academies and/or private lessons of English outside the classroom: in item number three the students had to answer affirmatively or negatively depending on whether they had ever been to any of these institutions to practise English and, in question number four, those who had answered affirmatively were asked to indicate the reason/s why they attended or were attending such institutions by selecting one or more of the following options provided: a) to complement school work…; b) to practise English grammar; c) to practise written English; d) to practise spoken English; and/or, e) to practise pronunciation.

6.2.2.1.3. Section 3: General opinions regarding the importance of pronunciation and its teaching

This section of the questionnaire aimed at identifying the general opinions of the students concerning the importance or lack of relevance of pronunciation and its teaching. It was divided into nine items in which the students had to rank their answers on a 1 to 5 Likert scale that ranged from *total disagreement* to *complete agreement*.

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[36] They could choose among the following options: *always, often, sometimes, hardly ever* or *never.*

The first item of this part (number five) aimed at finding out whether the students believed that learning how to pronounce in English correctly is relevant. In items six and seven, the subjects were asked whether they considered speaking English and English pronunciation difficult, respectively; in question eight, the students were asked up to what extent they would like to speak English fluently. In the next question, the participants had to rank the extent to which they agreed or disagreed with the statement that speaking English with a native accent is important; items ten and eleven aimed at analysing whether the subjects rated fluency (as a crucial part of the speaking field) and pronunciation, at the same level of importance. In question number twelve, they were asked their views regarding the extent up to which they believed that English would be useful for them in the future. Finally, in the last question of this section, the participants had to consider up to what degree their level of English pronunciation had improved in the last few years.

6.2.2.1.4. *Section 4: Attitudes towards pronunciation and its teaching*

In this section based on eight items, the questions aimed at analysing the attitudes the participants had towards English pronunciation and its teaching in Spain. In order to answer these questions, they had to use, once again, a 1 to 5 Likert scale as the one mentioned in the previous section. In the first two questions of this part of the questionnaire (numbers 14 and 15), the subjects had to rank the extent up to which they affirmed or denied having problems to express themselves fluently in English and with English pronunciation, respectively. In item 16, they were asked if they felt shy to speak in English whereas in the next two questions, the participants had to reflect on the time that is generally devoted to the teaching of English pronunciation and decide whether they believed such time was sufficient or not; finally, items 18 to 21 aimed at comparing the importance given to the so-called oral skills (speaking and listening) versus other language skills and language learning areas, particularly, reading, writing, grammar and vocabulary.

6.2.2.1.5. *Section 5: Current situation of the teaching of pronunciation in EFL classes*

This part of the questionnaire was the longest. It aimed at identifying the specific current role that pronunciation has in the EFL classes of the different students. This section was divided into 17 questions in vhich the subjects had to answer according to a Likert scale that ranged from *always* to *Never*.

In items 22 and 23, the subjects questioned had to rank how frequently their EFL teacher/s, their classmates and they themselves used English in the classroom. The next two questions aimed at analysing the degree with which the students believed that speaking and pronunciation activities were carried out in their EFL classes. Likewise, questions 26 and 27 were devoted to the frequency with which the participants considered they had speaking and pronunciation exams.

In questions 28 to 31, the subjects questioned had to rate how frequently their EFL teacher/s used the following techniques in order to practise pronunciation in the classroom: a) repeating words or small sentences; b) songs; c) games; and, d) computer programmes and the Internet.

The remaining items of this part of the questionnaire were concerned with error correction. In item 32, students were asked how frequently their EFL teacher corrected their pronunciation mistakes and in question number 33 they had to reflect on whether they liked or disliked being corrected. Moreover, in questions 34 to 38, the subjects questioned were asked to rank how often their teacher used the following techniques in order to correct their pronunciation mistakes: a) listening to and repeating the correct pronunciation; b) writing the phonetic transcription on the blackboard; c) telling their students to make lists with the words they do not know how to pronounce correctly; d) looking for words they do not know how to pronounce in a pronunciation dictionary; or, e) with other methods.

6.2.2.1.6. *Section 6: Students' problems and preferences regarding pronunciation*

This part of the questionnaire is devoted to the actual problems and preferences the subjects had concerning English pronunciation, and thus its learning and teaching.

In question 39 the students had to explain briefly the problems they had with English pronunciation at a segmental and/or a suprasegmental level. Thus, the main aim of this item was to compare the answers obtained with the list of typical problems Spanish students tend have with English pronunciation pointed out by scholars such as Kenworthy (1987), Sánchez-Benedito (1994), Alcaraz and Moody (1999), Palacios (2001) and Estebas (2012) as well as with the general findings in my pilot study (cf. section 5.4).

For item 40 the students questioned had to reflect on their answers to the previous question and consider how frequently activities are carried out in their EFL

classes to overcome the specific pronunciation problems they believe they have. Thus, the main objective of this question was to identify whether students believed enough attention was being paid to their needs concerning the learning of pronunciation as well as to their specific difficulties in this language area in their current EFL classes.

In the next question the students had to select the types of activities they preferred so as to learn and practise pronunciation such as, *listening to and repeating words or sentences, games, listening to the textbook CD, listening to or singing songs, phonetic transcriptions, role-plays and dialogues*, etc (see Appendix 6C for the whole list of options).

Items 42 to 46 focused on varieties of English and music. In the first two questions the participants had to choose what variety of English they preferred and understood better in order to determine whether they were happy with the standard variety commonly taught in Spain, i.e, British English, or whether they would prefer to be taught another variety they are not exposed to so frequently.

In question 44 the respondents had to answer whether they usually listened to music sung in English so as to find out up to what extent they were in contact with certain varieties of English pronunciation through this technique. If their answer was affirmative, they were afterwards asked to mention some examples of such bands and/or singers in item 45. Finally, for item number 46, the students were asked whether they knew what variety of English the singers or groups they listened to used in order to identify whether they were aware of the existence of different varieties of pronunciation and which ones they are normally exposed to.

6.2.2.1.7. *Section 7: Textbooks*

This final section of the questionnaire was devoted to the textbooks used in these courses since they generally become the main teaching material used for the learning of foreign languages (López-Jiménez, 2009). This point was included in particular with the purpose of comparing students´ and teachers´ views regarding the role that pronunciation plays in their EFL textbooks to the actual textbook-analysis carried out in my second main study, chapter 7.

For item 47 the students questioned were asked to consider how many pronunciation activities were present in their EFL textbook *(a lot, hardly any, enough...*). Moreover, in the next question, the same subjects were asked to grade up to

what extent they believed that the pronunciation activities present in their textbook helped them improve their abilities and knowledge in this language aspect so as to identify up to what extent they thought their EFL textbook was adapted to their particular needs concerning the learning of English pronunciation.

Finally, the last three questions were focused on the format of the pronunciation activities present in the EFL textbooks: in the first of them (item 49), the participants had to consider if they would like their textbook to include other types of pronunciation activities from the ones they currently included; in the second they had to reflect on the specific format of the pronunciation activities present in their EFL textbooks and decide whether they believed such exercises normally shared the same format or, on the contrary, they offered a wide range of types of pronunciation activities; finally, in the last item, number 51, the subjects were asked to choose the type/s of pronunciation activities they considered their textbook included: *oral productions, reading aloud, listening to the textbook´s CD, role-plays and dialogues, games*, and so on (cf. Appendix 6C for the whole list of options).

6.2.2.2. Interview addressed to students

As mentioned above, I conducted interviews with some university and School of Languages/Modern Language Centre students in order to provide further insights into some of the results obtained in the questionnaires (see Appendix 6D for the whole interview in Spanish and English); therefore, most of the questions are very similar to ones included in the questionnaires. The content and format of the different interview-questions were the same for all the interviewees; the only difference was given by the fact that the university students interviewed were asked questions on the role of pronunciation, both in their university EFL classes as well as in previous educational stages whereas the volunteers from group 3 only had to focus on the importance given to pronunciation in their EFL classes at the Spanish Official School of Languages or the Modern Language Centre at the University of Santiago de Compostela. Broadly speaking, the interview designed was divided into two main parts:

1) A section based on questions concerning the students' opinions on the role of the different language skills in their previous and current EFL classes as well as some questions in which they were asked their opinions about their general

language abilities in both perceptive and productive skills, culture, grammar, vocabulary and pronunciation; and,

2) The second part contained more specific questions on the role pronunciation had according to them in their EFL classes and teaching materials.

The main reason for adding the first group of questions was to provide a general background concerning the degree of attention that each language skill receives in EFL classes at different levels of proficiency according to the students; in other words, they served as the background to the remaining items that specifically focused on the teaching of speaking and pronunciation.

The interviews were designed and conducted in Spanish and the interviewees could choose to speak in Spanish or Galician; their native language/s was used to make them more comfortable while being recorded. Moreover, this interview did not aim at analysing students´ level of English pronunciation or the main problems they had with this language area;, since I was not going to conduct any type of discourse-analysis, I decided to interview the learners in their native language(s). Another reason was that the questionnaire administered was also in Spanish (cf. section 6.2.2.1 for reasons), and thus, I tried to be as consistent as possible.

A more detailed description of the content of the interviews conducted can be found in the sub-sections below.

6.2.2.2.1. Section 1: General questions on the different linguistic fields

As mentioned above, this section of the interview was based on general questions, particularly on 10 questions about the importance and attention given to the different language skills in EFL classes.

To begin with, the students had to self-assess their level in the following linguistic areas: *writing, speaking, listening, reading, grammar, vocabulary, pronunciation* and *culture*. A Likert scale from 1 to 10 was used in which 1 stood for *very bad* and 10 for *excellent*. Afterwards, the interviewees were asked to reflect on the reasons why they believed they had rated each linguistic area with a specific value and not with another one; for instance, they had to justify why they had rated their abilities in some linguistic skills as excellent or almost excellent while others as quite poor or the reason why they affirmed their abilities in all of the areas under analysis were quite homogenous.

The next two questions were concerned with their views on the importance that each language area (*speaking, writing, listening, reading, grammar, vocabulary, pronunciation* and *culture*) should have in EFL classes and the role they actually had in the teaching of EFL in Spain/Galicia. Once again, a 1 to 10 Likert scale was used; 1 represented *not important at all* and 10 *very important* in the first of these questions whereas 1 stood for *minimum importance* and 10 for *maximum importance* in the second item. Afterwards, the subjects were asked to reflect further on whether the same degree of importance was given to all of the language areas mentioned above in the different proficiency levels they have gone through. They were asked to justify and/or provide examples to support their opinions. Similarly, the participants were then asked whether their abilities in the different skills had the same degree of importance in the assessment system.

Item number 6 also followed a 1-10 Likert scale from *with little/no frequency* to *very frequently* and the subjects were asked to rate the frequency with which their *speaking, listening, writing, reading, grammar, vocabulary* and *pronunciation* mistakes were corrected.

For question number 7 the participants had to rate the degree of general attention paid to each linguistic skill. In order to do so, they could choose between the four options provided, ranging from *no attention at all* to *a lot of attention*.

The next item was concerned with EFL textbooks; the interviewees were asked to consider whether the same importance was generally given to each language area in their current and/or previous textbooks by taking into consideration aspects such as the number of sections included or the number of activities devoted to practising each language area or revision exercises. As with all the items in this interview, they had to justify their answers.

The final two questions of this section were related to the practising of English outside the classroom. For the first of them, the subjects had to explain what types of activities they carried out in English outside the classroom and/or the language areas they practised the most and why. In the second item they were asked whether they were or had ever attended private EFL lessons of any kind; if affirmative, they were then asked to mention the reasons why they had been to these institutions in terms of the skills they had focused on in these extra-curricular classes and why.

6.2.2.2.2. Section 2: Questions on the importance given to pronunciation in EFL classes and teaching materials

This part of the interview was based on 16 items that focused on the importance that pronunciation received in EFL classes and teaching materials in different educational levels.

Firstly, the participants were asked whether they believed learning to pronounce correctly is important and why. Next, they had to consider whether enough time is devoted to pronunciation in their current and/or former EFL classes.

For item number 13 the subjects had to reflect on whether they believed they had a good level of pronunciation when they began their university/*EOI/CLM* studies; moreover, they were asked if they considered their pronunciation had improved since they began these EFL lessons. Question number 14 aimed at knowing the degree of difficulty the students believed that speaking English and English pronunciation entailed; if this were the case, they were afterwards asked to mention the most complex points for them and whether they felt they had overcome them in their BA or language classes at the *CLM* or *EOI*.

As for questions 24 and 25 of the questionnaire, the interviewees had to refer to the frequency with which they considered that speaking and pronunciation activities were carried out in their EFL classes at high school, university or language centre. Afterwards, they were asked to mention the most common types of speaking and pronunciation exercises practised in the classroom and whether there was variety in their format or they rather followed a repetitive pattern. Afterwards, the students were questioned about the specific types of pronunciation activities commonly present in their textbooks. Moreover, they had to reflect on whether their EFL teachers in the different educational stages always completed the suggested pronunciation exercises present in textbooks or if, on the contrary, they were on the whole disregarded.

For item number 15, the subjects were now asked to grade the frequency with which they have and had speaking and pronunciation exams and the importance given to this area of language in the assessment system and final grade; in other words, I was interested in finding out whether knowing how to speak and pronounce well in English were considered by them as actual requirements to pass the course.

The next item was concerned with error correction; the students questioned had to talk about the frequency with which they believed pronunciation mistakes were

corrected in their classes, their personal feelings regarding being corrected and whether they would like to be corrected more frequently. Item number 20 was also related to their personal feelings, on this occasion, about their feelings on speaking in English in class and on whether they were shy to do so and why.

For items 21 and 22 the interviewees had to explain in more detail the type of activities they carried out outside the classroom to practise English and why they did/did not focus on pronunciation outside their EFL lessons. Moreover, they were asked to refer once again to any private EFL lessons they were attending or had attended in the past and discuss why they had chosen to focus on pronunciation in these extracurricular lessons or why not.

Questions 23 and 24 were concerned with varieties of English. Firstly, they were asked if they thought that sounding native-like when speaking in English was crucial or to define what features a learner should show in order to be considered a good speaker in English; afterwards, they had to explain their thoughts and their preferences about being exposed to different pronunciation models in the classroom and, more particularly, their views regarding the fact that RP is the most-commonly taught variety in Spain.

In question 25 the students had to reflect on whether they believed their level of pronunciation will have/had improved when completing their university degree/language centre classes and whether they believed their abilities in each of the language areas would be/were comparable and why. Finally, the participants had to consider whether the teaching of pronunciation in Spain should change in any way and, if affirmative, they were asked to suggest some ways to do so.

6.2.2.3. Questionnaire addressed to teachers

The teachers´ version of the questionnaire shares many questions with that of the students (see Appendix 6E for the whole paper-format questionnaire and for some samples of the online version). Moreover, the format used is also very similar since in most of the questions the teachers had to answer each item according to two types of 1-5 Likert scales, one from *Total disagreement* to *Total agreement* and the other from *Always* to *Never*.

This research material was given to the teachers in English instead of in Spanish and it was based on 55 items with4 main parts or sections.

6.2.2.3.1. Section 1: Personal data

In this part of the questionnaire the teachers had to answer some questions so as to obtain some personal details from each of them: a) name of the institution they were teaching at; b) courses they were teaching; and, c) number of years they had been teaching.

6.2.2.3.2. Section 2: General opinion on the importance of English pronunciation

Here the different EFL teachers had to answer 16 questions concerning their general opinion on the importance of English pronunciation. In the first four items of this part, the EFL teachers questioned had to reflect on the general importance they would ascribe to speaking English and pronunciation and also grade whether speaking and pronunciation are considered as difficult for them in general terms.

The main objective of item five was to identify and analyse whether EFL teachers considered that their students should obtain a native-like pronunciation or if, on the contrary, they believed that intelligibility is more important than sounding-native keeping with the views maintained by a number of scholars such as Kenworthy (1987), Ur (1996), Palacios (2001), Fernández-Carril (2002) or Brown (2007). Similarly, in question seven, the teachers questioned were asked if they considered that they themselves as teachers of English should have a native-like pronunciation.

In item six the participants were asked whether they themselves and other EFL teachers should have a good knowledge of English pronunciation so as to teach it correctly. Questions number eight and nine of the EFL teachers' research material aimed at identifying the degree of importance they gave to fluency (speaking) and pronunciation in order to analyse whether they believed they should be at an equal level of importance or not. Furthermore, the data obtained in these items will be useful so as to compare the teachers' views to those of their students' regarding this topic.

For question ten of this questionnaire, the subjects were expected to reflect on whether they believed that knowing English will be useful for their students in the future.

The following two questions were concerned with general problems that Spanish learners of English have with pronunciation; in the first of them they were asked whether Spanish EFL learners tended to have problems with pronunciation while in the second one those teachers who admitted that Spanish learners of English had problems

with English pronunciation were afterwards asked to consider up to what extent these problems should be dealt with in the classroom or not.

Finally, items 13 to 16 were related to the teachers´ background for teaching English pronunciation. In the first question the teachers were questioned on the extent up to which attention is paid to pronunciation in the current programs in the Spanish educational system. In question 14 the subjects had to consider whether they had received special training for teaching pronunciation in the training modules and/or courses they attended so as to become a teacher of English. In question 15 they had to say whether they knew how to cope with the difficulties shown by their students regarding pronunciation or, if on the contrary, they did not feel prepared to carrying out this task; similarly, in item 16, the teachers surveyed were asked whether they felt confident enough to teach pronunciation to their students.

6.2.2.3.3. Section 3: Attitudes towards pronunciation and its teaching

The questions in section three were devoted to the attitudes of Spanish EFL teachers towards pronunciation and its teaching. In each of the six questions of this part of the questionnaire the teachers had to answer according to the usual Likert scale from *Total disagreement* to *total Agreement*.

In the first item of this section the teachers had to express their opinion on whether they considered that sufficient time is currently devoted to the teaching of pronunciation in EFL classes in Spain.

In the remaining five questions of this section, the teachers had to compare the role that the so-called oral skills (speaking and listening) have with other areas of language, namely reading, grammar, writing, vocabulary and pronunciation.

6.2.2.3.4. Section 4: Current situation of the teaching of pronunciation in EFL classes and teaching materials in Spain

The final part of the teachers' questionnaire was devoted to the current situation of the teaching of pronunciation in EFL classes as well as to the attention paid to pronunciation in teaching materials in Spain. Since this section covered a wide variety of topics, it was subdivided into 5 parts: a) methodology and tasks, b) error correction, c) exposure of students to English outside the classroom, d) students' preferences and difficulties and, finally, e) activities and the textbook.

6.2.2.3.4.1.   Part 1: Methodology and tasks

Part 1 was the longest subsection of the questionnaire. It was devoted to methodology and the activities that EFL teachers use when they focus on pronunciation in their classes. It was based on 13 questions; in all of them but one they had to answer according to the usual Likert scale for frequency.

Items 23 and 24 were concerned with the general amount of oral language their students are exposed to and the frequency with which they produce oral language in class. In the first of them the EFL teachers had to rank how frequently they spoke in English so as to analyse the frequency with which the students from the different levels of proficiency studied were exposed to English in their EFL classes, i.e, practising perception. On the other hand, question 24 was related to production since the teachers were asked how frequently their EFL students actually spoke English in the classroom. For item 25 the EFL teachers had to consider the extent up to which they believed their students were shy to speak in English. Items 26 to 29 aimed at identifying the frequency with which the EFL teachers surveyed admit carrying out speaking and pronunciation activities and exams so as to compare their views with the answers provided by their students in items 24 to 27 of their questionnaire.

Questions 30 to 33 are concerned with techniques for the teaching of pronunciation. In these questions the teachers were asked how frequently they: a) made their students repeat words or small sentences in order to practise pronunciation, b) used songs, c) used games and d) used computers and the Internet to practise aspects of this area of language.

Finally, items 34 and 35 focused on the integration of pronunciation in the teaching of other language skills and fields, following the recommendations of the Common European Framework of Reference for Languages (Council of Europe, 2001). In item 34 the participants were asked whether they taught pronunciation as part of any other skill or if, on the contrary, they taught it as an isolated area. Moreover, in the last question of this part of the questionnaire, the participants who had answered the previous item affirmatively were asked to select which skills or language areas they integrated pronunciation with.

6.2.2.3.4.2.   Part 2: Error correction

Another important issue when referring to pronunciation is error correction (see section 1.5 for further details), since students' pronunciation mistakes should be corrected the sooner the possible in order to avoid fossilisation. This section of the questionnaire was based on seven questions, six of which had to be answered according to the usual frequency-based Likert scale.

Items 36 and 37, respectively, aimed at analysing the frequency with which EFL teachers admitted correcting their students' pronunciation mistakes and, generally speaking, their students' attitudes to such corrections.

In the remaining five questions of this subsection, the teachers had to rank on the Likert 1-5 scale mentioned above how frequently they used each of these techniques in order to correct their students mistakes: a) making them listen to and repeat the correct pronunciation; b) writing the phonetic transcription on the blackboard; c) telling the students to make lists with the words they do not know how to pronounce; d) making them look for words they pronounce incorrectly in a pronunciation dictionary; or, e) using any other method.

6.2.2.3.4.3.   Part 3: Exposure of students to English outside the class

The questions in this section were devoted to the exposure of students to English outside the classroom. This small part was based on two questions.

In the first one, item 43, the different teachers had to grade the frequency with which they considered their students practised English outside the classroom. For the second question they had to select the type of activities they believed their students carried out outside the classroom to practise English with the purpose of being later on in a position to draw a comparison between teachers' and students' answers.

6.2.2.3.4.4.   Part 4: Students' difficulties and preferences

In this part of the questionnaire the teachers questioned were asked to identify the difficulties their students had with English pronunciation as well as reflect on some questions related to their students´ preferences when learning pronunciation. As in the previous section, this part was based on two main items.

Item 45 was conceived to analyse the teachers´ perspectives regarding their students´ general problems with English pronunciation, both at a segmental and a

suprasegemental level, so as to compare their answers to the actual problems Spanish learners of English tend to have with English pronunciation (Kenworthy 1987, Sánchez-Benedito 1994, Alcaraz and Moody 1999, Palacios 2001, Estebas 2012). Finally, the teachers had to choose what activity/ies they thought their students preferred for practising pronunciation from a list provided which included from listening to or singing songs, games, reading aloud tasks to using computers and the Internet, written productions and so on.

6.2.2.3.4.5.   Part 5: Activities and the textbook

The last part of the questionnaire dealt with nine items on pronunciation activities and materials. In item 47 the EFL teachers were asked what kind of activities they used in the classroom in order to practise pronunciation. Therefore, the main aim of this item was to analyse whether there was variety in the type of activities used in the classroom for pronunciation.

In order to be familiar with the current EFL textbooks being used in EFL classes at the different proficiency levels, the EFL teachers were asked in question 48 to fill in the names of the textbooks they were using in that academic year, some of which will be analysed in closer detail in chapter 7.

In item 49 the EFL teachers questioned were asked to rank the importance they believed should be given to several segmental and suprasegmental features of pronunciation in general EFL textbooks addressed to their students (see Appendix 6E). Similarly in item 50 the teachers had to reflect on how frequently the aspects they considered in the previous item were actually present in the EFL textbook(s) they were currently using.

In items 51 and 52 the teachers questioned had to consider how many pronunciation exercises the EFL textbook/s they were currently using included and, furthermore, they were asked to consider whether they believed that such exercises present in the textbook/s helped their students improve their pronunciation.

In question 53 the teachers had to think whether they would like the textbooks to include other types of activities for practising pronunciation. Finally, in order to obtain further data regarding teaching materials for learning pronunciation, the subjects were asked if they used any other types of materials so as to teach this language area. If their

answer in the previous item was affirmative, they were then encouraged to specify what other materials they used.

6.2.3. Procedures

6.2.3.1. Questionaires addressed to students and teachers

6.2.3.1.1. Material administration

The students always filled out the questionnaires in one of their English classes or, in the case of university students, in their Literature, English Language, Morphosyntax or Discourse Analysis lessons. Some of the teachers also completed their corresponding teacher-questionnaire at the same time as their EFL students filled out theirs whereas others completed the survey online in their free time. More specifically:

1) All the obligatory secondary education and post-obligatory secondary education participants filled out their questionnaires at their high schools, i.e, *I.E.S Xelmirez 1, I.E.S Eduardo Pondal, I.E.S Pontepedriña, I.E.S Sar, I.E.S* Cacheiras or Colegio*/I.E.S Alca*. I was personally present at the time of the administration in all of the schools with the exception of *I.E.S Sar* and *Colegio/I.E.S Alca* where the EFL teachers gave out the surveys in one of their EFL classes with their respective students after having received detailed explanations of the procedures and questionnaire format from me. In other words, the conditions for the administration of the questionnaire were controlled and measures were taken to make sure that participants took the task of responding to the questionnaire seriously;

2) As regards university students, they all completed the questionnaire at the Faculty of Philology at the University of Santiago de Compostela with the exception of the 9 subjects beginning their MA in Training to be secondary School Teachers, i.e, *Máster Universitario en Profesorado de Educación Obligatoria y Bachilerato, Formación Profesional y Enseñanza de Lenguas*, who completed the questionnaire at the Faculty of Education (North Campus) of the University of Santiago de Compostela. As mentioned above, most of the students filled in the questionnaire in their EFL classes; however, due to the fact that, in the third and fourth-years, the students no longer had a specific EFL subject, known as *Lengua Inglesa as* in years one and two, I had to ask teachers

from other subjects to cooperate. I was always present at the time of questionnaire-completion stage except for the 9 MA students mentioned above;

3) Finally, concerning my third group of subjects, i.e, those enrolled either in the Modern Language Centre or in the Spanish School of Languages, I was, once again, present at all times with the exception of a few groups in the Spanish School of Languages and one sub-group in the Modern Language Centre. On these occasions, the actual EFL teacher in charge of the class gave their students the survey after having received necessary information on the procedures and questionnaire-format. The questionnaires were given out in four institutions, particularly, at the Spanish School of Languages, Vite branch (Santiago de Compostela), at the Spanish School of Languages in the high school I.E.S Sar (Santiago de Compostela) and at the Faculties of Philology and Law of the University of Santiago de Compostela in the case of the Modern Language Centre.

As would be expected in a study that involves a high number of groups and subgroups, the dates in which the questionnaires were filled out varied in a great deal. Broadly speaking, the material administration and data collection of this part of my study ranged from approximately February 2012 to May 2014. I began collecting data at obligatory secondary and post-obligatory education levels, then at the University of Santiago de Compostela by those students enrolled in either the four-year BA in English Language and Literature or the former five-year degree in English Studies and, finally, with learners at the Modern Language Centre and School of Languages. Regarding the EFL teachers who participated in this study, as previously stated, some of them completed the survey at the same time as their students whereas the vast majority of them answered the questionnaire online, approximately between the end of January and the beginning of June 2015.

The same questionnaire was used at all of the levels of proficiency; consequently, the time it took the subjects to fill out the survey depended on their age; nevertheless, it generally took both students and teachers between 15 and 20 minutes.

Concerning the actual administration procedures, I (or the EFL teacher on some occasions, as previously mentioned) gave the students and teachers a brief introduction on the content and aim of the study, i.e, it is a dissertation that aims at identifying the

views of students and teachers of English concerning the importance that is currently given to the teaching of pronunciation in their lessons and course books; furthermore, some explanations were provided regarding the format of the survey (easy format, the majority of questions follow a 1 to 5 scale or are multiple-choice items), the anonymous character of the questionnaire (except for those cases in which the student/teacher decided to write their email address at the end) and the fact that they could ask me to clarify or further explain any question or opt for leaving certain items unanswered. On some occasions, especially with the younger learners, it was also important to point out that there were no correct or incorrect answers to the different questions, they were just aimed at knowing their opinion and that this task should not be considered an exam to avoid them from getting nervous. Prior filling out the questionnaire, the students questioned were also told that the questionnaire was in Spanish to avoid them worrying about not understanding the content or any lexical terms. Finally, I thanked both students and teachers for participating in the study.

6.2.3.2.   Interviews conducted with students

6.2.3.2.1.   Material preparation

In order to design the interviews, I looked at the main results obtained in the different items of the questionnaires, selected those questions in which the results were not absolutely clear and added some general ones for the first part of the interview to provide some background to the second part (cf. section 6.2.2.2 for more information). A first draft was designed and piloted with a few university students. Fortunately, it worked quite well and no major changes had to be made.

6.2.3.2.2.   Material administration

For several reasons I decided to allow the students to choose whether they would like to have their interviews face-to-face with me or they would rather fill it out at home and send it back via email:

1) Due to time constraints and the fact that each interview lasted a minimum of 15-20 minutes, I found it impossible to meet all of the interviewees in person; moreover, each of them had different timetables and I found it difficult to organise a schedule that suited both students and myself;

2) Since the interview questions did not follow a Likert scale or multiple choice format (as the majority of items in the questionnaire did) but rather an open kind of format in which full and detailed answers were expected, I believed the students would write at least a few lines in each question, instead of simply selecting an option, such as *never, always, I totally agree* or *I totally disagree*, for instance.

3) The interviews (either read by myself or sent to the students in paper-format to fill in) were always in Spanish and the students could choose to speak/write in Spanish or Galician. The main aim was to further analyse the views of students regarding the role that pronunciation has in EFL classes at different levels of proficiency; therefore, due to the fact that I was not analysing any type of discourse analysis features, I considered that students could perfectly fill out this interview in written form from their home. Moreover, as aforementioned, the interviews were carried out in the students' native language/s and thus I would not carry out any type of learner error-analysis (as I did in the study outlined in chapter 5).

In the end, 10 students opted for the face-to-face interviews whereas the others completed it in written form. All of the face-to-face interviews were carried out at the Faculty of Philology at the University of Santiago de Compostela; the participants who opted for the written version were sent the interview via email both in Word and pdf format with a series of instructions and they were given approximately 15 days to fill it out at home and return it to me via email.

These interviews were carried out approximately from April to November 2014. As with the questionnaires, the same interview was given to all the interviewees, the only difference was that the university students were asked questions about university and pre-university educational levels whereas the volunteers from group 3 had to specifically talk about the teaching of pronunciation in their EFL classes at the School of Languages or the Modern Language Centre. As expected, the face-to face interviews took slightly longer than those written at home, particularly, from 25 to 30 minutes in the former case and I reckon around 20 minutes in the latter.

Finally, all the participants (no matter which type of interview they opted for) were given some instructions at the beginning; more particularly, I fully thanked them

for volunteering to participate in this project, reminded them that their answers were totally confidential and that they were not being examined. Throughout the interview, other instructions and brief explanations were also given (cf. 27 and 28, below):

(27) *Para empezar, me gustaría preguntarte unas cuestiones acerca de la importancia y la atención prestada a las diferentes destrezas y áreas lingüísticas según tu experiencia hasta ahora con el aprendizaje del inglés como lengua extranjera.*
[To begin with, I would like to ask you some questions about the importance and the attention paid to the different skills and language areas according to your experience up to now as a learner of English as a foreign language – *my translation*].

(28) *A partir de ahora, la mayoría de las preguntas se centrarán en un único campo lingüístico, concretamente la pronunciación.*
[From now onwards, the majority of the questions will focus on a specific language area, i.e, pronunciation – *my translation*].

6.3. Data analysis

6.3.3. Students' data

6.3.1.1. Questionnaires administered to students

Two instruments were used in order to analyse the data in the questionnaires: a) excel databases; and b) tables in word.

6.3.1.1.1. Excel databases

Excel databases were created in which I entered the data registered in each of the questionnaires. Such databases were compiled in Castilian Spanish since the questionnaire was also in this language. An example of part of the database used (extracted from the one designed for second-year post obligatory secondary education students in the high school *I.E.S Sar*) can be found in Appendix 6G. Many different versions of excel databases were compiled:

1) Firstly, I considered the data collected from the subjects of a particular level of education and a specific school since some teachers asked for a report on the answers their students had provided. For instance, two excel documents were designed for the high school *IES Sar*, one for the fourth-year obligatory secondary education students and another one for the students who participated from the second-year post-obligatory secondary education (cf. Appendix 6G for part of the database of *second-year bachillerato* students from this high school);

2) Secondly, I created separate files to enter the data collected in the subgroups of each of the groups distinguished; to exemplify, a database for the 131 subjects

from first-year obligatory secondary education, another one for the 138 participants in fourth-year obligatory secondary education and a different file for the total 135 students from second-year post-obligatory secondary education. An example of these databases, particularly, the one designed for entering the data collected in the different high-schools where *second-year bachillerato* students collaborated, can be found in Appendix 6G.

3) Thirdly, I created a database for each of the groups, i.e, one for main group 1, another for group 2 and one for group 3. To exemplify, Appendix 6G includes part of the database created for the sub-groups in group 2, i.e, a database in which the total number of answers of first, second, third and fourth-year university students who opted for each option in each question can be found.

4) A final database excel file was created with the views of the 1,170 students by inserting a column for the total number of answers given to each question by the subjects from each of the groups as shown below.

6.3.1.1.2. Tables and figures in word

As will be seen in section 6.4.1 onwards, after having entered all of the data in excel documents as well as calculating the total number of answers and percentages given to each option in the questionnaire, I transferred such figures to tables and figures in word format for the different sections analysed in the questionnaires. When tables are used, the most widely voted option/s will be highlighted so as to help the reader identify the main results more easily.[37]

6.3.1.2. Interviews conducted to students

Two steps were followed when analysing the main results registered in the interviews: a) a template; and, b) tables and figures.

6.3.1.2.1. Template

After having carried out the first interviews, I observed that the answers of university students to most of the questions were quite similar in content (they had similar opinions) and/or in format (whether their opinions on a specific question were more

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[37] In those cases in which the most widely voted option was clear (for instance, if 80% of the students opted for the same option), only one square was highlighted; however, as will be seen throughout section 6.4, on many occasions, there were two or more options that obtained a similar amount of answers; hence, in these cases, I highlighted both/all of these squares.

positive or negative, they all tended to speak about the same topics). Therefore, for the rest of the interviewees I designed a template with the different opinions the students would most likely express for each question (in other words, the different options they would most probably choose from, according to the results obtained in the first few interviews).[38] To exemplify, for question number twelve, the first students interviewed seemed to agree that little attention is paid to pronunciation in EFL classes at university and in pre-university stages; however, a few students stated the opposite. Hence, in my template, I included the following options; a) not enough attention is paid in secondary education nor at university; b) enough attention is paid in secondary education but not at university, c) less attention in secondary than at university or, d) enough attention in both secondary and university. The same similarities in content were observed in the first interviews conducted to School of Languages/Modern Language Centre students and therefore a similar template was designed for subjects in this group.

6.3.1.2.1. *Tables and figures*

As will be seen in section 6.3.2, tables and figures were afterwards created to organise the data collected in the interviews. Once again, the most widely voted options were highlighted so as to help the reader in the interpretation of the data. Moreover, whenever necessary, examples were inserted with the exact comments or explanations made by some of the subjects for specific questions and translations into English (since, as mentioned above, the interviews were conducted in Spanish/Galician).

6.3.2. **Teachers' data**

As in section 6.3.1.1, two research instruments were used to analyse the data obtained by the EFL teachers surveyed: a) databases and b) tables and figures.

6.3.2.1. Questionnaires administered to teachers

6.3.2.1.1 *Excel databases*

Similarly to the data procedures followed to analyse the answers given by the students surveyed in each of the questions in the questionnaire, databases in excel format were also created to enter the views of the teachers for each item. As mentioned above, most of the teachers filled out my online version of the survey. This questionnaire was designed with *Google Docs*. This programme has a function that saved me a lot of time;

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[38] See Appendix 6F for an example of the template used; more particularly, the one designed for the answers given by group 2 students.

more specifically, once a certain teacher responded the questionnaire, their answers were uploaded to an automatic database created by the actual programme (cf. Appendix 6G), and as a result, I did not have to enter the data collected manually as I did with the 1,170 students. Afterwards, I copied this information onto excel documents and added the answers given by the teachers who had answered the survey in paper format (see Appendix 6G). Finally, with the previously-mentioned database (see Appendix 6G), I created separate documents to enter the data collected by each group of teachers, hence, group 1, group 2 and group 3.

6.3.2.1.2. Tables and figures in Word

As with the students' questionnaires, tables and figures were also created to analyse the data.

6.4. General results and discussion

In this section, I will outline the views and perspectives of EFL students (according to their answers in the questionnaires and interviews) and EFL teachers (in the questionnaires) concerning the main role that pronunciation currently has in EFL classes and teaching materials at the different levels of proficiency, i.e, group 1, group 2 and group 3. Furthermore, as described in the introduction to this practical study, I will also discuss and provide teaching implications that can be extracted from the results as well as refer to any differences that can be observed within the different sub-groups in each of the groups distinguished. Hence, I will begin by outlining the main findings obtained in obligatory secondary and post-obligatory secondary education, i.e, group 1. Before moving on, I would like to say that I have rounded off the different percentages obtained so as to not include numbers with eight or ten figures. To be consistent, I rounded off any figure that ended in 5 or more; for instance a percentage such as 14.108% was rounded to 14.11% whereas 24.504% would stay as 24.50% or 24.5%.

6.4.1. Questionnaires administered to students

6.4.1.1. Main group 1: Obligatory secondary education and post-obligatory secondary education EFL students

6.4.1.1.1. English outside the classroom

Almost 40% of the participants in group 1 claimed that they only practised English outside their EFL classes *on some occasions* (cf. Figure 3 and Table 21); the activities

they practised most frequently according to their answers were the following: a) listening to music; b) using the computer and the Internet to visit web pages, dictionaries…; and, c) reading in English. However, most of them affirmed that they very rarely or never watched films in English, spoke in English (neither to their friends nor to native speakers) nor wrote emails, letters, novels... in English outside their EFL classes.

Figure 3: Frequency with which group 1 students practise English outside the classroom
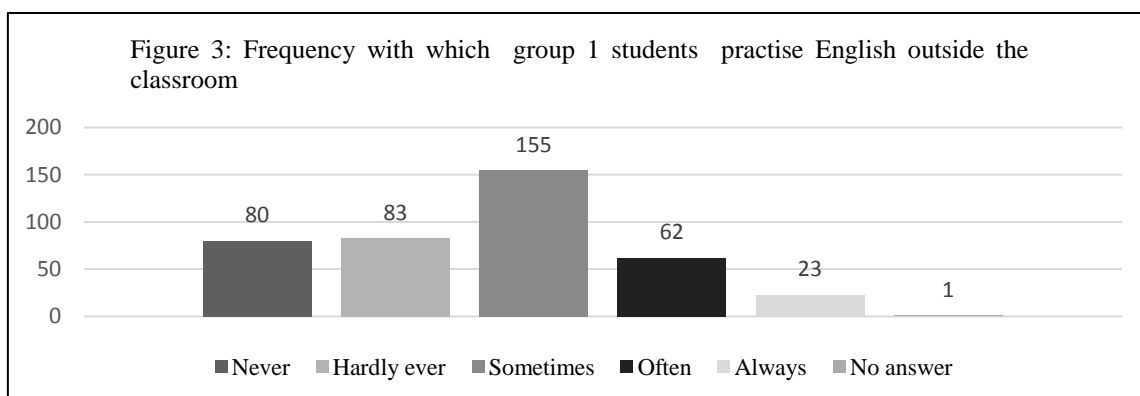
	Never	Hardly ever	Sometimes	Often	Always	No answer
Watching films	99 (24.5%)	125 (30.94%)	85 (21.04%)	43 (10.64%)	12 (2.97%)	40 (9.9%)
Listening to music	5 (1.24%)	9 (2.23%)	37 (9.16%)	117 (28.96%)	201 (49.75%)	35 (8.66%)
Talking to my friends	185 (45.79%)	111 (27.48%)	53 (13.12%)	10 (2.48%)	3 (0.74%)	42 (10.4%)
Talking to native speakers	143 (35.4%)	84 (20.79%)	70 (17.33%)	39 (9.65%)	25 (6.19%)	43 (10.64%)
Reading	67 (16.58%)	113 (27.97%)	128 (31.68%)	43 (10.64%)	13 (3.22%)	40 (9.9%)
Writing	189 (46.78%)	83 (20.54%)	55 (13.61%)	23 (5.69%)	10 (2.48%)	44 (10.89%)
Using the computer and the Internet	43 (10.64%)	57 (14.11%)	117 (28.96%)	91 (22.5%)	59 (14.6%)	37 (9.16%)

Table 21: Activities carried out by group 1 students to practise English outside their EFL classes at high-school

Generally speaking, the previous result indicates that high school students focus much more on the so-called perceptive skills outside the classroom than on productive

ones; in other words, they are constantly listening to English (through music) and reading in English; however, they do not write in English outside the classroom nor do they seem to speak in the foreign language. Focusing on the latter component, i.e, speaking and hence, pronunciation (as the main linguistic area analysed in this study), I believe that students cannot improve their speaking (and, consequently, pronunciation) competences if they do not practise their oral skills and, according to this finding, it seems that these students are not speaking in English outside the classroom (possibly due to the lack of opportunities to use the foreign language outside their weekly obligatory EFL lessons as mentioned in section 1.1). To sum up, speaking – and pronunciation- seems to have an inferior role in the daily lives of obligatory and post-obligatory education students; nevertheless, at this stage, it could be the case that students do not feel the need of practising speaking English outside the classroom; possible reasons for this situation may be summarized as follows:

1) They may consider that they are already sufficiently exposed to spoken English and have enough chances to communicate orally in the classroom and thus there is no need to emphasize this linguistic skill outside the classroom or;

2) On the other hand, high school students may feel that the attention paid to the spoken component in their EFL classes and assessment system is inferior and hence, once again, they may perceive there is little need to practise speaking outside the classroom since speaking and pronouncing better will not have a direct impact on their final grade or mark.

In chapter 9, after having analysed the data obtained by all groups of students and teachers I will come back to this topic and further discuss which of the aforementioned suggestions better explains the reason why pre-university students do not practise the spoken component outside the classroom.

Finally, the following results were obtained concerning the frequency and motivation for attending private EFL lessons; as shown in Table 22, nearly 60% of the high school students surveyed affirmed attending or having attended private EFL lessons at certain moments of their lives. The two main reasons for attending these EFL classes outside their obligatory and post-obligatory secondary education EFL classes are: a) to practise spoken English; and, b) to practise English grammar. This finding

contrasts with the previously mentioned one in the sense that the majority of the students claimed that they very rarely spoke in English outside the classroom; however, most of the participants in this group who are attending or have attended private EFL lessons claimed that one of the main reasons for doing so wasis to practise speaking skills. As mentioned above, this issue will be further explained in chapter 9 after analysing the students´ perspectives on several items in the questionnaire and the interviews conducted.

	Yes	No	No answer
Attendance to lessons outside the EFL classroom	236 (58.42%)	167 (41.34%)	1 (0.25%)

Table 22: Attendance to private lessons by group 1 students

Figure 4: Attendance to private EFL lessons by group 1 students

115 122 116 129 109

- To complement school work
- To practise grammar
- To practise written English
- To practise spoken English
- To practise English pronunciation
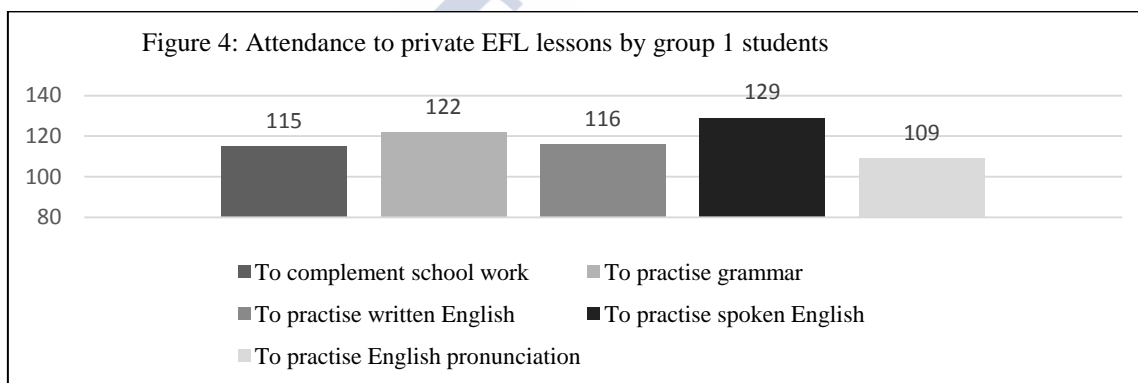
6.4.1.1.2. General perspectives and attitudes towards pronunciation and its teaching
Learning how to pronounce correctly in English is important for the majority of these subjects. Similarly, around 75% of the participants *totally agree* with the statements I would like to speak fluent English and knowing how to speak English will be useful for me in the future. From these first findings, it may be gathered that students from obligatory and post-obligatory secondary education believe that English pronunciation is relevant and, as a result, it should be taught in their EFL classes. Moreover, at these stages of education, most of the students already consider that knowing how to use English orally will help them in their future professional, academic and personal lives. As seen in section 3.3, English has been and continues to be the main language used in many international settings such as Education, Business, Politics, Tourism and Commerce and most of these students will probably have to speak in English in the (near) future in one or more of the aforementioned situations. Consequently, from my

findings, it appears that these subjects already know how important knowing how to speak English will be for them in the profession they choose or the location they decide to go on holiday to, for instance.

	I totally disagree	I disagree	Neutral	I agree	I totally agree	No answer
Learning how to pronounce correctly in English is important	8 (1.98%)	5 (1.24%)	25 (6.19%)	108 (26.73%)	255 (63.12%)	3 (0.74%)
I would like to speak fluent English	11 (2.72%)	4 (0.99%)	24 (5.94%)	58 (14.36%)	303 (75%)	4 (0.99%)
Knowing how to speak English will be useful for me in the future	9 (2.23%)	5 (1.24%)	23 (5.69%)	62 (15.35%)	302 (74.75%)	3 (0.74%)

Table 23: Group 1 students' views on the relevance of pronouncing correctly in English, their wishes to speak fluently and the degree with which they believe knowing how to speak English will be beneficial for them in the future

Despite acknowledging that pronunciation is relevant, it seems that these students are not happy with the amount of time devoted to the teaching of this area of language in their EFL classes at high-school; however, they consider their level of pronunciation has improved in the last few years.

	I totally disagree	I disagree	Neutral	I agree	I totally agree	No answer
Enough time is devoted to pronunciation	41 (10.15%)	115 (28.47%)	149 (36.88%)	60 (14.85%)	30 (7.43%)	9 (2.23%)
My level of English pronunciation has improved in the last years	19 (4.7%)	22 (5.44%)	66 (16.34%)	145 (35.89%)	149 (36.88%)	3 (0.74%)

Table 24: Group 1 students' opinions on the amount of time devoted to the teaching of pronunciation and the degree with which their English pronunciation has improved in the last few years

It is not completely clear whether these students believe that the general attention paid to oral skills is comparable to the importance given to writing, reading, grammar and vocabulary since *neutral* was the most widely voted option in all four items (cf. Figure 5 below). Nevertheless, the second option to obtain the highest amount of votes in each of these four questions was *I* agree. Hence, according to these results, it can be said that less attention seems to be paid to the oral component of language

(listening, speaking and pronunciation) than to grammar, reading, vocabulary and writing. In section 6.4.2, I will come back to this issue since the answers given by the students interviewed in the first part of such interviews provide more detailed information about their views on the importance that each language area receives at each level of education in Spain.

Figure 5: Group 1 students' views on the importance given to oral skills vs. other language areas
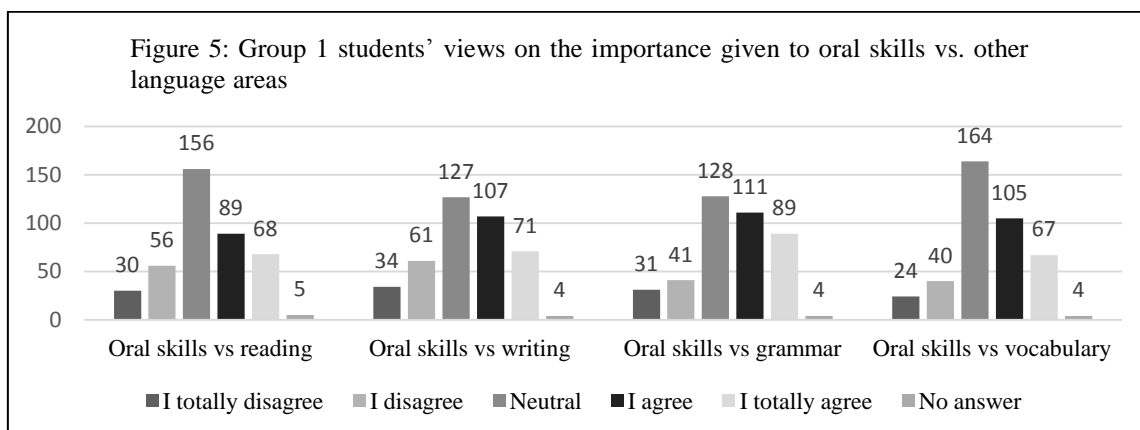
Similarly, the results obtained for the items "Speaking English is difficult" and "English pronunciation is difficult" are somewhat unclear since *neutral* was once again the most widely voted option. Nevertheless, as Table 25 below shows, a more or less homogenous group of subjects agreed/disagreed that speaking and pronouncing in English were difficult for them. Hence, it could be said that, rating speaking English and English pronunciation as complex or not is more of a personal/individual issue. As explained in section 1.3, there are different types of learners, each with specific learning styles, students who are better at delivering oral messages than others due to personal factors like motivation, personality and degree of exposure to the foreign language; as a consequence, these personal factors may also explain the variability in the students' perspectives with respect to these two items of the questionnaire.

Varied results which ranged from *neutral* to *I agree* and *I disagree* were also obtained for the item "speaking English with a native accent is important". As discussed in section 2.1, in the so-called traditional approaches to the teaching of pronunciation, students were expected to sound as native as possible when speaking in a foreign language whereas in more modern approaches, emphasis is placed on intelligibility rather than on sounding native. Hence, this finding indicates that for some students, sounding native when speaking English continues to be important and they aim, therefore, at obtaining a native-like accent whereas the rest of them are comfortable

with their own accent and aim at being understood when speaking in the foreign language.

	I totally disagree	I disagree	Neutral	I agree	I totally agree	No answer
Speaking English with a native accent is important	55 (13.61%)	85 (21.04%)	140 (34.65%)	70 (17.33%)	50 (12.38%)	4 (0.99%)
Speaking in English is difficult	29 (7.18%)	76 (18.81%)	157 (38.86%)	74 (18.32%)	65 (16.09%)	3 (0.74%)
English pronunciation is difficult	23 (5.69%)	85 (21.04%)	144 (35.64%)	85 (21.04%)	63 (15.59%)	4 (0.99%)

Table 25: Group 1 students' views on the importance of having a native accent when speaking in English and the extent up to which they consider speaking and English pronunciation difficult

From the item "one can speak well in English without knowing how to pronounce the words correctly", it seems clear that these students believe that for someone to be considered a good speaker in English, they have to pronounce the different sounds and combinations of sounds correctly, i.e, fluency and correct pronunciation go together; however, they stated that it is possible to "pronounce (read) isolated words correctly without speaking fluent in English". In other words, the majority of these students rate pronunciation as important as being fluent and that being fluent entails pronouncing well; from their answers in the second item, it could also be said that they believe that, before becoming fluent in English, one needs to learn how to pronounce well.

Figure 6: Group 1 students' views on the connections between pronunciation and fluency
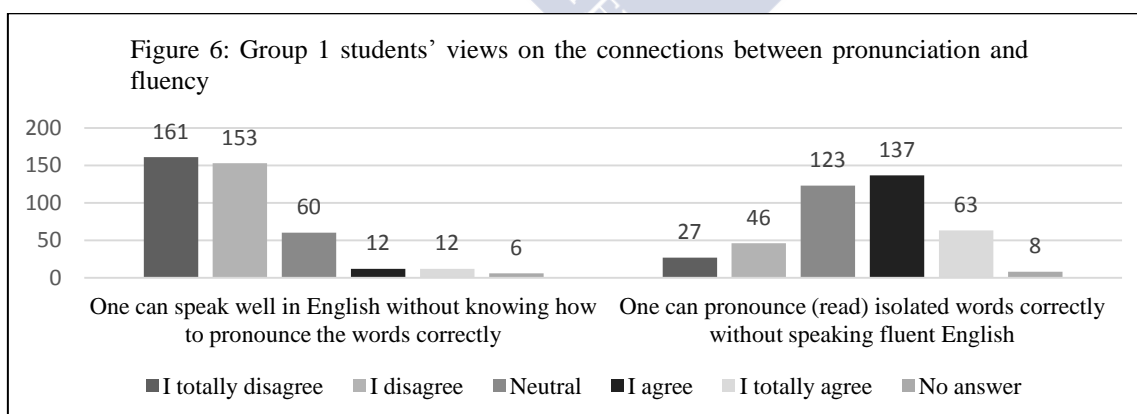
Most of the students affirmed having problems to express themselves fluently in English; on the other hand, quite a lot of students opted for the *neutral* option in the

question "I have problems with English pronunciation" and around 25% of them chose the options *I agree* and *I disagree*, respectively.

Furthermore, it seems that these students do not feel shy when speaking in English. Teachers should take advantage of this situation since, as discussed in section 1.3.1.1.3, shyness is one of the factors that can negatively influence one´s ability to communicate orally in English; however, the majority of these obligatory and post-obligatory students acknowledged that they are not afraid of talking in English and thus teachers should make their students speak as much as possible, especially those whose personality is open and extrovert. Likewise, a good way of making shy students speak is by creating a relaxed and informal atmosphere in the classroom, showing students that the only way to learn how to speak a language is by using it; teachers should also emphasize the fact that even they themselves may make mistakes when learning English. Perhaps a good way of empathising with students and building a good rapport could be to tell them personal experiences, mistakes and misunderstandings that they had or made when they were students, so as to make them realise that making mistakes is just a natural process in the learning of a foreign language, especially when learning how to pronounce English correctly (as a difficult skill to acquire and develop, cf. section 1.1, for more information).

	I totally disagree	I disagree	Neutral	I agree	I totally agree	No answer
I have problems to express myself fluently in English	21 (5.2%)	68 (16.83%)	106 (26.24%)	123 (30.45%)	82 (20.3%)	4 (0.99%)
I have problems with English pronunciation	18 (4.46%)	116 (28.71%)	119 (29.46%)	102 (25.25%)	49 (12.13%)	0 (0%)
I feel shy when speaking English	117 (28.96%)	90 (22.28%)	87 (21.53%)	65 (16.09%)	42 (10.4%)	3 (0.74%)

Table 26: Group 1 students' opinions on feeling shy to speak in English and having problems with fluency and pronunciation

6.4.1.1.3. *Pronunciation in obligatory and post-obligatory secondary education EFL classes*

Almost half of the students (49.26%) in this general group stated that their EFL teacher *always* speaks English in the classroom; nevertheless, the majority of them (44.06%)

affirmed that they themselves only speak in the foreign language *on some occasions*. In other words, according to these students, they listen to a lot more English language than they speak in their weekly EFL classes at high-school (i.e., they perceive more than they produce). Part of the findings obtained in section 6.4.1.1.1 (particularly, when discussing the activities that these students carry out most frequently outside the classroom) already indicated that the participants in this group generally emphasize and practise activities related to perceptive skills rather than to productive ones outside the classroom. Hence, it is observed that within the so-called oral skills there seems to be a clear dominance for focusing on perceptive skills (i.e, mainly listening) both outside and inside the classroom whereas speaking and pronunciation are undervalued.

Figure 7: Frequency with which group 1 teachers and students speak English in the classroom
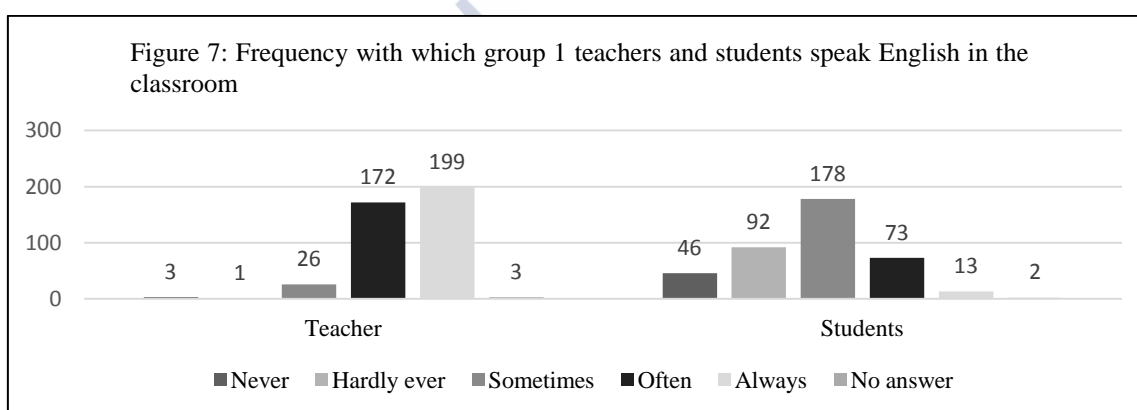
Moreover, connecting this finding to the advantage mentioned in section 6.4.1.1.2 (that most of the students denied feeling shy when having to speak in English, cf. Table 26 above), it seems that obligatory and post-obligatory secondary education EFL teachers are not taking advantage of this situation in the classroom but they are rather giving more importance to understanding than to producing; both of the aforementioned functions are important since it is not possible to have an intelligible conversation without both parameters, i.e, in a dialogue between two people, the message will fail to get across both if one of the participants fails to speak intelligibly enough for the other one to understand them and if the listener does not fully understand the message given by the speaker. Hence, perceptive and productive skills should have equal importance in the English class; nevertheless, at this stage of my study, it seems that this is not the case. In section 6.4.2, when analysing the data obtained in the interviews, I will come back to this topic.

Focusing more particularly on the oral productive skill, the students of this group affirmed that both speaking and pronunciation activities are *often* carried out in their general EFL classes at high-school. This result is interesting since it indicates that, at least activity-wise, students are happy with the amount of tasks related to learning pronunciation that are worked on in their lessons. On the other hand, concerning exams, 44.55% of them stated that they *always* have speaking exams whereas two groups of 103 students affirmed that they either *never* have pronunciation ones or these types of tests are only *sometimes* carried out. In other words, according to these students, pronunciation is taught in their classes but it is very rarely taken into consideration in their final assessment system. Hence, the previous finding, the fact that these students are hardly ever assessed on their pronunciation abilities indicates, once again, that this language area has an inferior role in the classroom in comparison to other language areas (in the analysis of results obtained in the interviews, I will come back to this topic and discuss which language areas are currently more important in EFL classes at different levels of proficiency).

Figure 8: Frequency with which group 1 students believe speaking and pronunciation activities and exams are carried out in their EFL classes
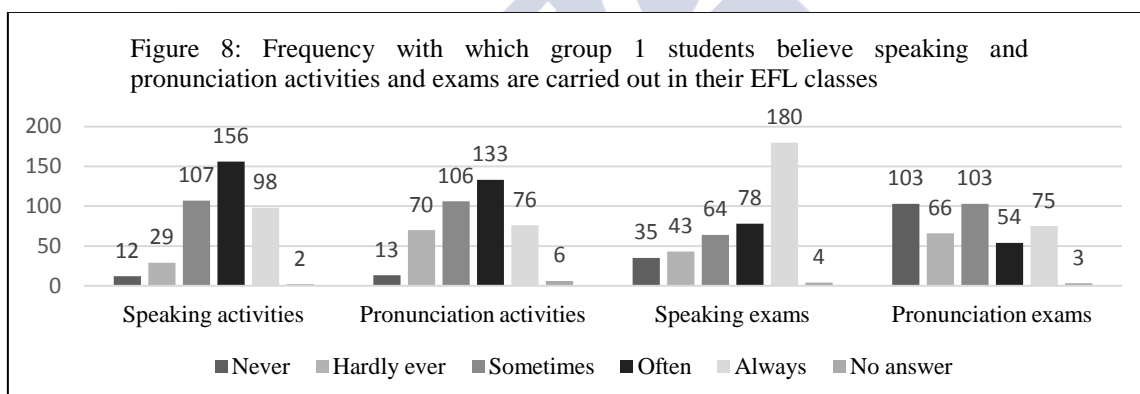
As I thoroughly discussed in section 1.5, pronunciation should be part of the assessment system (the best way of evaluating pronunciation is by considering it one of the main issues to evaluate within any oral exam, as the CEFR recommends); moreover, Spanish students need to be tested on pronunciation since it is an area in which they encounter serious problems when communicating in spoken English (cf. sections 1.1, 3.2 and 5.4).

Regarding the format of the pronunciation activities carried out in the classroom, these subjects claimed that only one of the suggested types of tasks is used in their EFL classes with high frequency. More particularly, the only main type of pronunciation activity suggested by their EFL teacher is repeating words and sentences whereas

computer programs and the Internet, games and songs are *never* used in their classes to practise pronunciation; these options obtained 55.45%, 37.13% and 30.12% of the answers registered, respectively.

	Never	Hardly ever	Sometimes	Often	Always	No answer
We repeat words or small sentences	37 (9.16%)	46 (11.39%)	78 (19.31%)	114 (28.22%)	126 (31.19%)	3 (0.74%)
The teacher brings songs	122 (30.2%)	70 (17.33%)	73 (18.07%)	69 (17.08%)	69 (17.08%)	1 (0.24%)
We play games	150 (37.13%)	75 (18.56%)	86 (21.29%)	53 (13.12%)	37 (9.16%)	3 (0.74%)
We use computer programs and the Internet	224 (55.45%)	61 (15.09%)	61 (15.09%)	24 (5.94%)	27 (6.68%)	7 (1.73%)

Table 27: Types of pronunciation activities carried out in obligatory and post-obligatory secondary education

Summarising, these students believe that the pronunciation tasks their teacher carries out in the classroom are clearly repetitive, mainly listening to and repeating words or sentences; this means that the pronunciation activities they have to complete continue to resemble the drills typical of the traditional approach to the teaching of pronunciation instead of more modern pronunciation techniques which generally allow the integration of pronunciation within other language skills, they are more creative and motivating for students (cf. sections 2.2.1 and 2.2.2 for more information). Once again, I will discuss this issue in closer detail later on after analysing the participants' views on the role and presence of pronunciation in their EFL textbooks (see section 6.4.1.1.5, below) and the task-format in my other main study (chapter 7).

Finally, these students had quite positive views on error correction since 58.16% believed that their teacher *always* corrects their pronunciation mistakes and more than 60% of them stated that they liked to be corrected. However, once again, only one error-correction method is used, the listen and repeat technique (with 48.27% of the answers recorded) whereas other methods such as writing lists, using pronunciation dictionaries or phonetic transcriptions are never used, according to the majority of these subjects (cf. Figure 8 and Table 28, below).
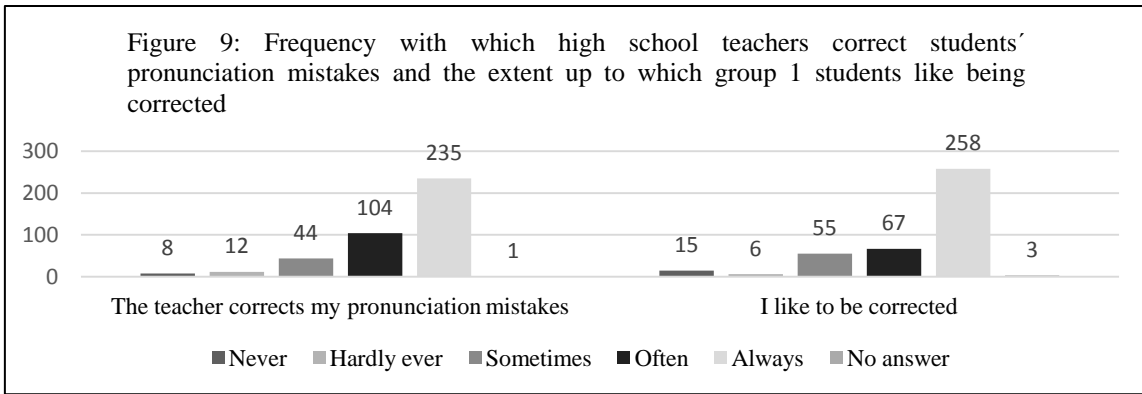
Figure 9: Frequency with which high school teachers correct students' pronunciation mistakes and the extent up to which group 1 students like being corrected

	Never	Hardly ever	Sometimes	Often	Always	No answer
Asks us to listen to and repeat the correct pronunciation	27 (6.68%)	16 (3.96%)	66 (16.34%)	95 (23.51%)	195 (48.27%)	5 (1.24%)
Writes the phonetic transcription on the blackboard	166 (41.09%)	85 (21.04%)	69 (17.08%)	50 (12.38%)	26 (6.44%)	8 (1.98%)
Asks us to write lists of words	236 (58.42%)	77 (19.06%)	40 (9.9%)	25 (6.19%)	21 (5.2%)	5 (1.24%)
Asks us to look for words in the dictionary	248 (61.38%)	69 (17.08%)	51 (12.62%)	25 (6.19%)	3 (0.74%)	8 (1.98%)

Table 28: Error-correction methods used by group 1's EFL teachers to correct pronunciation mistakes

6.4.1.1.4. *Students' preferences and difficulties concerning the learning and teaching of pronunciation*

To begin with, the students questioned were asked to mention any specific problems they had with English pronunciation. As can be extracted from Table 29, they claimed they had problems with both segmental and suprasegmental issues. Regarding the former, these students affirmed having most problems with vowels, diphthongs and consonant clusters; moreover, 19 students answered that they have problems with words they are not familiar with; from this, it can be inferred that they do not know how to pronounce words they have not been taught before, possibly due to the lack of correspondences between English spelling and pronunciation (answered by a further 22 students). Within suprasegmental issues, these students acknowledged having more difficulties with word stress, intonation and rhythm. Furthermore, different students also mentioned problems with specific sounds (for instance, /m, v, l, ɪ, aɪ/), spellings (<ph, ch, th, y>) or with particular words (*talking, poor, comfortable, the, fork*). For reasons

of space, I have only included the most frequently-mentioned problems by group 1 students in Table 29. For the whole list of problems, see Appendix 6H. In chapter 9, I will compare whether the difficulties with pronunciation mentioned by these students coincide with the ones Spanish learners tend to have according to previous research (see section 4.2.1) and to the results of my pilot study (chapter 5) in order to identify the extent up to which the different groups of students surveyed are aware of the main mistakes they probably make (or have had) as native speakers of Spanish and/or Galician.

Problem	Number of answers	Problem	Number of answers
No answer	127 (31.44%)	Bad level dragged from previous levels of education/lack of practise	6 (1.49%)
Word stress	42 (10.4%)	Consonants	5 (1.24%)
Intonation	30 (7.43%)	Lack of practise	5 (1.24%)
Lack of correspondence between spelling and pronunciation	22 (5.45%)	Difficult words	5 (1.24%)
Everything	21 (5.19%)	I do not know	5 (1.24%)
None	21 (5.19%)	Being shy, nervous	5 (1.24%)
Vowels	20 (4.95%)	All the sounds	4 (0.99%)
Unknown words	19 (4.7%)	/h/, <h>	4 (0.99%)
Rhythm	16 (3.96%)	/r/	4 (0.99%)
Diphthongs	11 (2.72%)	Lack of vocabulary	4 (0.99%9
Consonant clusters	10 (2.48%)	-ed endings	3 (0.74%)
Very different from Spanish/Galician, lack of correspondences between Spanish/Galician and English	9 (2.23%)	Similar words, homophones	3 (0.74%)
Lack of fluency	9 (2.23%)	Verbs in general	3 (0.74%)
Having a Spanish/Galician accent when speaking in English	8 (1.98%)	Having a foreign accent	3 (0.74%)
Long words, sentences	7 (1.73%)	/ʤ/	2 (0.5%)

Table 29: Group 1 students' specific problems with English pronunciation

In the next question the subjects had to consider up to what extent activities are carried out inside their EFL classes to help them improve the specific pronunciation difficulties they have, in the light of their answers in the previous question. As can be seen in Figure 10 below, a high number of students did not answer this question (possibly due to the fact that, as mentioned in the previous paragraph, many students also left the previous item blank); however, out of the 283 subjects who did fill out this item, 90 of them said that activities are *sometimes* carried out in the classroom to help them improve their specific difficulties with pronunciation whereas a group of 88 students said the tasks carried out in the classroom *often* help them get better. Hence,

broadly speaking, it seems that these students believe that, thanks to most of the pronunciation tasks suggested by their EFL teacher, they improve and overcome their problems with specific segmental and/or suprasegmental aspects of English pronunciation.

Figure 10: Extent up to which the activities carried out in the classroom help group 1 students improve their pronunciation
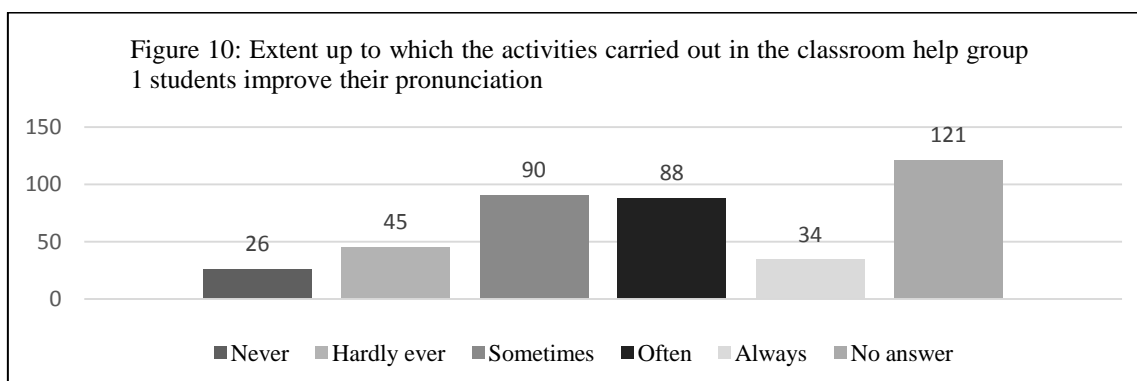
These participants prefer three types of activities to practise and learn pronunciation: a) listening or singing songs; b) listening to and repeating words and sentences; and, c) reading aloud activities. As will be seen in the main study in which I analyse the specific role of pronunciation in EFL textbooks at different proficiency levels (chapter 7), two of the activity types these students chose in the previously-explained item are in fact the most productive types of pronunciation activities present in obligatory and post-obligatory secondary education textbooks.

Activity types	Percentage of students who chose each activity
Listening and repeating words and sentences	294 (72.77%)
Games	173 (42.82%)
Listening to the textbook CD	124 (30.69%)
Listening or singing to songs	318 (78.71%)
Phonetic transcriptions	74 (18.32%)
Role-plays and dialogues	118 (29.21%)
Reading aloud	245 (60.64%)
Oral productions	107 (26.49%)
Written productions	87 (21.53%)
Identifications (tasks in which students have to identify words or sentences with certain sounds or patterns)	90 (22.28%)
Computer programmes and the Internet	105 (25.99%)
No answer	0 (0%)

Table 30: Types of activities students from group 1 prefer to practise pronunciation

From this it can be gathered that the majority of these students are happy with the activity formats present in their EFL textbooks; however, as will be seen below in section 6.4.1.1.5, most of these participants would like other types of pronunciation activities to be included in their EFL textbooks because the ones included follow, according to them, a repetitive format. Hence, I have come across contradictory views within this group which I will (hopefully) be able to solve later on in the interviews.

Regarding the items on varieties of English, the majority of the students in this group affirmed that they both preferred and understood better the standard British one; however, as can be seen in Figure 11 below, quite a high number of subjects in group 1 claimed that they preferred the standard American model. Finally, a few subjects answered that they preferred and better understood other varieties such as Irish, Australian or Scottish English.

As explained in section 5.2, the British standard variety and, more specifically, Received Pronunciation (RP), is the most commonly-taught variety in EFL classes in Spain and it is the one that is most frequently-found in EFL textbooks addressed to Spanish students. However, it could be stated that outside the classroom, Spanish students are more exposed to American English than to the British counterpart, especially concerning music and series or other TV programmes. Hence, I included these questions on varieties of English to analyse whether Spanish students from different levels of proficiency are happy with being taught the British model or whether, on the contrary, they prefer and better understand the American one. The aforementioned results indicate that most high school students are happy with the fact that RP is the major standard variety taught in their EFL classes and, consequently, they both prefer and understand better this variety; nevertheless, as expected, (and can be seen in Figure 11), almost half of the participants affirmed they preferred the American standard variety instead of the British one, which may be due to the higher degree of exposure received in this model outside the classroom. In contrast, not as many students opted for the American model when asked about the variety they understand better, something surprising if we consider the fact that they tend to be exposed to this variety more frequently outside their formal EFL lessons and thus, it would seem feasible for them to have stated that they understand it better than other varieties. Further details on this issue will be provided after analysing the results obtained in the interviews (section 6.4.2.1.2).

Figure 11: Varieties of English group 1 students prefer and better understand
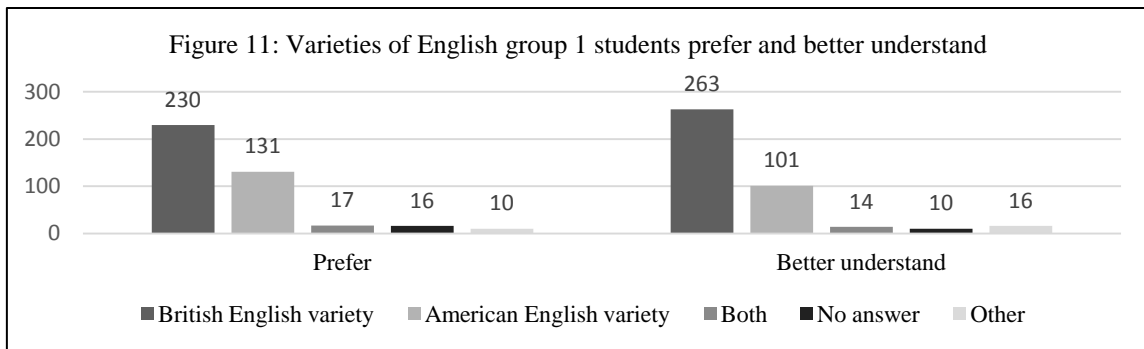
Finally, the vast majority of the students in this group stated that they listen to singers/groups that sing in English on a regular basis; moreover, the majority of them affirmed that they listen to singers and bands representative of both of the major standard varieties of English, British and American. As discussed in section 6.4.1.1.1, one of the activities these students carry out in English outside the classroom is listening to music in English; hence, this result further confirms this tendency.

Figure 12: Exposure to English through music by group 1 students

Figure 13: Varieties of English the singers and bands group 1 students listen to use
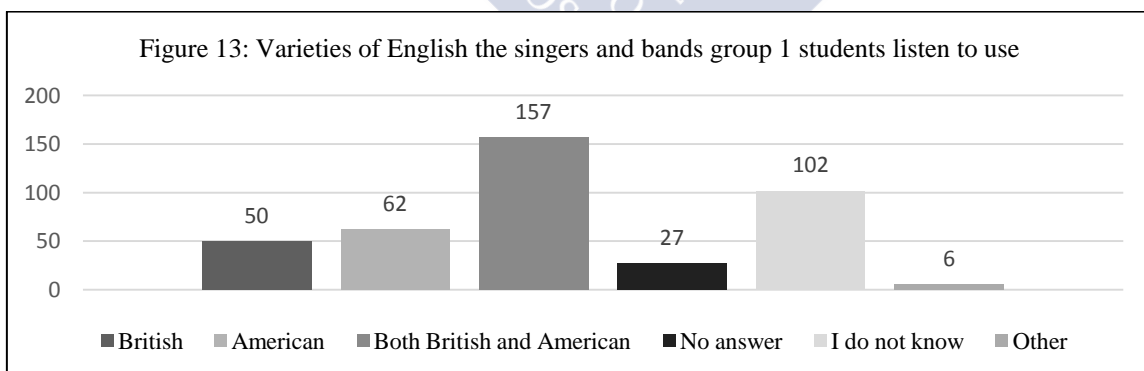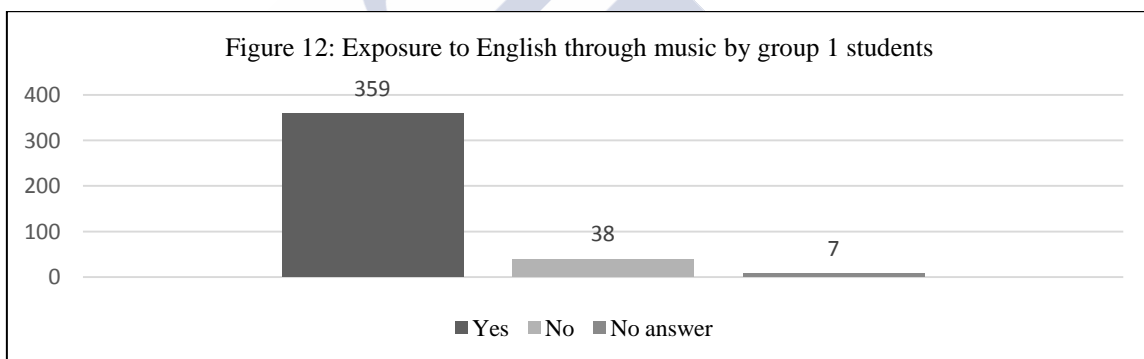
6.4.1.1.5. EFL textbooks

A hundred and twenty-seven of the participants in group 1 affirmed that their EFL textbook has *enough* pronunciation tasks; nevertheless, a further 114 believe their EFL textbooks contain *a lot* of exercises to work on pronunciation.

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Figure 14: Amount ofpronunciation activities present in EFL textbooks in secondary and post-secondary education according to group 1 students

A lot: 29 · Quite a lot: 114 · Enough: 127 · Hardly any: 80 · None: 8 · No answer: 3 · I do not know: 43
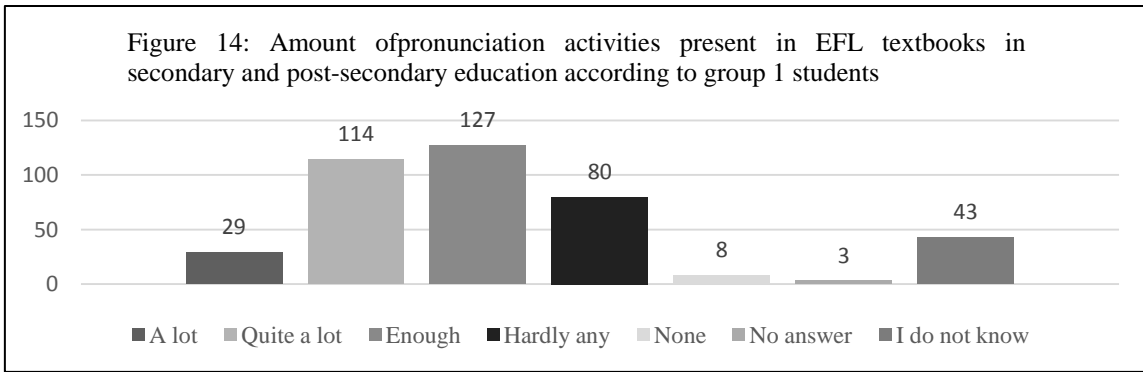
In addition, they acknowledged that the activities that are present to practise English pronunciation *often* help them improve, with 24% of the answers registered, followed by two groups of around 75 students whose opinion is that the pronunciation exercises included in their EFL course book *hardly ever* or *always* help them improve. Moreover, over 170 learners stated that they would like other types of pronunciation activities to be present in their EFL textbooks.

Figure 15: Degree with which the pronunciation tasks present in secondary and post-secondary education EFL textbooks help group 1 students improve

Never: 41 · Hardly ever: 76 · Often: 97 · Nearly always: 67 · Always: 77 · No answer: 16 · I do not know: 30

Figure 16: Degree with which group 1 students would like their EFL textbooks to include other types of pronunciation tasks

Yes: 175 · No: 52 · Sometimes: 108 · No answer: 5 · I do not know: 64

Finally, nearly half of the students in this group believed the format of the few pronunciation activities included in their textbooks followed a repetitive format, mainly listen and repeat tasks (with 76.24% of the votes), listening to the textbook CD

(54.95%), reading aloud (53.22%) and listening to or singing songs (with a total of 37.13% of the answers recorded). In contrast, fewer than 30% of them believed that their course books did not include many examples of other types of activities to practise pronunciation, such as oral productions, written productions, phonetic transcriptions, role-plays and dialogues, games or using computer programs and the Internet.

Figure 17: Format of pronunciation activities in high school EFL textbooks according to group 1 students
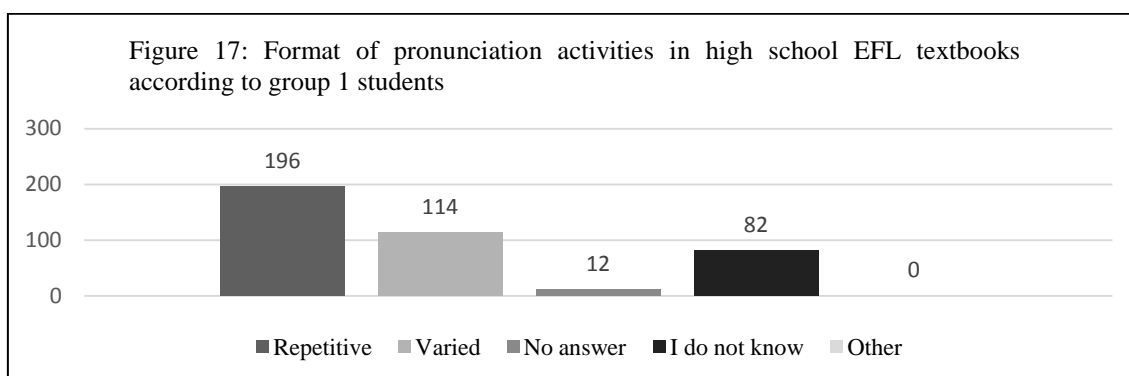
Activity types	Percentage of students who chose each of the activities provided	Activity types	Percentage of students who chose each of the activities provided
Listening and repeating words and sentences	308 (76.24%)	Oral productions	108 (26.73%)
Games	70 (17.33%)	Written productions	95 (23.51%)
Listening to the textbook CD	222 (54.95%)	Identifications	78 (19.31%)
Listening or singing to songs	150 (37.13%)	Computer programmes and the Internet	56 (13.86%)
Phonetic transcriptions	75 (18.56%)	No answer	8 (1.98%)
Role-plays and dialogues	74 (18.32%)	I do not know	3 (0.74%)
Reading aloud	215 (53.22%)		

Table 31: Types of pronunciation exercises present in EFL textbooks, according group 1 students

6.4.1.1.6. *Comparison of results within the subgroups of main group 1*

As mentioned in the general introduction to this research project, after having discussed the main results obtained for each of the main groups, I will discuss any striking differences found within the subgroups of each of the main groups considered. In other words, in this section I will refer to and explain any differences found within the views of the students belonging to one of the three subgroups of main group 1, i.e., the opinions of first and fourth-year students of obligatory secondary education and second-year students in post-obligatory secondary education. Only striking differences will be discussed; in other words, I will not refer to in detail to those cases in which the views

of the subjects within each sub-group coincide totally or up to a certain extent. For instance, the majority of the students in both the stages of obligatory secondary education and in second-year post-obligatory secondary education stated that their EFL teacher *always* corrects their pronunciation mistakes and they *always* like to be corrected. I will not refer to these similarities since they have already been referred to in the previous sections which explain the main results found within group 1 students; consequently, I will focus on the specific items in which differences of opinion can be identified; in order to do this, I will present the main data, once again, in figures and tables where the main answer/s given by the students in each question has been inserted. For instance, in Table 32 below, a similar number of students in *fourth-year ESO* selected the options *neutral, I disagree* and *I agree* in the statement, "speaking English with a native accent is important".

1) To begin with, the results obtained in the three sub-groups belonging to this first main group (group 1) on the topic of practising English outside the classroom were quite similar. However, if one compares the results more closely, out of the three subgroups, those in first-year of obligatory secondary education were the ones who claimed that they practise English least frequently outside the classroom. Therefore, it seems that at pre-university level, the higher the level of proficiency, the less the students practise this foreign language outside their EFL classes. This result is not so surprising since, as mentioned several times throughout this dissertation, the role of oral skills is expected to be lower in post-obligatory secondary education as the current pre-university exam at the end of this two-year educational level does not include an oral component;

2) As regards the item "enough time is devoted to pronunciation", several differences can be observed in Table 32. Firstly, the majority of the subjects in the two years of obligatory-secondary education analysed in this study selected the option *neutral*; however, the second most widely-selected answer in these two groups greatly differs and, from the results, it can be gathered that the lower-lever students are happy with the amount of time their teachers devote to pronunciation in their classes whereas the views of fourth-year students keep the opposite view since a high number of them consider they do not receive enough input to pronunciation. The results obtained by first-year post-obligatory students are easier to interpret

since they clearly feel, together with *fourth-year ESO* learners, that the time devoted to pronunciation in their EFL classes is insufficient. The latter result is quite an interesting one to reflect upon; it may be explained, once again, by the fact that at this educational stage, classes tend to revolve around the pre-university exam students have to pass at the end of the year which does not currently include a speaking part; therefore, teachers are more likely to focus on the skills students need most for passing such exam, i.e, reading, writing, listening, grammar and vocabulary. I expected the majority of these post-obligatory education students to rate the time devoted to pronunciation in their classes as sufficient or even as more than necessary; however, their opinions indicate just the opposite, as if they would like speaking and pronunciation to have a more important role at this educational stage. Consequently, it is not surprising that the majority of post-obligatory secondary education students who affirmed they are attending or have attended private lessons outside the classroom stated that the main reason for doing so is to complement their school work rather than to practise spoken English or pronunciation.

	First-year obligatory secondary education	Fourth-year obligatory secondary education	Second-year post-obligatory secondary education
Do you practise English outside the classroom?	Sometimes	Sometimes	Sometimes/hardly ever/never
Reasons	- To practise spoken English - To practise pronunciation - To practise English grammar	- To practise spoken English - To practise English grammar - To practise pronunciation	- To reinforce the syllabus - To practise English grammar - To practise written English
Enough time is devoted to pronunciation	Neutral/agree	Neutral/disagree	Disagree/neutral

Table 32: Differences of opinion within group 1 students - practising English outside the classroom and the time devoted to pronunciation in EFL classes

3) The majority of students in *fourth-year ESO* do not believe that knowing how to speak English will be useful for them in the future whereas the other two subgroups' opinions are the opposite. This is certainly surprising and it is difficult to think of a reason that may account for this fact. It could be connected with the students' lack of motivation.

4) Similarly, I spotted clear differences of opinion in two of the items in which the subjects had to compare the role of the so-called oral skills to that of grammar, vocabulary, reading and writing; in the case of the first two, grammar and vocabulary, most of the subjects from all the subgroups *agree* with these statements or chose the *neutral* option; nevertheless, in the questions on reading and writing, the subjects from *first-year ESO* on this occasion have clearly different views from the remaining two subgroups since the majority of *fourth-year ESO* and *second-year bachillerato* students *agreed* that the same importance is not given to oral skills than to reading and writing whereas those in *first-year ESO* acknowledged the opposite, i.e, the attention paid to the so-called oral skills is similar to the one paid to reading and writing.

5) Although the majority of students in all of the three sub-groups opted for the *neutral* option for the item "speaking English with a native accent is important", if one considers the second most widely-selected option, *second-year bachillerato* participants were the only ones who *agreed* that intelligibility is more important than sounding native when speaking English and learning how to pronounce it.

	First-year obligatory secondary education	Fourth-year obligatory secondary education	Second-year post-obligatory secondary education
Knowing how to speak English will be useful for me in the future	Totally agree	Totally disagree	Totally agree
Speaking English with a native accent is important	Neutral/totally agree/disagree	Neutral/disagree/agree	Neutral/disagree
I have problems to express myself fluently in English	Neutral/agree	Neutral/agree	Agree/totally agree
The same importance is not given to oral skills than to reading	Neutral/disagree	Neutral/agree	Neutral/agree
The same importance is not given to oral skills than to writing	Neutral/disagree	Neutral/agree	Agree/neutral
The same importance is not given to oral skills than to grammar	Neutral/agree	Neutral/agree/totally agree	Agree/neutral
The same importance is not given to oral skills than to vocabulary	Neutral/agree	Neutral/agree	Neutral/agree

Table 33: Differences of opinion within group 1 students - degree of importance speaking will have for them in the future, whether they have problems with speaking fluently in English and the degree of importance given to oral skills as compared to the attention paid to writing, grammar and vocabulary

6) It seems that the higher the level of pre-university education, the less time students speak in English in the classroom; quite a few *second-year bachillerato* students affirmed that they hardly ever speak in the foreign language in class.

7) Once again, as it would be expected due to the content-constraints for the pre-university exam at the end of the two years of post-obligatory secondary education, the amount of speaking and pronunciation activities carried out in the different subgroups of EFL classes is inferior at this educational stage than in the two obligatory secondary education stages analysed. However, surprisingly enough, the majority of students from *fourth-year ESO* share the same opinions than the participants in *second-year bachillerato* when it comes to rating the frequency with which they have pronunciation exams since both sub-groups acknowledged that they *never* have these types of tests whereas *first-year ESO* students affirmed they face pronunciation exams *quite frequently*.

	First-year obligatory secondary education	Fourth-year obligatory secondary education	Second-year post-obligatory secondary education
My classmates and I speak English in the classroom	Sometimes	Sometimes	Sometimes/hardly ever
Frequency of speaking activities	Often/always	Often	Sometimes
Frequency of pronunciation activities	Often/always	Often	Hardly ever/sometimes
We have speaking exams	Always	Always	Always
We have pronunciation exams	Sometimes/always/hardly ever	Never/sometimes	Never

Table 34: Differences of opinion within group 1 students - the frequency with which students speak English in class and the frequency with which pronunciation and speaking activities and exams are carried out

8) As mentioned in section 6.4.1.1.3, the majority of the students in group 1 affirmed that the only productive type of pronunciation activity their EFL teachers suggest in the classroom is listen and repeat; nevertheless, when comparing the main views of the participants within each sub-group, *first-year ESO* EFL teachers seem to introduce more varied types of pronunciation tasks in the classroom as they use songs, games and computer programs and the Internet with some frequency to present and practise pronunciation features.

	First-year obligatory secondary education	Fourth-year obligatory secondary education	Second-year post-obligatory secondary education
We repeat words or small sentences	Always/often	Often/always	Often/sometimes
The teacher brings songs	Always/often	Never/sometimes/hardly ever	Never
We play games	Sometimes	Never	Never
We use computer programs and the Internet	Never/sometimes	Never	Never

Table 35: Differences of opinion within group 1 students - frequency with which different pronunciation activities are carried out in their EFL lessons

6.4.1.2. Main group 2: University EFL students

6.4.1.2.1. *English outside the classroom*

As shown in Figure 17 below, the majority of university students who participated in the study affirmed that they only practised English outside the classroom *on some occasions*. Moreover, a further 27% of them stated that they *often* practised this foreign language outside their formal EFL lessons. The main activities these subjects admitted they did outside their university EFL classes were the following: a) listening to music; b) using the computer and the Internet (they stated carrying out these two tasks in English very frequently); c), reading; d) watching films (quite frequently); e) talking to native speakers in English; and, f) writing in English (less frequently). On the other hand, talking to their friends in English is the only activity they denied doing outside the classroom as a way of reinforcing their EFL classes.

Figure 18: Frequency with which group 2 students practise English outside the classroom
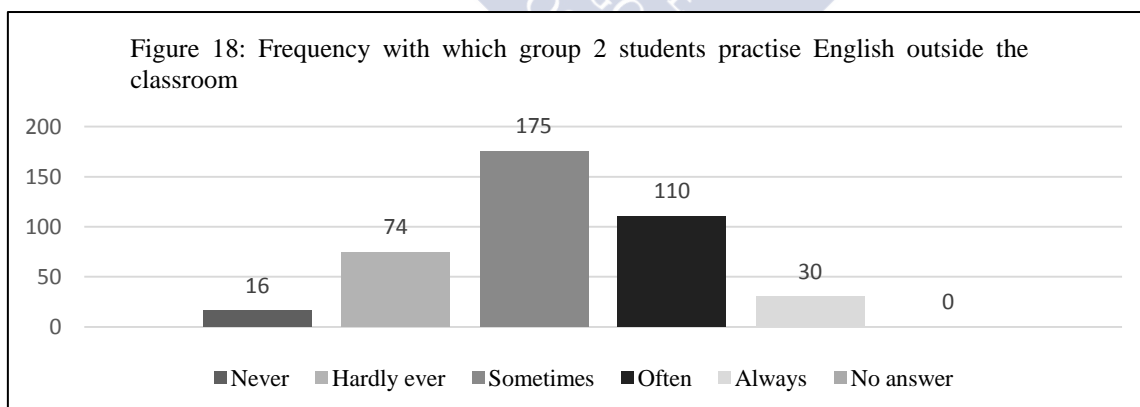
	Never	Hardly ever	Sometimes	Often	Always	No answer
Watching films	12 (2.96%)	68 (16.79%)	129 (31.85%)	116 (28.64%)	73 (18.02%)	7 (1.73%)
Listening to music	1 (0.25%)	3 (0.74%)	10 (2.47%)	105 (25.93%)	281 (69.38%)	5 (1.23%)
Talking to my friends	119 (29.38%)	150 (37.04%)	84 (20.74%)	29 (7.16%)	8 (1.98%)	15 (3.7%)
Talking to native speakers	62 (15.31%)	118 (29.14%)	123 (30.37%)	48 (11.85%)	38 (9.38%)	16 (3.95%)
Reading	10 (2.47%)	43 (10.62%)	115 (28.4%)	173 (42.72%)	56 (13.83%)	8 (1.98%)
Writing	79 (19.51%)	106 (26.17%)	116 (28.64%)	69 (17.04%)	21 (5.19%)	14 (3.46%)
Using the computer and the Internet	5 (1.23%)	13 (3.21%)	48 (11.85%)	170 (41.96%)	158 (39.01%)	11 (2.72%)

Table 36: Activities carried out by group 2 students to practise English outside their EFL classes at university

The fact that these students affirmed to carry out a variety of activities more or less frequently outside their university EFL classes is not so surprising since students who graduate in a university degree such as a BA in English Studies in Spain are expected to be competent in the four skills. Moreover, they should have enough theoretical knowledge on other language areas such as grammar, vocabulary and pronunciation, as well as have learnt basic concepts of different fields connected with both the study of literature and linguistics; hence, these students have to study and pass exams on all of these courses before graduating and, consequently, they need to practise and reinforce their language abilities in every domain outside the classroom. From the previously explained findings, these university students seem to focus on both perceptive and productive skills outside the classroom (for the former, they watch films and listen to music in English as well as reading, whereas for practising their productive skills, they stated writing in English and speaking in English with native speakers).

Moreover, what is striking is that the majority of them stated that they only *sometimes* practised English as a complement to their weekly EFL classes rather than more frequently; therefore, broadly speaking, the results obtained suggest that the fact of studying a BA in which the major language taught is English does not necessarily mean that these learners will practise English outside their EFL classes more frequently than other students for whom English is just an instrumental language for communicating with foreign people or for students who have to study English obligatorily in order to pass their basic educational courses (primary and secondary education).

A total of 57% of these university students admitted going/having been to some kind of private lessons outside their obligatory EFL classes at the University of Santiago de Compostela (cf. Table 37); as can be seen in Figure 19 below, the main reasons adduced for this are the following: a) to practise spoken English; b) to practise grammar; and, c) to practise written English rather than to complement school work and to practise English pronunciation. At this point, several reasons may explain this situation; nevertheless, I believe the interviews will add further details, therefore, after I will come back to this issue later on:

1) These students may feel that writing, grammar and speaking are the main language areas they have to develop since more attention is paid to them at their university EFL classes and they also play a more prominent role in their assessment;

2) In contrast, they may contend the idea that the importance given to writing, speaking and grammar in their EFL classes is inferior and thus, they feel the need to develop these skills outside the classroom with complementary lessons.

	Yes	No
Attendance to lessons outside the EFL classroom	232 (57.28%)	173 (42.72%)

Table 37: Attendance to private lessons by group 2 students

Figure 19: Attendance to private lessons by group 2 students

83 140 119 155 98

■ To reinforce syllabus   ■ To practise grammar
■ To practise written English   ■ To practise spoken English
■ To practise English pronunciation
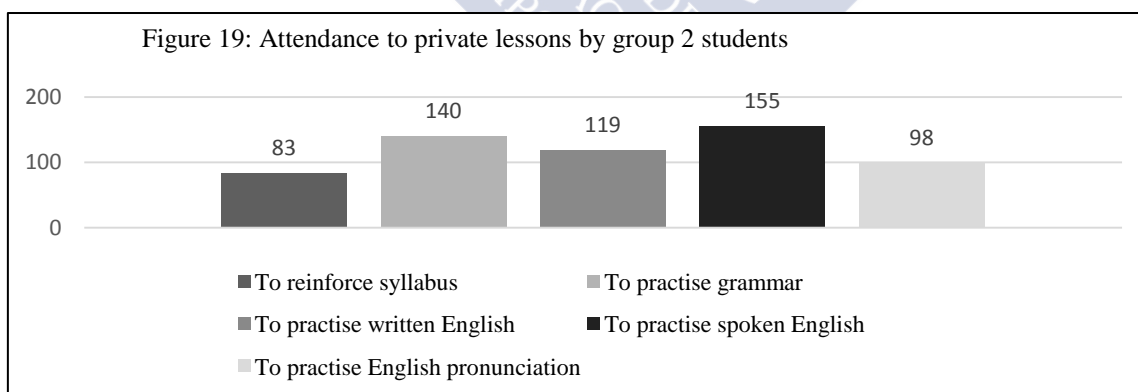
6.4.1.2.2. General perspectives and attitudes towards pronunciation and its teaching

As Table 38 shows, the vast majority of the subjects within group 2 consider that a correct pronunciation in English is important and that, as expected, "knowing how to speak English will be useful for them in their future". Moreover, they *fully agreed* with

the statement "I would like to speak fluent English" if they do not believe they already do so.

Generally speaking, people decide to study a certain training course or a university degree after considering the professional future it will bring to them; other factors that may condition the selection of a particular field of study or degree may be connected with economic, political or religious variables as well as with personal circumstances, such as motivation or attitude, upbringing, etc; in other words, it is highly likely that these students chose this language degree because they want to become EFL teachers, translators or intend to take up other jobs in which English is the main language and for that reason they admit that knowing how to speak well in this foreign language will be relevant for them in their future lives.

	I totally disagree	I disagree	Neutral	I agree	I totally agree	No answer
Learning how to pronounce correctly in English is important	2 (0.49%)	1 (0.25%)	9 (2.22%)	77 (19.01%)	313 (77.28%)	3 (0.74%)
I would like to speak fluent English	0 (0%)	0 (0%)	11 (2.72%)	20 (4.94%)	365 (90.12%)	9 (2.22%)
Enough time is devoted to pronunciation	77 (19.01%)	160 (39.51%)	114 (28.15%)	37 (9.14%)	8 (1.98%)	9 (2.22%)
Knowing how to speak English will be useful for me in the future	0 (0%)	2 (0.49%)	5 (1.23%)	41 (10.12%)	357 (88.15%)	0 (0%)
My level of English pronunciation has improved in the last few years	4 (0.99%)	8 (1.98%)	33 (8.15%)	152 (37.53%)	207 (51.11%)	1 (0.25%)

Table 38: Group 2 students' opinions on the importance of pronouncing English correctly, their expectations for speaking English in the future and the amount of time devoted to pronunciation in their EFL classes at university

Furthermore, the fact that these students believe that one should have a correct pronunciation and be fluent in English is especially relevant when considering their general perspectives regarding the time that is devoted to pronunciation in their university EFL classes; although they believe that pronunciation is important, 36.79% of these students claimed that the time spent on pronunciation in their EFL classes is

insufficient. Hence, this finding is the first indicator that pronunciation has an inferior role in these students´ language classes. I will provide further data on this issue when I analyse the results from several items in the interviews (questions number 4, 7 and 11; see Appendix 6D for the whole interview).

Despite stating that the time devoted to the teaching and learning of pronunciation in their EFL classes is not enough, over half of these students strongly believe that their level of pronunciation has improved in the last few years. Once again, the data obtained for item 13 of the interview will provide further insights into the reasons why these students affirmed they have improved their pronunciation when they feel that it is generally neglected.

The most widely selected option for the questions "speaking English is difficult" and "English pronunciation is difficult" was *neutral.* However, as shown in Table 39, the second most popular option in these two questions varies a great deal; broadly speaking, these students rated English pronunciation as entailing much more difficulties for them than what speaking English in general does. Hence, one can infer from this finding that pronunciation should be clearly emphasized at this level since almost a third of them claimed they find English pronunciation difficult.

	I totally disagree	I disagree	Neutral	I agree	I totally agree	No answer
Speaking in English is difficult	30 (7.41%)	100 (24.69%)	187 (46.17%)	71 (17.53%)	14 (3.46%)	3 (0.74%)
English pronunciation is difficult	14 (3.46%)	72 (17.78%)	154 (38.02%)	124 (30.62%)	37 (9.14%)	4 (0.99%)
Speaking English with a native accent is important	24 (5.93%)	81 (20%)	124 (30.62%)	114 (28.15%)	60 (14.81%)	2 (0.49%)

Table 39: Group 2 students' views on the difficulty speaking and pronouncing in English entail and the degree of importance of having a native-like pronunciation

Similarly, although most of the students opted for the *neutral* option for the statement "speaking English with a native accent is important", a further group of 114 subjects *agreed* with this statement. This finding is somewhat striking since, as discussed in section 2.1, emphasis is now placed on sounding intelligible and people do not need to sound native-like in order to be considered to have a good pronunciation in English; however, this group of university students continue regarding sounding native-like as a token of pronunciation proficiency. This may be justified by the fact that these

students are expected to graduate being professionals in English Language and Literature and most of them may end up becoming teachers in private or public institutions and they may thus feel the need to sound native-like in order to teach other people satisfactorily how to speak English with a proper accent and a good pronunciation.

Clear results were obtained in the four items where the students were asked to compare the general attention paid to oral skills to the importance given to other language areas. In each of these four items, these subjects *totally agreed* that the importance given to oral skills is not comparable to the attention paid to reading, writing, grammar and vocabulary. Out of these four language areas, grammar was rated with the highest figures, i.e, 39.75% of the total, that is, 161 students selected this option. Hence, generally speaking, it seems that, according to these students, more emphasis is placed on writing, reading, grammar and vocabulary in their EFL classes while oral skills are mainly neglected in comparison to the former. As discussed in section 6.2.2.2, the interviews I conducted to a group of university students contain several questions in which interviewees are explicitly asked to rate the attention paid to each language area in Spain and at the different levels of education they have gone through. For that reason I will discuss this topic in further detail once I have thoroughly analysed the data obtained in such interviews.

Figure 20: Group 2 students' views on the importance given to oral skills vs. other language areas
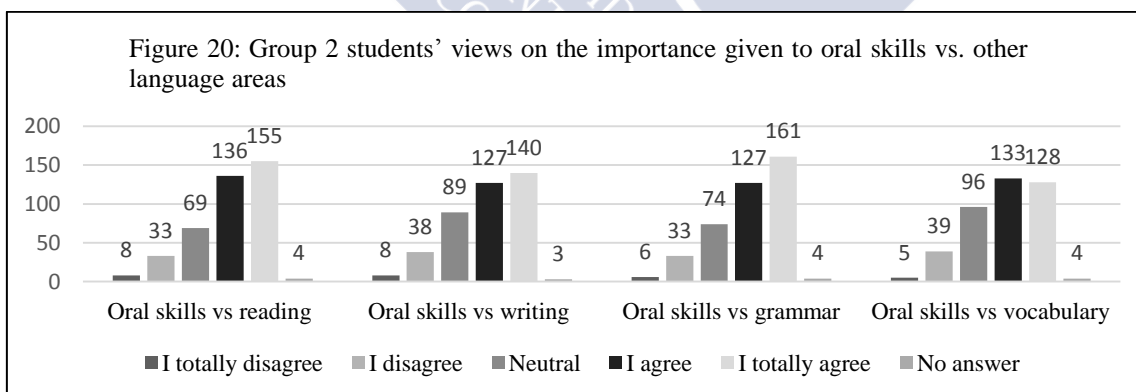
From Figure 21, it can be inferred that these subjects consider that in order to speak English well, one also needs to be fluent and have a good pronunciation; furthermore, the majority of them also *agreed* that "one can pronounce (read) isolated words correctly without speaking fluent English", i.e, before becoming fluent in English, one needs to learn certain aspects on segmental and suprasegmental pronunciation in order to be able to keep an intelligible conversation afterwards.

Figure 21: Group 2 students' views on the connections between pronunciation and fluency
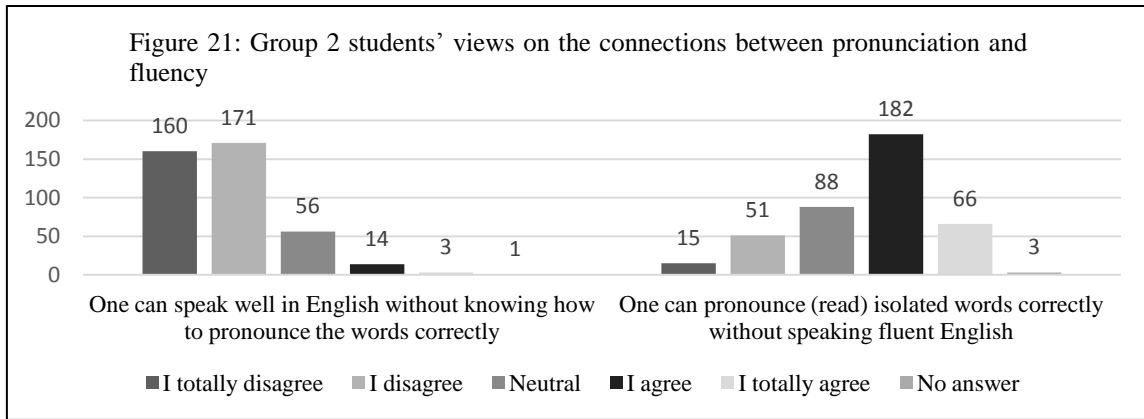
Most of these participants denied having problems with English pronunciation at the moment of filling out the survey although their views on having difficulties to speak fluently in English are not very clear. It seems that being able to speak fluently in English is more of an individual or personal matter. These findings are important since, broadly speaking, they indicate that even university students who have been studying English for around 15-18 years admit having problems with the oral component of the language; moreover, this shows that university students believe they have overcome all possible problems with English pronunciation at this stage of proficiency whereas, as shown in my pilot study (cf. chapter 5), even advanced Spanish learners of English continue to have difficulties with pronunciation. Hence, it could be said that university students are not aware of problems they have with English pronunciation.

Finally, as expected, most of these participants denied feeling shy when speaking English, possibly due to the fact that most of them use/will have to use English on a daily basis in their professional lives as experts in this foreign language.

	I totally disagree	I disagree	Neutral	I agree	I totally agree	No answer
I have problems to express myself fluently in English	32 (7.9%)	114 (28.15%)	89 (21.98%)	114 (28.15%)	54 (13.33%)	2 (0.49%)
I have problems with English pronunciation	45 (11.11%)	128 (31.6%)	121 (29.88%)	82 (20.25%)	28 (6.91%)	1 (0.25%)
I feel shy when speaking English	92 (22.72%)	100 (24.69%)	87 (21.48%)	79 (19.51%)	44 (10.86%)	3 (0.74%)

Table 40: Group 2 students' opinions on feeling shy to speak in English and having problems with fluency and pronunciation

6.4.1.2.3. Pronunciation in EFL classes at university

Although, as expected, university lecturers *always* speak English in class when teaching the students surveyed, the actual learners claim that they and their classmates only speak English *on some occasions* or *often*. It would seem feasible to believe that these students would use the foreign language as much as possible, not only in written language but also orally since they will become experts in English once they graduate and they are constantly exposed to English in the classroom (readings, teachers´ explanations, projects, pair-work, taking notes, oral classes, exams); however, this does not seem to be the case (cf. Figure 22, below). Therefore, once again, this result suggests that oral skills have an inferior role at university level; within these, university students seem to practise their oral perceptive skills (listening) more than their productive ones (speaking) and, as has been mentioned several times up to now, learners of English at all stages of proficiency should focus on and develop both perceptive and productive skills homogeneously and interactively, something that surprisingly seems to be lacking at this educational stage.

Figure 22: Frequency with which university EFL teachers and students speak in English in the classroom
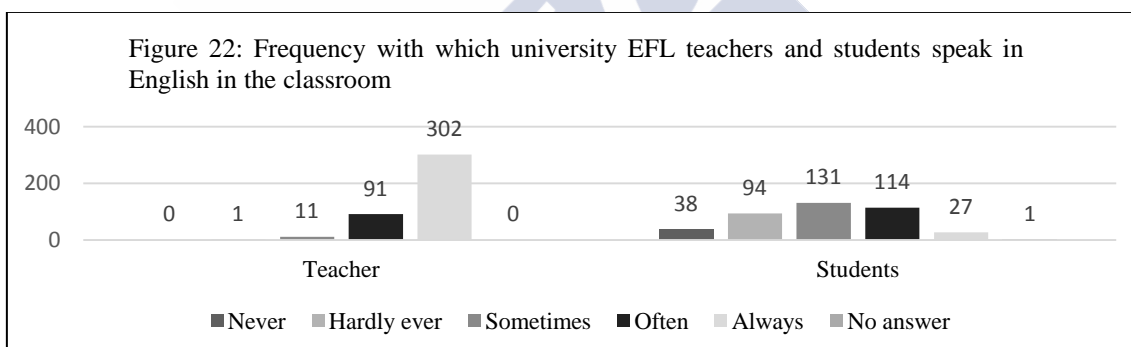
Another interesting result is given by the fact that the majority of these students stated that speaking activities are *often* carried out in their university EFL classes but the ones concerned with the learning of pronunciation are *hardly ever* suggested. As explained in section 1.1, pronunciation is an important part of the speaking skill and pronouncing intelligibly is crucial in order to avoid misunderstandings when communicating orally with someone. Moreover, as previous studies have shown (see section 4.2.1), Spanish learners tend to have serious problems with pronunciation; these problems are not age or level-specific since even advanced learners of English continue to have difficulties when facing segmental features (cf. chapter 5). Hence, pronunciation should be emphasized at all levels of proficiency, even at university; however, all seems

to indicate, according to the students' views, that pronunciation does not receive enough attention in their classes and would require further practise.

Similarly, the presence of pronunciation exams at this level of education seems to be very low whereas speaking tests are only carried out *on some occasions.* Therefore, according to these participants, speaking and, more particularly, pronunciation fail to be fully considered in the assessment of the EFL courses. I believe, however, that the interviews conducted will provide further background to this topic.

Figure 23: Frequency with which group 2 students believe speaking and pronunciation activities and exams are carried out in their EFL classes
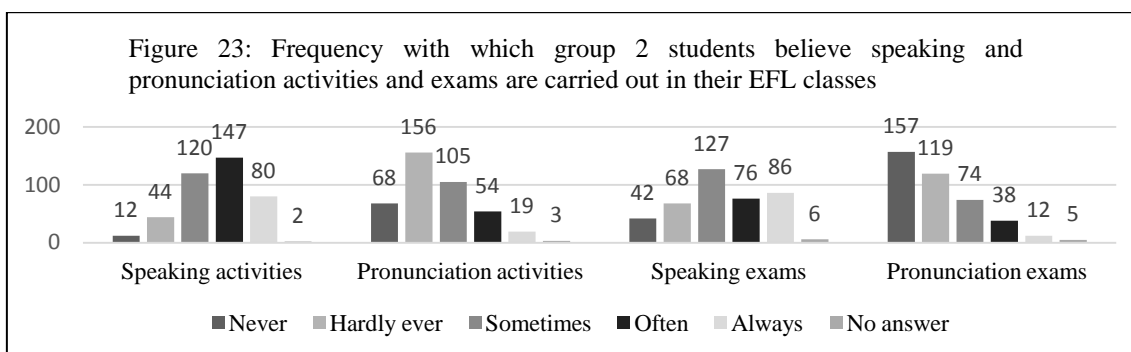
None of the suggested pronunciation activities seem to be productive in these students EFL classes; the only type of task the students affirmed their teacher introduces on a few occasions to teach pronunciation is listen and repeat (cf. Table 41) whereas, in these learners' opinions, their teachers in the BA in English Studies *never* bring or encourage the use of songs, games or computer programmes to practise segmental and suprasegmental features of English pronunciation.

	Never	Hardly ever	Sometimes	Often	Always	No answer
We repeat words or small sentences	108 (26.67%)	102 (25.19%)	95 (23.46%)	66 (16.3%)	33 (8.15%)	1 (0.25%)
The teacher brings songs	251 (61.98%)	99 (24.44%)	31 (7.65%)	15 (3.7%)	7 (1.73%)	2 (0.49%)
We play games	254 (62.72%)	95 (23.46%)	38 (9.38%)	11 (2.72%)	4 (0.99%)	3 (0.74%)
We use computer programs and the Internet	198 (48.89%)	80 (19.75%)	73 (18.02%)	35 (8.64%)	18 (4.44%)	1 (0.25%)

Table 41: Frequency with which university EFL teachers use different types of pronunciation tasks in class according to EFL university students

As discussed in sections 2.2.1.2.3, 2.2.2.2.1 and 2.2.2.2.6, the use of games, songs and new technologies can be very beneficial for the teaching of pronunciation and

they should be promoted; however, there appears to be a complete lack of these types of activities at university level and no advantage is taken of all the existing programmes, software, apps, blogs... that have been created and published to improve students' pronunciation (cf. section 2.2.2.2.6).

With regards to error correction, despite enjoying to be corrected all the time when making pronunciation mistakes, according to these learners, their university teachers do not fully correct them, with the majority of them opting for the options *sometimes* or *often* in the scale used.

Figure 24: Frequency with which university teachers correct students' pronunciation mistakes and the extent to which group 2 learners like being corrected
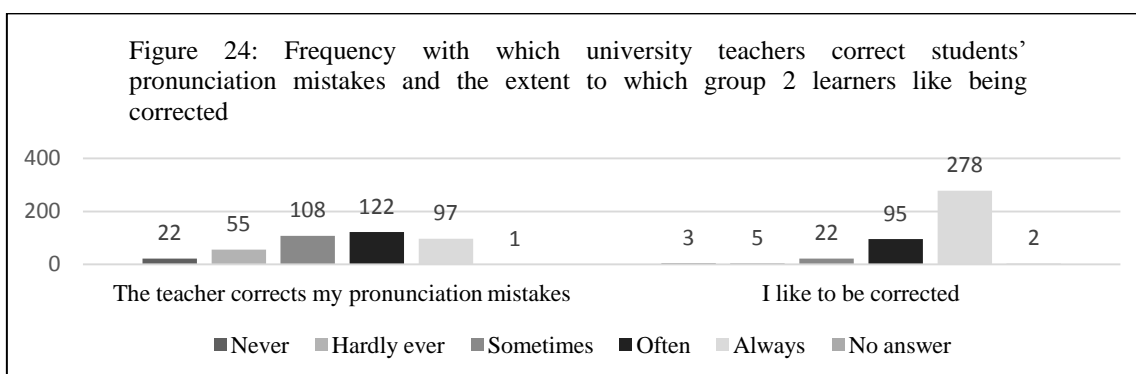
Finally, the only method university teachers use to correct some of the pronunciation mistakes made by their students is, according to group 2 students, by telling them to listen to and repeat the correct pronunciation. On the other hand, these subjects admitted their teacher *never* or *hardly ever* wrote phonetic transcriptions on the blackboard to correct pronunciation mistakes nor encouraged them to write lists with newly learnt words or consult pronunciation dictionaries.

	Never	Hardly ever	Sometimes	Often	Always	No answer
Asks us to listen to and repeat the correct pronunciation	42 (10.37%)	48 (11.85%)	86 (21.23%)	96 (23.7%)	127 (31.36%)	6 (1.48%)
Writes the phonetic transcription on the blackboard	130 (32.1%)	86 (21.23%)	86 (21.23%)	64 (15.8%)	32 (7.9%)	7 (1.73%)
Asks us to write lists of words	333 (82.22%)	47 (11.6%)	10 (2.47%)	7 (1.73%)	1 (0.25%)	7 (1.73%)
Asks us to look for words in the dictionary	252 (62.22%)	65 (16.05%)	45 (11.11%)	27 (6.67%)	9 (2.22%)	7 (1.73%)

Table 42: Frequency with which group 2 students believe their teachers use different error-correction methods for correcting pronunciation mistakes

As future professionals in English, these students should be able to use and understand the whole contents, symbols, transcriptions, examples... that appear in expert dictionaries of the English Language such as the Cambridge Dictionary or the Oxford Dictionary; regarding pronunciation, these learners should graduate knowing how to interpret and produce written phonetic transcriptions since they have been and still are useful tools for learning pronunciation (see section 2.2.1.1.2), especially when one is not sure about the pronunciation of an unknown English word to them. Nevertheless, according to these subjects, they are not encouraged to use pronunciation dictionaries to help them improve their pronunciation and correct their pronunciation mistakes. From this, one cannot say that these students do not use pronunciation dictionaries at all at home or elsewhere but it clearly reveals that EFL teachers at university fail to encourage their learners to make use of these useful pedagogical tools.

6.4.1.2.4. *Students' preferences and difficulties concerning the learning and teaching of pronunciation*

Problems at both a segmental and a suprasegmental level were mentioned by these university students. Within the former the main difficulties pointed out by the students questioned were vowels (60), diphthongs (18), consonant clusters (11), lack of correspondences between English spelling and pronunciation (11), as well as problems with specific vowel or consonant sounds (/ʌ, ə, æ, aː, dʒ, tʃ/) and some spelling patterns (<th, st, h, e, ee>). Moreover, quite a few students affirmed having problems at a suprasegmental level, especially with word stress (74), intonation (66) and rhythm (34).

A hundred and thirty-six learners from group 2 opted for not answering the item that asked them about their perception on the frequency activities were carried out in their classes to help them overcome the specific problems they have with segmental and suprasegmental issues. Out of the students who did complete this question, two groups of between 85 and 87 students chose the options *hardly ever* and *sometimes* on the Likert scale used. This finding is interesting since it indicates that these students do not feel they can overcome all of their pronunciation problems with the activities they carry out in pronunciation in their EFL classes and, as a consequence, they may opt for attending private lessons or speaking to native speakers of English (cf. section 6.4.1.2.1).

Figure 25: Extent up to which the activities carried out in the classroom help group 2 students improve their pronunciation problems
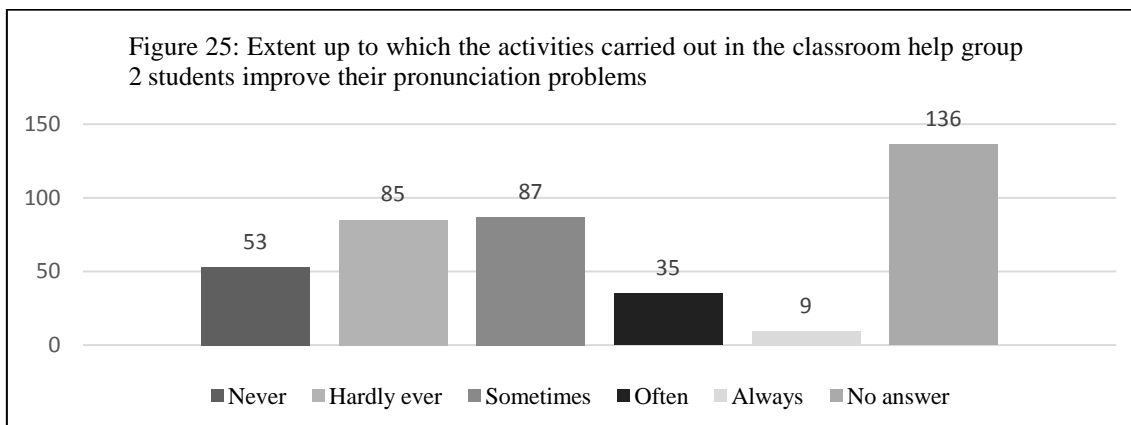
Problem	Number of answers	Problem	Number of answers
No answer	115 (28.4%)	Consonants	13 (3.21%)
Word stress	74 (18.27%)	/r/	13 (3.21%)
Intonation	66 (16.3%)	Lack of correspondence between spelling and pronunciation	11 (2.72%)
Vowels	60 (14.81%)	Consonant clusters	11 (2.72%)
Rhythm	34 (8.4%)	/ɜ:/, /ə/	11 (2.72%)
Unknown words, difficult words	25 (6.17%)	None	9 (2.22%)
Diphthongs	18 (4.44%)	/a:/, /æ/	8 (1.98%)
Lack of fluency	17 (4.2%)	-*ed* ending	6 (1.48%)
I have a Spanish/Galician accent when I speak in English	16 (3.95%)	/s/ vs. /z/	6 (1.48%)
Having a foreign accent	16 (3.95%)	Being shy, nervous	5 (1.23%)
Very different from Spanish/Galician, lack of correspondences between Spanish/Galician and English	15 (3.7%)	/ʤ/	5 (1.23%)

Table 43: Group 2 students' specific problems with English pronunciation

The four activities these students prefer for learning pronunciation are (those selected by over 200 students): a) listening and repeating words and sentences; b) listening to or singing songs; c) reading aloud; and, d) phonetic transcriptions. Moreover, quite a high number of students also affirmed preferring, among others, games, listening to the textbook CD, role-plays and dialogues, oral productions or computer programmes and the Internet to study and achieve a better pronunciation.

Activity types	Percentage of students who chose each of the activities provided	Activitiy types	Percentage of students who chose each of the activities provided
Listening and repeating words and sentences	303 (74.81%)	Reading aloud	299 (73.83%)
Games	84 (20.74%)	Oral productions	130 (32.1%)
Listening to the textbook CD	104 (25.68%)	Written productions	66 (16.3%)
Singing or listening to songs	328 (80.99%)	Identifications	108 (26.67%)
Phonetic transcriptions	209 (51.6%)	Computer programmes and the Internet	122 (30.12%)
Role-plays and dialogues	98 (24.2%)	No answer	5 (1.23%)

Table 44: University students who prefer different types of pronunciation tasks

With regards to varieties of English, the majority of these participants stated that they both preferred and better understood the British standard model of English. Thus, most of them are happy with the fact that RP is the most widely-taught variety in Spanish EFL classes. It is also interesting to note that for the item on the variety these students understand better, quite a lot of the students questioned were more in favour of the American Standard model, possibly due to the fact that they are highly exposed to this variety outside the classroom.

Figure 26: Varieties of English group 2 students prefer and better understand
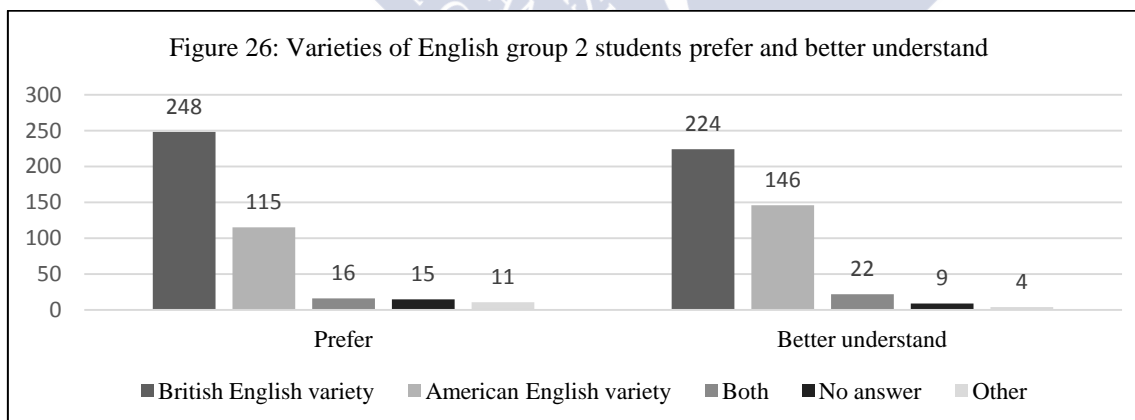
Finally, the vast majority of them admitted being exposed to English through music and most of them affirmed they listened to a mixture of British and American English singers/bands.

Figure 27: Exposure to English through music by group 2 students

Figure 28: Variety/ies of English the singers and bands group 2 students listen to use
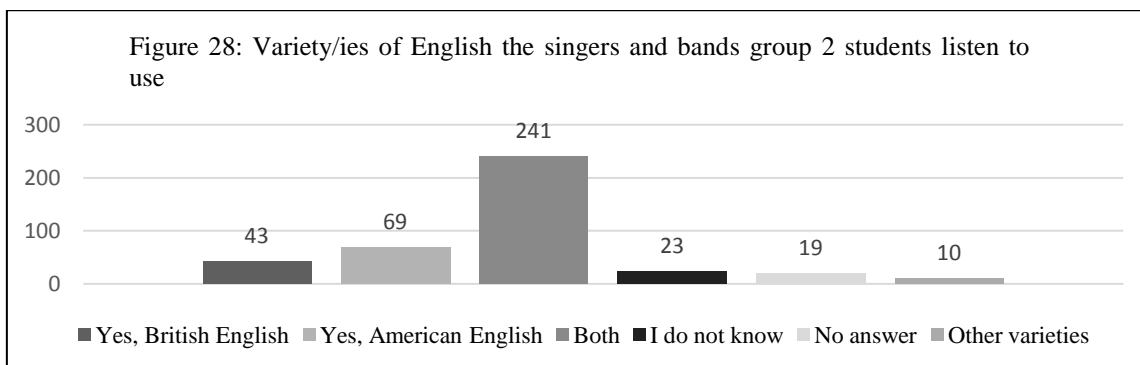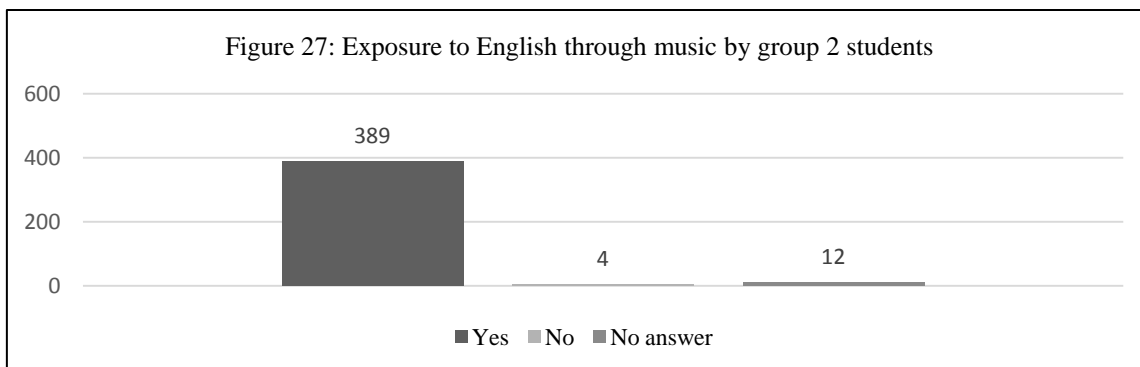
6.4.1.2.5. EFL textbooks

To begin with, these students consider that their EFL textbook/s contain a low number of pronunciation tasks (cf. Figure 29). Moreover, differences of opinion were found in the question on whether these few pronunciation activities present in these teaching materials help them improve since two homogeneous groups of students opted for *often* and *hardly ever* in the Likert scale followed. In other words, some of these subjects feel that the activities included in their EFL textbooks frequently help them to learn more features of English pronunciation whereas for others, apart from the fact that the number of pronunciation tasks included in their EFL course book is insufficient, these few exercises also fail to help them overcome their problems with pronunciation.

Figure 29: Amount of pronunciation activties present in EFL textbooks used at university according to group 2 students

Figure 30: Degree with which the pronunciation tasks present in university EFL textbooks help group 2 students improve
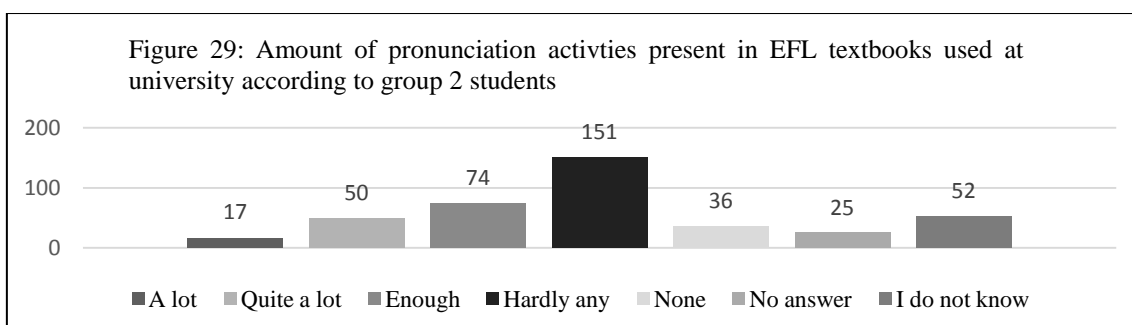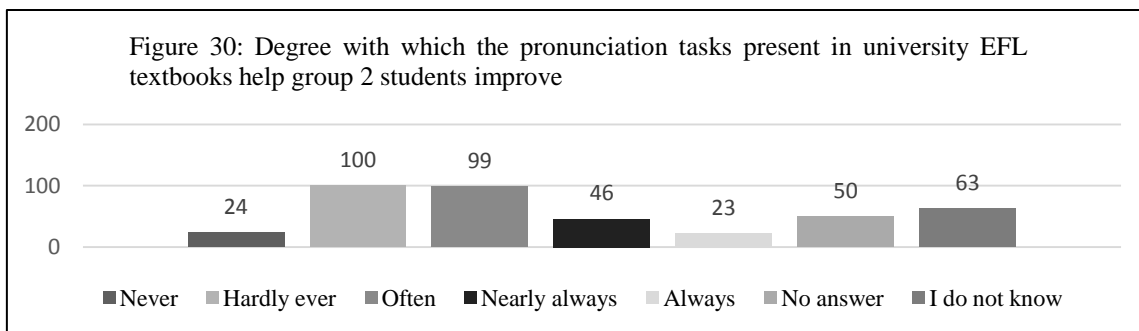
Consequently, it is not surprising that over 230 students admitted they would like other pronunciation activities to be included in their EFL textbooks (see Figure 31) since the few pronunciation activities that are present in their textbooks, follow a repetitive format and lack originality (cf. Figure 32). In addition, the fact that 106 students out of the total 405 (over 20%) were not aware of the format of the pronunciation activities present in their EFL materials is certainly surprising since, as will be seen in chapter 7, the format of these activities both in pre-university and university levels' textbooks tends to be quite homogeneous and, consequently, these students who have been in contact with EFL textbooks for at least 15 years on average should be familiar with these tasks by now. A possible explanation for this lack of knowledge on their part may be that their past EFL, and maybe even their present EFL teachers, did not pay much attention to these tasks in their lessons and thus students did not have the chance to become familiar with them. As the interviews include several questions on EFL textbooks and teaching materials, I will come back to this issue later on.

Figure 31: Degree with which group 2 students would like other types of pronunciation tasks to be present in their EFL textbooks

Figure 32: Format of pronunciation activities in university EFL textbooks according to group 2 students
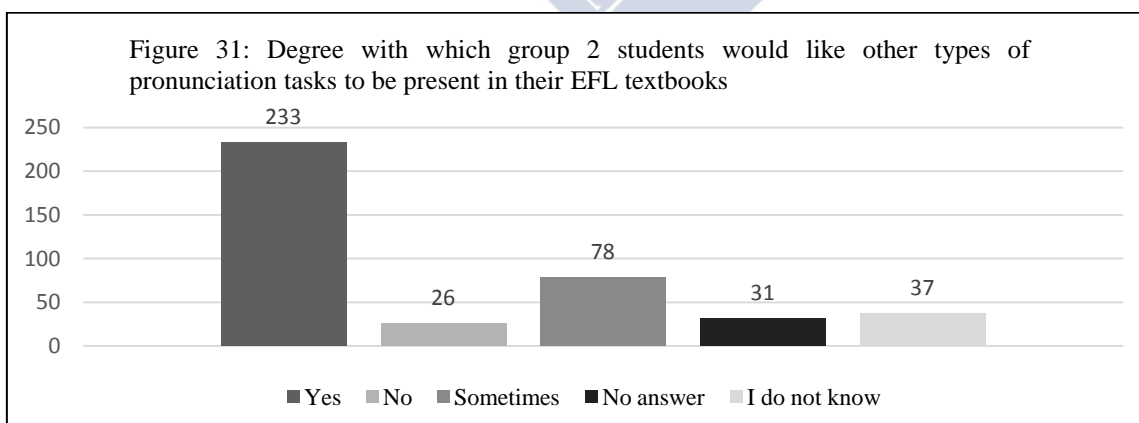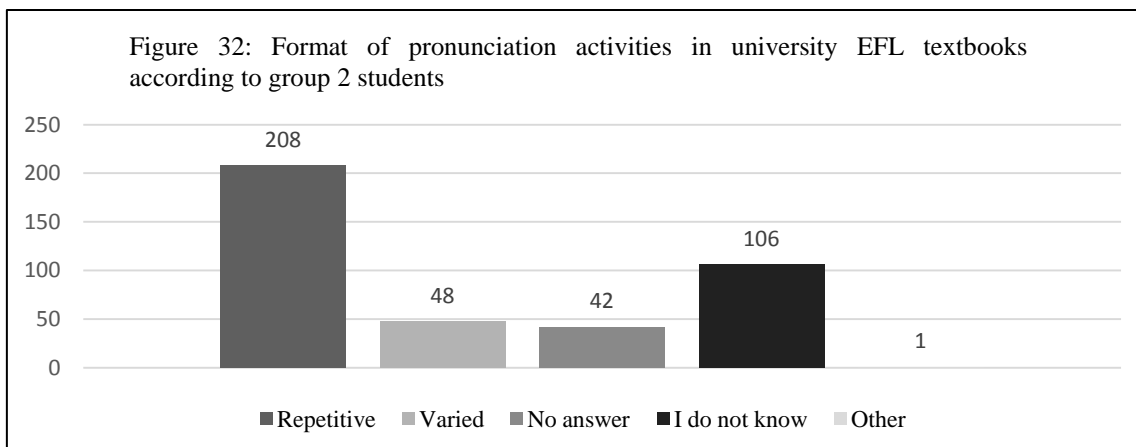
Finally, according to these participants, the pronunciation exercises that their course book does include are of the following types: a) listening and repeating words and sentences; b) listening to the textbooks CD; c) phonetic transcriptions; and, finally d) reading-aloud tasks. In chapter 7, I will thoroughly analyse EFL textbooks addressed to Spanish learners at different levels of proficiency; among other aspects, I will consider and classify the types of activities present in each course book.

Activity types	Percentage of students who chose each activity	Activity types	Percentage of students who chose each activity
Listening and repeating words and sentences	288 (71.1%)	Computer programmes and the Internet	39 (9.63%)
Games	96 (23.7%)	No answer	68 (16.79%)
Listening to the textbook CD	292 (72.1%)	*I do not know because I haven't looked at it in detail yet*	1 (0.25%)
Listening or singing to songs	64 (15.8%)	*I don't have a textbook*	4 (0.99%)
Phonetic transcriptions	200 (49.38%)	*Always short activities*	1 (0.25%)
Role-plays and dialogues	52 (12.84%)	*We don't practice anything at all*	1 (0.25%)
Reading aloud	169 (41.73%)	*Theoretically, textbooks include pronunciation activities but we don't do them much in class*	1 (0.25%)
Oral productions	66 (16.3%)	*None*	3 (0.74%)
Written productions	79 (19.51%)	*Films, series, TV in English*	1 (0,25%)
Identifications	78 (19.26%)		

Table 45: Amount of university students who believe the different pronunciation tasks suggested are present in their EFL textbooks

6.4.1.2.6. Comparison of results within the subgroups of main group 2

Some differences were detected in the questionnaire filled out by the different subgroups within this group:

1) Broadly speaking, it seems that the students who are in the last two years of their BA in English Studies, or those who have recently graduated, practise English more frequently than the learners initiating this university degree. This may be interpreted then as an increase in learners' motivation for the learning of English as they actually get involved in their studies;

	First-year BA in English Language and Literature	Second-year BA in English Language and Literature	Third-year BA in English Language and Literature	Fourth-year BA in English Language and Literature
Do you practise English outside the classroom?	Sometimes	Sometimes/hardly ever/often	Sometimes/often	Often

Table 46: Differences of opinion among group 2 students regarding the frequency with which they practise English outside the classroom

2) Although all of the subgroups believe that pronunciation is generally neglected in their classes at university, it seems, however, that this focus on pronunciation is even more limited in the last year;

3) The students in third and fourth-years (and a few recently-graduated students, cf. section 6.2.1.1.2 for more information) are less in favour of having to speak English with a native accent to be considered a person who pronounces and speaks English well; in other words, sounding native-like becomes rather secondary as students progress in their university studies;

	First-year BA in English Language and Literature	Second-year BA in English Language and Literature	Third-year BA in English Language and Literature	Fourth-year BA in English Language and Literature
Enough time is devoted to pronunciation	Disagree/neutral	Disagree/neutral	Disagree/neutral	Disagree/totally disagree
Speaking English with a native accent is important	Neutral/agree	Agree/neutral	Neutral/disagree	Agree/disagree/neutral
I feel shy when speaking English	Neutral/agree/totally disagree	Neutral/disagree	Disagree / neutral/agree	Disagree/neutral

Table 47: Differences of opinion among group 2 students regarding the amount of time spent on pronunciation in their EFL classes, the degree of importance speaking English with a native accent has for them and their views on feeling shy when speaking in English

4) The opinions of the students in first and second-years were more ambiguous for the statement "I feel shy when speaking English" than those in the second cycle of this university degree (see Table 47 above);

5) Generally speaking, it seems that as students' progress in their studies at the university, they tend to use spoken English more and more often in their classes. This could also be related to the teachers' effort to employ English as much as possible;

6) In contrast, the frequency with which speaking activities are carried out is inferior in the last years of this BA than in the first ones. This could be conditioned by the structure of the curriculum where there is an emphasis on courses dealing with the instrumental side of the languages in the first two years rather than in the last two;

	First-year BA in English Language and Literature	Second-year BA in English Language and Literature	Third-year BA in English Language and Literature	Fourth-year BA in English Language and Literature
My classmates and I speak English in the classroom	Sometimes	Sometimes/often	Sometimes/often/ hardly ever	Often/hardly ever/sometimes
Frequency of speaking activities	Often/always	Often	Often/sometimes	Sometimes/ often
Frequency of pronunciation activities	Sometimes/hardly ever	Hardly ever	Hardly ever/sometimes	Hardly ever
We have speaking tests	Sometimes/always	Always/sometimes	Sometimes	Sometimes
We have pronunciation tests	Never/sometimes/ hardly ever	Never	Never/hardly ever	Never/hardly ever
We repeat words or small sentences	Often/sometimes/ hardly ever	Hardly ever/sometimes/ never	Never/sometimes	Never/hardly ever
The teacher asks us to listen to and repeat the correct pronunciation	Always/often	Always/sometimes	Always/often	Sometimes/ always
The teacher writes the phonetic transcription on the blackboard	Never	Sometimes/never	Hardly ever/sometimes/ never	Often/ sometimes

Table 48: Differences of opinion among group 2 students regarding the frequency with which their classmates speak English in class, the amount of time spent on speaking and pronunciation activities and exams and the different techniques used by university teachers to teach pronunciation

7) It seems that students in the first two years of this university degree are tested on their speaking skills quite frequently although this frequency clearly drops in the last two years (see Table 48). Once again, this could be closely connected with the general design of the curriculum of the BA in English Studies as mentioned above in the previous point;

8) It is also surprising that the vast majority of the subjects enrolled in the second year claimed they *never* had pronunciation exams since, as explained in section 3.1.2, the only module specifically devoted to pronunciation in the BA in English Language and Literature is the course English phonetics and phonology, an obligatory course that students must take in the second term of the second-year. The main aim of this subject is to familiarise students with the basic concepts of phonetics and phonology, focusing on the variety of RP, both at a segmental and a suprasegmental level; at the end of this compulsory course, students have to sit an exam which tests them on segmental and suprasegmental aspects, both at a theoretical and a practical level. Considering that these students have this obligatory course on pronunciation, it is difficult to understand why they claimed they *never* take pronunciation tests in their university classes. However, once I analysed my data more carefully, I came to the conclusion that the time when the administration of the questionnaires had taken place could be a reason which may have influenced their answers since the course on English pronunciation is offered in the second term of the second-year and the questionnaire-administration was conducted in the first term to the majority of second-year students, that is, the students had not taken the pronunciation course yet. On the other hand, I collected most of my data from third-year students in the first term, hence, not long after these particular students had been enrolled in English phonetics and phonology; nevertheless, their opinions on the frequency with which they are tested on pronunciation continued to be very low. Summarising, the results obtained indicate that pronunciation exams are very rarely carried out in a BA like English Studies;

9) University EFL teachers seem to use only the technique of repeating words or small sentences to practise pronunciation with their first-year students whereas this method is not as productive in the remaining three years, according to the actual students in second-year onwards; however, listening to and repeating the

correct pronunciation appears to be a correction technique that EFL teachers use quite often with their first, second and third-year students; and,

10) Broadly speaking, according to the results, university teachers opt for *writing phonetic transcriptions* more frequently to correct the mistakes made by more advanced students rather than those in the first two years of this university degree.

6.4.1.3. Main group 3: Spanish Official School of Languages and Modern Language Centre EFL students

As mentioned above, this group includes those subjects associated with the Spanish Official School of Languages (*Escuela Oficial de Idiomas* - EOI) and the Modern Language Centre (*Centro de Lenguas Modernas* - CLM). Although these institutions cannot be regarded as totally similar, they actually share common traits since their students are mostly adults who decide to study and improve their knowledge of English out of their personal decision, that is, without being compelled to do so.

6.4.1.3.1. *English outside the classroom*

A high number of these students, a total of 136 to be more exact, affirmed they *sometimes* practise English outside the classroom, followed by a group of 130 respondents who claimed they practised this foreign language less frequently outside the classroom, more particularly, *hardly ever*. As regards the language learning activities suggested, these participants acknowledged listening to music and using the computer and the Internet quite frequently and watching films and reading in English outside the classroom only *on some occasions*. Apart from this, most of them admit they *very rarely* speak to their friends in English nor practise their writing skills.

Figure 33: Frequency with which group 3 students practise English outside the classroom
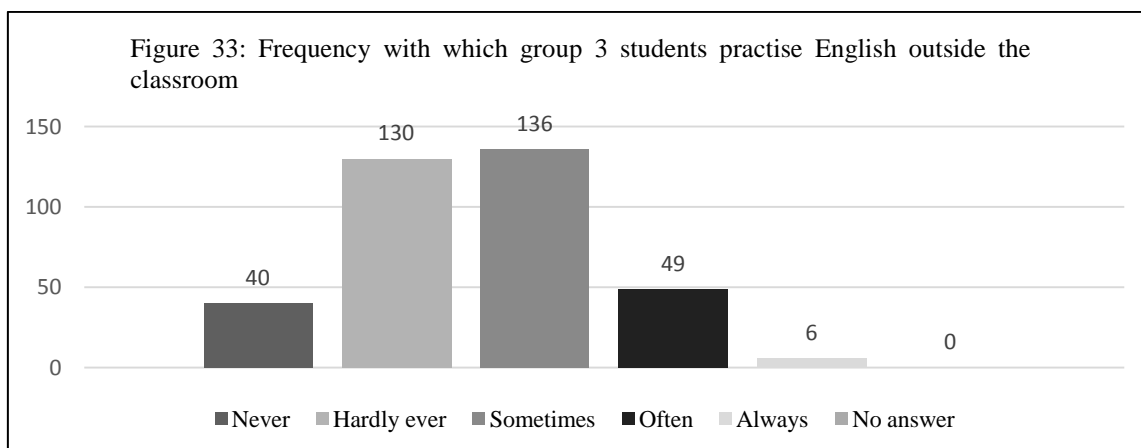
	Never	Hardly ever	Sometimes	Often	Always	No answer
Watching films	39 (10.80%)	89 (24.65%)	110 (30.47%)	78 (21.61%)	23 (6.37%)	22 (6.09%)
Listening to music	7 (1.94%)	21 (5.82%)	73 (20.22%)	140 (38.78%)	103 (28.53%)	17 (4.71%)
Talking to my friends	190 (52.63%)	113 (31.30%)	23 (6.37%)	8 (2.22%)	0 (0%)	27 (7.48%)
Talking to native speakers	121 (33.52%)	118 (32.69%)	70 (19.39%)	18 (4.99%)	7 (1.94%)	27 (7.48%)
Reading	32 (8.86%)	88 (24.38%)	133 (36.84%)	72 (19.94%)	16 (4.43%)	20 (5.54%)
Writing	142 (39.34%)	94 (26.04%)	80 (22.16 %)	18 (4.99%)	2 (0.55%)	25 (6.93%)
Using the computer and the Internet	15 (4.15%)	39 (10.80%)	114 (31.58%)	120 (33.24%)	55 (15.24%)	18 (4.99%)

Table 49: Activities carried out by group 3 students to practise English outside their EFL classes at the Spanish School of Languages or Modern Language Centre

Hence, generally speaking, these subjects develop in depth their perceptive skills outside the classroom whereas they hardly ever opt for practising productive skills (speaking and writing). The fact that these students stated that they hardly ever practised their speaking skills outside the classroom may be due to two reasons:

1) They feel that this skill is sufficiently emphasized in their EFL classes at the Spanish Official School of Languages or Modern Language Centre and they may thus perceive they do not need further practise of this oral skill outside the classroom;

2) These students may also believe that speaking is not an important skill to practise outside the classroom since its role in learning materials and the assessment system their teachers use is rather secondary.

Both the answers of these participants to several of the questions in the questionnaire as well as some other along these lines included in the interviews will hopefully provide further insights into this topic, possibly allowing me to determine which of the aforementioned reasons better explains the fact that these students do not practise speaking a lot outside their formal teaching sessions.

Most of the subjects from main group 3 answered positively when asked whether they had ever been to or were currently attending extra EFL classes outside their lessons at the Spanish Official School of Languages or Modern Language Centre; the main reason they acknowledged for doing so was to further practise the speaking skill. Moreover, between 84 and 97 of the participants affirmed they aimed at reinforcing the syllabus, practising grammar, written English and English pronunciation when attending these extra-curricular classes, i.e., other complementary private lessons before or while attending these language centres.

	Yes	No	No answer
Attendance to lessons outside the EFL classroom	228 (63.16%)	132 (36.57%)	1 (0.28%)

Table 50: Attendance to private EFL classes by group 3 students

Figure 34: Attendance to private lessons by group 3 students
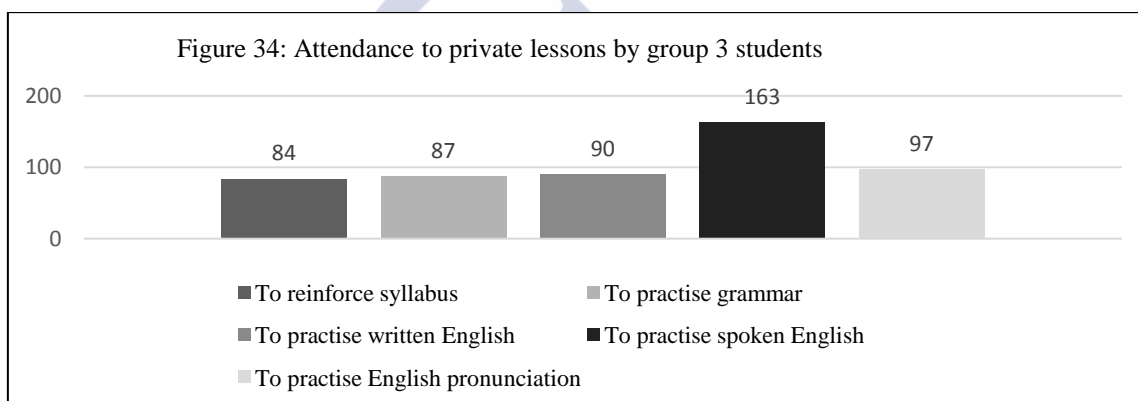
6.4.1.3.2. General perspectives and attitudes towards pronunciation and its teaching

Learning how to pronounce correctly in English was rated as very important by the majority of these students. Moreover, most of them affirmed that they would like to speak fluent English and that "knowing how to speak English will be useful for them in the future". Therefore, it seems that one of the things these students aim at when enrolling in EFL classes at the *EOI* or the *CLM* is to develop and improve the speaking skills so as to be able to communicate orally in this foreign language in their daily lives for different purposes, such as work, studying, leisure and travelling.

In spite of rating pronunciation and the spoken oral skill as highly relevant, 38.23% of these students believe that the time devoted to the teaching of pronunciation in their EFL classes at the School of Languages / Modern Language Centre is insufficient. However, most of them believe that their level of pronunciation has

improved in the last few years (cf. Table 51). From this finding, one can infer that these students have certain EFL lessons in which aspects of pronunciation are worked on and these classes help them improve; however, they still feel that more time should be spent on learning pronunciation in the classroom.

	I totally disagree	I disagree	Neutral	I agree	I totally agree	No answer
Learning how to pronounce correctly in English is important	1 (0.28%)	3 (0.83%)	13 (3.60%)	103 (28.53%)	241 (66.76%)	0 (0%)
I would like to speak fluent English	0 (0%)	1 (0.28%)	7 (1.94%)	23 (6.37%)	329 (91.14%)	1 (0.28%)
Enough time is devoted to pronunciation	42 (11.63%)	138 (38.23%)	107 (29.64%)	60 (16.62%)	5 (1.39%)	9 (2.49%)
Knowing how to speak English will be useful for me in the future	4 (1.11%)	1 (0.28%)	25 (6.93%)	81 (22.44%)	250 (69.25%)	0 (0%)
My level of English pronunciation has improved in the last years	1 (0.28%)	15 (4.16%)	66 (18.28%)	184 (50.97%)	94 (26.04%)	1 (0.28%)

Table 51: Group 3 students' views on the importance of pronouncing English correctly, their future expectations for speaking English and their opinions on the extent up to which they believe their pronunciation has improved in the last few years

Between thirty-five and forty per cent of the subjects in group 3 stated that speaking English and English pronunciation are difficult. This finding is not surprising since, as seen in section 1.1, speaking entails a lot more than simply knowing how to pronounce individual words correctly in a certain language, one should also communicate with a certain degree of accuracy and fluency and link different words together in a natural way; moreover, English pronunciation is considered more complex than in other languages such as Spanish, due to the lack of many correspondences between the way English words are pronounced and how they are spelt and the fact that it is not a stress-timed language, that is, not every word contains an accented syllable as in Spanish, making intonation more complex for Spanish learners. Nevertheless, quite a few students from this group opted for choosing the *neutral* option on the scale in the aforementioned two questions, leading me to believe that they are not aware of the

previously-mentioned difficulties when expressing themselves orally in English. Consequently, most of the students admitted having problems to express themselves fluently in English and also having difficulties with English pronunciation. Later on, in section 6.4.1.3.4, I will focus on the specific difficulties perceived by these students concerning pronunciation.

Furthermore, they stated that they felt shy when speaking in English (cf. Table 52); hence, EFL teachers at these institutions should try and help their students overcome their fears about speaking in English; students need to be shown that making mistakes is a natural process in learning any foreign language. At first, it is completely understandable that students may find their accent, pronunciation, fluency and so on strange and awkward, but as with every problem we confront in our daily lives, one just needs to get used to doing it in order to overcome their fears, shyness, anxiety… Students should advance little by little, beginning to speak when they are ready and feel comfortable enough to do so until they eventually lose their fear and gradually begin to speak more frequently.

	I totally disagree	I disagree	Neutral	I agree	I totally agree	No answer
Speaking in English is difficult	7 (1.94%)	53 (14.68%)	125 (34.63%)	128 (35.46%)	47 (13.02%)	1 (0.28%)
English pronunciation is difficult	2 (0.55%)	19 (5.26%)	101 (27.98%)	146 (40.44%)	92 (25.49%)	1 (0.28%)
I have problems to express myself fluently in English	8 (2.22%)	33 (9.14%)	68 (18.84%)	136 (37.67%)	116 (32.13%)	0 (0%)
I have problems with English pronunciation	5 (1.39%)	42 (11.63%)	99 (27.42%)	144 (39.89%)	71 (19.67%)	0 (0%)
I feel shy when speaking English	50 (13.85%)	62 (17.17%)	81 (22.44%)	103 (28.53%)	65 (18%)	0 (0%)

Table 52: Group 3 students' views on the difficulties speaking and English pronunciation entails, the extent up to which they believe they have problems with speaking and pronouncing in English and whether they admit feeling shy to speak in English

Broadly speaking, as can be inferred from Figure 35, these students believe that the same importance is not given to oral skills than to reading, writing, grammar and vocabulary. However, quite a high number of them opted for the *neutral* option in all

four items; hopefully, the first group of questions in the interviews carried out to subjects who volunteered to be interviewed will provide more details so as to solve this situation of ambiguity (see section 6.2.2.2 for information on these items and section 6.4.2.2.1 for the opinions of *EOI/CLM* students regarding this issue according to their answers in the interview).

Figure 35: Group 3 students' views on the importance given to oral skills vs. other language areas
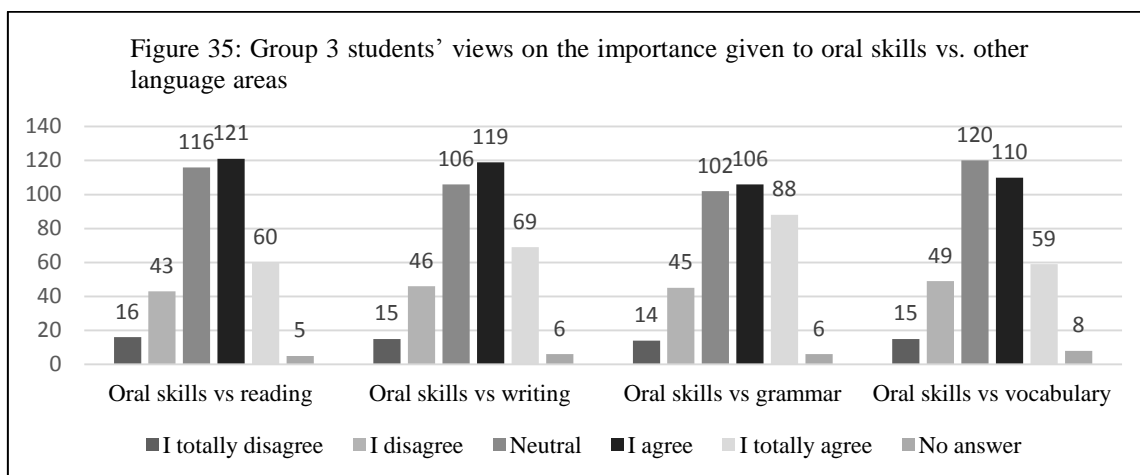
Figure 36 shows that these students believe that fluency and pronunciation are important when speaking in a foreign language. More specifically, most of them *totally disagreed/disagreed* with the statement "one can speak in English without knowing how to pronounce the words correctly" whereas they *agreed* when asked to rate their views on the general statement "one can pronounce (read) isolated words correctly without speaking fluent English". In spite of the fact that most of the students agreed with the second of these items, it is important to say at this stage that, as mentioned above, speaking entails more than just pronouncing words correctly in isolation and, more specifically, in the case of English, the pronunciation of a word can change when said in isolation than when pronounced in a sentence (i.e, weak versus strong forms); hence, learners who believe they can pronounce random words correctly on their own may fail at sounding natural-like if they insert such words in a sentence and continue to pronounce them as they did in isolation. This is, in fact, a common problem when Spanish learners begin to speak in English since they tend to stress certain syllables in every word, similar to what they do in their native language. Therefore, teachers should pay attention to weak and strong forms in the classroom so as to avoid students from sounding unnatural when communicating orally in English.

Figure 36: Group 3 students' views on the connections between pronunciation and fluency
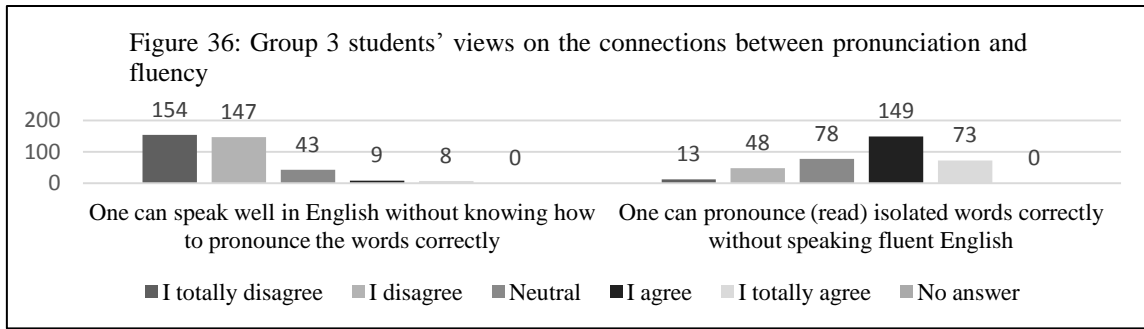
Finally, from the results shown in Table 53, it is not clear whether these students believe that "speaking English with a native accent is important"; however there are more participants who *disagreed* with this statement than those who agreed. In other words, some of them consider that the more one sounds native when speaking English as a foreign language, the better, following the beliefs of the traditional approaches to teaching pronunciation (see section 2.1); however, for others, having a foreign accent and thus sounding foreign does not affect their ability to express themselves correctly in English.

	I totally disagree	I disagree	Neutral	I agree	I totally agree	No answer
Speaking English with a native accent is important	30 (8.31%)	91 (25.21%)	138 (38.23%)	61 (16.9%)	39 (10.8%)	2 (0.55%)

Table 53: Extent up to which group 3 students believe it is important to speak English with a native accent

6.4.1.3.3. *Pronunciation in EFL classes at the Spanish Official School of Languages and Modern Language Centre*

According to these students, and as would be expected in any language classroom at any level of proficiency (although perhaps not so much at lower-proficiency levels), both the EFL teachers at the School of Languages and at the Modern Language Centre as well as the students attending these institutions frequently opt for using the foreign language when speaking in the classroom. Apart from making a frequent use of English as the language of communication (they will therefore probably use English for their everyday communication(greetings, commenting on the weather) as well as when asking questions about the topics and activities developed inside or outside the classroom or talking about free-time activities - the students´ previous weekend, holidays), most of these students affirmed they *always* carried out activities specifically

aimed at making them speak in class and their speaking abilities are always tested in speaking exams (cf. Figure 38).

Figure 37: Frequency with which langauge centre teachers and students speak in English in the classroom according to group 3 students

Figure 38: Frequency with which group 3 students believe speaking and pronunciation activities and exams are carried out in their EFL classes
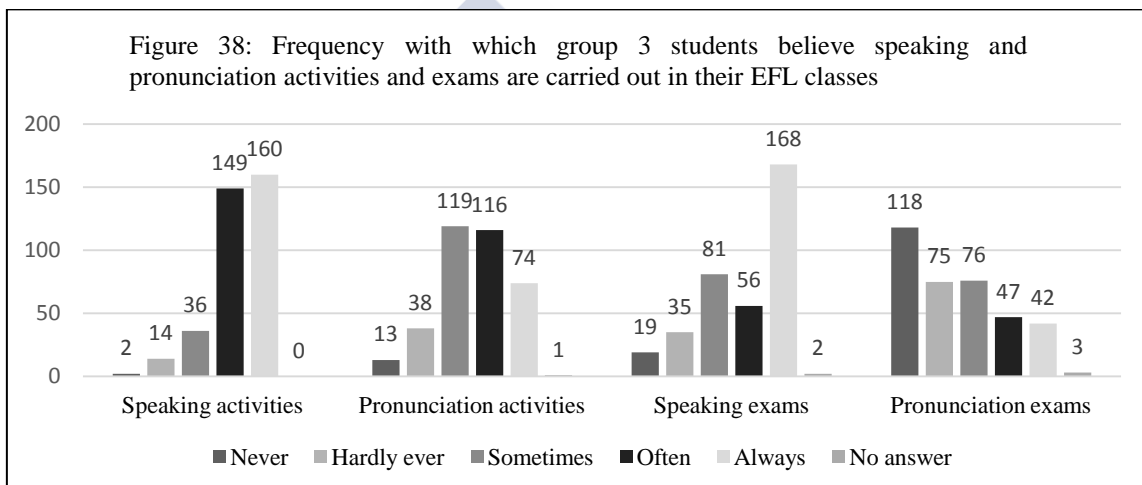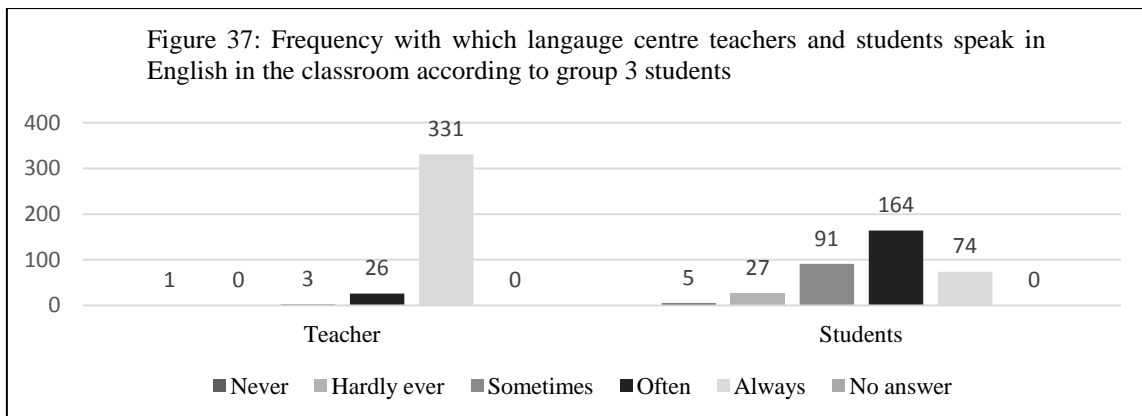
According to these students, the most frequent type of pronunciation task used is repeating words and small sentences. However, a group of around 90 students affirmed that the other types of activities suggested (games, songs and computer programmes and the Internet) are used *on some occasions*. In other words, generally speaking, the pronunciation exercises suggested by EFL teachers in these language institutions are quite varied in format. Moreover, as mentioned in sections 2.2.1.1 and 2.2.2.1, games, songs and the use of new technologies are considered motivating types of activities and the fact that the students admitted their teachers use them up to a certain extent is positive; this finding suggests that EFL teachers in these private institutions use other teaching materials apart from the traditional textbook.

	Never	Hardly ever	Sometimes	Often	Always	No answer
We repeat words or small sentences	35 (9.70%)	39 (10.80%)	82 (22.71%)	123 (34.07%)	82 (22.71%)	0 (0%)
The teacher brings songs	96 (26.59%)	66 (18.28%)	89 (24.65%)	76 (21.05%)	34 (9.42%)	0 (0%)
We play games	82 (22.71%)	57 (15.79%)	95 (26.32%)	81 (22.44%)	44 (12.19%)	2 (0.55%)
We use computer programs and the Internet	94 (26.04%)	83 (22.99%)	98 (27.15%)	63 (17.45%)	22 (6.09%)	1 (0.28%)

Table 54: Frequency with which teachers use different pronunciation tasks according to group 3 students

As shown in Figure 39, most of these students affirmed that their EFL teachers *always* corrected them when they made a pronunciation mistake and the vast majority of them stated that they liked to be corrected when pronouncing something wrongly.

Figure 39: Frequency with which language centre teachers correct students' pronunciation mistakes and the extent up to which group 3 learners like to be corrected
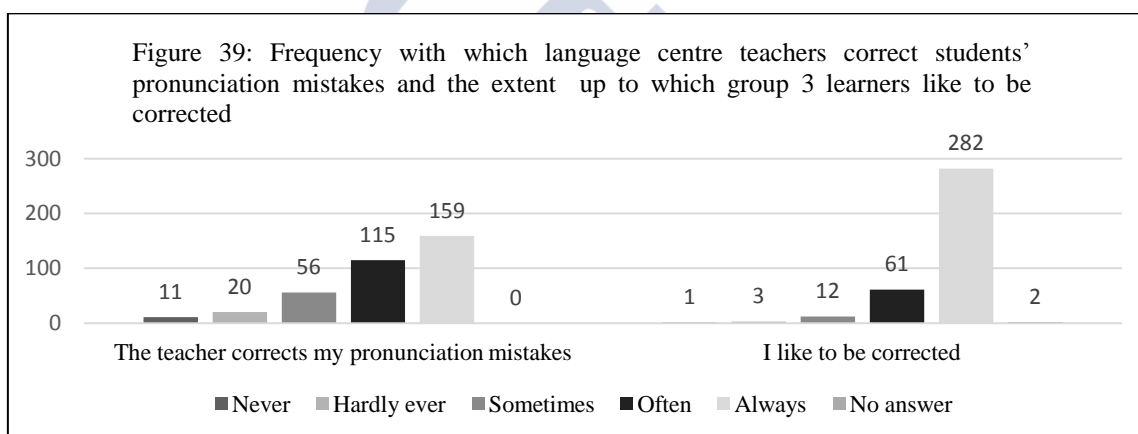
According to these students, the only productive method their EFL teachers use to correct their pronunciation mistakes is listening to and repeating the correct pronunciation. Furthermore, these students are never told to make lists with words they do not know how to pronounce nor to look for unknown words in pronunciation dictionaries. Finally, correcting pronunciation mistakes by writing phonetic transcriptions on the blackboard seems to depend on the individual teacher since a similar amount of students selected three different options provided in the scale (*never*, *sometimes* and *often*); using this method or not may also depend on whether the teachers have introduced the phonetic symbols to the students so that they can easily interpret and/or produce phonetic transcriptions.

	Never	Hardly ever	Sometimes	Often	Always	No answer
Asks us to listen to and repeat the correct pronunciation	16 (4.43%)	20 (5.54%)	53 (14.68%)	108 (29.92%)	160 (44.32%)	4 (1.11%)
Writes the phonetic transcription on the blackboard	81 (22.44%)	58 (16.07%)	72 (19.94%)	81 (22.44%)	65 (18.01%)	4 (1.11%)
Asks us to write lists of words	225 (62.33%)	77 (21.33%)	31 (8.59 %)	15 (4.16%)	8 (2.22%)	5 (1.39%)
Asks us to look for words in the dictionary	193 (53.46%)	67 (18.56%)	53 (14.68%)	26 (7.2%)	19 (5.26%)	3 (0.83%)

Table 55: Group 3 students' views on the frequency with which their teachers use different techniques to correct pronunciation mistakes

6.4.1.3.4. Students' preferences and difficulties concerning the learning and teaching of pronunciation

Once again, problems of both a segmental and suprasegmental nature were mentioned. Among the former, vowels and diphthongs seem to be the most problematic part of English phonology for these students whereas intonation, rhythm and stress were by far the aspects more students admitted having problems with. As in the previous two groups, for reason of space, I only included the problems most frequently mentioned by these students, for the whole list, see Appendix 6H.

Problem	Number of answers	Problem	Number of answers
Intonation	57	Diphthongs	19
No answer	43	Differences between Spanish/Galician and English	14
Rhythm	41	Everything	11
Stress	39	Some words	10
Vowels	37	Consonants	10
Words that are written the same but are pronounced differently	21		

Table 56: Group 3 students' main problems with English pronunciation

Broadly speaking, these students affirmed that the pronunciation activities they carry out in their EFL classes help them improve with the segmental and suprasegmental issues mentioned above.

Figure 40: Extent up to which the activities carried out in the classroom help group 3 students improve their pronunciation
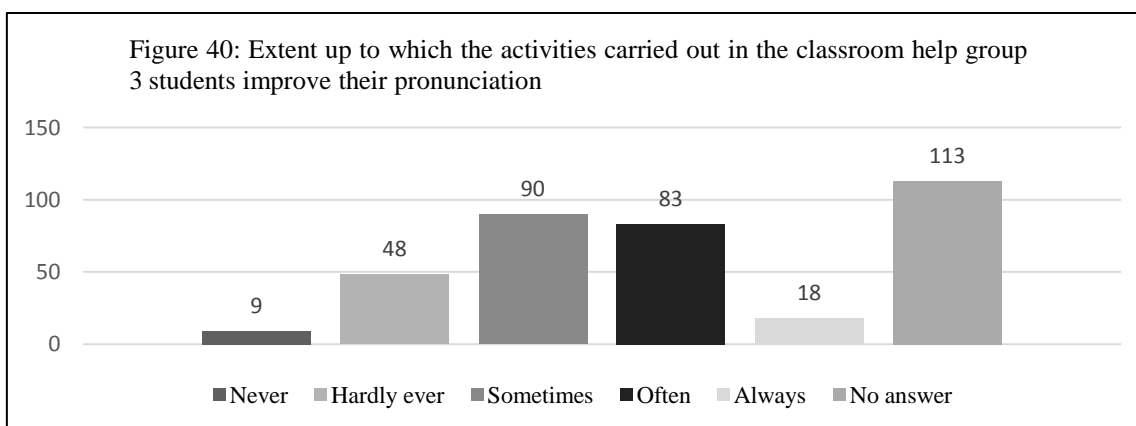
These students affirmed they preferred three types of pronunciation activities in particular: a) listening and repeating words and sentences; b) reading-aloud; and, c) listening to and singing songs. Once again, it seems that these participants prefer to focus on their perceptive skills (reading and listening) rather than on the productive ones (only a few of them opted for role-plays, dialogues or oral productions as their favourite activities).

Activity types	Percentage of students who chose each of the activities provided
Listening and repeating words and sentences	296 (81.99%)
Games	91 (25.21%)
Listening to the textbook CD	124 (34.35%)
Listening or singing to songs	213 (59.002%)
Phonetic transcriptions	108 (29.92%)
Role-plays and dialogues	96 (26.59%)
Reading aloud	234 (64.82%)
Oral productions	109 (30.19%)
Written productions	49 (13.57%)
Identifications	96 (26.59%)
Computer programmes and the Internet	89 (24.65%)
No answer	0 (0%)

Table 57: Group 3 students' preferences for different types of tasks in the learning of English pronunciation

As shown in Figure 41 below, these students clearly prefer and understand better the British standard variety of English. In other words, they seem to be happy with RP as the main variety taught in their EFL classes since for most of them understanding native British speakers is easier than processing information from speakers having an accent different from the British one. One should bear in mind that not only is there many native and non-native varieties of English throughout the world but throughout a country such as Britain, we can also encounter hundreds of different accents and thus, different pronunciations.

Figure 41: Varieties of English group 3 students prefer and better understand
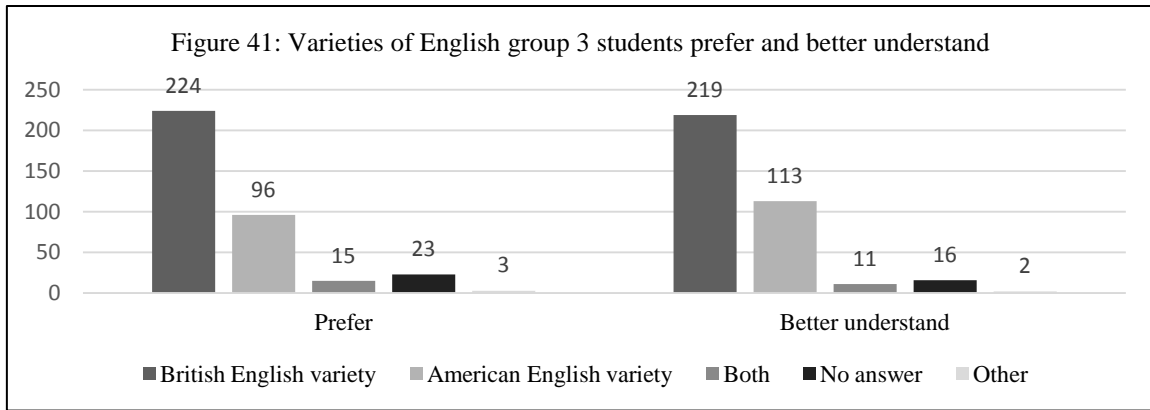
Finally, most of these students claimed they listen to music sung by singers/bands that may follow either British or American pronunciation norms. This means that these students are basically exposed to the British and American varieties through music.

Figure 42: Exposure to English through music by group 3 students

Figure 43: Varieties of English the singers and bands that group 3 students listen to use
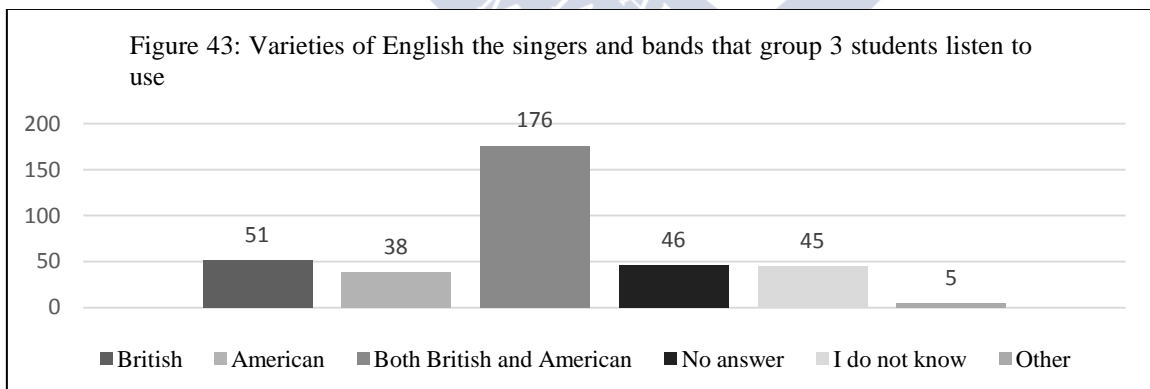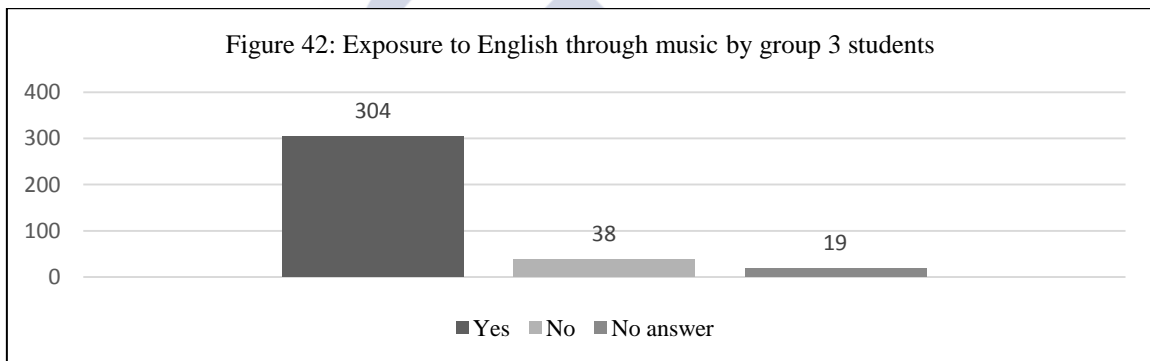
6.4.1.3.5. EFL textbooks

A wide variety of answers were given by these students when they were asked to reflect on the amount of pronunciation tasks included in the textbook/s used in their classes since for around 100 students *quite a lot* of the tasks concerned with practising

pronunciation are present whereas some others claimed there are *hardly any* activities of this kind.

Despite the latter differences of opinion, the majority of these students believe that the pronunciation tasks that are present in their EFL textbook help them improve quite frequently.

Figure 44: Amount of pronunciation activties present in *EOI/CLM* textbooks according to group 3 students

A lot	Quite a lot	Enough	Hardly any	None	No answer	I do not know
19	102	85	100	11	9	35

Figure 45: Degree with which the pronunciation tasks present in group 3 EFL textbook help them improve

Never	Hardly ever	Often	Nearly always	Always	No answer	I do not know
11	71	118	64	26	27	44

From the findings explained above, it could be inferred that these students seem to be happy with the way their course books help them develop their pronunciation abilities; nevertheless, they do not appear to be completely happy with the format of such tasks since most of these students affirmed they would like other kinds of pronunciation tasks to be present since the ones that are present tend to follow, according to them, a homogenous format mainly consisting of listen and repeat tasks, listening to the textbook CD, phonetic transcriptions and reading-aloud activities. In my next study I will come back to this topic after I have thoroughly analysed 15 textbooks commonly used in the Spanish Official School of Languages and Modern Language Centre at the University of Santiago in order to compare my results (regarding the real

productive types of pronunciation activities present in these textbooks) to the opinions of these students.
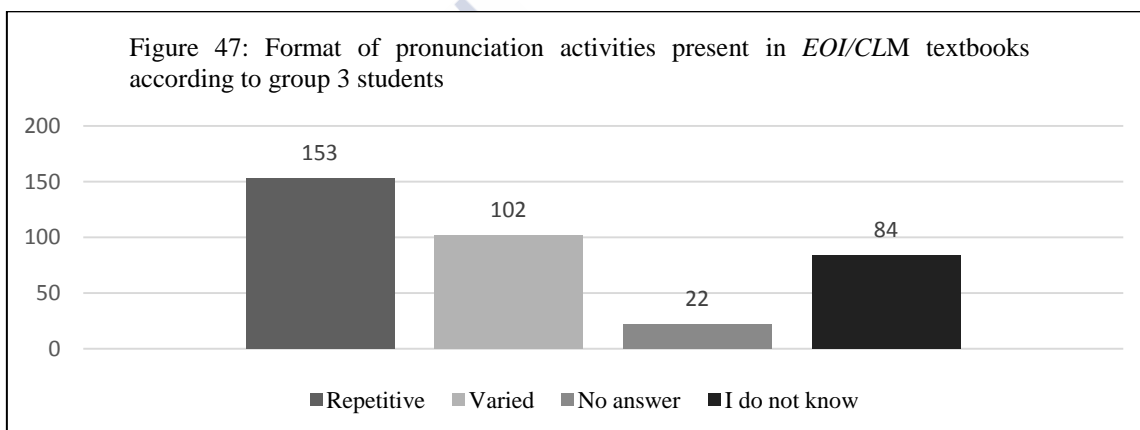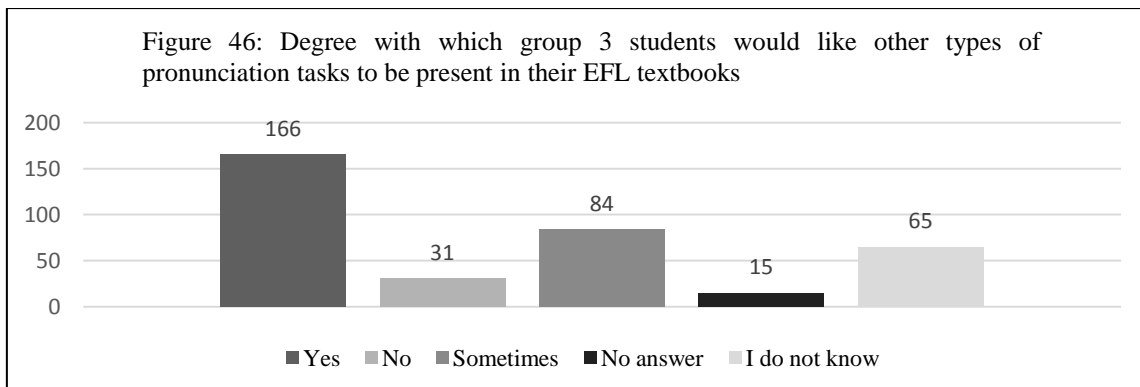
Figure 46: Degree with which group 3 students would like other types of pronunciation tasks to be present in their EFL textbooks

Figure 47: Format of pronunciation activities present in *EOI/CL*M textbooks according to group 3 students

Activity types	Percentage of students who chose each activity
Listening and repeating words and sentences	230 (63.71%)
Games	78 (21.61%)
Listening to the textbook CD	274 (75.90%)
Listening or singing to songs	58 (16.07%)
Phonetic transcriptions	114 (31.58%)
Role-plays and dialogues	77 (21.33%)
Reading aloud	132 (36.57%)
Oral productions	59 (16.34%)
Written productions	56 (15.51%)
Identifications	99 (27.42%)
Computer programmes and the Internet	40 (11.08%)
No answer	41 (11.36%)
I do not know	1 (0.28%)

Table 58: Amount of group 3 students that believe the different pronunciation tasks suggested are present in their EFL textbooks

6.4.1.3.6. Comparison of results within the subgroups of main group 3

Broadly speaking, the points of views of the students in each of the sub-groups distinguished (Intermediate, Upper-intermediate and Advanced) in the different items of the questionnaire were quite homogenous. However, some differences across these sub-groups were identified; these will be commented on in the next two pages:

1) Although most of the students in each of the three sub-groups distinguished affirmed they only practised English outside the classroom on some occasions, the students at an advanced level of proficiency seem to practise this foreign language more frequently by reading and watching films.

	B1/Intermediate	B2/Upper-intermediate	C1/Advanced
Do you practise English outside the classroom?	Sometimes/hardly ever	Sometimes/hardly ever	Sometimes/hardly ever
Watching films	Hardly ever/sometimes	Sometimes	Often/sometimes
Reading	Sometimes	Sometimes	Often

Table 59: Differences of opinion among group 3 students regarding the frequency with which they practise English outside the classroom and the different types of activities carried out

2) A high number of students at the advanced level denied feeling shy when speaking English whereas most of the learners in the previous two levels of proficiency admitted having problems to express themselves in the classroom without feeling embarrassed. Hence, it seems that, thanks to years of having to speak in English in the classroom (since in section 6.4.1.3.3, most of the students affirmed that both their teachers and they themselves almost exclusively use English when orally communicating in English), students are able to overcome feeling shy when having to speak English in front of other people.

3) Moreover, most of the upper-intermediate and advanced students surveyed believed that the same degree of attention is not paid to oral skills than to vocabulary and grammar whereas the intermediate learners opted for choosing the *neutral* option.

	B1/Intermediate	B2/Upper-intermediate	C1/Advanced
I feel shy when speaking English	Agree/totally agree/neutral	Agree	Disagree/agree/neutral
The same importance is not given to oral skills than to grammar	Neutral	Agree/totally agree	Agree/neutral/totally agree
The same importance is not given to oral skills than to vocabulary	Neutral	Agree/neutral	Agree/neutral

Table 60: Differences of opinion among group 3 students regarding the extent up to which they feel shy to speak in English and the importance given to oral skills in comparison to grammar and vocabulary

4) According to the advanced-level students surveyed, songs and games are *never* used in their EFL classes to emphasize pronunciation; in contrast, these motivating types of activities seem to be used at least *on some occasions* at the other two levels. Similarly, the only group of subjects who claimed their teacher *never* used computer programmes and the Internet in the classroom to address segmental and suprasegmental issues of English pronunciation were those at an upper-intermediate level.

5) Finally, it seems that phonetic transcriptions are used as error-correction methods at the lower levels of proficiency in these language centres but not at higher ones, i.e., one could infer that students in these language centres are at least familiar with phonetic symbols; however, it appears that at advanced levels, transcriptions are no longer used to correct the mistakes made by these students. This may be explained by the fact that these students will most likely make fewer pronunciation mistakes than lower-proficiency students and teachers thus opt for a quick error-correction method, getting them to listen to and repeat the correct pronunciation (a method used very frequently in the three sub-groups of this main group, according to the results obtained).

	B1/Intermediate	B2/Upper-intermediate	C1/Advanced
The teacher brings songs	Sometimes/often/hardly ever	Sometimes/often	Never
We play games	Sometimes/often	Sometimes/never	Never
We use computer programs and the Internet	Sometimes	Never	Sometimes/hardly ever/often/never
Writes the phonetic transcription on the blackboard	Always/often	Sometimes/often	Never/hardly ever

Table 61: Differences of opinion among group 3 students regarding the types of activities their EFL teachers use to teach pronunciation

6.4.2. Interview addressed to students

6.4.2.1. Main groups 1 and 2: Pre-university and university levels

As explained in section 6.2.2.2, the questions in the interviews conducted were divided into two parts: a) general questions on the role of each language area in EFL classes; and, b) specific attention paid to pronunciation.

6.4.2.1.1. General questions on the role of each language area in EFL classes in obligatory and post-obligatory secondary education and university level

Broadly speaking, the majority of these students believed they had a good level of competence in the four basic language skills, as well as in grammar, vocabulary, pronunciation and culture since, as shown in Tables 62 and 63 below, most of them opted for choosing numbers 6-9 on the scale used, i.e, approximately ranging from *good* to *nearly excellent*. Nevertheless, if a more precise analysis is conducted, some differences can be observed:

1) Regarding the students' answers when they were asked to rate their general abilities with each of the four main language skills, the results indicate that they believe they are slightly better at perceptive skills (listening and reading) than at productive ones (speaking and writing). Moreover, within the so-called productive skills, they generally consider themselves to be more competent at writing than at speaking;

	VERY BAD …….. EXCELLENT									
Writing	1	2	3	4	5	6	7	8	9	10
	0	0	0	0	0	4	15	14	4	1
Speaking	1	2	3	4	5	6	7	8	9	10
	0	0	0	1	3	5	16	8	3	2
Listening	1	2	3	4	5	6	7	8	9	10
	0	0	0	0	0	6	10	11	10	1
Reading	1	2	3	4	5	6	7	8	9	10
	0	0	0	0	0	1	5	10	18	4
Grammar	1	2	3	4	5	6	7	8	9	10
	0	0	0	0	1	3	4	20	8	2
Vocabulary	1	2	3	4	5	6	7	8	9	10
	0	0	0	0	1	6	14	14	3	0
Pronunciation	1	2	3	4	5	6	7	8	9	10
	0	0	1	1	1	10	12	7	1	5
Culture	1	2	3	4	5	6	7	8	9	10
	0	0	1	1	2	6	15	8	5	0

Table 62: Level of competence group 1 interviewees believe they have in different language areas

2) Out of the four remaining language areas they were surveyed on (grammar, vocabulary, pronunciation and culture), they claimed they were better at the grammatical and lexical levels of language rather than at English pronunciation and general cultural knowledge.

	5 or less = bad level	6 or more = high level
Writing	0	38
Speaking	4	34
Listening	0	38
Reading	0	38
Grammar	1	37
Vocabulary	1	37
Pronunciation	3	35
Culture	4	34

Table 63: Amount of group 1 interviewees that rated their level of competence in each language area as 5 or less or 6 or more

After rating their general abilities for each of these language fields, the participants were asked to reflect on the main reasons they believed they were better at certain skills than at others. Broadly speaking, they gave two main reasons:

1) The skills they rated as being the least competent (speaking, pronunciation and culture) were the ones that were the least practised in their EFL classes; moreover, the tasks they were expected to do outside the classroom did not entail these language areas as much as reading and grammar, for instance (as two of the areas they considered being best at) and they had fewer opportunities to practise speaking, pronunciation and cultural aspects outside the classroom;

2) The lower-rated language areas were more difficult for them to acquire and develop; i.e, speaking English is more difficult for them than writing in English or English grammar, for example.

Some examples of the answers given by group 2 students for this item in the interview can be found in (27) and (28) below. For reasons of space, I only included two examples of answers given here; however, other specific replies given by group 2 students in this question as well as in some of the others can be found in Appendix 6I:

(27) *Pues en expresión oral, supongo que en el instituto nunca se centraron mucho en enseñarnos a hablar en inglés, de hecho muchos de los profesores que yo tuve nos daba las clases en español. Entonces fue la que menos desarrollé desde pequeña y después al llegar a la licenciatura sí que se centraron un*

poco más, pero aún así, pienso que no lo suficiente y aparte mi carácter ya, soy bastante tímida y no suelo salir a hablar por mí misma, entonces me cuesta bastante esto. Y de cultura también supongo que es porque nunca nos enseñan tampoco nada en enseñanza primaria, secundaria, nada sobre la cultura, tanto inglesa como americana, irlandesa o cualquiera de ellas. Hasta que llegué a la carrera pues no, no empecé a tener contacto con ello y de lo que sé también es por, por las series, películas pero, pero creo que sí se podría trabajar más

[Concerning speaking, I suppose it´s because at high school they never focused on teaching us how to speak in English; in fact, a lot of my English teachers gave their classes in Spanish. So, this skills was the one that I developed the least since I was little and afterwards, when I started at university, they did pay a little more attention to speaking but, even so, I do not think this is enough; moreover, due to my personality, I am quite shy and I do not normally start to speak if I do not have to, so, I have to make an effort. And regarding culture, I also think it may be because we were never taught anything about English, American, Irish or whatever culture at primary or secondary education. I did not start getting familiar with culture until I entered university and what I do know is also thanks to series, films but I still think more work on culture could be done, *my translation*]. **Interview number 16, face to face**

(28) *En general, considero que domino mejor la competencia escrita y gramatical que la vertiente oral y expresiva. Creo que esto se debe a que los aspectos en los que se centran más los docentes, tanto a nivel escolar como universitario, siguen siendo la escritura y la gramática. Si bien es cierto que esto puede deberse a que estas destrezas se pueden adquirir casi instantáneamente, al menos la gramatical, mientras que aprender a expresarse y a pronunciar correctamente llevaría mucho más tiempo y práctica, y tal como está contemplado el sistema de enseñanza, de lo que carecemos es del tiempo suficiente para aprender a fondo cada vertiente. En cuanto al aspecto cultural, este no se trata apenas en las clases de Secundaria, al menos en mi caso. En cambio en la carrera de Filología, si se tratan aspectos culturales, fundamentalmente a través de la Literatura.*

[Generally speaking, I think I am better at writing and grammar than at the oral and productive component. I believe this may be due to the fact that the two aspects teachers focus on, both at pre-university and university level, continue to be writing and grammar. This may be due to the fact that these skills can be acquired almost instantly, at least the grammatical component, whereas learning to express oneself orally and to pronounce correctly require a lot more time and dedication and considering how our educational system works, there is not enough time to learn each skill in depth. Cultural aspects are hardly ever taught in secondary school classes, at least in my case whereas they are part of the syllabus at university; it is mainly taught through literature, *my translation*]. **Interview number 30, written version**

As can be seen in Table 64 below, the interviewees generally believed that all of the language skills and fields were important when learning a foreign language. More specifically, most of the students rated speaking and listening with the maximum degree of relevance on my scale; moreover, over 20 of the participants gave a level 9 of importance to writing and reading. Vocabulary and pronunciation were rated as slightly more important than grammar and culture. In other words, most of these participants agree on the recommendations made by the CEFR regarding the fact that in general EFL language classes (or any other foreign languages), emphasis should be placed on both written and oral skills as well as paying attention to other language components such as grammar, vocabulary, pronunciation or culture and the main aim should be authentic communication, both in spoken and written language.

	NOT IMPORTANT .... VERY IMPORTANT										
Writing	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	0	0	0	0	0	1	2	5	22	8	0
Speaking	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	0	0	0	0	0	0	0	2	9	27	0
Listening	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	0	0	0	0	0	0	0	4	12	21	1
Reading	**10**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	0	0	0	0	0	0	1	5	21	11	0
Grammar	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	0	0	0	0	3	7	5	13	6	4	0
Vocabulary	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	0	0	0	0	0	0	6	14	12	6	0
Pronunciation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	0	0	0	0	1	3	5	8	12	9	0
Culture	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	0	0	0	0	7	4	8	9	8	2	0

Table 64: Degree of importance group 1 interviewees believe each language area should have in general EFL classes

	5 or less = unimportant	**6 or more = important**
Writing	0	38
Speaking	0	38
Listening	0	38
Reading	0	38
Grammar	3	35
Vocabulary	0	38
Pronunciation	1	37
Culture	7	31

Table 65: Amount of group 1 interviewees who rated each language area as unimportant or important

Nevertheless, according to most of these students, a similar degree of attention is not given to each language area in EFL classes in Spain; they affirmed that maximum importance is given to grammar and quite a high degree of attention is paid to writing, vocabulary and reading. On the other hand, the majority of them placed the importance given to speaking, pronunciation and culture in the bottom half of the scale, i.e, of minimum relevance. Hence, it can be inferred that they consider that EFL classes in Spain still follow the traditional grammar classes rather than emphasizing the CEFR skill-integrated approach.

	MINIMUM IMPORTANCE.......... MAXIMUM IMPORTANCE									
Writing	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	0	0	0	1	3	1	7	11	7	8
Speaking	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	2	0	8	8	8	6	3	2	1	0
Listening	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	1	1	1	5	8	7	8	5	2	0
Reading	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	0	1	0	0	2	7	9	10	6	3
Grammar	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	0	0	0	0	1	0	1	5	14	17
Vocabulary	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	0	0	0	1	2	4	6	14	6	5
Pronunciation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	3	6	5	4	9	4	5	1	1	0
Culture	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	11	4	4	4	7	4	3	1	0	0

Table 66: Degree of importance group 1 interviewees believe each language area has in EFL classes in Spain

	5 or less = minimum importance	6 or more = maximum importance
Writing	4	34
Speaking	26	12
Listening	16	22
Reading	3	35
Grammar	1	37
Vocabulary	3	35
Pronunciation	27	11
Culture	30	8

Table 67: Amount of group 1 interviewees who rated the importance given to each language area in Spain as (close to) minimum or (close to) maximum

The following comment summarizes perfectly the main views of the majority of students when asked to reflect whether the same degree of importance is given to each of the language skills above, both at their university degree and at previous educational levels (for question number 4 in the interview). This speaker explains that written skills and grammar are highly emphasized at both pre-university and university levels whereas spoken ones are rather undervalued, especially in obligatory secondary education and post-obligatory education where this interviewee mentions that the actual EFL teachers never spoke in English in the classroom:

(29) *En la carrera considero que se le daba más peso a la Literatura, de hecho la mayor parte de las asignaturas eran de Literatura y muchas menos estaban centradas en la lengua inglesa propiamente dicha. Además de ello, la parte de writing y gramática eran las que mayor peso recibían puesto que prácticamente todos los exámenes fueron por escrito. En cuanto a la vertiente oral, apenas hicimos exámenes de comprensión oral, aunque considero que si se trabajó esta competencia ya que todos los docentes hablaban en inglés, lo que personalmente me ayudó mucho a mejorar mi listening. Sin embargo, el speaking considero que quedaba muy descuidado puesto que apenas había tiempo para que todos los alumnos hablásemos y cuando eso sucedía no se corregían los fallos que teníamos, ni siquiera en*

asignaturas propias de Lengua, ni recibíamos ningún tipo de feedback acerca de nuestra pronunciación, etc. Incluso en la materia que tuvimos sobre Fonética nos centrábamos casi exclusivamente en aprender a reconocer los símbolos fonéticos y a transcribirlos en lugar de aprender consejos útiles sobre cómo mejorar nuestra pronunciación, sobre cómo entender mejor a los nativos y cuestiones de entonación, ritmo, etc. De hecho, los ejercicios que hacíamos eran por escrito y el examen también y solo consistía en hacer transcripciones escritas de palabras, que en muchos casos no se entendían sino que se aprendían de memoria para el examen o en el caso de los ejercicios, se miraban en el diccionario.

En cuanto a la Secundaria y el bachillerato, las cosas eran aún peor, ya que tan solo nos centrábamos en hacer reading, ejercicios gramaticales, algunos ejercicios de vocabulario como los típicos relacionados con los falsos amigos y algunas redacciones. En todos esos años, nunca hicimos un listening, aparte de escuchar dos o tres canciones, nunca trabajamos sobre aspectos culturales, nunca leíamos en alto y jamás hicimos examen oral, es decir, que tan solo se atendía a la parte escrita. Además los docentes nunca hablaban en inglés, con lo que al acabar mi período de escolaridad, mi competencia en la vertiente oral y listening en inglés era realmente nula.

[I think that in the degree more importance was given to literature, in fact most of the subjects were literature-based and a lot less of them revolved around the English language as such. Apart from this, writing and grammar were more important because practically all the exams were written-based. Regarding the oral component, we hardly had any listening exams, although I do think we practised this competence because all the teachers spoke in English. This personally helped me improve my listening skills a lot. However, I consider that speaking was undervalued since there was hardly any time for all the students to speak in class and when there was our mistakes were not corrected, not even in the proper EFL subjects we had. We did not receive any type of feedback for our pronunciation, either, etc. Even in the subject on phonetics that we had, we mainly worked on learning how to recognise the phonetic symbols and how to transcribe them instead of learning useful tips so as to improve our pronunciation, how to better understand a native speaker and intonation, rhythm, etc. In fact, the tasks we did were written-based as well as the exam and they only consisted in transcribing written words, in many cases words that we did not understand but we learnt them by heart for the exam or looked up words from the different tasks in a dictionary.

In secondary and *bachillerato*, things were even worse since we only focused on reading, grammar tasks, some vocabulary exercises like the typical ones related to false friends and some writings. In all of those years, we never did any listening activities, apart from listening to two or three songs, we never worked on cultural aspects, read aloud nor did any oral exams, i.e, attention was only paid to the written component. Moreover, the teachers never spoke in English; hence, at the end of my pre-university schooling life, my competence in the oral component and listening in English were practically zero, *my translation*]. **Interview number 20, written version**

More specifically, as regards the attention paid to each language skill in their EFL classes in the second/third/fourth/fifth-year of the BA in English they had/were studying (question number 4), the majority of these interviewees affirmed the same importance was not given to every language skill; they stated that more attention was especially paid to grammar, writing, reading and vocabulary. On the other hand, few people believed that major importance was given to speaking, listening, pronunciation and culture (cf. Table 68).

Figure 48: Group 1 interviewees' answeers to the question"Is the same importance given to each linguistic area at university level?"
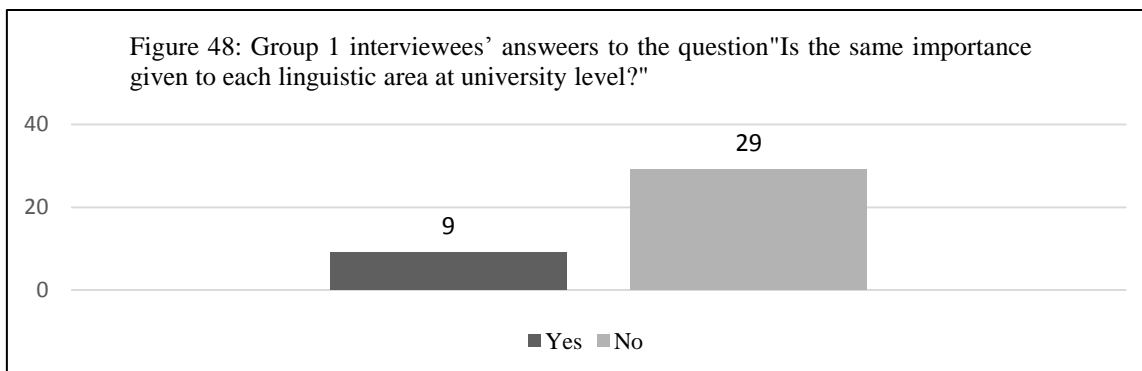
More importance is given to…	Number of people
Writing	18
Grammar	19
Vocabulary	8
Speaking	4
Reading	11
Listening	4
Pronunciation	3
Culture	3

Table 68: Amount of group 1 interviewees who consider that more importance is given to each language area at university

When asked to compare the degree of attention paid to each language field in Obligation secondary and post-obligatory secondary education, almost 100% of the students questioned claimed that the previously-mentioned inequalities were ever more clearly marked (see Figure 49). Most of them considered that in these pre-university levels special emphasis was placed on grammar; furthermore between 9 and 16 of these interviewees affirmed that quite a lot of importance was given to writing, vocabulary and reading. In contrast, little attention or even no attention was paid to some skills, including pronunciation.
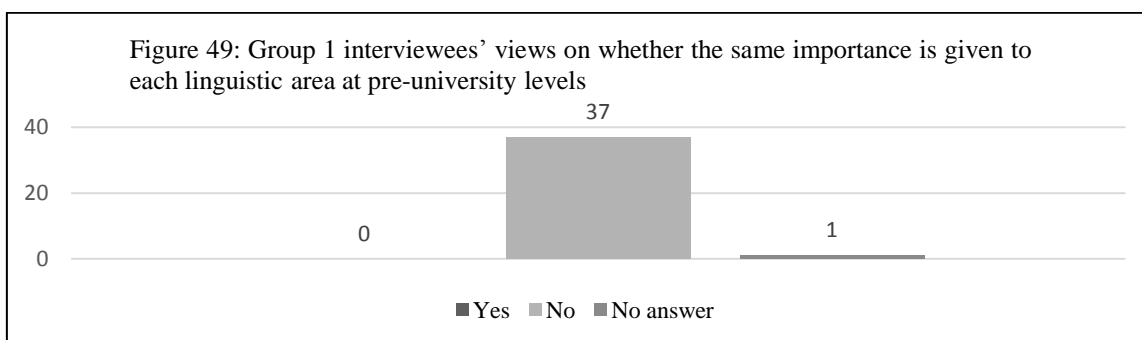
Figure 49: Group 1 interviewees' views on whether the same importance is given to each linguistic area at pre-university levels

More importance is given to…	Number of people	More importance is given to…	Number of people
Writing	16	Listening	2
Grammar	28	Pronunciation	0
Vocabulary	10	Culture	0
Speaking	0	No answer	1
Reading	9	Generally, to get prepared for the pre-university exam	2

Table 69: Number of group 1 interviewees who consider that more importance is given to each language area in obligatory and post-obligatory secondary education

Some of the specific answers these participants gave for these two items can be found in (30) and (31) below; see Appendix 6I for another example:

(30) University level: *No, no, porque por ejemplo, lo que te dije antes, en la expresión oral, no se le da tanta importancia como por ejemplo a la gramática y el vocabulario y lo demás. Es más, en 4º curso, último año de carrera de filología, a ver, no tenemos el nivel oral o de pronunciación del inglés que deberíamos tener, yo creo en general.*
Pre-university: *Yo creo que era lo mismo, yo creo que tampoco se le daba mucha importancia a la pronunciación y a la expresión oral, más bien, bueno, en mi instituto, hacíamos siempre ejercicios de gramática y readings y writings y esas cosas pero tampoco teníamos exámenes orales ni de pronunciación.*
[No, no because, for example, what I told you before, the same importance is not given to speaking as to grammar, vocabulary, etc. Moreover, in the last year in the degree, we have not reached the level of oral English nor pronunciation that we should have. In general, I think]
[I think it was the same thing, I think little importance was given to pronunciation and speaking; well, at my high school, we always did grammar exercises, readings, writing and those things but we never had speaking or pronunciation exams, my translation]. **Interview number 6, face to face**

(31) *Ni en la licenciatura ni en las enseñanzas anteriores se le daba la misma importancia a todas las destrezas. En bachillerato y ESO lo importante era gramática y poco más. Apenas se prestaba atención al inglés oral que, creo, es bastante importante. Supongo que pasaba porque lo importante es preparar y aprobar selectividad y nos machacaban con eso. En la licenciatura pasaba un poco lo mismo: gramática, vocabulario pero poco inglés oral y uso real de la lengua. Quizás el problema es que se daba por supuesto que todos teníamos contacto con el inglés fuera del aula, las horas de inglés oral propiamente dicho eran muy pocas.*
The same degree of importance was not given to each language area neither in the degree nor in previous educational stages. In post-obligatory secondary education and obligatory secondary education the most important aspect was grammar and hardly anything else. Very little attention was paid to spoken English, something that I consider very important. I suppose this was the case because the most important thing is to prepare ad pass the pre-university entrance exam and they emphasized this content a lot. Something similar happened at the university: grammar, vocabulary but little oral English and real use of the language. Perhaps the problem was that they took for granted that we were in contact with English outside the classroom; very few hours were devoted to spoken English. **Interview number 37, written version**

Hence, up to now, it seems that the teaching and practising of written skills, grammar and vocabulary clearly prevail in EFL classes, both in the interviewees´ secondary and post-secondary education as well as in a degree in which English is the

main language. Nevertheless, these findings suggest that the situation at university is not as extreme as the one at pre-university stages in the sense that in the former the students affirmed that speaking, listening and pronunciation were emphasized up to a certain extent in some subjects such as *Lengua Inglesa* ("English Language", three different obligatory subjects, the first two in the first-year and the third one in the first term of the second-year), *Fonética y fonología inglesas* ("English phonetics and phonology", an obligatory subject in the second term of the second-year) and *Técnicas de Expresión oral en lengua inglesa* ("Spoken English skills", an obligatory subject in the first term of the fourth-year); nevertheless, the degree of attention paid to these oral skills is still inferior in comparison to the written ones. In contrast, at pre-university stages, most of the students affirmed that attention was hardly ever or never paid to speaking and pronunciation in their weekly EFL classes (more information on this topic will be given below in section 6.4.2.1.2, when analysing the questions in the second part of the interview, those that focus on specific questions on pronunciation and speaking).

Moving on to the findings for item 5 in the interview, i.e, on the degree of importance that each language area receives in the assessment system followed in the different subjects in the BA in English Language and Literature, once again their written skills are, according to them, the most important ones they have to show in exams. Moreover, 16 of the interviewees stated that using correct grammatical structures is also rated as important by their teachers.

More importance is given to…	Number of people	More importance is given to…	Number of people
Writing	30	Culture	2
Grammar	16	No answer	1
Vocabulary	6	Fluency	1
Speaking	2	All of them receive the same importance	1
Reading	7	Memorising	1
Listening	0	More importance to history and literature	1
Pronunciation	1	Spelling	2

Table 70: Number of group 1 interviewees that consider that more importance is given to each language area in the assessment system

On the other hand, nearly all of them denied being frequently tested on pronunciation, speaking, listening or culture in comparison to the occasions in which

their written abilities are tested. (32) and (33) below show some of the specific answers given by the students for this question; the opinions of both undergraduate students and ones that had graduated a few years ago coincide on their views regarding the assessment system in this university degree; this means, therefore, that the Bologna system has not caused a higher focus on communicative skills, more particularly, on oral communicative skills.

(32) *Considero que las verdaderas destrezas evaluadas fueron, aparte de los contenidos propios de cada materia, la vertiente escrita y gramatical, ya que como comentaba anteriormente casi todos los exámenes o trabajos se hicieron por escrito, lo que no da cabida a evaluar otras destrezas. Además, tal y como comentaba antes, en las ocasiones en las que hablábamos como por ejemplo en las exposiciones, no se evaluaba por regla general nuestra forma de expresarnos (fluidez, pronunciación, entonación, estrategias de comunicación…), tan sólo se evaluaba el contenido de las presentaciones y posteriormente en el trabajo escrito sobre las mismas*
[I believe that the skills that were truly assessed were, apart from the proper contents within each subject, writing and grammar since, as I mentioned before, nearly all of the exams or projects were written-based and this did not leave any room for testing the rest of the skills. Moreover, as I mentioned before, on the occasions in which we did talk, as was the case with oral presentations, our way of speaking was not normally assessed (fluency, pronunciation, intonation, communication strategies…); the only aspect assessed was the actual content of the presentations and afterwards, the written versions of these oral presentations, *my translation*]. **Interview number 20, written version (Graduate student)**

(33) *La mayoría de los exámenes son por escrito, con lo cual, aparte de tus conocimientos en la materia, tenías que expresarte formalmente, con lo cual la expresión escrita, vocabulario y gramática es lo que prima. Los exámenes orales son escasos y apenas reflejan nuestro conocimiento del inglés hablado, sin contar las pocas veces que los alumnos tienen que participar en clases.*
[Most of the exams are written so, apart from your knowledge in the subject, you had to express yourself formally; hence, writing, vocabulary and grammar are the most important skills (in the evaluation system, *my insertion*). There are very few oral exams and they hardly show our level of speaking in English; this is without counting the few times students have to participate in class, *my translation*]. **Interview number 34, written version (Undergraduate student)**

In the last number-scale question of my interview, the students were asked to rate the frequency with which their spoken, written, grammatical, pronunciation… mistakes were corrected in their university degree. Once again, grammar was at the top of the scale, i.e, the participants believed their grammatical mistakes were the ones corrected most frequently, followed by those concerned with writing, reading and vocabulary. This is not surprising if compared to several of the findings discussed above in the sense that it is feasible that teachers will spend more time correcting mistakes concerning the language areas they most frequently focus on, these areas being mainly writing, reading, grammar and vocabulary (as seen above). Moreover, group 1 interviewees also rated their speaking and pronunciation mistakes as being corrected quite frequently, an interesting result since these oral skills were typically rated as the ones less emphasized in these students EFL classes, both at university level and at

previous educational stages. Hence, it could be inferred that even though less time is devoted to the actual carrying out of activities on speaking and pronunciation, according to these students, their EFL teachers correct most of their problems with pronunciation.

	LITTLE/NO FREQ .... … FREQUENTLY										
Writing	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	0	0	0	0	1	2	6	9	12	7	0
Speaking	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	1	0	4	5	4	4	13	4	1	0	1
Listening	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	2	1	4	6	8	8	5	2	0	0	1
Reading	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	1	1	4	3	5	2	6	6	5	2	2
Grammar	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	0	0	0	0	2	2	5	7	12	9	0
Vocabulary	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	1	0	2	3	3	3	8	12	4	1	0
Pronunciation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	2	5	4	2	5	6	7	4	0	1	1

Table 71: Frequency with which group 1 interviewees believe their mistakes regarding each language area are corrected

	5 or less = lower frequency	6 or more = higher frequency
Writing	1	37
Speaking	14	24
Listening	21	17
Reading	14	24
Grammar	2	36
Vocabulary	9	29
Pronunciation	18	20

Table 72: Amount of group 1 interviewees that rated their mistakes made with each language area as more or less frequently corrected by their teachers

To provide further information for this topic (on comparing the general role that each language field has in EFL classes both at obligatory secondary education/post-obligatory secondary education and university levels), these learners were afterwards asked to rate the general importance given to each language area (both at university and pre-university levels) according to the four-option scale used ("no attention is paid to…", "little attention is paid to…", "quite a lot of attention is paid to…", "too much attention is paid to…").

The results obtained indicate that, according to these students *too much attention* was paid to grammar both at their obligatory and post-obligatory education levels and in their BA in English Studies. Moreover, they considered that a similar degree of importance was given to writing, vocabulary, reading and listening in both the stages of

education distinguished (*a lot of attention* in the first three and little attention in the case of listening).

As would be expected for speaking, pronunciation and culture, due to the results obtained in the previously-discussed items of my interview, it seems that they receive less attention both at pre-university level and within the BA in English Studies, particularly little or no attention in my scale; however, as mentioned above, this inferior role was slightly higher at university than at previous educational stages (especially with regards to cultural aspects), according to these participants. Hence, once more, these findings indicate that written skills, vocabulary and grammar are considered as highly relevant in EFL classes in Spain whereas the so-called spoken skills and cultural knowledge are undervalued; this may explain why they affirmed that their general abilities in speaking, pronunciation and culture were lower than their competence when reading in English or with grammar, for instance.

	No attention is paid to…	Little attention is paid to…	Quite a lot of attention is paid to…	Too much attention is paid to…
Writing – BA	0	5	26	7
Writing – previous levels of education	0	10	23	5
Speaking – BA	2	18	18	0
Speaking - previous levels of education	24	14	0	0
Listening - BA	1	24	13	0
Listening - previous levels of education	7	20	11	0
Reading – BA	2	7	24	5
Reading - previous levels of education	0	13	18	7
Grammar - BA	0	3	16	19
Grammar - previous levels of education	0	2	14	22
Vocabulary - BA	0	11	26	1
Vocabulary – previous levels of education	2	7	24	5
Pronunciation – BA	5	19	13	1
Pronunciation – previous levels of education	23	14	1	0
Culture - BA	1	18	16	3
Culture - previous levels of education	26	12	0	0

Table 73: Degree of attention paid to each language area in university and pre-university levels according to group 1 interviewees

In item number 8 in my interview, the students were asked to reflect on the degree of emphasis given to each language skill in EFL textbooks (they could think in terms of the number of pages devoted to each language area in each unit, the number of activities, the presence of each language area in revision sections, for instance). As shown in Table 74, most of them mentioned that high importance is given to grammar. This finding is interesting since, generally speaking, as will be discussed in section 7.5.1.3, grammar is in fact the language area for which more sections and activities are found in EFL textbooks used in obligatory secondary and post-obligatory secondary education. Moreover, in a study conducted by Calvo (2014a), 1,268 grammar tasks were identified in eight textbooks used in obligatory secondary education; this figure was reduced when analysing the number of tasks for vocabulary (755) and especially for pronunciation (only 236 exercises were recorded). Hence, generally speaking, these students are aware of the main existing inequalities in EFL textbooks addressed to Spanish speakers; this dominance of grammar and vocabulary in course books provides more feedback into the fact that these language areas, as well as reading and writing, seem to be the most important ones in EFL classes.

Interestingly, 8 participants stated that a similar degree of attention is paid to every language skill in EFL textbooks but it is then the teacher who selects some tasks and disregards others (see comment (35) for an example; as usual, a few more examples of answers given by group 1 interviewees in this question can be found in Appendix 6I).

Answers given	Total number of answers given
More importance is given to grammar	28
More importance is given to vocabulary	17
More importance is given to reading	11
More importance is given to writing	8
The same degree of importance is given to each skill	8
No answer	2
No (without specifying the most important skills emphasized)	2

Table 74: Group 1 interviewees' opinions on the emphasis given to the different language areas in EFL textbooks

(34) *Normalmente la sección dedicada a la gramática ocupa la mayor parte de la unidad. Además, en el apartado de gramática la mayor parte de las actividades se centran exclusivamente en trabajar los contenidos gramaticales. Las actividades finales de repaso o autoevaluación suelen obviar las destrezas comunicativas y, por lo tanto, no son verdaderamente útiles para comprobar lo aprendido.*
[The section devoted to grammar occupies most of the unit. Furthermore, in grammar sections, most of the activities focus exclusively on practising grammatical content. The review exercises at the end of the book or the self-assessment sections tend to omit communicative skills and, hence, they are not really useful for checking the content learnt, *my translation*]. **Interview number 18, written version**

(35) *Yo creo que los libros se reparten lo más equitativamente posible entre todas las destrezas pero creo que después, la forma en la que los profesores usan esos libros es la que determina al final a qué destreza se le va a prestar más atención. Por ejemplo, sí que es cierto que hay muchas actividades de listening en los libros, generalmente una o, o sea, generalmente varias por tema pero los profesores no suelen hacer tantas actividades de listening como de, por ejemplo, gramática o de vocabulario. Entonces, yo creo que quizás no sea tanto el problema de los libros sino de cómo los profesores aplican esos esos libros.*
[I think that t textbooks try pay similar attention to all of the skills possible but I think that afterwards, the way in which the teachers use those books determines what skills are going to receive more attention in the end. For instance, it is true that there are many listening activities in textbooks, generally one, I mean, generally several per unit but teachers do not usually do as many listening activities (in class) as they do of grammar or vocabulary, for example. So, I think that the problem is not the course books as such but rather how teachers use these books, *my translation*]. **Interview number 3, face to face version**

The activities these undergraduate/graduate students carry out most frequently outside the classroom focus on improving their speaking and listening competences. Later on in the interviews, I asked them to justify why they focused on practising these specific skills rather than others; generally speaking, they gave two main reasons:

1) Speaking and listening were the two skills that received less attention in their university degree courses.

2) They feel more motivated to practise their speaking and listening abilities outside the classroom since they enjoy watching films and series in English and speaking to native English speakers.

Some comments made by students who focus more on oral skills outside the classroom were:

(36) *Porque son, creo as que menos facemos aquí e eu creo que son das máis importantes…*
[Because I think they are the ones we practise the least here and I think they are some of the most important (skills)..., *my translation*]. **Interview number 5, face to face version**

(37) *Pues porque gramática y cultura ya las hacemos en clase, entonces no sé, supongo que es más divertido o más cómodo, más práctico practicar la pronunciación y el speaking en tu casa y con tus compañeros y amigos*
[Because we already do (tasks on) grammar and culture in the classroom so, I don´t know, I suppose it's because it´s more fun, more comfortable, more practical to practise pronunciation and speaking at home and with your classmates and friends, *my translation*]. **Interview number 6, face to face version**

A small group of students, on the other hand, affirmed they focused more on written skills since the work, projects… they have to do at home related to their different subjects at university mainly imply writing and especially reading (due to the list of books and other bibliography they have to read for certain subjects in the degree) whereas they have to look for their own opportunities to practise speaking and listening (cf. comment (38).

(38) *Practicar, más que nada, sobre todo con todo lo que tenemos que hacer en casa a partir de la universidad: trabajos, lecturas de libros, alguna que otra vez también algo oralmente, pero sobre todo escrito* (…)
[I especially practise what we have to do at home after going to university: projects, reading, books, on a few occasions, something oral but mainly written things (…), *my translation*]. **Interview number 2, face to face versions**

Regarding listening, most of them acknowledged watching series and films in the original version. In my view, this type of activity has many advantages; to begin with, perhaps the most direct advantage is on listening since by watching English programmes the students are being exposed to different varieties of English and different kinds of pronunciation. As we know, there are many different standard and non-standard varieties of English, some of which may be more difficult to understand due to their accent, intonation, pronunciation of vowels or simply because students are not accustomed to hearing people speaking with a certain dialectal accent. Moreover, watching English-based series and films gives the students opportunities of seeing different cultural customs typical in other countries and, depending on the type of series or film chosen, hundreds of formal and informal expressions will probably appear (even slang), allowing students to increase their lexical knowledge in English; in addition, if these students watch these materials with subtitles in English, they can even help them improve their spelling and writing skills.

Activities they carry out outside the classroom in English	Number of students that carry out each activity
Speaking with native or non-native speakers: face to face or via skype	23
Listening to series, music, films…	34
Reading books, articles, texts	19
Writing	8
I give private lessons to Spanish people	3
Studying for the state-exam to get a permanent place as a secondary school teacher	1

Table 75: Activities group 1 interviewees carry out outside the classroom

Finally, only 13 of these participants affirmed having been to private lessons of English when they were younger. Most of them had attended these extra-curricular classes to reinforce the syllabus they were taught at primary or secondary school. Three participants stated that they had attended these lessons so as to prepare some of the Cambridge exams (PET, KET, Advanced and Proficiency); hence they practised the the main language skills in these classes. The remaining learners who also stated having been to extra EFL lessons did so to improve specifically their spoken English or to play games and have fun.

Figure 50: Amount of group 1 interviewees that have attended private EFL lessons
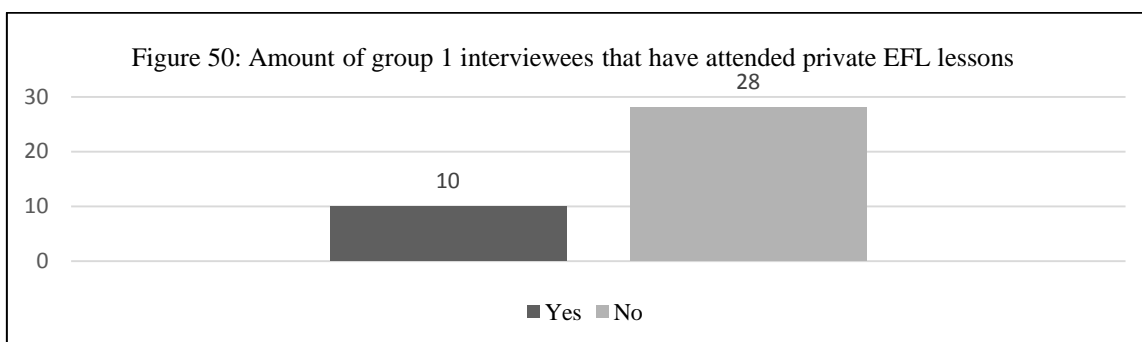
	Number of answers
To prepare Cambridge exams	3
To reinforce the syllabus, to improve English in general	6
To improve oral skills	3
To play games	1

Table 76: Reasons why some group 1 interviewees attended private EFL lessons outside high-school or university

6.4.2.1.2. *Specific attention paid to pronunciation in obligatory and post-obligatory secondary education and university*

This set of questions will provide specific data on the role of pronunciation in both pre-university and university stages. Some of the questions will be similar in content to the ones outlined in section 6.4.2.1.1 but the students were expected to focus simply on the role of pronunciation (and on some occasions on speaking, as the general oral skill), leaving aside questions in which they were asked to compare the attention paid to the different areas in EFL classes. For instance, there will be further questions on the general amount of time devoted to speaking and pronunciation or the frequency with which teachers correct speaking and pronunciation mistakes.

To begin with, 36 interviewees stated that pronouncing English correctly was important for them; for the other two participants, speaking correctly is highly relevant but, in order to do so, one does not need to pronounce correctly. The main reasons for considering English pronunciation as important were: a) the fact that it is crucial for both understanding other people and for producing oral language; b) the irregular correspondence between English spelling and pronunciation which can cause misunderstandings; and, c) the fact that similar or even equal spellings in English may be realised by different sounds.

Figure 51: Relevance or lack of relevance pronouncing correctly in English entails for group 1 interviewees
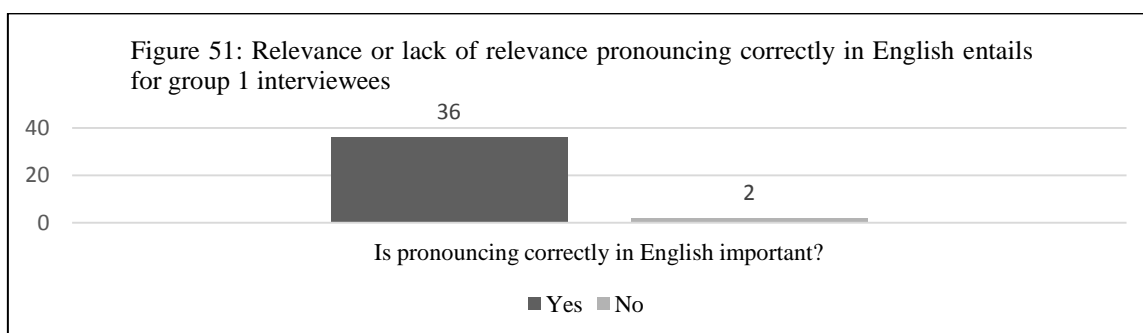
As expected (according to the subjects´ answers for some of the questions in section 6.4.2.1.1), almost all of the subjects (except for two) clearly stated that the amount of time devoted to speaking and pronunciation was insufficient, both at pre-university and university levels and especially in the former stages.

(39) *La verdad es que no, ni en la universidad ni anteriormente. Este aspecto queda casi totalmente desatendido en las aulas tanto de secundaria como universitarias, a favor de otras destrezas. Personalmente me gustaría haber trabajado más sobre este aspecto en la carrera. En lo personal es un aspecto que procuro trabajar, pero debo hacerlo autónomamente con la ayuda de diccionarios con digitalización de voz, a fuerza de ver videos en los que dan consejos y trucos sobre cómo colocar las articulaciones, etc., pero la verdad me gustaría que este aspecto se trabajase más, en especial en la facultad donde al poder llevar a profesores nativos, sería una muy buena oportunidad de aprender y recibir feedback auténtico de alguien que sabe si lo estamos pronunciando bien. En cambio, según mi opinión, el recurso de los lectores no es bien aprovechado en este sentido.*
[The truth is no, neither at university nor previously. This aspect has been almost completely absent, both in secondary education classrooms and university ones, in favour of other skills. I would have personally liked to practise more on this aspect in the degree. It is an aspect that I personally try to work on, but I must do it autonomously with the aid of dictionaries with voice digitalisation, by watching videos in which they give you pieces of advice and tricks about how to articulate the different sounds, etc., but the truth is I would like this aspect to be emphasized more, especially at the university where native teachers can be brought in. It would be a really good opportunity to learn and get authentic feedback from someone who knows whether we are pronouncing correctly or not; however, in my opinion, the resource of having native language assistants is not exploited enough in this sense, *my translation*]. **Interview number 20, written version**

In their opinion, pronunciation was only emphasized in one subject at university level, English phonetics and phonology, and for some participants not even this subject

helped them learn and improve their pronunciation since it was mainly based on theoretical concepts such as manner and place of articulation and getting students familiar with the phonetic symbols used in RP and reading and producing written phonetic transcriptions, not actually pronouncing the words, sentences aloud, i.e, with more emphasis on listening than on speaking. Consequently, some of the subjects interviewed explained that they had to focus on improving their pronunciation outside the classroom (cf. comment (39) above) and that they would like other subjects to concentrate on pronunciation, either an additional obligatory subject or an optional one.

(40) *No, y yo no creo que la fonética sea lo mismo que la pronunciación y, porque yo, en mis clases de fonética no aprendí nada de pronunciación, aprendí de fonética que es una ciencia muy maravillosa y estupenda y obviamente te ayuda a conceptualizar muchas cosas a posteriori (...), que obviamente cuanto más sepas de fonética, más vas a conocer tu aparato fonador y probablemente te pueda ayudar en algunos casos pero al final yo creo que cuando hablas no estás pensando ni en oclusivas, ni en fricativas ni en* manner of articulation *ni en* place of articulation *ni en ese tipo de cosas. Entonces creo que no, en la universidad creo que no.*
[No, and I think that phonetics is not the same as pronunciation and, because I didn't learn anything about pronunciation in my phonetics classes, I learnt about phonetics which is a marvellous and great science and it obviously helps you conceptualise a lot of things afterwards (…) that obviously, the more you know about phonetics, the more you will know about your vocal tract and this will probably help you on some occasions but in the end I don't think that when we speak, we're thinking in plosives, fricatives nor in manner of articulation, place of articulation nor any of these things. So, I think that no, at university it is not enough at university no I think, *my translation*]. **Interview number 17, face to face version**

Furthermore, as expected, most of the students explained that the time devoted to the teaching of speaking and pronunciation in pre-university stages is even inferior, with the exception of three interviewees, two of which affirmed they had one particular EFL teacher in obligatory secondary education who did emphasize and teach pronunciation as an important language area; the other subject explained that the role given to speaking and pronunciation at his high school was surprisingly higher than the importance given to them at university.

(41) *En 4ª de ESO tuve una profesora que me enseñó algo de fonética aunque fuese algo aislado fue algo que me ayudó con posterioridad.*
[I had a teacher when I was in the fourth-year of obligatory secondary education who did teach us something of phonetics, even though it was an isolated case, it did help me afterwards, *my translation*]. **Interview number 21, written version**

(42) *Yo creo que se le prestaba más (atención al speaking y a la pronunciación), aunque parezca mentira.*
[I think that more (attention) was given (to speaking and pronunciation at inferior levels), even though this may seem strange, *my translation*]. **Interview number 4, face to face version**

The different interviewees gave a wide range of answers when asked to judge whether they already had a good level of pronunciation when starting their university

degree and whether they had improved it while enrolled in such university degree. Most of them denied having a good level of pronunciation when entering university, mainly due to the fact that little or no attention had been paid to this language area (nor to the spoken skill in general) in obligatory secondary education and post-obligatory secondary education.

Do you think you arrived at university with a good level of English pronunciation?	Number of answers/option
Yes	13
No	21
No answer	3
I do not know	1

Table 77: Extent up to which group 1 interviewees believe they arrived at university with a good level of pronunciation

The majority of the interviewees acknowledged they had improved their pronunciation abilities at university; however, it is worth mentioning that five of them explained that they improved in this area thanks to the different subjects within the degree but also to further activities they carried out outside the classroom. In other words, although these students stated that they did practise their oral abilities in the classroom, they still felt the necessity to further emphasize these skills outside the classroom, probably because the degree is based on subjects with very different topics and aims (literature, historical linguistics, morphology, syntax, cultural studies, EFL…) and, as mentioned above, only one of them is specifically devoted to pronunciation.

Have you/did you improve you level of pronunciation throughout the degree?	Number of answers/option
Yes	15
Yes, thanks to the degree and further practise on my own outside the classroom	5
Yes, but not thanks to the degree	8
Yes, but hardly, not as much as I think I should have	4
No, I have hardly improved at all	3
No answer	3

Table 78: Extent up to which group 1 interviewees consider their level of pronunciation improved/are improving during their university degree

Furthermore, eight of the participants stated that the actual courses of the degree did not help them at all improve their pronunciation; in order to increase their level, they: a) attended private classes; b) participated in tandems; and, more especially, c) they connected their level of improvement to the year abroad they spent as part of the Erasmus exchange programme.

(43) *Pienso que llegué con un nivel aceptable pero lo fui mejorando a lo largo de la carrera gracias a mi contacto a diario con la lengua inglesa. Aunque la carrera me ayudó, creo que mi trabajo a diario con la lengua fue de más provecho que la carrera en sí.*
[I think I had a reasonable level when I started at university but I improved it throughout the degree thanks to my daily contact with the English language. Although my studies at university helped me, I think my daily work with the language benefitted me more than the actual degree itself, *my translation*].
Interview number 19, written version

(44) *Mi nivel de ESO, bachillerato en inglés era bajísimo. La facultad no me ayudó en absoluto, tuve que recibir clases particulares en una academia de inglés con profesores nativos, y no fue hasta que me fui de Erasmus cuando mi soltura en todos los ámbitos comenzó a mejorar.*
[My level at *ESO* and *bachillerato* was really low. My studies at university did not help me at all (improve), I had to attend private lessons in an English academy with native teachers and it wasn't until I went on an Erasmus exchange that my competences in all these areas began to improve, *my translation*].
Interview number 28, written version

Approximately half of the interviewees believed that speaking English and its pronunciation were difficult. Some of the reasons they pointed out were: a) the fact that English has many vowels and most of them are different from those existing in Spanish; b) they are used to reading each word in Spanish as it is spelt whereas this cannot be applied to English; c) the different pronunciations a certain spelling can have; d) word stress; and, e) consonantal clusters. Most of the difficulties these students mentioned are considered general problems Spanish learners tend to have with English pronunciation (cf. section 3.2); hence, it could be inferred that students are aware of those features they are most likely to have problems with. On the other hand, the views of a sample of a further seventeen students were more optimistic since they affirmed that speaking English (and thus English pronunciation) were not so complex, one simply has to get used to a different phonological system which may be hard at the beginning, not because English is a difficult language but rather because some aspects of English pronunciation (such as those mentioned above: consonant clusters, irregular correspondence between speaking and pronunciation, several possible realisations for one spelling…) are new to Spanish learners but, once they get accustomed to these difficulties, speaking and pronouncing in this language is not that difficult, according to them.

	Number of answers
Yes	19
No	17
No answer	2

Table 79: Number of group 1 interviewees who believe speaking English and English pronunciation are difficult

For item 15 the vast majority of the students affirmed that the average time spent on speaking and pronunciation activities at university was one hour per week in the first two courses of the degree (corresponding to the weekly session with the native teaching assistant in each of the 3 subjects referred to as *Lengua Inglesa 1, 2, 3*) and hardly ever in the third and fourth-years. Some of them also mentioned carrying out pronunciation tasks in the specific pronunciation subject they had (*Fonética y fonología del inglés*) but, as discussed above, some of them explained that the emphasis in this subject was placed on theoretical concepts and reading and producing written phonetic transcriptions and very rarely on producing spoken language. Another issue that came up in some of the interviews was the large number of students per class and, as a result, students were not given the opportunity to practise spoken English that much; this was the case, for example, for the obligatory subject they had in fourth-year, *Técnicas de expresión oral inglesa* ("Spoken English skills"). Furthermore, almost all of the subjects agreed as regards the frequency with which speaking and pronunciation activities were carried out in their obligatory and post-obligatory secondary education classes as most of them stated that oral practise was rather scarce; their answers ranged from once a month to only three or four times in a whole academic year. Furthermore, some of them claimed they had never carried out any speaking or pronunciation activities at all in their pre-university education.

(45) *Nas aulas universitarias as actividades de speaking propiamente ditas reducíanse á hora semanal que tiñamos coa lectora nativa. Porén, as clases de conversa de etapas anteriores eran paupérrimas, por non dicir nulas.*
[At the university the so-called speaking activities were only practised in the weekly hour we had with a native teaching assistant. In contrast, there were very few speaking classes in previous educational stages or even none at all, *my translation*]. **Interview 22, written version**

Moving on to the two questions concerned with the specific types of speaking and pronunciation tasks carried out in EFL classes and present in EFL course books, the majority of the subjects questioned mentioned tasks such as: a) role-plays; b) discussions on particular topics suggested by the teacher; and, c) telling stories to

practise speaking; the main type of task used in their EFL classes for teaching pronunciation is listen and repeat. Furthermore, most of the interviewees stated that the format of the few oral tasks carried out in their classes tends to be quite repetitive.

(46) *En las clases universitarias de speaking siempre solemos tener un tema y a partir de ahí desarrollar algunas cuestiones hablando con nuestros compañeros. El esquema a seguir es generalmente siempre el mismo tipo de preguntas y generalmente los temas suelen ser muchas veces algo infantiles (¿si fueses un superhéroe, que poder tendrías?) o absurdos. Tal vez preferiría hablar sobre temas que me interesasen más sobre los que poder dar mi opinión.*
[At university speaking classes, we are frequently given a topic and from this topic we have to develop some issues by talking to our classmates. The outline followed is generally always the same type of questions and the topics are generally slightly childish (if you were a superhero, which power would you have?) or absurd. Perhaps I would prefer to talk about topics that interest me more so that I can express my opinion, *my translation*]. **Interview number 38, written version**

Similarly, most of the interviewees stated that the tasks textbooks include on pronunciation follow a "listen and repeat" format or ask them transcribe words phonetically; their teacher (especially the teachers they had in obligatory and post-obligatory secondary education) tended to directly skip these activities.

(47) *En general, eran ejercicios muy pequeños de transcripción fonética o de emparejar palabras según se pronunciaran de la misma forma, pero nunca los hacíamos (y tampoco sabíamos transcribir).*
[In general, they were very simple activities of phonetic transcriptions or matching words according to their pronunciation but we never did them (and we didn´t know how to transcribe them either, *my translation*). **Interview number 25, written version**

(48) *En mi caso, el profesor siempre se saltaba las actividades de pronunciación y cuando las hacían se limitaban a hacer serie de repeticiones de palabras a coro con el resto de los compañeros.*
[In my case, the teacher always skipped pronunciation activities and when we did them they merely consisted in repeating words together with the rest of the classmates, *my translation*]. **Interview number 26, written version**

As would be expected, according to most of the results analysed up to now, it seems that the students´ speaking and pronunciation competences were tested most frequently in their university degree than at previous educational stages. More specifically, they claimed having an average of oral exam once a year; furthermore, they considered that their oral abilities should be tested on more occasions. On the other hand, some of them affirmed they had several oral exams throughout their obligatory and post-obligatory secondary courses, normally one per term (i.e., a total of approximately 3 oral exams). As can be inferred from (49) below, these tests normally consisted in memorising a text and repeating it aloud in the classroom.

(49) *No nivel universitario tiven máis ben poucas probas de speaking e pronunciación (podería ser unha por cada materia de inglés, é dicir, 4 máis ou menos). En secundaria os exames de speaking consistían*

básicamente en chapar e repetir un texto en alto ante o resto dos alumnos, algo que facíamos unha vez por trimestre. En canto a Bacharelato, a pronunciación e o speaking non se avaliaban.
[At university level I had rather few speaking and pronunciation exams (one per each EFL subject, i.e., approximately 4). In secondary education, speaking exams basically consisted in memorising and repeating a text aloud in front of the rest of the students, something we did once every term. Concerning *bachillerato*, pronunciation and speaking were not assessed, *my translation*]. **Interview number 22, written version**

Regarding error-correction, the participants in these interviews claim that their pronunciation mistakes were only corrected *on some occasions* at university and *hardly ever* at previous stages; however, a few students believe their mistakes were *always* corrected (cf. example (50) below). Despite these differences of opinion among the participants, one issue they all seemed to coincide on was the fact that they like to be corrected because it is the best way to learn a language, in this case, to learn English.

(50) *Siempre que los cometía se me corregían. Normalmente al final de haber leído. Siempre que la corrección me ayude a mejorar, me gusta que me corrijan. Si es un error de pronunciación grave o constante, sí que me gustaría que me corrigiesen para poder mejorar.*
[I was corrected every time I made a mistake, normally after having read (a text aloud, *my insertion*). I like being corrected, as long as it will help me improve. If it is a serious or constant problem, I do like to be corrected so I can improve, *my translation*]. **Interview number 21, written version**

(51) *Ése es el gran problema de la enseñanza de la pronunciación. Recuerdo que nunca me corregían, y yo posteriormente me daba cuenta del fallo al comprobarlo en los diccionarios. Creo que los profesores DEBEN corregir y explicar cómo se pronuncian las palabras si quieren que sus alumnos aprendan. A mí me encanta que me corrijan, de hecho pido siempre que me corrijan, no hay mejor forma de aprender.*
[That is the problem of the teaching of pronunciation. I cannot remember ever being corrected and afterward, I became aware of my mistakes when checking them in dictionaries. I think teachers MUST correct their students and explain how certain words are pronounced if they want their students to learn. I love being corrected, in fact, I always ask to be corrected, it is the best way to learn, *my translation*]. **Interview number 35, written version**

Most of these students believed that pronouncing like a native speaker is not important, as long as one speaks fluently and intelligibly; although they believe sounding native-like is not an obligatory requirement for speaking well in English, some of them said that it is possible with a lot of training and preferably by living in a foreign country in which English is the official and regular language. Another group of participants affirmed that in certain situations, learners of English should aim at sounding native, for instance, graduate students in a BA in English Language and Literature and EFL teachers. Some comments which show the students´ range of opinions on this topic can be found in 52 and 53 below.

	Number of answers/option
Yes	4
Yes, but only in certain situations	6
No	20
No, but it is possible	7
No answer	1

Table 80: Extent up to which group 1 interviewees consider it crucial to learn how to pronounce as a native speaker

(52) *A pesar de que considero importante tener una buena pronunciación a la hora de hablar inglés, no estoy de acuerdo con que para saber pronunciar haya que hablar como un nativo* (…)
[Even though I think it is important to have a good pronunciation when speaking English, I do not believe that one has to speak as a native speaker in order to know how to pronounce, *my translation*]. **Interview number 18, written version**

(53) *Importante é se queres ser profesor, xa que desde ese posto tes que ser responsable de falar o inglés da maneira máis precisa posible. Non obstante, fóra da docencia non o considero tan importante e paréceme máis necesario gañar en fluídez que en pronunciación (como por exemplo Mourinho cando fala en inglés ou Michael Robinson en castelán, que non teñen unha pronunciación marabillosa, pero creo que falan o idioma case de maneira perfecta)*
[It is important if you want to be a teacher because you are responsible for speaking English as accurately as possible. However, outside the teaching field, I do not think it is that important. I think that developing fluency is more important than pronunciation (as Mourinho, for example when he speaks English or Michael Robinson Spanish, they do not have a marvellous pronunciation but I think they speak the language almost perfectly), *my translation*]. **Interview number 23, written version**

Concerning varieties of English, the majority of these students affirmed they agree that a standard variety needs to be taught when learning a foreign language and they presume RP was chosen as the variety to be taught in EFL classes in Spain as well as in most of Europe due to the geographical proximity factor; nevertheless, some of them stated they would like their teachers to introduce tasks and teaching materials with speakers of other English native varieties. Moreover, most of them affirmed they understood better and preferred RP since it is the one they have been taught for many years.

(54) Yo creo que se puede enseñar el inglés británico como lengua estándar pero me gustaría que al mismo tiempo se combinase con el inglés americano ya que es importante conocer la diversidad y no solo quedarse estancado en una de las variedades. La que mejor entiendo es el inglés británico porque es el que llevamos estudiando desde siempre y estoy más familiarizada con él.
[I think that British English can be taught as the standard variety but, at the same time I would like this variety to be combined with the American one since it is important to get familiar with a diversity (of varieties, *my insertion*) and not just get stuck with one of them. The one I understand best is British English since it is the one we have always been studying and I am more familiarised with it, *my translation*]. **Interview number 38, written version**

Furthermore, a few students affirmed that the American standard variety should also be present due to the higher degree of exposure they have to this variety outside the classroom:

(55) Creo que, dado que la mayor parte de lo que nos llega en inglés es versión americana, la presencia de esta variedad también debería ser tenida en cuenta, así como otras variedades de inglés que hay.
[I think that since most of the things we are exposed too are American, , this variety should also be present (in the classroom), as well as other varieties of English, *my translation*]. **Interview number 37, written version**

Generally speaking, the majority of these students believe that, although they are improving/improved at all levels in their degree (ie, their productive and perceptive skills have all improved), they will graduate/graduated being better at some areas than others; most of them affirmed that they would particularly be better at written skills than atoral ones or better at perceptive skills than at productive ones, mainly due to the degree of importance given to each skill in the classroom.

	Number of answers/option		Number of answers/option
I will have a similar level in everything	6	I will be worse at speaking	4
I will be better at some skills more than at some others (without specifying)	6	I will be better at oral skills	2
I will be better at perceptive skills than productive ones	3	I will be worse at writing	1
I will be better at written skills than oral ones	10	No answer (in the written interviews)	1
I will be better at grammar	5		

Table 81: Skills group 1 interviewees believe they will be better at when graduating

(56) *Me parece que en general acabé con peor nivel en la vertiente oral porque se le dedicó mucho menos tiempo y atención y además también es el aspecto que más me cuesta, aunque teniendo en cuenta el punto del que partía en el primer año, todas mis destrezas mejoraron considerablemente.*
[It seems to me that when I graduated my speaking skills were the weakest ones because less attention was paid to it and it is also the skill I have more problems with. However, taking into consideration the level I started with in first-year, all of my skills have improved considerably, *my translation*]. **Interview number 20, written version (Graduate student)**

(57) *No meu caso, a destreza na que acadei máis nivel foi na escrita. Isto débese a que todo o que se facía na carreira era escrito e os profesores devolvían os traballos coas correccións convenientes. No caso dos exames orais, por exemplo, non recibías unha valoración sobre as cousas que non pronunciabas ou dicías ben, senón que tan só che facían saber a nota.*
[In my case, the skill I improved most was the written one. This was due to the fact that everything that was done in the degree was in written form and the teachers gave us our written projects back with adapted corrections. In speaking exams, for example, we did not receive any type of feedback on the things we did not pronounce or say correctly, we were only given our grade, *my translation*]. **Interview number 22, written version (Graduate student)**

Finally, the students were asked whether they considered the role pronunciation has in pre-university and university levels in Spain should change and, if so, they were asked to suggest possible changes. The vast majority of them were 100% sure that the current importance given to pronunciation (and thus, to the spoken skill) is inferior, not only in their obligatory Studies at high-school but also at university.

They also suggested some changes that could be carried out in order to give more importance to the oral component of language; at university level, quite a few interviewees stated that only one subject on phonetics in their five-years degree is not enough, suggesting that there should be from one extra obligatory or optional subject on pronunciation than the current one-term module in second year (i.e., something similar to the whole-year subject on phonetics and Phonology in the old degree in English Language and Literature) to as many as one subject on pronunciation per year, thus, a total of four. This fact coincides with an important result obtained in Palacios´ (1994: 150) work:

> *Si la cultura británica y norteamericana son valoradas por nuestros informantes como aspectos importantes en el estudio del inglés, la pronunciación y el estudio de la Fonética lo son aún más (...) la Fonética es considerada como un área de la lengua muy atractiva y con numerosas aplicaciones prácticas. Por esta razón, la mayoría de los estudiantes opinan que una sola asignatura, centrada en el estudio de la Fonética inglesa, no es realmente suficiente para abarcar todos los elementos relacionados con ésta. En consecuencia, se sugiere la necesidad de implantar otros cursos adicionales de Fonética en el currículo para esta especialidad.*
> [If British and North American literature are considered as important aspects in the studying of English by our subjects, pronunciation and studying phonetics are even more (important, *my insertion*) (…). Phonetics is regarded as a very attractive language area and with several practical applications. For this reason, most of the students believe that only one subject focused on studying English phonetics is not enough to cover all the aspects related to this (linguistic, *my insertion*) area. Consequently, the need for introducing additional courses on phonetics in the syllabus is suggested for this degree, *my translation*].

It is extremely striking to notice that, after over 20 years, university students enrolled in the degree in English still have the same opinion regarding the role pronunciation has in their degree and would still appreciate having the option to choose more subjects on phonetics and phonology.

Luckily, despite the changes Spanish universities underwent to adapt themselves to the European Bologna System, some universities have opted for including more than one-term subject related to pronunciation. For instance, the National University of Distance Education (*Universidad Nacional de Educación a Distancia* – UNED) has two obligatory subjects on pronunciation, one called "Pronunciation of the English

Language" (*Pronunciación de la lengua inglesa*) in the second term of the second-year and the other called "Phonetic and phonological variations in the English language" (Variaciones Fonético-Fonológicas de la Lengua Inglesa) in the second term of the third-year; similarly, students who wish to graduate in the degree of English Studies at the Autonomous University of Barcelona have to pass two subjects on pronunciation, "English phonetics and phonology I" and "English phonetics and phonology II" (Fonética y Fonología Inglesas I and Fonética y Fonología Inglesas II), in the first and second terms of the second-year, respectively. I quickly scanned through the websites of English Departments at several Spanish universities and I observed that many of them offer more than one module on pronunciation; these modules may be obligatory or one of them is obligatory and then there is an optional course on pronunciation that students can take. Some other examples of universities that offer more than one subject on pronunciation to BA in English Studies students are the University of Zaragoza (<http://titulaciones.unizar.es/estudios-ingleses/cuadro_asignaturas.html>), and the University of Seville (<http://www.us.es/estudios/grados/plan_183?p=7>) [Last accessed, July, 2015]. Hence, students of the aforementioned universities at least have the opportunity of studying more than one term of phonetics, something that the University of Santiago de Compostela does not offer.

Moreover, some of the undergraduate students mentioned that one of the reasons they believe less time is devoted to speaking in class is given by the fact that, although they are split into smaller groups for interactive sessions, these groups are still too large to allow them all to express orally themselves sufficiently and receive enough feedback from their teachers.

Several interviewees also contended that more attention should be paid to pronunciation at secondary level since right now it has a marginal role. They stated that teachers should get students speaking as soon as possible and that the teachers themselves should start talking to their students in English all the time (something that, according to some of the interviewees is not happening at present since some EFL teachers continue to communicate with their students in Castilian Spanish or Galician nearly all the time) and correct any possible pronunciation mistakes that may become fossilised afterwards so that students who decide to study a degree in English Language and Literature arrive at university with at least an acceptable level of pronunciation and

are able to maintain basic conversations with native and non-native English speakers without feeling too shy. Some of their comments can be found in (58) and (59):

(58) *Si, está claro que se precisa que haxa un cambio neste ámbito. Supoño que na universidade sería necesario aumentar as horas da materia relacionada coa fonética, mentres que no caso da Educación Secundaria sería apropiado que os profesores lle desen máis importancia á pronunciación que a outras competencias da lingua, pois deste xeito será como os rapaces se interesen por mellorala.*
[Yes, it is clear that a change is needed in this field. I suppose that at university the number of hours of the subject on phonetics should be increased whereas in secondary education, for teachers to give more importance to pronunciation than to other competences would be appropriate since this way students will get interested in improving (their pronunciation), *my translation*]. **Interview number 22, written version**

(59) *En cuanto a Licenciatura, puede que no haya mucho tiempo para poder dar el nivel de pronunciación deseado sin dejar al lado otros aspectos. Esto se podría corregir si en la Educación Secundaria o Primaria nos hubieran dado un nivel más alto.*
[Regarding the five-year degree, there may not be enough time to be able to teach the desired level of pronunciation without leaving other aspects aside. This could be corrected if the level (of English pronunciation) in secondary or Primary education had been higher, *my translation*]. **Interview number 25, written version**

6.4.2.2. Main group 3: Language centres

6.4.2.1.1. General questions on the role of each linguistic area in EFL classes at the Spanish Official School of Languages and the Modern Language Centre

To begin with, these students generally considered themselves as having between an acceptable and a good level of competence in each of the language areas listed in my interview. If a more precise analysis is carried out, the general situation found is a wide variety in the views of one person to another. For instance, six people considered they had quite a good level of vocabulary whereas three other interviewees rated their level with a score of 5 on my 1 to 10 scale.

	VERY BAD …….....................................…. EXCELLENT									
Writing	1	2	3	4	5	6	7	8	9	10
	0	0	0	1	0	7	2	2	0	0
Speaking	1	2	3	4	5	6	7	8	9	10
	0	0	1	1	1	0	6	3	0	0
Listening	1	2	3	4	5	6	7	8	9	10
	0	0	1	1	2	1	3	2	2	0
Reading	1	2	3	4	5	6	7	8	9	10
	0	0	0	0	0	2	4	3	1	2
Grammar	1	2	3	4	5	6	7	8	9	10
	0	0	0	1	0	2	4	4	1	0
Vocabulary	1	2	3	4	5	6	7	8	9	10
	0	0	0	1	3	1	3	3	1	0
Pronunciation	1	2	3	4	5	6	7	8	9	10
	0	0	1	2	1	3	1	4	0	0
Culture	1	2	3	4	5	6	7	8	9	10
	0	0	0	0	3	4	2	1	2	0

Table 82: Level of competence group 2 interviewees believe they have with respect to different language areas

However, if one compares the number of total students who opted for choosing a number on the bottom half of my scale (i.e., a score of 5 or less) versus those who opted for a top-half number (6 or more), there were always more people to rate their level of competence in each of the language areas with 6 or more on the scale used (see Table 83); furthermore, within these abilities, they acknowledged having a higher level of competence in writing, reading and grammar than in speaking, listening, vocabulary, pronunciation and culture.

	5 or less = bad level	6 or more = high level
Writing	1	11
Speaking	3	9
Listening	4	8
Reading	0	12
Grammar	1	11
Vocabulary	4	8
Pronunciation	4	8
Culture	3	9

Table 83: Amount of group 2 interviewees who rated their level of competence with respect to the different language areas below or over 5

When these interviewees were asked to reflect on the reasons why they rated their level in certain language areas higher than in others, their general tendency was to emphasize the activities they did and did not carry out outside their EFL classes at the *EOI* or *CLM*, rather than justifying that their level of X and Y was better than Z since more attention was paid to the former than to Z in class, for instance. Hence, at this stage, it seems that practising English outside the classroom is quite important in these interviewees' lives, up to the extent that the activities they carry out outside the classroom highly influence their level of competence in certain language areas when they are in the classroom. Below, some of the answers provided by these subjects can be found:

(60) *Considero que mi nivel de comprensión oral al igual que mi pronunciación es buena debido a la cantidad de series que veo en versión original (inglés). Expresión escrita es más difícil pues requiere que use un vocabulario preciso y unas expresiones que salvo que le dediques muchas horas a leer materia en inglés no adquiriré de otra manera. Por último con respecto a la cultura, en la EOI no suele tratarse mucho el tema de la cultura inglesa…*

[I consider that my level of listening, as well as my pronunciation, are good due to the amount of series I watch in the original version (English). Writing is more difficult since it requires using precise vocabulary and expressions and unless I devote many hours to reading things in English, I will never achieve (a good level, *my insertion*). Finally, concerning culture, English culture is not emphasized a lot at the *EOI, my translation*]. **Interview number 44, written version**

(61) *Creo que soy mejor en gramática porque desde pequeños en el instituto nos han enseñado mucha gramática y no se han parado tanto en la pronunciación. Por otra parte, creo que soy mejor en el*

listening porque intento ver series y películas en versión original y con los subtítulos en inglés y no en español para adquirir vocabulario (cosa en la que fallo y tengo muchas lagunas).
[I think I´m better at grammar because we have been taught a lot of grammar since we were little at high school and they didn´t stop (to work, *my insertion*) on pronunciation as much. Furthermore, I think I´m better at listening because I try to watch series and films in the original version and with English subtitles rather than in Spanish so as to acquire vocabulary (something in which I fail since I (forget many things, *my insertion*), *my translation*]. **Interview number 45, written version**

In the next question, these language centre learners rated every language skill as quite important in the learning of a foreign language, since most of the participants rated each language field with a number on the top half of the scale used (between 6 and 10), as shown in Table 85. More specifically, they believed that speaking, listening and reading were the crucial language skills that should be learnt, followed by pronunciation, grammar and vocabulary (cf. Table 84).

	NOT IMPORTANT .... VERY IMPORTANT										
Writing	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	0	0	0	1	2	1	4	1	2	1	0
Speaking	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	0	0	0	0	1	0	0	2	5	4	0
Listening	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	0	0	0	0	1	0	1	2	4	4	0
Reading	**10**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	0	0	0	0	1	1	2	3	2	3	0
Grammar	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	0	0	0	1	0	1	5	1	2	1	1
Vocabulary	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	0	0	0	0	0	2	0	7	1	2	0
Pronunciation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	0	0	0	0	1	1	3	4	2	1	0
Culture	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**No answer**
	0	0	0	0	4	4	1	3	0	0	0

Table 84: Degree of importance group 2 interviewees believe each language area should have in general EFL classes

	5 or less = unimportant	**6 or more = important**	**No answer**
Writing	3	9	0
Speaking	1	11	0
Listening	2	10	0
Reading	1	11	0
Grammar	1	10	1
Vocabulary	0	12	0
Pronunciation	1	11	0
Culture	4	8	0

Table 85: Amount of group 2 interviewees who rated each language area as unimportant or important

In contrast, in the next question, most of them affirmed that strong emphasis is only placed on grammar and vocabulary in EFL classes in Spain (as well as reading for a few of the interviewees) and that listening, pronunciation, writing and speaking receive quite a lot of attention (some of the students rated these language areas with a score of 7 or 8 on my scale). However, it should be borne in mind that, as in item 1, the views of some interviewees varied greatly from the opinions of others; to exemplify, three people rated the importance given to pronunciation in EFL classes in Spain with a score 5 whereas for others the attention paid to this language area was quite higher, choosing level 8 on the scale provided.

These differences of opinion may be due to the fact that, as mentioned in section 6.2.1.1.3, most of the students who participated in main group 3 had never studied English before and their experience with this foreign language was then limited to their EFL classes in the Spanish Official School of Languages or the Modern Language Centre whereas other learners in this group informed me that they had received EFL classes before, mainly during their obligatory education courses and probably answered this item by taking into consideration the general role that they believed each language skill had in EFL classes in Spain, not only in the *EOI* or *CLM* but at other educational levels as well.

	MINIMUM IMPORTANCE … MAXIMUM IMPORTANCE									
Writing	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	0	0	0	1	1	0	4	4	1	1
Speaking	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	0	1	0	0	0	4	4	1	1	1
Listening	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	0	0	0	0	1	2	5	3	1	0
Reading	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	0	0	0	0	2	2	3	1	3	1
Grammar	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	0	0	1	0	0	0	0	2	4	5
Vocabulary	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	0	0	0	1	1	0	2	1	6	1
Pronunciation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	0	1	0	0	3	2	2	3	1	0
Culture	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	1	0	2	2	3	2	0	1	1	0

Table 86: Degree of importance group 2 interviewees believe each language area has in EFL classes in Spain

So as to overcome these ambiguities I have once again added a table which compares the number of interviewees who chose to rate a certain language area with an importance of 5 or less on my scale versus those who ranked it with 6 or a higher

number. As can be seen in Table 87, the amount of learners who opted for rating a language area at the bottom half of the scale was always lower than those who believed each field had a specific degree of importance (from 6 to 10 on my scale), with the exception of pronunciation and culture. In other words, for the majority of these interviewees attention is paid to all of the language areas in EFL classes, except for pronunciation and culture, which, according to them, receive little attention in EFL lessons in this country.

	5 or less = minimum importance	6 or more = maximum importance
Writing	2	10
Speaking	1	11
Listening	1	11
Reading	2	10
Grammar	1	11
Vocabulary	4	8
Pronunciation	8	4
Culture	7	5

Table 87: Amount of group interviewees who rated the importance given to each language area in Spain as (close to) minimum or (close to) maximum

As Table 88 shows, some of these interviewees answered question number 4 with a simple *yes* or *no*, i.e., without specifying the skills they believe received most importance in their classes at the *EOI* or *CLM*. Luckily, some of the interviewees did provide full answers, explaining the higher amount of attention some language areas receive over others; within these more complete answers, the general situation found was that they believe that speaking is highly emphasized, as well as listening, grammar and cultural aspects; nevertheless, I cannot conclude that there are clear differences in the degree of importance that each language skill receives in these language centres since only a few of these interviewees actually compared the attention paid to each skill; hence, hopefully, the rest of the items will provide more information so as to better understand this topic. However, generally speaking, it seems that EFL classes in these language centres try to pay a similar degree of attention to each skill although, as three subjects mentioned, this is, on some occasions, difficult to achieve (cf. comment (62), below).

	Number of answers/option		Number of options/option
Yes, they try to pay the same of amount of attention to every skill, although this is difficult	3	More attention is paid to grammar	2
Yes, without specifying (the same amount of importance is given to each language area)	2	More attention is paid to speaking	3
More attention is paid to vocabulary	1	More attention is paid to writing	1
More attention is paid to reading	1	No attention to reading or pronunciation	1
More attention is paid to culture	2	More attention is paid to pronunciation	1
More attention is paid to listening	2	No, without specifying (the same amount of importance is not given to each language area)	3

Table 88: Group 2 interviewees' views on the importance given to each language area at the Official School of Languages / Modern Language Centre

(62) *Se intenta trabajar todos los aspectos pero en grupos numerosos es difícil trabajar el speaking y la pronunciación.*
[(This language centre, *my insertion*) tries to pay attention to every aspect but it is difficult to work on speaking and pronunciation in large groups, *my translation*]. **Interview number 39, written version**

(63) *En las EOI hay una clara diferencia pues, los apartados relacionadas a comprensión escrita y gramática reciben menos atención comparado con lo enseñado en institutos, mientras que los profesores de la EOI dan mayor importancia a la expresión oral o escrita al igual que a la cultura mundial.*
[There is a clear difference in the *EOI* since the aspects connected with reading and grammar receive less attention if compared to what was taught at high schools whereas *EOI* teachers give more importance to speaking and writing, as well as to world-wide culture, *my translation*]. **Interview number 44, written version**

Most of these students affirmed that the same importance was not given to each language area in the assessment system at the Spanish Official School of Languages or Modern Language Centre; on this occasion, they provided full answers as they specifically mentioned which language areas weighed more in the final grade from their points of view. Around a third of the students stated that more importance was given to grammar and oral skills, i.e., speaking and listening, in their exams; however, a few of the interviewees had clearly opposite opinions since they specifically rated that the two skills which were most disregarded in terms of assessment were precisely, listening and speaking, mainly due to lack of time. Finally, two subjects stated that every language skill had an equal degree of relevance in the final grades (see Table 89 below). Some of the specific comments made by these interviewees are in examples (64) and (65); moreover, see Appendix 6I for more comments

	Number of answers/option		Number of answers/option
More importance to grammar	3	Less importance to listening	2
More importance to vocabulary	2	Less importance to reading	1
More importance to speaking	4	Less importance to grammar	1
More importance to writing	2	Less importance to vocabulary	1
More importance to reading	2	Less importance to writing	1
More importance to listening	3	The same degree of importance	1
Less importance to speaking	2	The same degree of importance but writing is more subjective	1

Table 89: Group 2 interviewees' views on the importance given to each language area in terms of assessment

(64) *En xeral, as destrezas son avaliadas de forma similar. Aínda, que posiblemente, por temas de espazo e tempo nos exames a expresión escrita e oral, posiblemente foran as menos importantes. Estas destrezas eran mellor avaliadas de forma continua coa participación nas clases.*
[Generally speaking, the (different) skills are assessed in a similar way although, for questions of space and time, writing and speaking were probably the least important skills in the exams. These skills were better assessed through continuous assessment and class-participation, *my translation*]. **Interview number 40, written version**

(65) *Creo que la destreza menos valorada es el speaking, ya que en 5 min de dialogo y 3 min de dialogo no puedes demostrar cúal es tu control ni tu nivel del idioma.*
[I think that speaking is the skill most highly disregarded since you can´t demonstrate your oral competence and command of the language in 5 and 3 minute dialogues, *my translation*]. **Interview number 45, written version**

Once again, a wide range of results were obtained in the question in which the interviewees were asked to grade the frequency with which their EFL teachers corrected their mistakes in each of the language areas listed. Broadly speaking, it seems that for most of the participants the mistakes they made when practising the four main skills or a grammar, vocabulary or pronunciation task were corrected with some frequency (since most of them opted for choosing numbers 5 onwards on my scale); however, a few of them claimed that the mistakes they made when reading, writing or listening were corrected less frequently than their pronunciation or speaking ones.

	LITTLE/NO FREQUENCY .... FREQUENTLY									
Writing	1	2	3	4	5	6	7	8	9	10
	0	0	1	2	1	0	2	1	3	2
Speaking	1	2	3	4	5	6	7	8	9	10
	0	0	0	0	0	3	1	3	3	2
Listening	1	2	3	4	5	6	7	8	9	10
	0	0	0	2	2	3	2	1	0	2
Reading	1	2	3	4	5	6	7	8	9	10
	0	1	0	2	1	0	3	2	2	1
Grammar	1	2	3	4	5	6	7	8	9	10
	0	0	0	0	0	1	5	1	3	2
Vocabulary	1	2	3	4	5	6	7	8	9	10
	0	0	0	1	2	2	1	1	3	2
Pronunciation	1	2	3	4	5	6	7	8	9	10
	0	0	0	1	1	3	2	1	1	3

Table 90: Frequency with which group 2 interviewees believe their mistakes regarding each language area are corrected

	5 or less = lower frequency	6 or more = higher frequency
Writing	4	8
Speaking	0	12
Listening	4	8
Reading	4	8
Grammar	0	12
Vocabulary	3	9
Pronunciation	2	10

Table 91: Amount of group 2 interviewees that rated their mistakes made with each language area as more or less frequently corrected by their teachers

Most of the interviewees rated the amount of attention paid to writing, speaking, listening, vocabulary, reading pronunciation and culture between little and quite a lot. Moreover, between quite a lot and too much attention is paid to grammar in EFL classes at the Spanish Official School of Languages and Modern Language Centre according to these participants.

	No attention is paid to…	Little attention is paid to…	Quite a lot of attention is paid to…	Too much attention is paid to…
Writing – EOI/CLM	0	8	4	0
Speaking - EOI/CLM	0	3	7	2
Listening - EOI/CLM	0	3	8	1
Reading – EOI/CLM	1	5	5	1
Grammar - EOI/CLM	0	0	7	5
Vocabulary - EOI/CLM	0	4	7	1
Pronunciation – EOI/CLM	0	6	5	1
Culture - EOI/CLM	1	6	5	0

Table 92: Attention paid to each language area in the Spanish Official School of Languages / Modern Language Centre according to group 2 interviewees

Seven out of these 12 interviewees believe the EFL textbooks used in class keep a balance as regards each of these language areas; however, a group of four students maintain opposite views, two of which affirmed that there are clearly less activities of speaking and pronunciation, for one of them there are more tasks for grammar and for the remaining person, the skills most-emphasized are speaking, listening and writing. Finally, one interviewee believes the attention paid to each language area in EFL textbooks depends on the proficiency level.

Answers given	Total number of answers given
More importance is given to grammar	1
Less importance is given to speaking and listening	2
More importance is given to speaking, listening and writing	1
The same degree of importance is given to each skill	7
It depends on the level	

Table 93: Group 2 interviewees' opinions on the emphasis given to the different language areas in EFL textbooks

(66) *Lo cierto es que la atención que se le presta a los libros de texto depende del nivel en que te encuentres. En niveles inferiores la comprensión escrita predomina junto con la comprensión oral, mientras que cuando van avanzando de nivel la expresión oral comienza a tener más importancia. La expresión escrita tiene poca importancia en la mayoría de los niveles, suponiendo tan solo una página al final de la unidad.*
[The truth is that the attention paid to (each skill), *my insertion*] in textbooks depends on the student's proficiency level. At lower levels reading is emphasized together with listening whereas speaking gradually gains importance as the level is higher. Little importance is given to writing at all levels, only being present on one page at the end of a unit, *my translation*]. **Interview number 44, written version**

(67) *Creo que los libros de texto dan la misma importancia a todas las destrezas puesto que en una misma unidad hay diferentes actividades: lecturas, audiciones, ejercicios para completar por escrito y ejercicios para practicar la expresión oral.*
[I think textbooks pay attention to each skill in an equal way since there are different activities within a particular unit: readings, listening, exercises to complete in the written form and tasks for practising the spoken component, *my translation*]. **Interview number 48, written version**

Only three interviewees claimed they did not practice their English outside the classroom. The following seem to be the most productive according to the interviewees who actually stated that they used their English outside the classroom: a) watching series, TV programmes in original version; b) reading in English; c) using software, podcasts, etc; d) listening to music; and, e) tandems and talking to native speakers.

Finally, only four of the interviewees affirmed they had attended private EFL lessons away from their classes at the Spanish Official School of Languages or Modern Language Centre. Two of these subjects did not give any details on the reasons why while the other two affirmed they had attended private lessons to prepare the Cambridge set of exams and as part of teaching training programmes, respectively.

6.4.2.1.2. *Specific attention paid to pronunciation in the Spanish Official School of Languages and the Modern language Centre*

To begin with, knowing how to pronounce correctly was rated as important by all of these subjects except for one. Some of the main reasons they gave to justify their view were the following: a) it facilitates communication; b) it is basic in order to be understood; c) misunderstandings may arise if one pronounces certain English words incorrectly; and, d) pronouncing correctly helps people integrate with others when abroad. Some explicit answers given by these interviewees can be found in (68) and (69).

	Number of answers/option
Yes	11
No	1

Table 94: Amount of group 2 interviewees that rate pronouncing correctly in English as important or not

(68) *Sí, aun así considero que no lo es todo pues hay muchos lugares como Irlanda o América donde el acento y por tanto la pronunciación es distinta a la británica que tomamos como modelo. Pese a ello es estrictamente necesario pronunciar de una manera correcta inglés pues de otro modo puede haber lugar a confusiones, pues en función de cómo pronuncies una vocal quizás el significado de la palabra cambie como por ejemplo read/read (pasado).*
[Yes, although I don´t think it is (the only thing that matters, *my insertion*) because there are many places like Ireland or America where the accent and thus the pronunciation is different to the British one that we follow as a model. In spite of this, it is strictly necessary to pronounce English accurately since confusions may occur (if one pronounces something incorrectly, *my insertion*) thus depending on how one pronounces a vowel, the meaning of a word may change, for example, *read/read* (past), *my translation*]. **Interview number 44, written version**

(69) *Sí, para hacernos entender e integrarse si estás en el extranjero.*
[Yes, to make ourselves understood and to integrate oneself while being abroad, *my translation*]. **Interview number 49, written version**

Half of these interviewees believed enough attention is paid to pronunciation in their EFL classes at the *CLM* or *EOI* whereas the views of the rest of them indicate the opposite. A few of them affirmed that the importance given to pronunciation varied

from course to course but, broadly speaking, they stated that special attention was placed on pronunciation at the higher levels (cf. comment 71).

	Number of answers/option
Yes	6
No	6

Table 95: Group 2 interviewees' views on the time devoted to pronunciation in their EFL classes at the Spanish Official School of Languages or Modern Language Centre enough or not

(70) *Honestamente ninguna, imagino que no tienen tiempo para corregir a todos en tan solo hora y media de clase. Solo tuve un profe que nos enseñó fonética, era el único que nos corregía constantemente.*
[To be honest, they never pay attention to that in my case. I imagine that they don´t have time to correct everyone in classes of just one hour and a half. I only had one teacher who taught us phonetics, he was the only one who constantly corrected us, *my translation*]. **Interview number 42, written version**

(71) *Considero que según van avanzando los cursos sí se le dedica un tiempo más que suficiente. Quizás en cursos como tercero o cuarto no se presta tanta atención a esa destreza pero definitivamente en los últimos niveles, en especial en sexto y séptimo es uno de sus pilares.*
[I think that as the courses advance attention to pronunciation is paid more than enough. Perhaps in the third and fourth-years this is disregarded but attention is definitely paid to it in the last years of the curriculum, especially in years 6 and 7 where (pronunciation) is one of the (basic language areas taught, *my insertion*) *my translation*]. **Interview number 44, written version**

Only three of the interviewees stated they had a good level of English pronunciation when beginning their classes at the Modern Language Centre or Spanish Official School of Languages; however, all of the subjects without exception believed they had improved their level of pronunciation while enrolled in these language institutions; two of them, however, affirmed that this improvement was due to activities they carried out outside the classroom such as watching series and films and looking for activities on the Web.

	Number of answers/option
Yes	3
No	9

Table 96: Number of group 2 interviewees who believe they had a good level of pronunciation before beginning their EFL classes at the language centres selected

	Number of answers/option
Yes	10
No	0
Yes, but not thanks to my EFL classes at the *EOI* or *CLM*	2

Table 97: Number of group 2 interviewees who consider their level of pronunciation has improved since they began their EFL classes in the language centres selected

(72) *Cuando llegué mi nivel era pésimo, he mejorado pero la pronunciación me busco la vida por internet, y hago ejercicios para mejorar mi pronunciación.*
[When I started, my level was really bad. I have improved but I look for my own materials on the Web and I do exercises to improve my pronunciation, *my translation*] **Interview number 42, written version**

(73) *Cuando empecé no tenía un buen nivel de pronunciación porque lo que sabía de inglés era lo que me enseñaron en el colegio e instituto, donde se centran en la gramática y no tienen para nada en cuenta la pronunciación. Desde que empecé las clases en la EOI mejoré mucho mi pronunciación porque en clase te "obligaban" a hablar en inglés y tanto la profesora como nosotros mismos como compañeros nos corregimos unos a otros.*
[When I started, my pronunciation was not good because what I knew in English was what I had been taught at school or high school, where they focus on grammar and do not take into account pronunciation at all. Since I started classes at the *EOI*, I have improved my pronunciation a lot because in class they "obliged" us to speak English and both the teacher and ourselves as classmates corrected one another, *my translation*]. **Interview number 45, written version**

In addition to this, most of the students interviewed maintain that speaking English and English pronunciation, in particular, are difficult since: a) there are many differences between the phonological systems of Spanish/Galician and English; and, b) the way a word is spelt and how it is pronounced is different in English. Only a few students mentioned specific problems they have with English pronunciation; more particularly, problems with vowels, schwa, unknown words and the pronunciation of specific words such as *future* or *culture*.

Figure 52: Group 2 interviewees' views on whether speaking in English and English pronunciation are difficult for them
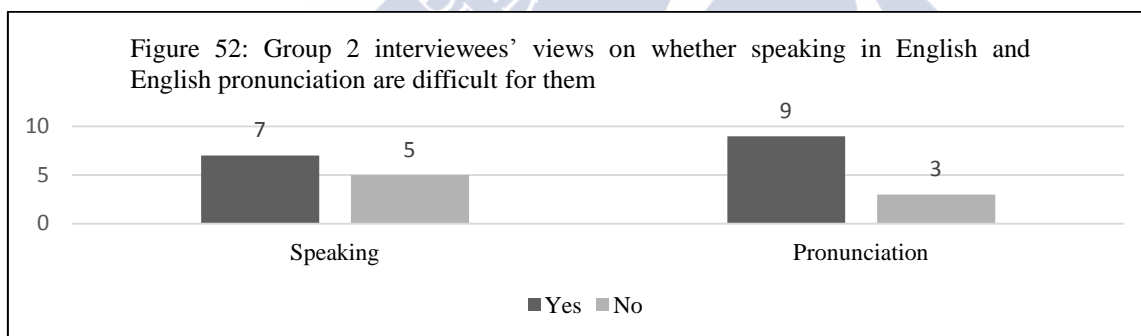
(74) *Penso que falar inglés non é moi difícil. Non obstante, a pronunciación correcta dalgunhas palabras e dalgúns sons de fala inglesa é máis complicada, pois son sons ou formas articulatorias que non existen na nosa lingua. Ademais, o non ser unha lingua na que a pronuncia ten unha equivalencia directa coa forma escrita, isto fai que moitas veces se dubide a hora de pronunciar unha palabra determinada.*
[I think that speaking English isn´t that difficult. However, the correct pronunciation of some words and some English sounds is more complicated since they are sounds or articulatory forms that do not exist in our language. Moreover, the fact that it is not a language in which the pronunciation has a direct equivalent with the written form makes one very often doubt when pronouncing a certain word, *my translation*]. **Interview number 40, written version**

(75) *Creo que es difícil porque no es un idioma de origen latino con una pronunciación similar a la nuestra. Principalmente tengo problemas con las palabras que desconozco, al no pronunciarse al igual que se escriben.*

[I think that it´s difficult because it isn't a language with Latin origin with a similar pronunciation to ours. I mainly have problems with unknown words since they are not pronounced as they are spelt, *my translation*]. **Interview number 43, written version**

According to these interviewees, they are constantly practising the speaking skill since most of them stated that they carry out speaking tasks in every single session. Finally, one participant explained that at some levels, particularly, at the more advanced ones, they tended to speak more often than at previous stages. Moreover, a few interviewees stated that activities on specific pronunciation points are very rarely carried out.

	Number of answers/option
(Every) weekly	2
(Nearly) everyday	9
It depends on the level	1

Table 98: Group 2 interviewees' views on the frequency of speaking and pronunciation tasks in their classes at the *EOI* or *CLM*

(76) El Speaking en clase es diario, hacemos conversaciones grupales o por parejas y cualquier intervención ha de ser siempre en inglés. Actividades concretas de pronunciación no hacemos, el profesor a veces corrige errores de pronunciación.
[Speaking English in class is something we do all the time, we maintain conversations in groups or pairs and anything we say has to be in English. Specific pronunciation activities as such are not carried out, the teacher sometimes corrects our pronunciation mistakes, *my translation*]. **Interview number 41, written versión**

(77) *Speaking todos los días, pronunciación nunca.*
[Speaking, we practise it all the time; pronunciation, we never do it, *my translation*]. **Interview number 42, written version**

The aforementioned result is extremely positive since, as mentioned several time through this dissertation, the best way to learn English pronunciation is by practising as much as possible and it seems that EFL classes at the Spanish Official School of Languages and the Modern Language Centre focus a lot on the speaking skill. Furthermore, although some of these students mentioned that pronunciation tasks are never or very rarely carried out, they do practise their spoken English very frequently in class and, consequently, they are also practising pronunciation even though they may not be really aware of it.

Quite a few types of activities and techniques seem to be used in the classes of these students. Debates and dialogues in pairs and small groups seem to be the most productive type of spoken task according to these students; moreover, depending on the

student's level, some of them affirmed songs, new technologies and games were used (especially at the lower levels) as well as oral presentations and discussions on videos (more frequently used at higher stages).

	Number of answers/option		Number of answers/option
Videos	3	Games	2
Computer lab	1	Debates, dialogues in groups, pairs or whole class	7
New technologies	1	Oral presentations	2
Songs	4	No answer	1

Table 99: Types of speaking tasks carried out in EFL classes at the *EOI* and *CLM* according to group 2 interviewees

The most productive types of pronunciation activities present in textbooks are, according to these subjects: a) listening to and repeating isolated words; b) reading and guessing phonetic transcriptions; and, c) presenting examples of words containing a particular sound to illustrate a particular point. Moreover, some students explained that these activities were monotonous and boring and, on many occasions, the teachers directly skipped them.

(78) *Una actividad típica sería: la presencia de una palabra indicando la transcripción fonética de la vocal que la compone (ej.: car) y se deben dar ejemplos de otras palabras que tengan ese sonido (esta actividad puede variar presentando el libro una serie de palabras y teniendo que escoger en ellas cuales son las que presentan ese sonido).*
[A typical activity would be: the vowel of a certain word appears transcribed (for example, car) and one must give examples of other words that contain such sound (this activity may vary by presenting a series of words and having to choose which ones contain that specific sound), *my translation*]. **Interview number 44, written version**

(79) *Son actividades lentas y aburridas de repetir palabras. Los profesores se las suelen saltar.*
[They are slow and boring activities which consist merely in the repetition of words. Teachers tend to skip them, *my translation*]. **Interview number 45, written version**

According to these interviewees, their speaking (and thus pronunciation) abilities are continuously assessed throughout the course, not only in the official exams they have to take twice a year (in February and at the end of the course) but on a daily basis with the activities they do in class, oral presentations they have to prepare…

As regards mistakes, the vast majority of these students affirmed that their EFL teachers corrected most of the pronunciation mistakes made in the different sessions.

Likewise, they affirmed they liked to be corrected since it is the best way to learn and they would even like their pronunciation mistakes to be corrected more frequently.

	Number of answers/option
Nearly always	10
Hardly ever	1
No answer	1

Table 100: Frequency with which group 2 interviewees consider their pronunciation mistakes are corrected

(80) *Non os corrixen todos, pero normalmente sí. No momento da corrección pode ser un pouco incómodo pero asumo que é polo meu ben e alégrome de que o fagan, xa que así aprendo.*
[They don´t correct all of them although they generally do so. One may feel a little bit embarassed when they are actually correcting you but I am aware that it´s for my own good and I am happy they do so because that is the way to learn, *my translation*]. **Interview number 39, written version**

(81) *Los profesores corrigen mis errores con bastante frecuencia, para corregirlos me dicen cómo se pronuncia la palabra que he dicho mal y me hace repetirla varias veces hasta que lo haga bien. Me gusta que me corrijan y no me importaría que me corrigiesen más porque esto me permitiría perfeccionar mi pronunciación y en general mi inglés.*
[Teachers correct my mistakes quite frequently; on their corrections they tell me how the word I said wrong is pronounced and they ask me to repeat it several times until I get it right. I like being corrected and I wouldn´t mind being corrected more because this would allow me to improve my pronunciation and my English in general, *my translation*]. **Interview number 45, written version**

Most of these participants believe Spanish students of English should aim at acquiring a native-like pronunciation so that native English-speaking people understand them better. For three of the students interviewed, sounding native is not a requirement since they stated that, as long as a person pronounces with a certain degree of correctness, they will be understood by native speakers even if they have a foreign accent. Finally, two people affirmed that sounding native-like would be ideal but it is very difficult to obtain such level and one interviewee stated that only some people such as EFL teachers should sound native when speaking English.
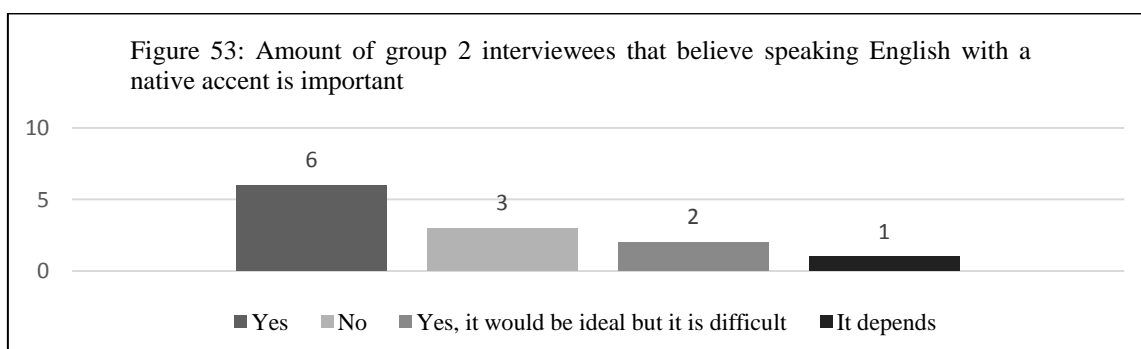
Figure 53: Amount of group 2 interviewees that believe speaking English with a native accent is important

■ Yes   ■ No   ■ Yes, it would be ideal but it is difficult   ■ It depends

(82) *Canto máis se parece a pronunciación dunha persoa á dos nativos desa lingua, direi que pronuncia mellor esa lingua. Non obstante, non creo que faga falla pronunciar como un nativo, porque nos non o somos. Isto non quere dicir tampouco que se pronuncie de calquera maneira, se non que hai que esforzarse en facer unha pronunciación clara, ben articulada e de forma máis semellante ó orixinal que poidamos.*

[The more one´s pronunciation resembles that of a native people of that language, I would say they better pronounce in that language. However, I don´t think it´s necessary to have a pronunciation like that of a native speaker because we are not native. This doesn´t mean that any kind of pronunciation will do; it's necessary make an effort to produce a clear and well-articulated pronunciation, as similar to the original as possible, *my translation*]. **Interview number 39, written version**

(83) *Es importante hablar como un hablante nativo siempre y cuando vayas a dedicarte a enseñar este idioma en algún ámbito académico; de otra manera en cualquier conversación siempre que pronuncies de manera adecuada la comunicación es posible* (…).

[Speaking like a native speaker is important as long as your are going to devote yourself to teaching that language in some academic situation; otherwise, as long as you pronounce adequately in any conversation, communication is possible (…), *my translation*]. **Interview number 44, written version**

Two subjects affirmed they would prefer their teachers to teach a combination of several varieties of English so that they could become familiar with different types of accents and pronunciation whereas the majority of the students claimed that, for reasons of proximity, they agree and understand that the variety of English mainly taught in Spain is RP. However, four subjects explicitly mentioned that they understood other varieties better than the standard British one, particularly, three of them they referred to the American variety of English and one of them to the Australian accent. These students seem to prefer the American standard because it is not as rigid and posh as the British accent and, according to them, fewer sounds are omitted.

	Number of answers/option
Yes	8
No	2
I would prefer a combination of different ones	2

Table 101: Group 2 interviewees' views on the different varieties of English, more particularly, on RP

	Number of answers / option
The American variety	3
The Australian variety	1

Table 102: Number of group 2 interviewees who admitted they understood the American and Australian varieties of English better than the British one

(84) *Estoy de acuerdo en que para enseñar debemos partir de un inglés oficial y estandarizado (igual que con cualquier otro idioma) pero además se deberían enseñar otros acentos. A mí por ejemplo me gusta más el acento americano porque me parece más relajado y con lo que nos enseñan en las aulas no*

podríamos entender nunca a un irlandés o a un escocés, ya que tienen un acento y algunas palabras completamente distintas.
[I agree that teachers should start with an official and standardised (variety of, *my insertion*) variety of English (like with any other language) but I also think other accents should be taught. I, for instance, prefer the American accent because I think it is more relaxed and we would never be able to understand an Irish or Scottish person with what we are taught in class, since they have a completely different accent and some words are completely different *my translation*]. **Interview number 45, written version**

Lo normal es que se enseñe el idioma estándar y llegados a un nivel se muestren las variedades o usos menos formales. Creo que el inglés americano (sin acentos extraños) es más fácil de entender, ya que no suelen enlazar tanto las palabras y pronuncian más letras de las palabras.
[Teaching the standard variety is what we would expect although once one reaches certain level, other varieties and less formal uses could be taught. I think that American English (easier to understand since it doesn´t link the words so much and more letters are pronounced, *my translation*]. **Interview number 46, written version**

Generally speaking, most of these students believe that their abilities in the four main skills will be similar once they complete all the courses at the Spanish Official School of Languages or Modern Language Centre. However, four of them believe they will have a higher competence in oral skills than in written ones (2 of them affirmed they would be better at speaking, one at listening and another one at both speaking and listening). Hence, at this stage, we can infer that oral skills have an important role in these students´ classes up to the extent that they feel that their speaking and listening skills will be higher when they complete their studies at these institutions.

	Number of answers/option		Number of answers/option
No (without specifying)	1	Yes (without specifying)	5
Better at writing	1	Worse at speaking	1
Better at listening	1	Worse at writing	1
Better at speaking	2	Better at written than oral skills	1

Table 103: Group 2 interviewees' views on their competence of each of the four main skills when completing all the courses at the *EOI* or *CLM*

Finally, all of these students, except for one, stated that the role that pronunciation has in Spain should change; some of the changes they suggested were the following: the promotion of spoken tasks in small groups, practical sessions with native speakers or in language labs, tandems, language exchanges, avoidance of dubbing series and films and the introduction of more oral tests at all levels of education.

(86) *Creo que sí debería cambiar. Salvo a miña experiencia no CLM o certo e que non tiven demasiadas oportunidades de practicar a pronunciación no resto das miñas experiencias de aprendizaxe coa lingua inglesa. Penso que a partir de certo nivel se debería facer algo máis de fincapé na correcta pronunciación de certas palabras e na forma de articular certos sons da lingua inglesa. Así mesmo, creo que se podería mellorar bastante se se fixeran máis prácticas en voz alta e se fomentasen máis formas de participación con falantes nativos (videoconferencias, programas de tandem, intercambios ou mobilidade de profesorado e alumnos).*
[I think that there should be a change. The truth is that I didn´t have many opportunities to practise pronunciation in the rest of my learning English experiences (with the exception of my experience in the *CLM*). I think that, from a certain level onwards, more emphasis should be placed on the correct pronunciation of certain words or on the way certain English sounds are articulated. Likewise, I think that we would improve quite a lot if we practiced more reading-aloud practical tasks and we were encouraged to participate in different activities with native speakers (videoconferences, tandem programmes, exchange or mobility programs for teachers and students), *my translation*]. **Interview number 40, written version**

(87) *Sí. Debería fomentarse mucho más este campo que el gramatical, por ejemplo, ya que considero que es el más útil a la hora de ir a un país de habla inglesa.*
[Yes. A lot more emphasis should be placed on this field than on grammar, for instance, since I think it is more useful when visiting an English-speaking country, *my translation*]. **Interview number 43, written version**

6.4.3. Questionnaires addressed to teachers

6.4.3.1. Main group 1: Obligatory and post-obligatory secondary education EFL teachers

6.4.3.1.1. Opinions on the importance of English pronunciation

As can be inferred from Figure 54 below, speaking and pronouncing English correctly are regarded as extremely important for these obligatory secondary and post-obligatory secondary education EFL teachers. Hence, it would seem feasible to say that, in their views, these language areas should be emphasized in the classroom. Moreover, although these skills are important in language classes, the EFL teachers questioned maintained that English pronunciation is particularly difficult (see Figure 55 below), this is indeed another reason why teachers should help their students develop these skills in the classroom so as to overcome these difficulties and avoid them from fossilising mistakes in the future. As mentioned before on a number of occasions, the more one uses and practises spoken English, the sooner they will become comfortable in doing so; of course, they will probably make many mistakes at the beginning but these mistakes should be regarded as something natural within the language learning process.

Figure 54: The extent up to which group 1 teachers consider speaking and pronouncing correctly in English important

Figure 55: The extent up to which group 1 teachers consider English a difficult language to speak and pronounce
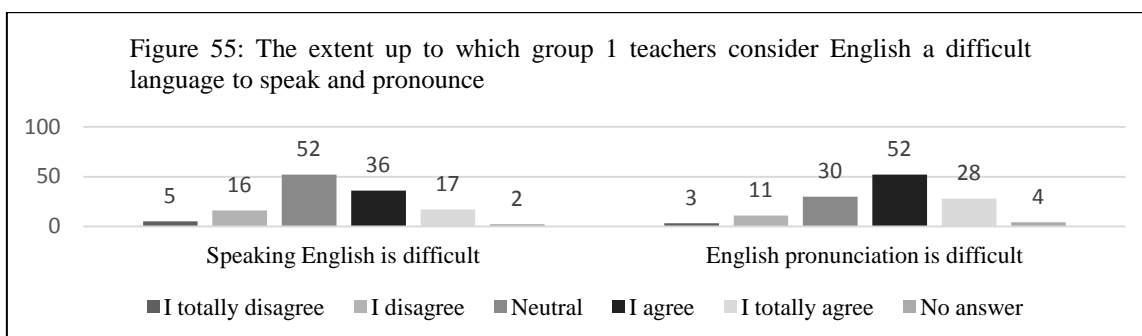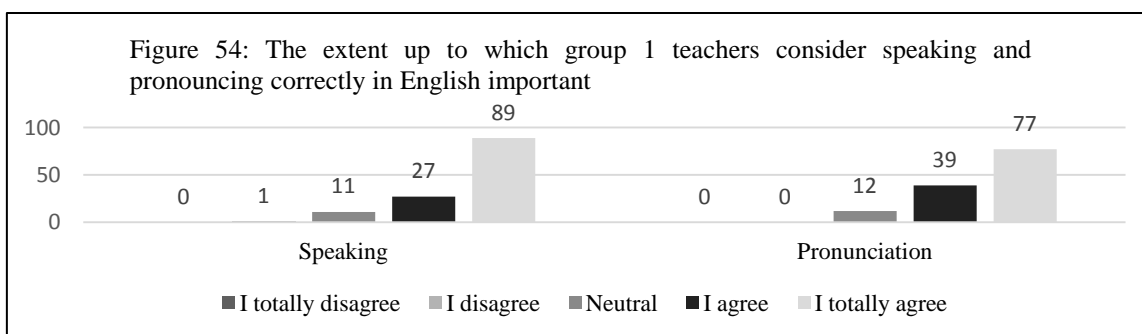
As discussed in section 2.1, thanks to a more modern approach to the teaching of pronunciation, the focus in EFL pronunciation classes is currently placed on intelligibility rather than on sounding native-like. In other words, it is not necessary to sound native when speaking English, as long as one can express themselves fluently and accurately, without making too many mistakes so that the message can successfully be conveyed and the listener can understand the main points of information. Nevertheless, the teachers´ answers for items numbers 5 and 7 generally indicated that, in their view, EFL teachers should have a native-like pronunciation in order to be able to teach this language area to their students. It is not as clear, however, whether they also expect their students to learn to express themselves as native-like as possible since most of them opted for the *neutral* option; nevertheless, the second most-voted option (which was chosen by a total of 33 teachers, that is, four teachers less than the previous option) was *I agree* with regards to the statement "students should have a native-like pronunciation".

Figure 56: Extent up to which group 1 teachers believe that having a native accent is important for them and their students
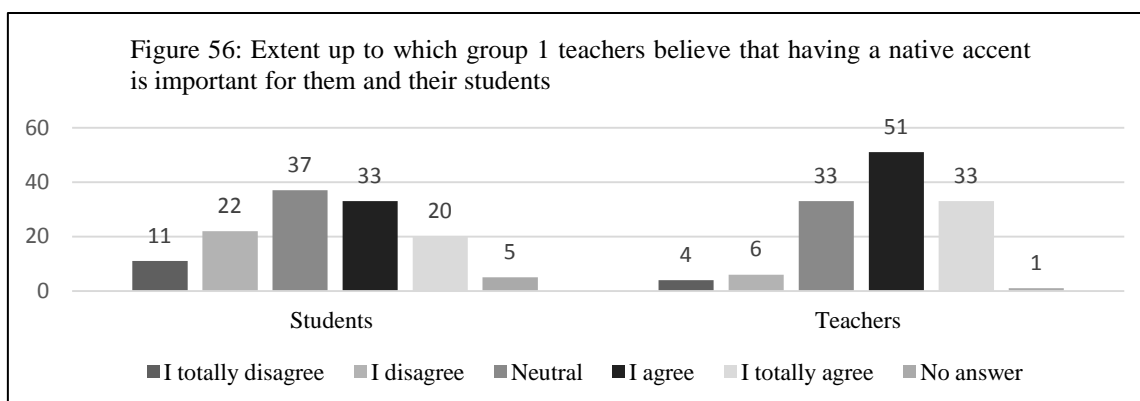
These results are extremely interesting since they indicate that, although pronunciation experts emphasize that one does not need to have a perfect pronunciation when speaking English and also that, in broad terms, foreign speakers should aim at obtaining a level of pronunciation which allows them to be understood by both native and other non-native speakers, most of these Spanish secondary and post-secondary education teachers stress the importance for their students to reach a native-like pronunciation and they themselves believe they must sound native-like in order to be able to teach this difficult language area to their students. In my view, it is far more important for teachers to be properly trained in the teaching of English pronunciation than speaking in similar terms to a native English speaker. In fact, in line with the ideas presented by Marks (2014), even native-speakers of English may have trouble teaching pronunciation to Spanish speakers if they are not aware of the common problems speakers of Spanish have with English pronunciation (cf. section 1.1). Similarly, a native Spanish teacher who has not received specific training in teaching pronunciation will lack the necessary skills such as how to identify pronunciation problems, choose appropriate techniques to help students overcome these difficulties depending on their needs, age and level of proficiency or how to design their own tasks to further practise certain pronunciation features.

Later on, in sections 6.5.2.2 and 6.5.3, I will compare the views of these teachers to those from groups 2 and 3 as well as to the students surveyed so as to discuss whether the rest of the participants also regard speaking with a native accent so relevant and hence changes would need to be introduced in the educational system, especially regarding teacher training programmes so as to teach future language teachers that a person learning a foreign language may express themselves with a foreign accent and still be understood by native speakers of the language.

Consequently, as shown in Table 104 below, over eighty per cent of the subjects *agreed* that "EFL teachers should have a good knowledge of English pronunciation in order to be able to teach it efficiently". However, most of them believed that "the current programmes in the Spanish educational system do not pay attention to pronunciation", i.e, they consider that the attention paid to pronunciation is inferior in comparison to other language skills. Furthermore, approximately thirty per cent of them denied having been offered and completed a module specifically focused on the teaching of pronunciation as part of their teacher training programme; 24% of them, however, claimed they had received specific training on how to teach pronunciation. Despite the fact that many teachers denied having received training on teaching pronunciation, 31% of these teachers admit they "feel confident when teaching pronunciation" to their students, closely followed by 24% of them whose opinion is completely the opposite, affirming they lacked confidence to teach this language area in the classroom.

	I totally disagree	I disagree	Neutral	I agree	I totally agree	No answer
English teachers should have a good knowledge of English pronunciation in order to teach it.	0 (0%)	2 (1.56%)	2 (1.56%)	18 (14.06%)	105 (82.03%)	1 (0.78%)
The current programmes in the Spanish educational system pay attention to pronunciation.	20 (15.63%)	48 (37.5%)	38 (29.69%)	11 (8.59%)	9 (7.03%)	2 (1.56%)
My training as a teacher of English included a module on the teaching of pronunciation.	39 (30.47%)	25 (19.53%)	15 (11.72%)	14 (10.94%)	31 (24.22%)	4 (3.13%)
As a teacher, I feel confident when teaching pronunciation.	31 (24.22%)	13 (10.16%)	16 (12.5%)	24 (18.75%)	40 (31.25%)	4 (3.13%)

Table 104: Group 1 teachers' personal feelings regarding their confidence to teach pronunciation and the amount of training they received

The previous results are once again interesting for one of the objectives of my PhD dissertation, i.e, identifying whether gaps and faults in the Spanish educational system can be one of the reasons why even advanced Spanish EFL students who have

been studying English for around twelve years at primary education and high-school continue to have trouble with the oral component and, more particularly, with pronunciation. It seems that, according to most of these 128 obligatory and post-obligatory secondary teachers, Spanish EFL teachers at these educational levels are not prepared to teach pronunciation and many of them do not feel confident enough to teach this language area,[39] despite believing that English pronunciation is difficult, pronouncing correctly is important and that EFL teachers should have a good knowledge of English pronunciation in order to be able to teach it.

As can be seen in Figure 57, the majority of these teachers also agreed with the statements "one can be fluent in English but have problems with pronunciation" and "one can be good at English pronunciation but it is possible to have problems with fluency". Hence, according to them, pronunciation and fluency are two independent issues when considering the spoken language and thus it is possible to lack a good level of pronunciation in English but still express themselves with fluency and vice versa. However, generally speaking, it would be difficult for the listener to communicate and interact with people that show any of these problems; as has been stated several times throughout this work, one does not need a perfect knowledge and command of English pronunciation provided that they at least pronounce intelligibly enough to be understood (cf. section 2.1); on the other hand, if a person pronounces perfectly isolated words in English but they fail to join them together and express themselves with some degree of fluency, the listener could also find it difficult to understand the whole message (moreover, as discussed in section 3.2.1.1, many words differ in pronunciation if pronounced in isolation than when said in a sentence, i.e, strong vs. weak forms).

Figure 57: Group 1 teachers' views on the connections between pronunciation and fluency

One can be fluent in English but have problems with pronunciation: I totally disagree 3, I disagree 5, Neutral 18, I agree 44, I totally agree 56, No answer 2

One can be good at English pronunciation but can have problems with fluency: I totally disagree 5, I disagree 10, Neutral 28, I agree 38, I totally agree 46, No answer 1

Legend: ■ I totally disagree ■ I disagree ■ Neutral ■ I agree ■ I totally agree ■ No answer

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[39] According to previous research, teachers' lack of confidence to teach pronunciation is in fact one of the reasons why pronunciation is commonly undervalued in EFL classes, see section 1.1.

Similarly, the vast majority of the respondents believe that "knowing English will be useful for their students" in their future lives; therefore, this is an additional reason why speaking and pronunciation should be emphasized in the classroom since many students may end up having to express themselves orally in English at particular times in their professional or personal daily activities and thus they would require basic abilities in fluency, accuracy and pronunciation to be understood by native or non-native speakers.

Figure 58: Group 1 teachers' answers to the item "Knowing English will be useful for my students in the future"
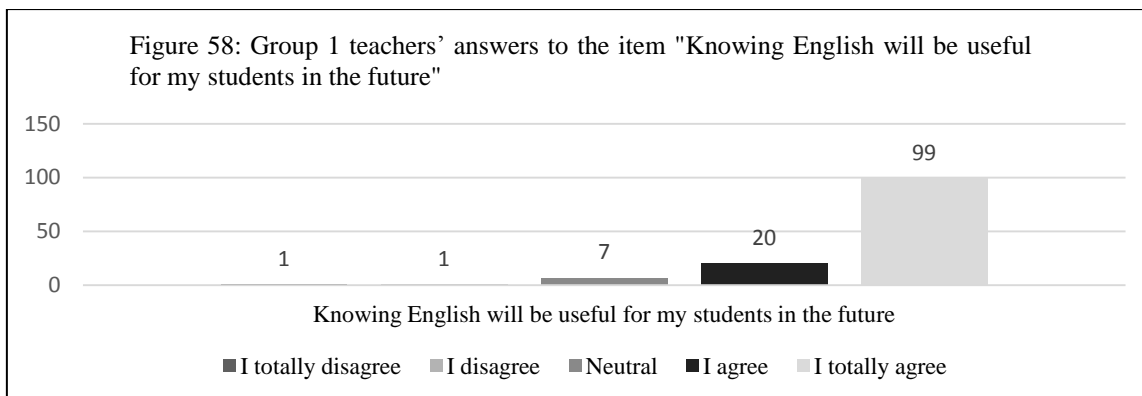
The vast majority of the teachers surveyed totally agreed that "Spanish learners tend to have problems with English pronunciation" and, consequently, "these problems should be dealt with in the classroom". A striking result is the fact that approximately 80 of these 128 teachers acknowledged that they "know how to deal with these pronunciation problems" in spite of having claimed earlier that they did not receive training in teaching pronunciation when studying to become teachers. This means that they must have either sat optional courses, conferences, workshops or seminars after graduating in order to learn how to teach pronunciation and/or they have gradually learnt through years of experience how to face their students' problems, tried out different techniques and found which ones work with particular students, etc.[40] Whatever the reason, one should not forget that, according to these teachers, people who study a university degree to become an EFL teacher at a Spanish high school are not taught nor trained how to teach this language area.

Other items in this questionnaire will provide further feedback for this issue (the questions concerned with the teachers´ views on whether enough time is devoted to

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[40] As mentioned in section 6.2.1.1.1, most of these teachers affirmed having more than 15 years of teaching experience.

pronunciation in the classroom and the actual frequency with which speaking and pronunciation activities and exams are carried out, all in section 6.4.3.1.2 below).

	I totally disagree	I disagree	Neutral	I agree	I totally agree	No answer
Spanish learners of English tend to have problems with English pronunciation	1 (0.78%)	3 (2.34%)	21 (16.41%)	38 (29.69%)	64 (50%)	1 (0.78%)
These problems should be dealt with in the classroom	0 (0%)	0 (0%)	15 (11.72%)	48 (37.5%)	65 (50.78%)	0 (0%)
As a teacher, I know how to deal with the problems my students have with pronunciation	2 (1.56%)	5 (3.91%)	34 (26.56%)	47 (36.72%)	37 (28.91%)	3 (2.34%)

Table 105: Group 1 teachers' opinions regarding questions on pronunciation problems

6.4.3.1.2. Attitudes towards pronunciation and its teaching

The majority of these teachers believed that the "time devoted to pronunciation in their classes is insufficient". This finding may be explained by the fact that, as already mentioned above, most of these teachers affirmed that the "current programmes in the Spanish educational system do not pay enough attention to pronunciation"; consequently, they will probably not be expected to spend much time preparing activities and exam questions to focus on pronunciation nor they will be encouraged to attend teaching courses to further specialise in teaching this language area.

Figure 59: Group 1 teachers' views on the time allocated to the teaching of pronunciation in EFL classes
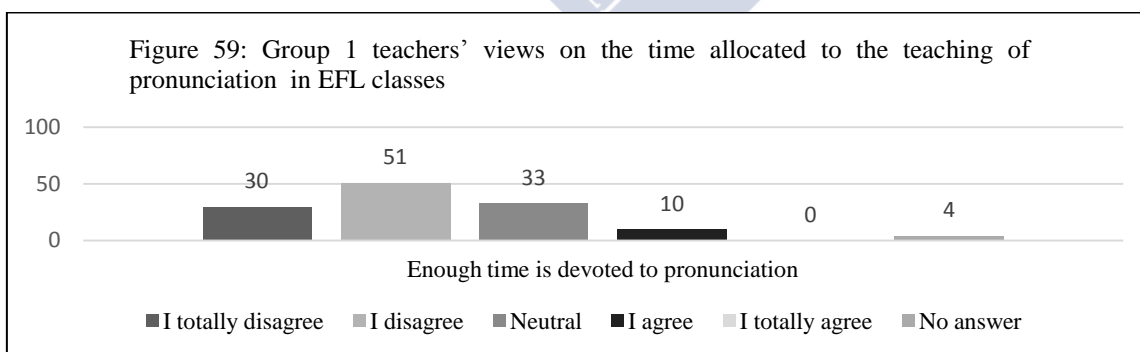
Finally, the teachers were also asked to compare the general attention paid to the so-called oral skills (listening and speaking) with respect to that paid to other language areas in EFL classes in Spain, particularly, reading, writing, vocabulary, grammar and

pronunciation. As can be seen in Table 106 below, the majority of these subjects maintain that less importance is given to oral skills than to written ones, grammar and vocabulary.

	I totally disagree	I disagree	Neutral	I agree	I totally agree	No answer
The same degree of importance is given to the skills of speaking and listening than to reading.	20 (15.63%)	52 (40.63%)	22 (17.19%)	26 (20.31%)	6 (4.69%)	2 (1.56%)
The same degree of importance is given to the skills of speaking and listening than to grammar.	32 (25%)	45 (35.16%)	29 (22.66%)	18 (14.06%)	4 (3.125%)	0 (0%)
The same degree of importance is given to the skills of speaking and listening than to writing.	20 (15.63%)	48 (37.5%)	30 (23.44%)	21 (16.41%)	8 (6.25%)	1 (0.78%)
The same degree of importance is given to the skills of speaking and listening than to vocabulary.	21 (16.41%)	41 (32.03%)	35 (27.34%)	20 (15.63%)	10 (7.81%)	1 (0.78%)
The same degree of importance is given to the skills of speaking and listening than to pronunciation.	15 (11.72%)	44 (34.38%)	37 (28.91%)	28 (21.88%)	4 (3.13%)	0 (0%)

Table 106: Group 1 teachers' perspectives concerning the degree of attention generally paid to oral skills in comparison to other language skills

From the findings discussed up to now, I can suggest that these teachers admit that the importance given to written skills, grammar and vocabulary in their classes is clearly superior than the one oral skills receive since they already stated that the Spanish educational programmes do not pay attention to pronunciation and the time devoted to the teaching of pronunciation and speaking is insufficient. In chapter 7, I will provide further background to this issue since I will briefly discuss the general importance given to each language skill in some *ESO* and *bachillerato* textbooks by counting the total number of activities present for each skill in a few units; this will allow me to see up to

what extent there are in fact fewer pronunciation tasks than grammar, reading or writing exercises, for instance (cf. section 7.4.1.3).

6.4.3.1.3. Current situation of the teaching of pronunciation in obligatory and post-obligatory secondary education EFL classes and teaching materials in Spain

6.4.3.1.3.1. Methodology and tasks

As would be expected, these teachers acknowledged they spoke in the foreign language quite frequently in the classroom; however, in their views, their students do so less often, more particularly between *sometimes* and *often*. Hence, obligatory secondary and post-obligatory secondary education students are exposed to more spoken English than they actually produce; as explained in section 1.1, pronunciation affects every language skill (for instance, when we read to ourselves, we are pronouncing the words internally and when we speak, we pronounce them externally) and therefore these students need to produce more spoken language in order to become fluent and accurate speakers of the language; it is very difficult – if not impossible - for students to learn how to pronounce a foreign language if they do not actually practise saying different sounds, words and combinations of words.

Figure 60: Frequency with which teachers and students speak in English in class - group 1 teachers' views
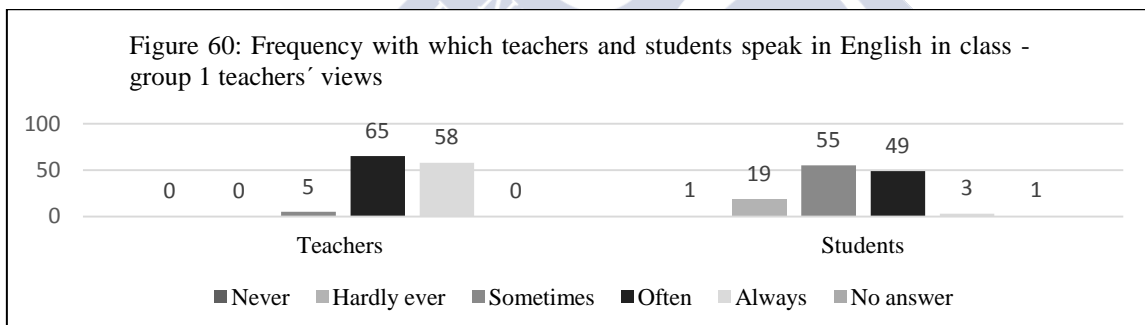
One of the reasons why obligatory and post-obligatory students do not always (try to) speak in English in their EFL classes may be connected with their shyness as most of these teachers questioned claimed that their students are reluctant and show timidness to express themselves orally in the foreign language.

This situation may even be more serious since I attended a workshop devoted to foreign accent in May 2015 at the University of the Basque Country and a few secondary-school teachers mentioned that a major problem in Spanish EFL classrooms at high-school is that students who have a good accent and are quite fluent in English are mocked at and insulted by the other classmates, which embarrasses and may even

frustrate the good-level students and causes them to change their accent to a strong foreign one. Another teacher who was attending the same workshop also told us that she knew a Spanish/English bilingual teenager who was even mocked at by their EFL teacher who felt intimidated that someone was better at speaking English than them; as a consequence, this half-native person also changed their accent trying to sound more Spanish-like. As mentioned several times throughout this chapter, nowadays emphasis should be placed on intelligibility rather than on sounding native-like; however, if a person has or wants to achieve a native-like accent for personal or professional reasons, they should be respected and should not be teased for having a good English accent, especially if the person is bilingual in English and another language (see section 3.3 for a description of the three main goals in pronunciation teaching at present, as suggested by Walker, 2014b: 8).

Figure 61: Frequency with which group 1 teachers believe their students feel shy when speaking in English
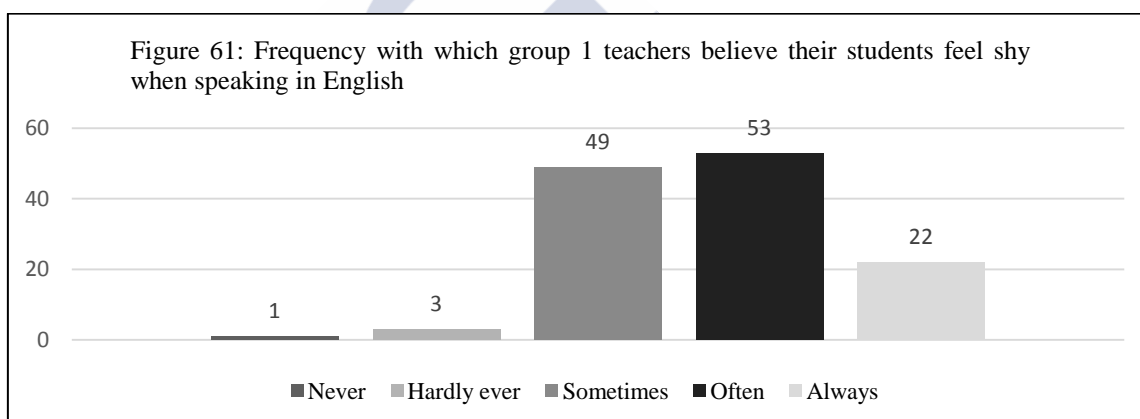
Generally speaking, it seems that for obligatory and post-obligatory education students, shyness plays a huge role in language classes and this factor strongly affects their oral production. It is totally understandable that Spanish students feel embarrassed to speak in English due to the many existing differences between the vocalic and consonantal sounds in each language (cf. section 3.2); however, as discussed before, the more one speaks, the better for them in the long run since they will probably realise that everyone goes through the same process of shyness and embarrassment when learning a foreign language and speaking in it, and that the sooner they overcome this difficulty, the better. Concerning age, primary education teachers should be the first ones to encourage their students highly to engage in speaking with others since it has been demonstrated that the best period for learning a language is at a young age, before puberty (during the so-called *Critical Period* as suggested by Lenneberg (1967); see

section 1.3.1.1.1); among other language areas, individuals who learn a language during this range of years are expected to have a better level of pronunciation in the long run (Flege, 1991). Moreover, broadly speaking, children are normally more outgoing than teenagers and they do not feel as embarrassed to speak in front of others. Therefore, primary-school teachers should take advantage of this age factor and make their students produce as much spoken language as possible so that they are used to that once they start their education at secondary schools.

These teachers affirmed that they *frequently* carried out speaking activities and oral exams in the classroom; pronunciation activities, on the other hand, seem to be done only *on some occasions* whereas pronunciation exams are *never* given. Of course, pronunciation is one of the main factors that should be evaluated in a general oral test (since it is a main component of the speaking skill, see section 1.5 for more details on assessment); nevertheless, at certain moments, teachers should also encourage students to practise their pronunciation abilities. For instance, a generalised problem that Spanish learners have is the pronunciation of the final *–ed* in the past and past participle forms of regular verbs since the majority of Spanish syllables end in up a vowel sound (there are a few exceptions like the words *bondad* (kindness)*, deidad* (deity), but these are minority) and there are not many consonantal clusters in Spanish. Hence, Spanish students tend to pronounce almost every final *–ed* ending as a separate syllable, ranging from /ed/ to /ɪd/. Consequently, attention should be paid to consonantal clusters in the classroom (including this *–ed* ending); a good way of encouraging students to practise this verbal ending is by testing them orally so they may become aware of the importance of pronunciation or by playing a game in which the best students to pronounce the *–ed* ending in a number of verbs win a prize, thus, motivating them to do their best and compete against one another.

Figure 62: Frequency with which speaking and pronunciation activities and exams are carried out in class by group 1 teachers
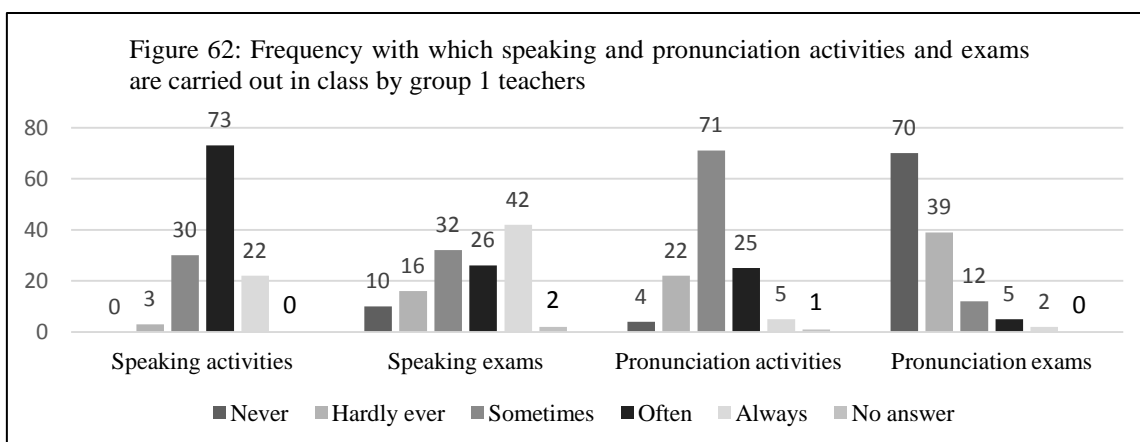
The only type of task teachers acknowledged using quite frequently to teach pronunciation was making their students repeat words or small sentences; in contrast, games, songs and computers and the Internet are not used so often in, at least not for dealing with pronunciation. Therefore, one could say that the format of the pronunciation activities carried out within obligatory secondary and post-obligatory secondary education EFL classes seems to be quite repetitive.

	Never	**Hardly ever**	**Sometimes**	**Often**	**Always**	**No answer**
To practise pronunciation, I make my students repeat words or small sentences.	4 (3.13%)	9 (7.03%)	45 (35.16%)	44 (34.38%)	26 (20.31%)	0 (0%)
I use songs in the classroom to help my students improve their pronunciation.	5 (3.91%)	15 (11.72%)	60 (46.88%)	35 (27.34%)	9 (7.03%)	4 (3.13%)
I carry out games in the classroom to help my students improve their pronunciation.	22 (17.19%)	36 (28.13%)	49 (38.28%)	19 (14.84%)	1 (0.78%)	1 (0.78%)
I use computers and the Internet to help my students improve their pronunciation.	29 (22.66%)	38 (29.69%)	39 (30.47%)	16 (12.5%)	6 (4.69%)	0 (0%)

Table 107: Frequency with which group 1 teachers admit using repetitions, games, songs and computers to teach pronunciation

A possible reason for the previously mentioned negative result may be connected to the fact that these *ESO* and *bachillerato* teachers affirmed that they only focus on pronunciation tasks *on some occasions* and that, broadly speaking, not enough time is devoted to pronunciation in Spanish EFL classes and more attention is paid to other language skills than to oral ones; in other words, if little attention is paid to pronunciation in these teachers' EFL classes, they do not need to look for or even design pronunciation tasks different from the traditional 'listen and repeat drills' used throughout the last decades to teach pronunciation (cf. section 2.2.1.1.1.2).

As discussed in section 2.2, there are nowadays many resources that can be used for teaching English pronunciation, especially software, apps, programmes… and, since students are constantly using new technologies outside the classroom, they are a good and motivating way of teaching English; however, it seems that they have not yet been introduced into Spanish EFL classes at high-school to focus on pronunciation.

Finally, most of the teachers affirmed they frequently taught pronunciation together with other language areas, mainly speaking, listening, reading and vocabulary (cf. Table 108); this means that they follow one of the main recommendations of the CEFR, the skill-integrated approach to the teaching of foreign languages. Hence, although the teachers affirmed they do not frequently suggest pronunciation activities in the classroom, it seems that they indirectly focus on this language area when other types of activities are being carried out, such as reading a text in class or when teaching them a list of important words for the understanding of the main contents of a specific (textbook) unit.

Figure 63: Extent up to which group 1 teachers admit teaching pronunciation integrated within other language areas
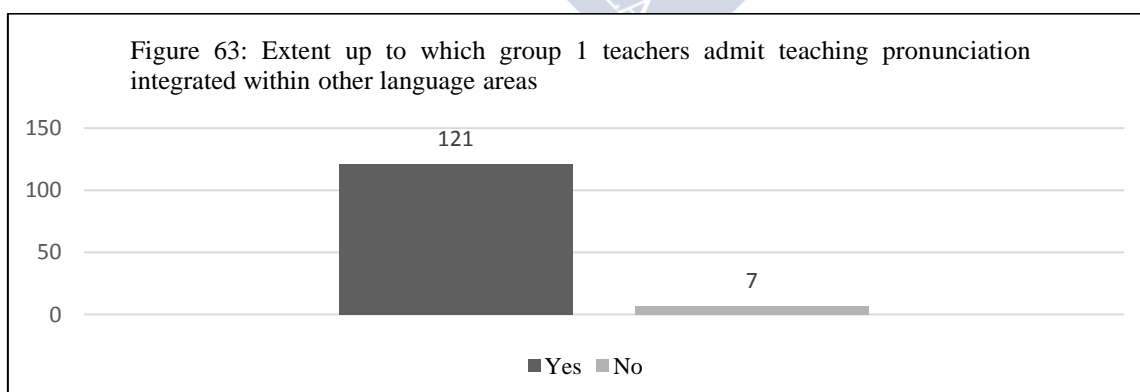
	Number of answers/option
Speaking	115 (89.84%)
Listening	101 (78.91%)
Reading	88 (68.75%)
Writing	8 (6.25%)
Vocabulary	93 (72.66%)
Grammar	34 (26.56%)

Table 108: Number of group 1 teachers who integrate pronunciation with the rest of language skills and areas

6.4.3.1.3.2. *Error correction*

As can be seen in Figure 64 below, these teachers acknowledged they corrected their students´ pronunciation mistakes quite frequently although they think their students do not always like being corrected. As mentioned above, pronunciation activities are not carried out that much in these Spanish EFL classrooms, the time these teachers devote to oral skills in their EFL classes is inferior to the attention paid to other language areas and students do not frequently speak English in class; nevertheless, these teachers admitted they teach pronunciation in connection with other language areas and thus, although not many specific pronunciation activities are carried out, these teachers probably tend to correct their students´ pronunciation mistakes while reading-aloud or asking a question. This means than they actually pay some attention to correcting pronunciation in the classroom.

Figure 64: Group 1 teachers' views on correcting students' pronunciation mistakes
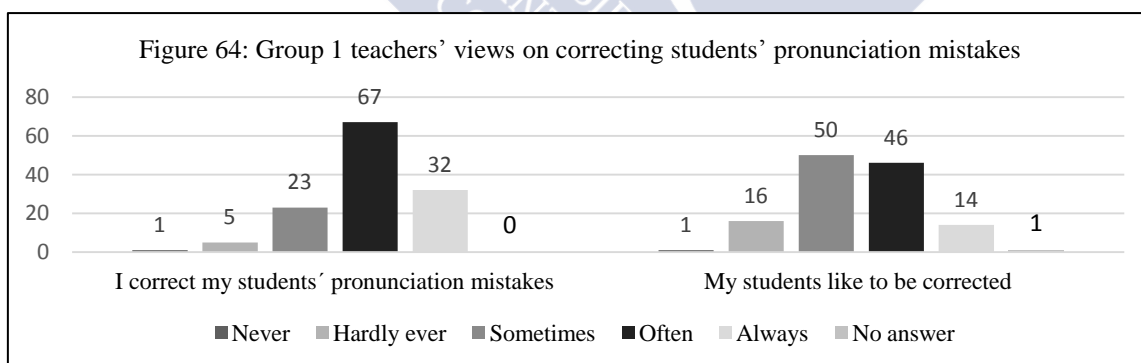
It is important for teachers to correct pronunciation mistakes in order to avoid students from fossilising incorrect pronunciations and risking being unintelligible in certain contexts. In some cases, the teacher may even be the person responsible for causing this fossilisation process since they themselves pronounce the word incorrectly or they just avoid correcting their students. For instance, subject number 11 in the interview had made the following comment:

(88) *A mí personalmente me gusta que me corrijan porque yo creo que, yo personalmente aprendo más si me corrigen que no si no me corrigen. Si no me corrigen yo sigo cometiendo el mismo error y a lo mejor pasan años hasta que me doy cuenta de que estoy pronunciando algo mal. Y eso por ejemplo en cuanto a, cuando lo hacíamos en el instituto hacíamos muchas veces ejercicios de lectura en alto. Entonces, yo recuerdo que muchas veces no se corregían los errores, bueno, en este caso sí me acuerdo, los errores de mis compañeros, que no se corregían y entonces a veces nos creaba la duda a los que sabíamos cómo se pronunciaba de si nosotros estábamos pronunciando bien o si lo correcto era lo otro (...). Bueno, me acuerdo que por ejemplo mi compañera, la que se sentaba al lado de mí, había una chica que había dicho /ˈnætʊr/ en vez de /neɪtʃə/ y yo me empecé a decir ¿pero era /ˈnætʊr/ o era /neɪtʃə/? Y yo creo que eso bueno, era un error continuo porque no se le corregía a la gente la pronunciación y entonces nosotros dudábamos si estábamos pronunciando bien o si lo correcto era lo otro (...) me acuerdo a veces incluso llegar a casa y mirarla en el diccionario porque al final ya dudabas. ¿Lo estoy diciendo bien yo? Y yo creo que eso es un problema muy grave.*

[I personally like to be corrected because I think that, I personally learn more if I am corrected than if I´m not. If they don´t correct me, I continue making the same mistake and maybe years go by until I realise that I´ve been pronouncing something incorrectly. And then, for example as far as, when we did (practise pronunciation, *my insertion*) at high school, we used to do reading-aloud activities. So, I remember that many times, errors were not corrected, well, in this case, I do remember that my classmates´ errors were not corrected and so sometimes it made us, the people that did know how to pronounce it, doubt whether we were pronouncing it correctly or whether the correct form was the other one (…). Well, I remember that, for example, my classmate, the one who sat next to me in class, there was a girl that had said /ˈnætʊr/ instead of /neɪtʃə/ and I started saying to myself is it /ˈnætʊr/ or is it /neɪtʃə/? And I think that, well, it was a constant error because people´s pronunciation was not corrected and so on some occasions we doubted whether we were pronouncing it correctly or the correct form was the other one (…) I remember that sometimes when I got home I even checked (the pronunciation, *my insertion*) in a dictionary because in the end you got confused. Am I saying this correctly? And I think this is a serious problem, *my translation*]. **Interview number 11, face to face version**

Similarly as with pronunciation tasks, the main method these teachers affirmed using to correct their students´ mistakes was making them listen to and repeat the correct pronunciation; moreover, *on some occasions* they write the phonetic transcription on the blackboard. On the other hand, these students are not encouraged to look words up in pronunciation dictionaries nor do teachers tell them to make lists with the words they pronounced incorrectly. Hence, broadly speaking, the methods for correcting pronunciation mistakes used by these teachers are quite repetitive. A finding that stroke me as ambiguous arose out of the fact that, if 36,72% of these teachers affirmed they used phonetic transcriptions for correcting their learners´ mistakes on some occasions, it is obvious that their students must be at least familiar with phonetic symbols; if this is the case, why are they never encouraged to use pronunciation dictionaries that also illustrate the correct pronunciation of words via phonetic symbols? Finally, a group of teachers mentioned they used other correction methods such as: a)

comparing words; b) make them think of songs they know; c) use the glossary their books contains; d) minimal pair dictations; or, e) to guess the correct pronunciation.

	Never	Hardly ever	Sometimes	Often	Always	No answer
I make them listen and repeat the correct pronunciation	0 (0%)	2 (1.57%)	23 (17.97%)	56 (43.75%)	46 (35.94%)	1 (0.78%)
I write the phonetic transcription on the blackboard.	15 (11.72%)	30 (23.44%)	47 (36.72%)	24 (18.75%)	11 (8.59%)	1 (0.78%)
I tell my students to make lists with the words they pronounce incorrectly.	87 (67.97%)	24 (18.75%)	15 (11.72%)	1 (0.78%)	0 (0%)	1 (0.78%)
I tell them to look for words in a pronunciation dictionary.	52 (40.63%)	29 (22.66%)	34 (26.56%)	11 (8.59%)	1 (0.78%)	1 (0.78%)

Table 109: Frequency with which group 1 teachers use the aforementioned error-correction methods to correct their students' pronunciation mistakes

6.4.3.1.3.3. *Exposure of students to English outside the classroom*

According to most of these teachers, their respective students *hardly ever* practise English outside their EFL classes at high school. The activities most of them believe their students do carry out in English outside the classroom are the following: a) listening to music; and, b) using the computer and the Internet (see Table 110). I believe it is extremely important and useful for teachers to be acquainted with certain aspects of their students' lives in their free time outside the classroom because their hobbies can be used as a starting-point for practising English outside the classroom; for instance, if a particular student loves playing computer games, teachers can encourage then to play games in English or to get in contact with English-speaking people who also love these types of games and write or speak to each other, comparing their favourite games, new games they have just played, give their first impression on certain games, etc. I strongly believe that students will enjoy and benefit more from doing activities in English that they actually like doing in their daily lives.

Figure 65: Frequency with which group 1 teachers believe their students practise English outside the classroom
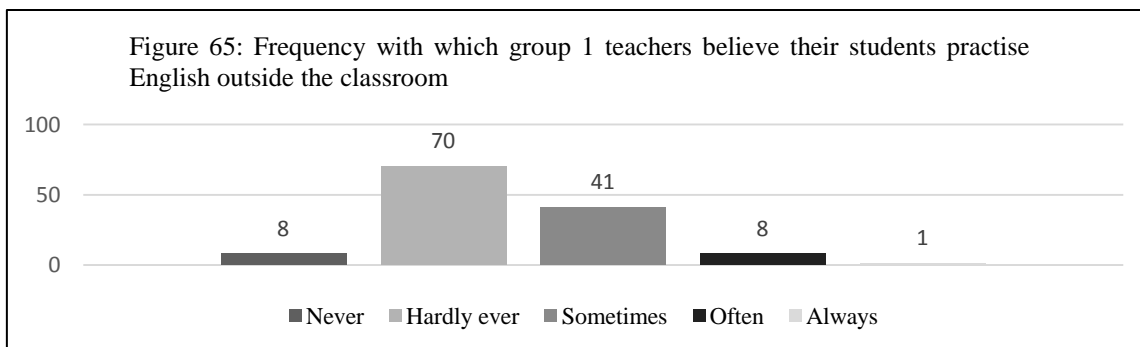
	Number of answers/option		Number of answers/option
Watching films	59 (46.09%)	Reading	27 (21.09%)
Listening to music	123 (96.09%)	Writing letters, emails, novels	17 (13.28%)
Talking to their friends in English	1 (0.78%)	Using the computer and the Internet	116 (90.63%)
Talking to native people in English	15 (11.72%)	Other	9 (7.03%)

Table 110: Group 1 teachers' views on the activities their students do to practise English outside the classroom

6.4.3.1.3.4. Students' difficulties and preferences regarding the learning of pronunciation

The different teachers mentioned around 70 different problems that their students have with English pronunciation. For reasons of space, in Table 111 below I have only included those problems that 10 or more than 10 teachers mentioned although the whole list of difficulties listed by the teachers surveyed can be found in Appendix 6I. Broadly speaking, the results indicate that these teachers believe these students have more problems at a segmental level than at a suprasegmental one. More particularly, final –*ed* endings (of past simple regular verbs), sounds that do not exist in Spanish, /h/, long versus short vowels, /z, s/ and consonant clusters are the main segmental problems these teachers affirmed their students had; regarding suprasegmental aspects, problems with intonation and word stress were also mentioned by 10 or more teachers.

Problem mentioned by teachers	Number of answers / problem	Problem mentioned by teachers	Number of answers / problem
No answer	33 (25.78%)	Long versus short sounds	12 (9.38%)
Final -ed	19 (14.84%)	They don't care about, they don't try hard and they don't improve. They don't try hard to correct themselves	12 (9.38%)
English versus Spanish phonology/sounds that are not present in their L1	15 (11.72%)	/z, s/	11 (8.59%)
Intonation	14 (10.94%)	/s/ at the beginning of a word	10 (7.81%)
/h/	14 (10.94%)	Word stress	10 (7.81%
Vowels (without specifying)	13 (10.16%)		

Table 111: Group 1 teachers' views on the most important problems students have with pronunciation

Furthermore, regarding tasks, more than 50% of these secondary and post-secondary education teachers maintain that their students prefer four types of activities to learn pronunciation: a) games; b) listening to and singing songs; c) computer programmes and the Internet; and, finally, d) role-plays and dialogues. As explained in section 2.2, the techniques used to teach pronunciation have changed considerably in the last few decades; in traditional approaches to the teaching of pronunciation, tasks such as drills, dictations and discriminations were basically the techniques used to focus on this language area whereas nowadays, although some traditional techniques can and are still being used, teachers can also choose from a wide range of other techniques and materials: radio programmes, speaking tasks, new technologies, games, songs, apps, posters and so on. It is important to mention at this stage that the four types of activities these teachers consider their students carry out with more frequency outside the classroom coincide with four of the types of activities and/or techniques I classified as being very motivating and engaging in section 2.2. In other words, it could be said that, according to these teachers, their students practise English through activities which make them have fun while at the same time they learn English.

As mentioned above, at the end of this chapter I will devote a small section to comparing the views of the teachers on several items to the answers given by the students (cf. section 6.5.3). Moreover, I will analyse a sample of EFL textbooks and see whether they include engaging activities such as the ones mentioned by the teachers to learn pronunciation (see chapter 7). Once again, I believe that teachers should up to some extent take into account their students' hobbies when teaching English since designing activities that students like will probably make them pay more attention and

in the long run they will learn more about English pronunciation than if they just stick to the activities presented in textbooks which are not really motivating and challenging.

	Number of answers/option		Number of answers/option
Listening and repeating words and sentences	37 (28.91%)	**Reading aloud**	35 (27.34%)
Games	90 (70.31%)	**Oral productions**	45 (35.16%)
Listening to the textbook CD	27 (21.09%)	**Written productions**	5 (3.91%)
Listening to or singing songs	113 (88.28%)	**Identifications**	29 (22.66%)
Phonetic transcriptions	6 (4.69%)	**Computer programmes and the Internet**	79 (61.72%)
Role-plays and dialogues	69 (53.91%)	**Other**	4 (3.13%)

Table 112: Obligatory secondary and post-secondary students' favourite pronunciation tasks according to group 1 teachers

6.4.3.1.3.5. *Activities and the textbook*

Over 60% of these teachers affirmed that the specific type of pronunciation tasks they carry out in the classroom are: a) listening to and repeating words and sentences; b) listening to the textbook CD; c) listening to or singing songs; d) reading aloud; e) role-plays and dialogues; and, f) oral productions. Comparing the answers of the teachers in this item to their answers in the last question of the previous section, it could be said that only some of students' favourite types of activities to practise pronunciation are actually carried out in their EFL classes, namely, a) listening to and singing songs; and, b) role-plays and dialogues.

Generally speaking, these teachers suggest both perceptive and productive kinds of tasks; the latter entail more than simple repetitions of certain items or structures. This result is positive since speaking the foreign language is as important as listening to other people speaking it. Furthermore, as the CEFR indicates, focus should be placed on real and authentic communication in language classes and this function may partly be fulfilled with role-plays and dialogues and oral productions, two activities these teachers affirmed to carry out frequently in their EFL classes.

	Number of answers/option			Number of answers/option
Listening and repeating words and sentences	103 (80.47%)	**Reading aloud**		88 (68.75%)
Games	56 (43.75%)	**Oral productions**		83 (64.84%)
Listening to the textbook CD	102 (79.69%)	**Written productions**		14 (10.94%)
Listening to or singing songs	101 (78.91%)	**Identifications**		26 (20.31%)
Phonetic transcriptions	40 (31.25%)	**Computer programmes and the Internet**		52 (40.63%)
Role-plays and dialogues	88 (68.75%)			

Table 113: Group 1 teachers' views on the frequency of different pronunciation tasks in the classroom

In the next two items the participants were asked to reflect on the different features of English pronunciation that should be present in EFL textbooks addressed to their learners and afterwards and choose the aspects that are frequently present in these pedagogical materials in their opinion.

As shown in Figure 66, these EFL teachers generally believe that all of the pronunciation aspects listed in the questionnaire (both segmental and suprasegmental) should be present in their students´ EFL textbooks to a great extent. In contrast, the findings obtained for the next item indicate that, according to these high school EFL teachers, some of these pronunciation aspects are rarely present in the course books currently used in these EFL teachers classes (*Bridges for bachillerato, Viewpoints for bachillerato, What´s up?, English in mind, Activate*),[41] for instance *inverted "u", connected speech processes, weak versus strong forms and varieties of English*.

Figure 66: Pronunciation aspects group 1 teachers believe should be present in EFL textbooks addressed to Spanish learners
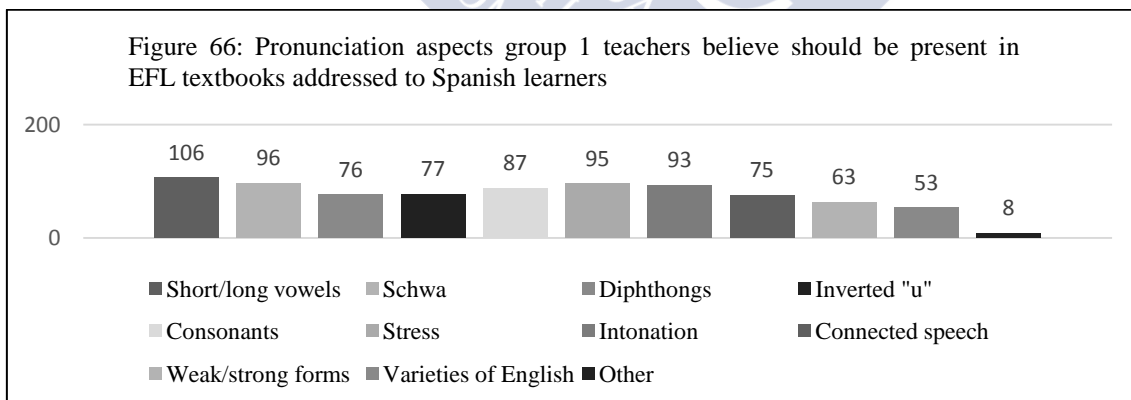
[41] Since these textbooks were currently being used at the different high schools that participated in my study, I decided to analyse some of them in my second practical study (chapter 7).

If a more specific analysis is conducted, according to these teachers a similar degree of attention is paid to most of the segmental and suprasegmental aspects listed, with the exception of those aspects mentioned in the previous paragraph.

Figure 67: Pronunication aspects group 1 teachers consider are frequently present in EFL textbooks addressed to Spanish learners

- Short/long vowels
- Schwa
- Diphthongs
- Inverted "u"
- Consonants
- Stress
- Intonation
- Connected speech
- Weak/strong forms
- Varieties of English
- Other

Values: 89, 63, 64, 54, 77, 89, 75, 31, 51, 31, 4
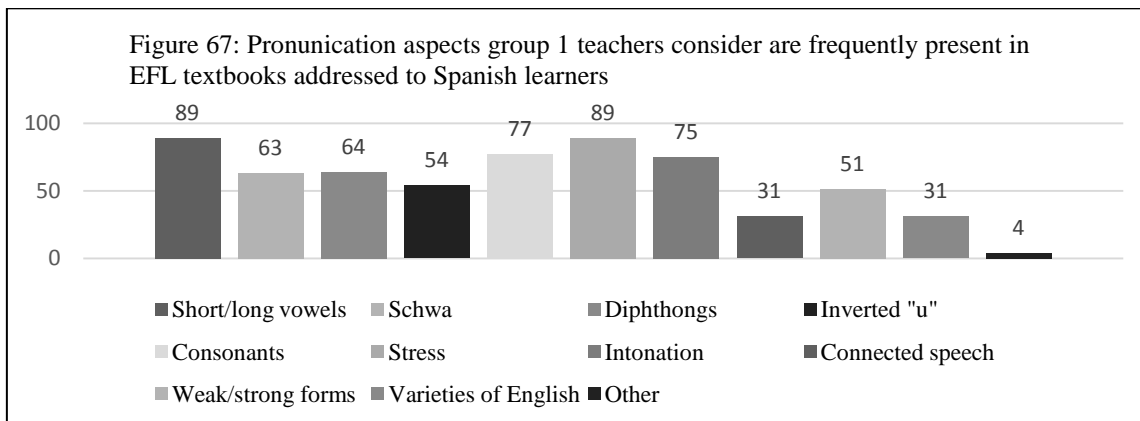
Most of these subjects affirmed that the current textbooks they use in their classes in *ESO* and *bachillerato* contain a few pronunciation activities which only help their students improve their pronunciation abilities *on some occasions* (see Figures 68 and 69). Consequently, seventy-four teachers stated that they would like other types of pronunciation tasks to be present in Spanish EFL textbooks (cf. Figure 69).

Figure 68: Amount of pronunciation activities present in EFL textbooks according to group 1 teachers

- Yes, a lot
- Yes, quite a lot
- Yes, enough
- No, hardly any
- No, none
- I do not know

Values: 2, 8, 49, 62, 5, 2

Figure 69: Degree with which group 1 teachers believe the pronunciation activities present in EFL textboks help their students improve

- Always
- Often
- Sometimes
- Hardly ever
- Never
- I do not know
- No answer

Values: 3, 25, 52, 27, 11, 2, 8

Figure 70: Extent up to which group 1 teachers would like other types of pronunciation tasks to be present in EFL textbooks

Finally, more than seventy-four percent of the teachers denied using any other didactic materials to teach and practise pronunciation despite the fact that nowadays, there are many resources available apart from the specific EFL textbooks used in each level of education (cf. section 2.2); only thirty-three of them answered positively to this item, stating that they also used other resources such as: a) games; b) songs; c) short videos; d) computers; e) online dictionaries; or, f) films to teach their students English pronunciation; hence, once again, some of these teachers admitted they used some of the most motivating types of activities available nowadays to teach pronunciation as well as they teach other language skills at the same time; this means that they follow another recommendation of the CEFR, i.e, skill-integration rather than teaching pronunciation in isolation.

	Yes	**No**
Do you use any other materials to use pronunciation?	33 (25.78%)	95 (74.22%)

Table 114: Percentage of group 1 teachers who teach pronunciation integrated with other language skills versus those teachers who teach it in isolation

6.4.3.2. Main group 2: University EFL teachers

6.4.3.2.1. *Opinions on the importance of English pronunciation*

Speaking correctly in English as well as expressing oneself with a good pronunciation is highly relevant for these university teachers. Likewise, the vast majority of them rated speaking in English and English pronunciation as entailing some degree of difficulty for non-native English speakers.

Figure 71: Extent up to which group 2 teachers consider speaking and pronouncing correctly in English important

Figure 72: Extent up to which group 2 teachers consider speaking in English and English pronunciation difficult
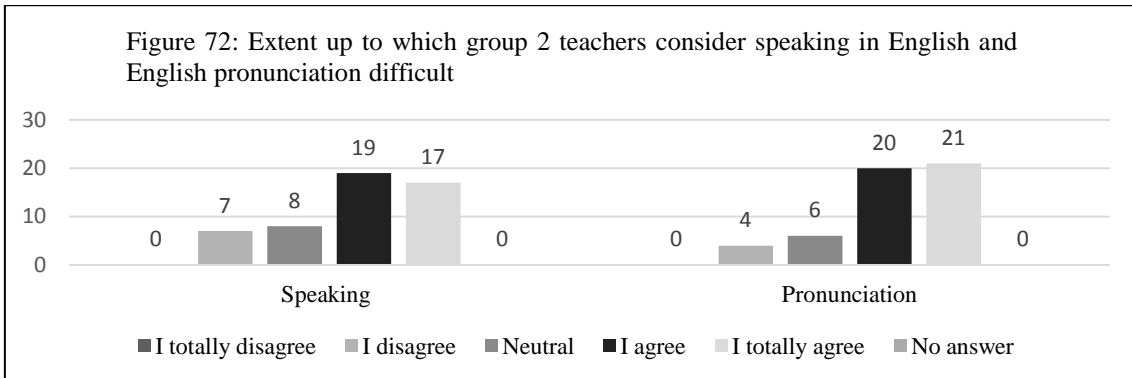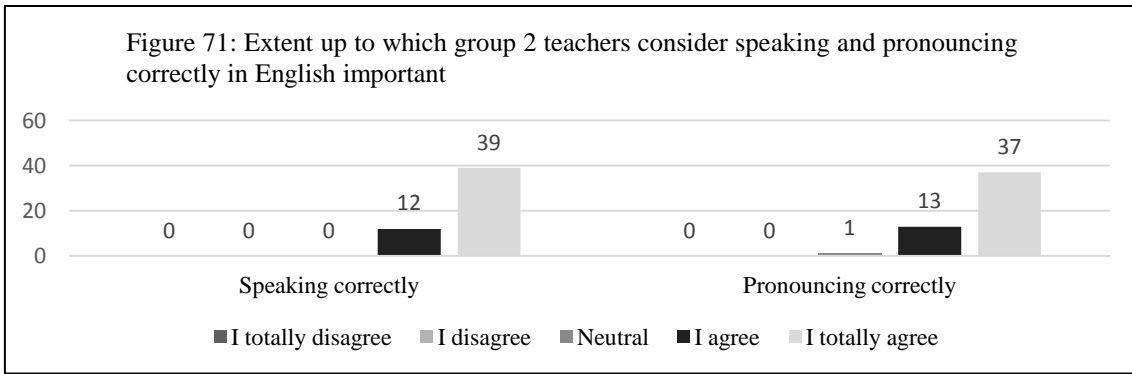
As explained in detail in section 3.2, English is in fact considered a problematic language for Spanish speakers since there are many differences at a phonological level, causing Spanish learners to confuse English short and long vowels, pronounce schwa as the full vowel present in the orthographical form or have trouble with non-existing consonants in Spanish, such as /ʤ, ʒ/. Hence, the oral skill and, more particularly, pronunciation, should be emphasized at university classes, not only because the actual teachers acknowledged this language area to be difficult but also because students who graduate in this degree will become specialists in the English language and they will be expected to have reached a highly competent level of proficiency in oral and written communication as well as some knowledge of syntax, morphology, phonetics, literature, culture and history of the English language apart from some specific uses of English like English for academic purposes.

From Figure 73 below, one can infer that although not all of these teachers consider they should aim at obtaining a native-like pronunciation from their respective students, quite a few of them do believe, surprisingly, that it is important for their university students to try and speak as natively as possible in English. Similarly, most of the teachers questioned think that they themselves as well as other people sharing their

same job, EFL teachers, should also do their best to speak (and thus pronounce) like native speakers when teaching pronunciation to their students. Hence, broadly speaking, according to these university EFL teachers, it is not enough for their students and their corresponding teachers to speak intelligibly, they should rather aim at becoming native-like. This may once again be explained by the fact that students who graduate in English Studies are supposed to have become experts in this language; thus, these teachers may regard pronouncing English without a strong foreign accent extremely relevant for people who specialise in this language and who, on many occasions, also become EFL teachers.

Figure 73: The extent up to which group 2 teachers believe having a native accent is important for them and their students
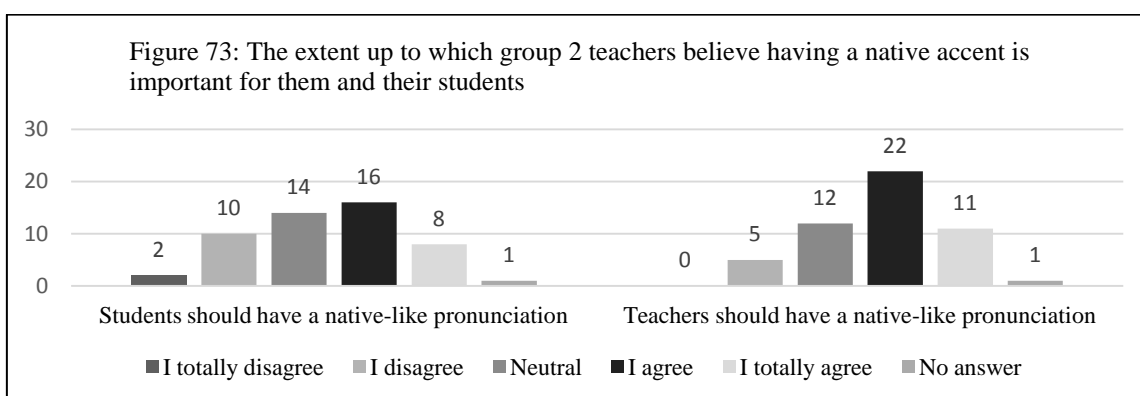
Moving on now to a different topic, the results obtained for items eight and nine of the teachers´ questionnaires indicate that for almost all of these university teachers, it is possible to be fluent in English but have problems with pronunciation and vice versa. Hence, according to them, fluency and pronunciation are separate abilities in the command of English.

Although we may come across people who are fluent in English but with a very strong foreign accent that may make them unintelligible at times and vice versa, one needs both to be fluent and intelligible to speak well in English as well as to maintain conversations with other people or to do a presentation in this language (presenting a project or an experiment, giving a paper…, for instance). Pronunciation has traditionally been taught in isolation (and, as will be seen in chapter 7, up to a certain extent, it still is), hence, changes in the Spanish educational system need to be introduced like the integration of pronunciation into other types of tasks (speaking and listening, for example) and at the same time teachers should help their students gain confidence to communicate in a fluent and accurate way.

Figure 74: Group 2 teachers' views on the connections between pronunciation and fluency

	I totally disagree	I disagree	Neutral	I agree	I totally agree
One can be fluent in English but have problems with pronunciation	0	0	6	17	28
One can be good at English pronunciation but can have problems with fluency	0	6	6	15	24
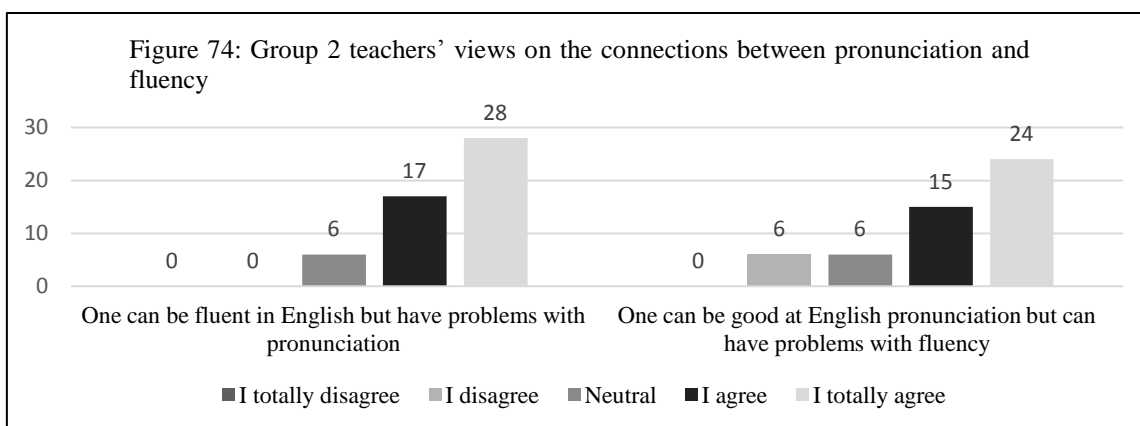
According to the participants questioned, EFL teachers need to have a good knowledge of English pronunciation in order to be in a position to teach it successfully. As mentioned in section 6.2.1.1.2, the majority of these teachers were teaching EFL at different public Spanish universities and some of them also taught subjects within the large field of linguistics, such as translation, discourse analysis, phonetics or English for academic purposes; logically, the topics teachers will have to cover within their specific teaching-courses will greatly differ and, consequently, the focus placed on each skill will also change from one subject to another (for instance, the subject of "English phonetics" will be expected to emphasize phonetics and phonology whereas "English morphosyntax" will focus on morphology and syntax); however, one thing all of these teachers have in common, independently of the subjects or courses they decide to teach each academic year, is that they all completed the extinct degree in "English Philology" (with the exception of a few native language assistants who filled out my questionnaire) and hence, they (supposedly) all received a similar type of training, one that, according to 17 teachers, included a module on how to teach English pronunciation; however, a further subset of 17 participants from this main group of teachers denied having received any specific training so as to know how to teach this area.

Furthermore, generally speaking, most of these university lecturers believe that the current programmes in the Spanish educational system do not pay enough attention to pronunciation. Nevertheless, despite this lack of attention paid to English pronunciation in Spain and the lack of opportunities Spanish EFL teachers stated they have to learn properly how to teach this language area while completing their university degree, over 20 teachers surveyed affirmed they currently feel confident enough to teach pronunciation to their students. The fact that these teachers denied having

received explicit training on how to deal with pronunciation but still feel confident enough to teach it now in the classroom may be due to having gradually learnt what works best through experience or having attended specialising courses in their own free time away from university on teaching pronunciation (to Spanish learners).

	I totally disagree	I disagree	Neutral	I agree	I totally agree	No answer
English teachers should have a good knowledge of English pronunciation in order to teach it	0 (%)	0 (%)	4 (7.84%)	11 (21.57%)	35 (68.63%)	1 (1.96%)
The current programmes in the Spanish educational system pay attention to pronunciation	12 (23.53%)	17 (33.33%)	15 (29.41%)	5 (9.8%)	0 (0%)	2 (3.92%)
My training as a teacher of English included a module on the teaching of pronunciation	10 (19.61%)	7 (13.73%)	10 (19.61%)	6 (11.76%)	17 (33.33%)	1 (1.96%)
As a teacher, I feel confident when teaching English pronunciation	0 (0%)	10 (19.61%)	1 (1.96%)	18 (35.29%)	21 (41.18%)	1 (1.96%)

Table 115: Group 2 teachers' views on their abilities and former training to teach pronunciation and the importance given to pronunciation in Spain

The vast majority of these teachers considered that knowing English will be useful for their students in the future. This finding is not at all surprising since these students are enrolled in a university degree in which English is the main language and thus English will most likely be part of their future professional lives (either as EFL teachers, translators, jobs in the touristic sector, flight attendants…).

Figure 75: Degree of importance knowing English will have in students´ future lives according to group 2 teachers

Knowing English will be useful for my students in the future

■ I totally disagree   ■ I disagree   ■ Neutral   ■ I agree   ■ I totally agree
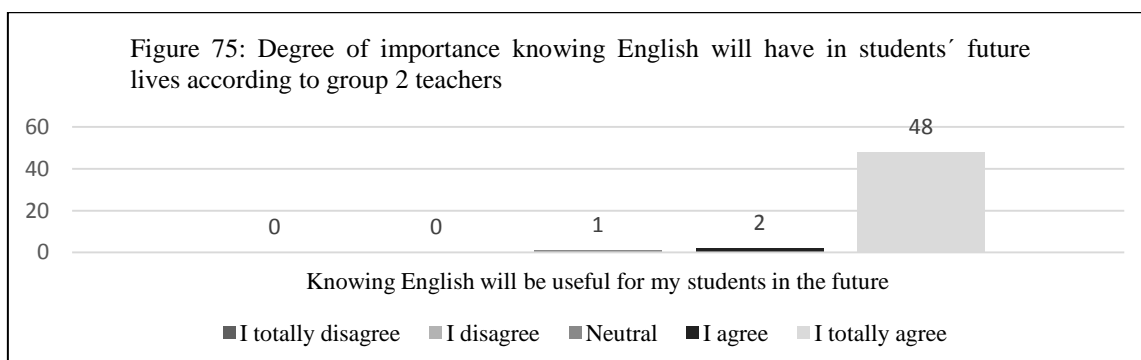
Finally, concerning the three items in the questionnaire related to problems and difficulties in the teaching and learning of pronunciation, most of the teachers in this main group claimed that Spanish learners of English tend to have problems with pronunciation and these should be dealt with in the classroom. Nevertheless, surprisingly, over thirty-five of the teachers surveyed stated that they do know how to deal with the pronunciation problems their students have. This finding is extremely interesting since, as mentioned above, quite a few of these subjects denied having had the chance to take a module specifically devoted to the teaching of pronunciation in their teacher training programmes; nevertheless, despite lacking training in this field, they still feel capable of identifying difficulties their students have in their learning of pronunciation, leading me to believe that they may have received additional training outside their BA.

	I totally disagree	I disagree	Neutral	I agree	I totally agree	No answer
Spanish learners of English tend to have problems with English pronunciation	0 (0%)	0 (0%)	2 (3.92%)	12 (23.53%)	37 (72.55%)	0 (0%)
These problems should be dealt with in the classroom	0 (0%)	0 (0%)	7 (13.73%)	13 (25.49%)	31 (60.78%)	0 (0%)
As a teacher, I know how to deal with the problems my students have with pronunciation	1 (1.96%)	7 (13.73%)	5 (9.8%)	20 (39.22%)	18 (35.29%)	0 (0%)

Table 116: Group 2 teachers' opinions on pronunciation problems and their abilities to deal with such difficulties

6.4.3.2.2. *Attitudes towards pronunciation and its teaching*

As can be inferred from Figure 76 below, over 30 of the total of 51 university lecturers questioned regard the time devoted to pronunciation in EFL classes as insufficient in the different modules offered at this level of education. This finding is interesting since, as mentioned above, the courses offered within a BA in English Language and Literature at different Spanish universities represent a wide range of topics; however, most of these teachers believe that pronunciation is not sufficiently emphasized in the general organisation and structure of this university degree.

Figure 76: Group 2 teachers' views on the time devoted to the teaching of pronunciation in EFL classes

■ I totally disagree ■ I disagree ■ Neutral ■ I agree ■ I totally agree ■ No answer
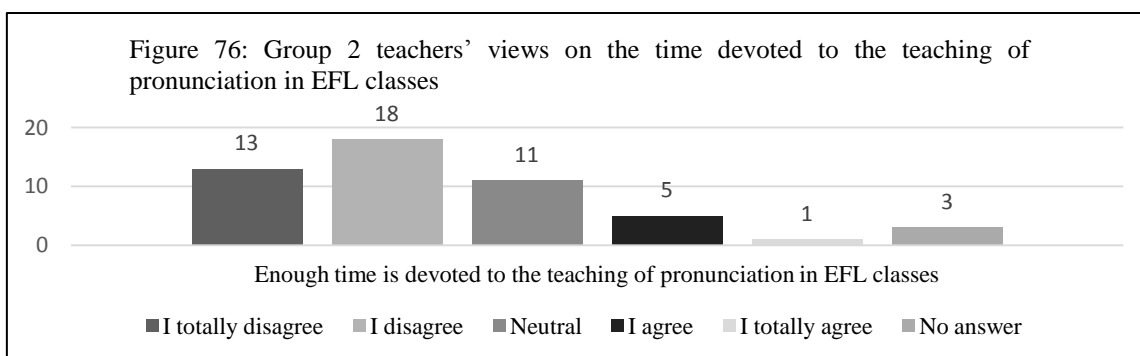
The results obtained for the five items in which the teachers were asked to compare the general attention paid to the different language areas in the BA in English Language and Literature indicate that the degree of importance given to the skills of speaking and listening when compared to that paid to reading and writing as well as to grammar and vocabulary is not homogenous.

	I totally disagree	I disagree	Neutral	I agree	I totally agree	No answer
The same degree of importance is given to the skills of speaking and listening than to reading	9 (17.65%)	18 (35.29%)	7 (13.73%)	11 (21.57%)	6 (11.76%)	0 (0%)
The same degree of importance is given to the skills of speaking and listening than to grammar	13 (25.49%)	17 (33.33%)	6 (11.76%)	8 (15.69%)	7 (13.73%)	0 (0%)
The same degree of importance is given to the skills of speaking and listening than to writing	9 (17.65%)	18 (35.29%)	10 (19.61%)	9 (17.65%)	5 (9.8%)	0 (0%)
The same degree of importance is given to the skills of speaking and listening than to vocabulary	9 (17.65%)	17 (33.33%)	8 (15.69%)	12 (23.53%)	5 (9.8%)	0 (0%)
The same degree of importance is given to the skills of speaking and listening than to pronunciation	11 (21.57%)	16 (31.37%)	16 (31.37%)	5 (9.8%)	3 (5.88%)	0 (0%)

Table 117: Group 2 teachers' opinions on the role of oral skills in comparison to other language areas

As mentioned several times throughout my dissertation, although pronunciation affects both spoken and written skills (Underhill, 2011, 2013), it should mainly be taught together with speaking and listening (Palacios, 2001); however, quite a few of these teachers believe that less attention is paid to pronunciation even within oral tasks.

6.4.3.2.3. *Current situation of the teaching of pronunciation in university EFL classes and teaching materials in Spain*

6.4.3.2.3.1. *Methodology and tasks*

All of the teachers surveyed affirmed they very frequently use English in the classroom. On the other hand, only twenty-four of them stated that the only language their students spoke in the classroom was English, followed by eighteen of them who rated the frequency with which their corresponding students orally express themselves in the foreign language as highly frequent. This finding is highly positive since it indicates that, according to these teachers, their university students both produce and are highly exposed to English which will definitely help them when facing and overcoming certain difficulties with English pronunciation. As explained above, some of these teachers were not explicitly teaching EFL but rather other subjects directly connected with English linguistics; nevertheless, this finding indicates that these students also express themselves in English in class in other obligatory or optional modules such as, "Spoken English skills", "English phonetics and phonology" or "English/Spanish translation".

Figure 77: Frequency with which university EFL teachers and students speak in English in class - group 2 teachers' views
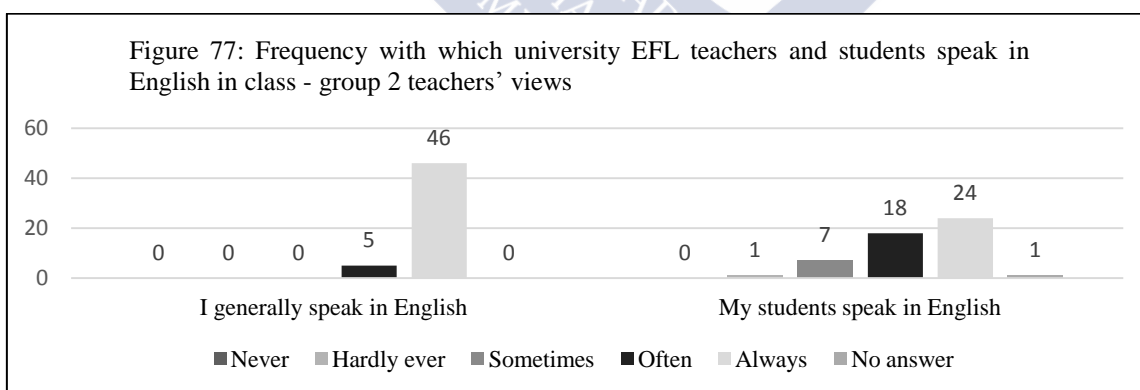
I also found very surprising that the majority of these teachers consider their students *often* shy when asked to speak in English in the classroom. This result is unexpected and interesting at the same time since, as explained above, most of these students will probably become EFL teachers and should try therefore to overcome being embarrassed to speak in English in class. This may be explained by the fact that in the

new four-year BA programme in English Language and Literature, there is an average of 70 students per class in some of the theoretical courses whereas they are divided into two groups of around 35 students for more practical seminars i.e, people who have not been used to speaking much in their EFL classes at high-school may feel uncomfortable having to express themselves in English in front of over 30 students.

Figure 78: Frequency with which group 2 teachers consider their students are shy to speak in English
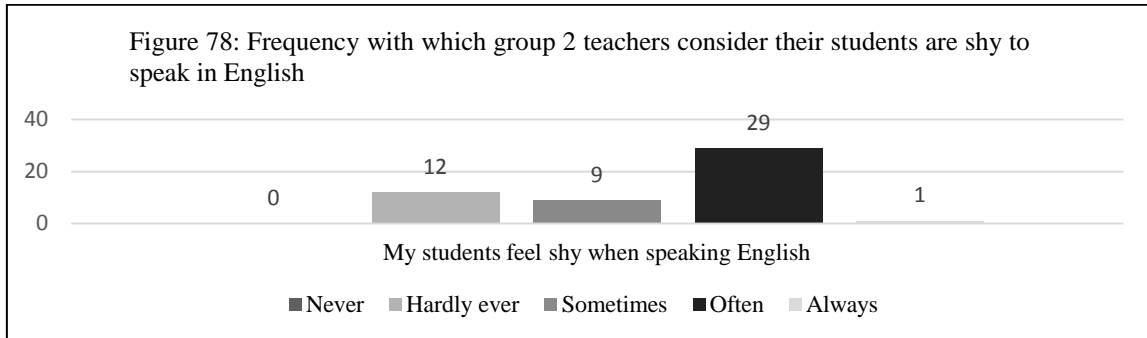
As shown in Figure 79, speaking activities and speaking exams seem to be carried out quite frequently at university level in the different courses taught by the teachers surveyed; on the other hand, most of these teachers acknowledged that pronunciation tasks are only carried out *on some occasions* in their classes and the majority of them *never* give their students pronunciation exams. As mentioned in section 1.5, if one considers pronunciation a crucial language area for communicating with others, it is also extremely important to assess students on their spoken skills, including their pronunciation. These teachers previously affirmed that learning how to pronounce English correctly is important and it will be useful for their students in their future lives; however, most of them seem not to assess their students' pronunciation level that much.

Figure 79: Frequency with which speaking and pronunciation activities and exams are carried out in group 2 teachers' classes
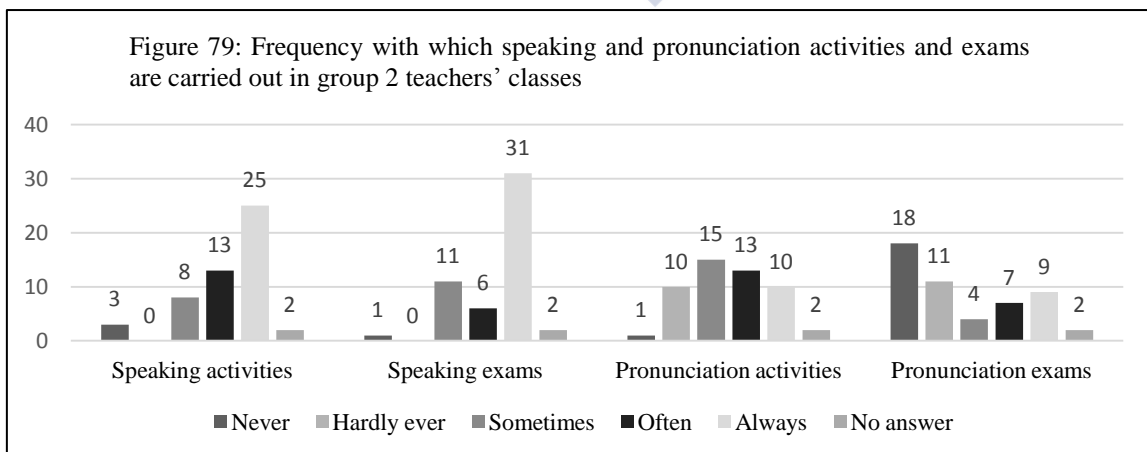
The only type of pronunciation task these teachers affirmed to *often* carry out in their lessons is the listen and repeat method. Songs are used *on some occasions* by these teachers to teach pronunciation whereas games and computer programs and the Internet are (totally) unproductive.

	Never	Hardly ever	Sometimes	Often	Always	No answer
To practise pronunciation, I make my students repeat words or small sentences	3 (5.88%)	8 (15.69%)	14 (27.45%)	15 (29.41%)	8 (15.69%)	3 (5.88%)
I use songs in the classroom to help my students improve their pronunciation	14 (27.45%)	6 (11.76%)	18 (35.29%)	5 (9.8%)	5 (9.8%)	3 (5.88%)
I carry out games in the classroom to help my students improve their pronunciation	12 (23.53%)	16 (31.37%)	11 (21.57%)	4 (7.84%)	5 (9.8%)	3 (5.88%)
I use computers and the Internet to help my students improve their pronunciation	11 (21.57%)	13 (25.49%)	12 (23.53%)	7 (13.73%)	5 (9.8%)	3 (5.88%)

Table 118: Frequency with which group 2 teachers admit using the different techniques suggested for the teaching of pronunciation

Despite the previously mentioned lack of variety regarding types of tasks used to improve students´ pronunciation, over forty of these teachers admitted that they integrate pronunciation with other skills, mainly with speaking, listening, reading and grammar tasks (cf. Figure 80 and Table 119). Consequently, most of these teachers may teach pronunciation within task formats that are typical for the practise of other language skills, such as *fill in the blanks* for working on grammar, vocabulary and reading or *multiple choice* in the listening or reading sections. In other words, these teachers may not design explicitly an activity to emphasize a certain segmental or suprasegmental feature in English but rather plan, for instance a vocabulary activity in which students learn different English idioms; it may be the case that, during this task, the teacher identifies some pronunciation mistakes made by the students and decides to correct them there and then, on the spot, before those mistakes are fossilised.

Furthermore, I believe these findings are extremely positive since they clearly show that university teachers follow one of the main suggestions of the CEFR (Council

of Europe, 2001), i.e, skill-integration; moreover, as shown in section 2.2, there are currently many engaging activities one can use to teach pronunciation in an integrated way, namely games, role-plays, the use of new technologies, poems or songs, most of which do not seem to be popular at the university level, at least not for the teaching of pronunciation.

Figure 80: Extent up to which group 2 teachers admit teaching pronunciation integrated within other language areas
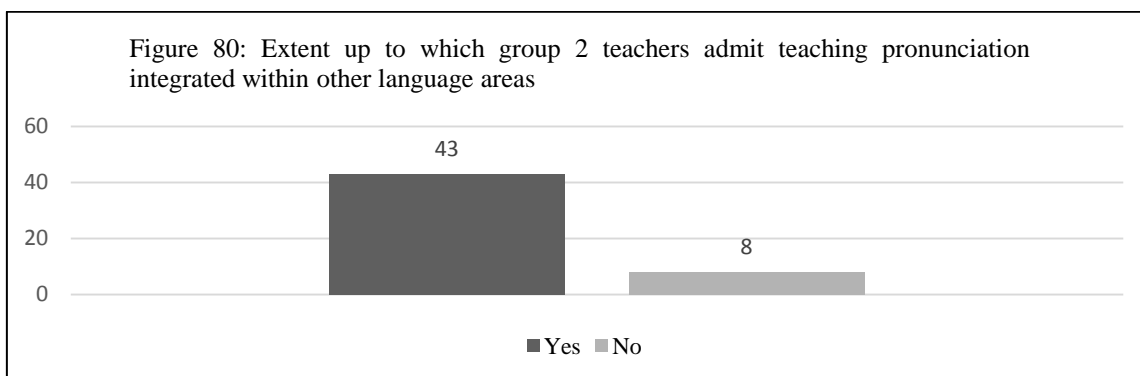
	Number of answers/option
Speaking	43 (84.31%)
Listening	37 (72.55%)
Reading	28 (54.9%)
Writing	8 (15.69%)
Vocabulary	29 (56.86%)
Grammar	17 (33.33%)
No answer	7 (13.73%)

Table 119: Skills group 2 teachers integrate pronunciation with

6.4.3.2.3.2. *Error correction*

University students' pronunciation mistakes are frequently corrected by their teachers; however, according to a total of over twenty of these teachers, their students do not always like being corrected, a surprising finding since these students will become specialists in English and they should aim at obtaining a good pronunciation to be better understood by both native and non-native speakers of English.

Figure 81: Group 2 teachers' views on correcting students' pronunciation mistakes
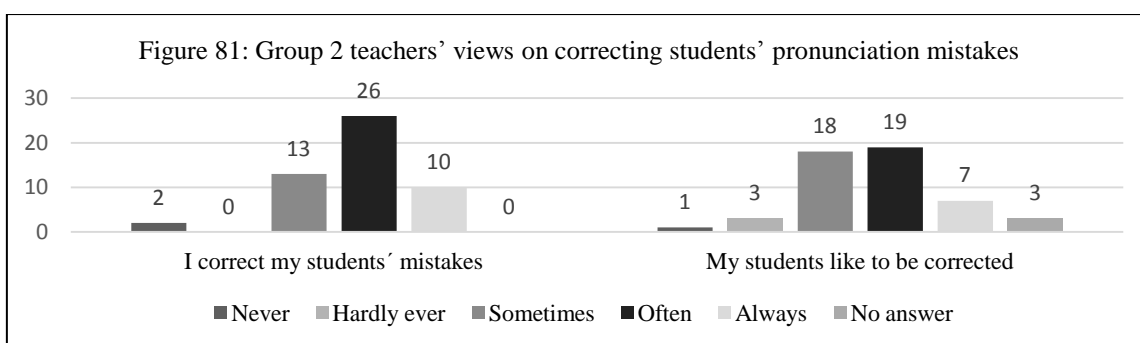
More than one of the error-correction methods suggested (see Table 120) seem to be frequently used by most of these teachers to correct their students pronunciation mistakes; more particularly: a) listening and repeating the correct pronunciation; b) writing the phonetic transcription on the blackboard; and, c) using pronunciation dictionaries.

	Never	Hardly ever	Sometimes	Often	Always	No answer
I make them listen and repeat the correct pronunciation	3 (5.88%)	1 (1.96%)	13 (25.49%)	19 (37.25%)	12 (23.53%)	3 (5.88%)
I write the phonetic transcription on the blackboard	7 (13.73%)	5 (9.8%)	9 (17.65%)	20 (39.22%)	7 (13.73%)	3 (5.88%)
I tell my students to make lists with the words they pronounce incorrectly	28 (54.9%)	10 (19.61%)	4 (7.84%)	5 (9.8%)	1 (1.96%)	3 (5.88%)
I tell them to look for words in a pronunciation dictionary	11 (21.57%)	8 (15.69%)	7 (13.73%)	14 (27.45%)	9 (17.65%)	2 (3.92%)

Table 120: Frequency with which group 2 teachers use the correction methods suggested to correct students' pronunciation mistakes

As mentioned several times throughout this dissertation, in the second-year of the four-year BA in English Language and Literature, students have an obligatory course on phonetics in which they learn how to transcribe words phonetically with IPA symbols; therefore, from the end of the first term of second-year onwards, these university students are expected to know how to read and write phonetic transcriptions; it is not surprising then that many teachers within this main group admitted using this technique to correct their students' mistakes.

By writing phonetic transcriptions, teachers could focus on minimal pairs or on contrasting sounds Spanish students tend to confuse. For instance, they could emphasize that the word *photo* is stressed on the first syllable and contains the diphthong /əʊ/ whereas the stress in *photographer* is placed on the second syllable, and it is pronounced with /ɒ/. Furthermore, it is not surprising that these teachers encourage their students to use pronunciation dictionaries since they also contain the phonetic symbols university learners are expected to become familiar with and they are good resources for

improving one's knowledge of vocabulary, spelling and pronunciation (cf. section 2.2.2.1.4).

Finally, a few teachers added other methods they follow so as to correct their students' pronunciation mistakes like; a) the use of online dictionaries; b) singing together; c) comparing their pronunciation to that of native speakers when pronouncing particular words or sentences; d) listening to how native speakers pronounce words themselves; e) peer-correction; or, f) contrasting two pronunciations.

6.4.3.2.3.3. *Exposure of students to English outside the classroom*

Most of these teachers believe that their students only practise English outside the classroom *on some occasions* by watching films, listening to music, reading and using the computer and the Internet, i.e, mainly receptive skills. In other words, according to the teachers questioned, speaking is one of the skills university students practise the least outside their EFL classes.

Figure 82: Frequency with which group 2 teachers believe their students practise English outside the classroom

How often do your students practise English outside the classroom?

■ Never ■ Hardly ever ■ Sometimes ■ Often ■ Always
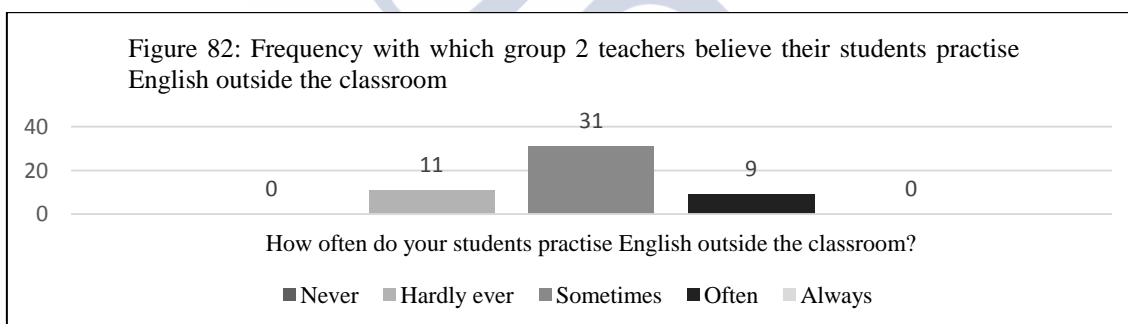
	Number of answers/option
Watching films	42 (82.35%)
Listening to music	49 (96.08%)
Talking to their friends in English	3 (5.88%)
Talking to native people in English	4 (7.84%)
Reading	37 (72.55%)
Writing letters, emails, novels	7 (13.73%)
Using the computer and the Internet	47 (92.16%)

Table 121: Activities group 2 teachers believe university students carry out in English outside the classroom

The previous result may be connected to the fact that quite a few of these teachers denied assessing their students' pronunciation abilities and that, according to

them, not enough time is devoted to pronunciation in the classroom; therefore, it may seem feasible that university students do not feel the need to practise their oral skills frequently outside the classroom since speaking and, more particularly, pronunciation are hardly taken into account in the daily lessons they receive nor in their assessment system. In spite of this inferior role of pronunciation in university EFL classes, I believe it would be beneficial for these students to practise speaking and listening as much as they could outside the classroom since at the end of their EFL courses, they have to take an oral exam and even their teachers admit that not enough attention is paid to spoken skills in the classroom. This means that they should look for extra-curricular help, making the most of the opportunities they have to practise oral skills outside the classroom with native or other non-native speakers, either face-to-face, via Skype or on the phone.

6.4.3.2.3.4. *Students' difficulties and preferences regarding the learning of pronunciation*

The main problems these teachers believe university students have with English pronunciation at a segmental level are as follows: a) distinctions between long and short vowels; b) final *–ed* in the past and past participle forms of regular verbs; c) any sound-differences between the phonological systems of Spanish/Galician and English; d) schwa; e) voiced vs. voiceless sounds; f) nasal sounds; g) the insertion of an epenthetic vowel at the beginning of consonantal clusters such as <spl, spr, st>; h) vowels; and, i) /r/. Concerning suprasegmental aspects, these teachers believe their students have problems at all levels, more particularly, with intonation, rhythm, word stress and weak forms. As usual, only the most-frequently mentioned problems have been included in Table 122, for the whole list, see Appendix 6I.

More than 20 of the 51 teachers questioned consider that their students prefer six different types of pronunciation tasks (see Table 123), out of which, four are considered examples of highly-motivating activity formats; more precisely: a) games; b) listening to or singing songs; c) role-plays and dialogues; and, d) computer programmes and the Internet. On the other hand, few teachers considered that their students like listening to and repeating words and sentences, written productions, reading aloud, listening to the textbook CD or writing or interpreting phonetic transcriptions.

Problem mentioned by teachers	Number of answers / problem	Problem mentioned by teachers	Number of answers / problem
Intonation	12	Weak forms	4
No answer	11	Word stress	4
Long vs. short sounds	6	Voiced vs. Voiceless sounds	3
Differences between English and Spanish	6	Nasal sounds	3
Final -ed	5	Vowels (without specifying)	3
/ə/	5	/s/ at the beginning of a word	3
Rhythm	5	/r/	3

Table 122: Main problems group 2 teachers believe their students have with English pronunciation

	Number of answers/option		Number of answers/option
Listening and repeating words and sentences	16 (31.37%)	Reading aloud	13 (25.49%)
Games	24 (47.06%)	Oral productions	25 (49.02%)
Listening to the textbook CD	8 (15.69%)	Written productions	1 (1.96%)
Listening to or singing songs	34 (66.67%)	Identifications	21 (41.18%)
Phonetic transcriptions	13 (25.49%)	Computer programmes and the Internet	31 (60.78%)
Role-plays and dialogues	20 (39.22%)		

Table 123: Types of activities group 2 teachers believe their students prefer for learning pronunciation

I find the previously explained result of extreme relevance for my purposes in this chapter since some of the task-types these teachers rated as the least-liked by their students to work on pronunciation coincide with some of the most-frequently used activities and techniques actually used by these teachers in the classroom to teach pronunciation (cf. section 6.4.3.2.3.1). Consequently, one could claim that university teachers do not really take into consideration their students' preferences regarding the learning of pronunciation. This may cause negative effects since, as discussed in section 1.3.2.1.1, if students' preferences are not considered, this could lead to a lack of interest and motivation in the long run.

6.4.3.2.3.5. *Activities and the textbook*

As stated above, university students were thought to prefer to learn pronunciation with activities like games, songs, identifications and computers and the Internet; however, hardly any of these types of activities seem to be frequently used by their teachers. More particularly, games, role-plays and dialogues and computer programs and the Internet

were some of the least popular options when these teachers were asked to select which types of techniques they used to teach pronunciation On the other hand, these participants answered that the most frequently types of pronunciation tasks they used in their classes were: a) once again, exercises consisting in listening and repeating words and small sentences; b) listening to the textbook CD; c) listening to or singing songs; d) phonetic transcriptions; e) oral productions; and, f) reading aloud.

	Number of answers/option		Number of answers/option
Listening and repeating words and sentences	33 (64.71%)	Reading aloud	35 (68.63%)
Games	11 (21.57%)	Oral productions	31 (60.78%)
Listening to the textbook CD	30 (58.82%)	Written productions	3 (5.88%)
Listening to or singing songs	23 (45.1%)	Identifications	19 (37.25%)
Phonetic transcriptions	24 (47.06%)	Computer programmes and the Internet	17 (33.33%)
Role-plays and dialogues	18 (35.29%)		

Table 124: Amount of group 2 teachers who use each of the techniques suggested to teach pronunciation to their students

The findings obtained for the two items in which teachers are asked what pronunciation features should be and actually are included in EFL textbooks addressed to university students indicate that most of these teachers rate both segmental and suprasegmental aspects as being very relevant at this stage (cf. Figure 83).

When asked to reflect on the frequency with which each of the pronunciation features listed was actually found in the textbooks addressed to students who are going to graduate in a degree in English Language and Literature, more than thirty of these teachers answered that the distinctions between short and long vowels, consonants and stress tend to be present in the textbooks they use in class. However, approximately only half of these teachers consider that features such as schwa, diphthongs, intonation or weak versus strong forms tend to always appear in the previously mentioned teaching materials (see Figure 83). In section 7.4.2.2, I will come back to this issue when I analyse the specific segmental and suprasegmental aspects present in textbooks addressed to university EFL students.

Figure 83: Pronunciation aspects that should be present in EFL textbooks addressed to university students according to group 2 teachers

Figure 84: Pronunciation aspects that are currently present in EFL textbooks addressed to university students according to group 2 teachers
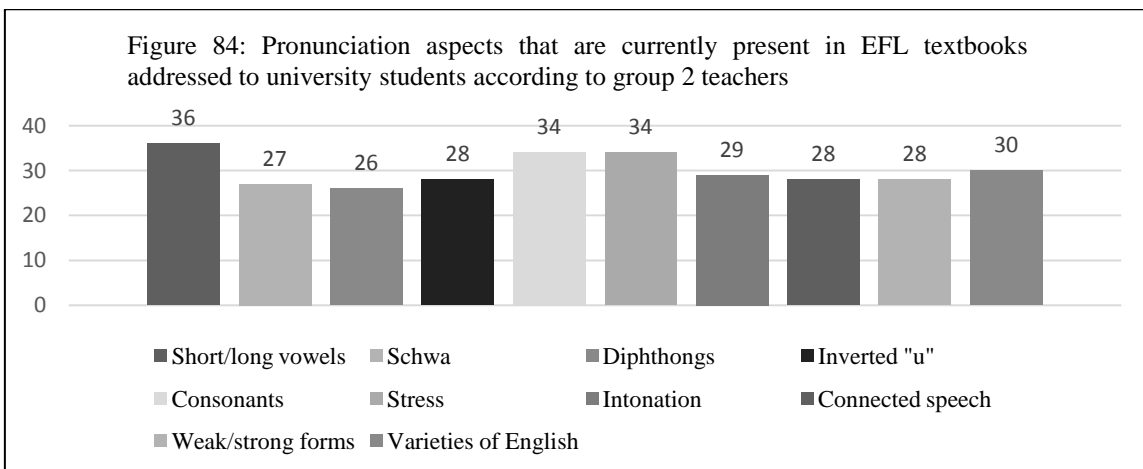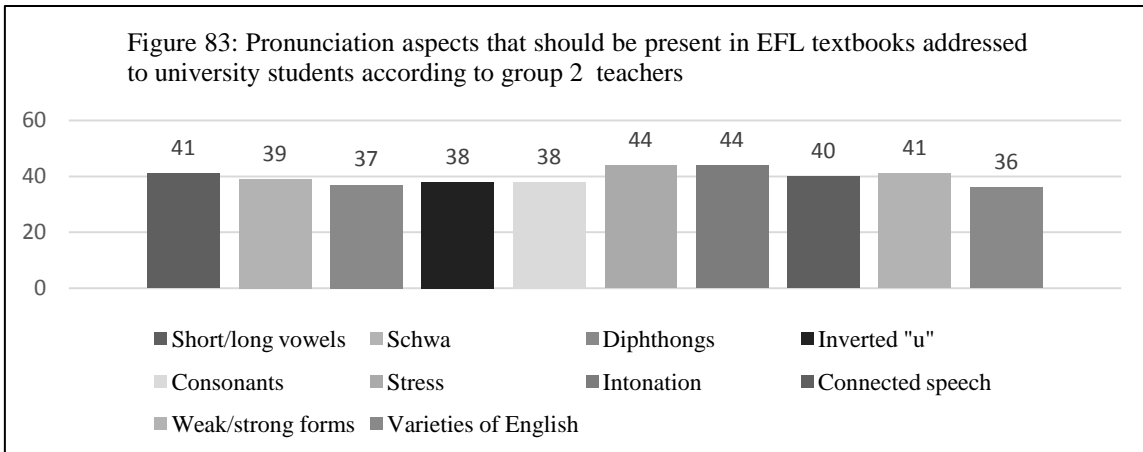
Moving on to more specific questions on the role of pronunciation in EFL textbooks used in this BA in English Language and Literature, most of the teachers questioned claimed that the actual course books do not contain many pronunciation tasks (cf. Figure 85). In addition, eighteen teachers stated that these activities only help their students improve *on some occasions;* moreover, it is interesting that five teachers answered that they are not aware whether the pronunciation tasks present in the textbooks they use in class actually help their students improve or not.

Figure 85: Amount of pronunciation activities present in EFL textbooks according to group 2 teachers

Figure 86: Degree with which group 2 teachers believe the pronunciation activities present in EFL textbooks help their students improve

Those activities help my students improve their pronunciation

■ Never ■ Hardly ever ■ Sometimes ■ Often ■ Always ■ I do not know ■ No answer
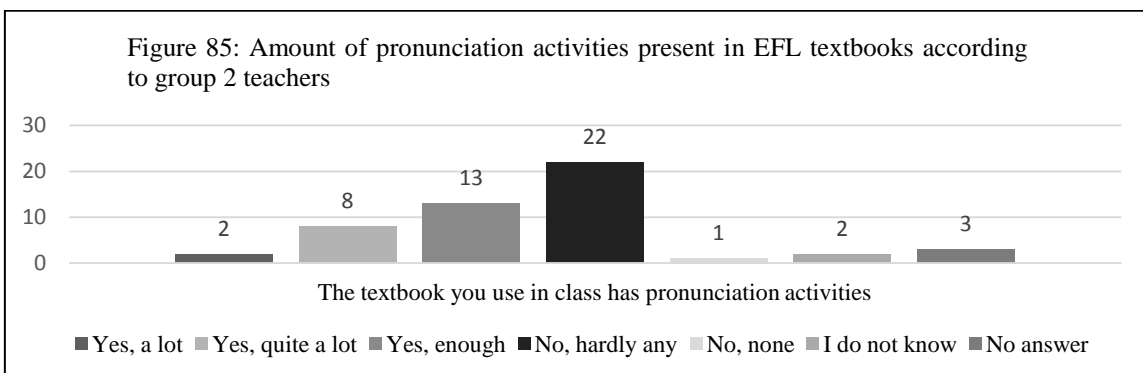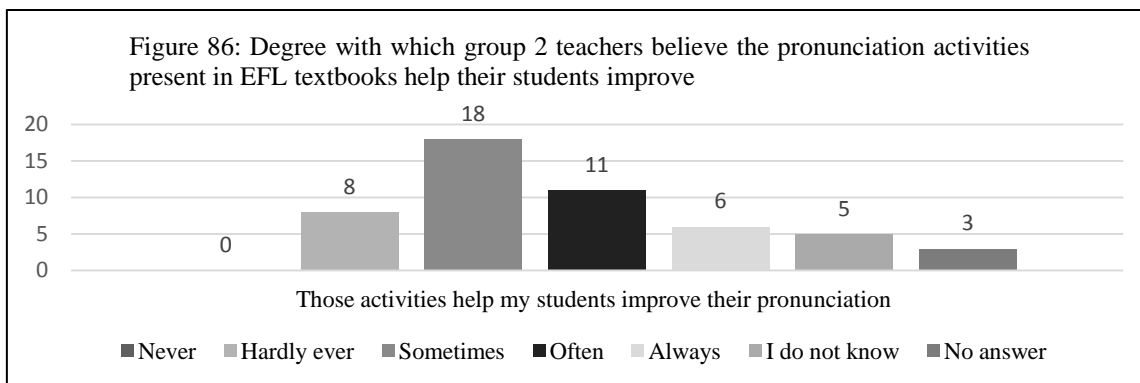
Due to the fact that most of the teachers within this main group stated that few pronunciation tasks are included in course books and such activities fail to help their students improve, it is not surprising that for item 53 of the questionnaire, most of them affirmed they would like other types of pronunciation activities to be present. In chapter 8, I will suggest a number of alternative pronunciation activities that can be used at different proficiency levels so as to integrate the teaching of pronunciation with other language skills by using different techniques, such as songs, games and new technologies.

Figure 87: Degree with which group 2 teachers are happy with the type of pronunciation activities present in EFL textbooks

I would like the textbook to have other types of pronunciation activities

■ Yes ■ Sometimes ■ No ■ I do not know ■ No answer
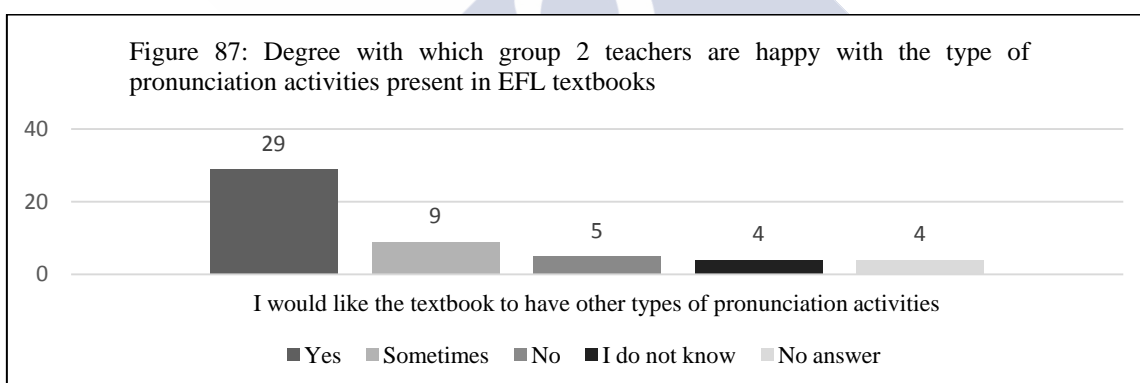
Finally, only fourteen teachers answered that they used other materials to teach pronunciation, apart from the actual textbooks. Some of the extra materials they mentioned were songs, online dictionaries, their own materials transcription books or minimal pairs.

	Yes	No	No answer
Do you use any other materials to teach pronunciation?	14 (27.45%)	13 (25.49%)	24 (47.06%)

Table 125: Amount of group 2 teachers who use other materials to teach pronunciation

Hence, broadly speaking, most of these university lecturers believe little importance is given to pronunciation in EFL textbooks addressed to their students.

6.4.3.3. Main group 3: Spanish Official School of Languages and Modern Language Centre teachers

6.4.3.3.1. Opinions on the importance of English pronunciation

Most of the teachers in this group (Spanish Official School of Languages and Modern Language Centre teachers) *totally agreed* that learning how to speak and pronounce English correctly are relevant (cf. Figure 88). Furthermore, in broad terms, they affirmed that English pronunciation entails some degree of difficulty for Spanish learners whereas their opinions regarding whether speaking in English is difficult were split into the options of *I agree* and *neutral*, both selected by more than 25 teachers. More specifically, it could be inferred that they believe that pronunciation is a language component that is particularly complex when expressing orally in this language since 52 out of the 75 teachers chose the option *I totally agree* from the scale of possible answers provided. Therefore, as all those areas of English which have been identified as particularly difficult for their learning, namely phrasal verbs, irregular verbs, prepositions, pronunciation should be emphasized in EFL classes in which the main aim is to acquire a good level of English, in both written and oral forms, as is the case of the students who enrol at the Official School of Languages or Modern Language Centre where the focus is expected to be placed on every language skill since the students from each level have to pass several exams at the end of each year to demonstrate they have reached a a particular proficiency level according to the CEFR descriptors (see sections 3.1.3.1. and 3.1.3.2).

Figure 88: Extent up to which group 3 teachers consider speaking and pronouncing correctly in English important

Figure 89: Extent up to which group 3 teachers consider speaking in English and English pronunciation difficult
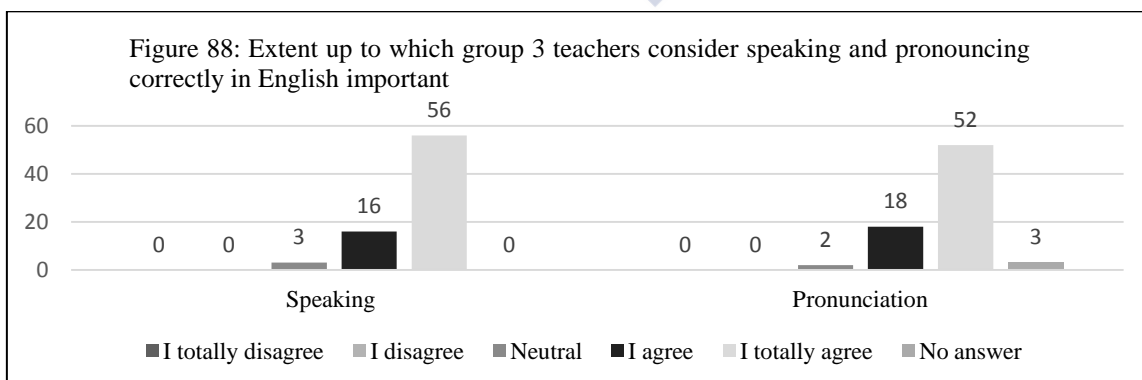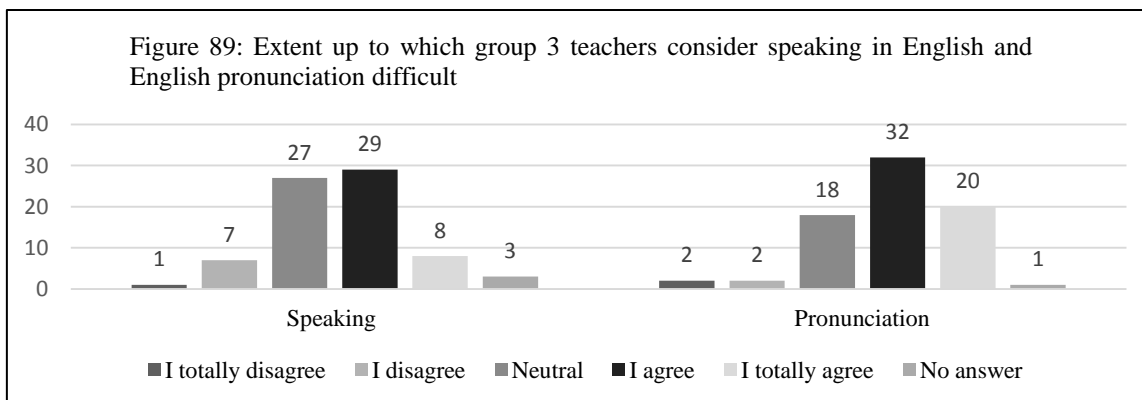
The findings for the next two items of my questionnaire show that for these language teachers (main group 3) having a native accent should be regarded as important when a person works as a teacher. On the other hand, large differences of opinion were found when the teachers were asked to rate the degree of native-like pronunciation their students should aim at; as can be seen below in Figure 90, a total of 34 out of the 75 teachers opted for the *neutral* option, followed by 20 participants who consider that their students should try and speak like native speakers whereas 17 keep the opposite view and do not regard speaking with a native-like pronunciation as relevant for their students. Hence, up to now, it seems that pronunciation is regarded as an important language area by most of these language teachers since they affirmed that both speaking and pronouncing correctly in English are relevant and, furthermore, they maintain that it is important for them, as experts in the teaching of English language to other people, to speak as natively as possible.

Figure 90: Extent up to which group 3 teachers believe having a native accent is important for them and their students
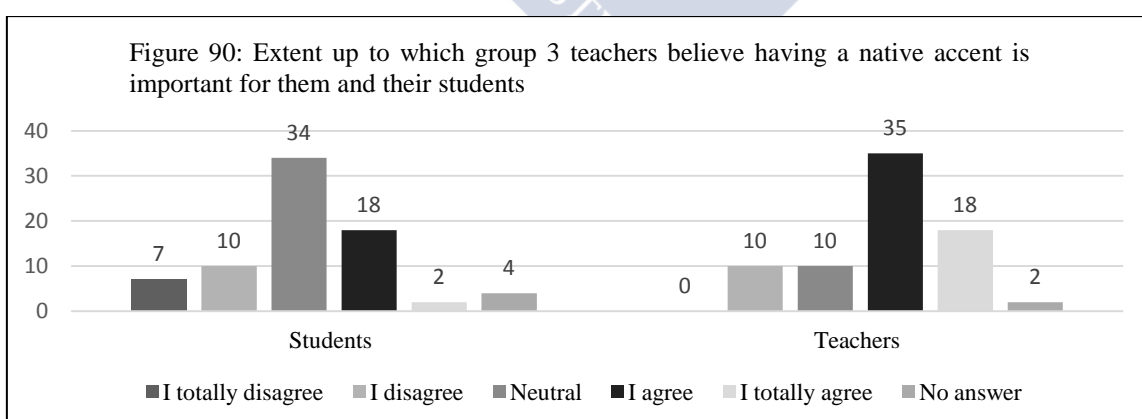
Once again, the latter view is surprising since non-native English teachers from Spain would be regarded by some specialists as the best candidates to teach Spanish students English pronunciation since they will be more capable of identifying

pronunciation difficulties and of helping students overcome these problems (cf. section 1.1). Most non-native EFL teachers will probably have a foreign accent when speaking English and this may not worry them since nowadays intelligibility rather than a native-like accent is more than enough for EFL speakers, including teachers. In other words, even Spanish EFL teachers can sound non-native like and still be considered good teachers of English pronunciation as long as they are capable of helping their students overcome their problems, identify and reproduce the most important English sounds so as to avoid lack of intelligibility, express themselves with different intonational patterns depending on how they feel at a particular moment – happy, excited, surprised, angry, ill- and so on (cf. the Lingua Franca Core, in section 3.3).

Moving on to another topic, for the vast majority of these teachers, "one should have a good knowledge of English pronunciation in order to teach it".

	Never	Hardly ever	Sometimes	Often	Always	No answer
English teachers should have a good knowledge of English pronunciation in order to teach it	0 (0%)	0 (0%)	0 (0%)	12 (16%)	61 (81.33%)	2 (2.67%)
The current programmes in the Spanish educational system pay attention to pronunciation	12 (16%)	18 (24%)	27 (36%)	9 (12%)	6 (8%)	3 (4%)
My training as a teacher of English included a module on the teaching of pronunciation	37 (49.33%)	5 (6.67%)	9 (12%)	3 (4%)	19 (25.33%)	2 (2.67%)
As a teacher, I feel confident when teaching pronunciation	1 (1.33%)	0 (0%)	11 (14.67%)	21 (28%)	41 (54.67%)	1 (1.33%)

Table 126: Group 3 teachers' personal feelings regarding their personal confidence to teach pronunciation and the amount of training they received

Nevertheless, at this stage it seems that most of these teachers feel that they were not able to reach this level of knowledge in their teaching-training period since 26 participants affirmed that "the current programmes in the Spanish educational system do not pay attention to pronunciation" and 49.33% of them stated that "their training as a teacher of English did not include a module to train them on how to teach

pronunciation". In other words, although these participants believe that EFL teachers need to be familiar with the phonetic and phonological system of English (as well as with the system/s of their student's native language so as to draw comparisons between the two languages), they denied having been taught how to actually teach this language area. Surprisingly, however, most of them affirmed that they felt confident when teaching pronunciation; since most of them denied having received specific training for teaching this language area when studying to become an EFL teacher, they must have acquired this confidence after graduating by attending courses, workshops or out of their own experience.

I will come back to this issue at the end of this section when I discuss the results obtained in the items in which the participants were asked to rate their general abilities when dealing with their students´ pronunciation problems in the classroom.

According to the vast majority of the teachers questioned, a person can speak English fluently but still show problems with English pronunciation and vice-versa. As mentioned several times up to now, it is possible for a person to have problems to speak English fluently or with English pronunciation; however, intelligibility may affect both issues, i.e., people may have trouble understanding others if they pronounce incorrectly many words (and the context does not help them guess what they were trying to say) as well as if a person pauses after every single word, hence, they lack fluency. Similarly, almost all of these teachers stressed the fact that "knowing English will be useful for their students in their future lives", an extra reason why pronunciation should be taught in EFL classes in these language centres.

Figure 91: Group 3 teachers' views on the connections between pronunciation and fluency

Figure 92: Group 3 teachers' answers to the item "knowing English will be useful for my students in the future"
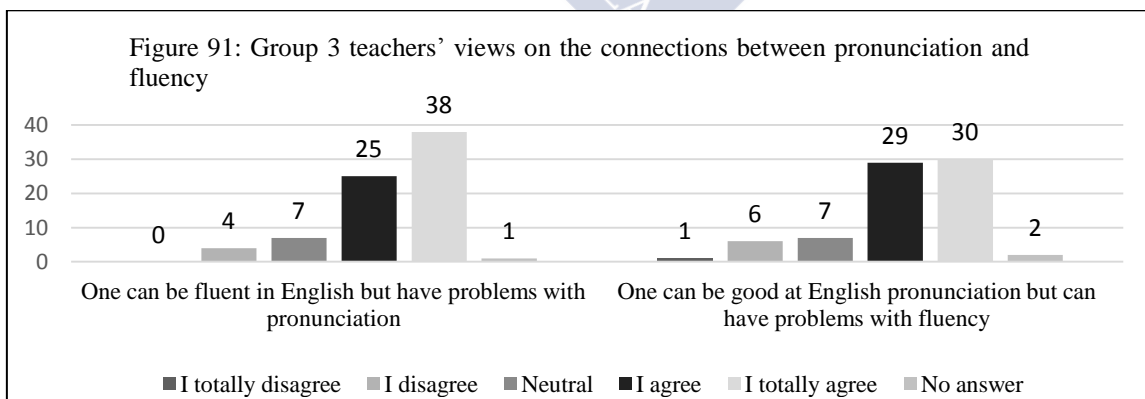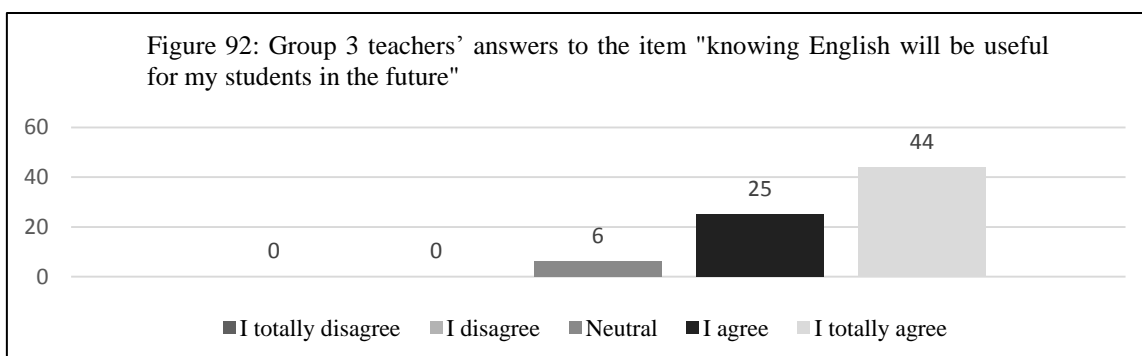
Regarding the three questions in my survey concerned with pronunciation problems, the majority of these language teachers admitted that it is common for Spanish students to have problems with English pronunciation and these problems should be dealt with in the classroom before they become fossilised. Moreover, approximately 70% of these teachers affirmed that they know how to deal with the problems their students have with pronunciation, thus, once again pointing to the fact that they have either attended further specialisation courses outside their obligatory teacher training programmes or they have gradually learnt how to face students´ pronunciation problems after years of teaching experience.

	I totally disagree	I disagree	Neutral	I agree	I totally agree	No answer
Spanish learners of English tend to have problems with English pronunciation	1 (1.33%)	1 (1.33%)	11 (14.67%)	25 (33.33%)	35 (46.67%)	2 (2.67%)
These problems should be dealt with in the classroom	0 (0%)	0 (0%)	5 (6.67%)	29 (38.67%)	40 (53.33%)	1 (1.33%)
As a teacher, I know how to deal with the problems my students have with pronunciation	1 (1.33%)	1 (1.33%)	17 (22.67%)	31 (41.33%)	21 (28%)	4 (5.33%)

Table 127: Group 3 teachers' opinions regarding questions on pronunciation problems

6.4.3.3.2. *Attitudes towards pronunciation and its teaching*

Over thirty teachers chose the *neutral* option in my questionnaire when asked to consider whether enough time is devoted to pronunciation in EFL classes in Spain; however, more than 25 teachers stated that the amount of time spent on this language area in the classroom is insufficient. Hence, it seems that each teacher has their own

views on the amount of time that is necessary to spend on pronunciation in the classroom since for some of them more time appears to be required whereas for other this does not seem to be the case. A possible explanation could be that some of these teachers were teaching students at intermediate levels whereas others had more advanced learners; thus, it may be possible that teachers teaching at a certain level of proficiency (for instance, at intermediate levels) may believe that a lot of time is needed to teach pronunciation to their specific students whereas the teachers teaching at higher proficiency levels consider that pronunciation does not need to be emphasized as much because their students have already learnt the basics and need to continue practising on their own.

Figure 93: Group 3 teachers' views on the time devoted to the teaching of pronunciation in EFL classes
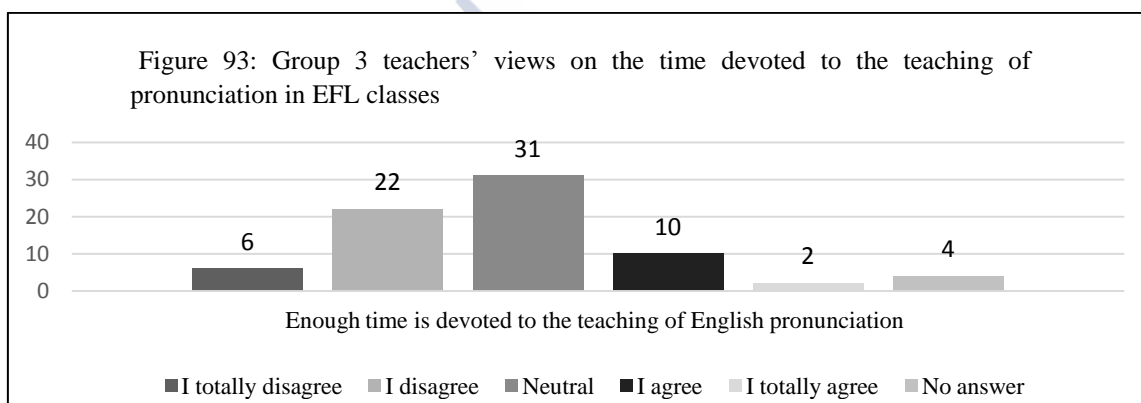
The results obtained for items 17-21 of the questionnaire indicate that, according to these teachers, the same degree of importance is clearly not given to the skills of speaking and listening than to reading, grammar, vocabulary and writing. This finding is interesting since these participants rated pronunciation as highly important (although difficult) in previous items; nevertheless, so far it seems that not much attention is paid to pronunciation in EFL classes at these language centres since I pointed out above that many teachers consider the time spent on pronunciation insufficient and now, according to approximately 40 out of the 75 teachers, that is, over 50% of them, oral skills are not emphasized as much as the so-called written ones, grammar and vocabulary.

Finally, most of the teachers opted for the *neutral* option in my scale when asked to compare the role that oral skills and pronunciation have in EFL classes, followed by around 25 teachers who *disagree* with this statement and thus do not think that the attention paid to speaking and listening can be comparable to that paid to pronunciation. This result is not at all surprising since pronunciation is only one part of the spoken skill

- a crucial part but speaking correctly also implies communicating with fluency and accuracy, with correct grammatical structures and adequate vocabulary – and thus teachers also have to teach and focus on other aspects while their students are either interacting or producing spoken language. On the other hand, what is interesting is that speaking together with listening were rated as not receiving as much importance as written skills, grammar and vocabulary; hence, up to now, it seems that the teachers regard pronunciation as a language area that should receive more attention in these teaching institutions.

	I totally disagree	I disagree	Neutral	I agree	I totally agree	No answer
The same degree of importance is given to the skills of speaking and listening than to reading	30 (40%)	13 (17.33%)	12 (16%)	10 (13.33%)	10 (13.33%)	0 (0%)
The same degree of importance is given to the skills of speaking and listening than to grammar	23 (30.67%)	18 (24%)	11 (14.67%)	13 (17.33%)	9 (12%)	1 (1.33%)
The same degree of importance is given to the skills of speaking and listening than to writing	23 (30.67%)	21 (28%)	9 (12%)	13 (17.33%)	8 (10.67%)	1 (1.33%)
The same degree of importance is given to the skills of speaking and listening than to vocabulary	22 (29.33%)	26 (34.67%)	10 (13.33%)	11 (14.67%)	6 (8%)	0 (0%)
The same degree of importance is given to the skills of speaking and listening than to pronunciation	9 (12%)	18 (24%)	28 (37.33%)	11 (14.67%)	8 (10.67%)	1 (1.33%)

Table 128: Group 3 teachers' perspectives concerning the degree of attention generally paid to oral skills in comparison to other language skills

6.4.3.3.3. Current situation of pronunciation in EFL classes and teaching materials in the Spanish Official School of Languages and Modern Language Centre

6.4.3.3.3.1. Methodology and tasks

In EFL classes at the language centres subject to analysis (Spanish Official School of Languages and Modern Language Centre), both teachers and students seem to use the target language, that is, English, quite frequently in their classes. As would seem logical, especially at lower levels of proficiency, in broad terms, the teachers of this main group rated themselves as speaking in English more frequently than their respective students but, as can be seen in Figure 94 below, the results obtained concerning the frequency with which *EOI* and *CLM* students express themselves in English are also very positive, with just over 30 teachers affirming that their students *always* speak in English in class, followed by 26 participants who answered that their students *often* use the foreign language when speaking in class. All in all, it seems that these students are constantly exposed to spoken English and they themselves at least practise English quite a lot in their classes.

Figure 94: Frequency with which group 3 teachers and students speak in English in class
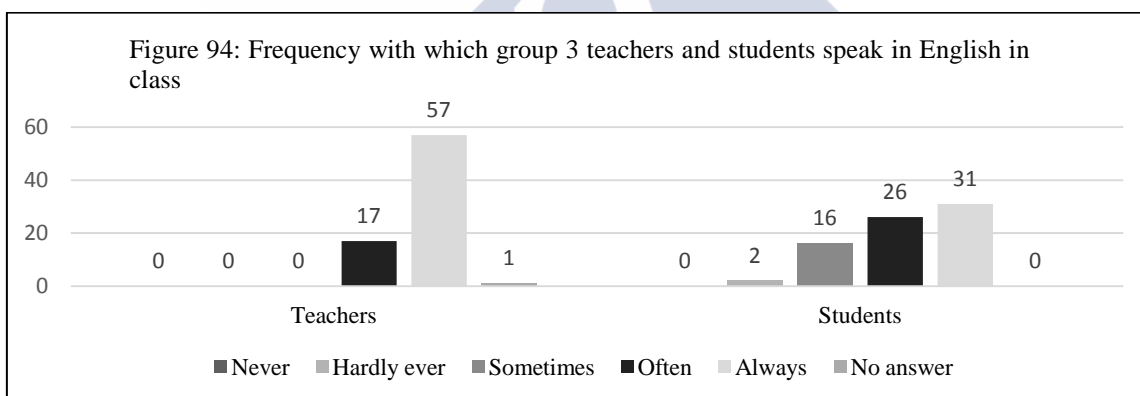
One of the reasons why these students may have been opted for always or often when rating the frequency of their speaking in English in the classroom may be explained by the fact that, as can be seen in Figure 95 below, these teachers affirmed that speaking and pronunciation tasks are very frequently carried out in the classroom, a very positive result which once again confirms that students at these language centres are both receiving and practising English a lot in the classroom. As mentioned above, pronunciation is only one of the important parts of the spoken skill; therefore, it is totally feasible that these teachers acknowledged practising pronunciation tasks less frequently than general speaking ones. Despite these minor differences, the most

important teaching implication that can be extracted from these results is that pronunciation, at least according to these teachers, is actually practised in the classroom and with high frequency.

Furthermore, they affirmed that oral tests are constantly carried out in their classes; on the other hand, most of them claimed they did not give any specific exams on pronunciation. I had the chance to interact with some of these teachers when they were filling out the questionnaire and they told me that, as would be expected, that pronunciation is one of the main areas they take into consideration in the general speaking exams and for this reason, they do not feel the need of making their students study for specific pronunciation exams. In general terms, pronunciation does in fact tend to be part of speaking tests in official exams such as the Cambridge set (*first certificate, advanced, proficiency*) or IELTS (International English Language Testing System) and each of the five main language skills has the same weighting in the assessment system; thus, up to now, it seems that the speaking skill in the Spanish Official School of Languages and the Modern Language Centre receives quite a lot of attention (although not as much as reading, writing and grammar, according to these teachers), both in the actual lessons and assessment method, being pronunciation one of the main language components assessed when students take an oral exam.

Figure 95: Frequency with which speaking and pronunciation activities and exams are carried out in class by group 3 teachers
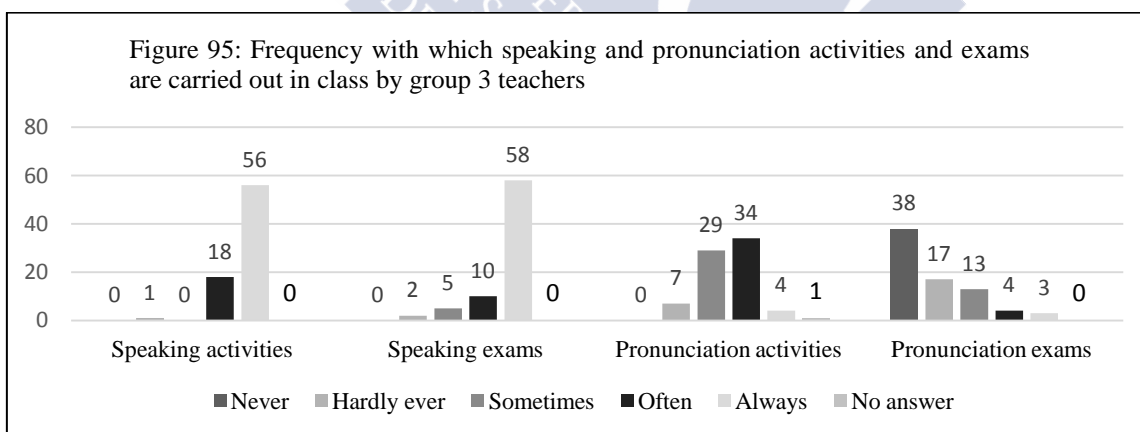
I personally agree with the recommendation given by the CEFR regarding the view that pronunciation should be one of the components taken into consideration in oral exams; nevertheless, I also believe that a good way of encouraging students to try and improve their pronunciation in English so as to be better understood by native or other non-native speakers of the language is by challenging them to pass small tests; such tests do not have to be very extensive in length nor do their marks in these tests

have to be decisive in their final grades, they can be informal tasks done in the classroom in the form of small contests, in which, for instance, the students have to form groups and try and pronounce several irregular verbs dictated by the teacher with the correct final –*ed* pronunciation /t/, /d/ or /ɪd/ as accurately as possible to beat the other team(s) or answer some questions on different topics in English pronunciation. Moreover, I think that, with the low number of students who tend to be present in EFL lessons at these language institutions (in most cases between 10 and 12-18), teachers should make the most of this situation and encourage their students to speak as much as possible in an informal type of environment (although language classes are normally considered a formal environment, teachers can make their students feel comfortable and show them that the best way of learning a language is by using it and even making mistakes is a natural thing and part of the learning process).

Surprisingly, almost all of these teachers affirmed that their students feel shy to speak in English on a few occasions (as can be seen in Figure 96 below, three groups of around 20 teachers stated that their students are *sometimes, often* or *always* embarrassed to speak in English. From these two findings, it could be inferred that, although these students sometimes feel shy to speak English in class in front of their teachers and classmates, it is the only language they use in the classroom according to the teachers' answers in Figure 94 above. Thus, it seems that they are constantly working hard to overcome their personal anxiety to express themselves in a foreign language and, in this case, in a language that does not share many similarities, phonologically speaking, with Spanish and Galician (see section 3.2).

Figure 96: Frequency with which group 3 teachers consider their students are shy to speak in English

My students feel shy when speaking English

■ Never ■ Hardly ever ■ Sometimes ■ Often ■ Always ■ No answer
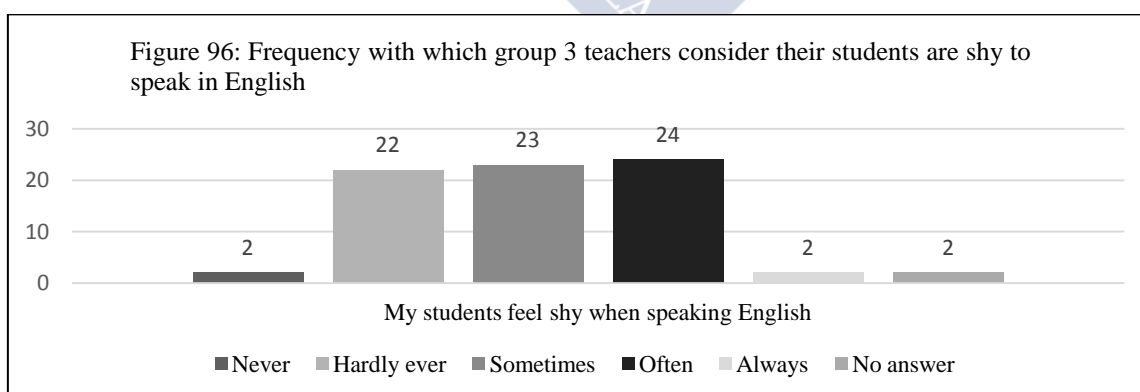
A variety of pronunciation tasks seem to be suggested by these teachers. More particularly, the majority of them affirmed that they *sometimes* use: a) songs; b) games;

and, c) computer programmes and applications for teaching their students pronunciation features, together with d) the traditional 'listen and repeat' technique.

	Never	Hardly ever	Sometimes	Often	Always	No answer
To practise pronunciation, I make my students repeat words or small sentences	2 (2.67%)	3 (4%)	38 (50.67%)	21 (28%)	11 (14.67%)	0 (0%)
I use songs in the classroom to help my students improve their pronunciation	6 (8%)	14 (18.67%)	25 (33.33%)	24 (32%)	5 (6.67%)	1 (1.33%)
I carry out games in the classroom to help my students improve their pronunciation	8 (10.67%)	16 (21.33%)	29 (38.67%)	18 (24%)	3 (4%)	1 (1.33%)
I use computers and the Internet to help my students improve their pronunciation	20 (26.67%)	15 (20%)	24 (32%)	13 (17.33%)	3 (4%)	0 (0%)

Table 129: Frequency with which group 1 teachers admit using repetitions, games, songs and computers to teach pronunciation

Moreover, almost all of the teachers stated that they teach pronunciation integrated with other skills and language features, mainly speaking, listening and vocabulary. As seen in section 1.1, pronunciation affects every skill in a more direct or indirect way. For instance, we are constantly working and practising our pronunciation abilities when we speak and listen to spoken language; moreover, we think internally when we write something and when we read a text, we are also internally pronouncing the different words. Therefore, pronunciation can and should be taught integrated within every skill but it seems that these teachers only integrate it within speaking, listening, reading and vocabulary, not with grammar or writing.

Figure 97: Extent up to which group 3 teachers admit teaching pronunciation integrated within other language areas

72

3

■Yes ■No
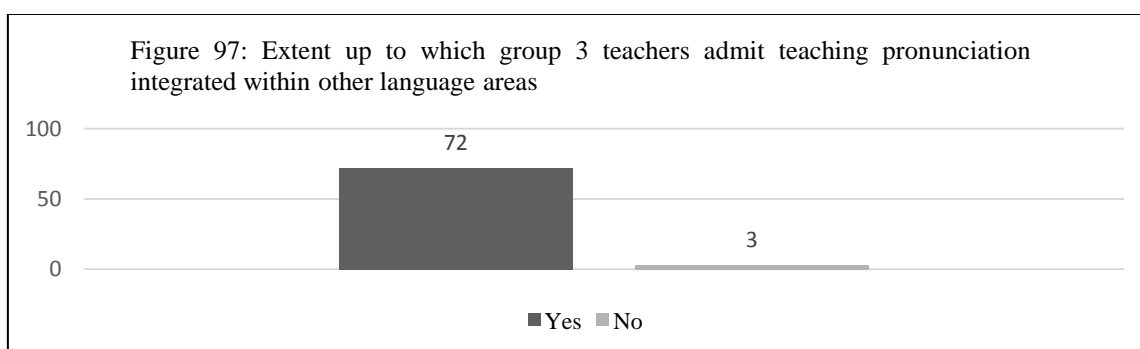
	Number of answers / option
Speaking	74 (98.67%)
Listening	61 (81.33%)
Reading	47 (62.67%)
Writing	3 (4%)
Vocabulary	61 (81.33%)
Grammar	22 (29.33%)

Table 130: Skills in which group 3 teachers integrate pronunciation

6.4.3.3.3.2. Error correction

These EFL teachers affirmed they corrected their students' pronunciation mistakes very frequently and that their students mostly appreciated this kind of mistakes to be corrected.

Figure 98: Group 3 teachers' views on correcting students' pronunciation mistakes
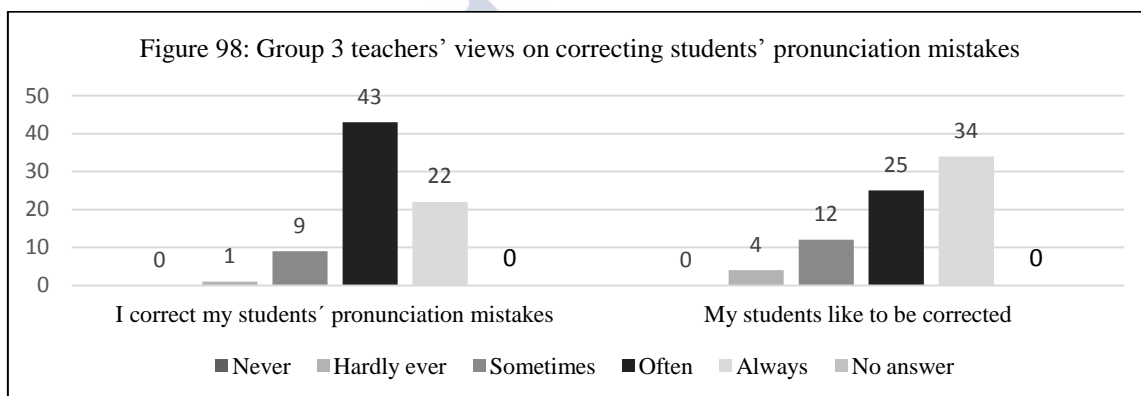
According to the results in Table 131, university EFL teachers use three main error-correction methods: a) once again, the listen and repeat method; b) encouraging students to use pronunciation dictionaries to look up the words they do not know how to pronounce or when they have doubts on how a particular word is pronounced; and, c) writing the phonetic transcriptions on the blackboard. Thanks to some interactions with some of the teachers at the moment of the data-collection among their students, I found out that the students are not obliged to learn the phonetic symbols but they are encouraged to be familiar with them thanks to charts present in their textbooks or ones the actual teachers prepare for them with examples of the different spellings each vocalic and consonantal sound may have, instances of minimal pairs to distinguish among several English vowels and so on.

Making lists with unknown words, on the other hand, was the only error-correction most of these teachers denied using in their classes. Finally, some teachers stated they also used other correction methods to correct their students pronunciation

mistakes, such as: a) taking notes when speaking tasks are being carried out and giving the students feedback at the end; b) using phonemic charts; c) showing them how to place the tongue, lips, etc. to pronounce a specific sound; or, d) encouraging students to record themselves outside the classroom and the teacher afterwards gives them feedback on the mistakes they made at different levels (grammatical, phonological…). I personally think that the latter idea is a motivating way of getting students to speak in English outside the classroom since, as mentioned several times throughout my dissertation, Spain is a country in which students do not have many opportunities to speak in English outside the classroom and the carrying out of these recordings may partially compensate for this gap, especially when the students will receive feedback from their teachers afterwards.

	Never	Hardly ever	Sometimes	Often	Always	No answer
I make them listen and repeat the correct pronunciation	1 (1.33%)	4 (5.33%)	13 (17.33%)	25 (33.33%)	32 (42.67%)	0 (0%)
I write the phonetic transcription on the blackboard	2 (2.67%)	5 (6.67%)	28 (37.33%)	27 (36%)	12 (16%)	1 (1.33%)
I tell my students to make lists with the words they pronounce incorrectly	38 (50.67%)	13 (17.33%)	14 (18.67%)	5 (6.67%)	5 (6.67%)	0 (0%)
I tell them to look for words in a pronunciation dictionary	13 (17.33%)	16 (21.33%)	20 (26.67%)	16 (21.33%)	10 (13.33%)	0 (0%)

Table 131: Frequency with which group 3 teachers use the aforementioned error-correction methods to correct their students' pronunciation mistakes

6.4.3.3.3.3. *Exposure of students to English outside the classroom*

Students enrolled in the different EFL courses offered at the *EOI* and the *CLM* are thought to *sometimes* or *hardly ever* practise English outside the classroom by their respective teachers. The main types of activities these teachers believe their students carry out in English away from their EFL lessons at these language centres are: a) listening to music; b) watching films in English; c) using the computer and the Internet; and, d) reading. In other words, these teachers consider that their students consolidate their receptive skills outside the classroom by listening to music and films and reading different types of English texts, either in paper or electronic format; this may be

explained by the fact that there continues to be a lack of exposure to English outside the classroom in Spain, especially concerning oral skills, possibly leading the teachers to believe their students only practise receptive skills outside the classroom.

Figure 99: Frequency with which group 3 teachers believe their students practise English outside the classroom
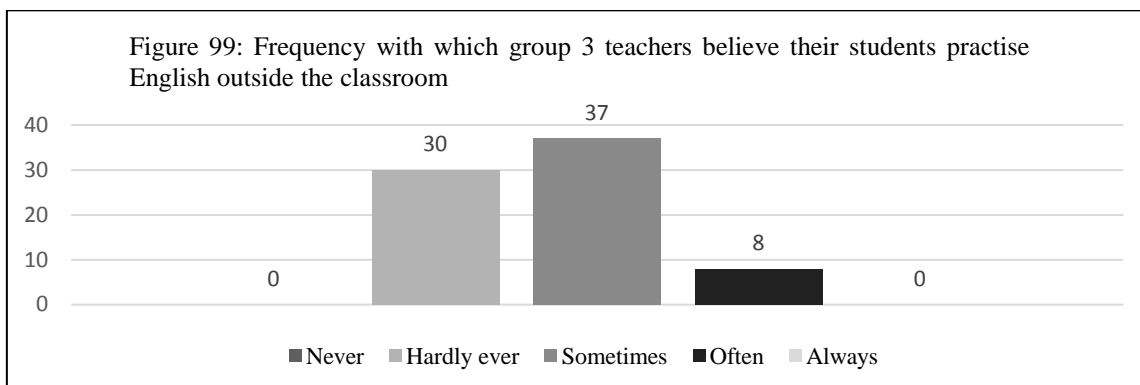
	Number of answers/option		Number of answers/option
Watching films	64 (85.33%)	**Reading**	50 (66.67%)
Listening to music	68 (90.67%)	**Writing letters, emails, novels**	15 (20%)
Talking to their friends in English	6 (8%)	**Using the computer and the Internet**	66 (88%)
Talking to native people in English	7 (9.33%)		

Table 132: Activities group 3 teachers believe their students carry out outside the classroom

Although things have begun to change in the last few years thanks to the increase in the number of grants and courses offered so that students can practise the oral component either in Spain or abroad (courses such as those offered by the University of Menéndez Pelayo – weekly immersion courses in which university students who have received funding from the government to help them study their degree are expected to speak English all the time in their different lessons on vocabulary, grammar and speaking classes – or the summer grants granted by the Spanish Ministry of Education, Culture and Sports (MECD) that offer pre-university students the possibility of improving their English oral skills by playing games and carrying out different sports), much more could still be done on a daily basis, such as encouraging students to talk to tourists in their city and to foreign students who are studying in Spain for a short period of time or even to organise tandem sessions either face to face or via skype, etc.

6.4.3.3.3.4.   Students' difficulties and preferences regarding the learning of pronunciation

The main problems that these teachers mentioned their students have with English pronunciation are intonation, word stress, sentence stress, inexistent sounds in Spanish/Galician, long versus short vowels, schwa, vowels in general and final *–ed*, i.e, these teachers believe their students have more difficulties with suprasegmental issues than with segmental ones (cf. Appendix 6I for the whole table).

Problems mentioned by teachers	Number of answers / option
Intonation	16 (21.33%)
Word stress	14 (18.67%)
Vowels (without specifying)	13 (17.33%)
Final -ed	9 (12%)
Influence of L1	8 (10.67%)
Sounds inexistent in their L1	7 (9.33%)
/ə/	7 (9.33%)
Sentence stress	6 (8%)
Long vs. short vowels	6 (8%)

Table 133: Main pronunciation problems *EOI* and *CLM* students have according to group 3 teachers

Finally, as shown in Table 134 below, oral productions, games, songs, listening to and repeating words and sentences, computer programmes and the Internet, and role-plays and dialogues are thought to be these teachers' students favourite type of activities to practise pronunciation. On the other hand, very few teachers believe their students enjoy having to interpret or produce phonetic transcriptions, written productions, listening to the textbook CD, reading-aloud tasks or identification tasks.

	Number of answers/option		Number of answers/option
Listening and repeating words and sentences	36 (48%)	Reading aloud	23 (30.67%)
Games	41 (54.67%)	Oral productions	54 (72%)
Listening to the textbook CD	18 (24%)	Written productions	1 (1.33%)
Listening to or singing songs	50 (66.67%)	Identifications	16 (21.33%)
Phonetic transcriptions	10 (13.33%)	Computer programmes and the Internet	41 (54.67%)
Role-plays and dialogues	35 (46.67%)		

Table 134: *EOI* and *CLM* students' favourite `pronunciation tasks according to group 1 teachers

6.4.3.3.3.5. Activities and the textbook

As can be seen in Table 135 below, more than 50% of the language teachers questioned in this main group stated that they carried out the following types of tasks to focus on the teaching of pronunciation: a) listening and repeating words and sentences; b) reading-aloud tasks; c) oral productions; d) listening to the textbook CD; e) listening to or singing songs; f) games; g) phonetic transcriptions; and, h) role-plays and dialogues.

Connecting this finding to the last one in section 6.4.3.3.3.4, some of the activities suggested by these teachers coincide with the ones they believe their students prefer for learning how to pronounce English better, particularly games, listening and repeating words and sentences, role-plays and dialogues, oral productions and songs. Thus, generally speaking, according to these language teachers, they use many types of tasks to improve students' pronunciation, most of which are considered as motivating types of activities in language classes for learners of all ages, namely games, songs and role-plays and dialogues (cf. sections 2.2.1.2.3, 2.2.1.2.2 and 2.2.2.2.1) and a very interesting implication that can be drawn from these findings is that it seems that these teachers take into consideration their students´ preferences when selecting pronunciation activities.

	Number of answers/option		Number of answers/option
Listening and repeating words and sentences	65 (86.67%)	Reading aloud	52 (69.33%)
Games	40 (53.33%)	Oral productions	69 (92%)
Listening to the textbook CD	51 (68%)	Written productions	8 (10.67%)
Listening to or singing songs	50 (66.67%)	Identifications	28 (37.33%)
Phonetic transcriptions	41 (54.67%)	Computer programmes and the Internet	27 (36%)

Table 135: Frequency with which group 3 teachers suggest different pronunciation tasks in the classroom

As can be seen in Figure 100 below, more than 50 out of the 75 teachers questioned believe attention should be paid to all of the segmental and suprasegmental pronunciation features listed, except for varieties of English, which was selected only by 47 teachers. More precisely, the four most popular aspects that should be included in the EFL textbooks addressed to their students are explanations and tasks concerning the distinction long versus short vowels, schwa, stress and intonation. This may be explained by the fact that, as discussed above in section 6.4.3.3.3.4, these teachers mentioned that some of the main problems their students have with English

pronunciation are in fact stress, vowels, schwa and intonation. Hence they believe textbooks should include sections and tasks on the particular problems their students have with pronunciation. This leads us to the next item which analyses their views regarding the actual pronunciation aspects that are frequently present in the EFL textbooks they use in class. Quite a few of these teachers (between 40 and 54) consider that all of the pronunciation aspects listed with the exception of, once again, varieties of English, are quite frequently included in the course books they use in class.

Figure 100: Pronunciation aspects that should be present in EFL textbooks addressed to *EOI* and *CLM* students

- Short/long vowels
- Schwa
- Diphthongs
- Inverted "u"
- Consonants
- Stress
- Intonation
- Connected speech
- Weak/strong forms
- Varieties of English

Figure 101: Pronunciation aspects that are currently present in EFL textbooks addressed to *EOI* and *CLM* students

- Short/long vowels
- Schwa
- Diphthongs
- Inverted "u"
- Consonants
- Stress
- Intonation
- Connected speech
- Weak/strong forms
- Varieties of English

Thus, up to now, it seems that most of these teachers are at least happy with the main contents of their EFL textbooks concerning pronunciation and, in fact, as shown in Figure 102, 33 of these 75 teachers affirmed that there are *enough* pronunciation tasks in their textbooks. Nevertheless, the views of a further group of 29 teachers are quite negative since they believe their respective EFL textbooks for *EOI* and *CLM* students contain few pronunciation tasks, particularly, *hardly any*. Furthermore, the activities that are present only help students improve their pronunciation abilities *on some occasions* (see Figure 103). Consequently, the majority of these participants affirmed they would like other types of pronunciation tasks to be included in EFL textbooks.

Figure 102: Amount of pronunciation activities present in EFL textbooks according to group 3 teachers

Figure 103: Degree with which group 3 teachers believe the pronunciation activities present in EFL textbooks help their students improve

Figure 104: Degree with which group 3 teachers are happy with the type of pronunciation activities present in EFL textbooks
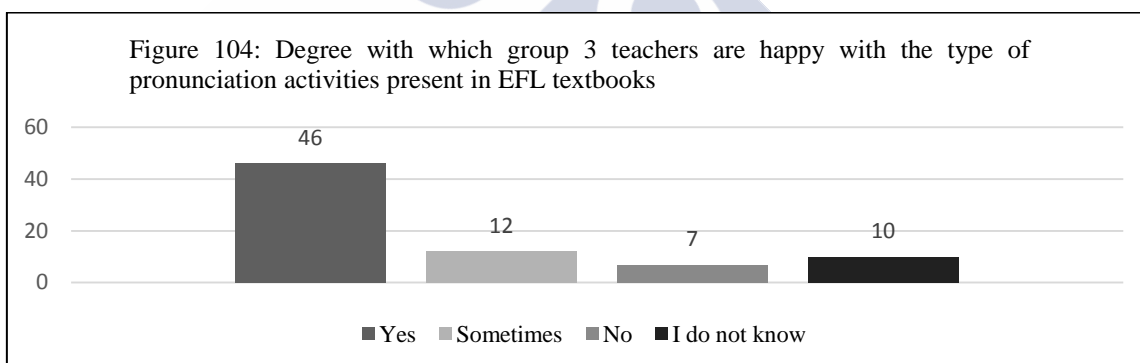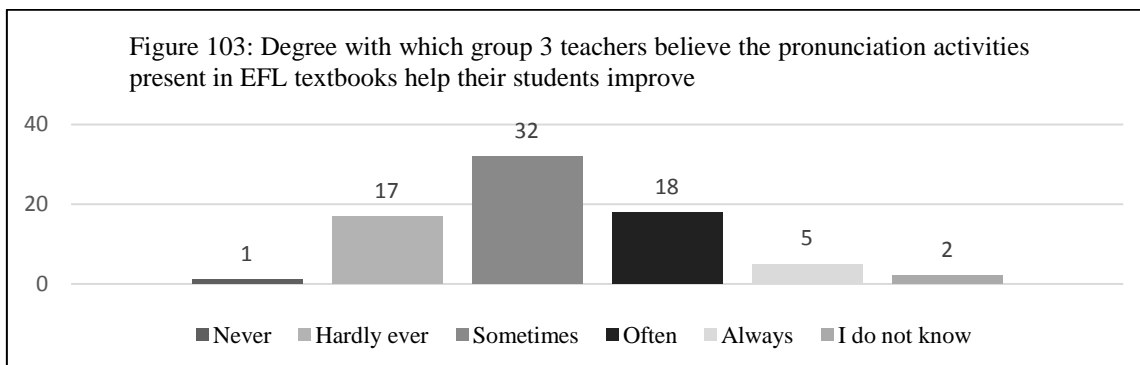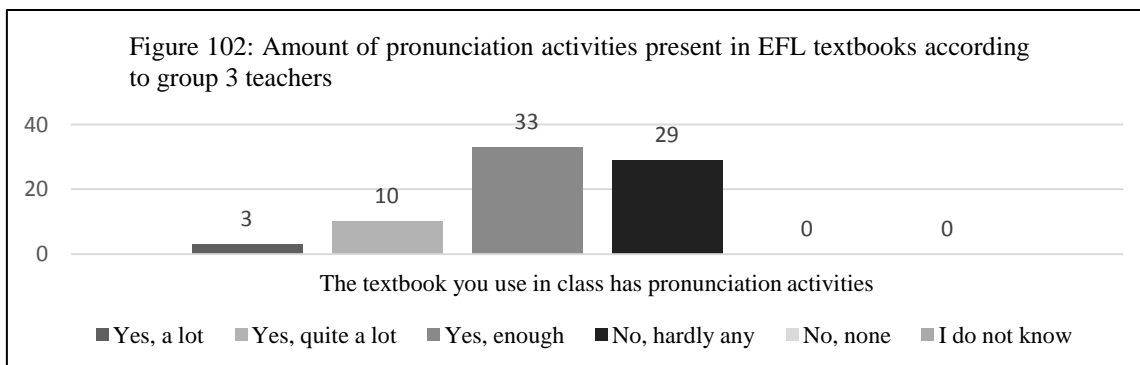
Finally, forty-seven teachers affirmed they used other materials to teach pronunciation, such as: a) pronunciation dictionaries; b) songs; c) the Internet; d) books; e) videos; f) games; or, g) radio and TV programmes. More information on these issues will be provided in my second main study (chapter 7), when I analyse the actual role of pronunciation in EFL textbooks used at the *EOI* and *CLM* and analyse the particular types of tasks included in these materials to practise this language area.

	Yes	No
Do you use any other materials to use pronunciation?	47 (62.67%)	28 (37.33%)

Table 136: Percentage of group 3 teachers who teach pronunciation integrated within other language skills versus the amount that teach it in isolation

6.5. Comparing results across groups of students and teachers. Preliminary conclusions

In this last main section in the present chapter, I will briefly compare the results from the main groups and discuss preliminary conclusions. For the sake of consistency I will first discuss general results, looking at findings for all students and all teachers, before turning to differences between the groups.

I will begin, then, with the main findings from the student groups, initially by considering the views of all 1,170 students taken together, then comparing the views of the three different groups of learners distinguished, looking in particular at divergent opinions here. After this I will turn to the teachers, again looking first at the overall views of the 254 Spanish EFL teachers on the role of pronunciation in their classes and teaching materials, before comparing views between the three groups therein.

Finally, although my initial intention was to end by comparing each group of students to the corresponding group of teachers, in order to avoid too much repetition the chapter will conclude with a comparison of the views of all 1,170 students with those of all 254 teachers.

6.5.1. Students' opinions

6.5.1.1. Spanish EFL students' views regarding the teaching and learning of pronunciation

In this subsection (as well as in section 6.5.4.2.1), I have included tables with the total number of students who chose each option, as well as this figure expressed as a percentage of the total number of subjects; thus, in Table 137 it can be seen that 150 (12.82%) of the total of 1,170 students *never* watch films in English outside the classroom. In addition, as has been the case throughout this chapter, the most preferred option/s for each question has been highlighted.

Firstly, it seems that Spanish EFL learners only *sometimes* practise English outside the classroom. The only two activities they admitted to (very) frequently doing outside their EFL lessons are: a) listening to music; and, b) using computers and the Internet, two very engaging types of activities which, as discussed in sections 2.2.2.2.1 and 2.2.2.2.6, respectively, teachers can use in the classroom to teach many skills and language areas, including pronunciation. Watching films and reading books/comics/newspapers in English are activities which around a third of the students

surveyed acknowledged doing in English in their free time outside their language classes; moreover, as shown in Table 137, speaking and writing are the two least popular activities of them all.

These findings are extremely revealing, in that they provide further background on one of the main reasons why Spanish students are thought to have serious problems when speaking in English: the lack of opportunities to practise speaking English in informal situations outside their formal EFL lessons at high school, university and so on. The fact that most of these students admitted that they *never* speak in English outside the classroom reflects this common lack of exposure; hence, my findings here confirm that the common belief regarding lack of overall exposure to English seems to be a fact, even nowadays, in spite of the incidence and role of new technologies in our society and the way we socialise and interact.

	Never	**Hardly ever**	**Sometimes**	**Often**	**Always**	**No answer**
Do you practise English outside the classroom?	136 (11.62%)	287 (24.53%)	466 (39.83%)	221 (18.89%)	59 (5.04%)	1 (0.09%)
Watching films	150 (12.82%)	282 (24.10%)	324 (27.69%)	237 (20.26%)	108 (9.23%)	69 (5.9%)
Listening to music	13 (1.11%)	33 (2.83%)	120 (10.26%)	362 (30.94%)	585 (50%)	57 (4.87%)
Talking to my friends	494 (42.22%)	374 (31.97%)	160 (13.68%)	47 (4.02%)	11 (0.94%)	84 (7.18%)
Talking to native people	326 (27.86%)	320 (27.35%)	263 (22.48%)	105 (8.97%)	70 (5.99%)	86 (7.35%)
Reading	109 (9.32%)	244 (20.85%)	376 (32.14%)	288 (24.62%)	85 (7.27%)	68 (5.81%)
Writing	410 (35.04%)	283 (24.19%)	251 (21.45%)	110 (9.4%)	33 (2.82%)	83 (7.09%)
Using the computer and the Internet	63 (5.38%)	109 (9.32%)	279 (23.85%)	381 (32.56%)	272 (23.25%)	66 (5.64%)

Table 137: Frequency with which the total number of students surveyed practise English outside the classroom and how often they carry out the types of activities suggested

As can be seen in Table 138, almost 700 (59.49%) of the students surveyed confirmed they had attended or were attending private lessons outside their EFL classes at high school, university or language centre. This may indicate that most Spanish learners feel the need to attend extra classes because the number of hours of formal language teaching is insufficient for them to develop their productive and receptive skills. One of the main reasons why Spanish learners admit to going to individual or group private classes is to practise speaking in English (see Table 139). Moreover, although only 304 students (25.98%) chose the option *to practise pronunciation*, when

they are practising the spoken component they will most likely be focusing on pronunciation at the same time (even though they may not be aware of it). Hence, returning to the specific implication for teaching mentioned above, one could claim that, generally speaking, Spanish students decide to attend private lessons to practise speaking and listening in English because they feel the amount of time devoted to these oral skills in their high school, university or language centres is insufficient for them to learn how to speak in English fluently, accurately and with a good level of pronunciation.

	Yes	No	No answer
Attendance to private lessons outside the EFL classroom	696 (59.49%)	472 (40.34%)	2 (0.17%)

Table 138: Amount of total students who have attended private EFL lessons

Reasons	Number of students / option
To complement school work	282 (24.1%)
To practise English grammar	349 (29.83%)
To practise writing in English	325 (27.78%)
To practise speaking in English	447 (38.21%)
To practise English pronunciation	304 (25.98%)

Table 139: Reasons why the students surveyed attended private EFL lessons

For almost all of the students surveyed, learning how to pronounce English correctly is important, and they also believe that knowing how to speak English will be an advantage for them in the future. Moreover, 1,098 students (93.85%) agreed that they would like to speak English fluently, being lack of fluency one of the main problems around 53% of the learners admitted to having when they completed the questionnaire. Likewise, 46.75% of the students considered English pronunciation difficult and, perhaps due to this perceived degree of difficulty, 40.68% actually admitted having problems with English pronunciation in item 15 of my questionnaire. Finally, it is unclear whether Spanish students regard speaking English difficult, since most of the participants opted for a neutral position when asked whether speaking in English entails any difficulty for them.

These findings are in my view extremely positive, since they indicate that Spanish EFL students, despite considering English pronunciation difficult and acknowledging having problems with pronunciation as well as with speaking fluently, still regard it as important and useful for their future lives.

	Totally disagree	Disagree	Neutral	Agree	Totally agree	No answer
Learning how to pronounce correctly in English is important	11 (0.94%)	9 (0.77%)	47 (4.02%)	288 (24.62%)	809 (69.15%)	6 (0.51%)
I would like to speak fluent English	11 (0.94%)	5 (0.43%)	42 (3.59%)	101 (8.63%)	997 (85.21%)	14 (1.2%)
Knowing how to speak English will be useful for me in the future	13 (1.11%)	8 (0.68%)	53 (4.53%)	184 (15.73%)	909 (77.69%)	3 (0.26%)
Speaking in English is difficult	66 (5.64%)	229 (19.57%)	469 (40.09%)	273 (23.33%)	126 (10.77%)	7 (0.6%)
English pronunciation is difficult	39 (3.33%)	176 (15.04%)	399 (34.1%)	355 (30.34%)	192 (16.41%)	9 (0.77%)
I have problems to express myself fluently in English	61 (5.21%)	215 (18.38%)	263 (22.48%)	373 (31.88%)	252 (21.54%)	6 (0.51%)
I have problems with English pronunciation	68 (5.81%)	286 (24.44%)	339 (28.97%)	328 (28.03%)	148 (12.65%)	1 (0.09%)

Table 140: Students' views on the importance of pronunciation, their problems with fluency and pronunciation, their difficulties with pronunciation and their future expectations

In spite of the fact that up to now it seems that the oral component and, especially pronunciation, is important for these students, 573 (48.97%) of them regard the time devoted to pronunciation in the classroom as insufficient or extremely insufficient. However, around 900 of the total 1,170 subjects (totally) agree that their level of English pronunciation has improved over the last few years; all this seems to indicate that attending private lessons has contributed to this improvement, rather than the normal classes of English at school, university, *EOI* or *CLM*. However, further research is needed here to identify whether students believe they have indeed improved their pronunciation exclusively thanks to their extracurricular EFL classes or, rather, if their formal high school, university or language centre classes also helped. However, due to the many negative views from both students and teachers discussed throughout this chapter, I would contend that, on many occasions, going to private EFL lessons is the major reason why most students' views on the item "my level of pronunciation has improved in the last years" are quite positive, especially at the secondary education and university levels, since these two groups of students had, broadly speaking, more negative opinions regarding the role of pronunciation in their EFL classes than the participants at the Spanish Official School of Languages or Modern Language Centre at the University of Santiago de Compostela.

Unfortunately, interpreting Spanish students' views regarding whether they are shy when speaking English is not as straightforward as with most of the other questions already discussed here, since four groups of around 250 students chose opposite options on the Likert scale, ranging from general agreement to total disagreement. Therefore, it could be said that feeling shy in speaking English is more of an individual factor and that it is very difficult to generalise about the role of shyness here. Similarly, speaking with a native accent seems to be important for around 380 students (32.48%), whereas it is irrelevant for 360 participants (30.77%); hence, once again, sounding native-like or feeling comfortable enough by simply expressing oneself intelligibly with a foreign accent seems to be a personal choice rather than a general factor that can be applied to the majority of Spanish learners of English.

	Totally disagree	Disagree	Neutral	Agree	Totally agree	No answer
Enough time is devoted to pronunciation	160 (13.68%)	413 (35.3%)	370 (31.62%)	157 (13.42%)	43 (3.68%)	27 (2.31%)
Speaking English with a native accent is important	109 (9.32%)	257 (21.97%)	413 (35.3%)	245 (20.94%)	138 (11.79%)	8 (0.68%)
My level of English pronunciation has improved in the last years	24 (2.05%)	45 (3.84%)	165 (14.1%)	481 (41.11%)	450 (38.46%)	5 (0.43%)
I feel shy when speaking English	259 (22.14%)	252 (21.54%)	255 (21.79%)	247 (21.11%)	151 (12.91%)	6 (0.51%)

Table 141: Students' views regarding their improvement in English pronunciation, the time spent on the teaching of pronunciation, if they feel shy to speak in English and whether it is important to aim at a native-like pronunciation

An important finding here is that, as can be seen in Table 142, about 600-680 of the total participants (roughly between 51% and 58%) *agree* that the same importance is not given in their EFL classes to oral skills as to vocabulary, reading, writing and grammar; however, the fact that a further 300-380 students chose to maintain a *neutral* position should also be taken into consideration. Moreover, it is once again clear from my findings that Spanish students believe pronunciation is important, since most of them *disagree* that a particular person can be regarded as a good speaker of English if they have problems with pronunciation; on the other hand, the majority of participants believe one can pronounce (read) isolated words correctly without speaking fluent English.

	Totally disagree	Disagree	Neutral	Agree	Totally agree	No answer
The same importance is not given to oral skills than to reading	54 (4.62%)	132 (11.28%)	341 (29.15%)	346 (29.57%)	283 (24.19%)	14 (1.2%)
The same importance is not given to oral skills than to writing	57 (4.87%)	145 (12.39%)	322 (27.52%)	353 (30.17%)	280 (23.93%)	13 (1.11%)
The same importance is not given to oral skills than to grammar	51 (4.36%)	119 (10.17%)	304 (25.98%)	344 (29.4%)	338 (28.89%)	14 (1.97%)
The same importance is not given to oral skills than to vocabulary	44 (3.76%)	128 (10.94%)	380 (32.48%)	348 (29.74%)	254 (21.71%)	16 (1.37%)
One can speak well in English without knowing how to pronounce the words correctly	475 (40.6%)	471 (40.26%)	159 (13.59%)	35 (2.99%)	23 (1.97%)	7 (0.6%)
One can pronounce (read) isolated words correctly without speaking fluent English	55 (4.7%)	145 (12.39%)	289 (24.7%)	468 (40%)	202 (17.26%)	11 (0.94%)

Table 142: Importance given to oral skills in comparison to the attention paid to reading, writing, vocabulary and grammar according to the total amount of students surveyed

According to the results here, Spanish EFL teachers speak English all the time in class, a positive finding since students are at least exposed to spoken language within the classroom (unlike outside the classroom where, as I discussed above, the lack of opportunities to speak in English in informal situations may lead many Spanish students to attend extra formal private lessons). On the other hand, there continues to be a tendency for Spanish students to use their native language(s) in the foreign language classroom at particular moments, with most of them admitting to only speaking English in class *on some occasions*, followed by another large group who maintain that they *often* speak in the foreign language; however, only around 10% of the students questioned acknowledged *always* expressing themselves orally in English.

Moreover, 790 of the students questioned (67.52%) claim that speaking activities are frequently carried out in their EFL classes; pronunciation activities, on the other hand, are only *sometimes* done. It is true that the practising of the speaking skill itself entails pronunciation; however, this finding indicates that, according to many students, they are not encouraged by their teachers to carry out many pronunciation

tasks as such. On similar lines, according to most of these participants, they *always* have oral exams but they *never* take pronunciation tests. Once again, pronunciation should be one of the main criteria teachers consider when assessing students' performance in oral exams (see section 1.5); nevertheless, as explained before, testing students' pronunciation from time to time by suggesting tests in the form of games or small competitions is a motivating way for students to try their best and pronounce something as accurately as possible, yet hardly any EFL teacher in Spain seems to conduct such tests, at least according to these Spanish EFL students.

	Never	Hardly ever	Sometimes	Often	Always	No answer
The teacher speaks in English in the classroom	4 (0.34%)	2 (0.17%)	40 (3.42%)	289 (24.7%)	832 (71.11%)	3 (0.26%)
My classmates and I speak English in the classroom	89 (7.61%)	213 (18.21%)	400 (34.19%)	351 (30%)	114 (9.74%)	3 (0.26%)
Frequency of speaking activities	26 (2.22%)	87 (7.44%)	263 (22.48%)	452 (38.63%)	338 (28.89%)	4 (0.34%)
Frequency of pronunciation activities	94 (8.03%)	264 (22.56%)	330 (28.21%)	303 (25.9%)	169 (14.44%)	10 (0.86%)
We have speaking exams	96 (8.2%)	146 (12.48%)	272 (23.25%)	210 (17.95%)	434 (37.09%)	12 (1.03%)
We have pronunciation exams	378 (32.31%)	260 (22.22%)	253 (21.63%)	139 (11.88%)	129 (11.03%)	11 (0.94%)

Table 143: Frequency with which Spanish EFL teachers and students speak English in class and frequency with which speaking and pronunciation tasks and exams are carried out

It seems that the only productive type of pronunciation activity carried out in Spain (of the four types suggested, namely, listen and repeat tasks, songs, games, and using computers and the Internet) is the 'listen and repeat technique', whereas the use of games, songs, computer software and the Internet to practise pronunciation is very scarce according to Spanish EFL learners. This finding is very interesting because one could infer from it that EFL teachers in Spain continue to teach pronunciation with drills, as was the case in the Audio Lingual Method, instead of with activities with a clear communicative function, as set out in the Communicative Approach (see section 2.1 for further information on these teaching approaches). In section 6.5.3, it will be interesting to compare students' views regarding this issue to those of Spanish EFL

teachers and in this way to verify whether EFL classes in Spain continue to teach pronunciation as was done in the 1940s and 1950s with the Audio-lingual Method (in the USA) or the Oral Approach (in Great Britain).

	Never	Hardly ever	Sometimes	Often	Always	No answer
We repeat words or small sentences	180 (15.38%)	187 (15.98%)	255 (21.79%)	303 (25.9%)	241 (20.6%)	4 (0.34%)
The teacher brings songs	469 (40.09%)	235 (20.09%)	193 (16.5%)	160 (13.68%)	110 (9.4%)	3 (0.26%)
We play games	486 (41.54%)	227 (19.4%)	219 (18.72%)	145 (12.39%)	85 (7.26%)	8 (0.68%)
We use computer programs and the Internet	516 (44.1%)	224 (19.15%)	232 (19.83%)	122 (10.43%)	67 (5.73%)	9 (0.77%)

Table 144: Frequency with which Spanish EFL teachers use the activities suggested for teaching pronunciation, according to the whole group of students surveyed

Spanish EFL students have extremely positive views regarding the frequency with which their teachers correct their pronunciation mistakes. According to over 800 of the learners surveyed, their EFL teachers very frequently make an effort to correct almost every pronunciation mistake made in the classroom; moreover, 491 students (41.97%) believe their teacher corrects every single pronunciation mistake. As discussed in section 1.5, it is practically impossible for teachers to correct every single mistake made (Lane, 2010) in a speaking or isolated pronunciation task, especially with beginner level students, who will most likely make many mistakes until they become more familiar with the phonological system of English. Moreover, intermediate or higher-level learners will communicate by using sentences, not isolated words, and in a task like a dialogue it would be very difficult for teachers to identify every single mistake made, let alone correct each of them. This, however, does not mean that teachers should not identify major difficulties and discuss them with the class, but to avoid students from getting distracted they might best do this after the activity has finished.

It would be interesting to carry out a study in which a researcher sits at the back of several EFL lessons and, without giving the teacher any information regarding the main purpose of the study, tries to identify the approximate number of times the students in the classroom make a pronunciation mistake and how often they are

corrected by the teacher. The possibility of such an experiment will be further explained in section 9.2 when I refer to topics for future research.

Another interesting result concerning error-correction is that over 1,000 students affirmed they *often* or *always* like being corrected when making a pronunciation mistake. As discussed in section 1.5, it is important for teachers to bear in mind their students' personality; some students may be really shy and feel embarrassed if their teacher is constantly telling them they have made a mistake and correcting them, whereas other students may appreciate that their teachers correct as many mistakes as possible; however, my results indicate that, generally speaking, Spanish EFL students do not feel awkward when their teachers correct their pronunciation mistakes and this means that teachers should take advantage of such a situation, especially because they may avoiding the fossilisation of mistakes that could imply serious communication problems in the future.

	Never	Hardly ever	Sometimes	Often	Always	No answer
The teacher corrects our pronunciation mistakes	41 (3.5%)	87 (7.43%)	208 (17.78%)	341 (29.15%)	491 (41.97%)	2 (0.17%)
I like to be corrected	19 (1.62%)	14 (1.2%)	89 (7.6%)	223 (19.06%)	818 (69.91%)	7 (0.6%)
Tells us to listen to and repeat the correct pronunciation	85 (7.26%)	84 (7.18%)	205 (17.52%)	299 (25.56%)	482 (41.2%)	15 (1.28%)
Writes the phonetic transcription on the blackboard	377 (32.22%)	229 (19.57%)	227 (19.4%)	195 (16.67%)	123 (10.51%)	19 (1.62%)
Tells us to write lists of words	794 (67.86%)	201 (17.18%)	81 (6.92%)	47 (4.02%)	30 (2.56%)	17 (1.45%)
Tells us to look for words in the dictionary	693 (59.23%)	201 (17.18%)	149 (12.74%)	78 (6.67%)	31 (2.65%)	18 (1.54%)

Table 145: Students' views on error-correction and on the frequency with which their teachers use each method suggested to correct pronunciation mistakes

Finally, the only correction technique that seems to be used by Spanish EFL teachers is, once again, the listen and repeat method, i.e, teachers make students listen to the correct way of pronouncing a word and students afterwards repeat what they have heard by imitating the speaker/s (on some occasions, they may have to repeat it several times before getting it right). The approach involving looking for words in

pronunciation dictionaries and writing lists of words that students do not know how to pronounce is rarely used by Spanish EFL teachers to correct pronunciation mistakes; furthermore, according to most students, teachers do not resort very often to the use of phonetic transcriptions.

For over 260 students, the pronunciation activities carried out in their EFL classes only help them improve their pronunciation problems *on some occasions*, whereas for 206 participants (17.61%) such tasks *often* help them improve in those pronunciation areas where they have difficulties. However, it is important to bear in mind that 370 students (31.62%) did not answer this question, mainly because they did not answer the previous question in the questionnaire either, i.e, the item in which I asked students to mention the main problems they encounter with English pronunciation.

	Never	**Hardly ever**	**Sometimes**	**Often**	**Always**	**No answer**
How often are activities carried out to help you improve your problems with pronunciation?	88 (7.52%)	178 (15.22%)	267 (22.82%)	206 (17.61%)	61 (5.2%)	370 (31.62%)

Table 146: Spanish students' opinions on the frequency with which pronunciation activities are carried out to help them improve their specific difficulties

As shown in Table 147, Spanish EFL students show a notable preference for three types of activities for learning pronunciation, namely: a) listening and repeating words and sentences; b) listening or singing to songs; and, c) reading-aloud tasks. I did not expect them to choose the listen and repeat technique or the reading-aloud type of tasks, since these are quite traditional activities and nowadays there are hundreds of more engaging modern materials and resources that can be adapted for the teaching of pronunciation (see section 2.2 onwards); however, my hypothesis is that students chose these kinds of activities because they are the activity formats they are used to. In section 7.4.1.3 and 7.4.2.3, I will provide more details on this issue, since these types of activities are very productive in EFL textbooks addressed to Spanish learners of English. On the other hand, students may never or very rarely have been taught pronunciation through games, software, mobile apps or role-plays and dialogues, and hence are unaware of the advantages these types of activities can offer for the learning of pronunciation (cf. section 2.2).

	Total		Total
Listening and repeating words and sentences	893 (76.32%)	**Reading aloud**	778 (66.5%)
Games	348 (29.74%)	**Oral productions**	346 (29.57%)
Listening to the textbook CD	352 (30.09%)	**Written productions**	202 (17.26%)
Listening or singing to songs	859 (73.42%)	**Identifications (tasks in which students have to identify words or sentences with certain sounds or patterns)**	294 (25.13%)
Phonetic transcriptions	391 (33.42%)	**Computer programmes and the Internet**	316 (27.01%)
Role-plays and dialogues	312 (26.67%)	**No answer**	5 (0.43%)

Table 147: Spanish EFL students' preferences on the activities for learning English pronunciation

Of the two standard varieties of English suggested, Spanish students seem to both prefer and better understand the British variety over the American one. As explained in section 3.3, these days less emphasis is put on standard native models of English, and thanks to the emergence of English as a Lingua Franca, learners can even consider as possible models of pronunciation those non-native speakers who, despite having a foreign accent, are intelligible enough to communicate effectively and to make themselves understood. Hence, in future studies, these new varieties of English should be taken into consideration when asking students to choose which variety or varieties of English they prefer and understand better.

These particular findings are also surprising because I expected that a larger number of students would opt for the American variety, especially in the question regarding which variety they understand better, since nowadays Spain is highly influenced by American culture, even more so than by British culture, especially in the realm of films, series and documentaries, as well as music.

	British English	American English	Both	No answer	Other
Varieties of English students prefer	702 (60%)	345 (29.49%)	48 (4.1%)	51 (4.36%)	24 (2.05%)
Varieties of English students better understand	706 (60.34%)	360 (30.77%)	16 (1.37%)	56 (4.79%)	32 (2.74%)

Table 148: Spanish EFL students' preferences on varieties of English

In line with one of the first findings discussed in this sub-section, the vast majority of Spanish EFL learners are constantly listening to music performed in

English. In item 45 of the questionnaire, the students mentioned many artistes they listened to, including *Europe*, *John Lennon*, *Michael Jackson*, *ACDC*, *Bon Jovi*, *Rihanna*, *Beyoncé*, *Lady Gaga*, *Pitbull*, *Flo-rida*, *Justin Bieber*, *The Beatles*, *Robbie Williams*, *Elvis*, *Abba*, *Adele*, *Red Hot Chilli Peppers*, *Coldplay*, *Bruno Mars*, *James Blunt*, *Sting*, *30 Seconds to Mars*, *Dire Straits*, *Pink Floyd*, *Michael Jackson*, *Bruce Springstein*, *Phil Collins*, *Brian Adams*, *Led Zeppelin*, *Dover*, *U2* and *The Doors*. Moreover, approximately half of the students said that they listen to some singers and bands that follow the British way of pronouncing words and also to others that use an American accent (see Table 150 below).

	Yes	No	No answer
Do you listen to music sung in English?	1052 (89.91%)	80 (6.84%)	38 (3.25%)

Table 149: Amount of students surveyed that listen to music sung in English

	Yes, British English	Yes, American English	Both	I do not know	Other	No answer
Do you know what variety the singers or bands you listen to use?	144 (12.31%)	169 (14.44%)	573 (48.97%)	166 (14.19%)	21 (1.79%)	97 (8.29%)

Table 150: Different varieties of English students are exposed to through music

Finally, Spanish students do not seem to be entirely happy with the role pronunciation has in their EFL textbooks, since approximately a third of the students surveyed believe their EFL course books include *hardly any* pronunciation tasks.

	Yes, a lot	Yes, quite a few	Yes, enough	No, hardly any	No, none	I do not know	No answer
The textbook we use in class has pronunciation activities	65 (5.56%)	266 (22.74%)	286 (24.44%)	331 (28.29%)	55 (4.7%)	130 (11.11%)	37 (3.16%)

Table 151: Amount of pronunciation activities the students surveyed believe are present in their EFL textbooks

Furthermore, as can be inferred from Tables 152-154 below, the majority of students would like to have other types of activities in their EFL textbooks for learning pronunciation, since most of the existing activities follow, in their opinion, a very repetitive format, including simple listen and repeat tasks, reading-aloud activities and

tasks in which they have to pay attention to what is being said by the speakers on the textbook's CD. As mentioned above, the majority of the students surveyed stated that they preferred the following tasks for the learning of pronunciation: a) listening and repeating words and sentences; b) listening to or singing songs; and, c) reading-aloud tasks; curiously enough, these are the same activities most students chose when they were asked to select the main activities present in their EFL textbooks (see Table 154); nevertheless, as can be seen in Table 152, around 50% of these students affirmed they would like other types of pronunciation tasks to be present in their textbooks because the ones that are included follow a repetitive format. This means, then, that the only reason why most learners rated these three types of activities as their favourite ones in their learning of pronunciation is because they are the only types of activities they are in fact familiar with.

	Yes	No	Sometimes	I do not know	No answer
I would like my textbook to have other types of pronunciation activities	574 (49.06%)	109 (9.32%)	270 (23.08%)	166 (14.19%)	51 (4.36%)

Table 152: Spanish students' views on the types of pronunciation activities included in their EFL textbooks

	Varied	Repetitive	I do not know	No answer	Other
The format of the activities present in my textbook is...	264 (22.56%)	557 (47.61%)	272 (23.25%)	76 (6.5%)	1 (0.09%)

Table 153: Students' views on the format of the pronunciation tasks present in their EFL textbooks

	Total		Total
Listening and repeating words and sentences	826 (70.6%)	Computer programmes and the Internet	135 (11.54%)
Games	244 (20.85%)	No answer	117 (10%)
Listening to the textbook CD	788 (67.35%)	I do not know	4 (0.34%)
Listening or singing to songs	272 (23.25%)	I do not know because I haven't looked at it in detail yet	1 (0.09%)
Phonetic transcriptions	389 (33.25%)	I don't have a textbook	4 (0.34%)
Role-plays and dialogues	203 (17.35%)	Always short activities	1 (0.09%)
Reading aloud	516 (44.1%)	We don't practise anything at all	1 (0.09%)
Oral productions	233 (19.91%)	Theoretically, textbooks include pronunciation activities but we don't do them much in class	1 (0.09%)
Written productions	230 (19.66%)	None	3 (0.26%)
Identifications (tasks in which students have to identify words or sentences with certain sounds or patterns)	255 (21.79%)	Films, series, TV in English	1 (0.09%)

Table 154: Students' views on the pronunciation tasks listed in their EFL textbooks

Nevertheless, despite these negative opinions, over 300 of the students questioned claimed that the pronunciation tasks present in their EFL textbooks often helped them improve their pronunciation. In chapter 9, I will briefly come back to this issue, after having identified and classified the particular types of tasks present in EFL textbooks addressed to Spanish speakers for practising English segmental and suprasegmental phonology; I will compare the views of these students (and the ones expressed by the teachers, which will be analysed in section 6.5.2 onwards) to the findings from an analysis of the role of pronunciation in some Spanish EFL textbooks used in high schools, universities and language centres in Spain (chapter 7).

	Always	Nearly always	Often	Hardly ever	Never	I do not know	No answer
The activities present in my textbook help me improve my pronunciation	126 (10.77%)	177 (15.13%)	314 (26.84%)	247 (21.11%)	76 (6.5%)	137 (11.71%)	93 (7.95%)

Table 155: Degree with which the pronunciation activities present in textbooks help the students surveyed improve their pronunciation

6.5.1.2. *ESO/bachillerato* versus university versus *EOI/CLM* students' views

Since I have already described in detail the general opinions of the students that participated in my study, here and also in section 6.5.2.2, I will refer only to those cases in which the results indicate clear differences of opinion between the different groups of students. To organise the data, the tables once again include the most favoured option/s for each item of the questionnaire (for each of the three main groups of students). For instance, most of obligatory secondary and post-obligatory students affirmed they only practised English *on some occasions* outside the classroom whereas *sometimes* and *hardly ever* were the most-voted options for this question by *EOI* and *CLM* learners; hence, these options will be the ones considered in Table 156 below. On the other hand, the results for questions such as "the same degree of importance is not given to oral skills than to grammar" will not be explained here since most of the participants in each of the groups shared similar opinions (most of them chose the *neutral* option or one of the *agreement* options).

Firstly, the majority of students said that they only sometimes practised English outside their classes at high-school, university or language school; however, there are

some differences regarding the type of activities. More particularly, listening to music is an activity that students in all three groups claimed to do frequently, whereas most of them stated that they read in English *on some occasions*; on the other hand, they claimed that they did not talk to their friends in English outside the classroom. The frequency with which students admitted writing, using computers and the Internet, talking to native speakers, and watching TV and films in English, also differed from one group to another: a) high-school students very rarely watch films, series or programmes in English outside the classroom, whereas university and language centre learners do so *on some occasions*; b) the only students who admitted writing and speaking to native speakers in English *on some occasions* were those studying a BA in English at university; finally, c) obligatory and post-obligatory secondary education students tend to use computers and the Internet less frequently than university and language centre learners to practise English.

	Main group 1: *ESO* and *bachillerato* students	Main group 2: university students	Main group 3: language centre students
Do you practise English outside the classroom?	Sometimes	Sometimes	Sometimes/hardly ever
Watching films	Never/hardly ever	Sometimes/often	Sometimes
Listening to music	Always	Always/often	Often/always
Talking to my friends	Never	Hardly ever/never	Never
Talking to native speakers	Never	Sometimes/hardly ever	Never/hardly ever
Reading	Sometimes/hardly ever	Often/sometimes	Sometimes
Writing	Never	Sometimes/hardly ever	Never
Using the computer and the Internet	Sometimes	Often/always	Often/sometimes

Table 156: Differences of opinion across the three main groups of students distinguished - exposure to English outside the classroom and activities carried out

Concerning extra-curricular EFL classes, between 57% and 63% of the students in each of the three groups acknowledged having attended or to be currently attending extra EFL classes; all the groups claimed they attended such classes to further practise speaking skills; students from groups 1 and 2 also stated that they went to these lessons to practise English grammar. Finally, most university students maintained that they also opted for these lessons to practise their written skills.

	Main group 1: *ESO* and *bachillerato* students	Main group 2: university students	Main group 3: language centre students
Attendance to lessons outside the EFL classroom	The majority did (58.42%)	The majority did (57.28%)	The majority did (63.16%)
Reasons	- To practise spoken English - To practise English grammar	- To practise spoken English - To practise grammar - To practise written English	- To practise spoken English

Table 157: Differences of opinion across the three main groups of students distinguished - attendance to private EFL lessons

Broadly speaking, English seems to be a difficult language to speak, due to its complex pronunciation, for main group 3 students; moreover, these students stated that they felt shy when speaking English. On the other hand, a high number of university students stated that communicating orally in English is not complex, possibly due to the fact that they had chosen to study this language at the university level and thus they did not consider personal factors such as shyness when speaking in the foreign language. Finally, the views of group 1 students on the degree of difficulty speaking English and on English pronunciation were more varied (see Table 158 below).

	Main group 1: *ESO* and *bachillerato* students	Main group 2: university students	Main group 3: language centre students
Speaking in English is difficult	Neutral/agree/disagree	Neutral/disagree	Agree/neutral
English pronunciation is difficult	Neutral/agree/disagree	Neutral/agree	Agree/neutral
Speaking English with a native accent is important	Neutral/disagree/agree	Neutral/agree	Neutral/disagree
I have problems to express myself fluently in English	Agree/neutral	Disagree/agree	Agree/totally agree
I have problems with English pronunciation	Neutral/agree/disagree	Disagree/neutral	Agree
I feel shy when speaking English	Totally disagree/disagree/neutral	Totally disagree/disagree	Agree/neutral
Once can speak well in English without knowing how to pronounce the words correctly	Totally disagree/disagree	Disagree/totally disagree	Totally disagree/disagree
Once can pronounce (read) isolated words correctly without speaking fluent English	Agree/neutral	Agree	Agree

Table 158: Differences of opinion across the three main groups of students distinguished – degree of difficulty speaking and pronouncing in English entail, the extent up to which they have problems with fluency and pronunciation, whether they feel shy when speaking in English, connections between fluency and pronunciation and whether they believe it is necessary to aim at a native-like accent

Consequently, the only students who denied having problems with speaking fluently in English and with English pronunciation were those in group 2. Furthermore, speaking English with a native accent is important for university students, whereas for group 3 participants sounding native-like does not seem to be seen as really necessary.

As can be inferred from Table 159 below, the only group of students that acknowledged using English in class on more than some occasions was group 3, i.e, *EOI* and *CLM* learners. Similarly, the views of group 3 students regarding how often speaking activities are carried out in class are also more positive in comparison to the opinions of group 1 and 2 students, since most of group 3 participants rated oral tasks as being constantly carried out in their EFL lessons instead of *often* as is the case in groups 1 and 2.

	Main group 1: *ESO* and *bachillerato* students	Main group 2: university students	Main group 3: language centre students
My classmates and I speak English in the classroom	Sometimes	Sometimes/often/hardly ever	Often
Frequency of speaking activities	Often	Often/sometimes	Always/often
Frequency of pronunciation activities	Often/sometimes	Hardly ever/sometimes	Sometimes/often
We have speaking exams	Always	Sometimes	Always
We have pronunciation exams	Never/sometimes	Never	Never

Table 159: Differences of opinion across the three main groups of students distinguished – frequency with which students speak in English in class and frequency with which pronunciation and speaking exams and activities are carried out in their classes

Moreover, it seems that the students who are least happy with the number of pronunciation tasks fulfilled in the classroom are group 2 learners, i.e, university students; likewise, group 1 and group 3 students state that they have oral exams constantly, whereas the majority of the university learners surveyed believe they only have to take this type of exam *on some occasions*. Since group 2 students are studying to become specialists in English Language and Literature, they may think that their oral skills should be assessed constantly; however, as discussed in section 3.1.2, there are not many subjects in the current four-year degree in BA in English Studies at the University of Santiago de Compostela that focus entirely or almost entirely on the development of students' oral skills, and this lack of attention may explain why their views were by far the most negative of the three main groups of students in this survey.

In addition, most of the students across the three groups affirmed they *never* had pronunciation exams; nevertheless, quite a few group 1 students believe their teachers *sometimes* assess them on pronunciation through exams.

A few differences of opinion can be observed concerning the types of pronunciation tasks EFL teachers use in the classroom at the different levels of proficiency, more particularly, regarding how often these tasks are suggested for learning pronunciation. Firstly, the only group of students who do not believe listening to and repeating words or short sentences tasks are particularly productive in their EFL lessons was group 2, that is, university students. Furthermore, only *EOI* and *CLM* students acknowledged that games, songs and computer programmes and the Internet are *sometimes* used to teach English pronunciation in class.

	Main group 1: *ESO* and *bachillerato* students	Main group 2: university students	Main group 3: language centre students
We repeat words or small sentences	Always/often	Never/hardly ever	Often/sometimes/always
The teacher brings songs	Never	Never	Sometimes/never
We play games	Never	Never	Sometimes/never/often
We use computer programs and the Internet	Never	Never	Sometimes/never
The teacher corrects our pronunciation mistakes	Always	Often/sometimes/always	Always
The teacher writes the phonetic transcription on the blackboard	Never	Never/hardly ever	Often/never/sometimes
Favourite activities to practise pronunciation	- Listening and repeating words and sentences - Listening and singing to songs - Reading aloud	- Listening and repeating words and sentences - Listening to or singing songs - Phonetic transcriptions - Reading aloud	- Listening and repeating words and sentences - Listening and singing to songs - Reading aloud

Table 160: Differences of opinion across the three groups of students distinguished – types of activities used in the classroom for teaching pronunciation, frequency with which teachers correct students' pronunciation mistakes and methods used to do so

The most negative views on error-correction were, once again, expressed by the university students since they do not believe their teachers continuously and constantly correct their pronunciation mistakes or those made by their classmates. Finally, the only group of students that said their teachers write the phonetic transcription on the

backboard to correct pronunciation mistakes was group 3. This result is interesting since the only students who chose phonetic transcriptions as one of the most useful types of activities for them to learn pronunciation was not group 3 but group 2 learners.

Furthermore, although the three types of activities that students from each main group prefer for practising pronunciation coincide (listening and repeating words or sentences, listening to or singing songs, reading-aloud tasks), it is also important to mention that for over 200 of the university students questioned, phonetic transcriptions are also one of their favoured types of activities.

Once again, university students appear to be the least happy with the pronunciation activities their teachers suggest in the classroom since a high number of them affirmed that such tasks *hardly ever* help them improve; results from the other two groups here are not especially positive either, since these students believe that such activities only help them improve their pronunciation of English on a few occasions. Another slight difference of opinion I found across these three groups concerned the preferred variety of English; while most of the participants in each main group claimed that they preferred the British variety of English, quite a few obligatory and post-obligatory students chose the American variety as their favourite model, probably due to the influence of American culture in the fields of music, film, etc, as mentioned above.

	Main group 1: *ESO* and *bachillerato* students	Main group 2: university students	Main group 3: language centre students
How often are activities carried out to help you improve your problems with pronunciation?	No answer/sometimes/often	No answer/hardly ever/sometimes	Sometimes/no answer/often
Varieties of English they prefer	British English/American English	British English	British English

Table 161: Differences of opinion across the three groups of students distinguished – frequency with which activities are carried out to help students improve their specific problems with English pronunciation and varieties of English students prefer

Finally, the results obtained after analysing the views of each of the main groups show some differences concerning the presence of pronunciation in EFL textbooks. Generally speaking, once again, university students are the group with most negative views, believing that the EFL textbook used in their classes does not include many tasks for them to work on and improve their pronunciation and that those few activities that are present *hardly ever* help them improve. The remaining two groups of participants

appear to be slightly more satisfied with the format of the pronunciation tasks included in their course books because these *often* help them improve (although quite a few of group 3 students also affirmed that their books contained hardly any pronunciation tasks). In addition, only groups 2 and 3 added phonetic transcriptions to their list of main types of pronunciation tasks present in their EFL textbooks; this finding is not that surprising since, as explained in section 2.2.1.1.2, this technique is thought to work better with older students, rather than with young learners of English (Palacios, 2001) like those in obligatory secondary education.

	Main group 1: *ESO* and *bachillerato* students	**Main group 2: university students**	**Main group 3: language centre students**
Amount of pronunciation activities present in textbooks	Enough/Quite a lot	Hardly any	Hardly any/quite a lot
The degree with which the textbooks' pronunciation activities help students improve	Often/always/hardly ever	Hardly ever/often	Often
Main types of pronunciation activities present in textbooks	- Listening and repeating words and sentences - Listening to the textbook CD - Listening or singing to songs - Reading aloud	- Listening and repeating words and sentences - Listening to the textbook CD - Phonetic transcriptions - Reading aloud	- Listening and repeating words and sentences - Listening to the textbook CD - Phonetic transcriptions - Reading aloud

Table 162: Differences of opinion across the three main groups of students distinguished – amount and main types of pronunciation activities present in their textbooks and whether these activities help students improve

6.5.2. Teachers' opinions

6.5.2.1. Spanish EFL teachers' views regarding the teaching and learning of pronunciation

As can be inferred from Table 163 below, learning how to speak and pronounce English correctly are extremely relevant for Spanish EFL teachers. Moreover, it could be said that these instructors believe that English is a difficult language to speak and pronounce. Since they consider English as a complex language to pronounce, it is not surprising that the vast majority of these Spanish EFL teachers completely agree that Spanish learners tend to have problems with English pronunciation. As discussed in section 1.1, pronunciation is in fact regarded as one of the main language areas that poses many difficulties for Spanish learners of English (if not the most difficult area of all) since the

phonological systems of both languages differ quite a lot from each other: Spanish is considered a fairly clearly transparent language concerning spelling and pronunciation, i.e, each letter or groups of letters are very frequently pronounced in the same way whereas English is quite an irregular language as most orthographical forms can represent more than one sound when pronounced. Furthermore, the results obtained in my pilot study, chapter number 5, indicate that Spanish learners with different proficiency levels do in fact have quite a few problems with English pronunciation.

For all of the aforementioned reasons, it is extremely relevant that most of the teachers surveyed admit that English pronunciation is difficult and that Spanish learners do in fact have problems with this language area since these findings indicate that, broadly speaking, pronunciation should be an area to pay attention to in EFL classes so as to help students overcome these difficulties. As can also be inferred from Table 198 below, 77.56% of the teachers surveyed do in fact believe that the problems their students have with English pronunciation should be dealt with in class and, consequently, more attention should be paid to it. Hence, up to know, it could be said that these EFL instructors consider that attention should be paid to pronunciation in EFL classes in Spain due to the difficulties this language area poses on Spanish learners of English.

	Totally disagree	Disagree	Neutral	Agree	Totally agree	No answer
Learning how to speak English correctly is important	0 (0%)	0 (0%)	15 (5.91%)	67 (26.38%)	172 (67.72%)	0 (0%)
Learning how to pronounce English correctly is important	0 (0%)	1 (0.39%)	14 (5.51%)	58 (22.83%)	178 (70.08%)	3 (1.18%)
Speaking English is difficult	6 (2.36%)	30 (11.81%)	87 (34.25%)	84 (33.07%)	42 (16.54%)	5 (1.97%)
English pronunciation is difficult	5 (1.97%)	17 (6.69%)	54 (21.26%)	104 (40.94%)	69 (27.17%)	5 (1.97%)
Spanish learners of English tend to have problems with English pronunciation	2 (0.79%)	4 (1.57%)	34 (13.39%)	75 (29.53%)	136 (53.54%)	3 (1.18%)
These problems should be dealt with in the classroom	2 (0.79%)	5 (1.97%)	46 (18.11%)	89 (35.04%)	108 (42.52%)	4 (1.57%)

Table 163: Teachers' general views regarding the general importance of speaking and pronunciation, whether they consider speaking and English pronunciation difficult and the extent up to which Spanish students have problems with pronunciation and these should be tackled in the classroom

The vast majority of these instructors totally agree that EFL teachers need to have a good knowledge of English pronunciation so as to be able to teach it; in other words, not everyone can teach pronunciation and one needs to have received some type of training prior to teaching this language area to EFL students. Despite the need of training for the teaching of pronunciation, it seems that attention is not paid to this language area in degrees/courses for future teachers of English since over 120 of the participants (completely) denied having received specific training on how to teach pronunciation in class; moreover, generally speaking, many Spanish EFL teachers do not believe the educational system in this country pays much attention to pronunciation.

Although these teachers have negative views regarding the attention paid to pronunciation in the Spanish educational system as well as in their training courses to prepare them to become EFL teachers, I found it very surprising that the vast majority of them acknowledged being confident enough to teach this language area and claimed to be perfectly able to deal with any problems that might arise in class regarding pronunciation. Once again, I can think of two possible explanations for this: a) since most of the teachers surveyed had been teaching English for more than 15 years, it is possible that they have learnt to teach pronunciation as the years have gone by, that is, they began their teaching career without knowing how to teach pronunciation and had to learn gradually by themselves from their own experience; b) with or without the help of the Spanish educational system, teachers may have attended courses on how to teach English pronunciation in their free time. For example, I myself attended a course run by Robin Walker organised by Trinity College London which covered the basic issues to take into consideration when teaching pronunciation. Most teachers there were secondary school teachers and, since the course was held at the weekend, attendees had clearly made the effort to attend this course in their free time; since we had to discuss some topics in small groups, I had the chance to speak to several teachers who told me that their main reason for attending this course was because they wanted to learn more about teaching pronunciation because they were unaware of how to teach it efficiently.

	Totally disagree	Disagree	Neutral	Agree	Totally agree	No answer
English teachers should have a good knowledge of English pronunciation in order to teach it	0 (0%)	2 (0.79%)	6 (2.36%)	41 (16.14%)	201 (79.13%)	4 (1.57%)
As a teacher, I know how to deal with the problems my students have with pronunciation	4 (1.57%)	13 (5.12%)	56 (22.05%)	98 (38.58%)	76 (29.92%)	7 (2.76%)
The current programmes in the Spanish educational system pay attention to pronunciation	44 (17.32%)	83 (32.68%)	80 (31.5%)	25 (9.84%)	15 (5.91%)	7 (2.76%)
My training as a teacher of English included a module on the teaching of pronunciation	86 (33.86%)	37 (14.57%)	34 (13.39%)	23 (9.06%)	67 (26.38%)	7 (2.76%)
As a teacher, I feel confident when teaching English pronunciation	32 (12.6%)	23 (9.06%)	28 (11.02%)	63 (24.8%)	102 (40.16%)	6 (2.36%)

Table 164: Points of view of the total amount of teachers surveyed on the general importance given to pronunciation in Spain, their teacher-training for teaching pronunciation, whether they should have a good knowledge of English pronunciation before teaching it, their level of self-confidence to teach pronunciation and their abilities to deal with their students' pronunciation problems

Unfortunately, 33.46% of the teachers questioned seemed to be *neutral* regarding whether emphasis should be placed on getting Spanish students to pronounce like a native-speaker; nevertheless, as shown in Table 165 below, almost 100 of the Spanish EFL teachers questioned regard having a native-like level of pronunciation important for their students and that it is something they as teachers should help their students to achieve. As discussed several times throughout this dissertation, in modern approaches to the teaching of pronunciation, emphasis is placed on reaching an intelligible level of spoken English that allows people to be understood by both native and non-native speakers of English; in other words, it is no longer necessary for Spanish learners of English to aim at pronouncing like native speakers. However, most of these teachers still believe their students should reach a native-like pronunciation. On the other hand, it could be said that most Spanish EFL teachers put even more pressure on themselves since 170 of them consider that EFL teachers should have a native-like pronunciation so as to be able to teach pronunciation correctly to their students.

One of the reasons why pronunciation is said to be neglected in EFL classes is that non-native teachers sometimes do not consider themselves as suitable models for teaching students how to pronounce in a language which is not their own (León, 2000; Brawn, 2010 – see section 1.1 for more information). This intelligibility factor can also be applied to Spanish EFL teachers; i.e, thanks to the introduction of new varieties of English, such as English as a Lingua Franca, emphasis is no longer expected to be placed exclusively on reaching a native-like type of pronunciation – although students and/or teachers who still wish to sound as native as possible and to speak English without a strong foreign accent should not be criticised, since this remains as the one of the main goals learners can aim at, together with comfortable intelligibility for native-speaker listeners and international intelligibility (Walker, 2014b; see section 3.3 for more information). Despite this new goal, overall, Spanish EFL teachers seem to continue to regard achieving native-like pronunciation as the ultimate aim for both their students and themselves.

	Totally disagree	Disagree	Neutral	Agree	Totally agree	No answer
English teachers should aim at obtaining a native-like pronunciation from their students	20 (7.87%)	42 (16.54%)	85 (33.46%)	67 (26.38%)	30 (11.81%)	10 (3.94%)
EFL teachers should have a native-like pronunciation	4 (1.57%)	21 (8.27%)	55 (21.65%)	108 (42.52%)	62 (24.41%)	4 (1.57%)

Table 165: Teachers' views regarding whether teachers and students should have a native-like pronunciation in English

Most of the teachers *totally agreed* that it is possible for a person to speak fluently in English but have problems with pronunciation or pronouncing really well in English but have problems with expressing themselves with fluency.

	Totally disagree	Disagree	Neutral	Agree	Totally agree	No answer
One can speak fluent in English but can have problems with pronunciation	3 (1.18%)	9 (3.54%)	31 (12.2%)	86 (33.86%)	122 (48.03%)	3 (1.18%)
One can be good at English pronunciation but can have problems with fluency	6 (2.36%)	22 (8.66%)	41 (16.14%)	82 (32.28%)	100 (39.37%)	3 (1.18%)

Table 166: Teachers' views on the connections between fluency and pronunciation

As discusse above, Spanish teachers believe that pronouncing English correctly is important and admit that this language area is particularly difficult for Spanish learners of English, causing them problems that should be dealt with in the classroom. However, around 140 of the teachers surveyed do not think that enough time is spent on teaching pronunciation in their classes. Moreover, as can be inferred from Table 167 below, the same degree of attention is not paid to oral skills (speaking, listening and hence, pronunciation) in comparison to grammar, vocabulary and written skills (reading and writing).

The previous findings are key for the main purposes of this dissertation, i.e, identifying the importance that is currently placed on English pronunciation in Spanish EFL classes and teaching materials, since, at least in the view of teachers (as well as according to most of the students surveyed – cf. section 6.5.1.1), the teaching of pronunciation continues to be neglected in this country, in spite of the changes that have been introduced in recent decades in the Spanish educational system (see section 1.1).

	Totally disagree	Disagree	Neutral	Agree	Totally agree	No answer
Enough time is devoted to pronunciation in class	49 (19.29%)	91 (35.83%)	75 (29.53%)	25 (9.84%)	3 (1.18%)	11 (4.33%)
The same importance is given to speaking and listening than to reading	59 (23.23%)	83 (32.68%)	41 (16.14%)	47 (18.5%)	22 (8.66%)	2 (0.79%)
The same importance is given to speaking and listening than to grammar	68 (26.77%)	80 (31.5%)	46 (18.11%)	39 (15.35%)	20 (7.87%)	1 (0.39%)
The same importance is given to speaking and listening than to writing	52 (20.47%)	87 (34.25%)	49 (19.29%)	43 (16.93%)	21 (8.27%)	2 (0.79%)
The same importance is given to speaking and listening than to vocabulary	52 (20.47%)	84 (33.07%)	53 (20.87%)	43 (16.93%)	21 (8.27%)	1 (0.39%)
The same importance is given to speaking and listening than to pronunciation	35 (13.78%)	78 (30.71%)	81 (31.89%)	44 (17.32%)	15 (5.91%)	1 (0.39%)

Table 167: Teachers' views on the time spent on pronunciation in class and the degree of attention paid to oral skills in comparison to other language areas

The vast majority of the teachers surveyed affirmed that they frequently speak in English in the classroom, something that, in my view, is crucial when learning a foreign

language. Moreover, most of them maintained that their students *often* use the foreign language when speaking in class, another positive result since students need to both perceive and produce enough oral language so as to become fluent speakers of English.

Most of these teachers admitted that they put into practice quite a lot of tasks which entail getting their students to speak English in class, including oral exams to test their students' general oral skills and some activities which favour pronunciation practice; however, it seems that Spanish EFL teachers very rarely test their students' competence in pronunciation with specific exams. As I have discussed elsewhere in this dissertation, the reason why teachers rate the frequency with which they carry out pronunciation exams as extremely low may be due to the fact that they already assess their students' pronunciation in general oral exams, as is the case with Cambridge English Language Assessment exams, for instance; however, I contend that carrying out short pronunciation tests on students from time to time may help them understand that pronouncing English accurately is important.

	Never	Hardly ever	Sometimes	Often	Always	No answer
I generally speak English in class	0 (0%)	0 (0%)	5 (1.97%)	87 (34.25%)	161 (63.39%)	1 (0.39%)
My students generally speak English in class	1 (0.39%)	22 (8.66%)	78 (30.71%)	93 (36.61%)	58 (22.83%)	2 (0.79%)
We carry out speaking activities	3 (1.18%)	4 (1.57%)	38 (14.96%)	104 (40.94%)	103 (40.55%)	2 (0.79%)
We carry out pronunciation activities	5 (1.97%)	39 (15.35%)	115 (45.28%)	72 (28.35%)	19 (7.48%)	4 (1.57%)
I give oral exams	11 (4.33%)	18 (7.09%)	48 (18.9%)	42 (16.54%)	131 (51.57%)	4 (1.57%)
I give pronunciation exams	126 (49.61%)	67 (26.38%)	29 (11.42%)	16 (6.3%)	14 (5.51%)	2 (0.79%)

Table 168: Points of view of the total amount of teachers surveyed regarding the frequency with which teachers and students speak in English in class and the frequency with which speaking and pronunciation activities and exams are carried out in class

Furthermore, Spanish EFL teachers strongly *agree* that knowing English will be an advantage for their students in their future lives. In the world we live in nowadays, English is the main language of international relations between traders, politicians, sports people, pilots, travel agents and so on; there is probably a higher chance of finding someone who can use English to communicate with foreigners in nearly any country of the world than someone who can speak Italian, Dutch or Greek, for instance.

Hence, at present, learning to speak English will benefit Spanish speakers when travelling abroad, when applying for a job, or when carrying out simple tasks such as ordering something off the Internet from a non-Spanish website, booking a hotel in a foreign country, or understanding parts of songs sung in English.

A rather negative result connected to the previous finding is that over 100 of the teachers surveyed believe their students are shy when speaking English in class; hence, they should try and encourage and help students to speak as much as possible which will definitely help them gain confidence in situations like those mentioned above. As explained several times up to now, students will most likely be less shy in classes in which their teacher does their best to make them feel comfortable and relaxed, without criticising them to much, etc.

	Totally disagree	Disagree	Neutral	Agree	Totally agree	No answer
My students feel shy to speak English	3 (1.18%)	37 (14.57%)	81 (14.57%)	106 (41.73%)	25 (9.84%)	2 (0.79%)
Knowing English will be useful for my students in the future	1 (0.39%)	1 (0.39%)	14 (5.51%)	47 (18.5%)	191 (75.2%)	0 (0%)

Table 169: Teachers' views concerning the extent up to which their students fell shy when speaking English in class and the degree of usefulness that knowing English will have their for students in the future

It seems that the different pronunciation tasks suggested in my questionnaire are not exploited enough in class. More particularly, as can be seen in Table 170 below, quite a large proportion of the teachers who participated in this study acknowledged using only listen and repeat drills, songs, games and computers and the Internet *on some occasions* to help their students improve their pronunciation. Nevertheless, between 60 and 80 of these subjects affirmed that they use two techniques quite *often*, particularly listen and repeat drills and songs; in contrast, over 60 of them stated that they very rarely use games or computers and the Internet. Broadly speaking, Spanish EFL teachers tend to make use of the same type of techniques when teaching pronunciation to their students, without taking advantage of modern resources available such as the use of new technologies, resources which I am sure would motivate students much more since they constantly use mobile phones, computers, IPods or Mp3 players outside the classroom. Further research could possibly reveal why teachers only seem to use some traditional types of pronunciation activities like drills and *sometimes* songs and fail to

resort to the wide variety of engaging techniques currently available for teaching this language area.

	Never	Hardly ever	Sometimes	Often	Always	No answer
To practise pronunciation, I make my students repeat words or small sentences	9 (3.54%)	20 (7.87%)	97 (38.19%)	80 (31.5%)	45 (17.72%)	3 (1.18%)
I use songs in the classroom to help my students improve their pronunciation	25 (9.84%)	35 (13.78%)	103 (40.55%)	64 (25.2%)	19 (7.48%)	8 (3.15%)
I carry out games in the classroom to help my students improve their pronunciation	42 (16.54%)	68 (26.77%)	89 (35.04%)	41 (16.14%)	9 (3.54%)	5 (1.97%)
I use computers and the Internet to help my students improve their pronunciation	60 (23.62%)	66 (25.98%)	75 (29.53%)	36 (14.17%)	14 (5.51%)	3 (1.18%)

Table 170: Teachers' views on the frequency with which the types of activities suggested are carried out in class to work on pronunciation

According to my findings, most Spanish instructors teach pronunciation by integrating it within other skills and other language teaching areas, namely speaking, listening, reading and vocabulary (cf. Table 172 below). This finding is quite positive since it indicates that Spanish teachers follow one of the main recommendations of the CEFR, that of skill-integration. However, as will be seen in chapter 7, their views contrast with the way most pronunciation activities included in EFL textbooks appear since most of the pronunciation activities found in the EFL textbooks addressed to Spanish speakers are presented as isolated tasks in which students have to focus only on their pronunciation skills. Hence, it is quite unlikely that teachers can use most of the existing pronunciation activities in their textbooks to teach pronunciation in combination with the rest of language skills, leading me to conclude that they either discuss aspects of pronunciation when problems arise in grammar, vocabulary or reading tasks, or they may search for other printed or online materials to practise pronunciation in a more integrated way than the EFL textbooks allow.

	Yes	No
Do you teach pronunciation integrated with other skills?	236 (92.91%)	18 (7.09%)

Table 171: Teachers' views on the integration of pronunciation with other language skills

	Number answers / option
Speaking	232 (91.33%)
Writing	19 (7.48%)
Grammar	73 (28.74%)
Listening	199 (78.35%)
Reading	163 (64.17%)
Vocabulary	183 (72.05%)

Table 172: Total number of teachers who integrate pronunciation with the rest of language skills

According to the teachers questioned, they frequently correct their students' pronunciation mistakes, something they believe their students appreciate. To correct such mistakes, Spanish EFL teachers resort to two main methods: a) getting their students to listen to the correct way a word is pronounced and afterwards to repeat it; or, b) by writing the correct pronunciation on the board by using phonetic transcriptions so that students have some visual input to help them recognise how a word which they pronounced incorrectly is actually pronounced.

	Never	Hardly ever	Sometimes	Often	Always	No answer
I correct my students' pronunciation mistakes	3 (1.18%)	6 (2.36%)	45 (17.72%)	136 (53.54%)	64 (25.2%)	0 (0%)
My students like being corrected	2 (0.79%)	23 (9.06%)	80 (31.5%)	90 (35.43%)	55 (21.65%)	4 (1.57%)
I make them listen and repeat the correct pronunciation	4 (1.57%)	7 (2.76%)	49 (19.29%)	100 (39.37%)	90 (35.43%)	4 (1.57%)
I write the phonetic transcription on the blackboard	24 (9.45%)	40 (15.75%)	84 (33.07%)	71 (27.95%)	30 (11.81%)	5 (1.97%)
I tell my students to make lists with the words they pronounce incorrectly	153 (60.24%)	47 (18.5%)	33 (12.99%)	11 (4.33%)	6 (2.36%)	4 (1.57%)
I tell them to look for words in a pronunciation dictionary	76 (29.92%)	53 (20.87%)	61 (24.02%)	41 (16.14%)	20 (7.87%)	3 (1.18%)

Table 173: Teachers' views on error correction and the techniques used to do so

On the other hand, one activity which most teachers seem not to encourage is to suggest that students make lists with words they have pronounced incorrectly so that they can revise the mistakes they made during the academic year by simply looking at the list, nor do they encourage students to use any of the wide range of dictionaries available that contain examples and/or explanations on how a word is pronounced,

normally by using phonetic transcriptions. As will be mentioned in section 9.2, one of my aims for future research is to analyse what happens in the classroom with respect to this issue.

Generally speaking, Spanish EFL teachers at obligatory and post-pbligatory secondary education, university and state language centres consider that their students have problems both at a segmental level and a suprasegmental one; in other words, they have difficulties pronouncing some English sounds correctly as well as learning how to speak with raising and falling intonation when trying to communicate different emotions and how to stress some English words in the right place, for example. I will come back to this issue in section 6.5.2.2 since it seems that the problems Spanish learners of English have with pronunciation depend on their proficiency level, as the views of the teachers surveyed in each main group differed slightly here.

Leaving pronunciation problems aside, most of the instructors surveyed consider that their students do not practise English that much outside their formal EFL classes at high-school, university or language centre (cf. Table 174). According to these teachers, their students primarily practise their receptive or passive skills outside the classroom, with more than 100 of them believing that students watch films and listen to music in English as well as using the Internet. As mentioned in section 1.1, Spain is a country where there tends to be few opportunities for EFL students to practise English outside their formal lessons at high school or university, since TV series, films, documentaries and so on are always dubbed and activities such as tandem or oral exchanges only emerged a few years ago. In section 6.5.3, I will compare teachers' opinions on this issue to the results obtained when asking students about the particular activities they carry out in English in their daily lives outside the classrooms; these comparisons will allow me to see whether Spanish EFL students still lack opportunities to practise English when they are not in their classes, especially regarding productive skills.

	Never	Hardly ever	Sometimes	Often	Always	No answer
How often do you think your students practise English outside the classroom?	8 (3.15%)	111 (43.7%)	109 (42.91%)	25 (9.84%)	1 (0.39%)	0 (0%)

Table 174: Teachers' views on the frequency their students practise English outside the classroom

	Number of answers / option		Number of answers / option
Watching films	165 (64.96%)	**Reading**	114 (44.88%)
Listening to music	240 (94.49%)	**Writing letters, emails, novels**	39 (15.35%)
Talking to their friends in English	10 (3.94%)	**Using the computer and the Internet**	229 (90.16%)
Talking to native people in English	26 (10.24%)	**Other**	9 (3.54%)

Table 175: Teachers' views on the activities students do outside the classroom to practise their English

As can be seen in Table 176 below, Spanish EFL teachers think that some of their students' favourite types of pronunciation activities are really the same ones they actually use when teaching this language area. More specifically, more than 100 teachers believe their students enjoy: a) playing games; b) listening to or singing songs; c) performing role-plays and dialogues; d) oral presentations; and, e) using computers and the Internet. However, over 175 teachers also acknowledged resorting to: a) listen and repeat drills; b) playing the CDs which come with textbooks; c) using phonetic transcriptions; and, d) reading-aloud tasks, activities which Spanish students do not seem to like very much, according to the teachers surveyed. This means that teachers do not always take into account their students' views or preferences.

Types of pronunciation activities my students prefer for learning pronunciation	Total	Types of activities teachers use for teaching pronunciation	Total
Listening and repeating words and sentences	89 (35.04%)	Listening and repeating words and sentences	201 (79.13%)
Games	155 (61.02%)	Games	107 (42.13%)
Listening to the textbook CD	53 (20.87%)	Listening to the textbook CD	183 (72.05%)
Listening or singing to songs	197 (77.56%)	Listening or singing to songs	174 (68.5%)
Phonetic transcriptions	29 (11.42%)	Phonetic transcriptions	105 (41.34%)
Role-plays and dialogues	124 (48.82%)	Role-plays and dialogues	158 (62.2%)
Reading aloud	71 (27.95%)	Reading aloud	175 (68.9%)
Oral productions	124 (48.82%)	Oral productions	183 (72.05%)
Written productions	7 (2.76%)	Written productions	25 (9.84%)
Identifications	66 (25.98%)	Identifications	73 (28.74%)
Computer programmes and the Internet	151 (59.45%)	Computer programmes and the Internet	96 (37.8%)
Other	4 (1.57%)	Other	0 (0%)

Table 176: Teachers' views on their students' preferences regarding pronunciation and actual activity-types used by these teachers

As can be seen in Table 177, many Spanish EFL instructors consider that both segmental and suprasegmental issues should be emphasised in general EFL textbooks used in Spain. More particularly, over 160 of the 254 teachers surveyed, hence, almost 75%, believe course books should include sections and activities for students to learn to distinguish between short and long vowels, to practise the most productive vowel in English, schwa, as well as diphthongs, inverted "u" and consonants, to learn how to stress words and sentences correctly in English, to distinguish different intonational patterns, to recognise and use connected speech processes, and to become aware of the contrast between the pronunciation of strong and weak forms.

The least relevant topic of all these, according to Spanish EFL teachers, is that concerned with varieties of English. Although students should aim at learning one model or variety of English pronunciation (British, American, Irish, Australian, etc.), it is very beneficial for them to be constantly exposed to different native and even non-native accents, since not everyone in Britain or the USA speaks and pronounces in the same way, and depending on what area of England a Spanish person travels to they will have to face different accents, some of which are commonly regarded as difficult for even native-speakers of English. I believe that the more varieties and accents Spanish students are exposed to in class, the better prepared they will be when faced with understanding people around the world; however, according to many teachers surveyed, it is not necessary that general EFL textbooks used in the classroom include examples of people speaking with different accents.

At this point, one could claim that Spanish EFL teachers are happy with the specific areas of pronunciation which feature in the textbooks used in their classes; more than 120 subjects stated that such course books include tasks for students to practise both segmental and suprasegmental aspects like vowels, consonants, diphthongs, connected speech processes, stress or intonation, with the exception of schwa, mentioned by fewer than 30 teachers when asked about the specific aspects of pronunciation that tend to be included in the textbooks they generally use. Moreover, in their opinion, activities on varieties of English are not common in textbooks.

EFL textbooks should include activities on		EFL textbooks include activities on	
Short versus long vowels	207 (81.5%)	Short versus long vowels	173 (68.11%)
Schwa	199 (78.35%)	Schwa	27 (10.63%)
Diphthongs	168 (66.14%)	Diphthongs	133 (52.36%)
/ʌ/	167 (65.75%)	/ʌ/	122 (48.03%)
Consonants	183 (72.05%)	Consonants	162 (63.11%)
Stress	204 (80.31%)	Stress	177 (69.69%)
Intonation	200 (78.74%)	Intonation	158 (62.2%)
Connected speech processes	174 (68.5%)	Connected speech processes	102 (40.16%)
Weak versus strong forms	162 (63.78%)	Weak versus strong forms	130 (51.18%)
Varieties of English	136 (53.54%)	Varieties of English	74 (29.13%)
Other	8 (3.15%)	Other	34 (13.39%)

Table 177: Teachers' views regarding the pronunciation aspects that should be present in EFL textbooks and those that actually are

As mentioned above, most of the teachers questioned said that textbooks include specific sections to practise both segmental and suprasegmental features in the textbooks they use; however, as can be inferred from Table 178, approximately 50% of them affirmed that such course books contain only a low number of pronunciation tasks. In other words, although EFL textbooks addressed to Spanish speakers include sections to help students learn English sounds as well as practise stress and intonational patterns, the number of actual activities to practise each segmental and suprasegmental issue is extremely low. In addition, these teachers believe that the few pronunciation activities present in the textbooks only help their students improve their pronunciation *on some occasions*; therefore, 148 teachers affirmed they would like textbooks to include other types of tasks to work on pronunciation. Finally, 136 teachers said they did not use other types of teaching materials for teaching pronunciation; this means they mainly rely on the textbooks, as well as activity books that normally accompany course books.

Before moving on to the next section, I would like to point out briefly that, as mentioned above, the majority of the teachers surveyed stated that they used a wide range of types of activities to teach pronunciation (games, listen and repeat drills, transcriptions, songs and so on); however, as already noted, most of them consider that the textbooks used in their classes do not contain many pronunciation activities, yet few of them acknowledged resorting to other materials to teach this area of the language. It could therefore be inferred that, since textbooks are the only resource Spanish teachers

use in the classroom to work on sounds, stress, intonation, rhythm, there must be examples of games, songs, listen and repeat drills and so on in these textbooks for teaching pronunciation (even if only a couple of examples), because if not they could not have claimed that they use a variety of activity formats. In section 9.1.6, I will come back to this issue when I compare the specific types of activities present in textbooks (according to my empirical analysis in chapter 7) with the views of both students and teachers on this topic.

The textbook we use in class contains pronunciation activities	Yes, a lot	Yes, quite a few	Yes, enough	No, hardly any	No, none	I do not know	No answer
	7 (2.76%)	26 (10.24%)	95 (37.4%)	113 (44.49%)	6 (2.36%)	4 (1.57%)	3 (1.18%)
The activities present in my textbook help my students improve their pronunciation	Always	Often	Sometimes	Hardly ever	Never	I do not know	No answer
	14 (5.51%)	54 (21.26%)	102 (40.16%)	52 (20.47%)	12 (4.72%)	9 (3.54%)	11 (4.33%)
I would like the textbook to have other types of pronunciation activities	Yes		No	Sometimes	I do not know		No answer
	148 (58.27%)		32 (12.6%)	46 (18.11%)	22 (8.66%)		6 (2.36%)
Do you use any other materials to teach pronunciation?	Yes			No			No answer
	94 (37.01%)			136 (53.54%)			24 (9.45%)

Table 178: Teachers' views on the importance given to pronunciation in EFL textbooks, on whether they would like other types of tasks to be included and on the use of alternative types of materials to teach pronunciation

6.5.2.2. *ESO/bachillerato* versus university versus *EOI/CLM* teachers' views

Generally speaking, obligatory and post-obligatory education teachers express similar points of view to those expressed by the university and language centre instructors surveyed. In other words, only slight differences of opinion across groups were found when I asked high-school, university and language centre teachers to fill out a questionnaire on the role that pronunciation currently has in EFL classes in Spain and teaching materials.

To begin with, the only group of teaching professionals who acknowledged having received specific training for the teaching of pronunciation when they were studying to become EFL instructors were those in main Group 2, i.e, university EFL teachers. This may be explained by the fact that it is at university when future EFL

teachers studying for a degree in English Language and Literature have to pass an obligatory second-year module on English phonetics; however, to the best of my knowledge, those who want to teach English at secondary/post-secondary education, as well as in the Spanish Official School of Languages, have to complete this same university degree and therefore they also have to pass this same module on English phonetics and phonology. Therefore, it may be possible that the university EFL teachers surveyed consider that they received specific training on teaching English pronunciation after graduating during their MA or Doctoral studies or even once they had already found a job.

	Main group 1: obligatory and post-obligatory secondary education teachers	Main group 2: University teachers	Main group 3: Language centre teachers
My training as a teacher of English included a module on the teaching of pronunciation	Totally disagree	Totally agree	Totally disagree

Table 179: Differences of opinion across the three main groups of teachers distinguished – teacher training received on how to teach pronunciation

As would be expected, the teachers who admitted speaking English slightly less frequently to their students in class were those at obligatory and post-obligatory education; to really understand this we have to consider that high school teachers meet their students three hours a week and these learners are not studying this language to become specialists as is the case with the university students. However, some of group 3 teachers were also teaching people who were not aiming at becoming specialists in English Linguistics and/or Literature, but even so they acknowledged *always* communicating orally in English with their students. Similarly, while teacher groups 2 and 3 stated that their respective EFL students *always* speak English in class, group 1 teachers believe their students only speak in the foreign language *on some occasions*, possibly due to the same reasons just mentioned, that is, they are young learners who are not studying English to become specialists in English (although, of course, some of these students may decide to take a university degree in English Language and Literature after graduating from high school and thus, would benefit from speaking as much as possible in English before enetering this degree).

Some differences can be observed across groups when comparing their opinions regarding the frequency with which they carry out general speaking and pronunciation activities and speaking exams. More specifically, compulsory and post-compulsory education teachers were, once again, the group of instructors whose views differed from those given by group 2 and 3 teachers in the sense that they acknowledged carrying out speaking tasks less often. On the other hand, the only group of teachers that affirmed carrying out pronunciation tasks with a high frequency were those from language centres; furthermore, group 3 teachers seem to believe that they carry out speaking exams less frequently than group 1 and 2 teachers.

Concerning the types of activities teachers suggest for practising pronunciation, university teachers appear to be the only ones who do not resort to games or computers and the Internet to teach this language area. However, group 1 and 3 teachers acknowledged using these techniques *on some occasions*.

	Main group 1: *ESO* and *bachillerato* teachers	Main group 2: university teachers	Main group 3: language centre teachers
I generally speak English in class	Often	Always	Always
My students generally speak English in class	Sometimes/often	Always/often	Always/often
We carry out pronunciation activities	Sometimes	Sometimes/often	Always
We carry out speaking activities	Often	Always	Always
I give oral exams	Always	Always	Often/sometimes
I carry out games in the classroom to help my students improve their pronunciation	Sometimes	Hardly ever	Sometimes
I use computers and the Internet to help my students improve their pronunciation	Sometimes/hardly ever	Hardly ever/sometimes/never	Sometimes

Table 180: Differences of opinion across the three main groups of teachers distinguished – frequency with which students and teachers speak English in class, how often pronunciation and speaking tasks and pronunciation exams are carried out and the frequency with which teachers acknowledge using games and computers and the Internet to teach pronunciation

As can be inferred from Table 181, language centre teachers seem to teach students who very much appreciate their correcting of pronunciation mistakes; group 2 teachers affirmed their students quite often like to be corrected when making a pronunciation mistake - probably because, as mentioned before, most of the learners

who study a degree in English Language and Literature will become EFL teachers in the future and therefore it is feasible that they would like to learn as much English as possible, including how to pronounce correctly; meanwhile, group 1 instructors believe their specific secondary and post-secondary students do not always appreciate being corrected, which may be explained by the fact that these learners are teenagers, and some of them will be going through a difficult stage in their life where they will most likely feel intimidated and embarrassed if teachers focus their attention on their mistakes in front of their peers.

As regards the methods teachers use for correcting pronunciation mistakes made by their students, everything seems to indicate that the only group of teachers that resorts to writing phonetic transcriptions on the board and motivating students to use pronunciation dictionaries are those EFL instructors teaching at university. In this respect it should be borne in mind that at pre-university levels of education Spanish students are not normally taught the phonetic symbols of English nor do they have to learn to interpret or write them. Likewise, the entries in pronunciation dictionaries include phonetic transcriptions, transcriptions that would not be understood by someone who is not familiar with the phonetic symbols of English, as is normally the case with obligatory and post-obligatory secondary education students.

	Main group 1: *ESO* and *bachillerato* teachers	Main group 2: university teachers	Main group 3: language centre teachers
My students like being corrected	Sometimes/often	Often/sometimes	Always/often
I write the phonetic transcription on the blackboard	Sometimes	Often	Sometimes
I tell them to look for words in a pronunciation dictionary	Never	Often	Sometimes

Table 181: Differences of opinion across the three main groups of teachers distinguished regarding error correction

Generally speaking, none of the groups of instructors consider that their students practise English frequently outside their EFL classes; however, group 1 teachers feel that their students *hardly ever* practise this foreign language, whereas group 2 and 3 teachers are slightly more optimistic, maintaining that their students at least practise English *on some occasions* outside their lessons at university, *EOI* or *CLM*. As can be seen in Table 182 below, the main activities all three groups of teachers believe their

students carry out in English outside the classroom are: a) listening to music; b) watching audiovisual materials such as films; and, c) using computers and surfing the Net; moreover, university and language centre instructors also believe their students read materials like books, comics, emails, messages or websites in English. I am aware that university students have to read a number of books every year for their courses on British and American Literature, something they have to do outside the classroom; however, I am not sure whether language centre students have to read any books in English or whether they have to pass any type of reading comprehension tests after reading such books.

	Main group 1: *ESO* and *bachillerato* teachers	Main group 2: university teachers	Main group 3: language centre teachers
How often do you believe your students practise English outside the classroom?	Hardly ever	Sometimes	Sometimes/hardly ever
What kind of activities do you believe they carry out outside the classroom?	Watching films, listening to music and using the computer and the Internet	Watching films, listening to music, reading and using the computer and the Internet	Watching films, listening to music, reading and using the computer and the Internet
What type of activities do you believe your students prefer for learning and practiing English pronunciation?	Games, listening to or singing songs, role-plays and dialogues, computer programs and the Internet	Games, listening to or singing songs, role-plays and dialogues, oral productions, identifications, computer programs and the Internet	Listening and repeating words and sentences, games, listening to or singing songs, role-plays and dialogues, oral productions, computer programs and the Internet
What sort of teaching activities and techniques do you carry out in the classroom to practise different aspects of English pronunciation?	Listening and repeating words and sentences, listening to the textbook CD, listening to or singing songs, role-plays and dialogues, reading aloud, oral productions	Listening and repeating words and sentences, listening to the textbook CD, listening to or singing songs, phonetic transcriptions, reading aloud, oral productions	Listening and repeating words and sentences, games, listening to the textbook CD, listening to or singing songs, phonetic transcriptions, role-plays and dialogues, reading aloud, oral productions

Table 182: Differences of opinion across the three main groups of teachers distinguished – practising English outside the classroom and pronunciation activities teachers believe their students prefer for learning pronunciation and the actual types of pronunciation tasks they do in the classroom

I also identified differences of opinion across groups of teachers when asking them to choose the types of activities they think their students prefer for learning pronunciation and afterwards choose the specific types of pronunciation tasks they actually carry out in the classroom. These differences can be summarised as follows:

1) Only group 3 teachers believe their students enjoy listen and repeat drills;

2) Only university EFL teachers think their students like identification tasks to practise their pronunciation;

3) Only secondary and post-secondary teachers believe their students like carrying out oral productions to practise pronunciation;

4) Only language centre teachers admitted using games to teach pronunciation; likewise, this group, as well as those who teach at university, said they resorted to phonetic transcriptions to get their students to practise pronunciation in the classroom; and,

5) Finally, high school and language centre teachers affirmed they also use role-plays and dialogues to get their students to speak and thus practise pronunciation; however, university EFL teachers do not seem to use this technique.

With regard to textbooks, all three groups of teachers consider that all segmental and suprasegmental pronunciation issues should be present in EFL textbooks addressed to Spanish speakers, with the exception of varieties of English which are not regarded as important enough by the language centre teachers surveyed. As explained in section 3.2, there are differences between English and Castilian Spanish both at a segmental and a suprasegmental level; this means that, both sounds and prosodic features should be present in EFL textbooks conceived for Spanish learners.

From my results it could be inferred that the pronunciation features that actually appear in general EFL textbooks used in Spain are not always homogeneous, that is, some features appear to be present in the textbooks generally used in the language centres whereas this is not the case in those used at high school or university levels. More particularly, language centre teachers consider that every segmental and suprasegmental feature of English pronunciation is frequently present in the textbooks they use in class with the exception of varieties of English, the only feature which these specific teachers regarded as non-important in the previous question. According to group 1 and 2 teachers, weak forms are hardly ever present in the textbooks they use; furthermore, group 2 teachers believe there are few sections on schwa, intonation and diphthongs in EFL textbooks for university learners whereas the aspects that are the

least present in high-school textbooks seem to be inverted "u", connected speech processes and varieties of English.

Finally, for most group 1 and 2 teachers, the EFL textbooks they use in class contain very few pronunciation tasks; however, some of the language centre teachers claim that the number of pronunciation tasks present in the textbooks they use is sufficient.

	Main group 1: *ESO* and *bachillerato* teachers	Main group 2: university teachers	Main group 3: language centre teachers
Textbooks addressed to my students should include pronunciation activities on the following segmental and suprasegmental features	All of them, both segmental and suprasegmental	All of them, both segmental and suprasegmental	All except for varieties of English
Now think of the pronunciation activities present in the textbook you are currently using (or used in other academic years). How frequently are the following aspects present in them?	Inverted "u", connected speech processes, weak versus strong forms and varieties of English hardly ever present	Distinctions between short and long vowels, consonants and stress said by most teachers; schwa, diphthongs, intonation or weak versus strong forms said by some teachers	All except for varieties of English
The textbooks you use in class has pronunciation activities	No, hardly any	No, hardly any	Yes, enough/no, hardly any

Table 183: Differences of opinion across the three main groups of teachers distinguished – pronunciation features present in textbooks

Generally speaking, high-school teachers believe their students have more problems with English sounds than with prosodic features like intonation or stress. In contrast, Group 3 teachers consider that their students have more difficulties dealing with aspects such as stress and intonational patterns than with the pronunciation of English vocalic and consonantal sounds. Long versus short vowels, the pronunciation of final –*ed* in the past tense and past participle forms of regular verbs, intonation and word stress are examples of problems mentioned by at least two of the groups of teachers.

	Main group 1: *ESO* and *bachillerato* teachers	Main group 2: university teachers	Main group 3: language centre teachers
Main segmental and suprasegmental problems students have with pronunciation	More problems at a segmental level than at a suprasegmental one; final –*ed* endings (of past simple regular verbs), sounds that do not exist in Spanish, /h/, long versus short vowels, /z, s/ and consonant clusters; intonation and word stress	–ed in regular verbs past participles, the distinctions between long and short vowels, /r/, /h/, the insertion of an epenthetic vowel at the beginning of consonantal clusters such as <spl, spr, st>, /ʃ/, or /ʒ/; word stress	More difficulties with suprasegmental issues rather than with segmental ones; inexistent sounds in Spanish/Galician, long versus short vowels, schwa, vowels in general and final –*ed*; intonation, word stress, sentence stress

Table 184: Differences of opinion across the three main groups of teachers distinguished – problems students have with pronunciation

6.5.3. The importance given to pronunciation in EFL classes and textbooks according to Spanish teachers and students

In this final section of the chapter I will compare the beliefs of the combined total of 1,170 students to those of all the 254 teachers surveyed. As explained in section 6.2.2.3, although some of the questions in the teachers' survey differed from those for students (for instance, I included some questions on the kind of teacher-training teachers had received so as to teach pronunciation; these were obviously not given to students), in broad terms the content and format of the two questionnaires were similar. This last section of the chapter is crucial for drawing general conclusions on the attention currently paid to pronunciation in EFL classes in Spain. For this reason, I will discuss both the similarities and differences found between learners and teachers.

I will begin with areas where my findings indicate that teachers and students share similar points of view. First, Spanish students practise English only on a few occasions outside their formal EFL lessons, something that the majority of the teachers also believed; moreover, the only activities students carry out are those in which perceptive skills are clearly emphasised, namely listening to music and using computers and the Internet. Of course, students could also use the latter to work on their productive skills by speaking to other people in English via Skype or using one of the programmes currently available to teach pronunciation, in which tasks commonly entail listening to a word or sentence, repeating it aloud while being recorded and then obtaining feedback from the computer on their performance; however, since very few students acknowledged speaking in English to their friends nor to non-Spanish people, and

hardly any teachers believed their students spoke in English outside the classroom, it is very unlikely that they use computers to practise speaking this language either.

These findings seem to confirm one of the common beliefs as to why Spanish students tend to have so many problems speaking (and thus pronouncing) English: opportunities for students to practise speaking English outside the classroom continue to be rather scarce.

	Students' views	Teachers' views
How often do you practise English outside the classroom? / How often do you think your students practise English outside the classroom?	Sometimes	Hardly ever/sometimes
What activities do you carry out? / What activities do you think your students carry out?	Mainly listening to music and using computers and the Internet	Watching films, listening to music and using computers and the Internet

Table 185: Students' and teachers' views on English practise outside the classroom – degree of exposure and types of activities carried out by Spanish students

Both students and teachers believe learning how to pronounce English correctly is relevant. Moreover, both groups of participants consider English a complex language for Spanish learners to speak and pronounce. Speaking English – and therefore using English pronunciation – is thought to be complex for native Spanish speakers for many reasons (see section 1.1), and the results in my first practical study indicate that both teachers and students are aware of these difficulties. Similarly, both learners and teachers (strongly) *agreed* that knowing how to speak English will be beneficial for students in their future lives, and also that a person can have problems to communicate fluently in English but have no difficulties pronouncing isolated words in English accurately.

	Students' views	Teachers' views
Learning how to pronounce correctly in English is important	Totally agree	Totally agree
Speaking English is difficult	Neutral/agree/ disagree	Neutral/agree
English pronunciation is difficult	Neutral/agree	Agree
Knowing how to speak English will be useful for me in the future / Knowing how to speak English will be useful for my students in the future	Totally agree	Totally agree
One can pronounce (read) isolated words correctly without speaking fluent English	Agree	Totally agree

Table 186: Students' and teachers' views on the importance of learning English pronunciation, the extent up to which they consider speaking and English pronunciation difficult, on the usefulness of speaking English well and on connections between fluency and a correct pronunciation

Little time is devoted to pronunciation in Spanish EFL classes according to both learners and teachers. Moreover, both groups of participants rated the attention paid to oral skills (speaking, listening and hence, pronunciation) as not being comparable to the importance given to written skills, grammar and vocabulary. This means that for Spanish EFL students and teachers, pronunciation continues to be undervalued in EFL classes in Spain, especially if compared to grammar, with a high number of students saying they *totally agree* that the same degree of importance is not given to oral skills as to the study of grammar in their classes. This means that grammar is considered far more important than oral skills in Spanish EFL classes, especially at secondary, post-secondary and university levels. This finding was confirmed in the interviews I conducted, as most interviewees clearly stated that grammar was the major language area teachers paid attention to and most of the activities carried out in the classroom, as well as that the majority of tasks present in their textbooks were devoted to helping students produce grammatically correct sentences in English (see section 6.4.2.1.1).

	Students' views	Teachers' views
Enough time is devoted to the teaching of pronunciation in class	Disagree/neutral	Disagree
The same importance is not given to the speaking and listening skills than to reading / The same degree of importance is given to the speaking and listening skills than to reading	Agree/neutral	Disagree
The same importance is not given to the speaking and listening skills than to writing / The same degree of importance is given to the speaking and listening skills than to writing	Agree/neutral	Disagree
The same importance is not given to speaking and listening skills than to grammar / The same degree of importance is given to the speaking and listening skills than to grammar	Agree/totally agree	Disagree
The same importance is not given to the speaking and listening skills than to vocabulary / The same degree of importance is given to the speaking and listening skills than to vocabulary	Neutral/agree	Disagree

Table 187: Students' and teachers' views on the time devoted to pronunciation in their EFL lessons and the attention paid to pronunciation in comparison to other language areas

As mentioned in section 6.2.2.1, the questions in which I asked students to compare the role of orals skills to those of reading, writing, grammar and vocabulary were formulated in the negative since I believed it sounded more natural in Spanish (hence "no se le da la misma importancia a X que a Y") whereas in the teachers' questionnaire these questions were formulated in the affirmative ("the same degree of importance is given to X than Y"). This is main reason why at first it may seem that in

Table 187 students and teachers do not agree at all on these comparisons; nevertheless, the fact that most of the students *agreed* with each statement whereas teachers *disagreed* indicates that both groups share similar views on this particular issue.

It seems clear that EFL teachers speak English in class all the time, activities in which students have to speak English in class are frequently carried out and students are constantly tested on their spoken skills in oral exams. On the other hand, both teachers and students stated that activities to practise English pronunciation are only done *on some occasions* and pronunciation tests are clearly not part of EFL classes in Spain. In addition, the EFL learners surveyed stated that their teachers *never* told them to write lists with the words they do not know how to pronounce nor do they encourage them to use pronunciation dictionaries, something which was confirmed by the teachers surveyed who also denied using these techniques to correct their students' pronunciation mistakes.

	Students' views	Teachers' views
The teacher speaks in English in the classroom / I generally speak in English	Always	Always
We carry out speaking activities	Often	Often/always
We carry out pronunciation activities	Sometimes/often	Sometimes
We have speaking exams / I give oral exams	Always	Always
We have pronunciation exams / I give pronunciation exams	Never	Never
The teacher tells students to write lists of words we do not know how to pronounce / I tell my students to make lists with the words they pronounce incorrectly	Never	Never
The teacher tells students to look for words in the dictionary that we do not know how to pronounce / I tell them to look for words in a pronunciation dictionary	Never	Never

Table 188: Students' and teachers' views on the frequency with which teachers speak English in the classroom, the frequency with which speaking and pronunciation activities and exams are carried out and how often some techniques are used in class to teach pronunciation

The last two items in which my results indicate that the learners and instructors surveyed share points of view are related to the importance given to pronunciation in EFL textbooks. More specifically, according to both Spanish EFL teachers and students, the textbooks used in class do not contain many pronunciation tasks – such a finding may possibly explain why most participants in both groups stated that pronunciation activities were only carried out *on some occasions* in class, i.e, EFL textbooks addressed to Spanish students do not allow pronunciation to be practised more than on a few occasions – furthermore, both teachers and students in Spain would appreciate it if EFL textbooks were to include other types of pronunciation activities.

	Students' views	Teachers' views
The textbooks we use in class contain pronunciation activities	No, hardly any	No, hardly any
I would like my textbook to include other types of activities / I would like the textbook to have other types of pronunciation activities	Yes	Yes

Table 189: Students' and teachers' views on the amount of pronunciation activities their EFL textbooks include and the extent up to which they would like other types of pronunciation activities to be present

I will now refer to those questions in which the findings indicate that students do not share opinions with the EFL teachers surveyed. To begin with, Spanish EFL students do not believe a person can express themselves fluently and fail to pronounce the different words correctly; the majority of the teachers surveyed, however, have the opposite view here.

	Students' views	Teachers' views
One can be fluent in English without knowing how to pronounce the words correctly	Totally disagree/disagree	Totally agree

Table 190: Students' and teachers' views on being fluent in English but not knowing how to pronounce correctly

It was interesting that most students denied feeling embarrassed to speak in English in class whereas the majority of Spanish EFL teachers consider that their own students do feel shy when they are asked to speak in the foreign language. This may indicate that Spanish teachers need to ask their students their personal feelings about speaking in English in front of the other members of the class because, as mentioned many times throughout this work, the more spoken language students produce, the most likely it is that they will attain an intelligible level of pronunciation so as to be understood by others and it seems that shyness is not an obstacle for Spanish learners to do so.

	Students' views	Teachers' views
I feel shy when speaking English / My students feel shy to speak in English	Totally disagree/neutral/ disagree/agree	Agree

Table 191: Students' and teachers' views on the extent up to which students feel shy to speak English in class

Most of the teachers surveyed affirmed that their students *often* use English when speaking in class; students, on the other hand, are more critical and most of them stated that they only speak in English *on some occasions* to communicate with their teacher or their classmates.

Several differences can be observed across the student and teacher groups concerning the types of activities used to teach pronunciation, the frequency with which pronunciation mistakes are corrected, and the methods used by teachers to correct such mistakes. Firstly, it appears that the listen and repeat drill is the only productive type of task which both students and teachers *agree* are used by Spanish teachers to focus on pronunciation; however, students stated that their teachers *often* use this method whereas teachers only acknowledged doing so *on some occasions*. According to the students questioned, their teachers do not use games, songs or computers and the Internet to teach pronunciation, whereas the group of teachers affirmed they do use these techniques *on some occasions*. This finding may be explained by the fact that teachers sometimes suggest games and songs for practising general oral skills or even grammar or vocabulary, while at the same time pronunciation is indirectly practised; this is something teachers are aware of while learners are not.

	Students' views	Teachers' views
My classmates and I speak English in the classroom / My students generally speak in English	Sometimes/often	Often
We repeat words or small sentences to practise our pronunciation / To practise pronunciation, I make my students repeat words or small sentences	Often	Sometimes
The teacher brings songs to practise pronunciation / I use songs in the classroom to help my students improve their pronunciation	Never	Sometimes
We play games to practise pronunciation / I carry out games in the classroom to help my students improve their pronunciation	Never	Sometimes
We use computer programs and the Internet to practise pronunciation in the classroom / I use computers and the Internet to help my students improve their pronunciation	Never	Sometimes
The teacher corrects our pronunciation mistakes / I correct my students' pronunciation mistakes	Always	Often
I like to be corrected when I pronounce something incorrectly / My students like being corrected	Always	Often/sometimes
The teacher tells us to listen to and repeat the correct pronunciation / I make them listen and repeat the correct pronunciation	Always	Often
Writes the phonetic transcription on the blackboard / I write the phonetic transcription on the blackboard	Never	Sometimes

Table 192: Students' and teachers' views on the frequency with which students speak English in class, how often teachers use drills, songs, games and new technologies to practise pronunciation, the frequency with which students' pronunciation mistakes are corrected by their teachers and how often teachers use phonetic transcriptions to correct pronunciation mistakes

Teachers admitted they correct their students' pronunciation mistakes quite often; however, students believe their teachers correct every single pronunciation

mistake they and their classmates make (see Table 192). Likewise, most students affirmed that they *always* like to receive feedback from their teachers when making a pronunciation mistake; Spanish instructors, in contrast, may have experienced situations in which they could tell that their students were embarrassed or simply did not enjoy being corrected in front of the rest of the class because most of them believe Spanish EFL students do not always like being corrected.

As regards the methods used to correct pronunciation, although phonetic transcriptions were rated by teachers as *sometimes* being used to help students become aware of the mistakes made, according to the vast majority of Spanish EFL students surveyed this technique is *never* used in their EFL classes. Finally, students' views differ slightly from those expressed by the teachers when asked to rate how often teachers use the technique of listen and repeat to correct students' pronunciation mistakes, with learners regarding it as being more-frequently used than do teachers (cf. Table 192).

As mentioned above, teachers believe Spanish EFL students carry out only a few tasks in English outside the classroom, activities which tend to emphasise their perceptive skills rather than their productive ones. These assumptions were indeed confirmed by the students. However, teachers also considered that students watched audiovisual materials such as films in English outside the classroom, although the majority of students did not agree here (cf. Table 193).

Findings for other questions related to types of activities also show some differences of opinion between the student and teacher groups. To begin with, students chose reading-aloud tasks as one of their preferred types of activities for pronunciation practice, a technique that was not recorded in the teachers' answers. In contrast, teachers believed students preferred games, role-plays and dialogues and oral production tasks, among others, to practise pronunciation, whereas these options were not selected by many of the students surveyed. My supposition is that students are not aware of the fact that *on some occasions* they may be practising their pronunciation in tasks in which the main aim does not in fact seem to be pronunciation. For instance, as mentioned above, teachers may resort to games to review students' language production, such as their use of the distinction between the past simple and present perfect; to do this, students may need to read aloud some past forms of regular verbs, which entails not only practising

one of the most difficult word-endings for Spanish students of English, but also practising the pronunciation of final –*ed*, without actually being aware of it.

Finally, students were once again more critical than teachers here, in that they believed the pronunciation activities in their EFL textbooks *hardly ever* help them improve, whereas teachers contend that such tasks help their students improve *on some occasions*.

	Students' views	Teachers' views
What types of activities help you learn pronunciation more easily? / What type of activities do you believe your students prefer for learning and practicing English pronunciation?	Listening and repeating words and sentences, listening or singing to songs and reading aloud	Games, listening to or singing songs, role-plays and dialogues, oral productions and using computers and the Internet
Textbook activities help you improve your pronunciation / Textbook activities help your students improve their pronunciation	Hardly ever	Sometimes

Table 193: Students' and teachers' views on the types of tasks students prefer for learning pronunciation and the extent up to which the pronunciation tasks present in textbooks help students improve

This chapter has outlined the main views of Spanish students and teachers from different levels of proficiency regarding the attention that is currently paid to pronunciation in their EFL classes. Generally speaking, pronunciation seems to be undervalued at pre-university and university levels whereas more attention is paid to it at the two language centres analysed, Spanish Official School of Languages and the Modern Language Centre at the University of Santiago de Compostela. In chapter 7, I will analyse textbooks used in EFL classes in Spain to identify the importance given to pronunciation and thus to gauge whether it is also undervalued, and if so, at which educational stages.

CHAPTER 7

MAIN STUDY 2. EVALUATION OF EFL MATERIALS AS REGARDS THE TEACHING AND LEARNING OF PRONUNCIATION

As stated in the general introduction of this doctoral dissertation, this chapter presents the results obtained in the second practical study, which is mainly concerned with the analysis of the EFL textbooks addressed to Spanish learners of English from different proficiency levels.

In the next section of this chapter, section number two, I will discuss the main objectives as well as the main reasons for including this study as part of my general project. In section number three I will explain the methodology followed; I will thus refer to the research materials selected and the steps followed in order to prepare the research instruments. Section number four will be devoted to the outlining of the data analysis procedures followed; then, I will describe and explain in detail the database compiled as well as the technical data sheets designed to organise my materials and data. In section number five, I will present the main results obtained after analysing the different textbooks.

These textbooks will be divided into two main groups (obligatory and post-obligatory secondary education course books, group 1, versus university/School of Languages/Modern Language Centre textbooks, group 2). I will begin by outlining the results found in the course books selected for group 1 as well as providing comments and teaching implications that can be drawn from the results obtained. Afterwards, I will discuss the main results obtained in the textbooks selected for group 2. Finally, at the end of section five, the main findings will be summarised and comparison will be drawn between the textbooks of the two groups considered.

7.1.   Statement of purpose

EFL textbooks continue to be the main teaching resource used in language classrooms (Marks, 2006; López-Jiménez, 2009; Henderson *et al.*, 2012). Therefore, I decided to analyse thorougholy different course books and their corresponding workbooks at different stages of education according to the attention paid to pronunciation in them so as to discuss afterwards whether Spanish learners of English are exposed to enough segmental and suprasegmental aspects in their classes and thus are provided with sufficient sections and activities to overcome the main pronunciation problems they have as learners of English and native speakers of Spanish and/or Galician (cf. section 3.2).

Thus, the main objectives of this part of my project can be formulated as follows:

1) To identify the role pronunciation plays in some of the most representative EFL textbooks used at the different education stages as corresponding to the same proficiency levels considered in chapter 6, that is,

- Obligatory secondary education (*ESO*);
- Post-obligatory secondary education (*bachillerato*);
- University level: the new Four-year degree in English Language and Literature at the University of Santiago de Compostela (*Grado en Lengua y Literatura Inglesas*) and the extinct Five-year BA in English Language and Literature at this university *(Licenciatura en Filología Inglesa)*; and,
- Non-obligatory English studies at state institutions: the Official Spanish School of Languages (*Escuela Oficial de Idiomas - EOI*) and the Modern Language Centre at the University of Santiago de Compostela (*Centro de Linguas Modernas - CLM*);

2) To analyse a number of aspects concerning English pronunciation, such as the specific segmental and suprasegmental features present in each textbook, the inclusion of pronunciation in the textbooks´ table of contents section, the amount and type of pronunciation activities included, the integration of pronunciation with other language areas (vocabulary, reading, speaking, listening, grammar, writing) or the presence or absence of theoretical

explanations, pieces of advice or tips to help students improve their pronunciation, in particular, segmental or suprasegmental issues (how to pronounce certain sounds or help students with word stress or intonational patterns, for example); and, finally,

3) To compare the role that pronunciation has in the different proficiency-level textbooks by referring to the same aspects above mentioned.

7.2. Method

7.2.1. Research materials

As stated in section 7.1, the materials analysed in this study were EFL textbooks used in different obligatory and non-obligatory stages of the Spanish educational system. At the end of this dissertation, I aim at comparing the results obtained in this study to the views of both Spanish EFL students and teachers concerning the attention paid to pronunciation in course books (see section 9.1.6); therefore, I have decided to select textbooks representative of the same educational levels considered in the previous main practical study, i.e, the first and fourth-years of obligatory secondary education (*first-year ESO and fourth-year ESO*), the second-year of post-obligatory secondary education (*second-year bachillerato*), different levels of proficiency within the BA in English Language and Literature and from B1 to C1 levels at the Spanish Official School of Languages and Modern Language Centre. Hence, a total of 30 EFL textbooks were thoroughly examined; such textbooks were representative of the levels of education outlined above:

1) Fifteen textbooks addressed to obligatory secondary and post-obligatory secondary education students. Within these,

- Five textbooks are specifically addressed to *first-year ESO* learners;
- Five of them are currently used to teach EFL to *fourth-year ESO* students; and,
- The remaining five course-books are addressed to *second-year bachillerato* learners.

2) Fifteen course books used in EFL classes in the BA university degree in English Language and Literature and/or at the Spanish Official School of Languages and

Modern Language Centre, both in Santiago de Compostela. Within the different levels of proficiency (from beginner to proficiency), I have selected the following levels:

- Five textbooks addressed to Intermediate-level (B1) students;
- Five course books used in Upper-Intermediate classes (B2); and,
- Five textbooks aimed at Advanced-level students (C1).

I focused on these specific three levels since they are the ones students enrolled in the previously-mentioned university degree are expected to achieve before graduating and they are also part of the Spanish Official School of Languages and the Modern Language Centre curriculums.. Moreover, these stages coincide with the range of students´ questionnaires I administered in the *EOI* and the *CLM* at the University of Santiago.[42]

Textbooks published in the last few years (approximately from 2006 to 2013) were selected for two main reasons:

1) Spanish secondary-schools, universities and state institutions are constantly changing their teaching materials so as to adapt their courses to the changes that almost every year take place in the educational system; and,

2) According to the Common European Framework of Reference of Languages (2001), pronunciation should be integrated with the rest of the skills and should not be focused on in an isolated way; moreover, as mentioned above, in section 2.1, the types of activities used to teach pronunciation are believed to have changed from traditional drills to ones that entail a more communicative function (Scarcella and Oxford, 1994). Therefore, these recently-published course books were chosen in order to identify whether the EFL textbooks currently used in Spain have been adapted to these changes in

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[42] As can be appreciated here, in chapter 6, I distinguished three proficiency levels: a) pre-university; b) university; and, c) language centres. However, in this study, I only distinguish between two groups of textbooks. The main reason for this is that most of the textbooks that are currently being used in the new four-year BA in English Language and Literature at the University of Santiago de Compostela coincide with some of those being used at the *EOI* and *CLM*; hence, so as to avoid analysing some textbooks twice or having to randomly chose to analyse some of them as textbooks used at university and others at language centres, I decided to analyse all of these textbooks within the same group.

the field of pronunciation in terms of integration and communicative types of tasks.

For the selection of these materials, I came in contact with a group of secondary and post-secondary education, university and School of Languages/Modern Language Centre EFL teachers and asked which textbook/s were commonly used in their classes. Furthermore, for the university and state language institutions, I also consulted the specific syllabuses on their corresponding web pages. In Appendix 7A, a list of the course books and the workbooks examined for each of these levels is available.

7.2.2. Procedures

7.2.2.1. Material preparation

My MA dissertation (Calvo, 2011) also contained a preliminary project in which I analysed the general role of pronunciation in some EFL textbooks; similarly in nature to the research instrument used in this work, I also designed a technical sheet or form to enter the data registered for each textbook; however, once I started with the analysis of the data for this dissertation, I felt that a more detailed research material was required since in the previous one several aspects were not described in depth (for instance, I had not classified the pronunciation activities in full detail nor calculated the average number of sections and activities per unit). This new technical sheet will be further described in section 7.3.2.

7.3. Data-analysis

Two instruments were hence used so as to organise the data collected in this study: a) a database and, b) technical-data sheets (see Appendix 7B for a complete example of the database and technical sheets used in this study).

7.3.1. Database

A database following a table-type format was designed in order to organise the data registered for each textbook. More specifically, a table formed by two columns was inserted for each textbook unit in which at least one pronunciation section was present. In the first column, I noted down the exact page number(s) on which pronunciation sections were present as well as the specific part in which it appeared (in sections called, for instance 'pronunciation', 'speaking', 'listening and speaking', 'grammar and vocabulary' or 'communicative function'); in the second one, the activities present in

each of these sections, as well as examples of tips, theoretical explanations or pieces of advice were recorded; moreover, once each of these activities were registered, they were classified according to their specific format.[43] An example taken from part of the database compiled for first-year obligatory secondary education textbooks, particularly units 1 to 4 of textbook number 2, *What´s Up?* 1, can be found below.

•	Page 10: in PRONUNCIATION section; *he/she*	- TIP: it is important to pronounce *he* and *she* correctly - Listen and say LIST. 1
•	Page 10: in GRAMMAR section; *he/she*	- Listen and repeat LIST. 1

Unit 1

•	Page 20: in PRONUNCIATION section; *he´s/they´ve*	- Listen LIST. 3
•	Page 20: in GRAMMAR section; *he´s / they´ve*	- Listen and repeat LIST. 1
•	Page 23: in PRONUNCIATION section; word stress	- Listen and repeat LIST. 1
•	Page 23: in LISTENING AND SPEAKING section; word stress	- Listen and identify the stress LIST. 7 - Practise the dialogue with a partner. Stress the underlined words. Change the underlined words and practise the dialogue again READ. 1 / REPL. / READ. 1

Unit 2

•	Page 30: in PRONUNCIATION section; /s, z, ɪz/	- Listen to the –s sound. Now read and say the verbs LIST. 3 / READ. 1

Unit 3

•	Page 44: in PRONUNCIATION section *do / does*	- Listen to the pronunciation of *does* and *doesn´t* and repeat LIST. 1

Unit 4

Example of the database compiled for the textbooks under analysis, extracted from textbook number 2 in my database, W*hat´s up? 1,* a textbook addressed to First-year obligatory secondary school students

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[43] This classification model, of my own creation, will be thoroughly discussed in section 7.3.2.4.

7.3.2. Technical-data sheets

In order to analyse the different EFL textbooks selected, a technical data sheet was designed. It consisted of six main parts, most of which were sub-divided into several subsections (cf. Appendix 7B for an example): a) textbook details (proficiency level, date of publication, publisher, etc); b) presence of pronunciation; c) sections on pronunciation; d) pronunciation activities; e) tips/pieces of advice/theoretical explanations; and, f) other comments.

7.3.2.1. Section 1: Textbook details

In this part of the technical data sheet, the specific details of each textbook were depicted: a) each textbook was given a code number in order to organise them, beginning with those for obligatory secondary education and finishing with the textbooks addressed to advanced students at university level or at the corresponding advanced levels of the Spanish School of Languages or Modern Language Centre (cf. Appendix 7A for the whole list of textbooks and code numbers allocated); b) whole textbook name; c) author/s; d) year of publication; e) publisher; f) place of publication; g) the level of education the textbook was addressed to (obligatory secondary education, post-obligatory secondary education, University, School of Languages/Modern Language Centre); h) the total number of pages each textbook/workbook contained; and, i) the total number of main units each textbook consisted of (see appendix 7B for an example of the technical sheet designed for textbook number 12 in my database, *Definitions 2*).

7.3.2.2. Section 2: Presence of pronunciation

To begin with, two different types of presence of pronunciation were distinguished:: a) general presence; and, b) specific presence.

7.3.2.2.1. *General presence of pronunciation*

In this first subsection, I followed the classification below to grade the general presence of pronunciation in each textbook. In the textbooks analysed for my MA dissertation, I found that there was a tendency for textbooks to include either one single section on pronunciation in every unit or pronunciation sections in some main units. Therefore, I decided to design a scale that precisely worked with these criteria, i.e, textbooks in which a certain number of pronunciation sections were found in each main unit versus

textbooks in which pronunciation sections were present in some of the units (either in more than half, exactly half or less than half). Hence, I came up with the following classification:

1) *A lot:* textbooks in which pronunciation is present, either directly or indirectly,[44] in every unit on more than two occasions;

2) *Quite a lot:* textbooks in which pronunciation is included, either directly or indirectly, between once and twice in every unit;

3) *To a certain extent:* textbooks in which pronunciation appears, either directly or indirectly, more than twice in half or more units;

4) *Sometimes*: textbooks in which pronunciation is present between once and twice in half or more units;

5) *Hardly ever:* textbooks in which pronunciation is included, either directly or indirectly, more than twice in less than half of the units;

6) *Very rarely:* textbooks in which pronunciation appears between once and twice in fewer than half of the units; or,

7) *Never:* textbooks in which pronunciation is not present, neither directly nor indirectly, in any unit.

A lot	Quite a lot	To a certain extent	Sometimes	Hardly ever	Very rarely	Never
+2 all units	1-2 times every unit	+2 in half or more units	1-2 times half or more units	+2 in less than half of the units	1-2 times in less than half of the units	0 units

Table 194: Scale used for classifying textbooks according to the general presence of pronunciation

7.3.2.2.2. *Specific presence of pronunciation*

The following two aspects were taken into consideration in order to evaluate the specific role of pronunciation in each of the course books analysed:

1) Table of contents: whether pronunciation was present or not in the table of contents of each textbook; if the former were the case, I analysed whether it

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[44] Direct presence: pronunciation is present as an isolated language skill, i.e, it is visually very easy to locate. Indirect presence: pronunciation is present in a section related to other language areas like grammar, vocabulary, reading, writing or speaking and it is not as easy to spot (cf. Appendix 7C for some examples of both direct and indirect presence of pronunciation in the textbooks analysed).

appeared on its own, i.e, as one of the major topics of the syllabus, or whether, on the contrary, pronunciation was included as part or in combination with other language areas, such as speaking, listening or vocabulary. I have included some examples of how pronunciation appears in some textbooks´ table of contents section in Appendix 7D;

2) The specific units in which pronunciation appeared: broadly speaking, when analysing the different textbooks, I identified a pattern concerning the types of units they are commonly divided into. This pattern can be summarised as follows:

- Some textbooks include an *introductory/starter unit* in order to review concepts and terms the students should already know from their EFL classes in the previous academic year or educational level (cf. Appendix 7E for an example);
- The major contents of textbooks are divided into *main units*; i.e, unit 1, unit 2, unit 3 and so on;
- Some textbooks contain *revision/review/test units throughout the textbook* (i.e, after one or a few main units). They are aimed at reviewing the most important contents studied in some of the main units (see Appendix 7E for some examples). Examples of how main units may be organised in textbooks (of my own creation) can be found in (89) and (90), below:

(89)

Textbook a: Unit 1 + Unit 2 + Unit 3 + Review units 1-3 + Unit 4 + Unit 5 + Unit 6 + Review Units 4-6 + Unit 7 + Unit 8 + Unit 9 + Review units.

(90)

Textbook b: Unit 1 + Review unit 1 + Unit 2 + Review unit 2 + Unit 3 + Review Unit 3 + Unit 4 + Review Unit 4 + Unit 5 + Review Unit 6 and so on.

- In certain course books I identified *revision sections/appendices at the end* in which the most important contents studied throughout the whole book are normally presented (see Appendix 7E).

After distinguishing between these four types of units, I considered which ones of them were present in each textbook and, more precisely, in which of them did pronunciation appear or not. For instance, student's book number 12

(*Definitions 2*) includes an introductory unit, six main units, revision units after every main unit (called progress check) and some pages for revising certain topics at the end of the textbooks. Nevertheless, pronunciation only appears in the main units and on two occasions at the end of the book; in other words, it is not present in the introductory nor in any of pages devoted to revising the content learnt throughout a particular main unit (see appendix 7B for the complete technical-data sheet for this textbook).

7.3.2.3. Section 3: Sections

The aspects taken into consideration in this subfield are listed below:

1) The total number of sections devoted to the teaching and learning of pronunciation found in each textbook;

2) An average number of sections per unit. To calculate this figure, I divided the total number of pronunciation sections into the total number of main units in each textbook;

3) The specific segmental and suprasegmental aspects dealt with;

4) The integration of pronunciation in sections where other language areas were also emphasized (for instance, in speaking or grammar sections), or, on the contrary, the isolation of pronunciation in separate areas (see Appendix 7C for some examples). Moreover, I wrote a brief description in the technical data sheet for each textbook concerning the specific way in which pronunciation was included. For instance, if it was present in an isolated way, I afterwards identified whether this section stood out from the remaining language contents in any way (in separate tables or in different coloured titles, for instance). Afterwards, each textbook was allocated to one of the following options in a scale of my own creation:

- *Fully integrated*, when all the areas focused on pronunciation appeared within sections of other language fields, for instance, within grammar, reading or speaking sections;

- *Fully isolated*, when every single pronunciation section was found in isolation, that is, completely independent without being integrated with other language skills;

- *Combined integrated-favoured*, when there were both integrated and isolated pronunciation sections but the former were more productive; and,

- *Combined isolated-favoured*, when there were examples of both integrated and isolated pronunciation areas but the latter were more productive.

7.3.2.4. Section 4: Activities

This section aims at providing more details on the type and frequency of pronunciation activities identified in each of the course books studied. The following aspects were analysed and calculated:

1) The total number of pronunciation tasks in each textbook. In order to calculate this figure, I carried out two types of counting:

- To begin with, a first count in which the number of activities was dependent on the specific numbering system within a particular student book or workbook; and,

- Once I began analysing the data and classifying the activities in detail, I noticed that most activities counted as a single type of task in the previous counting system entailed more than one type of task when analysed, for instance, a *discrimination + listen and repeat* task or a *matching + listen and check* activity. Hence, a second counting system in which the number of tasks was independent of the numbering system was necessary at a second stage. In order to provide a more precise and detailed classification, this second counting system will be the one I will follow when analysing, classifying and discussing my data.

An example of the two counting systems mentioned above can be found in (91), which has been extracted from page 32 of textbook number 12 in my database, i.e, *Definitions 2 workbook*.

(91) *Regular verbs past tense endings /t, d, ɪd/*

1. Complete the table with the words from the box according to the sound. Listen and check your answers
2. Read the words and circle the correct phonetic transcription. Listen and check your answers

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A total of two activities would be counted in my first analysis, i.e. exercise numbered 1 ("Complete the table with the words from the box according to the sound. Listen and check your answers") + exercise numbered 2 (Read the words and circle the correct pronunciation transcription. Listen and check your answers"). Nevertheless, once I began classifying the type of tasks these exercises contained, I found that both of them were equivalent to two types of activities in my classification model, particularly, number 1 included a *matching type 2* task (*matching words to sounds*) and a *listen and check* exercise (*listening type 2)* and number 2 a *read and discriminate* task *(reading type 6)* plus another *listen and check* one (*listening type 2*)[45]. Hence, my final analysis would be as follows:

First count	Second count
1. Complete the table with the words from the box according to the sound. Listen and check your answers	1. Complete the table with the words from the box according to the sound. Listen and check your answers MATCH 2 / LIST. 2
2. Read the words and circle the correct phonetic transcription. Listen and check your answers	2. Read the words and circle the correct phonetic transcription. Listen and check your answers READ. 6 / LIST. 2
Total = exercise 1 + exercise 2 = **2 exercises**	Total = matching type 2 exercise + listening type 2 exercise + reading type 6 exercise + listening type 2 exercise = **4 exercises**

Example of my two counting systems, extracted from the workbook *Definitions 2* (2008: 32)

2) Secondly, I designed the following scale to classify the textbooks depending on the total amount of pronunciation tasks identified in the second counting system followed. Thanks to the results obtained in a preliminary study in which I compared the attention paid to pronunciation, grammar and vocabulary in eight widely-used EFL textbooks addressed to obligatory secondary education students (cf. Calvo, 2014a), I could conclude that an average of 29.5 pronunciation tasks were present in each course book; this figure highly increased to an average of 94.375 when considering vocabulary tasks and to 158.5 for tasks on grammar. Hence, I decided to place this figure of around 30 pronunciation tasks per book at the centre of my scale and to draw lines both above and below this figure in order to classify the different textbooks by using some kind of empirical criterion,

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[45] The whole list of activity types and the corresponding codes used can be found in Appendix 7F.

according to previous results. The specific options I followed on this scale to measure the frequency and number of pronunciation in the different textbooks surveyed are listed below:

- *A lot:* textbooks which included 60 or more pronunciation activities;
- *Quite a lot*: between 41 and 60 pronunciation activities present;
- *A few*: textbooks which included between 21 and 40 pronunciation activities;
- *Hardly any*: course books in which between 1 and 20 pronunciation tasks were registered; or,
- *None:* books in which no pronunciation exercises were found.

3) The activities identified in my second counting system were afterwards classified according to their format, i.e, whether they were games, multiple-choice tasks, productions, discriminations, listening exercises, and so on. Moreover, the total number of examples per activity-format was calculated and entered in the technical data sheet. As can be seen below, 26 main pronunciation activity-types were identified in the different course books and workbooks: a) listening exercises; b) readings; c) matchings; d) productions; e) discriminations; f) fill in the blanks; g) arrange tasks; h) dictionary tasks; i) games; j) theoretical aspects; k) correcting mistakes; l) substitution tasks; m) translations; n) phonetic transcriptions; o) memorisations; p) tongue twisters; q) rhymes; r) songs; s) poems; t) role-plays and simulations; u) quizzes; v) simple checking tasks; w) transformations; x) testing tasks; y) interviews; and, z) debates. Most of these main-activity types were further sub-divided afterwards (see Appendix 7F) and a specific code was given to each of them (for instance, LIST. for *listening*, DISCRI. for *discrimination* and PROD. for *production*). To exemplify, I encountered the following sub-types within the *listening* activity format:

-	*Listen and repeat*, listening type 1; code LIST. 1	-	*Listen and write / dictation;* listening type 6; code LIST. 6
-	*Listen and check;* listening type 2; code: LIST. 2	-	*Listen and discriminate / underline / mark;* listening type 7; code LIST. 7
-	*Simple listening;* listening type 3; code: LIST. 3	-	*Listen and compare;* listening type 8; code LIST. 8
-	*Listen and correct;* listening type 4; code: LIST. 4	-	*Listen and match / arrange;* listening type 9; code LIST. 9
-	*Listen and read;* listening type 5; code LIST. 5	-	*Listen and complete / fill in;* listening type 10; code LIST. 10

Subtypes of pronunciation activities in the form of *listenings* and the codes used to distinguish each sub-type

4) Afterwards, I considered whether the pronunciation activities found in each textbook implied receptive skills (such as listening or reading), productive ones (speaking, writing) or a combination of both of them;

5) The average number of activities per unit was then calculated by dividing the total number of pronunciation tasks identified in the second-counting system used into the total number of main units a particular textbook consisted of; and,

6) Finally, I analysed whether the actual activities served to practise any other type of language skill or feature apart from pronunciation; in other words, whether the pronunciation tasks found also entailed practising speaking, listening, reading, grammar, vocabulary… at the same time as pronunciation.

Activity format	Desscription
Listening	Activities in which the learners are expected to listen to some kind of input, either by their teacher or by the textbook CD/DVD
Reading	As its name indicates, tasks where the learners have to read sentences, words, paragraphs
Matching	Tasks in which one has to match words/sentences/sounds/patterns... to their corresponding partner
Production	Activities in which students have to produce words/extracts/paragraphs... The teacher or textbook may guide the students (hence, they can use information, structures, vocabulary… learnt before-hand) or students may receive very little help from the teacher or the book and have to create a whole oral or written text on their own
Discrimination	Exercises in which students have to identify and discriminate within different words/sounds. There are many types of activities that use this format: identify sounds that certain words contain, a sentence with a particular stress pattern, the word that does not belong to a series of words since it does not contain a certain sound (*odd one out*)...
Fill in the blanks	Tasks in which certain words/spellings/sounds are omitted and the learner has to complete them with the correct type of information
Arrange	Activities in which students have to order certain extracts/lists...
Dictation	Learners are dictated some words/sentences and they are generally asked to write them down or draw what they hear
Using the dictionary	Exercises in which the students are encouraged to use the dictionary to obtain phonological information on certain words
Games	Tasks where students are expected to practise pronunciation by playing
Theoretical question	Exercises in which one is asked to answer questions that have to do with theoretical aspects of English pronunciation
Correcting mistakes	Activities where some words/sentences… contain some type of mistake and the aim of the student is to identify those mistakes and provide the right answer/s
Replacing	Tasks in which students should eliminate certain words/structures from dialogues, paragraphs, changing them for others. Once these paragraphs, dialogues… have been changed, the student is (generally) expected to practise the new version
Translation	As its name indicates, they are exercises in which learners have to translate certain words, structures… into another language, typically into their native one/s
Phonetic transcription	Exercises which involve either reading phonetic transcriptions of words or sentences or phonetically transcribing orthographical words, i.e, either reading or writing phonetic transcriptions
Memorisation	Tasks in which students have to learn certain structures/words… by heart
Tongue twister	A phrase or sentence that tends to include many words with the same sound but also others with different sounds to trick the speaker. They are commonly known for being difficult to articulate
Rhyme	Verses in which several words have the same sound/s in them
Song	Tasks in which music is used and students normally have to complete the lyrics with missing words
Poem	Group of rhymes
Role-plays and simulations	Small theatrical pieces in which the students pretend to be different people (role-play) or themselves (simulation)
Quiz	Type of competition in which students are normally divided into groups; questions are asked on certain topics and the group that answers the highest number of questions correctly, wins
Simple checking	Exercises where learners have to check their answers in previous activities
Testing	Tasks in which students are tested by their teacher or other students to see up to what extent they have learnt certain aspects
Interview	Activities in which a person commonly asks other people questions on a certain topic
Debate	Exercises in which different people commonly have different points of view on a certain topic and they have to discuss their arguments in favour or against in order to try and reach a common conclusion at the end

Main activity-types distinguished in my classification of pronunciation task

7.3.2.5. Section 5: Tips, pieces of advice and theoretical explanations

The last part of the data analysis is concerned with the presence or lack of tips/pieces of advice and/or theoretical explanations so as to aid students in their learning of English pronunciation. Two subsections were distinguished:

1) Firstly, the total number of tips/explanations found was calculated; and,

2) The next step followed was to classify the tips/explanations according to whether they focused on segmental or suprasegmental features. For instance, the theoretical explanation in (92), extracted from textbook number 28, (*Straightforward Advanced*, 2008: 79) would be an example of a suprasegmental explanation for those words that can be both nouns and verbs and the only way to distinguish them is by the word stress (*pre'sent*, verb and *'present*, noun)

(92)

Some two-syllable verbs and nouns with the same spelling have a different pronunciation

7.4. General results and discussion

In the following sub-sections, I will outline the main results obtained in this part of my dissertation. As mentioned at the beginning of this chapter, I will begin by describing the role that pronunciation has in obligatory and post-obligatory secondary Education textbooks and afterwards I will continue with the textbooks used in the BA in English Language and Literature and/or in the Spanish Official School of Languages and Modern Language Centre at the University of Santiago de Compostela. Throughout these sub-sections, I will also discuss those results that are somewhat-surprising or that have teaching implications.

7.4.1. Group 1: Obligatory and post-obligatory secondary education textbooks

As explained in section 7.2.1, within this first group I analysed 15 EFL textbooks, five for each of the three educational stages selected in obligatory and post-obligatory secondary education in my first practical study, i.e. First and Fourth years of *ESO* and Second-year of *Bachillerato*. The features to be taken into consideration in the specific analysis are those discussed above in section 7.3.2.

7.4.1.1. Presence of pronunciation

7.4.1.1.1. General presence of pronunciation

In these textbooks I identified a tendency for pronunciation to appear between once and twice in each main unit of the student's books. In other words, in the majority of the student´s books analysed, pronunciation was present *quite a lot*, following my classification scale (cf. section 7.3.2.4.). Most of these sections, as will be discussed in

section 7.4.1.2, were easy to locate since pronunciation appears in an isolated way, many times in coloured tables that stand out from the remaining parts. Moreover, broadly speaking, I noticed that the sections devoted to pronunciation were very small in comparison to the space used to outline other types of tasks, such as those related to grammar, vocabulary, writing or reading; more specifically, while 1 or 2 whole pages tend to be saved for outlining grammar tasks, pronunciation very rarely occupies more than a small table in the corner of a particular page or half a page at the most (cf. Appendix 7G).

Figure 105: General presence of pronunciation in group 1 textbooks according to the scale followed
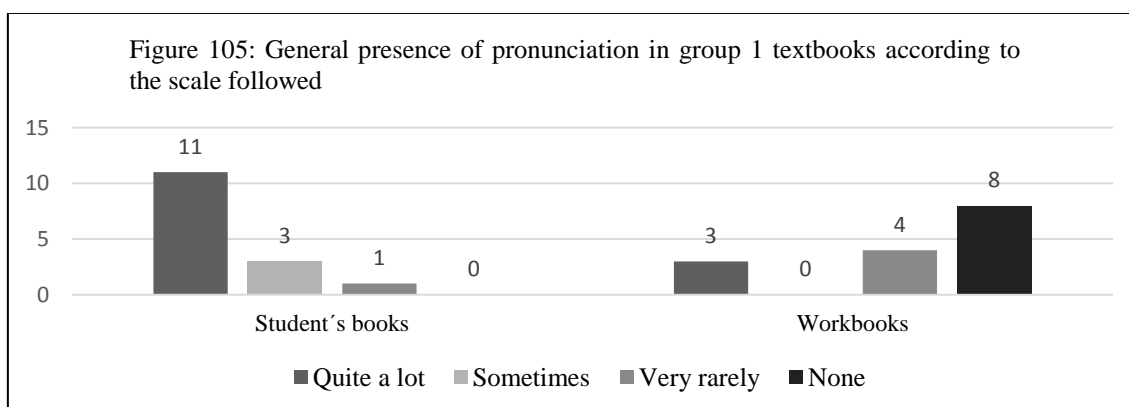
Regarding the corresponding workbooks, the presence of pronunciation was quite inferior, generally ranging from *no presence at all* in the majority of them to *very rarely* in another high number of them. This lack of pronunciation sections in the workbooks provides an interesting result for this study in the sense that the main aim of workbooks is generally to provide the students with extra tasks to further practise the topics and concepts learnt throughout the student books´ main units; however, from the results obtained, it seems that pronunciation is not regarded as sufficiently important or necessary for obligatory secondary education and post-obligatory secondary education students to revise. Although I focused only on the specific role of pronunciation in these textbooks, generally speaking, while looking through the different workbooks, I found that the contents commonly dealt with for the other skills and language areas (grammar, vocabulary, reading, writing, listening and speaking) in the course books did tend to be emphasised and revised; from this it could be then gathered that pronunciation plays an inferior role in these textbooks in the sense that, although it does generally tend to be present in the majority of them, there are clear differences at a visual level regarding the

space devoted to each skill in these textbooks; moreover, this inferior role is even more clearly identified in the workbooks. Figure 105 above summarises the results obtained for this general presence criterion; moreover, Appendix 7I contains further information regarding the general presence of pronunciation in each course book and workbook.

7.4.1.1.2. Specific presence

As can be inferred from Table 195, the presence or absence of pronunciation in the table of contents of the student´s books (I have excluded the workbooks from this criterion since they do not normally outline the different language components to be covered but rather just list the name given to each of the units; cf. Appendix 7D for some examples of table of contents sections in course books) is something systematic since in approximately half of these textbooks, pronunciation was not present at all in the table of contents whereas in the other half, it did appear, either on its own (in most cases) or together with other language areas, such as vocabulary or speaking (cf. Appendix 7H for a list of the language areas present in the table of contents section of each textbook analysed in group 1).

	Presence or absence		Presence or absence
Textbook number 1: *Messages 1*	Present as a main area, together with vocabulary	**Textbook number 9: *Burlington Passport 4***	No
Textbook number 2: *Voices 1*	Present as a main component, together with speaking	**Textbook number 10: *Macmillan secondary Course 4***	Yes, as a main component, on its own
Textbook number 3: *What´s up? 1*	Present as a main field, on its own	**Textbook number 11: *Viewpoints for bachillerato 2***	No
Textbook number 4: *English in mind 1*	Present as a main component, on its own	**Textbook number 12: *Definitions 2***	Present as a main component, on its own
Textbook number 5: *Team up 1*	Present as a main field, on its own	**Textbook number 13: *Award 2***	No. However, in the listening component pronunciation sections are outlined
Textbook number 6: *Activate B1*	No	**Textbook number 14: *Stand Out 2***	No, not as a main section. There is a reference to a section called pronunciation activities under the table of contents
Textbook number 7: *Oxford Spotlight 4*	Yes, together with vocabulary	**Textbook number 15: *Contrast for bachillerato 2***	No
Textbook number 8: *New Challenges 4*	No		

Table 195: Presence of pronunciation in the table of contents in the textbooks from group 1

Concerning the presence of pronunciation in the different types of units classified (introductory/starter, main, revision within main and revision at the end), the following results were recorded:

1) Thirteen of the student´s books as well as thirteen workbooks contained a so-called introductory or starter unit; nevertheless, pronunciation only appeared in two starter units in the student´s books surveyed and in one workbook;

2) As mentioned above, the majority of the main units in all the student´s books surveyed contained between one and two pronunciation sections; nevertheless, only six of the workbooks presented a few instances of tasks to practice pronunciation in all or in some of the main units;

3) Thirteen of these course books included some type of revision/consolidation/test unit at the end of certain main textbook-chapters. In the majority of the textbooks, the aforementioned revision units appeared at the end of every main unit whereas in others they were present after a group of units so as to test the student´s progress after studying two, three or four units. Finally, three textbooks contained both revision units after every main unit and sections generally regarded as cumulative tests/units to revise the contents studied in a group of units (please see Appendix 7E, for some examples of revision within main units encountered). Despite the fact that almost all the student´s books surveyed contained this type of revision units, pronunciation, once again, was present in only one of them (textbook number 1). Likewise, these types of units were present in ten of the workbooks surveyed; however, pronunciation failed to appear in any of them; and,

4) Most of the student´s books and workbooks (ten of each to be more precise) also included a revision section at the end so as to revise the general contents studied throughout the different units of work; nevertheless, tasks and/or theoretical explanations concerned with pronunciation only appeared in the revision at the end section of five student´s books and one workbook (see Appendix 7J for more details).

Figure 106: Types of units present in group 1 course books and worbooks

Figure 107: Types of units in which pronunciation is present in group 1 course books and workbooks
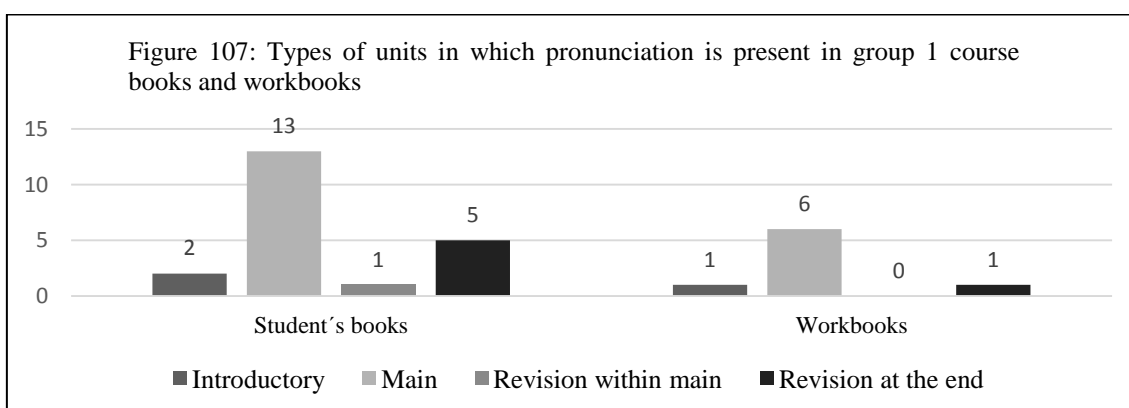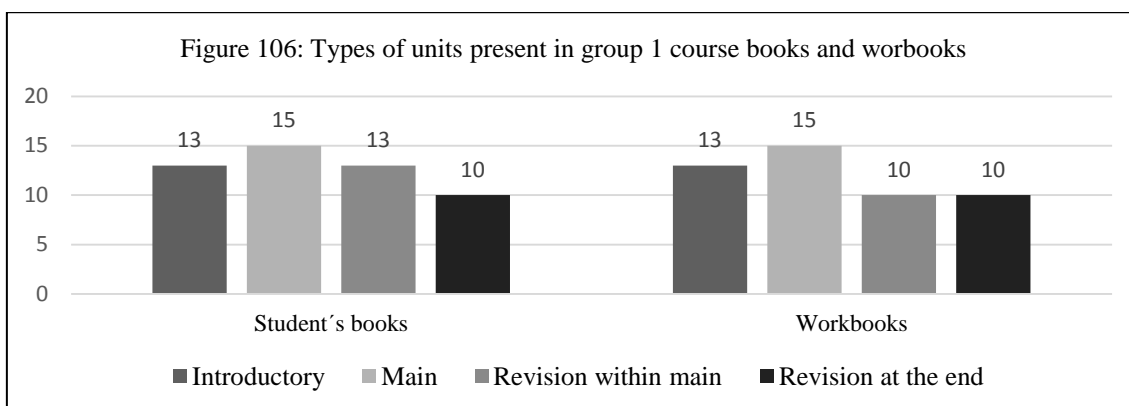
The general absence of pronunciation in the so-called introductory units, revision within main units and revision at the end units suggests that pronunciation is undervalued since it gives the impression that *ESO* and *bachillerato* students do not need to revise any of the pronunciation aspects they have previously learnt (common function of the starter units), during the course they are now doing (in revision within main units) and not even after completing the whole course (in revision at the end units).

This inferior status of pronunciation is somewhat surprising since, as I observed in my pilot study, chapter 5, Spanish students of all ages, even those at advanced levels, tend to have problems with English pronunciation. (see sections 5.3 and 5.4); however, the results obtained in this part of my dissertation point to the opposite, i.e. pronunciation has a clear inferior role in the main teaching materials used (textbooks), with the assumption that students receive enough training in pronunciation with one or two sections per main unit and these contents do not need to be revised in any way.

7.4.1.2. Sections

As can be seen below, in Figure 108 and Table 169, there is a wide variety regarding the total number of pronunciation sections present in each textbook; most of the student´s books (eight in total) include between 6 and 10 pronunciation sections each whereas this figure dramatically drops in the majority of the workbooks, up to the extent that no pronunciation sections were encountered in eight of them. Consequently, the average number of pronunciation sections per unit also varies a great deal from one course book to another (cf. Figure 109), particularly, from as little as 0.28 to over 2 sections of pronunciation per main unit of work whereas, as expected, a more homogenous situation was found when calculating the average number of sections focused on pronunciation in the workbooks, only fluctuating between 0 and 1.

At this stage, it is important to mention that most of the textbooks contained certain sections at the end in which the vocabulary studied throughout the textbook was listed together with their phonetic transcriptions; in some cases this information was limited to lists of phonetic symbols with only a few words containing each of the sounds of English (cf. Appendix 7L). These contents were not considered when calculating the average number of pronunciation sections per main unit since they were not included in the main units (they always appeared in the last pages of the student books or the workbooks) and they were not actually conceived for the practising of pronunciation, i.e. no exercises were found in these sections. Hence, the average number of pronunciation sections per unit was calculated by dividing the total number of pronunciations sections found within the main units into the total number of main units each textbook/workbook consisted of. As an example, in student´s book number 12, *Definitions 2*, 14 pronunciation sections were found in the main units whereas this figure would rise to 17 if the phonetic-symbols list and word lists were counted.

Moreover, it is important to point out that only pronunciation sections in which at least one pronunciation activity was encountered were considered when calculating the total number of pronunciation sections present in a particular textbook and the average number of sections per unit. For instance, the workbook of textbook number 10, *Macmillan secondary course 4*, contained eight sections in which pronunciation was emphasized; however, not a single activity was found in any of these sections, only tips/theoretical explanations on certain pronunciation features were present; thus, these

sections were not taken into account when calculating the average number of pronunciation tasks per unit; on the other hand, they will be considered when calculating the total number of tips/theoretical explanations (see section 7.4.1.4)

Figure 108: Group 1 course books and workbooks classified according to the total number of pronunciation sections present

Figure 109: Group 1 course books and workbooks classified according to the average number of pronunciation sections per unit present
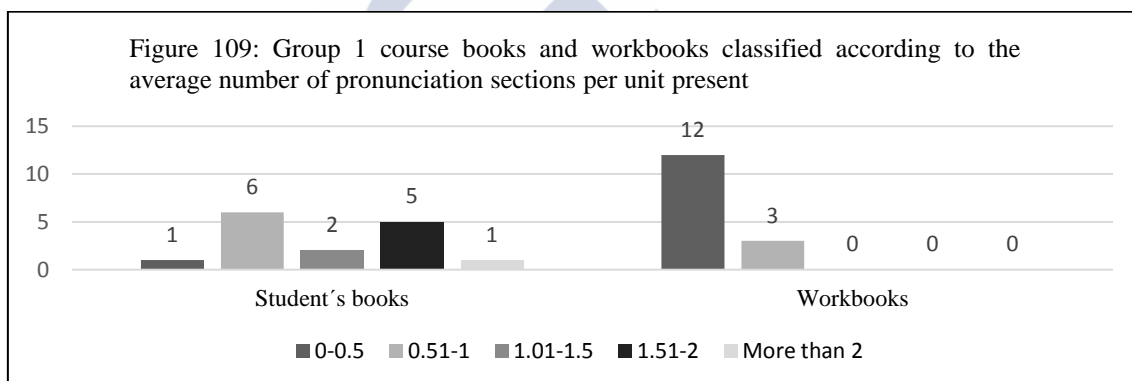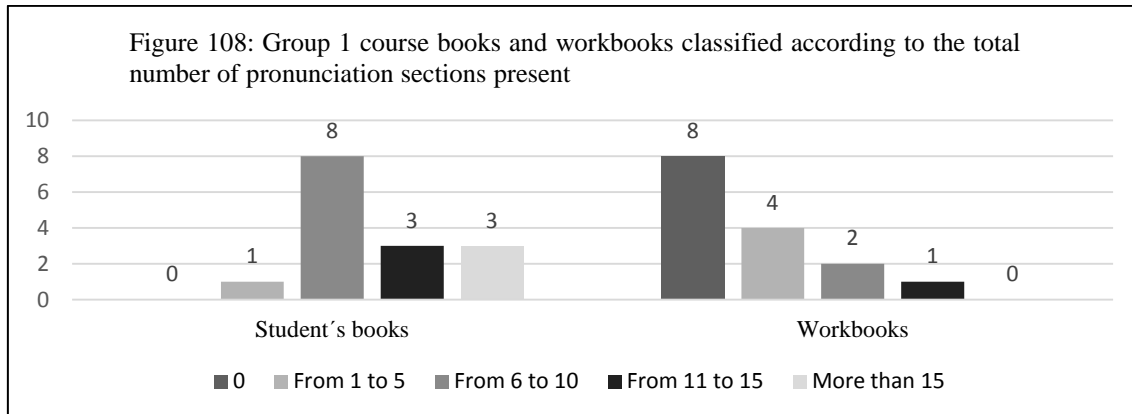
In Table 196 below, I have included two columns to register the total number of pronunciation sections found in each textbook, the first one which excludes the transcribed word-lists and phonetic symbols' lists and the second one including the former sections.

		Number of units	Number of sections (without lists)	Number of sections (with lists)	Average number of sections per unit
Textbook number 1: *Messages 1*	Student´s book	12	18	19	1.5
	Workbook	12	1	1	0.083
Textbook number 2: *Voices 1*	Student´s book	9	9	9	1
	Workbook	9	2	3	0.2
Textbook number 3: *What´s up? 1*	Student´s book	9	18	18	2
	Workbook	9	2	3	0.2
Textbook number 4: *English in mind 1*	Student´s book	16	19	21	1.19
	Workbook	16	16	16	1
Textbook number 5: *Team up 1*	Student´s book	12	12	13	1
	Workbook	12	2	2	0.16
Textbook number 6: *Activate B1*	Student´s book	14	4	4	0.28
	Workbook	12	0	0	0
Textbook number 7: *Oxford Spotlight 4*	Student´s book	9	9	12	1
	Workbook	9	0	0	0
Textbook number 8: *New Challenges 4*	Student´s book	8	7	8	0.875
	Workbook	8	0	1	0
Textbook number 9: *Burlington Passport 4*	Student´s book	9	9	10	1
	Workbook	9	0	2	0
Textbook number 10: *Macmillan secondary Course 4*	Student´s book	9	9	9	1
	Workbook	9	0	1	0
Textbook number 11: *Viewpoints for bachillerato 2*	Student´s book	6	10	11	1.6
	Workbook	6	0	1	0
Textbook number 12: *Definitions 2*	Student´s book	6	14	17	2.3
	Workbook	6	6	6	1
Textbook number 13: *Award 2*	Student´s book	10	6	10	1.6
	Workbook	6	6	6	1
Textbook number 14: *Stand Out 2*	Student´s book	6	10	12	1.6
	Workbook	6	0	0	0
Textbook number 15: *Contrast for bachillerato 2*	Student´s book	6	12	14	2
	Workbook	6	0	1	0

Table 196: Total number of pronunciation sections and average number of pronunciation sections per main unit in group 1 student´s books and workbooks

The next issue to be taken into consideration is the specific segmental and suprasegmental aspects that are included in these textbooks.

Sections and activities to practise both sounds and other pronunciation features like intonation, word or sentence stress were found in these textbooks. Within the group of segmental features, more importance is given to /ɪ/ (21 sections registered), /ə/ (16 sections) and /t, d/ (14 sections each), followed by the diphthongs /aɪ/ and /əʊ/ and the long vowel /u:/ (11 sections registered). Moreover, fewer than a total of 10 sections

were recorded for other consonantal and vocalic sounds, such as /æ, e, ʌ, aː, eɪ, ɜː, ɔː, eə, n, ŋ, ð, h, θ/. Finally, no examples of sections to practise the pronunciation of /ʒ, l, m, j/ were encountered. Regarding suprasegmental aspects, special emphasis is placed on word stress (26 sections registered), weak forms and sentence stress (18 sections each) and intonation (14). Furthermore, little or no attention is paid neither to rhythm, linking nor to connected speech processes.

For reasons of space, I have only included the total number of sections encountered for each segmental and suprasegmental feature registered in my database in Table 197; Appendix 7M, on the other hand, contains more detailed tables in which the specific number of segmental and suprasegmental pronunciation sections found in each student´s book and each workbook are described.

In chapter 9 I will compare the results here obtained with the specific segmental problems previous research has shown Spanish students of English have with pronunciation as well as with the difficulties the students who participated in the empirical pilot study of my MA dissertation had while completing several oral tasks; in the aforementioned section, I will discuss whether these textbooks addressed to obligatory secondary education and post-obligatory secondary education students focus on the main pronunciation problems Spanish students at these levels of education have with English sounds or they rather focus on general pronunciation features and they are not adapted to Spanish learners and their problems with English pronunciation.

Total number of sections	Segmental and suprasegmental features
More than 20 sections	Word stress (26) /ɪ/ (21),
Between 10 and 20	Weak forms, sentence stress (18), /ə/ (16), /t, d/, intonation (14), /uː, aɪ, əʊ/ (11)
Between 1 and 9 sections	/iː, aʊ, ʌ, eɪ, ŋ/ (9), /s/ (8), /z/ (7), /aː, ɜː, ɒ, eə/ (6), /e, ɔː, ɔɪ, Ɵ, ʃ/ (5), /æ, ʊ, v, ʤ, n/ (4), /ɪə, ʊə, h, w/, rhythm (3), /b, g, ʧ/ (2), /k, f, r/, linking (1)
0	/ʒ, l, j/

Table 197: Total number of sections for each segmental and suprasegmental feature in group 1 textbooks

Aspect	Total	Feature	Total
Word stress	26	/ʃ/	5
/ɪ/	21	/æ/	4
Sentence stress	18	/ʊ/	4
Weak forms	18	/v/	4
/ə/	16	/dʒ/	4
/t/	14	/n/	4
/d/	14	/h/	3
Intonation	14	/w/	3
/u:/	11	Rhythm	3
/aɪ/	11	/ɪə/	3
/əʊ/	11	/ʊə/	3
/i:/	9	/tʃ/	2
/ʌ/	9	/b/	2
/eɪ/	9	/g/	2
/aʊ/	9	He´s/they´ve	2
/ŋ/	9	Rhyming	2
/s/	8	He/she	2
/z/	7	/k/	1
/ʒ:/	6	Connected speech processes (linking)	1
/a:/	6	Consonant clusters	1
/ɒ/	6	Using a dictionary	1
/eə/	6	Silent letters	1
/e/	5	/f/	1
/ɔ:/	5	/p/	1
/ɔɪ/	5	Do/does	1
/ð/	5	/r/	1
/θ/	5	´ll	1

Table 198: Segmental and suprasegmental features present in the textbooks from group 1

The final question to discuss in this part is concerned with the integration of pronunciation with other language areas such as, grammar, speaking, listening or vocabulary as the CEFR suggests or rather the limitation of pronunciation to just-pronunciation sections, following the traditional approach of teaching pronunciation (cf. section 2.1). As shown in Figure 110 and Table 199 below, pronunciation is present as an isolated or independent area in almost all of the student´s books, either completely (referred to as *fully isolated* in my analysis) or a combination of both isolated and integrated sections, being the former type more productive. A more varied situation was found in the seven corresponding workbooks in which pronunciation sections were registered since it appeared as fully isolated in three of them and fully integrated in the remaining four (cf. Appendix 7P for a more detailed table on the specific skills pronunciation is integrated with in each of the books surveyed).
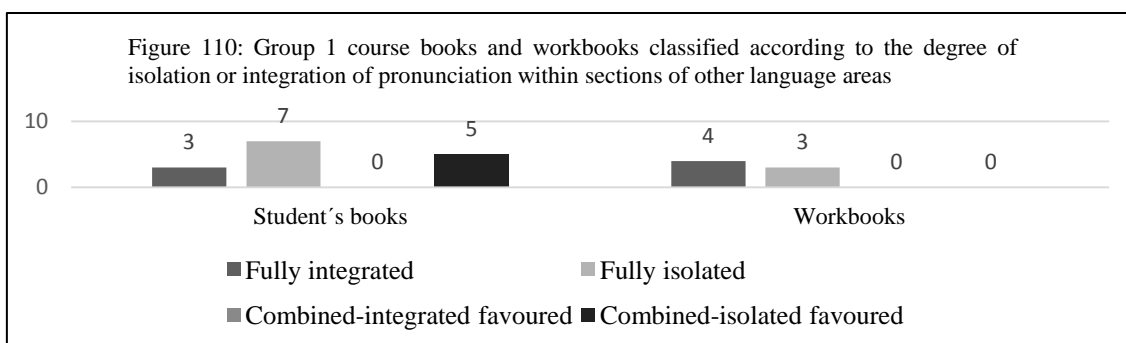
Figure 110: Group 1 course books and workbooks classified according to the degree of isolation or integration of pronunciation within sections of other language areas

		Fully integrated	Fully isolated	Combined-integrated favoured	Combined-isolated favoured
Textbook number 1: *Messages 1*	SB				✓
	WB	✓			
Textbook number 2: Voices 1	SB		✓		
	WB	✓			
Textbook number 3: *What´s up? 1*	SB				✓
	WB	✓			
Textbook number 4: *English in mind 1*	SB				✓
	WB		✓		
Textbook number 5: *Team up 1*	SB				✓
	WB	✓			
Textbook number 6: *Activate B1*	SB	✓			
	WB	-----------	----------------	----------	-------------
Textbook number 7: *Oxford Spotlight 4*	SB		✓		
	WB	-----------	------------	---------------	------------
Textbook number 8: *New Challenges 4*	SB	✓			
	WB	-----------	------------	---------------	------------
Textbook number 9: *Burlington Passport 4*	SB	✓			
	WB	-----------	------------	---------------	------------
Textbook number 10: *Macmillan secondary Course 4*	SB		✓		
	WB	-----------	------------	---------------	------------
Textbook number 11: *Viewpoints for bachillerato 2*	SB		✓		
	WB	-----------	------------	---------------	------------
Textbook number 12: *Definitions 2*	SB				✓
	WB		✓		
Textbook number 13: Award 2	SB		✓		
	WB		✓		
Textbook number 14: *Stand Out 2*	SB		✓		
	WB	-----------	------------	---------------	------------
Textbook number 15: *Contrast for bachillerato 2*	SB		✓		
	WB	-----------	------------	---------------	------------
Total:		**7 (3SB, 4WB)**	**10 (7SB, 3 WB)**	**0 (0SB, 0WB)**	**5 (5SB, 0WB)**

Table 199: Integration or isolation of pronunciation section in group 1 textbooks

In the cases in which pronunciation was classified as *fully integrated*, it was found together with several other language areas like grammar, vocabulary, speaking, listening or study skills. Moreover, in workbook number 5, *Team Up 1!*, there are no references at all to sections focusing on certain language areas and thus pronunciation is as integrated as all of the other skills practised (in other words, in this workbook the different sections are not given a title and thus on one page there could be an activity on pronunciation, three on grammar and two on vocabulary and the only way to differentiate them is to read the content of each activity). In other words, in workbook number 5, students will sometimes be unaware of the type of skill or skills being practiced, a pattern that is not at all common from what I have encountered in the vast majority of textbooks analysed.

This high-tendency of placing pronunciation in isolated sections goes against the skill-integration theory postulated by the CEFR; it seems that EFL textbooks addressed to Spanish learners in obligatory and post-obligatory education continue to regard pronunciation as a language area that students can learn in isolation when this is not the case (cf. section 1.4 for more information regarding this issue). It is true that, on some specific occasions teachers may interrupt the rhythm of a lesson to focus exclusively on the pronunciation of a particular English sound or on any suprasegmental aspect, for instance, if several students introduce an epenthetic vowel before words with initial consonant clusters, such as *stop, street, Spain*, the teacher may decide to interrupt the class and briefly explain the existence of consonantal clusters in initial position in English and perhaps ask the students to pronounce some words to practise but, broadly speaking, pronunciation should be practiced in combination with other language skills, especially together with speaking and listening (Palacios, 2001) since "being able to produce a pronunciation feature in isolation, when it´s subject to directed attention and effort, doesn´t guarantee being able to produce it in the course of speaking, when attention is directed elsewhere" (Marks, 1999:6). According to the results recorded in these textbooks, this process of integration is not taking place; this means that the way pronunciation is presented in these textbooks resembles the so-called traditional approaches to the teaching of pronunciation (see section 2.1).

7.4.1.3. Activities

As mentioned in section 7.3.2.4, two counting systems were carried out: a) a counting system dependent on the activity numbering system within a textbook; and, b) a counting system independent of the textbook numbering system.

A total of 300 pronunciation activities in the student´s books were identified in the first counting system; however, once the activities were classified following my own model (cf. section 7.3.2.4 and Appendix 7F), the amount of exercises rose to 422 since most of the exercises entailed more than one type when analysed in detail. As explained on several occasions, the latter result, that is, the total number of tasks according to my second counting system will be the one I will here consider from now on in order to analyse the remaining criteria for this section.

As regards the workbooks, 66 pronunciation tasks were encountered if the numbering system provided is considered; when calculating the total number of pronunciation activities by using the second counting type, this figure rose to 120. This means that I came up with a final total of 542 pronunciation tasks in these fifteen textbooks addressed to students in obligatory and post-obligatory secondary education, i.e. an average of only 36.13 pronunciation tasks per textbook (obtained by dividing the total number of activities, 542 into 15 (if we consider each student book and their corresponding workbook as a unit that go together) or a striking 18.06 exercises per book (if the students´ books and the workbooks are regarded as single units and thus we divide 542 into 30 − 15 student´s books + 15 workbooks).

The aforementioned average figures may seem quite high; however, considering that EFL textbooks contain hundreds of practical exercises to develop learners' competences and skills in the different language areas, an average of 18 activities per textbook is in fact really low. So as to provide some additional scientific data, I have counted the total number of exercises (of every language area) present in a few main units of two of the textbooks analysed, specifically numbers 3 and 13 (*What´s Up? 1* and *Definitions 2*). For this task, I followed the first counting system distinguished above (i.e. the number of activities according to the numbering system of a textbook) rather than the second one since the latter would imply classifying all the activities found, irrespective of the language area focused on (whether reading, grammar, vocabulary, writing, cultural aspects, etc) and the aim of this dissertation is to focus on the role of pronunciation. As can be seen in tables 200 to 205 the highest amount of

activities recorded in the three main units analysed in each book were by far connected with grammar and vocabulary (47 and 48, respectively in textbook number 3 and 64 and 54 in textbook 13); moreover, quite a lot of reading, listening, speaking and writing tasks were also registered. In contrast, the least frequently-found activities were those of pronunciation and across cultures (in textbook 13).

	VOC.	REA.	GR.	LIST.	SP.	PRON.	WRI.
Main unit 1	12	4	9	4	3	1	5
Test unit 1	2	0	2	1	0	0	0
Main unit 2	10	1	6	5	4	1	4
Test unit 2	3	0	2	0	0	0	1
Main unit 3	7	3	7	6	3	1	6
Test unit 3	3	0	2	1	0	0	0
Total	**37**	**8**	**28**	**17**	**10**	**3**	**16**

Table 200: Total number of activities for each language area in the textbook *What´s up? 1* (course book)

	VOC.	REA.	GR.	LIST.	SP.	PRON.	WRI.
Main unit 1	5	3	7	2	0	0	4
Main unit 2	4	3	6	2	0	0	4
Main unit 3	2	4	6	2	0	0	5
Total	**11**	**10**	**19**	**6**	**0**	**0**	**13**

Table 201: Total number of activities for each language area in the textbook *What´s up? 1* (workbook)

	VOC.	REA.	GR.	LIST.	SP.	PRON.	WRI.
Totals	48	18	47	23	10	3	29

Table 202: Total number of activities for each language area in the textbook *What´s up? 1* (course and workbook)

	VOC.	GR.	REA.	LIST.	PRON.	WRI.	SP.	Across cultures
Main unit 1	7	11	8	6	3	8	7	1
Main unit 2	9	10	7	4	2	8	7	1
Grammar doctor section	0	5	0	0	0	0	0	0
Main unit 3	5	11	7	5	3	7	5	1
Total	**21**	**37**	**22**	**15**	**8**	**23**	**19**	**3**

Table 203: Total number of activities for each language area in the textbook *Award 2* (course book)

	VOC.	GR.	REA.	LIST.	PRON.	WRI.	SP.	Across cultures
Main unit 1	10	9	4	5	1	3	4	0
Main unit 2	11	9	3	4	3	3	6	0
Main unit 3	12	9	3	5	2	3	5	0
Total	**33**	**27**	**10**	**14**	**6**	**9**	**15**	**0**

Table 204: Total number of activities for each language area in the textbook *Award 2* (workbook)

	VOC.	GR.	REA.	LIST.	PRON.	WRI.	SP.	Across cultures
Total	54	64	32	29	14	32	34	3

Table 205: Total number of activities for each language area in the textbook *Award 2* (student´s book and workbook)

Hence, the aforementioned calculations also provide insights into the inferior role that pronunciation seems to have in EFL textbooks if compared to other language areas such as grammar and vocabulary; in spite of the fact that Spanish students tend to have serious problems with English pronunciation (see sections 3.2, 4.2.1, and 5.4) and therefore, special attention should be paid to it for several reasons (cf. section 1.1), it is clear, once again, from the previous results that not much importance is given to pronunciation in these teaching materials addressed to pre-university Spanish EFL learners..

Following the scale designed for classifying the total number of pronunciation activities present in a particular course book, most of the student´s books only include *a few* pronunciation tasks (between 21 and 40 exercises in the second counting system followed). Once again, the importance given to pronunciation in the workbooks is extremely inferior since in most of them a single pronunciation task was found. Moreover, five workbooks included fewer than 20 pronunciation tasks, i.e. *hardly any* on my scale (see Figure 111 below).

Figure 111: Total number of activities present in group 1 course books and workbooks according to the scale followed
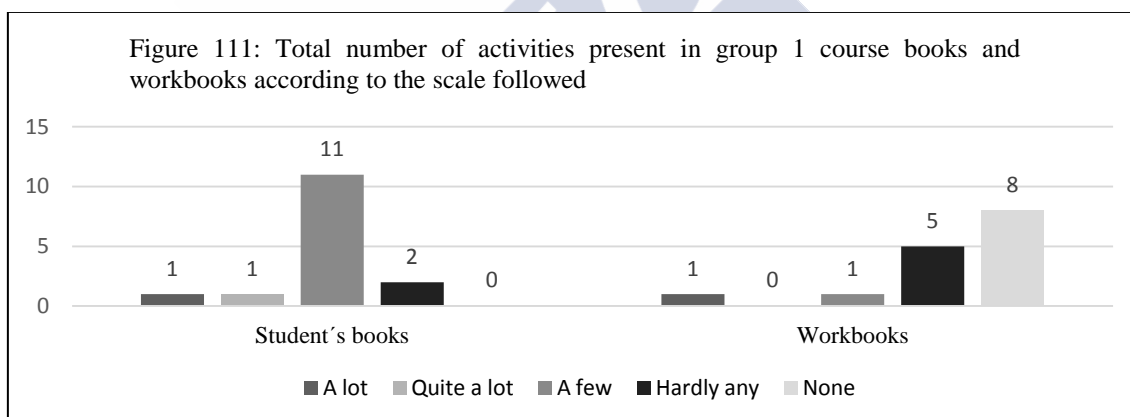
As can be seen in Table 206, 37 types of activities were identified in these textbooks (student´s books and/or workbooks). Nevertheless, only seven of them can be considered as quite productive, with more than 25 examples each of them registered (see Appendix 7F for the meaning of each code (LIST. 1, LIST.7, LIST. 2, DISCRI. 1, READ. 1 and so on as well as for some examples of activities for each sub-type distinguished):

1) *Listening type 1*, i.e, listen and repeat, 175 examples encountered;
2) *Listening type 7* (listen and underline, discriminate or mark), 75 examples recorded;

3) *Listening type 2* (listen and check) 57 instances were registered;

4) *Discrimination type 1* (identifying sounds), 42 instances;

5) *Reading type 1* (reading aloud), 39 examples encountered;

6) *Discrimination type 2* (identifying patterns of word or sentence stress, intonational models…), 26 instances; and

7) *Listening type 3,* i.e, simple listening, 26 examples identified.

Furthermore, low productive types of activities found (those of which fewer than 25 examples were registered in my database but more than 5 instances) include, among others, *matching type 2, listening type 9, production type 1 or matching type 4* (see Appendix 7F). Finally, I have considered non-productive activities, that is, fewer than 5 instances recorded (*production type 2, fill in the gaps type 2, listening type 2, discrimination type 3 or game type 2*) as well as the remaining types of activities distinguished in my classification, of which no examples were encountered in these textbooks (*correcting mistakes, role-plays, game type 3, fill in the blanks type 1* or *arrange* tasks, for instance). Once again, for reasons of space, I have only included here a table with the specific 37 activity-types found in these textbooks; for a more detailed account and the exact amount of pronunciation tasks found in each course book and workbook, see Appendix 7N.

Activity type	SB	WB	Activity type	SB	WB	Activity type	SB	WB
LIST. 1	145	30	RYHME	5	0	MATCH. 6	0	1
LIST. 7	58	14	PROD. 2	2	2	LIST. 5	1	0
LIST. 2	31	26	FILL IN. 2	3	1	LIST. 6	1	0
DISCRI. 1	24	17	SONG	3	0	READ. 2	1	0
READ. 1	34	5	GAME 2	2	0	READ. 4	0	1
DISCRI. 2	21	6	TONGUE TWISTER	2	0	DICTION. 2	1	0
LIST. 3	26	0	REPL.	2	0	GAME 1	1	0
MATCH. 2	13	4	GAME 2	2	0	THEOR. ASP. 2	1	0
LIST. 9	12	1	DICTION. 1	2	0	PHON. TRANS. 1	3	1
PROD. 1	10	0	DISCRI. 3	2	0	POEM	1	0
MATCH. 4	2	5	MATCH. 1	0	2	QUIZ	1	0
READ. 6	3	3	LIST. 10	2	0	MEMOR	1	0
THEOR. ASP. 1	5	0						

Table 206: Total number of activities of each format-type found in the student´s books and workbooks from group 1

Activity type	Total	Activity type	Total
LIST. 1	175	TONGUE TWISTER	2
LIST. 7	72	MATCH. 1	2
LIST. 2	57	GAME 2	2
DISCRI. 1	41	REPL.	2
READ. 1	39	PHON. TRANS. 1	4
DISCRI. 2	27	DICTION. 1	2
LIST. 3	26	DISCRI. 3	2
MATCH. 2	17	MATCH. 6	1
LIST. 9	13	LIST. 5	1
PROD. 1	10	LIST. 6	1
MATCH. 4	7	READ. 2	1
READ. 6	6	READ. 4	1
RYHME	5	DICTION. 2	1
THEOR. ASP. 1	5	GAME 1	1
PROD. 2	4	THEOR. ASP. 2	1
FILL IN. 2	4		
SONG	3	POEM 1	1
LIST. 10	2	MEMOR.	1
PHON. TRANS. 2	2		

Table 207: Total number of activities of each format-type found in the textbooks from group 1

It is clear from the aforementioned results that the few pronunciation tasks present in these textbooks follow a repetitive format, with a clear absence of more-entertaining activities to improve one´s pronunciation (as well as one´s ability to speak, listen, read…) like songs, role-plays, games or tongue twisters. As explained in sections 2.2.2.2.1 and 2.2.1.2.3, songs and games are resources students of all ages are exposed to outside the classroom and they can be used to focus on all types of language skills, including pronunciation. Moreover, tongue twisters are one of the few traditional materials available for teaching pronunciation that bring fun to the class.

Furthermore, generally speaking, it seems that emphasis is placed a lot more on listening than on speaking since four of the most common types of activity-formats found imply listening (listen and repeat, listen and underline/discriminate/mark, listen and check and simple listening); moreover, quite a high number of both segmental and suprasegmental discriminations were encountered (tasks in which the students have to differentiate between sounds or stress/intonational patterns, commonly identifying the odd word/sentence out); hence, once again, these textbooks give the impression that understanding native or non-native speakers of English is more important than learning how to actually pronounce English, that is, producing oral language. More specifically,

as can be seen in Figure 112 below, (as well as in Tables 208 and 209), most of the books include both receptive and productive skills. However, the vast majority of the productive types of activities simply entail repetition, generally after some type of input, such as a recording, in which students have to listen to some words or sentences (receptive skill) and afterwards repeat them (production). In contrast, there are very few instances of exercises that actually imply free production (students telling anecdotes, jokes or stories, thinking of words which contain a particular sound or pattern, discussing topics, competing against each other whilst playing games, etc. Similarly, most of the tasks recorded in the workbooks represented receptive types of tasks rather than controlled or free productive types; more particularly, both receptive and productive tasks were registered in three of the workbooks whereas in two of the remaining workbooks the activities proposed entailed exclusively receptive skills and in the last two, instances of both receptive and productive pronunciation exercises were found although the former type of activities were clearly more frequent.

Figure 112: Group 1 textbooks classified according to whether the pronunciation activities included in them imply receptive and/or productive skills
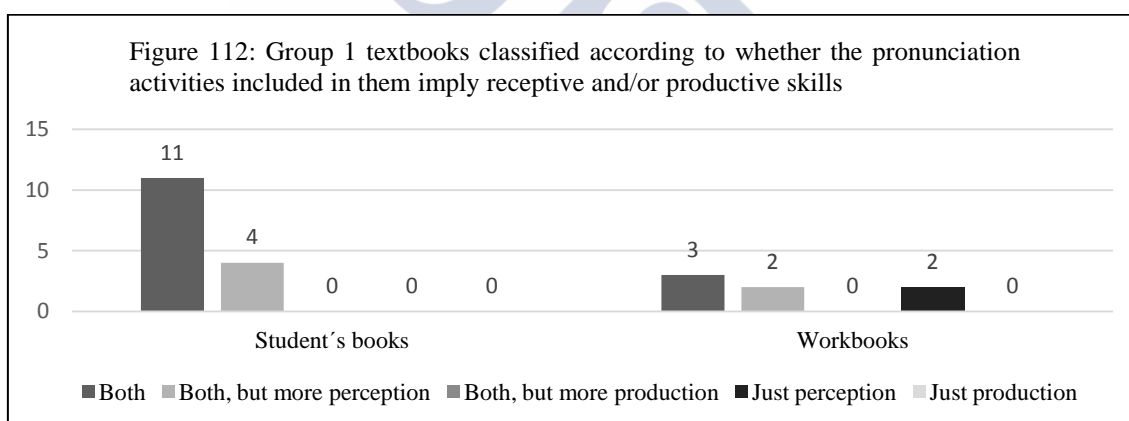
It seems clear that in order to pronounce English correctly (or in any other language), one needs to both perceive and produce the most important sounds of English as well as stress and intonational patterns in an intelligible way; however I have observed that the pronunciation activities found in obligatory and post-obligatory education EFL textbooks favour more receptive-like activities. Furthermore, there is a (complete) lack of activities in which the learners are expected to produce spoken language freely to practise their pronunciation skills since most of the times they are given the target model to be imitated and are simply expected to repeat the correct pronunciation after listening to their EFL teacher or a recording. Of course, receptive skills are also important to understand better both native and non-native speakers of

English but the learner´s ability to communicate orally with others (thus, produce language) is as important as understanding other speakers or even more and the EFL textbooks analysed fail to encourage students to produce spoken language.

As a consequence of the highly receptive-based pronunciation tasks discussed above, it is not surprising that most of the pronunciation activities and exercises recorded in all of the course books and some workbooks are regarded as part of the listening skill, that is, in the majority of the aforementioned tasks, the learners are expected to listen to a model and afterwards repeat what they have just heard, marking/underlining/discriminating certain patterns or sounds or checking their answers after the recording has finished. Moreover, due to the clearly repetitive format of the majority of the pronunciation tasks registered, it is not surprising that the speaking skill is also emphasized at the same time as pronunciation in all of the textbooks and in in four of the workbooks analysed; this is due to the fact that, as mentioned above, students are very frequently expected to listen to particular words or sentences and afterwards repeat them aloud, In my view, oral production or it would be better to say, oral repetition, will not always help them improve their pronunciation. As explained in section 7.4.1.2, there are cases in which an EFL teacher may need to explain an English sound or suprasegmental pattern in isolation but, generally speaking, the teaching of pronunciation should be integrated within other language areas and skills, not as something in isolation. Students need to produce as much oral language as possible in situations in which they will probably have to use English; this means that they need to use the language in context and the majority of activities registered in my data (simple repetitions of random words that may be useful to the students or not) fail to fulfil this requirement and, consequently, in the long run, they will also fail to help Spanish students improve their pronunciation.

Figure 113: Integration of pronunciation activities within other language areas in group 1 textbooks

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total number of activities	First count	30	19	19	38	18	6	18	18	18	18	17	24	15	20	22
	Second count	47	21	23	63	26	7	30	23	21	21	27	26	20	35	32
Scale followed		Quite a lot	A few	A few	A lot	A few	H.A	A few	A few	A few	A few	A few	A few	H.A	A few	A few
Perception or production activities		PER. + PRO.	PER. + PRO.	PER. + PRO.	PER. + PRO.	PER. + PRO.	More PER.	PER. + PRO.	PER. + PRO.	PER. + PRO.	More PER.	PER. + PRO.	More PER.	PER. + PRO.	More PER.	PER. + PRO.
Average number of activities/unit		3.91	2.3	2.55	3.93	2.16	0.58	3.33	2.875	2.33	2.33	4.5	4.3	3.33	5.82	5.33
Integration		LIST. WRI. VOC. SP.	LIST. SP. VOC.	SP. LIST. REA.	SP. LIST. REA. WRI.	LIST. SP. WRI. GR. VOC.	LIST. SP.	LIST. SP. WRI.	LIST. SP. WRI.	LIST. SP.	LIST. SP.	LIST. SP. WRI. REA.	LIST. REA. SP.	LIST. SP. REA.	LIST. SP. REA.	LIST. SP. REA. WRI.

Table 208: Total amount and average number per unit of pronunciation activities, integration within other skills and degree of receptive or productive skills emphasized in the students´ books from group 1

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total number of activities	First count	1	1	2	34	3	0	0	0	0	0	0	13	12	0	0
	Second count	1	1	4	74	3	0	0	0	0	0	0	22	15	0	0
Scale followed		H.A	H.A	H.A	A lot	H.A	None	None	None	None	None	None	A few	H.A	None	None
Perception or production activities		PER. + PRO.	PER.	PER. + PRO.	PER. + PRO.	More PER.	---------	---------	---------	---------	---------	---------	PER.	More PER.	--------	--------
Average number of activities/unit		0.083	0.1	0.4	4.62	0.25	0	0	0	0	0	0	3.6	2.5	0	0
Integration		SP. REA. WRI.	GR.	LIST. SP. REA.	LIST. SP. REA. WRI.	WRI.	--------	--------	--------	--------	--------	--------	REA. LIST.	LIST. SP	--------	---------

Table 209: Total amount and average number per unit of pronunciation activities, integration within other skills and degree of receptive or productive skills emphasized in the workbooks from group 1

7.4.1.4. Tips and/or theoretical explanations

Forty-four examples of tips or theoretical explanations were found on pronunciation features, half of them in the student books and the other half in the workbooks, therefore, an average of 2.93 per book (if one considers both the student books and the corresponding workbooks at the same time, i.e. by dividing 44 into 15) or 1.46 (by considering each student book and each workbook separately and dividing 44 into 30). To demonstrate that this figure is really low in comparison to the number of tips included in EFL textbooks for grammatical, lexical or written language skills, I will once again count the total number of tips that can be encountered in a few main units of two of the textbooks under analysis for each language skill. On this occasion, I have decided to consider only the presence or absence of tips/theoretical explanations in two student´s books (particularly numbers 5 and 15), omitting the workbooks from this small survey since throughout the months I spent thoroughly analysing the different course books, I encountered that, generally speaking, theoretical indications or pieces of advice are much more frequent in student's books than in their corresponding workbooks. As shown in Tables 210 and 211, the highest number of tips/explanations in both of these textbooks is by far for learning grammar, particularly 14 and 16. Furthermore, some of the main units within textbook number 15 also contain writing sections with quite a few tips or explanations in them. Although no tips/explanations were recorded in reading, listening or speaking sections in the units analysed in Tables 210 and 211, I found that most of them do include some explanations so as to help students improve their reading or spoken skills or their knowledge of English vocabulary; nevertheless, there were more examples of theoretical explanations on grammatical points than for any of these skills. Finally, concerning pronunciation, no instances of tips/explanations were registered for the units analysed in textbooks numbers 5 and 15.

Hence, from the aforementioned results, it is once again clear that textbooks addressed to Spanish EFL learners present grammar as the most important language area; in fact, these teaching materials are full of examples of theoretical explanations, tips, aspects to remember, exception to rules... for students to learn: how to use and form verb tenses, modal verbs, reported speech processes, passive voice, etc); however, as will be specified in more detail below, I did not find many tips to help Spanish students learn and overcome their problems with English sounds: rules on how to

pronounce final *–ed* endings in the past simple and past participle forms of regular verbs, a guide to pronouncing initial consonantal clusters without placing an epenthetic vowel in first position (a common mistake made by Spanish students as explained in section 3.2.1.5), when to pronounce a word with schwa (in the vast majority of unstressed syllables) or steps to identify and in the long run produce typical English rising and falling intonation patterns.

	VOC.	GR.	REA.	LIST.	PRON.	WRI.	SP.
Main unit 1	2	5	0	0	0	0	0
Main unit 2	0	5	0	0	0	1	0
Main unit 3	0	4	0	0	0	0	0
Total	**2**	**14**	**0**	**0**	**0**	**1**	**0**

Table 210: Total number of theoretical explanations/tips encountered in textbook number 5, *Team Up 1!,* for the different language areas

	VOC.	GR.	REA.	LIST.	PRON.	WRI.	SP.
Main unit 1	0	2	0	0	0	4	0
Main unit 2	0	6	0	0	0	0	0
Main unit 3	0	8	0	0	0	6	0
Total	**0**	**16**	**0**	**0**	**0**	**10**	**0**

Table 211: Total number of theoretical explanations/tips encountered in textbook number 15, *Stand Out 2,* for the different language areas

As with the activity-type criterion analysed above, in section 7.4.1.3, some instances of tips/theoretical explanations were found in these fifteen textbooks and fifteen workbooks for both segmental and suprasegmental issues, specifically 27 on segmental pronunciation features and 17 on suprasegmental pronunciation aspects. Within the segmental tips/explanations, most importance was given to silent letters and the past tense regular *–ed* endings whereas emphasis was especially placed on three suprasegmental features: word stress, weak forms and intonation. In section 9.1.7, I will compare these results to the actual problems Spanish learners have with English pronunciation (as outlined in sections 5.3 and 5.4) so as to identify whether the EFL textbooks surveyed include tips/explanations to help Spanish students improve their pronunciation in the areas they have more problems with or these tips rather represent general tips that are not adapted to the Spanish learners´ needs. For a more detailed analysis of the tips found in each course book and workbook, see Appendix 7O.

Segmental		Suprasegmental	
Dictionary skills	1	Sentence stress	1
/eə/	1	Word stress	7
Past simple regular tense endings	5	Intonation	4
Phonetic symbols	1	Weak forms	5
/iː/	1	**Total**	**17**
Silent letters	7		
/əʊ/	1		
Plurals /s, z/	1		
/ŋ/ ending	1		
/ə/	2		
/v, z/	1		
/ɪ/	1		
Gonna	1		
/j, w/	1		
/b, v/	1		
Contractions	1		
Total	**27**		

Table 212: Total number of segmental and suprasegmental aspects found in group 1 textbooks; specific aspects registered

7.4.2. Group 2: University, Spanish Official School of Languages and Modern Language Centre textbooks

As discussed in section 7.2.1, the fifteen course books and their corresponding workbooks analysed in this group were representative of three major EFL levels of proficiency, namely *intermediate, upper-intermediate* and *advanced*. Although the Spanish Official School of Languages, the Modern Language Centre and the Faculty of Philology (where the classes within the BA in English Language and Literature are taught) are separate and independent institutions, some of the textbooks used in these centres coincide and for that reason I decided to analyse the textbooks used in each of these three centres as one large group, i.e. group 2. As also explained in the aforementioned section, I chose these three proficiency levels since they are the ones university students enrolled in the four-year BA in English Language and Literature at the University of Santiago de Compostela are expected to reach in their specific EFL modules (*Lengua Inglesa 1, Lengua Inglesa 2, Lengua Inglesa 3* – English Language 1, English Language 2, English Language 3) and these proficiency levels are also aimed at by students both in the Spanish Official School of Languages and the Modern Language Centre at the University of Santiago de Compostela.

7.4.2.1.   Presence of pronunciation

7.4.2.1.1.   General presence of pronunciation

To begin with, in most of these textbooks (more specifically in eight of them), the general tendency was for pronunciation to be present between once and twice in more than half of the main units of these textbooks, i.e, *sometimes* in my classification scale (see section 7.3.2.2.1). However, in some of the aforementioned eight textbooks (for example, in textbook number 21, *Global Upper-Intermediate*), I also found some main units in which more than two pronunciation sections were present and thus, according to my scale, pronunciation would be present either *to a certain extent* or *a lot* in those units; however, in order to be systematic and avoid assigning more than one scale to some textbooks, I decided to only take into account the scale that best represented the general presence of pronunciation as a whole. In other words, it is true that some of the main units in student´s book number 21 contained between three and four pronunciation sections but in more than half of those units, that is, in the majority of them, only one or two pronunciation sections were registered and, as a result, this textbook was considered to include pronunciation *on some occasions*. Moreover, in four students´ books (particularly numbers 18, 23, 25 and 29 – see Appendix 7A), more than two sections devoted to pronunciation in each main unit were recorded.

Figure 114: General presence of pronunciation in group 2 textbooks according to the scale followed
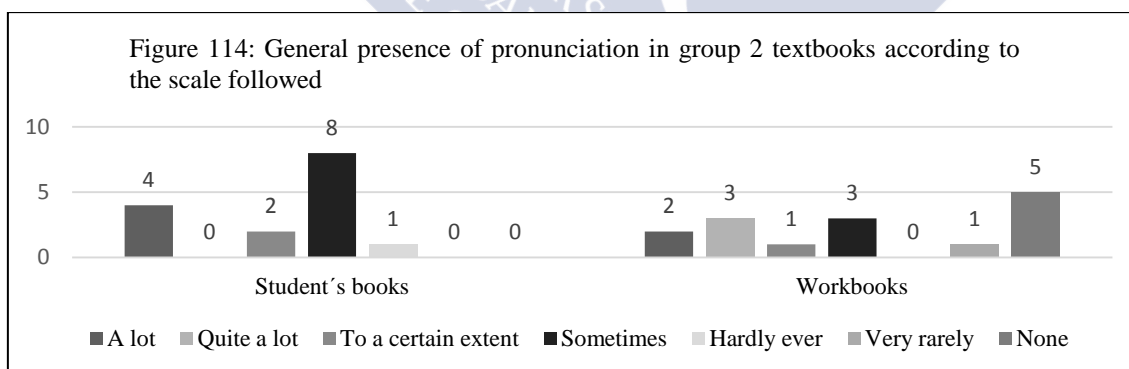
As regards the corresponding workbooks, the presence of pronunciation was quite inferior since a third of them did not contain one single section in which pronunciation was emphasized and the students were not expected to put into practise the pronunciation aspects they had learnt throughout the main textbook units. This disregard for pronunciation may give the impression that students do not need to practise any further or revise the contents they have learnt on pronunciation throughout

the course book main units. However, in nine of the remaining workbooks, pronunciation was actually present; this degree of general presence ranged from once to twice in each main unit (*sometimes* on the scale used) to *a lot* for those workbooks in which more than two pronunciation sections were present in each main unit (cf. Figure 114 above and Table 213).

Hence, according to this first criterion, it seems that the importance given to pronunciation varies from one textbook to another in the sense that it is considered a crucial language aspect in some textbooks, number 18, 23 and 29 (in which there are between one and four pronunciation sections per main unit, both in the students´ books and the workbooks) whereas in others attention is only paid to pronunciation in some of the main units of the course books and it fails to be present in the corresponding workbooks (for example, textbooks numbers 20, 24, 25, 28). Finally, the case of textbook 27, *Language Leader Advanced* (2010) deserves a special mention since the role of pronunciation in this textbook is completely different from the importance given to this language aspect in the remaining textbooks. I only encountered one single section in the student´s book in which pronunciation was mentioned whereas no sections on pronunciation were registered in the workbook; more particularly, in unit 6 of the course book, the following activity as part of a writing task was found:

> (93) Read the sales leaflet below. Then look up the following words and phrases in your dictionary. Find out as much information as you can about each one, e.g, pronunciation, part of speech, meaning, how it is used (*Language Leader*, 2010: 67).

To conclude, broadly speaking, pronunciation does at least have a role in these textbooks (although the importance given to it in the different textbooks varies a great deal from one to another); throughout the following sections, I will provide further empirical data such as the number of activities per unit, the presence of pronunciation in the table of contents or the presence of pronunciation in isolated sections or rather as integrated within other language areas so as to determine whether this role is adequate and sufficient for Spanish students to learn how to pronounce English correctly English or not.

	Description	Scale followed		Description	Scale followed
Textbook 16: Global Intermediate	Student´s book: Pronunciation is present once or twice in more than half of the main units	Sometimes	**Textbook 24: Straightforward Upper-Intermediate**	Student´s book: Pronunciation is present between once and twice in more than half of the units	Sometimes
	Workbook: Pronunciation is present in 1 or 2 occasions in more than half of the main units. There are no pronunciation sections in unit 4	Sometimes		Workbook: Pronunciation is not present at all	None
Textbook 17: English Result Intermediate	Student´s book: Pronunciation appears more than twice in half or more units	To a certain extent	**Textbook 25: Face to face Upper-Intermediate**	Student´s book: In most units, pronunciation is present more than twice	A lot
	Workbook: Pronunciation appears more than twice in half or more units, particularly in eight units	To a certain extent		Workbook: Pronunciation is not present	None
Textbook 18: New English File Intermediate	Student´s book: Pronunciation appears in at least three section per main unit and also in the revision within main units sections	A lot	**Textbook 26: Speakout Advanced**	Student´s book: Pronunciation is present between once and twice in more than half of the units	Sometimes
	Workbook: There are between 3 and 6 times in every main unit	A lot		Workbook: Pronunciation is only present twice in two units and once in two other units	Very rarely
Textbook 19: English Unlimited Intermediate	Students´ book: Pronunciation is present once or twice in more than half of the main units	Sometimes	**Textbook 27: Language Leader Advanced**	Student´s book: Pronunciation only appears once in one main unit	Hardly ever
	Workbook: Pronunciation sections are present between once or twice in every main unit	Quite a lot		Workbook: Pronunciation is not present	None
Textbook 20: Face to face Intermediate	Student´s book: Pronunciation appears more than twice in half or more units	To a certain extent	**Textbook 28: Straightforward Advanced**	Student´s book: Pronunciation is present once and twice in more than half of the units	Sometimes
	Workbook: Pronunciation is not present at all	None		Workbook: Pronunciation is not present at all	None
Textbook 21: Global Upper-Intermediate	Student´s book: Pronunciation is present between once or twice in more than half of the units; in a few units, three or four sections	Sometimes	**Textbook 29: New English file Advanced**	Student´s book: There are around three pronunciation sections in every main unit	A lot
	Workbook: Pronunciation is present between one and 2 occasions in more than half of the units; in one unit, three sections	Sometimes		Workbook: There are around three pronunciation sections in every main unit	A lot
Textbook 22: Language leader Upper-Intermediate	Student´s book: Pronunciation is present between once and twice in more than half of the units	Sometimes	**Textbook 30: New headway Advanced**	Student´s book: Pronunciation is present once in more than half of the units, particularly eight main units	Sometimes
	Workbook: Pronunciation appears between 1 and 2 occasions in more than half of the units	Sometimes		Workbook: Pronunciation sections are present once and twice in every main unit	Quite a lot
Textbook 23: Speakout Upper-Intermediate	Student´s book: Pronunciation appears in three or four sections in every unit	A lot			
	Workbook: Pronunciation is present between once and twice in every unit	Quite a lot			

Table 213: General presence of pronunciation in group 2 textbooks

7.4.2.1.2. Specific presence of pronunciation

As can be seen in Table 214 below, pronunciation is present in the table of contents´ section of the majority of these textbooks (once again, I will only consider the presence or absence of pronunciation and other language areas in the student´s books since the workbooks tend to list the names of the units to be covered instead of the language aspects to be worked on in each main unit – see Appendix 7D for some examples). More specifically, pronunciation was present as a main component in the table of contents of ten out of the fifteen textbooks analysed. In six of these textbooks (namely numbers 17, 18, 23, 24, 26 and 29), pronunciation appears on its own whereas in textbooks numbers 16, 21, 22 and 28, pronunciation aspects are outlined together with the speaking skill. In textbook number 19, *English Result Intermediate*, pronunciation was indirectly present in the sense that it was not one of the main components but the contents of the different pronunciation features to be learnt throughout the units were listed within one of the main components of the table of contents, *language*, together with vocabulary and grammar (see Appendix 7D for some examples of table of contents sections). Finally, pronunciation did not appear directly or in any indirect way in textbooks 20, 25, 27 and 30. For the whole list of language components present in each of the course books analysed, see Appendix 7H.

As regards the presence of pronunciation in the different types of units distinguished, the following results were obtained:

1) Only two course books, numbers 23 and 26 include an introductory unit and pronunciation is present in both of them. These two textbooks, which belong to the *Speak out* series, contain a page called *Lead-in* in which a few grammatical aspects are revised, together with a few tasks to review lexical items and a section on pronunciation for students to remember how to pronounce and distinguish between certain vowels and diphthongs;

2) As would be expected, all the textbooks as well as their corresponding workbooks are based on a number of main units in which the different tasks are outlined. Pronunciation is either directly or indirectly present in all or in some of the main units in all of the course books; however, only eleven of the fifteen workbooks analysed contain sections for students to practise further the sounds, patterns... learnt throughout the student´s books. As can

be seen in Table 213 above, on some occasions, pronunciation sections were found in every main unit of a workbook (for example, in workbooks 18, 19 or 23) whereas in others, about half of the main units contained sections on pronunciation (workbooks 16, 17, 21 or 22, for instance). Finally, no pronunciation sections were registered in workbooks 20, 24, 25, 27 and 28;

3) A total of eleven course books included some type of revision/test units at the end of some main units (either at the end of each main unit or after a group of main units); however, tasks to revise pronunciation features were only found in three of these textbooks revision within main unit sections. Moreover, very few workbooks contained this type of revision units (I only found examples in workbooks 23 and 26, once again, the two textbooks analysed within the *Speakout* series) and pronunciation was not considered in any of these revision sections; and,

4) Finally, all of the course books and a third of the workbooks contained some type of revision sections at the end of the book in order to revise certain parts of the syllabus. Once again, the attention paid to pronunciation in these sections is minimum since only the student book, number 19 to be exact, included a long section at the end in which pronunciation sections as well as many theoretical explanations appeared; similarly, only workbook number 17 contained a few pages at the end to review pronunciation. Appendix 7J includes tables with the specific types of units found in each student book and each workbook.

Figure 115: Types of units present in group 2 course books and worbooks

Figure 116: Types of units in which pronunciation is present in group 2 course books and workbooks

	Presence or absence		Presence or absence
Textbook number 16: *Global Intermediate*	Present as a main component, together with speaking	**Textbook number 24:** *Straightforward Upper-Intermediate*	Present as a main component, on its own
Textbook number 17: *English result Intermediate*	Present as a main component, on its own	**Textbook number 25:** *Face to face Upper-Intermediate*	No
Textbook number 18: *New English File Intermediate*	Present as a main component, on its own	**Textbook number 26:** *Speakout Advanced*	Present as a main component, on its own
Textbook number 19: *English Unlimited Intermediate*	Not present as a main component. It indirectly appears within the language component, together with vocabulary and grammar	**Textbook number 27:** Language *Leader Advanced*	No
Textbook number 20: *Face to face Intermediate*	No	**Textbook number 28:** *Straightforward Advanced*	Present as a main component, together with speaking
Textbook number 21: *Global Upper-Intermediate*	Present as a main component, together with speaking	**Textbook number 29:** *New English File Advanced*	Present as a main component, on its own
Textbook number 22: *Language leader Upper-Intermediate*	Present as a main component, together with speaking	**Textbook number 30:** *New Headway Advanced*	No
Textbook number 23: *Speakout Upper-Intermediate*	Present as a main component, on its own		

Table 214: Presence of pronunciation in the table of contents in the textbooks from group 2

To conclude, there is a tendency for pronunciation to be present in the majority of the main units of these course books and in most of the main units in the workbooks. However, pronunciation is disregarded in the two types of revision units distinguished (revision units between the main units and revision units at the end). In other words, pronunciation seems to be undervalued in comparison to other language skills and areas such as grammar, vocabulary, reading or writing in the sense that sections on the latter skills are commonly found in these textbooks in both the revision within main units and the revision sections at the end of the textbooks after all the main units; pronunciation, however, is rarely present in these book sections. It seems from these results that students are expected to receive enough practise on pronunciation in the main units of the course book and these aspects do not need to be revised in any way throughout the different units or at the end of the course.

In addition, my results seem to suggest that pronunciation is considered a rather important language area in the main units of the workbooks analysed since it appears in some of the main units of eleven of the activity books selected and, as expected, , most of the pronunciation aspects outlined in the workbooks coincide with the same features studied in the student books; in other words, if, for instance, units 1 and 2 of a certain course book focused on the distinctions between /æ/ versus /ʌ/ and stress on compounds, respectively, the sections found in main units 1 and 2 in the workbooks would most likely entail more tasks and/or theoretical explanations/tips to have additional practise on the distinctions between the aforementioned vowels and activities related to placing stress on compound words. However, I observed that while other language areas, grammar in particular, generally received high attention, pronunciation was mainly disregarded. This will be discussed in further detail in sections 7.4.2.3 and 7.4.2.4 when I compare the number of tasks and theoretical explanations found in a few textbooks for each language skill (speaking, listening, reading, writing) and language areas (grammar, vocabulary, pronunciation and culture), just as I did above for group 1 textbooks in sections 7.4.1.3 and 7.4.1.4).

7.4.2.2. Sections

As can be seen in Figure 117 and Table 215, more than fifteen pronunciation sections in most of the course books and in seven workbooks were identified. More particularly, all of the student´s books contained a number of sections for students to work on their

pronunciation skills ranging from one to five pronunciation sections to more than fifteen sections in the majority of them (for instance, in course books books numbers 16, 17, 18, 19, 20 or 21). The results registered in the workbooks were a lot more varied since seven of them contained over fifteen sections on pronunciation whereas five others did not contain a single section for students to practise this language area.

Consequently, the average number of pronunciation sections in each course book and workbook also varies quite a lot. Since the majority of the student's books contained more than fifteen and up to around forty sections on pronunciation (numbers 20 and 25, for instance), it is not surprising that the average number of sections per unit is also very high; nevertheless, as can be seen in Figure 118, four course books contained only an average of between 0.51 and 1 pronunciation sections per main unit. There is a wider variety in the results obtained in the workbooks since once again, I found four workbooks in which there was an average of over two pronunciation sections per main unit (workbooks numbers 17, 18, 23 and 29) whereas in another five activity books the average number of pronunciation section was below 0.5, i.e. not even one section in every unit.

As also explained in section 7.4.1.2, some of these textbooks also contained lists of words studied throughout the different main units and these words had been phonetically transcribed together with a list of the vocalic and consonantal sounds and phonetic symbols used in English and, on some occasions, a few notes on word stress and/or intonation; nevertheless, none of these sections contained actual tasks for students to work on their pronunciation; and therefore, I did not take them into consideration when calculating the average number of pronunciation sections per main unit although I included two separate columns in Table 215, one which shows the number of pronunciation sections registered in each student´s book and workbook, without taking into account the lists of transcribed words or instances of lists of words containing certain sounds, and the other one that does include these more theoretical-type of sections. Hence, for instance, the average number of pronunciation sections per unit in book number 16, *Global Intermediate* was calculated by dividing 19 (number of pronunciation sections found without counting theoretical sections or lists) into 10 (the total number of main units the book); this gave me an average of 1.9 pronunciation sections per main unit in this book.

Before moving on to the next criterion, I would like to mention briefly that I found surprising that some workbooks contained more pronunciation sections than their corresponding course book did, this applies in particular to workbooks 17 or 29. This is interesting since, as mentioned several times throughout this chapter, workbooks are normally reserved for practical tasks so that students can practise in more detail the contents they have learnt throughout the different main units in their course books; consequently, the workbooks are very often shorter than the student´s books and thus it is striking to find that in some of the textbooks used at university/the Spanish Official School of Languages/Modern Language Centre, the actual workbooks focus more on pronunciation; in other words, one could say that pronunciation is regarded as an important language area in some workbooks, a language area which definitely requires a lot of practice.

Figure 117: Group 2 course books and workbooks classified according to the total number of pronunciation sections present

Figure 118: Group 2 course books and workbooks classified according to the average number of pronunciation sections per unit present
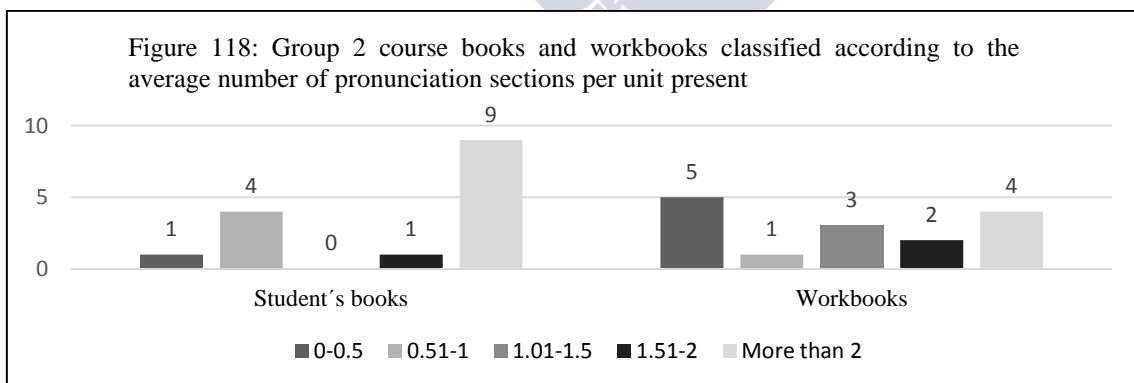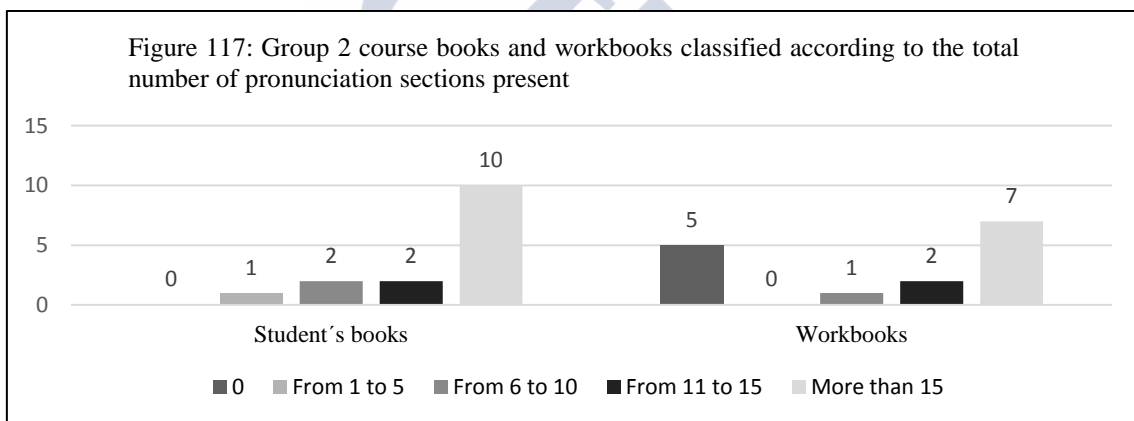
		Number of units	Number of sections (without theoretical sections)	Number of sections (with theoretical sections)	Average number of sections per unit
Textbook number 16: *Global Intermediate*	**Student´s book**	10	19	19	1.9
	Workbook	10	16	16	1.6
Textbook number 17: *English Result Intermediate*	**Student´s book**	12	34	36	2.83
	Workbook	12	46	46	3.83
Textbook number 18: *New English File Intermediate*	**Student´s book**	7	29	32	4.14
	Workbook	7	25	31	3.57
Textbook number 19: *English Unlimited Intermediate*	**Student´s book**	14	32	55	2.29
	Workbook	14	20	20	1.43
Textbook number 20: *Face to Face Intermediate*	**Student´s book**	12	44	44	3.67
	Workbook	12	0	0	0
Textbook number 21: *Global Upper-Intermediate*	**Student´s book**	10	22	24	2.2
	Workbook	10	13	13	1.3
Textbook number 22: *Language Leader Upper-Intermediate*	**Student´s book**	12	9	9	0.75
	Workbook	12	22	22	1.83
Textbook number 23: *Speakout Upper-Intermediate*	**Student´s book**	10	34	36	3.4
	Workbook	10	23	23	2.3
Textbook number 24: *Straightforward Upper-Intermediate*	**Student´s book**	12	12	24	1
	Workbook	12	0	0	0
Textbook number 25: *Face to Face Upper-Intermediate*	**Student´s book**	12	40	45	3.33
	Workbook	12	0	0	0
Textbook number 26: *Speakout Advanced*	**Student´s book**	10	23	25	2.3
	Workbook	10	6	6	0.6
Textbook number 27: *Language Leader Advanced*	**Student´s book**	12	1	1	0.08
	Workbook	12	0	0	0
Textbook number 28: *Straightforward Advanced*	**Student´s book**	12	9	22	0.75
	Workbook	12	0	0	0
Textbook number 29: *New English File Advanced*	**Student´s book**	7	25	32	3.57
	Workbook	7	28	28	4
Textbook number 30: *New Headway Advanced*	**Student´s book**	12	11	12	0.916
	Workbook	12	13	13	1.08

Table 215: Total number of pronunciation sections and average number of pronunciation sections per main unit in group 2 course books and workbooks

Moving on now to the next point, the presence of pronunciation in isolated sections or integrated with other language skills sections such as speaking, grammar or vocabulary. As shown in Table 216 below, pronunciation was present in both isolated sections and integrated with other language areas in six of the textbooks, although the number of integrated pronunciation sections was higher than those registered as isolated. Moreover, pronunciation was *fully integrated* in an extra group of four books

and predominantly isolated in another four. In contrast, I found instances of both isolated and integrated pronunciation sections in six out of the ten workbooks in which pronunciation sections were registered (as mentioned above, in section 7.4.2.1, no pronunciation sections were found in workbooks numbers 20, 24, 25, 27 and 28) but most of these sections were isolated-based. Hence, broadly speaking, it could be said that whilst Intermediate, Upper-intermediate and Advanced course books tend to present pronunciation as a language area to be taught together with vocabulary, reading, grammar or speaking, workbooks at these proficiency levels prefer to isolate the practising of pronunciation, this could be done to make sure students are aware of the importance of pronunciation practice. I found it surprising that in some textbooks the patterns followed to present pronunciation were completely different from those included in the workbooks. Thus, most of the pronunciation sections present in course book number 16 are integrated (with some instances of isolated sections as well) whereas the sections in the workbook are *fully isolated*; similarly, textbook number 30 contains fully integrated sections whereas most of the sections encountered in the workbooks follow an isolated pattern. For reasons of space, I included only the general way pronunciation is present in each of these textbooks; for more detailed information regarding the skills and other language areas pronunciation is integrated with, see Appendix 7P.

Figure 119: Group 2 course books and workbooks classified according to the degree of isolation or integration within sections of other language areas

		Fully integrated	Fully isolated	Combined-integrated favoured	Combined-isolated favoured
Textbook number 16: *Global Intermediate*	SB			✓	
	WB		✓		
Textbook number 17: *English Result Intermediate*	SB			✓	
	WB				✓
Textbook number 18: *New English File Intermediate*	SB				✓
	WB				✓
Textbook number 19: *English Unlimited Intermediate*	SB			✓	
	WB				✓
Textbook number 20: *Face to Face Intermediate*	SB	✓			
	WB	-------------	--------------	-------------	---------------
Textbook number 21: *Global Upper-Intermediate*	SB			✓	
	WB		✓		
Textbook number 22: *Language Leader Upper-Intermediate*	SB				✓
	WB				✓
Textbook number 23: *Speakout Upper-Intermediate*	SB			✓	
	WB	✓			
Textbook number 24: *Straightforward Upper-Intermediate*	SB		✓		
	WB	----------	-----------	----------	----------
Textbook number 25: *Face to Face Upper-Intermediate*	SB	✓			
	WB	-------	----------	----------	---------
Textbook number 26: *Speakout Advanced*	SB			✓	
	WB			✓	
Textbook number 27: *Language Leader Advanced*	SB	✓			
	WB	-------------	----------------	--------------	--------------
Textbook number 28: *Straightforward Advanced*	SB				✓
	WB	------------	----------------	--------------	-------------
Textbook number 29: *New English File Advanced*	SB				✓
	WB				✓
Textbook number 30: *New Headway Advanced*	SB	✓			
	WB				✓
Total:		**5 (4 SB, 1 WB)**	**3 (1 SB, 2 WB)**	**7 (6 SB, 1 WB)**	**10 (4 SB, 6 WB)**

Table 216: Integration or isolation of pronunciation section in the textbooks from group 2

The last criterion to discuss in this section is the specific segmental and suprasegmental features present in these textbooks so as to help students improve their

pronunciation. Generally speaking, both segmental and suprasegmental issues are taken into consideration in these textbooks; however, I found that suprasegmental aspects are regarded as highly more important in these textbooks than segmental features; as shown in Table 217 below, the five most-productive pronunciation features were of a suprasegmental nature.

More specifically, I encountered over a hundred sections to practise word stress and sentence stress patterns in these textbooks, followed by seventy sections that emphasized intonation, fifty-seven for weak forms and thirty-eight on connected speech processes such as linking.

As regards segmental issues, attention is paid both to vowels and consonants although from Table 217 below, it could be inferred that more importance is given to vowels and diphthongs than to consonants (for instance, I identified 28 sections for students to practise /ɪ/, 21 for schwa, 18 for the vowels /iː, ʌ, aɪ/, 16 for /ɔː/ and 15 for /uː, eɪ/ whereas only 12 were registered for /k/, 11 for /ʤ, ʧ/ and 10 for /t/). In addition, very little attention is paid to the distinctions between /b-v/, /f-v/ or /θ-ð/ and to consonants such as /l, j, w, r, ʒ, h/ and no sections were found on English nasals or on the plosive sound /p/ consonants.

In section 9.1.7, I will compare the pronunciation features present in the different textbooks to the actual difficulties Spanish learners of English tend to have with pronunciation according to previous studies as well as according to my own pilot study outlined in chapter 5; I will hence discuss whether these textbooks currently used in the different EFL modules within the BA in English Language and Literature at the University of Santiago de Compostela and at the Intermediate, Upper-intermediate and Advanced proficiency levels of the Spanish Official School of Languages and the Modern Language Centre at the University of Santiago de Compostela are adapted to Spanish students´ needs and problems regarding English pronunciation. I will also briefly compare these results to the recommendations suggested in the Lingua Franca Core (cf. section 3.3 for more information) in order to reflect on whether these textbooks address features that are not completely necessary when communicating in English, i.e. they do not affect intelligibility. Nevertheless, at this stage I am already in a position to advance that these textbooks pay a lot more attention to suprasegmental aspects such as stress and intonation whilst sections on particular vowels and

consonants Spanish students tend to have problems with are not frequent in these textbooks, including the practising of initial consonant clusters, the aspiration of /p, t, k/ or the correct pronunciation of /ʒ, ð, ʤ/.

Finally, Table 218 shows the total number of suprasegmental and segmental sections found in group 2 student´s books and workbooks (for a more detailed description, see Appendix 7M). Surprisingly, on some occasions, I identified more sections for specific features in the activity books than in the corresponding course books, that is the case, for instance, for /aː, ɪ, aɪ, eɪ/. This finding is somewhat surprising since as mentioned in the previous subsection, course books, broadly speaking, tend to be much longer than the workbooks and the latter are normally reserved for further practise on the contents dealt with in the student´s books. However, I recorded a few instances in which the workbooks offered more practise on certain aspects than the actual course books did and they could thus be considered as exceptions to the general rule.

Total number of sections	Segmental and suprasegmental features
More than 100 sections	Word stress, sentence stress (105)
Between 80 and 99 sections	----------
Between 60 and 79 sections	Intonation (70)
Between 40 and 59 sections	Weak forms (57)
Between 20 and 39 sections	Connected speech processes (38), /ɪ/ (28), /ə/, rhythm (21)
Between 1 and 19	/iː, ʌ, aɪ/ (18), /ɔː/ (16), /uː, eɪ/ (15), /aː, s/ (14), /əʊ/ (13), /æ, ɜː, k/ (12), /ʤ, ʧ/ (11), /t/ (10), /ʃ/ (9), /e, ɒ, d, g/ (8), /ʊ, aʊ, eə, z/ (7), /r/ (6), /ɪə/, /f, ʒ, Θ, ð, l, j/ (4), /w, v/ (3), /ʊə, h/ (2), /ɔɪ, b/ (1)
0	/m, n, ŋ, p/ (0)

Table 217: Total number of sections for each segmental and suprasegmental aspect in group 2 textbooks

Feature	SB	WB	Total	Feature	SB	WB	Total
Word stress	56	49	105	/d/	4	4	8
Sentence stress	75	30	105	/ɒ/	5	3	8
Intonation	54	16	70	/g/	5	3	8
Weak forms	45	12	57	/ʊ/	6	1	7
Connected speech processes	33	5	38	/aʊ/	4	3	7
/ɪ/	12	16	28	/eə/	4	3	7
/ə/	12	9	21	/z/	5	2	7
Rhythm	16	5	21	/r/	4	2	6
/aɪ/	7	11	18	/ɪə/	3	2	5
/i:/	8	10	18	/f/	4	0	4
/ʌ/	11	7	18	/θ/	3	1	4
/ɔ:/	11	5	16	/ʒ/	3	1	4
/u:/	9	6	15	/ð/	4	0	4
/eɪ/	6	9	15	/l/	3	1	4
/a:/	6	8	14	/j/	1	3	4
/s/	9	5	14	/v/	2	1	3
/əʊ/	6	7	13	/w/	3	0	3
/ɜ:/	5	7	12	/h/	1	1	2
/æ/	6	6	12	/ʊə/	0	2	2
/k/	7	5	12	/b/	0	1	1
/dʒ/	6	5	11	/ɔɪ/	0	1	1
/tʃ/	8	3	11	/m/	0	0	0
/t/	5	5	10	/n/	0	0	0
/ʃ/	4	5	9	/ŋ/	0	0	0
/e/	3	5	8	/p/	0	0	0

Table 218: Segmental and suprasegmental features present in the textbooks from group 2[46]

7.4.2.3. Activities

A total of 778 pronunciation activities in the course books were identified in the first counting system followed (hence, the system dependent on the numbering pattern in each course book; for instance, if a certain pronunciation section had activities numbered 1 to 4, to begin with I counted these activities as four separate pronunciation tasks). Nevertheless, once again, when I started analysing the different tasks in closer detail I realised that many of them implied more than one type of tasks and I thus carried out a second counting system (a system independent of the textbook numbering pattern). After having classified the different tasks according to the second numbering system, the amount of pronunciation tasks recorded in group 2 student´s books rose

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[46] See Appendix 7M for details on other aspects related to pronunciation found in group 2 textbooks such as learning the alphabet, adverbs of frequency, prefixes and suffixes, consonant clusters, homophones or *doncha, didja*.

from 778 to 1,104. Likewise, 297 exercises on pronunciation were recorded in the first counting system in the workbooks and this figure increased to 474 after classifying them according to the second counting pattern. All in all, I came up with a total of 1,578 pronunciation tasks in these fifteen course books and in their corresponding activity books.

The average number of pronunciation tasks per textbook is hence 105.2 if each of the textbooks and workbooks are considered as a unit (this figure is obtained by dividing 1,578 into 15, since 15 textbooks were analysed in this group) and 52.6 if the total number of activities found, that is, a tota1 of 578, is divided into 30, considering each textbook and workbook as separate elements. Of course, as mentioned above, the attention paid to pronunciation in the different textbooks in this group greatly differs on some occasions from one textbook to another (for instance, textbook number 23 included 88 pronunciation tasks and its corresponding workbook an extra 47; book number 27, on the other hand, only contained one single pronunciation task and no exercises were found at all to practise pronunciation in its workbook); however, a general tendency was identified for most Intermediate, Upper-Intermediate and Advanced textbooks and workbooks: most of them contained a high number of pronunciation tasks. Although the figures above may seem high, I will count the number of tasks present for each language area in a few units within two of the textbooks I have analysed (numbers 17 and 23) so as to provide some scientific and empirical data as to whether an average of 105.2 pronunciation tasks per textbook is, in fact, high or it is low in comparison to the number of activities found for practising grammar, vocabulary, listening or reading. As in section 7.4.1.3, I will once again use the first counting system (i.e. activities dependent on the numbering system) since my aim is to identify the role of pronunciation in EFL textbooks addressed to Spanish speakers, not the specific role of each language area. In other words, following my second counting system would entail classifying the type of grammar, vocabulary, listening, reading, writing and speaking activities present within the previously-mentioned two textbooks while the main focus of my dissertation is pronunciation.

As can be inferred from Tables 219-224, pronunciation is not one of the language areas for which more activities are present in these textbooks; generally speaking, there are many vocabulary and grammar tasks in both student's books and workbooks although there are also quite a few activities for each of the four main skills

in the student's books, more particularly, speaking tasks in *Speakout Upper-Intermediate* (see Table 222). On the other hand, the vast majority of the activities found in these workbooks were for students to practise further the vocabulary and grammatical structures learnt in the student's books (cf. Tables 220 and 223). Finally, some reading, writing, listening and pronunciation tasks were present in both activity books whereas speaking seems not to be considered a skill which requires further practice. Thus, in these workbooks there were no tasks on getting students to communicate although they both contain some pronunciation tasks which in one way of another are connected to speaking. However, most of these tasks focused on receptive rather than on productive skills and, hence, most of them do not entail speaking either.

	VOC.	GR.	REA.	LIST.	PRON.	WRI.	SP.
Main unit 1	11	9	10	7	5	14	14
Review unit 1	4	3	0	0	0	0	0
Main unit 2	16	9	12	11	4	9	14
Review unit 2	3	3	0	0	0	0	0
Main unit 3	10	15	6	9	8	12	14
Review unit 3	3	3	0	0	0	0	0
Total	47	42	28	27	17	35	42

Table 219: Total number of activities for each language area in the textbook *English Result Intermediate* (course book)

	VOC.	GR.	REA.	LIST.	PRON.	WRI.	SP.
Main unit 1	11	7	7	3	4	3	0
Main unit 2	7	9	6	3	6	3	0
Main unit 3	9	7	3	2	4	4	0
Total	27	23	16	8	14	10	0

Table 220: Total number of activities for each language area in the textbook *English Result Intermediate* (workbook)

	VOC.	GR.	REA.	LIST.	PRON.	WRI.	SP.
Total	74	65	44	35	31	45	42

Table 221: Total number of activities for each language area in the textbook (course and workbook)

	VOC.	REA.	GR.	LIST.	SP.	PRON.	WRI.
Main unit 1	20	7	16	14	18	6	8
Main unit 2	16	7	15	10	25	5	10
Main unit 3	16	9	10	11	28	2	12
Total	52	23	41	35	71	13	30

Table 222: Total number of activities for each language area in the textbook *Speakout Upper-Intermediate* (course book)

	VOC.	REA.	GR.	LIST.	SP.	PRON.	WRI.
Main unit 1	9	4	7	4	0	1	3
Main unit 2	8	4	8	5	0	0	2
Review and check units 1 and 2	5	0	7	1		3	0
Main unit 3	9	3	6	3	0	3	3
Total	31	11	28	13	0	7	8

Table 223: Total number of activities for each language area in the textbook *Speakout Upper-intermediate* (workbook)

	VOC.	REA.	GR.	LIST.	SP.	PRON.	WRI.
Totals	**83**	**34**	**69**	**48**	**71**	**20**	**38**

Table 224: Total number of activities for each language area in the textbook (course book and workbook)

I identified over 60 pronunciation tasks in the majority of the student´s books after having thoroughly classified each task according to the second counting system, therefore, *a lot* in the scale (cf. section 7.3.2.4). Similarly, *a lot* of pronunciation tasks were also found in five of the workbooks (see Figure 120 below); nevertheless, in another five of them, I did not find any tasks related to pronunciation practice. Thus, it could then be concluded that, broadly speaking, course books addressed to Intermediate, Upper- Intermediate and Advanced level students like the ones analysed here include a high number of tasks so that students can improve their pronunciation; in fact, only two student´s book, numbers 22 and 27 contained fewer than 18 tasks that emphazised this language area; however, the inclusion of many tasks to work further on pronunciation in the workbooks seems to be more a matter of each publishing company since there was a great degree of variety from one workbook: to another some of them contained more than enough activities on pronunciation while others, such as workbooks 20, 24 and 25, did not include any pronunciation tasks at all, giving the impression that pronunciation is undervalued and that, according to the publishing companies responsible for the different course books, students do not need to revise the sounds, combinations of sounds, stress or intonational patterns learnt in their course books, as if only grammatical and lexical aspects are worthy of revision and further practising in the workbooks, together with some tasks on reading or writing.

Figure 120: General presence of pronunciation in group 2 textbooks according to the scale followed
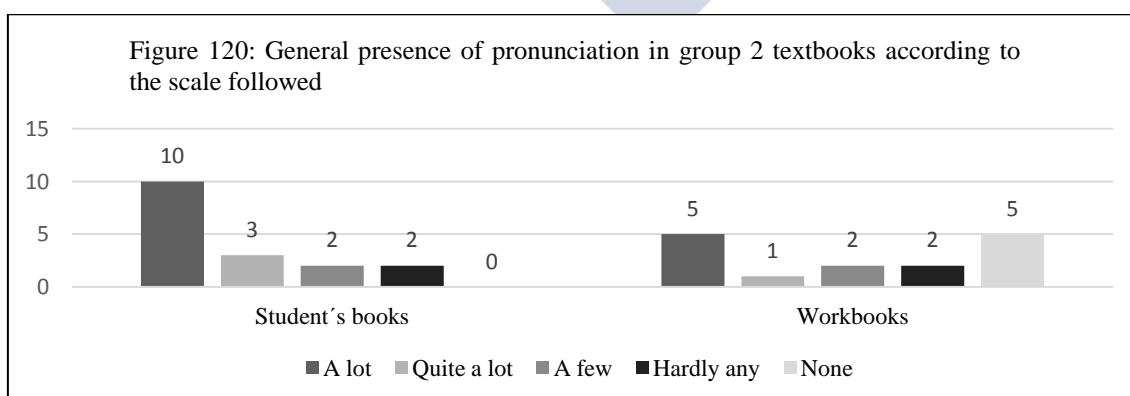
Before moving on to the next point to be considered in this subsection, it is important to mention that although that most of these course books and some of the workbooks contain a high number of pronunciation activities (more particularly, over 60), there are also two other aspects which should be regarded as important as the total number of tasks per textbook:

1) Variability in the format of the different tasks to avoid students from getting bored; likewise, the more engaging and motivating these tasks are, the better; and,

2) As discussed in section 7.4.1.3, pronunciation entails speaking and listening, hence, producing and receiving information since both of these skills are important when learning English pronunciation. Therefore, textbooks should also include activities in which students put into practise their oral productive and receptive skills.

These two aspects will be taken into consideration below, allowing me to further discuss whether there are enough pronunciation tasks present in these textbooks for Spanish students to learn English pronunciation, if these tasks vary in format and whether they imply both producing and receiving oral language.

A total of 51 different types of tasks to work on pronunciation were recorded in these textbooks (student's books and/or workbooks). However, if I follow the same steps as in section 7.4.1.3 with group 1 textbooks, only 14 types of activities can be regarded as being quite productive in these course books since they are the only ones for which more than 25 instances were registered. These activities, which have been ordered in terms of their frequency in Table 225 below, are the following (see Appendix 7F for a description, examples and the corresponding codes given each of the activity types here considered):

1) *Listening type 1*, i.e, listen and repeat, 226 instances were found;

2) *Reading type 1* (reading aloud), 206 examples identified;

3) *Listening type 7* (listen and underline, discriminate or mark), 174 examples registered;

4) *Discrimination type 2* (suprasegmental discriminations), 151 units. Similarly, 113 instances of segmental discriminations (discriminations type 1) and 32

examples of discriminating words, sentences (t*ype 3 discriminations*) were also recorded;

5) *Listening type 2* (listen and check), 140 examples. A further 68 *listening type 3* (simple listening) were also identified;

6) *Matching type 2* (matching words/spellings to sounds/letters/intonational or stress patterns), a total of 51 instances;

7) *Listening type 5* and *productions type 2*, i.e. listen and read and written productions, 38 examples registered;

8) Thirty-four examples of *listening type 6* (listen and write) were found; and,

9) Finally, I identified 28 examples of both oral productions (*production type 1)* and simple checkings.

Furthermore, low productive types of tasks (fewer than 25 instances registered but more than 5) include, for instance, *using the dictionary types 1* and *3, reading type 6, game types 1* and *3, fill in the gaps type* 2 or *replacing.* Finally, non-productive types of tasks (those of which fewer than 5 examples as well as activity types that were not found at all in these textbooks) include *corrections, matching types 3, 4,* and *5, memorisations, listening type 4, interviews, debates* or *songs*, among others. For reasons of space, I only included tables with the total amount of activities registered for each task-type; for detailed information regarding the activity types encountered in each course book and workbook, see Appendix 7N.

Activity type	SB	WB	Total	Activity type	SB	WB	Total
LIST. 1	151	75	**226**	ARRAN. 1	0	0	**0**
LIST. 2	97	43	**140**	ARRAN. 2	2	0	**2**
LIST. 3	64	4	**68**	DICTION. 1	5	14	**19**
LIST. 4	0	0	**0**	DICTION. 2	2	0	**2**
LIST. 5	25	13	**38**	DICTION. 3	5	11	**16**
LIST. 6	24	10	**34**	GAME 1	8	6	**14**
LIST. 7	112	62	**174**	GAME 2	5	0	**5**
LIST. 8	6	0	**6**	GAME 3	12	0	**12**
LIST. 9	4	5	**9**	THEOR. ASP. 1	21	0	**21**
LIST. 10	6	7	**13**	THEOR. ASP. 2	16	0	**16**
READ. 1	147	59	**206**	CORR.	0	1	**1**
READ. 2	5	0	**5**	REPL.	10	1	**11**
READ. 3	0	0	**0**	PHON. TRANS. 1	0	0	**0**
READ. 4	1	0	**1**	PHON. TRANS. 2	3	10	**13**
READ. 5	1	0	**1**	MEMOR.	0	0	**0**
READ. 6	18	1	**19**	TONGUE TWISTER	2	0	**2**
MATCH. 1	0	0	**0**	RHYME	3	1	**4**
MATCH. 2	23	28	**51**	SONG	3	0	**3**
MATCH. 3	4	0	**4**	POEM 1	0	0	**0**
MATCH. 4	2	2	**4**	POEM 2	1	0	**1**
MATCH. 5	2	1	**3**	ROLE PLAY	2	0	**2**
MATCH. 6	0	0	**0**	QUIZ	0	0	**0**
PROD. 1	27	1	**28**	DEB.	1	0	**1**
PROD. 2	34	4	**38**	CHECK.	22	6	**28**
DISCRI. 1	66	47	**113**	TEST.	9	0	**9**
DISCRI. 2	101	50	**151**	INTER.	1	0	**1**
DISCRI. 3	29	3	**32**	TRANSFOR.	2	1	**3**
DISCRI. 4	1	0	**1**	SERIES	1	0	**1**
FILL IN. 1	5	0	**5**	TRANS.	1	0	**1**
FILL IN. 2	12	8	**20**				

Table 225: Total number of activities of each format-type found in the student´s books and workbooks from group 2 textbooks

Although 14 types of pronunciation activities can be classified as productive in these University/Spanish Official School of Languages/Modern Language Centre textbooks, the vast majority of them entail receptive rather than productive skills (as can be seen in Table 225, I encountered many examples of *listening types 7, 2, 5, 6, discrimination types 1, 2 and 3* and *matching type 2*). For instance, 174 examples of *listening type 7* were registered; in these activities students simply have to listen to a recording or to their teacher and decide which word contains a different sound from other words in a group, the word stress pattern of a series of words, the linking *r* in different sentences, etc; moreover, over 100 examples were found of discriminations, similar tasks to the listening type 7 activities aforementioned in which students have to, once again, identify sounds, patterns or connected speech processes but without having listened previously to the words/sentences. Therefore, in these types of activities, students have to pay attention only to what is being said on the recording or guess the

word stress pattern or different sound from a group, without having to produce any language at all.

Activity type	Total	Activity type	Total
LIST. 1	226	GAME 2	5
READ. 1	206	FILL IN. 1	5
LIST. 7	174	RHYME	4
DISCRI. 2	151	MATCH. 4	4
LIST. 2	140	MATCH. 3	4
DISCRI. 1	113	MATCH. 5	3
LIST. 3	68	TRANSFOR.	3
MATCH. 2	51	SONG	3
LIST. 5	38	TONGUE TWISTER	2
PROD. 2	38	ARRAN. 2	2
LIST. 6	34	DICTION. 2	2
DISCRI. 3	32	ROLE PLAY	2
PROD. 1	28	CORR.	1
CHECK.	28	READ. 5	1
THEOR. ASP. 1	21	READ. 4	1
FILL IN. 2	20	POEM 2	1
READ. 6	19	DEB.	1
DICTION. 1	19	INTER.	1
DICTION. 3	16	DISCRI. 4	1
THEOR. ASP. 2	16	SERIES	1
GAME 1	14	TRANS.	1
LIST. 10	13	MATCH. 6	0
PHON. TRANS. 2	13	MEMOR.	0
GAME 3	12	MATCH. 1	0
REPL.	11	QUIZ	0
LIST. 9	9	READ. 3	0
TEST.	9	LIST. 4	0
LIST. 8	6	ARRAN. 1	0
READ. 2	5		

Table 226: Types of pronunciation tasks encountered in group 2 textbooks ordered according to their degree of productivity

In contrast, only a few of the productive types of activities found actually entail production, namely, *listening type 1* in which students have to listen to a recording or to the teacher and afterwards repeat the words or sentences heard, and *production types 1* and *2,* which consist in coming up with more examples of words with certain sounds or inventing sentences and comparing them to the ones made up by their classmates. However repeating words or sentences said by a recording or the teacher are not truly productive tasks (as already mentioned in section 7.4.1.3) since students may be asked to repeat words they may very seldom use in non-academic contexts; of course, as mentioned several times throughout this dissertation, teachers may choose to use this type of activity at particular moments such as when a student has problems

distinguishing between two sounds (for instance, /æ/ versus /ʌ/). In the majority of the production types of tasks found in these textbooks, students had model dialogues, sentences, words... and they simply had to replace these dialogues with other words and then practise them with their partner/s; consequently, this type of task also lacks a full productive component. To exemplify with a particular case, I encountered this task on page 93 of student´s book 29, *New English File Advanced*, which according to my activity-classification model followed entails a *fill in the gap type 2* task and a *production type 1 activity* (see Appendix 7F for explanations and examples):

(94) Complete the sentences in your own words. Then use them to start conversations with your partner.

Other weaknesses identified in these textbooks were the following: the majority of the activities follow a homogenous format and there is a lack of engaging and motivating types of pronunciation activities since most of them imply simply listening to and repeating or reading-aloud particular words or sentences or discriminating sounds or patterns from others. As mentioned in section 2.2, there are nowadays many different techniques and resources teachers can use to teach pronunciation such as songs, games, role-plays, new technologies and so on; however, very few instances of tasks making the most of these resources with a main focus on pronunciation were found in these textbooks.

Generally speaking, in all these textbooks and workbooks attention is mainly paid to receptive rather to productive skills. More specifically, as shown in Tables 227 and 228 and in Figure 121, thirteen course books contain both receptive and productive types of tasks focused on pronunciation but in nine of them the receptive tasks outnumber the productive ones; moreover, as aforementioned, most of the productive activities entail repetition rather than free production. The situation found in the workbooks is even more receptive-based; although eight of them contained both receptive and productive types of activities, there were once again a higher number of receptive than productive tasks. Due to the high number of receptive-favoured tasks, it is not surprising that most of the pronunciation tasks registered in all of the student's books (with the exception of textbook number 27 in which only one task related to pronunciation was encountered) and in most of the eight out of ten workbooks are integrated with the listening skill, as one of the main receptive skills distinguished in language learning classes; similarly, there were also many pronunciation activities in

which students had to read either to themselves or aloud in almost all of the student´s books (except for numbers 20 and 22) and in six workbooks. Moreover, in thirteen student´s books and seven workbooks, I found pronunciation activities that engaged students in oral communication. Finally, the pronunciation activities recorded in my database were sometimes integrated with other language skills and areas, such as vocabulary, writing or grammar (see Figure 122).

Figure 121: Group 2 textbooks classified according to whether the pronunciation activities included in them imply receptive and/or productive skills

Figure 122: Integration of pronunciation activities within other language areas in group 2 textbooks

		16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Total number of activities	First count	35	66	83	98	77	44	9	47	37	89	44	1	35	59	54
	Second count	53	93	113	116	97	78	18	88	44	99	65	1	55	100	85
Scale followed		Quite a lot	A lot	A lot	A lot	A lot	A lot	Hardly any	A lot	Quite a lot	A lot	A lot	Hardly any	Quite a lot	A lot	A lot
Perception or production activities		PER. + PRO.	PER. + PRO. (+ PER.)	PER. + PRO. (+ PER.)	PER. + PRO. (+ PER.)	PER. + PRO.	PER. + PRO.	PER. + PRO. (+ PER.)	PER. + PRO.	PER. + PRO. (+ PER.)	PER. + PRO.	PER. + PRO. (+ PER.)	PER.	PER. + PRO. (+ PER.)	PER. + PRO. (+ PER.)	PER. + PRO. (+ PER.)
Average number of activities/unit		5.3	7.75	16.14	8.29	8.08	7.8	1.5	8.8	3.66	8.25	6.5	0.08	4.58	14.29	7.08
Integration		LIST. SP. REA. VOC.	REA. LIST. VOC. GR. SP.	LIST. REA. SP. WRI.	LIST. WRI. REA.	LIST. SP. GR.	LIST. SP. REA. WRI. VOC.	LIST. SP.	SP. LIST. REA.	LIST. SP. REA.	SP. LIST. REA. WRI. GR. VOC.	LIST. REA. SP. WRI. GR. VOC.	WRI. REA.	WRI. REA. LIST. SP.	LIST. REA. SP.	LIST. WRI. REA. VOC. SP.

Table 227: Total amount and average number per unit of pronunciation activities, integration within other skills and degree of receptive or productive skills emphasized – first year secondary-school student´s books

		16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Total number of activities	First count	16	79	26	43	0	14	26	32	0	0	6	0	0	29	26
	Second count	23	100	66	65	0	14	32	47	0	0	16	0	0	60	51
Scale followed		A few	A lot	A lot	A lot	None	Hardly any	A few	Quite a lot	None	None	Hardly any	None	None	A lot	A lot
Perception or production activities		PER.	PER. + PRO. (+ PER.)	PER. + PRO. (+ PER.)	PER. + PRO. (+ PER.)	-------	PER.	PER. + PRO. (+ PER.)	PER. + PRO. (+ PER.)	-----	-----	PER. + PRO. (+ PER.)	--------	--------	PER. + PRO. (+ PER.)	PER. + PRO. (+ PER.)
Average number of activities/unit		2.3	8.33	9.43	4.64	0	1.4	2.66	4.7	0	0	1.6	0	0	8.57	4.25
Integration		LIST.	REA. LIST. SP.	WRI. REA.	LIST. SP. REA.	---------	LIST.	LIST. SP. WRI.	LIST. SP. WRI.	------	------	LIST. REA. SP.	--------	--------	WRI. SP. REA.	LIST. SP. REA.

Table 228: Total amount and average number per unit of pronunciation activities, integration within other skills and degree of receptive or productive skills emphasized – first year secondary-school student´s books

7.4.2.4. Tips and/or theoretical explanations

A total of 165 tips or theoretical explanations were found in these fifteen student´s books and fifteen workbooks to help students understand better and produce different sounds or stress or intonational patterns. Out of these 161 tips, 141 of them were recorded in the student's books and the remaining 24 in the workbooks (cf. Appendix 7O for the whole list of segmental and suprasegmental tips present in each textbook). Therefore, there was an average of 11 tips per textbooks if each student's book and their corresponding workbook are considered as a unit (this figure was obtained by dividing the total number of tips identified, 165, into 15) or 5.5 if each student´s book and each workbook are analysed as independent units (i.e, by dividing 165 into 30). In order to provide empirical data to determine whether this total of 165 tips in these fifteen Intermediate, Upper-Intermediate and Advanced textbooks is high or low, I will compare it to the number of theoretical explanations or tips found in some of the main units in student´s books 17 and 23 to help students understand better grammatical, lexical or steps in reading or writing a text. The workbooks will be, once again, omitted from this comparison (as in section 7.4.1.4), since when I analysed the different textbooks, I observed that tips and explanations tend to appear more frequently in the student´s books and very rarely in the activity books.

As shown in Tables 229 and 230, the only language area for which many tips or theoretical explanations were found in the units analysed included was for grammar; moreover, depending on the textbook selected, a few tips (or only one) concerning vocabulary, pronunciation, reading and writing were also registered.

	VOC.	GR.	REA.	LIST.	PRON.	WRI.	SP.
Main unit 1	0	4	0	0	0	0	0
Main unit 2	0	4	0	0	2	0	0
Main unit 3	1	10	0	0	0	0	0
Total	1	20	0	0	2	0	0

Table 229: Total number of theoretical explanations/tips encountered in textbook number 17, *English Result Intermediate*, for the different language areas

	VOC.	GR.	REA.	LIST.	PRON.	WRI.	SP.
Main unit 1	8	9	0	0	0	1	0
Main unit 2	0	6	1	0	1	2	0
Main unit 3	5	20	0	0	0	3	1
Total	13	35	1	0	1	6	1

Table 230: Total number of theoretical explanations/tips encountered in textbook number 23, *Speakout Upper-Intermediate*, for the different language areas

Segmental features		Suprasegmental features	
Homophones	8	Word stress	49
Phonetic transcriptions	7	Intonation	13
/eɪ, æ, aː/	5	Linking	10
silent letters	5	Sentence stress	7
/ə/	5	Chunking	6
/ɒ, əʊ/	4	Contractions	3
/ʌ, æ/	4	Weak forms	1
Consonant clusters with –s	4	**Total**	89
<ea>	3		
/r/	3		
/æ, aː/	2		
<ough, augh>	2		
/t/	2		
Sound-spelling correspondences	2		
/əʊ/	1		
/b, v/	1		
/ʃ, tʃ/	1		
/s, ʃ/	1		
/ɪ, iː/	1		
-ed endings	1		
Dark l	1		
/ʊ, uː/	1		
/ɔː/	1		
/ɜː, e, iː/	1		
/j, dʒ/	1		
/aʊ/	1		
/h/	1		
Pronouncing difficult words	1		
/ʌ, juː/	1		
Doncha, gonna	1		
Voiced, unvoiced sounds	1		
Intrusive r	1		
Using the dictionary	1		
French words	1		
Total	**76**		

Table 231: Total number of segmental and suprasegmental aspects found in group 2 textbooks; specific aspects registered

Tips and theoretical explanations to help students with certain segmental and suprasegmental features were found in these textbooks. More particularly, a total of 76 segmental tips were registered (see Table 231, above). More importance is given to the distinctions between vowels such as /eɪ, æ, aː/, /ɒ, əʊ/ and /ʌ, æ/, schwa, silent letters, initial consonant clusters, homophones and phonetic transcriptions (most of which coincide with common problems Spanish students tend to have with English pronunciation (see section 3.2) and a few tips were found to help students with some English consonants: the correct pronunciation (or rather non-pronunciation) of /r/ in RP, /b/ versus /v/, /h/ and the final *–ed* ending in past simple and past participle regular

verbs. Concerning suprasegmental issues, special emphasis is placed on teaching students how to stress (or non-stress) certain words such as compound nouns, adverbs, long adjectives and so on. Furthermore, I identified 13 tips on intonational patterns, 10 for showing students how certain words are linked in English, 7 on sentence stress and 6 on how to produce words in chunks so as to sound more natural and native.

7.5. General summary and comparisons across main groups of textbooks

In this section, I will compare the results obtained in each of the two main groups of textbooks analysed, i.e. obligatory secondary education and post-obligatory secondary education course books versus university, the Spanish Official School of Languages and the Modern Language Centre textbooks.

Broadly speaking, the attention paid to pronunciation in group 2 textbooks is higher than the importance given to this language area in group 1 course books; group 2 textbooks contain more sections on pronunciation, more activities and tips/theoretical explanations; however, I will briefly go through the different criteria distinguished in my data analysis so as to compare empirically the results obtained in each of the groups.

Most of group 1 courses books contained between one and two sections to work on pronunciation in every main unit; on the other hand, in the majority of the student´s books in group 2, the general tendency was for pronunciation to be present between once and twice in more than half of the main units but not in all of them. Although the general presence of pronunciation in group 1 students´ books seems to be higher according to the scale used (from *never* to *a lot*, see section 7.3.2.2.1), as I explained in section 7.4.2.1, some of the student's books from group 2 contained three of four pronunciation sections in most or all of its main units and it thus seems that both groups of textbooks pay attention to pronunciation although in group 1 textbooks *a few* pronunciation sections tend to be present in each main unit whereas in group 2 student´s books, there is a tendency for three or four pronunciation sections to be grouped together in certain units, leaving some units with no sections at all for students to practise pronunciation.

In both groups of textbooks, the attention paid to pronunciation in the so-called workbooks was inferior in comparison to the importance given to this language area in the corresponding student´s books, giving the impression that the segmental and suprasegmental features students learn throughout the main units of the books do not

need to be revised and, as a result, few tasks on pronunciation are present in the activity books. However, if both main groups of workbooks are compared, pronunciation generally has a superior role in group 2 workbooks since in nine of them pronunciation sections were present in almost all of the main units, either between once and twice or even more than on two occasions.

Pronunciation frequently appeared in the table of contents section of group 2 textbooks, either on its own or together with speaking, whereas this language area was only taken into consideration in approximately half of the student´s books analysed in group 1 (in which it appeared on its own, as a main component or together with vocabulary or speaking).

Concerning the presence of pronunciation in the different types of units distinguished (introductory, main, revision within main and revision at the end), I observed a tendency for group 1 textbooks to include an introductory unit for students to revise contents learnt in previous years whereas hardly any group 2 textbooks contained this type of unit. Despite these differences across groups, pronunciation failed to be present in hardly any of these introductory units in group 1 textbooks. Similarly, although most of the textbooks in both groups contained both revision within main units and revision units at the end, pronunciation aspects were very rarely present in them. Therefore, it could be gathered from this that, no matter whether textbooks contain introductory and/or revision units or not, sections to focus on pronunciation will seldom appear in them, leading us to think that students do not need to revise the sounds, stress or intonation patterns they have practised in the main units of the student´s books (and in some main units of the workbooks) nor the features they learnt in previous years. In other words, the EFL textbooks currently addressed to Spanish speakers and used most frequently by most teachers undervalue pronunciation since they assume that students have to practise only a couple of words or sentences that contain certain vowels or consonants to be able to use these sounds correctly afterwards in any word that contains them, without having to revise them or further practise them in the workbooks.

I personally believe that, due to the difficulties English pronunciation entails for Spanish learners of English (especially due to a lack of correspondences between English spelling and pronunciation and to the differences in the phonological systems of English and Spanish), Spanish students need to practise their pronunciation as much as possible, not only in a particular class but they also need to come back continuously to

the contents learnt and practise them again. Pronouncing three or four words with the /ʌ/ sound and three or four different words with /æ/ is definitely not enough practise so that Spanish students can learn to differentiate these sounds both when listening and speaking to other people; students need to work continuously on the distinctions between these two vowels since if they are asked to pronounce the same three or four previously mentioned words two months after, they will probably pronounce some of them incorrectly (although they may have memorised the pronunciation of these words in which case, I believe that if they are given unknown words, they will fail to be able to pronounce all of them correctly). To conclude, students need to practise and re-practise pronunciation features many times, something these textbooks do not generally allow them to do.

Group 2 textbooks tend to include more sections for students to learn and practise pronunciation than the obligatory and post-obligatory textbooks analysed; more particularly, the majority of group 1 textbooks included between 6 and 10 pronunciation sections whereas I found over fifteen sections in ten of group 2 course books (and in some of them as many as over thirty pronunciation sections, books numbers 17, 19, 20, 23 and 25). Once again, as mentioned above, the role of pronunciation in the workbooks was quite inferior in the sense that in 8 of group 1 workbooks and in 5 of group 2 activity books, no pronunciation sections were identified. Nevertheless, as explained in section 7.4.2.2, I found a few cases in which the workbooks in group 2 had more pronunciation sections than their corresponding student's books (numbers 17 and 29, for instance). In contrast, I did not find any workbooks within main group 1 that contained a higher number of pronunciation sections than the student's books.

Regarding the presence of pronunciation in isolated sections or rather as integrated with other language areas sections, obligatory and post-obligatory secondary education textbooks addressed to Spanish speakers tend to present pronunciation in *fully-isolated* or independent sections. Moreover, in some of these textbooks (for example, student´s books 2 and 13 and workbooks 4 and 12), pronunciation does not only appear in independent sections but these sections are also placed in coloured tables that stand out from the rest of the textbook background. On the other hand, the situation found in group 2 course books was more varied since in six of them pronunciation was also present in *fully-isolated* sections but in another six of them some sections were integrated and the majority of them isolated. Most of the workbooks in group 2

textbooks contained both integrated and isolated sections, although there were always more of latter type of sections (in other words, *combined isolated-favoured* in my analysis, see section 7.3.2.3); in contrast, I observed that the corresponding workbooks to group 1 course books opted to present pronunciation either in fully-isolated or in *fully-integrated* sections.

I did not find many differences as regards the presence of segmental and suprasegmental aspects since instances of both features were encountered in the two groups of textbooks analysed. Generally speaking, more attention is paid to vowels and diphthongs than to consonants in both groups and special importance is given to word and sentence stress and intonation. In group 1 textbooks, the most-frequently found feature was word stress, followed by some segmental and other suprasegmental aspects such as /ɪ/, sentence stress, schwa, intonation and /t/. On the other hand, the three most productive pronunciation features registered in my analysis of group 2 textbooks were suprasegmental features, namely, word stress, sentence stress and intonation. Therefore, although the two groups of textbooks include sections on both sounds and suprasegmental aspects, group 2 textbooks seem to place a lot more emphasis on suprasegmental aspects than on the learning of English sounds.

A striking difference between the two groups of textbooks is the number of pronunciation tasks present in them. I ended up with a total of 542 activities in group 1 textbooks and over 1,500 in group 2 textbooks, to be more accurate, 1,578. Moreover, the amount of activity formats also greatly varied from group 1 with 37 to 51 in group 2. In spite of the fact that there was more variability in the number of types of pronunciation tasks in group 2 textbooks, in both groups the majority of the activities shared a homogenous and repetitive format, mainly that of listening to and repeating or simply listening to words and sentences without repeating afterwards, listening to words and sentences and identifying certain sounds or patterns or simply discriminating words according to the sounds they contain, the number of syllables they have or the number of weak forms certain sentences have. In both groups, there was a clear absence of pronunciation tasks by using songs, games or new technologies. Although the currently-used approach to the teaching of languages in Spanish EFL classes, the Communicative Approach (cf. section 2.1 for more information on this approach), entails the use of tasks with a communicative function as well as the use of authentic language that students will most-likely need in their daily lives, these textbooks fail to present

pronunciation tasks with a communicative function beyond repeating or identifying words and/or sentences they may not use again outside the classroom. For instance, on page 21 of workbook number 13, *Award 2*, students are asked to:

(95) Mark the main stress in these compound adjectives:

   good-looking   ready-made   trouble-free   time-saving   groundbreaking

Straight afterwards, students are given the following task:

(96) Listen and check your answers. Repeat the words

Words such as *groundbreaking* and *trouble-free* are lexical items students would use in everyday conversations when travelling abroad for a holiday or for a job; however, they appear in this textbook and emphasis is also placed on getting students to make sure they have stressed these words in the right place and on getting them to repeat the words a couple of times.

Furthermore, the general tendency in both main groups of textbooks was for listening, a receptive skill, to be greatly emphazised in pronunciation tasks; pronunciation was also integrated with speaking but, as mentioned above, the majority of the spoken tasks students had to face entailed simply the repetition of words or sentences from a recording or by the teacher or replacing some words in a dialogue and acting out a new version of a dialogue with these new items; very rarely were students asked to produce spontaneous oral language within pronunciation sections/tasks.

Finally, regarding the presence of tips and theoretical explanations on different segmental and suprasegmental pronunciation features, group 2 textbooks once again included quite a lot more instances of the aforementioned tips and explanations than group 1 textbooks; more particularly, 165 tips were registered in group 2 textbooks versus only 44 in the fifteen textbooks analysed within main group 1. As would be expected, the majority of the tips in group 2 textbooks (141 out of 165) were found in the student's books, materials where the different contents are normally explained and tasks are provided to practise those contents (whereas the workbooks tend to be reserved for tasks to practise further the contents learnt throughout the course books); however, in group 1 textbooks, I was surprised to find the exact same number of tips and explanations on pronunciation in the student's books as in the workbooks; hence, it could be said that group 1 textbooks are more disorganised in this respect.

Examples of tips and theoretical explanations on segmental and suprasegmental aspects were found in both groups of textbooks; nevertheless, several differences can be observed when comparing both groups. Firstly, group 1 textbooks included more tips on segmental issues than on suprasegmental ones (27 versus 17, respectively); in group 2 textbooks, on the other hand, the number of theoretical explanations on suprasegmental features was higher than the number of tips found on how to pronounce correctly English sounds (89 versus 76). Secondly, I found quite a lot of tips on specific vowels and diphthongs in group 2 textbooks (such as, /eɪ, æ, aː, ɒ, əʊ, ə/) whereas emphasis was placed on silent letters and the past –*ed* ending of regular verbs. Within the tips on suprasegmental features, most importance was placed on word stress in both textbooks and quite a few examples of tips on intonational patterns in both groups of textbooks were also identified; however, group 1 textbooks lacked tips on other suprasegmental aspects such as linking, weak forms or sentence stress.

To conclude, all in all, more importance is given to pronunciation in group 2 textbooks since I identified a higher number of pronunciation sections and tasks in them and they included far more tips and theoretical explanations than in the textbooks in group 1; nevertheless, these textbooks still lack the presence of engaging and motivating tasks for teaching pronunciation since the ones present (as well as in group 1 textbooks) follow a clearly homogenous and repetitive format which, on some occasions, resembles traditional approaches to the teaching of pronunciation rather than more modern ones in the sense that a high amount of the activities are drills in which students have to listen simply to something and afterwards repeat what they have just heard. In other words, although I identified a wider range of activity-types in group 2 textbooks, in both groups of textbooks there is an absence of pronunciation activities with a clear communicative function (as the CEFR recommends) and sometimes the language that students have to use in pronunciation tasks is rather non-authentic or it represents expressions that they will most-likely not use in their everyday communication when speaking English (unless they become specialists in English such as EFL teachers or translators).

CHAPTER 8

REMEDIAL PROGRAMME ADDRESSED TO SPANISH STUDENTS TO IMPROVE THEIR PRONUNCIATION OF ENGLISH

Some of the results obtained in my two main empirical studies (chapters 6 and 7) are quite negative regarding the role of pronunciation in EFL textbooks addressed to Spanish learners in obligatory and post-obligatory education, students enrolled in a BA in English studies and to learners taking a general English course at the Spanish Official School of Languages and Modern Language Centre at the University of Santiago de Compostela.

In short, most students and teachers believe their EFL textbooks contain insufficient tasks for working on pronunciation, the ones that are included only help them improve *on some occasions* and the specific format of the pronunciation tasks present in textbooks is quite repetitive, consisting mainly in listening and repeating drills, listening to the textbook CD and reading-aloud tasks.

Some of the aforementioned results were in fact verified in my second study, chapter 7, since I identified a common pattern throughout the different proficiency levels textbooks in the sense that the vast majority of the pronunciation activities found focused on practising receptive skills (i.e., listening) rather than on productive ones; furthermore, the low number of productive tasks included entailed a mere repetition of words or sentences instead of encouraging learners to invent their own conversations and dialogues. In other words, most of the productive pronunciation tasks followed a controlled-production model with a clear absence of free-production tasks. Moreover, the format of the different activities was very repetitive across both groups of books, mainly with *listen and repeat, listen and check, listen and discriminate* and *suprasegmental discriminations* and there were hardly any motivating and engaging activities for students to learn pronunciation like songs, games or the use of new

technologies. Finally, as mentioned above, in most of the tasks, students simply had to listen to and repeat/check/discriminate what they heard, thus, quite an artificial way of representing language. I also had the chance to listen to some of the sentences included in the different textbooks CDs and, on many occasions, they were also examples of an artificial kind of language in which hesitations, overlaps and laughs had been totally removed.

All in all, I consider that pronunciation is clearly undervalued in EFL textbooks for Spanish students. These teaching materials give the impression that it is enough for them to learn how to pronounce random words in particular units with no need to further practise or review them afterwards so learners can simply forget how to pronounce such items and go on to learn others in the following unit and (possibly) end up forgetting how to pronounce them as well. For all of the reasons above, I think Spanish EFL classes are in an urgent need of a remedial programme to help teachers devote sufficient attention to pronunciation, one of the main problems of Spanish students when learning English (cf. section 1.1). The activities here presented are based on the following main principles:

1) The different tasks will generally address the main difficulties that Spanish learners tend to have with English pronunciation, problems which on some occasions can make them unintelligible to other speakers of English. Hence, I will suggest some activities so as to work on aspects such as the distinctions between some short and long vowels, schwa, final /t, d/ or /ʌ/, since these were the main problems identified in my pilot study (chapter 5). Nevertheless, the main aim of these activities is to get students to speak in English as frequently as possible; therefore, some of the activities have not specifically been designed so as to address particular aspects of pronunciation since I believe that the more oral language students produce, the better their pronunciation will gradually get;

2) These activities intend to be engaging and motivating for Spanish EFL students of different ages. In other words, I will suggest activities that are not (normally) used to teach pronunciation in the textbooks surveyed, such as songs or games;

3) Whenever possible, I will use authentic materials for two main reasons:

- They normally represent very recent types of discourse, for instance, songs or pieces of news that have just been released; and,

- They are perfect examples of how native speakers really communicate.

4) Most of the tasks will aim at integrating pronunciation within other skills, following the recommendations of the CEFR, especially with speaking, listening and vocabulary; and,

5) Emphasis will not be placed only on receptive skills but also on productive ones.

As seen in section 2.2, there are currently many resources, materials and resources available for teaching pronunciation (drills, dictations, games, poems and jazz chants, sound associations, speaking tasks, discrimination tasks, phonetic training and phonetic transcriptions, drawing comparisons and contrasts, charts, tongue twisters, jokes, songs, new technologies and so on). For reasons of space, I have selected seven main types and will suggest activities that can be used with each technique/resource to teach pronunciation to Spanish learners. By no means should this list be considered as totally exhaustive. They should be regarded as mere examples of the types of activities that can be used for the teaching of pronunciation in an engaging and motivating way in the framework of a communicative approach to language teaching:

1) Games;

2) Songs and poems;

3) New technologies: radio programmes, podcasts and blogs;

4) Tongue twisters;

5) Role-plays, dialogues and simulations;

6) TV programmes, series, films; and,

7) Written materials: recipes, menus and travelling brochures.

The vast majority of the tasks are of my own creation although some of the courses and conferences I attended in the last five years or so gave me some ideas.[47] These activities are just a few suggestions and thus a lot more could be used in pronunciation classes, either adapting the ones suggested here or creating new ones. Moreover, some of the activities proposed may be more appropriate for certain groups

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[47] Courses and conferences like an *Immersion course of Linguistics in the English Language* organised by the International University Menéndez Pelayo in 2009, the *XXX International Conference of AESLA* (*Asociación Española de Lingüística Española*) held in 2012, the 2010 *Summer Course in English Phonetics*, the 2012 Pilgrim-Training Course on *Successful Pronunciation Teaching and Learning,* the *IATEFL 2013 Conference* in Liverpool or the *Third International Conference on English Pronunciation: Issues & Practises* (EPIP3) in 2013.

of students (better for young or older learners, small groups versus large groups, etc.) but whenever possible, I will also provide ideas for adapting such tasks to learners with different levels or a different background. More particularly, the majority of the activities here described will probably best suit intermediate or advanced students of English; the reason why I have mainly chosen these levels and not lower ones is given by the fact that my dissertation is devoted to identifying the role of pronunciation from obligatory-secondary education onwards, without considering primary education where Spanish EFL students would not have reached an intermediate level of English yet; however, most of the activities I have designed could perfectly be adapted to younger learners as well.

8.1. Games

As mentioned in section 2.2.1.2.3, games are considered very motivating and engaging activities that learners of all ages (normally) enjoy. They can be used to teach any language skill or area, including pronunciation. In this section I will suggest some ways of adapting traditional board games to teach and learn pronunciation at the same time as other language features are also being practised. I have chosen board games since most students will probably have played them in their original version and thus they will be familiar with the main aims, instructions and procedures. I also consider that using games students already know may favour their learning process.

For reasons of space, I have chosen two of my favourite games to present here, *cluedo* and *trivial*, and I will give some brief ideas of how to adapt other board games to the teaching pronunciation at the end of this sub-section; however, for more detailed descriptions and ideas as to how to adapt traditional board games to teach English pronunciation, see Calvo (2015).

8.1.1. Cluedo

Cluedo is a detective board game in which one has to discover who killed the servant, where the murder took place and what weapon was used. Before beginning to play, the cards should be divided into three groups: a) those in which the possible killers appear (Mrs. White, Reverend Green, Colonel Mustard); b) those which represent a room where the murder could occur (living room, dining room, conservatory, billiard room, ballroom); and c) the cards that have types of weapons drawn on them (lead pipe, revolver, spanner, candlestick). Any player, without looking at the pictures on the cards

(i.e, with the cards facing down) shuffles each group of cards and takes one card out of each pile (hence, a person, a room and a weapon). The rest of the cards should be all shuffled together and dealt among all of the people who are going to play the game (the number of cards each person is given will depend on the number of players); logically, if player A is given the cards of Mrs. White, Miss Scarlet, living room, candlestick and lead pipe, they will straight away know that Mrs White and Miss Scarlet cannot be the killers on this occasion, that the murder cannot have occurred in the living room and that neither the candlestick nor the lead pipe were used to kill the butler. To obtain further information, each player in turns has to ask the player on their right questions like "Mrs Green in the conservatory with the lead pipe"; at the same time players should pay attention so that they can guess what cards each player has according to their answers (more information on this game is included in the procedures section below). Whoever guesses the killer, room and weapon used correctly, wins the game.

Below, I have included an example of how to adapt this board game so that students are forced to pronounce the diphthong /əʊ/, which was one of the major problems identified in my pilot study (chapter 5).

Teaching point	Directly: the diphthong /əʊ/; indirectly: intonation, final –ed endings, /h/
Minimum level	Intermediate
Materials	Board game from the original version of Cluedo, weapons´-suspects´-rooms´ cards, paper, pens, counters
Skills to be practised	Speaking, vocabulary, reading, pronunciation, listening
Approximate amount of time needed	1 hour

Procedures:

This game could be played in groups of 4 or 5 people. The original names of the suspects (Mrs White, Coronel Mustard, Reverend Green, Miss Scarlet…) and the rooms (conservatory, kitchen, ballroom, billiard room…) could be maintained whereas the weapons (dagger, spanner, lead pipe...) could be substituted by sentences containing a specific word with the diphthong /əʊ/, for instance, *bowl, roll, toy boat, rope, coat* and *soap*; hence, the new weapon cards could be as followed:

Hit in the head with a bowl	Ate a poisonous roll
Tripped over a toyboat	Got tangled up with a rope
Was strangled with a coat	Slipped on a bar of soap

Examples of new weapon cards for playing *Cluedo* which contain words with the /əʊ/ diphthong

In order to rule out different possibilities, each player would have to ask the rest of the players questions like "Was the servant hit on the head with a bowl by Mrs White in the dining room?", "Did the servant eat a poisonous roll made by Reverend Green in the living room?" or "Did the servant trip over a toy boat left deliberately by Miss Scarlet in the kitchen?" If the player being asked has any of the three clues he is being asked for, they must show the player who is asking them one of those cards, without saying whether they have any of the other clues or not. Each player asks questions in turns and at the same time they should make notes on what cards they think other people have. For instance, as the game advances, player A asks B "Was the servant strangled with a coat by Reverend Green in the study?" If player C has one of the clues himself (to exemplify, the weapon coat) and has been shown another one by the player on his right (for instance, they have already been shown Reverend Green), they can guess that the card that player B is showing player A has to be the study, which he can also cross out since the crime cannot have been committed by Reverend Green, it did not take place in the study and the servant was not strangled by someone with a coat. By thinking a lot and making assumptions like these, the first player who guesses who are the killer, the room and the weapon in question is the winner.

If cards such as those suggested above are used to play this new version of *Cluedo*, students would also be practising other pronunciation features, namely intonation in questions, final *–ed* endings by having to pronounce *tangled, tripped, strangled, slipped* or English /h/ in *hit in the head*.

Extra ideas	- Replace the suspects´ original names with some of the students´ names and thus, one of them will be the killer without even knowing it

8.1.2. Trivial

A question game in which each group of cards represents a topic (green for *Science and Nature*, purple for *Art and Literature*, orange for *Sports*, etc). Players move around the board falling on different coloured squares which stand for each of the topics aforementioned. The main aim is for players to answer four correct questions in each of the six categories. When they answer four questions on sports correctly, for instance, they obtain an orange piece of plastic that resembles a slice of cheese. The first player to obtain the six different colour pieces wins. This game can be adapted in the following way for the teaching of pronunciation; more specifically, for testing students 'knowledge of English pronunciation.

Teaching point	Both segmental and suprasegmental aspects, no pronunciation feature in particular
Minimum level	Upper-intermediate
Materials	Different coloured cards, board game, counters, cheese-shaped figures
Skills to be practised	Speaking, pronunciation, vocabulary, listening
Approximate amount of time needed	1 hour 30 minutes

Procedures:

This game may be useful for upper-intermediate and advanced students since they have to be familiar with both theoretical and practical aspects of English pronunciation; therefore, it would be very suitable for university students enrolled in the degree of English Language and Literature, more particularly, year three or four students since they would already have received training in English phonetics. The different coloured-cards could represent questions on different aspects of English pronunciation, some of them being perceptive and others productive questions. For example, green for questions on *vowels and diphthongs*, purple for *consonants and consonant clusters*, blue for *stress and intonation*, yellow for *varieties of English*, orange for *connected speech processes* and pink for *theoretical questions*. Examples of questions on each of the aforementioned topics can be found below; for more possible questions, see Appendix 8A.

In which of these words is the letter *a* pronounced like the first vowel in *stapler*?

a) M**a**thematics
b) Liter**a**ture
c) Celebr**a**tion
d) **A**cronym

In which of these words does the stress fall on the third syllable?

a) Illegal
b) Laboratory
c) Refrigerator
d) Claustrophobia

You have 30 seconds to say three words with /ð/ and three with /θ/

In which of these places is the final /r/ not pronounced at the end of words like *actor, refrigerator*?

a) Dublin
b) London
c) Canada
d) Glasgow

Say a sentence in which there is a linking /r/ and another one in which there is an intrusive /r/

Talk about the differences in place and manner of articulation between /s/ and /k/

Examples of questions for the game Trivial adapted to the teaching and learning of pronunciation

Extra ideas for using board games	- Change the name of the streets in *Monopoly*. Each colour cards could be named with streets containing a certain English vowel; to exemplify, light blue for /aː/ (*Bart Street, Carl Street, Star Street*), dark blue for /ɔː/ (*Thorne Street, Draw Street, Door Street*), the four stations for /ʌ/ (*Jug Street, Tub street, Hug Street , Bun Street*) or /uː/ for the electric and water companies (*Moon Street, Bloom Street*). - For young learners, use the game *Battleship*. Place words with particular English vowels or consonants in the horizontal and vertical grids. For instance *read, seed, lead, need, feed, weed* versus *cot, dot, lot, pot, knot, spot*. For Intermediate students, nouns and verbs that are only distinguished by stress could be used like *present, insult* (nouns) vs. *present, insult* (verbs) or sentences or even tongue twisters with specific tricky sounds. - Each group of circles in *Twister* could represent words with different consonants, such as /p, b, t, k/. To exemplify, each time a player has to place their foot or hand on a red circle, they would have to say a word containing the sound /p/ and none of the words said throughout the game can be repeated. - For intermediate students, teachers could add more squares on to the game *Hopscotch*; depending on the square each player falls on, they will be asked a question related to pronunciation such as "What is the difference between these two words: *mat* and *mate*?", "How many syllables are in the word *literature*?", "Read the following transcriptions /ʃɒp/, /tʃɒp/ /dʒɒb/."

8.2. Songs and poems

8.2.1. Figure out the lyrics of a song

Mark Hancock, on the website he shares with Annie MacDonald,[48] refers to people who understand the *lyrics* of a song wrongly, that is, we sometimes misinterpret the lyrics of a song sung in a language that is not our native one. According to Hancock, these misinterpretations can be due to homophones or ambiguous language, or because we simply believe the singer sang something different from what we perceived. For instance, he believes the first verses of the song *Yesterday* by the Beatles could be misunderstood in the following way:

Original version sung by the Beatles	Wrong lyrics version by Mark Hancock
Yesterday, all my troubles seemed so far away	Yes, today. Old men´s doubles teams so far away
Now it looks as though they're here to stay	Now it seems they´re over here to say
Oh, I believe in yesterday	Oh, why be leaving yesterday?
Suddenly, I'm not half the man I used to be	Certainly, why not have the man I used to be
There's a shadow hanging over me	There´s a chateau hanging over me
Oh, I believe in yesterday	Oh, why be leaving yesterday?
Why she had to go? I don't know, she wouldn't say	Why she had two goes, eyes and noes, she wouldn´t say
I said something wrong. Now I long for yesterday	Eyes, head, something wrong. Now along, for chess today!

Hancock´s idea inspired me to create the following activity on using songs to help students realise the amount of homophones and minimal pairs there are in English as well as getting familiar with connected speech processes.

Teaching point	Homophones, minimal pairs, connected speech processes
Minimum level	Upper-intermediate
Materials	Paper, photocopies with songs´ original lyrics, pens, CD player or computer
Skills to be practised	Listening, speaking, writing, vocabulary, spelling, pronunciation
Approximate amount of time needed	15 minutes for writing lyrics, 30 minutes for discussion in groups, 30-45 minutes class-discussion at the end

Procedure:

Teachers could ask their students to listen to a song they are not familiar with and write down what they hear, i.e., the lyrics of the song or part of a song such as the chorus. Depending on the rhythm of the song, teachers would have to pause more or less often

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[48] Available on: <http://hancockmcdonald.com/> [Last accessed: June, 2015].

between the different lines; the whole section of the song under analysis would probably have to be played two or three times. This activity could be done in groups of 3 or 4 students right from the beginning or each person could write their own lyrics first and then in small groups of 3 or 4, the different students will have to compare their answers and then come up with their final version. On the next day, the teacher will correct the task together with the students going over every misunderstanding with them and asking for their help to explain why certain groups could have understood X instead of Y. For instance, by quickly listening to the beginning of the song *It´s time* by Imagine Dragons, I believe Spanish students may have trouble with several aspects such as those which have been marked in bold below. As can be inferred, some of the possible misunderstandings have to do with minimal pairs (for instance, understanding *bit* rather than *pit* or *no* instead of *now* – note that some students may even write the word *know* as a homophone of *no*; hence teachers could explain the differences between these words and other homophones), others are due to connected speech processes such as the dropping of final *-d* in *hold*, which may make students believe that the singer says *hole* or the singer´s slow pronunciation of *packing*, causing students to understand two different words, *pack in* and another group of misunderstandings may simply be due to the way that the singer pronounces specific verses like *when you said you were cement* or *I´m just the same inside worlds*.

Original version sung by Imagine Dragons	Possible wrong lyrics version of my own creation
So this is what you meant	So this is what you meant
When you said that you were spent	When you said you were **cement**
And now it's time to build from the bottom of the pit	And now it´s time to build from the bottom of the **bit**
Right to the top. Don't hold back	Right to the top. Don´t **hole** back
Packing my bags and giving the academy a rain-check	**Pack in** my bags and giving the academy a rain **cheque**
I don't ever wanna let you down	I **never wanna** let you down
I don't ever wanna leave this town	I **never wanna** leave this town
'Cause after all	**Cos** after all,
This city never sleeps at night	**The** city never sleeps **tonight**
It's time to begin, isn't it?	It´s time to begin, **easining**
I get a little bit bigger but then I'll admit	I get a little bit bigger but **there** I´ll admit
I'm just the same as I was	I´m just the same **inside worlds**,
Now don't you understand	**No** don´t you understand
That I'm never changing who I am	That I´m never changing who I am

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It is highly likely that some of the options given by some groups will sound awkward or will be ungrammatical but, as discussed in section 1.5, it is important for teachers to praise students as well as correct their mistakes; hence, in the previous activity, teachers could congratulate those students who wrote *hole* instead of *hold* because it shows that they were paying attention to the actual forms pronounced by the singer. At the end of these sessions, the teacher should give their students the original lyrics of the song so that they can compare their work to the target version.

- **Extra ideas**	- Teachers could ask students questions to test their perceptive or productive skills, such as "Can anyone tell me how the singer pronounced this word?" "Were there any letters or syllables he did not pronounce?" or "Does anyone know another spelling for X?" - Instead of listening to the lyrics of a song and trying to figure out what has been said, students could choose a song they like and invent a new version by transforming some words for others that sound similar/rhyme with each other. For instance, on the website <http://www.funnysigns.net/sweet-dreams-are-made-of-cheese/>, I found an example of a restaurant sign that uses the song *Sweet Dreams* sung by Eurhythmics to attract people´s attention on a type of cheese they have; the sign begins with *Sweet dreams are made of cheese, who I am to diss a brie, I cheddar the world and the feta cheese*.

8.2.2. Search for a song and poem that contain...

An activity in which students in pairs or groups of 3 have to search for a song and/or poem containing quite a few instances of a specific English short or long vowel.

Teaching point	Long and short vowels
Minimum level	Intermediate
Materials	Lyrics, poems, paper, pens
Skills to be practised	Reading, writing, listening, speaking, vocabulary, pronunciation
Approximate amount of time needed	30-45 minutes at home, 20 minutes per oral presentation

Procedures:

The teacher gives each student/pair/groups an English vowel (either a monothong vowel or a diphthong) and tells them that they have to look for a song and a poem that contain at least six or seven words with their sound. Each week, there will be an oral presentation by one of the students/pairs/groups. They should, first of all, play the song they have chosen and read the poem aloud for their classmates to hear and afterwards they have to identify the words that contain the sound they were assigned with. The week before each presentation, the teacher should correct each project so as to avoid

students getting confused and in the end confusing the rest of the class. If some students have problems with finding a song or poem for their phoneme, the teacher could provide them with a list of websites to consult or a list of titles and authors. An example of a song full of examples with the diphthong /aɪ/ is *High* by James Blunt (see below; the words containing this diphthong are in bold) and a poem in which there are instances of most English vowels and consonants, similar to the one written by Gerald Nolst called *Chaos*[49] can also be found a few lines down.

High sung by James Blunt

Beautiful dawn - **lights** up the shore for me.
There is nothing else in the world,
I'd rather wake up and see (with you).
Beautiful dawn - **I'm** just chasing **time** again.
Thought I would **die** a lonely man, in endless **night**.
But now **I'm high**; running **wild** among all the stars above.
Sometimes it's hard to believe you remember me.

Beautiful dawn - melt with the stars again.
Do you remember the **day** when my journey began?
Will you remember the end of **time**?
dawn - You're just blowing **my mind** again.
Thought I was born to endless **night**, until you **shine**.
High; running **wild** among all the stars above.
Sometimes it's hard to believe you remember me.

Will you be my shoulder when I'm grey and older?
Promise me tomorrow starts with you,
Getting **high**; running **wild** among all the stars above.
Sometimes it's hard to believe you remember me.

Another Crazy English Pronunciation Poem, Anonymous, available at: <http://www.learnenglish.de/pronunciation/pronunciationpoem2.html> [Last accessed: June, 2015].

I take it you already know Of tough and bough and cough and dough? Others may stumble but not you On hiccough, thorough, slough and through. Well done! And now you wish perhaps, To learn of less familiar traps?

Beware of heard, a dreadful word That looks like beard and sounds like bird. And dead, is said like bed, not bead - for goodness' sake don't call it 'deed'! Watch out for meat and great and threat (they rhyme with suite and straight and debt).

A moth is not a moth in mother, Nor both in bother, or broth in brother, And here is not a match for there, Nor dear and fear for bear and pear, And then there's doze and rose and lose - Just look them up - and goose and choose, And cork and work and card and ward And font and front and word and sword, And do and go and thwart and cart - Come, I've hardly made a start!

A dreadful language? Man alive! I learned to speak it when I was five! And yet to write it, the more I sigh, I'll not learn how 'til the day I die.

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[49] See Appendix 1B for the whole poem by Gerald Nolst.

Extra ideas	-	The teacher could prepare some exercises for each song and/or poem, either related to the sound that the students in each group have worked on or not. For instance, "Identify how many different spellings the sound X is represented by in the song", "Can you think of any minimal pairs of at least five words in the song?" or "Find three examples of homophones."
	-	Instead of giving students the sound they must work on, learners could choose a song they like and analyse the different predominant sounds present in the lyrics and then do a presentation of their results to the class. For instance, "we found many examples of words with the short /æ/ vowel. We had problems with the pronunciation of X and Y and had to look them up in the dictionary. The sound Z can be represented in four different ways when spelt."
	-	If the students are familiar with phonetic symbols (for instance, university students), teachers could ask them to transcribe part of a song or poem of their choice. In the case of songs, students must transcribe the different words as the singer actually pronounces them, that is, if they do not pronounce final /d, t/, students should not include these consonants in their transcription.
	-	Instead of vowels, consonants or consonant clusters could be used.

8.3. New technologies: radio programmes, podcasts and blogs

8.3.1. Becoming radio presenters and podcast creators

This could be regarded as a long project for advanced students consisting in the creation of a radio show with different types of programmes and podcasts that the teacher and other students can easily download.

Teaching point	Not any feature in particular, just to get students to speak and use English as much as possible
Minimum level	Advanced
Materials	Audio-recorders, paper, pens, question-cards
Skills to be practised	Speaking, listening, pronunciation, reading, writing, vocabulary
Approximate amount of time needed	Since it is a long project, it could be done throughout a whole term. One class hour per week could be spent on this activity, allowing groups to have the chance of deciding which members will be in charge of searching for certain materials, recording themselves, uploading podcasts, writing quiz questions and so on. Most students will probably have to work on this project outside the classroom as well. Moreover, each team would need around 45-60 minutes to present their project to their classmates and teacher at the end of the term

Procedure:

In groups of 5 or 6, students have to design a radio show of their own choice. The only requirements are that they all participate in every task; on some tasks their role may be more indirect (for instance, if they are in charge of uploading certain podcasts) but on others they must speak in English (for example, when presenting or actively participating in a particular programme) and they must include activities in which they work on their pronunciation, more precisely, they must practise their oral production. In other words, the roles of the different group-members would change from one day to another, for example, two students could be the presenters that interview people, two

the interviewees and the remaining one or two the people in charge of recording and uploading podcasts; in the following programme the person who had previously uploaded podcasts could perform the role of a journalist giving the main headlines of the day. As this project will take time to complete, teachers could give their students a whole term and set this project as a main part of the assessment system for that term. An example of a radio show that advanced EFL students could design could contain the following modules and programmes.

	Main topic /type of task	Procedures
Day 1	Schedule introduction	On the first day, the students would have to record themselves presenting the programme to their audience. To exemplify, they could introduce themselves and their colleagues, briefly refer to the content of the radio programmes and schedule...
Day 2	Students´ experiences about going abroad to learn a foreign language	One or two students would be the presenter(s) and two or three of them would have to adopt a role of ex-Erasmus students in different countries. They could talk about their experiences with food, life-style, differences in education, sightseeing, language improvement...
Day 3	Podcasts on learning English	Some of the students (or all of them) could upload their own podcasts on certain aspects of English (grammar, pronunciation, vocabulary, culture). They would have to practise their own monologues, record them and afterwards upload them. For instance, one student could explain how to use songs in the classroom, another one the typical expressions one can use for greeting someone and for saying goodbye (referring to the different situations when they can be used but not in others; for instance, one should not say *See you later, alligator!* to a teacher, but they could do so with their friends), a third student could focus on pronunciation, by providing pieces of advice on how to change one´s intonation depending on the message they want to get across and the way they feel; another student could focus on tips for making good power point presentations in English and so on.
Day 4	Live quiz	One student is the presenter of a new quiz programme called *Who knows more English?* Two or three other members of the group would be the contestants that have to compete against each other answering questions regarding different aspects on English grammar, lexis, culture and pronunciation. For instance, *what is the opposite of strong; name two modal verbs of obligation; think of three words with more than two syllables; say three words that are pronounced with the* fleece *vowel; what vowel is the most frequently one used in RP?, how do you spell* comfortable*?*
Day 5	More podcasts	Students could upload more podcasts. This time, the topic selected could be film reviews and thus several students would be in charge of selecting a film and, afterwards, providing an oral review of it or pretend to be interviewing the director, main actors... whose role would be carried out by other members of the group.
Day 6	Farewell	In this special programme the radio presenters would have to summarise the contents that have been broadcasted in the previous days and say goodbye to their audience. The remaining students could adopt in this case the role of camera-men, scriptwriters... and also say some words to express their farewells to the audience.

Example of a radio programme schedule to practise pronunciation.

At the end of the term, the different groups will have the chance of listening to the different radio shows designed by their classmates and the members of each group must orally present their project in front of the class, not only referring to the content of such a project but also to the problems they had creating it, things they have learnt about

English or whether they enjoyed this activity and think it was useful for improving their English.

8.3.2. Blog busters

A creative project in which students are encouraged to design a blog for their EFL classes; more particularly, for their oral EFL lessons. If teachers do not feel capable of showing their students how to create this type of website, Word documents in which hyperlinks are inserted could be used as an aid.

Teaching point	Final –*ed* endings but any sound could be emphasized
Minimum level	Advanced
Materials	Audio-recorders, computers
Skills to be practised	Speaking, listening, pronunciation, reading, writing, vocabulary
Approximate amount of time needed	3-4 weeks. One weekly session could be devoted to this activity but students would still have to work on it at home

Procedure:

In groups of 3 or 4, students design and create a blog or project using Word and/or PowerPoint programmes. The main aim of this project is to work as much as possible on final –*ed* verbal endings, a problem even the most advanced students in my pilot study continued to have on some occasions (cf. section 5.4). The website/documents should be full of resources and activities in which readers can practise producing and understanding this verbal ending. Examples of possible techniques that could be used are the following: recording native speakers, reading a text, uploading podcasts with some verbs being pronounced correctly and others incorrectly and students have to distinguish them, using pieces of English-speaking series, films, documentaries and creating activities for their classmates such as "give three examples of verbs these actors pronounced with a final /t/ sound" or "fill in the blanks with the verbs the female contestant says", selecting a number of regular verbs from a text and transcribing them in their past form or recording themselves pronouncing a number of verbs.

Extra ideas for using new technologies	- Students choose one of the apps available for learning pronunciation (*Cool Speech, Clear Speech* and so on, see section 2.2.2.2.6.2) and design similar tasks as those included within these programmes and talk about them to the rest of the class.
	- Students make up a conversation in which nonsense words are introduced. The rest of the class has to try and transcribe these words and suggest a meaning and a possible spelling. For instance, "You´ll never guess what I found in his room: a blue /kƏ'str^nsƏbɒl/!" "He´s always talking about his /saɪ'krɒnƏʤi:z/ as if they were the best. Well, I think mine are much better."

8.4. Tongue twisters

8.4.1. Strange tongue twisters

A memorising type of game in which students create tongue twisters for their classmates to read out aloud as quickly and intelligibly as possible.

Teaching point	I will give examples for focusing on /r/, schwa, the distinction between /ɪ/ and /iː/, /t/ and for some initial consonant clusters with /s/ but any sound or combination of sounds can be used
Minimum level	Lower-intermediate
Materials	Paper, pens, dictionary
Skills to be practised	Speaking, vocabulary, pronunciation
Approximate amount of time needed	15-20 minutes

Procedure:

The teacher makes up strange tongue twisters, strange in the sense that they do not have to make sense, as long as they are grammatically correct and contain several words with a certain sound or sounds that are the object of study; students then have to learn how to pronounce them correctly. One tongue twister could be given to each student and in the next class the teacher tests them on the one they have been given. Afterwards, they exchange their tongue twister with another student and learn how to pronounce another sound for the next session. For example, the teachers could give some students the following tongue twisters:[50]

The **red rat** didn´t **run** on the **right** side of **Riddley road** but it **ran** on the **right** side of **Ricketty road**

The alligator´s decorator was arrested by **the gladiator´s daughter** who had recently become an **inspector**

He **smashed** the **Spanish** man´s **steel star** with his **spongy spotted** and **striped** ball. The **Spaniard** told him to **stop** playing **sports** on the **street**

Examples of tongue twisters of my own creation

He reached out to the **leaking sink** and **ended** up **with clean feet**

The **light went out** on **Saturday night**, when the **turkey** was **still** in the oven and **Tom** and **Tim** were **planting turtle tomatoes** and **butter potatoes** in their **plantation site** on **Tail´s Street**.

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[50] This activity has been adapted from Calvo (2012).

Extra ideas	- Students themselves could be in charge of inventing strange tongue twisters for their classmates and ask them to try saying them aloud. - A sort of competition could be held in which prizes are given to the most-imaginative tongue twister, the longest one(s) and the funniest one(s).

8.5. Role-plays, dialogues and simulations

8.5.1. Everyday restaurant conversations

To design and perform role-plays or simulations that could take place in restaurants or bars. This topic was chosen since anyone who travels abroad will end up entering a restaurant, bar or pub to order breakfast, lunch or dinner, to have a few drinks or to simply ask the staff for directions on how to get to a certain place. Thousands of topics and situations can be raised in restaurants and teachers should make the most of them since their students may have to face talking about some of them in their real life.

Teaching point	Intonation, fluency and in general expressing oneself intelligibly
Minimum level	Intermediate
Materials	Paper, pens
Skills to be practised	Speaking, listening, pronunciation, vocabulary
Approximate amount of time needed	A week to prepare short dialogues, role-plays, simulations; 15-20 minutes per pair/group to perform them

Procedure:

In groups of 3-5, students have to invent a role-play, simulation or dialogue related to eating at a restaurant, visiting a bar or a pub, etc. They can choose the specific roles they want to perform and the vocabulary to be used but they must include examples of questions, exclamations and sentences in which they express feelings and emotions to make sure they play with different intonation patterns. Examples of role-plays are the following:

1) One of members of the group could be the waiter/waitress and the rest of them a group of friends who are celebrating the engagement of one of the couples;

2) A business man who ordered a vegetarian pizza and has been brought a pizza with chicken in it and hence one or several students would have to complain;

3) One of the members in the group is lactose-intolerant and would need to explain to the members of staff that they cannot eat anything with milk or other dairy products;

4) A couple eating at a restaurant starts arguing and the waiters have to ask them to calm down or leave;

5) A client is caught trying to steal someone´s purse;

6) A man asks his girlfriend to marry her in the middle of their meal; or,

7) A family is celebrating their son´s/daughter´s graduation.

Students will perform their role-plays or dialogues in front of the class, if possible without the script, and teachers will give them feedback on their pronunciation at the end.

Extra ideas	- Instead of inventing a dialogue, learners could choose a scene from a film, TV series or other type of programme, decide which person will perform each role, rehearse it and afterwards perform it in class. Higher marks will be given to the most creative scenes, i.e., if any groups dress up as the characters in the scene they are representing. - Other role-plays related to food can be: students who are about to travel abroad and stay with an English-speaking family have to let them know what food they cannot eat because they are allergic to X, meals they do not like and so on. - Instead of food, teachers could use many other authentic topics students will most likely have to talk about when travelling abroad like asking for directions, going to visit a doctor because they feel ill, checking in their luggage and making their way through passport control at the airport…

8.6. TV programmes, series, films

8.6.1. TV producers

A long project based on creating videos for a TV programme.

Teaching point	Both segmental and suprasegmental features, mainly gaining confidence and improving their oral skills
Minimum level	Intermediate
Materials	Video-recorders, pen, paper, pieces of furniture to decorate the different programmes, different clothes to wear in each type of show
Skills to be practised	Speaking, listening, pronunciation, vocabulary
Approximate amount of time needed	Two weeks to design and record, two weeks for editing, two hours for reproducing

Procedures:

Each group of four or five students will be in charge of a certain type of programme. To exemplify, one group could design and record a news broadcast session (with its different areas: main news reports, sports, weather...), another group could work on a sports programme, a third group on a quiz show, a fourth one on a soap opera and so on. Afterwards, all of the videos could be edited in order to create a new TV channel and the whole class would have to decide on the schedule for their respective programmes.

When they have finished editing their videos, they could organise a festival in which their new TV channel will be presented to their respective parents, other teachers...

Extra ideas	-	If time is not a problem, this project could be a long activity, perhaps a whole academic term as the radio-programme task suggested in section 8.3.1. On this occasion, each group would have to design their own complete TV channel which included programmes on the top musical hits of the moment, a news broadcast, soap operas, quizzes, series, and documentaries.

8.6.2. Constant switching the channel game

An improvising game in which the teacher flips through different channels and students have to say the first ideas that come to their minds. This game is not of my own creation but I had to play it when I attended an *Immersion course of Linguistics in the English Language* organised by the International University Menéndez Pelayo in 2009. I thought it was really useful for getting students to speak on the spot without having time to plan what they would like to say.

Teaching point	None in particular, just getting students to talk without having time to prepare
Minimum level	Intermediate
Materials	None
Skills to be practised	Pronunciation, speaking, listening, vocabulary

Procedures:

The teacher arrives in class and without having told the students anything decides they want to watch TV. The teacher, with an invisible TV remote control, points at a particular student and says something like "I really fancy watching TV. Let´s see what´s on the news channel". The student selected will have to quickly start talking about a real or invented piece of news; for instance, they could say "After three years of fighting for justice, the Keith family has finally been able to sleep in their new house for the first time". After some time (more or less depending on how well the student is able to improvise and carry on speaking), the teacher quickly points at another student and says sports/soap opera/quiz and that student has to act out what they have been asked. On some occasions, the instructor may point at more than one student, for instance, if they have to improvise a quiz show; in this case, they could maintain the following dialogue:

Student A: And tonight we have two contestants, Paul McHenry and Jamie Night. Hi Paul, tell us a bit about yourself

Student B: Hi everyone, well, I´m Paul, I´m a mechanic from Brighton, married with four kids and I love football

Student A: Okay, let's hope you´re knowledge of cars can help you today. Now, Jamie, tell us something about yourself

Student C: Hi, I´m Jamie, I´m 28 years old, a law student from Newcastle and my favourite hobby is travelling

Student A: What countries have you been to then, Jamie?

Student C: I went to Greece and Finland last year, been to Spain a couple of times, also Germany, Amsterdam, France and Italy. If I win the jackpot tonight I´d love to go to Canada or the USA

Student A: Okay, good luck to both to you. Ladies and gentleman, let´s get ready to rumble. Round one...

8.6.3. Audiovisual translation project

A group project in which students have to translate part of a Spanish TV series into English, give an oral presentation about it and if possible, perform it in front of the class. This activity was actually part of the assessment system in a module called *Specialised Translation*[51] that I taught together with a native assistant teacher during my three-year pre-doctor grant. Although it was not intended for students to develop their pronunciation of English, in the end, several groups found that this activity helped them improve their oral skills and thus I believe it could be another motivating activity to get students talking and writing in English. Moreover, I will suggest a few ways in which pronunciation could be emphasized at the end of the project.

Teaching point	English accents
Minimum level	Advanced
Materials	Series, dictionaries, computers, pens, paper
Skills to be practised	Translation, writing, vocabulary, culture, pronunciation, speaking, listening
Approximate amount of time needed	One week to select the section of a particular Spanish series to be translated, four-five weeks at home to translate the text and 20 minutes per group to orally present their project in class.

Procedures:

In groups of 4-5, students will be asked to choose part of a Spanish or English fiction series and translate such a video into English or Spanish. This task may not be so easy since there are many idioms, false friends, phrasal verbs and so on in English that will make their task more difficult. Moreover, cultural and social aspects should also be

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[51] Since this module was based on translating Spanish texts into English and vice versa, we allowed the different groups of students to choose either Spanish or an English audiovisual material. The only requirement was that a translation was not already available on you tube or any other website.

taken into consideration; for instance, people tend to talk in different ways depending on their education and social-class and these differences regarding the lexis and accent used should also be adapted when translating this text into English or Spanish. If possible, students with different nationalities should work in the same group – this was possible with my colleague and my students since, although most of them were Spanish, we had quite a few native English people and a few Chinese students. After completing the translation, the different groups of students will have to present their project to the class, including the videos in which they have inserted the subtitles with their own translation. They should not only talk about their final project but also about the process they followed such as the areas in which they had difficulty finding an adequate English translation, the way they had adapted their translation to cultural and social backgrounds, the strategies they followed to translate certain parts and so on. Afterwards, the sound of their 5 or 6 minute video should be taken off and the different members of the group should become the protagonists of the video and perform it with their own translations, hence paying attention to pronunciation. Our particular students in the module on *Specialised Translation* were not asked to perform their translations, they only had to translate their text, write a report on the difficulties overcome, the decision made to translate X as Y, etc., and to orally present their project in class. Nevertheless, performing the scene in English in front of the class would be a good way of working on pronunciation.

8.7. Written materials: recipes, menus, travelling brochures

8.7.1. British-food week

Task where students get familiar with the way English recipes are written and afterwards they have to choose a typical English dish and write its recipe.

Teaching point	General sounds. In this case, I have mainly focused on the /ɪ, i:/ sounds but any other pairs can be used
Minimum level	Lower-intermediate
Materials	Menus, card, glue, colouring pencils and/or pens, stickers, pictures
Skills to be practised	Pronunciation, speaking, listening, vocabulary, writing
Approximate amount of time needed	20 minutes for searching and choosing the menu, 60 minutes for preparing activities, two sessions for carrying out the activities in class and correcting them

Procedures:

Teachers could present the students with a recipe similar to the one below of my own creation. In groups of three or four people, they could be asked to:

1) Underline the words that are new for them, look them up in a dictionary, provide a definition and/or description of them and check their pronunciation pattern;

2) Underline the verbs that appear in the imperative form and identify the vowels used in each of them;

3) Provide more examples of cooking verbs and identify the vowels present in each of them. They should say their options out loud so that they practise different sounds rather than simply writing verbs down;

4) Underline the monosyllabic verbs and divide them into two main groups, those that contain a long vowel versus those that carry a short one;

5) Look for several words with certain sounds such as the *kit* vowel, which appears in *tin, minced, olive, garlic, until, it, is, grill*; afterwards, they could be asked to identify some words that contain the long version of this vowel, *i.e.,* the *fleece* one, that can be found, for instance in, *pieces, meat, heat, leave, peel, cheese*. Once again, learners should read these words aloud so that teachers can make sure they correctly distinguish between both vowels;

6) Look for some words that have their own homophone; to exemplify, *piece-peace, one-won, two-to, meat-meet, peel-peal, are-r;* or,

7) Think of minimal pairs of *tin* (*tone, ton, tune, ten, tan, teen, torn, turn*).

After having worked a little with the menu provided, the teacher could suggest an activity in which during the next week or so, in groups of 3 or 4 again, students have to do a project by researching and choosing a typical English meal, dessert, cake, snack, drink... (when they have selected one, they should tell the teacher so that another group does not choose the same item/s); then, they can make a poster with the recipe, glue photos, drawings, check the pronunciation of each ingredient and cooking step, make handouts with the printed version of their recipe for their classmates and teachers and prepare an oral presentation to present their dish or drink and, finally, they can prepare some activities similar to those mentioned above (or others of their own creation) to focus on pronunciation.

Shepherd's pie (with Bolognese sauce)

Steps:

Ingredients:
500gr of minced meat
1 onion
Garlic
Parsley
1 carrot
Tin of tomato
Bay-leaf
Oregano
1 or 2 teaspoons of olive oil
Salt and pepper
Two spoons of butter
Half a cup of milk

1- Cut the onion and garlic in very small pieces and stir-fry them with the olive oil until they are soft
2- Add the minced meat and continuously stir it until the meat is brown
3- Add the tin of tomato, bay leaf, oregano, salt and pepper
4- Bring to boil, lower the heat and leave to simmer.
5- Meanwhile, peel and boil potatoes.
6- Cook potatoes, when they are very soft, mash them with the milk, butter and a pinch of salt and pepper.
7- Place meat on the bottom of a tray and potatoes on top.
8- If desired, grate cheese to go on top of the potatoes.
9- Place everything under the grill until the cheese is melted.

Other typical British meals students could choose can be found at the following web pages:

1) <http://www.bbcgoodfood.com/recipes/collection/british>

2) <http://www.buzzfeed.com/jenniferschaffer/yum-british-food#.cn6y5jOeO>

Extra ideas	- Instead of using typical British meals, American, Australian, South-African, Canadian or Nigerian ones can be used or students can even invent their own meals as long as they make use of pronunciation dictionaries or ask their teachers doubts before presenting their project in front of the class.

8.7.2. Menu-makers

Teaching point	General segmental and suprasegmental issues. I have not focused on any particular sounds in this task but, depending on the menu they design, they will have to pronounce some sounds more than others. For instance, in the menu below, of my own creation, learners will have to practise several vowels like: /ɒ/ in *sausages, coffee, chocolate*, /ɪ/ in *grilled, fish, chips, chicken* or the diphthong /eɪ/ in *mayo, bacon, baked*.
Minimum level	Intermediate
Materials	Menus, pens, Internet connection
Skills to be practised	Speaking, pronunciation, listening, vocabulary, writing.
Approximate amount of time needed	Two sessions in class, around three of four hours at home

Procedures:

Students would be presented with a menu like the one below. Several activities could be used:

1) First of all, they could check they know the meaning of all the contents; if not, they will need time to ask the teacher or do some research; afterwards, they could look for other typical sandwiches and snacks that are typical in England or the U.S.A and add them to this menu; or,

2) Invent their own menus. Each group of 4 or 5 people could be given details of a certain type of restaurant, for instance, a Chinese-restaurant, a steak-house, McDonalds, a kebab place, a luxury restaurant, an Italian pizza and pasta restaurant... and they would have to come up with their own menu.

Extra ideas	- Within their groups, they could afterwards do several role-plays like those suggested in section 8.5.1.

ENGLISH BREAKFAST	MAIN MEALS
2 eggs (fried/scrambled), sausages, bacon, baked beans, grilled tomatoes, mushrooms, toast and tea/coffee 2 eggs (fried/scrambled), sausages, bacon, grilled tomatoes, mushrooms, toast and tea/coffee 2 eggs (fried/scrambled), sausages, bacon, baked beans, toast and tea/coffee 2 eggs (fried/scrambled), sausages, bacon, baked beans, grilled tomatoes, mushrooms and tea/coffee	Roast chicken, chips/baked potatoes (with peas or salad) Medium fish n´ chips (with peas or salad) Large fish n´ chips (with peas or salad) Bangers n´ mash (with peas or salad) Pork chops, chips/baked potatoes (with peas or salad) Fillet steak, chips/baked potatoes (with peas or salad)
SANDWICHES AND BAGUETTES	
Tuna and mayo baguette Tuna, mayo, cucumber and tomato baguette Cheese and tomato baguette Cheese and pickle baguette Roast chicken and mayo baguette Roast chicken, mayo, cucumber and tomato baguette Tuna and mayo sandwich Tuna, mayo, cucumber and tomato sandwich Roast chicken, mayo, cucumber and tomato sandwich Cheese and tomato sandwich Bacon sandwich/sausage sandwich Cheese and pickle sandwich Roast chicken and mayo sandwich	**DRINKS** Soft drinks: coke, fanta orange, fanta lemon, lemonade, appletiser Apple juice, orange juice, apple and raspberry juice Coffee/tea Milkshakes: strawberry, chocolate, vanilla, raspberry
	DESSERTS Chocolate cheesecake, strawberry cheesecake Trifle or apple crumble Chocolate, strawberry or vanilla ice-cream Raspberry ripple

Example of a typical menu that could be found in English cafés

8.7.3. Making travelling brochures

A creative activity in which students design travel brochures.

Teaching point	Generally improving spoken skills, including pronunciation
Minimum level	Intermediate
Materials	Sample of travel brochures to get familiar with the style used, pens and paper, computers
Skills to be practised	Speaking, pronunciation, writing, vocabulary
Approximate amount of time needed	Two sessions in class, around three of four hours at home

Procedure:

In pairs, students design their own travelling brochures. They could choose any type of destination: a foreign country, a city or a town, a place on the coast or a beach holiday, their own city... Before suggesting this activity, teachers could take some examples to the class and thus help students become familiar with the sections a brochure normally contains, the fact that pictures and drawings are highly frequent in this text genre... Afterwards, in order to practise oral skills and pronunciation, they would have to present orally their brochures in class. If desired, the rest of the students and the teacher could choose the best brochure out of all and small prizes could be given. Moreover, depending on the school, it would be a good idea if the different brochures could be hung up somewhere in order to let other people from the school see them.

Extra ideas	- Students could invent a role-play between a travel agent and a few clients discussing what country is best to visit. They could talk about prices, security measures, flight times, hotels or other accommodation options, leisure activities that can be practised there and so on.
	- Problem-solving activities: a tourist has only two days in a certain place, asks a native inhabitant/hotel receptionist the most important places to visit in such a short period of time; some clients asked for two separate beds and when they get to the room they find a double bed; the hotel has no lift – this information was not on their website - and an elderly couple have booked a couple of nights there...

Before I end this chapter, I would like to mention that, apart from the need of alternative types of pronunciation activities to be present in Spanish EFL textbooks, I also consider tips or theoretical explanations can help Spanish students understand and improve their pronunciation of English. As seen in sections 7.4.1.4 and 7.4.2.4, textbooks currently used in Spanish EFL classes fail to include explanations or pieces of advice on the learning of English pronunciation. Therefore, I have created some tips of my own which I have included in Appendix 8B.

CHAPTER 9

GENERAL SUMMARY AND CONCLUSIONS, TOPICS FOR FUTURE RESEARCH, AND FINAL REFLECTIONS

In this, the final chapter in my doctoral dissertation, I will begin by presenting a number of general conclusions drawn from the practical research described in chapters 5, 6 and 7, as well as from the four chapters dealing with the theoretical framework of the study; moreover, I will discuss those pedagogical implications that can be inferred from my findings related to the teaching of English pronunciation in EFL classes in Spain. In order to do so, this first section here will be divided into nine main parts; the general structure followed will distinguish between findings from previous research on relevant topics (integration of pronunciation with other skills and language areas, pronunciation error correction, assessment of pronunciation, factors which influence the learning of pronunciation) and what my own study contributes to all these areas.

In the second part of the chapter, I will suggest some possible topics for future research. Finally, in section 9.3 I will outline my final reflections after having completed this dissertation, and will present reasons why I believe it makes an interesting contribution to the teaching of English pronunciation and, more particularly, to the teaching of English pronunciation to Spanish learners.

9.1. General summary and conclusions

9.1.1. Reasons why (English) pronunciation is important and should be taught (to Spanish learners)

What previous research says:

Pronunciation – a major area within the language skill of speaking – and more particularly, the pronunciation of English, is considered to be one of the most difficult language areas to acquire when learning English as a foreign language. The main reasons for this are the following: a) the lack of correspondences between English spelling and pronunciation (words are not pronounced as they are spelt, and it is

unlikely that one letter or a group of letters will be always be pronounced the same; for example, <ea> is pronounced with /a:/ in *heart*, with /e/ in *ahead,* /i:/ in *beaver*, /eə/ in *bear* and /ɜ:/ in *learn*); b) the fact that one should also communicate with a certain degree of fluency and accuracy when speaking, that is, it is not enough to pronounce isolated words correctly, but rather one should be fluent and at the same time use appropriate words when maintaining a face to face or online conversation with someone; and, c) personal, cultural or psychological factors such as the degree of motivation students have for learning this foreign language, the way pronunciation works in their native language(s), their age and their personality will also have a direct influence on how fast and efficiently each student will learn the pronunciation of English (see sections 1.3.1.1., 1.3.1.2, 1.3.2.1 and 1.3.2.2).

Regarding Spanish learners in particular, the skill of speaking – and hence, pronunciation – has long been regarded as their main Achilles' heel when learning English. This topic has long been of interest, reflected in many newspaper headlines and articles, both in the past and nowadays; these articles attempt to find a sound explanation as to why Spanish speakers have so many problems when speaking English. Although there have been some changes in the Spanish educational system in the last few years, such as a reduction in the number of students per class in EFL lessons, and the implementation of CLIL or bilingual programmes, the truth is that most Spanish learners of English who have been learning English for many years, through their primary, secondary and post-secondary education, are still incapable of maintaining basic daily conversations in English at the end of their high-school studies.

There have also been several studies published which have tried to determine the reasons why the majority of Spanish students who have been in contact with English since an early age develop their skills in almost every language area but fail to achieve an intelligible level of pronunciation. The main reasons found can be summarised as follows: a) the phonological system of English differs greatly from that of Spanish, and as a consequence most of the common problems of Spanish EFL students with pronunciation are due to the influence of their native language on the target language (for instance, Spanish does not distinguish between short and long vowels as is the case in English, and the vowels schwa and /ʌ/ do not exist in Spanish; see section 9.1.7 for more information regarding problems of Spanish learners with the pronunciation of English); b) the way English words are spelt and how they are pronounced is highly

irregular; Spanish, on the other hand, follows a highly transparent orthographic system in which the different written letters or combinations of letters will always be pronounced the same, no matter the word in which they appear (with the exception of some foreign words like *whiskey*, *pub*, *airbag* or *email* which, on many occasions, continue to resemble a rather English pronunciation even when used in Spanish); and, c) Spain is a country where EFL students do not have many opportunities to practise English outside the classroom (see results of the European Survey on Language Competences report (ESLC), section 1.1), hence making it harder for them to develop their spoken skills in the same way as they can develop their reading or writing skills, for instance.

Due to a combination of all of these difficulties, then, Spanish learners need to have more frequent exposure to spoken English and should also have adequate opportunities to produce oral language, so as to reach a level that will allow them to both understand native and non-native speakers of English without too much difficulty and to express themselves intelligibly enough so as to be understood by others.

What my research indicates:

Spanish EFL teachers and learners are fully aware of the importance of pronouncing English as correctly and intelligibly as possible so as to avoid misunderstandings; in fact, over 90% of both groups of participants consider learning how to pronounce English correctly to be important.[52] Pre-university students rate correct pronunciation as slightly less relevant than group 2 (university) and group 3 (School of Languages/Modern Language Centre) students; similarly, university teachers consider pronouncing English correctly slightly more relevant than group 1 (pre-university) and 3 (School of Languages/Modern Language Centre) teachers. In addition, almost 95% of the teachers surveyed claimed that learning how to speak English correctly is also extremely relevant and around 93% of all learners affirmed that they would like to speak English fluently. Finally, both groups of participants acknowledged that knowing how to speak in English will be useful for students in their future lives.

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[52] It is important to mention that throughout this section, when I give percentages in favour or against a statement in the questionnaire, I have taken the *agree* and *totally agree* options together, and done the same with *disagree / totally disagree*. In other words, when I state that 93% of the students surveyed believe learning how to pronounce correctly is important, this includes both the percentage of students who chose the option *I agree* on my scale and those who selected *I totally agree*; the same calculations will be done when referring to questions in which a certain number of participants *disagree* or *totally disagree* with one of the statements in the survey.

Broadly speaking, both students and teachers are also aware of the fact that English pronunciation is somewhat tricky for them as native speakers of Spanish. English pronunciation was rated as entailing more difficulties for the students surveyed than speaking English (34% vs. 46%) and the learning of pronunciation seems to pose more difficulties for group 3 students than for high school and university students (more information on this topic will be given in section 9.1.7). Likewise, only 49% of the teachers surveyed consider speaking English difficult, whereas almost 70% regard English pronunciation as a very complex part of the English language.

Finally, around 80% of Spanish EFL learners and instructors agree that a person cannot be considered as a good speaker of English if they do not know how to pronounce the language in an intelligible way, no matter if they express themselves fluently.

To sum up, both Spanish students and teachers are aware of the difficulties English pronunciation entails for them as native speakers of Spanish/Galician, since in terms of phonology, English differs quite a lot from these languages, and for this reason the vast majority of both learners and instructors agree that learning how to pronounce English correctly is important, as this will be useful for them in their future professional and/or personal lives.

9.1.2. Factors which may influence on the learning and teaching of pronunciation

What previous research says:

There are many factors that may influence the way students learn pronunciation and how teachers teach it. Some of these important factors are of a biological or personal nature, such as age, personality or motivation in the case of learners, and involvement in instruction, motivation, teaching skills and personality in the case of teachers; other factors are related to social-cultural or psychological issues, such as the strategies students use to learn pronunciation or previous instruction in phonetics and phonology; finally, there are some training factors, such as teacher training and experience, which may determine how well teachers will be able to face the teaching of pronunciation, identify and help students overcome difficulties, suggest tasks for practising particular aspects of pronunciation, or assess their students' overall command of English pronunciation through oral tests or tasks. From the whole list of learner and teacher-related factors distinguished in section 1.3, I have selected four to be discussed further

here, since some of the questions included in the questionnaire used for my first practical study (chapter 6) bear some kind of relation to factors which may help explain students' problems with pronunciation. More particularly, I will refer to: a) age; b) personality; c) amount of exposure in the case of students, and, d) teacher training and skills for instructors.

9.1.2.1. Age

What previous research says:

As a general rule, people who begin learning a foreign language at an early age (before they turn twelve) will learn this language easily and may even become native-like users of the language. In contrast, those who start learning a foreign language after they are 12, during adulthood for instance, may become proficient users but there will always be traces of their native language(s) when communicating in the foreign language. This cut-off point is known as the *Critical Period Hypothesis* (Lenneberg, 1967).

Since the emergence of Lenneberg's theory, attempts have been made by a variety of scholars to test his hypothesis; findings in many of these studies confirm his theory, although inconsistencies have also been found. As regards pronunciation, most studies have indeed verified Lenneberg's hypothesis, but a few have shown that some language learners who begin the learning of English after the age of 12 can also achieve an accent which is perceived as native-like even by native English speakers. Hence, these studies concluded that generalisations in terms of age, like the Critical Period Hypothesis, should not be made when it comes to discussing the learning of a foreign language. What is true, however, is that children and adults learn a language differently and teachers should bear these differences in mind. For example, children would probably derive greater benefit from active types of games such as twister or hopscotch than adults would.

To sum up, although children may find it easier to learn to speak English, this does not mean adults will always face serious problems in doing so; other factors, such as personality, prior pronunciation instruction and degree of motivation, also have a direct influence on how easily students will learn to express themselves orally in a foreign language, no matter how old they are.

What my research indicates:

Although I did not directly analyse the effects of age on the learning of English pronunciation by Spanish students, some of the findings in my practical studies do provide some background on these issues.

More specifically, as mentioned above, group 3 students, who were attending EFL classes at the Spanish Official School of Languages or at the Modern Language Centre at the University of Santiago de Compostela, rated pronunciation as a really difficult language area for them in the learning of English as a foreign language. Most high school and university students also affirmed that English pronunciation entails some difficulties for them, yet their answers were not as homogeneous as in the case of group 3 students; thus, some group 1 and group 2 students claimed that the learning of English pronunciation is somewhat difficult for them, while others contradicted such a view.

This may be explained by the fact that most of the students that attend EFL classes at the *EOI* or *CLM* are adults who either studied a few years of English within the primary and/or secondary stages of their education before dropping it for many years, or people who had never studied English before and had decided to begin learning it as adults. Thus, it could be said that these results indirectly confirm the Critical Period Hypothesis in the sense that the older students in my survey-study were those who believe that English pronunciation is an extremely difficult part of the language for them to learn. In other words, the fact that most of group 3 students have started learning English during adulthood may have led to them considering English pronunciation to be so difficult for them to learn, whereas younger students may have unconsciously learnt things about English pronunciation at an early age.

9.1.2.2. Personality

What previous research says:

On many occasions, it is totally natural for students with an outgoing personality to be the ones who do not hesitate to speak English in class, whereas those who are rather introvert and shy will most likely avoid communicating orally, unless it is absolutely necessary (for instance, if the teacher directly asks them a question) or in a situation where they feel completely comfortable doing so (for example, if shy students have to

work in pairs or groups, and are placed with their best friends, they will probably end up talking, even if less than their extrovert friends).

A non-threatening atmosphere in class is essential for helping students feel relaxed and comfortable in their EFL classes; in the long run, students will most likely feel confident enough to speak in class if they personally see that there are no negative consequences when one makes a mistake, that the rest of the students have a similar command of the language, that it is not necessary to pronounce everything perfectly as if they were native speakers etc. Moreover, the teacher's personality will also have a direct influence on the students' learning process, especially with young learners, in the sense that the more a student likes their EFL instructor (for example, because they use a soft and neutral voice, they rarely shout when mistakes are made, and they do not mind explaining something a number of times if there are doubts or questions), the higher are the chances that these students will eventually end up expressing themselves orally in English, since they will not feel afraid to do so.

What my research indicates:

As will be discussed in more detail in section 9.1.7, Spanish students tend to have serious problems when they express themselves orally in English and, more particularly, with English pronunciation. Several attempts have been made to try and determine the reasons for these difficulties. Thus, it is often claimed that speaking typically involves facing an audience, and that some students may feel shy or even anxious to speak in front of other people, even more so when they have to speak in a foreign language; moreover, one of the main reasons why pronunciation is believed to be undervalued in EFL classes is that teachers often do not feel confident enough in teaching this language area, mainly because they themselves are not native-speakers.

However, according to some of the findings in my research, it seems that shyness cannot always be taken as the main empirical reason why every Spanish EFL student has problems with pronunciation, since 43% of the 1,170 students surveyed denied feeling shy in speaking in English, in contrast to only 34% who affirmed that they did suffer from shyness when they had to communicate orally in front of other people. This is a positive finding, one that EFL teachers in Spain should take advantage of by getting their students to speak as much as possible in class. Once again, the students who rated shyness most highly as an important factor that stops them speaking

comfortably and confidently in English in class were those enrolled at the Spanish Official School of Languages or Modern Language Centre, the same ones who had rated pronunciation as extremely difficult for them. This is understandable since most of these learners are adults, who are more likely to feel embarrassed to speak in another language in front of other people, not like children, who are generally more extrovert in this sense and like making noise.

Although the majority of the students surveyed denied feeling shy when speaking English, there is still a common belief that Spanish students feel embarrassed when they communicate orally in this language, probably due to the differences at a phonological level between English and Spanish. This belief was explained in detail by interviewee number 9 (her comment can be found at the end of Appendix 6G); this girl considers that shyness is a common factor among Spaniards when they are forced to express themselves in English. She also mentioned that she feels shy even now when she speaks English to anyone, despite many years of study. She does not want this to happen but she cannot avoid it and does not understand why Spanish people act in this way while people from other countries who are learning to speak Spanish are constantly practising the language as much as possible no matter their level or the mistakes they make. For her, it is as if shyness to speak in English is simply part of the Spanish personality.

Furthermore, 64% of the teachers who participated in my questionnaire-study acknowledged they felt totally self-confident in teaching pronunciation, i.e., they believe that they have the ability, experience and knowledge to teach this language area to Spanish students. Hence, whereas a lack of self-confidence of EFL teachers to teach pronunciation is typically cited as one of the main reasons why pronunciation is neglected in general EFL classes, it does not seem to apply in the case of Spain, a country where teachers feel confident enough to face the teaching of this language area. It could therefore be said that Spanish EFL teachers do not judge their own pronunciation of English as being inferior in any way; of course, many of them will not sound purely native-like when speaking English and may have a foreign accent in spite of pronouncing every English sound to perfection, but this does not seem to worry them; hence it could also be inferred that Spanish teachers rate intelligibility as more important than sounding completely native-like (more information will be given on this topic in section 9.1.8).

9.1.2.3. Amount of exposure inside and outside the classroom

What previous research says:

Students need enough input to learn how to speak English, that is, they need many opportunities to produce, perceive and intake the spoken language. Pronunciation tasks are said to be time-consuming; however, they do not have to be that long.

Spain is a country in which the chances for practising English outside formal EFL classes are known to be quite low in comparison to the opportunities students have of reading English and listening to people speaking in English, or simply surfing the Web. This lack of opportunities to practise the oral component of the language outside students' formal lessons, together with the fact that the speaking skills are regarded as time-consuming, may explain why they do not receive as much attention as grammar, vocabulary and writing-based skills in the classroom, and why Spanish students are generally better at written skills than at oral ones.

Little by little, the Spanish government is taking measures so that students can either travel abroad to complete language courses or even do so within Spain; moreover, on some occasions, the number of students per class has been reduced so as to help EFL students improve their spoken skills. Nevertheless, at present, the truth is that Spain, according to the results of the ESLC report, see section 1.1, is one of the European countries, together with Estonia, France, Netherlands, Poland and Sweden, that offers the fewest opportunities for students to practise English outside their EFL lessons at high school, universities and language schools, and one of the countries which, together with Greece and Bulgaria, provides students with very few opportunities for travelling abroad to practise the foreign language.

What my research indicates about the exposure to oral language in the classroom:

Spanish EFL teachers at all the levels of education analysed in my dissertation (high school, university, *EOI* and *CLM*) constantly seem to speak in English to their students when they are in class; this was acknowledged by the EFL teachers surveyed and was even confirmed by the majority of the students. In contrast, Spanish students, as a general rule, only use English on some occasions when communicating orally in the classroom, something clearly negative since it is impossible to learn how to speak a language, especially English, without actually practising it (one may take time to begin to speak it if they study English with the Silent Way Method, for instance, but sooner or

later everyone has to start producing the language if they want to become basic or proficient users).

If one compares what happens in the different educational stages analysed, those attending the Spanish Official School of Languages or Modern Language Centre seem to have more chances of speaking English in class, in that most of group 3 learners said that they always use the foreign language once they have entered the classroom and their lessons have start. These students were also the ones who rated the frequency with which speaking and pronunciation tasks are carried out in their classroom as higher than high school and university students.

On the other hand, the educational stage in which fewest speaking and pronunciation tasks appear to be emphasized is at university level, more particularly, within the BA in English Language and Literature. This finding is surprising, since these students will graduate in a general BA in English Language and Literature and, as its name indicates, they should have a high command of the language. It is difficult to understand how they can reach a high level if they do not constantly practise in class and they are not given the opportunities to practise speaking tasks and activities of different types. It might be taken for granted that students who enrol in this four-year BA are expected to already have a certain level of English regarding both written and spoken skills, a level they should in theory have achieved throughout their obligatory and post-obligatory secondary education studies; however, findings point to the fact that the attention paid to speaking and pronunciation at these educational levels (obligatory and post-obligatory secondary education) is also quite low and, as a result, students who enrol at university typically do not have a good command of spoken English and even less so when it comes to pronunciation. This was confirmed in particular by most of group 1 interviewees, in that they affirmed that their level of pronunciation in English was either poor when entering university or only acceptable. In addition, and as a consequence of the previous findings, most of the university students interviewed acknowledged being far more competent at the so-called written skills than at oral ones and, within the latter, they generally described their level of listening higher than their level of speaking; the main reason for this was, once again, that speaking was the least practised skill in their EFL classes both at university and high school, together with the fact that speaking and English pronunciation are considered the most difficult language areas for them.

Generally speaking, then, Spanish EFL learners at high school and university seem to practise their oral perceptive skills a lot more than they do their productive ones. This situation may well explain why the advanced university students in my pilot study (chapter 5) still showed problems with English pronunciation, despite having been learning it as a foreign language for more than fifteen years.

Related to these conclusions, I found that there are not many opportunities for teachers to get their students to speak and practise English pronunciation in the classroom if only textbooks addressed to Spanish EFL learners are used. As will be discussed in more depth in section 9.1.6, these course books include very few pronunciation activities, with hardly any in workbooks, and the vast majority of them use the same highly repetitive formats such as listen and repeat, listen and mark/discriminate/underline, or segmental and suprasegmental distinctions; thus, most of them simply involve repeating words or sentences so that, as a result, students do not actually produce real and authentic oral language at all.

Finally, both Spanish EFL teachers and students agree that the amount of time currently devoted to the teaching of pronunciation in their EFL classes is clearly insufficient.

What my research indicates about the exposure to oral language outside the classroom: As mentioned above, there is a clear lack of exposure to spoken language and, more particularly, few chances for Spanish learners to practise their pronunciation in class. Furthermore, I found that most Spanish learners do not practise the oral component much outside their EFL classes either. In fact, this lack of exposure to oral language outside the classroom and the low attention paid to speaking and pronunciation in EFL classes, especially at high school and university, may be regarded as clear evidence as to why Spanish students have serious problems with speaking skills and pronunciation.

More specifically, almost 60% of the students said they had attended private EFL lessons in addition to their lessons at high school, university or language centre, and the main reason why they had opted for these extracurricular classes was in fact to develop their speaking skills; hence, it can be concluded that Spanish students have insufficient opportunities of communicating orally in the classroom and for this reason opt for private lessons to develop their speaking skills.

To add further data to this issue, the majority of Spanish students surveyed affirmed they are continuously exposed to English through music or the Web and quite a few of them watch audiovisual materials in English and read in English on some occasions. However, 73% of them claimed they did not speak English with their friends and 55% even admitted that they never spoke with native speakers. Hence, once again, this indicates that Spanish EFL learners tend to perceive a greater amount of oral language than they produce, despite the fact that, as mentioned above, both perceptive and productive oral skills need to go together if one wants to become a proficient user of any language, in this case English.

9.1.2.4. Teacher training and skills

What previous research says:

EFL teachers should meet three basic requirements so as to be able to teach pronunciation, or any other language area. These are: a) *good knowledge and command of the language* (if we focus on pronunciation, they need to be acquainted with the content to be taught, that is, with segmental and suprasegmental phonology, with the materials and techniques available for teaching each pronunciation aspect and so on); b) *decision-making* (they should be in a good position to be able to make decisions that will best benefit their students, such as the type of pronunciation tasks to be completed or the particular segmental and suprasegmental aspects their students need to practise); and c) *action capacity* (teachers need to know how to put all their knowledge and the decisions they make into practice).

By *knowledge* I mean that teachers should obviously have received training so as to be capable of teaching pronunciation correctly and efficiently to their students. In other words, given that pronunciation is a difficult language area in English, it follows that not anyone can teach it, and that teachers need to know how English vowels, consonants and consonant clusters are formed and pronounced, and perhaps, more importantly, how to teach students to differentiate them from one another; they also need to be familiar with how many English sounds are weakened or even lost when one produces more than isolated words, as well as how to draw comparisons between the phonological systems of English and Spanish to help students distinguish how sounds are produced in each language etc. Nevertheless, one of the reasons why pronunciation is thought to be (and has traditionally been) neglected in EFL classes is that teachers

often lack sufficient training for teaching this specific language area. This deficit may have to do more with pedagogical rather than theoretical components.

Finally, even after years of experience as an EFL instructor, teachers need to recycle their classes continuously so as to adjust themselves and their teaching to the demands of the educational system and to the changes in the modern world. In the case of pronunciation, they should be familiar with different teaching materials and resources that have been developed in recent years, and should attend specialisation courses that help them learn more about English pronunciation and how to teach it.

What my research indicates:

Spanish EFL teachers wholly agree that they should have a good knowledge of English pronunciation before being able to teach it to their students. Moreover, 68% of the teachers surveyed affirmed they knew how to deal with any problems their students may have with the pronunciation of English. Despite claiming they have the necessary skills to teach pronunciation well, almost half of the teachers who participated in my study denied having received specific training in the teaching of pronunciation when they were studying to become EFL teachers, that is, most of these teachers claimed they did not have to pass any module on how to teach pronunciation. Finally, in connection to this finding, half of the instructors surveyed do not consider that the Spanish educational system pays much attention to pronunciation. This means that Spanish teachers believe they are sufficiently able to teach pronunciation even though they did not learn how to do so as part of their training.

When comparing the views of the three groups of EFL teachers surveyed (high school, university and language centre), most university teachers affirmed they had completed a module which specifically taught them the basics of how to teach pronunciation; the majority of high school and language centre teachers, however, did not take any such module or training. This finding is striking, since no matter where in the educational system EFL teachers decide to teach (obligatory or post-obligatory secondary education, university or *EOI*), they all have to complete a similar university degree and a similar training programme. This leads me to believe that most Spanish teachers attend specialisation courses specifically focused on the teaching of English pronunciation after graduation.

9.1.3. Integrating pronunciation with the rest of the skills and language areas

What previous research says:

The CEFR indicates that it is important for general EFL classes to integrate the five main language skills into their classes, and that the attention paid to each of these skills should be homogenous, i.e., students should be given a similar amount of time to practise and develop both their oral and written receptive and productive skills in class.

Consequently, pronunciation, a basic and relevant component of the speaking skill, should not be taught in isolation either; instead, it should be integrated within the teaching of the other language skills, especially when practising speaking and listening skills but also when working on reading and writing, since it is a language area that affects directly or indirectly the whole language learning process: when we speak, we combine sounds to form words and sentences; when we listen to someone, we have to understand the words they are saying, that is, the different sounds which make up a word; when we read to ourselves, we internally pronounce the words and, when we write, we think to ourselves about the structure and content of our text, also using an inner voice that orally reproduces our ideas. Integrating pronunciation work into daily classroom activities may be a difficult task for teachers at first, but they should do their best to try to do this since pronunciation entails a lot more than simply pronouncing words in isolation.

Pronunciation should therefore be an inevitable part of every EFL lesson in an integrated way. On some occasions, it is not even necessary for teachers to plan pronunciation classes, because the need for working on pronunciation may naturally emerge throughout a lesson, for instance, if a grammar task is being corrected aloud or if a student is reading part of a text aloud and the teacher identifies pronunciation errors that could lead to misunderstandings; in such cases the instructor might well leave aside the activity in question for a few minutes and focus on helping this student and the rest of the students to overcome their difficulties with this particular English sound(s).

What my research indicates:

Fortunately, the majority of Spanish EFL teachers (92% of the 254 teachers in my study) do teach pronunciation integrated within other skills, especially within speaking (91%), listening (78%), vocabulary (72%) and reading (64%). Nevertheless, less than 30% of them frequently teach pronunciation integrated within writing or grammar tasks.

When comparing the views of high school, university and language centre teachers, most university lecturers denied integrating pronunciation with vocabulary and reading, whereas a high number of group 1 and 3 teachers claimed they did teach pronunciation as part of reading and vocabulary tasks.

Although these findings indicate that, as a general rule, Spanish EFL teachers follow one of the most important recommendations given by the CEFR, in most of the EFL textbooks they use in class there are few opportunities for them to actually integrate pronunciation with other language areas, especially those texts commonly used in obligatory and post-obligatory secondary education, in that pronunciation tends to be presented as an isolated skill in most high school EFL course books. On most occasions, pronunciation is presented as an independent section of the book which has very little to do with the rest of the skills and language areas studied by the students. In addition, pronunciation is also presented in an independent section in those few workbooks that actually include sections on pronunciation. The way pronunciation is dealt with in university and language centre textbooks varies from one book to another; in some of them it appears as a wholly isolated section, whereas in others it is well integrated within sections devoted to the teaching of other language areas; finally, in most of the group 2 workbooks that include sections for students to work on pronunciation, this language area appears completely on its own, resembling the way it was presented in group 1 students' books.

The fact that many textbooks used in current Spanish EFL lessons at obligatory and post-obligatory secondary education, university level and language centres present pronunciation in separate sections indicates that teachers cannot teach pronunciation in integration with the rest of the skills and language areas; however, as seen above, over 90% of the instructors surveyed affirmed they did indeed teach pronunciation as part of the practice of other skills. This means that Spanish teachers of English must use other materials in class (apart from the textbooks) to teach pronunciation in an integrated way, and it might be the case that they decide to refer to pronunciation issues as they present or practise grammar, vocabulary or reading tasks with their students. After having further analysed the data, it can be confirmed that the latter is in fact the main way they integrate pronunciation in the classroom, since fifty-three percent of the instructors surveyed claimed that they use only general EFL textbooks for teaching pronunciation, not resorting to other printed or online materials available.

Moreover, the pronunciation tasks present in EFL textbooks addressed to Spanish learners entail practising speaking and listening at the same time as pronunciation and, on a few occasions, also reading. Very rarely do the textbooks analysed include activities in which students practise English grammar or their writing skills at the same time as pronunciation.

All in all, very few of the textbooks currently used in EFL lessons at different proficiency levels in Spain follow the recommendations of the CEFR and integrate pronunciation with other language areas, although some group 2 textbooks do follow these guidelines; besides, most pronunciation tasks are quite limited in scope since they simply consist of making students listen to and/or repeat specific words or sentences in English.

9.1.4. Error correction and feedback

What previous research says:

Making mistakes is a natural process that everyone goes through when learning a language. On many occasions, mistakes are due to the interference of one's native language(s) on their production in the target language, the technical term for this being *language transfer* (Alonso, 2016).

Although students may feel embarrassed when they make a mistake and are corrected by their teacher (*teacher feedback*) or other classmates (*peer feedback*), pronunciation mistakes may provide interesting information since they can help the teacher see that their students have not quite understood an aspect of pronunciation that had been previously presented or that further practice is required in a given area.

It is important for teachers to correct students' pronunciation mistakes as soon as possible, before they become fossilised, but it is equally necessary for teachers to praise their students when they pronounce something intelligibly or complete a pronunciation task correctly. In other words, although one part of the job of a language teacher is to help students learn the language as accurately as possible, they should keep in mind that their students are human beings with their own feelings and personality, and for that reason some students may feel intimidated and possibly embarrassed if teachers draw attention to a particular mistake they have made; in addition, teachers should as far as possible try to avoid constantly correcting the same students in front of the whole class unless such students have specifically requested this.

Depending on the type of activity, it is best for teachers to either correct pronunciation mistakes on the spot or to wait until the activity has been completed. For instance, teachers should avoid continuously correcting a pair or group of students while they are carrying out a role-play or simulation task, whereas they may interrupt a student who is reading aloud during grammar, vocabulary or reading tasks and is making pronunciation mistakes which might cause misunderstandings. Thus, the mistakes that teachers should focus on are those that may result in unintelligible English, i.e., those that both native and other non-native speakers of English would most probably have problems in understanding.

Finally, there are two other main techniques for correcting mistakes: either isolating the problem so students will know where a mistake was made, or contrasting the mistake made with the target pronunciation of the form in question. Teachers should choose which of the aforementioned methods will be more effective in a specific type of task, for different students' needs, and so on, thus adapting these general principles to their own context and their own students.

What my research indicates:

Spanish EFL learners enrolled in EFL classes at the *EOI* or *CLM* believe that their teachers correct their pronunciation mistakes, as well as their speaking, grammar or vocabulary mistakes, quite frequently. Generally speaking, high school and university students still regard the frequency with which their teachers correct their pronunciation mistakes as quite often, but not as often as their grammatical, lexical, reading-comprehension or writing mistakes are corrected; moreover, some students believe that, on some occasions, serious pronunciation mistakes are not corrected in class, causing other students with quite a good level in English to doubt the correct pronunciation of a word which they had previously learned how to pronounce (see (88) in section 6.4.3.1.3.2). Being corrected by the teacher when making a pronunciation mistake is something the majority of Spanish students actually appreciate.

In contrast, Spanish teachers affirm they do not always correct their student's pronunciation mistakes, and that in their opinion learners do not always like being corrected. *EOI* and *CLM* students are the ones who most like being corrected when making a pronunciation mistake, followed by university students and finally high school learners.

The only productive technique which Spanish high school, university and language centre EFL teachers use to correct their students' pronunciation mistakes is getting them to listen to how a word is correctly pronounced and then repeating it aloud. Moreover, correcting students' mistakes by writing the phonetic transcription for them is only used on some occasions, mainly with university students, not with high school or *EOI* or *CLM* learners, most likely due to the fact that these students do not know the phonetic symbols corresponding to each English sound.

To sum up, Spanish learners in compulsory and post-compulsory secondary education, university level and language centres are not aware of all the pronunciation problems they have, since they believe all of their mistakes are corrected by their teacher; yet pronunciation mistakes are only corrected by EFL teachers using the listen and repeat technique.

9.1.5. Assessment

What previous research says:

Pronunciation is an important language area in language classes; therefore, it should be taken into consideration in the assessment system, just as is the case with writing, grammar, vocabulary, reading and listening skills. Nevertheless, in spite of the importance of pronunciation for both productive and receptive oral skills, it is rarely emphasized in general EFL speaking and listening exams. There are some reasons that may explain this, including the difficulty in marking and a lack of familiarity with the assessment criteria and grading systems. Moreover, oral exams are often considered time-consuming, requiring time and a lot of dedication by the teacher, who has to design the tasks and materials to be used and get students to either take an oral test during class hours, breaks, or after school. Furthermore, many international language exams do not pay much attention to pronunciation either, leading EFL teachers at high schools, universities and so on also to disregard it.

There are two general ways of testing pronunciation, either by judging one's general performance in an oral exam, i.e., both productive and receptive skills, including pronunciation, fluency and accuracy (*holistic pronunciation testing*), or by evaluating students' performance in several separate areas such as fluency, pronunciation, use of correct vocabulary, accuracy, intelligibility and so on (*analytic pronunciation testing*). Moreover, it is important for the type of pronunciation tasks

present in exams to resemble the format of the tasks that have been carried out in class; in other words, students should be familiar with the main aims of a particular pronunciation task, for example, whether they are expected to choose the word that does not contain the same sound or word stress pattern as others in a small group, to listen to a recording and discriminate the word which is being pronounced in a minimal pair task, or to name other words or create sentences containing words with specific sounds. Furthermore, the way teachers mark pronunciation exams should also be similar to the way pronunciation tasks are generally assessed in class.

What my research indicates:

Although both students and teachers rated speaking exams as being carried out quite often in general EFL classes at high school and university, the importance given to spoken skills in the general assessment system followed by teachers is clearly less than that given to written skills and grammar. In contrast, Spanish students attending EFL classes at the *EOI* and the *CLM* affirm they very often take oral exams and most attention is generally paid to oral skills (speaking and listening) and grammar in the evaluation system followed.

As a general rule, specific exams on pronunciation are not conducted in Spanish EFL classes at any of the educational stages analysed here. Hence, it is most likely that Spanish EFL teachers test their students' pronunciation holistically rather than analytically in oral exams, where pronunciation is only one of the criteria considered for general assessment.

9.1.6. Techniques, materials and activities

What previous research says:

The teaching of pronunciation has gone through many changes in recent decades. Several different teaching methods have been used throughout this period; some of these approaches regarded pronunciation as an important language area, whereas for others it was very much looked on as something of minor importance. Generally speaking, two main approaches to the teaching of pronunciation can be distinguished: a) *traditional approaches*, in which students were expected to achieve a native-like accent, the focus was only on the correct pronunciation of different segments, the main types of activities used were drills of isolated words, and students had to learn how to complete phonetic descriptions of how sounds are formed and produced; and b) *research-based*

approaches, modern methods in which emphasis is placed on intelligibly rather than on sounding native-like, attention is paid to both segmental and suprasegmental issues, the pronunciation activities should have a communicative function, and detailed phonetic descriptions should only be provided when absolutely necessary.

Of the changes that the teaching of pronunciation has witnessed over recent decades, one aspect has changed radically, and this is the different techniques, materials and resources that have been used and are currently being used for teaching pronunciation. As mentioned above, the most common type of activity in traditional pronunciation classes were drills, i.e., tasks in which students listen to an audio(visual) input of some kind and then have to repeat what they heard. Dictations, phonetic transcriptions, discrimination, and reading aloud tasks were also used quite frequently, and the main materials teachers used for teaching pronunciation were charts, rods, poems, tongue twisters and dictionaries.

Nowadays, many modern resources and materials are available for the teaching of pronunciation, and teachers may combine these with traditional materials. Modern techniques and materials include games and quizzes, songs, jokes, TV programmes and new technologies. No matter the techniques or materials that teachers use, it is important to bear in mind that, as mentioned previously, pronunciation activities should have a communicative function, and they should not simply consist of the pronunciation or repetition of decontextualised, isolated words.

What my research indicates:

In broad terms, not many techniques or many different types of materials are used in EFL classes in Spain to teach pronunciation. The only technique that Spanish students believe is sufficiently productive in pronunciation classes is the *listen and repeat* method; in other words, drills in which students listen to a recording or their EFL teachers saying something orally, then the whole class or some of the students are asked to repeat the model provided. This was verified by the majority of teachers surveyed, although these participants also claimed that they also use songs, games and computers and the Internet on some occasions. Therefore, it can be inferred that Spanish EFL teachers integrate the teaching of pronunciation with other skills, although students are not aware of it; that is, it seems that Spanish teachers occasionally use songs, games or new technologies to teach some grammatical or lexical items for instance, but at the

same time their students also practise their pronunciation. As seen in section 9.1.3, most Spanish EFL teachers do in fact integrate pronunciation within speaking, listening, vocabulary, and reading skills, and this shows that Spanish students are not always aware that they are practising their pronunciation skills in class.

Regarding the different educational levels selected for the study, it seems that the proficiency level where teachers use the fewest types of pronunciation tasks is at university, according to the students questioned. This group of learners were also the ones that rated pronunciation tasks as hardly ever being carried out in their EFL classes, as compared to groups 1 and 3, who said often or sometimes, respectively. In addition, most of the EFL teachers surveyed affirmed that they only sometimes carry out pronunciation tasks in class; however, there are major differences across the different groups of teachers regarding the frequency with which they suggest activities for their students to practise English in class; more specifically, group 3 teachers were the only ones that affirmed they constantly carried out pronunciation activities in class, while group 1 and 2 teachers acknowledged suggesting tasks on pronunciation on only a few occasions. So, this finding confirms the fact that, unlike *EOI* and *CLM* learners, high school and university students clearly lack enough input and exposure to pronunciation in class.

Most EFL Spanish students prefer listening and repeating words or sentences, listening to or singing songs, and reading-aloud tasks to practise and learn pronunciation. Moreover, only group 2 students believe they benefit from phonetic transcriptions as well. The majority of Spanish instructors surveyed did not include reading-aloud tasks as students' favourite activities to practice pronunciation; in addition, Spanish EFL teachers consider that their students prefer games, role-plays and oral productions, yet none of these were chosen by many students. This once again confirms the likelihood that Spanish students are not always aware of when they are practising pronunciation, since the tasks used do not specifically entail pronouncing or discriminating words with different sounds, reading aloud texts such as tongue twisters or dialogues in which there are many words containing a specific sound.

As an extension of the previous point, it can be affirmed that Spanish EFL instructors do not always take into consideration their students' preferences when teaching pronunciation, since whereas they believe their students enjoy playing games and using computers and surfing the Web a lot to learn pronunciation, most teachers

actually claim that they use these techniques on only a few occasions. Moreover, most teachers acknowledged using reading-aloud tasks and listen and repeat activities quite frequently, even though they strongly believe their students do not like them. However, as mentioned above, most Spanish students do in fact prefer reading-aloud tasks and repetition drills to learn pronunciation, which points to a clear lack of communication among Spanish EFL learners and teachers.

Finally, both Spanish students and teachers have rather negative views on the techniques and types of pronunciation activities that are presented in the EFL textbooks currently used in their EFL classes. To begin with, both groups of participants believe these textbooks contain hardly any pronunciation tasks and that the tasks that are included for practising pronunciation do not actually help students improve their pronunciation very much. In addition, Spanish students consider the format of the pronunciation activities present in textbooks to be extremely repetitive, mainly involving listen and repeat drills, reading aloud tasks and listening to the textbook's CD (hence, they also consider that their perceptive skills are emphazised while their productive ones are normally disregarded). Spanish teachers, on the other hand, consider that general EFL textbooks should include sections on both segmental and suprasegmental issues, but not of varieties of English; however, according to them, such textbooks do not frequently contain sections for students to practise schwa and connected speech processes. As a consequence of these negative views, both Spanish students and teachers affirmed they would like other types of pronunciation activities to be included in their textbooks. If the different groups of students are compared, university students are, once again, the least happy with the attention paid to pronunciation in their EFL textbooks and the degree with which the existing pronunciation activities help them improve. On the other hand, some teachers of the *EOI* and *CLM* groups were the only ones who considered that textbooks contained enough activities for pronunciation practice, while high school and university instructors maintain that the general EFL textbooks used at those levels contain hardly any tasks which focus on pronunciation and the process of learning it.

Most of students' and teachers' opinions on the role of pronunciation in EFL textbooks and the types of activities present in them arose as a result of my second practical study, described in chapter 7.

To begin with, very few pronunciation activities are present in EFL textbooks used at Spanish high schools in comparison to the number of activities for grammar, vocabulary, writing or reading. Generally speaking, these textbooks include one or two full pages per main unit to outline grammatical and lexical contents, one page on writing, listening and speaking skills, yet typically just one small table for pronunciation (see Appendix 7G). In addition, the activities presented in these textbooks are often very repetitive and emphasis is placed on perceptive skills rather than on productive ones; more particularly, these textbooks were full of listen and repeat tasks, listen and discriminate/mark/underline activities, listen and check exercises and segmental and suprasegmental discriminationS. There are hardly any pronunciation tasks that really aim at communication, with most exercises simply asking students to repeat or discriminate isolated words.

In contrast, textbooks used in university EFL classes, at the Spanish Official School of Languages and at the Modern Language Centre include a higher number of pronunciation sections and tasks per main unit; furthermore, there is slightly more variety in the format of the pronunciation tasks included in these textbooks, although many of them are also of the listening and repeating type or simple discrimination exercises.

Finally, none of the groups of textbooks included pronunciation tasks by using engaging and motivating activities such as songs, games or new technologies. Hence, broadly speaking, EFL textbooks addressed to Spanish EFL students still follow a rather traditional approach to the teaching of pronunciation although they do contain some sections on suprasegmnetal issues (whereas traditional approaches concentrate almost exclusively on segmental features).

9.1.7. Spanish students´ problems with English pronunciation:

What previous research says:

As discussed above, pronunciation is a difficult area for Spanish EFL learners, one of the main reasons being the lack of similarities between the phonological systems of Spanish and English. Differences from a phonological point of view should be the basis of many pronunciation tasks; in other words, there is little point in teaching Spanish students a particular English sound if they already know how to pronounce it because it is part of the phonological system of their own language. The emphasis, rather, should

be mainly on those areas in which the two phonological systems differ since it is very likely that these areas will entail most difficulties for these learners.

Previous research has compared the two systems, making reference to differences between both phonological systems, so as to identify the specific problems native speakers of Spanish will (probably) have when learning English pronunciation and to explain why these difficulties may occur. The most recurrent problems of Spanish students with English pronunciation are: i) the number of vowels distinguished in Spanish (5) is extremely low compared to the number of English vowels (12), this being the source of many of the problems encountered by students when pronouncing English vowels; ii) the fact that learners tend to pronounce English words as they would do in Spanish, that is, guided by spelling; iii) the differences between long and short vowels, since Spanish does not show these oppositions; iv) pronouncing Spanish /a/ for three English sounds, particularly, /æ, aː, ʌ/; v) pronouncing /ʌ/ as Spanish /o/ or /a/; vi) pronouncing English sounds /e, ɜː/ as Spanish /e/; vii) pronouncing English /iː, ɪ/ like Spanish /i/; viii) pronouncing /ʊ, uː/ as Spanish /u/; ix) pronouncing schwa as a full vowel, guided by spelling; x) non-distinctions between weak and strong forms; xi) pronouncing /əʊ/ with an initial Spanish /o/ sound; xii) pronouncing schwa in the diphthong /ɪə/ as /e/; xiii) pronouncing schwa in the diphthong /eə/ as /a/; xiv) pronouncing schwa as a full vowel in triphthongs; xv) differentiating between /b/ and /v/; xvi) pronouncing /ð/ as /d/; xvii) pronouncing /θ/ as /f/; xviii) distinguishing between /s/ and /z/; xix) pronouncing /ʃ/ as /s/ or /tʃ/; t) omitting /h/ in initial position or pronouncing it in a similar way to Spanish /x/; u) pronouncing /ʒ/ with /ʃ/ or /s/; xxi) pronouncing /dʒ/ as /j/; xxii) lack of aspiration of /p, t, k/; xxiii) pronouncing /r/ as a /ɾ/ or a trill in initial or intervocalic position; xxiv) pronouncing /r/ in all positions in which it is present in the orthographical form of words; xxv) pronouncing the semi-consonant /j/ as /dʒ/ and /w/ as /g/; xxvi) pronouncing /ŋ/ as /n/; xxvii) placing an epenthetic vowel /e/ in front of initial clusters; xxviii) pronunciation of regular verbs' final -ed in past simple and past participle forms, pronouncing this ending as /ed/ on many occasions; xxix) using a syllable-timed rhythm instead of a stress-timed one; xxx) failing to produce some rise-fall intonation patterns used to express surprise and to form tag questions; xxxi) stressing polysyllabic words on the wrong syllable; and, xxxii) stressing nearly every word in a sentence.

Apart from all of these problems with pronunciation, which can be considered as typical of Spanish learners of English, I have added an extra problem after observing it in the speech of a number of students: xxxiii) placing an epenthetic vowel pronounced similarly to schwa at the end of some words which end in a consonant such as *book*, *life*, *test*, *group*, *need*, although more research needs to be conducted so as to explain why this problem occurs and if it that frequent.

My contribution:

Since my dissertation was carried out in Galicia, a bilingual community where both Castilian Spanish and Galician are official languages, I also compared the phonological system of English to Galician in section 3.2. Generally speaking, certain English sounds that pose difficulties for native monolingual speakers of Castilian Spanish should not entail problems for speakers of Galician since these sounds are also part of the phonological system of Galician. These sounds are: /ŋ/ and /ʃ/ (which totally resemble English /ŋ/) and /ʃ/) and /h/, which does not have a direct correspondence in Galician although in some parts of Galicia some speakers pronounce certain words with *gheada,* which consists in pronouncing the phoneme /g/ in words like *gato, barriga* as a Spanish <j> but with an aspiration. This sound hence resembles English /h/ although the latter is pronounced without any aspiration.

What my research indicates:

The specific problems Spanish EFL learners have with English pronunciation depend on their level of proficiency, i.e., advanced Spanish EFL learners seem to have successfully overcome some difficulties that high school students generally have with pronunciation. More specifically, students on the BA in English Philology program who participated in the pilot study conducted (chapter 5) continued to have problems with the correct pronunciation of schwa (pronouncing it on some occasions as the vowel present in spelling in the reading task), with regular verbs' *-ed* ending, /r/, the diphthong /əʊ/ and the distinctions between short and long vowels /æ, ɑː/, /ɪ, iː/ and /ɒ, ɔː/; as would seem feasible, the aforementioned sounds also entailed problems for the subjects enrolled in obligatory secondary and post-obligatory secondary education, together with some problems with /aɪ/ and distinguishing between /e/ and /ɜː/ in the oral description task, and with the distinctions between /e/ and /ɜː/ and /ʊ/ versus /uː/, /eə/, /s/ versus /z/, /ʃ/,

/dʒ/, /j/ and /ʧ/ in the reading task. Most of the problems identified in the pilot study conducted coincide with the difficulties of Spanish learners identified in previous studies; however, these findings also indicate that the problems a student will have with English pronunciation will most likely depend on their level of proficiency.

Most Spanish EFL teachers are aware that Spanish students tend to have problems with English pronunciation and they think these should be dealt with in the classroom. Moreover, over half of the students surveyed affirmed that they cannot express themselves fluently in English and around 40% of them believe pronunciation is really difficult for them; nevertheless, differences can be seen across the three groups of students since most of the university students surveyed do not consider themselves to have difficulties with fluency or with English pronunciation (although in fact they do, as explained above) whereas high school and *EOI/CLM* students are more self-critical and acknowledge having problems with both fluency and English pronunciation.

As mentioned above, it is crucial for teachers to bear in mind Spanish students' specific difficulties with pronunciation, and teaching materials addressed to Spanish learners should also pay attention to the pronunciation areas which normally cause serious problems for these students. Regarding this second requirement, generally speaking, most obligatory and post-obligatory secondary education textbooks contain fewer than 10 sections throughout the whole book for students to work on their pronunciation, hence an average of around one section per unit, whereas there is a tendency for these textbooks to include more than one section per unit on the learning of grammar, vocabulary or reading. Moreover, 8 out of the 15 workbooks analysed within this group did not include any sections on pronunciation at all; therefore, pronunciation is not a productive language area in high school EFL activity books addressed to Spanish learners.

Of the specific problems Spanish learners at high school tend to have with English pronunciation, textbooks tend to have the following focus: they pay special attention to /ɪ/, /ə/, /d/ and /əʊ/, whereas (very) little attention is paid to /ʊ, u:/, /dʒ/, /ʧ/, /s, z/, /eə/, /ʃ/ and /j/. Furthermore, quite a few sections are included in these textbooks to get students to practise sounds they should not have problems with, in that they are also part of the phonological systems of Spanish/Galician; for example, in many *ESO* and *bachillerato* textbooks there are sections on the diphthongs /aʊ/, /eɪ/, /aɪ/ and /ɔɪ/,

all of which exist in Spanish words like *Laura* (Laura), *reina* (queen), *aire* (air) and *hoy* (today).

It is difficult to compare the presence of the specific problems of university students in textbooks since whereas some of the books analysed in main group 2 are exclusively used at EFL classes on the BA in English Language and Literature at the University of Santiago de Compostela, others are more commonly used in the Spanish Official School of Languages and/or the Modern Language Centre. However, generally speaking, textbooks addressed to EFL university students such as those numbered 16, 19, 20, 21, 22, 23 and 25 (cf. Appendix 7A) pay quite a lot of attention to some of the main problems advanced students have with English pronunciation (according to my results), most notably /ɪ, i:/, /ə/, /æ, a:/ and /r/, but with quite a few sections in these textbooks also focusing on the learning of some English sounds for which university students no longer have problems, such as /ʊ, u:/ or /ʤ/ and, once again, even some sounds that Spanish/Galician students in general should have no problems with when learning English pronunciation since they also exist in their native language(s), these including /aʊ/, /aɪ/ and /eɪ/. Moreover, little attention is paid to *-ed* endings and /ɒ, ɔ:/ even though these often remain as problematic for university students.

In addition, Spanish EFL teachers are aware of most of the main problems students have with pronunciation, with many teachers in the survey mentioning *–ed* endings, long versus short vowels, schwa, /r/, /s, z/, /ʃ/, /ʒ/, consonant clusters, word stress and intonation when asked to list the main problems Spanish students have with pronunciation.

Finally, most EFL textbooks used in this country do not contain practical tips or theoretical explanations to help students overcome problems they might have with particular aspects of pronunciation, and neither do they help students gain a better understanding of how English sounds are pronounced, in what contexts each sound is pronounced, the rules on how to stress certain English words, nor do they tend to provide explanations on the different intonation patterns native English people use to express their emotions, feelings and thoughts. On the other hand, almost all of the textbooks analysed are full of tips for helping students with their learning process in other skills and areas, especially so in the case of grammatical rules for the formation and uses of verbal tenses, reported speech, identifying and correctly using different

types of pronouns and articles, and the main word order of English adjectives (a *striped red and yellow long sleeve shirt* etc.).

All in all, textbooks for Spanish EFL learners do tend to include some sections to help them overcome problems they are likely to have with English pronunciation; however, the specific sections included in textbooks at different levels of proficiency do not always involve practising aspects of pronunciation appropriate to the particular level in question; for example, advanced EFL textbooks often include sections to work on elements of pronunciation that students at this level of proficiency have normally overcome. Furthermore, on some occasions textbooks currently being used in EFL classes at different stages within the Spanish educational system include sections on aspects of pronunciation that very rarely entail real problems for Spanish learners, since they imply phonological similarities in the two languages rather than phonological differences. Besides, there is a clear absence of pieces of advice or explanations of those specific areas with which Spanish learners will typically have most difficulty.

9.1.8. Varieties of English

What previous resear says:

As mentioned in section 9.1.6, in modern approaches to the teaching of pronunciation, the focus these days tends to be on intelligibility rather than sounding native-like. In other words, thanks to the influence of new varieties of English such as English as a Lingua Franca, EFL students are not required to attain a native-like pronunciation, and it is enough if they are capable of pronouncing in a way that allows others to understand them without too much effort.

The *term* English as a Lingua Franca is used when two or a group of people whose native languages are different from one another (for instance, Chinese and French) communicate through English. Thus, it occurs when two people speak English even though it is not the native language of either of them. Using English as the Lingua Franca has become very common in commerce, business, tourism, politics and so on throughout the world.

Although some EFL learners may nowadays aim at speaking intelligibly enough so as to be understood by fellow non-native speakers, others may continue to have different goals, such as attaining a pronunciation as native-like as possible, or sounding

optimally intelligible to the widest audience, that is, to be understood by both native and non-native English speakers.

Addressing this requirement of intelligibility, Jennifer Jenkins looked at which pronunciation mistakes made by non-native speakers when talking together did not greatly impede successful communication. This was called the Lingua Franca Core. For instance, pronouncing /ɵ, ð/ incorrectly, not pronouncing dark [ɫ], and not making many movements in pitch do not affect intelligibility according to Jenkins.

Robin Walker adapted the Lingua Franca Core to Spanish speakers and concluded that, among other things /p, t, k/ need to be aspirated to avoid misunderstandings with /b, d, g/ and attention should be paid to /ʤ, v, ʒ, h, ŋ, w/ because they do not exist in Spanish and hence mistakes are likely to occur with these sounds; moreover, Spanish learners should distinguish between /s and z/, and make an effort to distinguish between long and short vowels, and be careful with nuclear stress. The remaining typical problems of Spanish speakers with English pronunciation listed in section 9.1.7, then, should not affect intelligibility greatly.

What my research indicates:

Despite the general rule that nowadays intelligibility is considered more than enough when learning a foreign language, aiming at speaking like a native speaker continues to be the main goal of many Spanish students and their teachers. In the case of the students surveyed, sounding native-like is important for around a third of those questioned, whereas for another third intelligibility is what matters. Strikingly, over 65% of the teachers surveyed consider that Spanish students should aim at achieving a native-like pronunciation whereas under 40% of them considered that teachers should themselves aim at sounding native-like. Turning to the different groups of students, university learners are the ones that consider the achievement of a native-like accent as extremely important, whereas speaking and pronouncing intelligibility is thought to be enough by most students in groups 1 and 3. This may be explained by the fact that most group 2 students will become future EFL teachers and hence, feel they need to pronounce as best as they can in English so as to teach this language area and be a kind of model for their future students.

Spain and its educational system seems not to have embraced the implications of ELF for Spanish learners of English, since there continue to be many sections on

intonational patterns, rhythm and practising /ð, ɵ/ in textbooks addressed to Spanish EFL learners, whereas, according to the Lingua Franca Core, mistakes made with these sounds or suprasegmental features do not really affect intelligibility.

The vast majority of students noted a preference for the British model of pronunciation over the American one, possibly due to the fact that historically RP has been the main variety of English taught in Spain and indeed still appears to be so, to the extent that one of the interviewees in chapter 6 (interviewee number 10) mentioned that a bilingual girl who had both Spanish and American English as her native languages was forced to transcribe the words to be practised in the second-year university module on English phonetics and phonology by using the British English model of transcription if she wanted to pass the subject (see the end of Appendix 6G for her exact words), making her feel as if her variety was inferior. Finally, quite a few high school students expressed a preference for American pronunciation, probably because these learners are teenagers and Spain is highly influenced by American culture through music, TV and new technologies, and Spanish teenagers are often fans of American actors, singers and models, such as Justin Bieber, Leonardo Di Caprio, Miley Cyrus, Selena Gómez, Zac Efron, Jennifer Aniston, Angelina Jolie and Tom Cruise.

9.1.9. Other conclusions that can be extracted from my research

Despite the generally negative views of both Spanish students and teachers concerning the inferior role that pronunciation currently has in their EFL classes, most students consider their level of English pronunciation has improved over the last few years. This may be due to the fact that, as described in section 9.1.2.3, many Spanish students have opted for attending private EFL lessons outside high school, university, the *EOI* or the *CLM* to practise their speaking skills, and hence it may be thanks to these extracurricular lessons that they believe their level of pronunciation has improved. In contrast, it may be the case that the few pronunciation tasks teachers carry out in class actually help students improve their level of pronunciation although these activities most of the times are not included in their general EFL textbooks since, as discussed in section 9.1.7, both students and teachers maintain that the pronunciation activities presented in their textbooks do not help students improve that much. These activities, in combination with some practice outside the classroom (watching films and series, listening to songs, surfing in the Web) could well be the reason why most of the

students surveyed have the feeling that they have improved their pronunciation skills in recent years, although it would be interesting to carry out a longitudinal study that analyses the learning process of a number of Spanish learners since they begin learning how to speak English until they are teenagers, for instance.

As a consequence of the inferior role that pronunciation seems to have in Spanish EFL classes, especially at high schools and university, it is not surprising that most of the university students interviewed acknowledged being far more competent in written than in spoken skills. Moreover, they claimed that grammar is the language skill which receives by far the most attention at high school, and that whereas this has led them to know a lot about how English grammar works they have not had many opportunities to actually speak the language with native or non-native people. Hence, in some respects, it could be said that broadly speaking Spanish EFL lessons still continue to follow the methodological principles of traditional approaches in the teaching of modern languages, rather than more modern methods where the main emphasis is on communication and on what speakers actually do with the language.

Apart from the teaching implications of my study, as described above, there are some additional issues that are worth mentioning here. As regards the treatment of pronunciation in EFL textbooks, there is no general consensus as to whether pronunciation should be included in the table of contents of textbooks, in that sometimes it is entirely absent yet in other cases it is one of the main language components identified, appearing either on its own or together with other skills like speaking and vocabulary; moreover, pronunciation is very rarely present in revision units within the different textbooks and no sections on pronunciation are generally present in the so-called workbooks, which are commonly designed to revise or consolidate material already outlined and presented in the course books. Thus, textbooks give the impression that students should receive enough input and practise in English pronunciation with one section per main unit and the content they learn in each of these sections does not need to be revised afterwards in any way; in other words, textbooks addressed to Spanish elarners give the impression that two or three tasks on distinguishing between two English vowels, for instance, should be enough for these students to retain these distinctions and there is no need to review these sounds in the same unit or throughout the course book nor workbook.

After a careful consideration of all these findings, it seems clear that the Spanish Official School of Languages and the Modern Language Centre, taking as examples those located in the city of Santiago de Compostela, at present offer an effective option for Spanish students who want to learn how to express themselves in English and to do so with a good pronunciation. The reduced number of students per class, the high number of oral activities students complete in their classes, and the importance given to oral tests as part of the assessment method used are probably the most significant factors in this respect.

Most of the findings from the present research are in line with those noted in previous studies conducted in other countries on the role that pronunciation has in EFL classes, looking at either teachers and/or students or at the importance given to this language area in EFL textbooks. However, some of my findings here run contrary to those found in previous studies.

To begin with, the teachers in Walker (1999), Foote *et al.* (2011), Murphy (2011) and Tergujeff (2013), and the students surveyed in García-Lecumberri (1999), Couper (2003), Nowacka (2012) and Pawlack *et al.* (2015) all rated pronunciation as important, just like the majority of both teachers and students in my study. Similarly, most of the learners and instructors surveyed in my study regard the time spent on pronunciation as insufficient, as was the case with the teachers in Murphy (2011) and Tergujeff (2012) and also with the students in Tergujeff (2013a). In addition, the learners in Pawlack *et al.* (2015), together with the vast majority of those surveyed in my own research, acknowledged that knowing how to speak – and hence to pronounce – English properly would be an advantage for them in their future lives.

The teachers in Sifakis and Sougaris (2005) claimed they had specific training on teaching pronunciation, whereas Spanish EFL teachers seem to generally lack this kind of training when in preparation to become professional EFL teachers, something that Walker (1999) and Henderson *et al.* (2012) also observed in the Spanish context. Furthermore, the teachers surveyed in MacDonald (2002) and Foote *et al.* (2011) do not feel confident enough to teach pronunciation to their students whereas Spanish teachers do not lack confidence in this respect. Moreover, while the Spanish teachers surveyed in my study claim that they know how to teach pronunciation to their students, that was not the case in the research conducted by Nair *et al.* (2006) where the opposite was true.

In contrast, the Spanish teachers surveyed in Walker (1999) claimed not to know how to teach this language area.

Regarding varieties of English and pronunciation, Tergujeff (2013) found that Finish EFL teachers believe their students prefer the American standard rather than the British one; the Spanish students that participated in my study, on the other hand, stated their preference for British English, a variety which was also preferred by the Spanish teachers surveyed in Walker (1999) and Henderson *et al*. (2012). In addition, the teachers surveyed in Sifakis and Sougaris (2005) and the students in Tergujeff (2013a) both regard intelligibility as the main goal that students should aim to when learning English, something that contrasts with the views of both Spanish teachers and students in my study, since here I found that they generally regard sounding native-like as extremely important, clearly more so than just being intelligible.

The teachers in Tergujeff (2012) and Murphy (2011) listed repetitions as the most productive technique used to teach pronunciation, effectively agreeing with most of the teachers surveyed in my study. In addition, Baker (2014) found that students believe traditional techniques are used much more frequently to teach pronunciation than modern ones, something Spanish students also believe since they rated listen and repeat tasks as the only type of task continuously used by their EFL teachers; likewise, Pawlack *et al.* (2015) found that EFL learners prefer traditional activities for learning pronunciation, something I also observed when analysing the data collected from the students surveyed in my study, although I still believe that the main reason for Spanish students expressing a preference for these types of activities is due to the fact that they are not commonly taught pronunciation with different techniques, or they are not really aware of having been practising pronunciation during other tasks not directly designed to practise pronucniation (for example, when teachers suggest a game for practising a grammatical or lexical point, students are also indirectly practising their pronunciation).

Finally, the results I obtained when analysing the attention paid to pronunciation in EFL textbooks addressed to Spanish learners are generally in keeping with those seen in previous studies. More specifically, Tergujeff (2010, 2013b) and Henderson and Jarosz (2014) also concluded that the vast majority of the pronunciation activities present in general EFL textbooks resemble traditional techniques, and Henderson and Jarosz (2014) also concluded that communicative types of activities to practise pronunciation were hardly ever seen in textbooks, or indeed were completely absent.

Moreover, Derwing *et al.* (2012), as in my study here, found that the amount of pronunciation tasks included varies greatly from one textbook to another. Finally, Derwing *et al.* (2012) also observed that pronunciation always occupies the same place in a textbook's main units, either in tables or on the bottom or top half of a page.

The most important observation and teaching implication that can be drawn from my own study is that the oral component, especially pronunciation, is strongly undervalued in the current educational system in Spain, and that Spanish learners of English lack sufficient opportunities to develop their speaking and pronunciation skills, both inside and outside the classroom. Moreover, when pronunciation is taught, it tends to be done so almost exclusively with the use of traditional techniques such as drills; the hundreds of techniques, resources, manuals and websites available for teaching pronunciation do not appear to be exploited to any significant extent in Spain. Thus, many changes are needed in the Spanish educational system to give students the chance of learning how to speak intelligibly in English, and hence to allow them to maintain everyday conversations with native or non-native speakers of English.

A major, and absolutely necessary change in this country is the introduction of modern and engaging types of tasks to teach pronunciation. These should be activities in which students use authentic language, the kind of language which they will need to use outside the classroom when travelling, working, or in their free time if they have to speak in English. This is the main reason why I suggested a remedial programme in chapter 8.

I believe that using some of the most modern teaching resources available, such as songs, new technologies, role-plays, games and quizzes, and adapting them to the teaching of pronunciation, would be of great benefit to Spanish learners of English, for several reasons: a) they would serve as a way of moving away from the repetitive format of listen and repeat/listen and discriminate/listen and check tasks currently found in general EFL textbooks to teach this aspect of the language; b) students would most likely enjoy such exercises, since playing games, listening to music and using new technologies are part of their everyday lives: and, c) students could practise their pronunciation at the same time as developing their skills in writing, speaking, listening, grammar or vocabulary. For all of these reasons, I strongly recommend that Spanish EFL teachers design similar activities to those suggested in chapter 8, as a means of exposing their students to wide array of oral language and to encourage them to speak in

English as much as possible. Only in this way can students really learn how to speak a language, that is, by actually speaking it, something they seem not to have many chances of doing in Spain at the moment, considering the clearly negative findings throughout the present dissertation, which has highlighted the inferior role of pronunciation in Spanish EFL classes, especially in high schools and university level.

9.2. Topics for future research

While analysing all the data from the different studies described in this dissertation, and after putting everything into perspective throughout the chapters herein, it seems appropriate to mention some areas for further research.

To begin with, due to the fact that most of the Spanish teachers and students believe pronunciation is undervalued in their EFL classes, I would like to carry out an experiment in which I would analyse what actually happens in EFL lessons at high school, university or language centre levels. This would consist of taking notes on each of the activities teachers suggest in class over a two or three week period, including the number of times teachers correct students' mistakes and which mistakes are in fact corrected (grammatical, vocabulary, reading, writing and so on). I would sit at the back of the classroom and teachers would not be informed of the main aim of my study, so as to avoid them focusing on certain skills more than they would normally do, or correcting every single mistake made by students.

Another interesting experiment here would involve the analysis of specific tasks used by teachers to practise speaking and pronunciation throughout a whole teaching unit; in other words, I would assess the number of activities they carry out on pronunciation, whether they teach it as integrated into other language areas, whether they only make use of a textbook or, by contrast, if they design or collect other material or types of activities to focus on students' pronunciation, and so on. This experiment, together with the previous one, would allow me to verify exactly the kind of attention oral skills currently receive in EFL classes at different levels of proficiency in Spain, and also to compare this to the prominence given to other language areas like grammar, vocabulary, writing, reading or cultural aspects of the language.

Thirdly, I would like to design more activities of the type outlined in my short remedial programme (chapter 8), and more importantly to test some of them, to see whether they do in fact help students to improve their pronunciation, not only in the

days that follow but also in the long run, using pre-tests and post-tests to confirm any changes over time. Possible approaches include: a) asking students to read aloud some difficult tongue twisters containing specific English sounds, and getting them to read the same texts again, or similar ones, after they have completed activities in which tongue twisters were used extensively in classroom teaching; or, b) testing their general abilities to distinguish and produce English short and long vowels before and after they design a complete radio programme in which emphasis is placed on spoken skills.

Moreover, it would be interesting to take into consideration students' views on whether they feel the activities designed by myself had helped them, and if they would like to do other similar types of activities in class. Another way of testing students' reactions to newly designed activities would be for the researcher or teacher to prepare a PowerPoint presentation with several different types of pronunciation tasks, some representing traditional methods (drills, discrimination exercises, dictations) alongside other more modern techniques (songs, games, new technologies). The teacher or researcher would explain the main aim and steps to be followed for each activity, before asking students to answer a few questions on each of these activities, following a Likert scale.

In connection to the previous idea, I would like to interview different EFL teachers in Spain so as to determine why they tend to use traditional types of pronunciation tasks rather than resorting to other types of materials currently available for the teaching of pronunciation such as songs, games and new technologies. Depending on the findings, I would then design a guideline for Spanish EFL teachers to help them learn how to adapt activities to the learning of pronunciation (hence integrating pronunciation into grammatical, lexical or written-based tasks), taking pronunciation into account in the assessment system to be followed, and making the teaching and learning of pronunciation fun and creative…

I would also like to analyse the specific learning strategies Spanish students use when communicating orally and in their pronunciation of English. A possible experiment here would be to suggest an information-gap or problem-solving task to be done in groups of 4 or 5 people. I would record their exchanges and afterwards analyse the specific strategies they followed in order to complete the task or to solve any lexical, grammatical or pronunciation problems that arose. This experiment could also be adapted in order to conform to a number of previous studies (Barrera-Fernández, 2005;

Eckstein, 2007; Berkil, 2009, to mention just a few). Furthermore, I would conduct a quantitative analysis to consider the specific learning strategies Spanish students report using, that is, I would ask some learners to choose the learning strategies they use to communicate in English from a list of options available, or they could suggest other strategies they use.

The so-called bilingual programmes, which are gradually becoming more and popular in Spanish EFL classes, is also an emerging area of interest. It would be instructive to explore the role of the oral component in these programmes and to analyse the use of the L1 and L2. In connection with this, it would be useful to carry out an internal and an external evaluation of such programmes so as to evaluate the extent to which students involved attain better results, especially in the productive skills, than students following traditional programmes.

Finally, due to the growing importance of the notion of intelligibility in the teaching of foreign languages, I would like to explore the views of Spanish students on this issue in greater depth. This could be achieved through an experiment in which students listen to recordings of several native and non-native speakers of English speaking in English, rating each person's accent on a Likert scale. Furthermore, students could be asked to try and guess the area/country each person comes from according to their accent. I am personally aware of work in this area by Dr. Jane Setter, from the Department of English Language and Applied Linguistics at the University of Reading (UK), and I believe it would be interesting to compare the views of Spanish learners of English to those from the subjects in her study.

9.3. Final reflections

In conclusion, I believe that this dissertation makes a positive contribution to the field of teaching English as a foreign language and, more specifically, to the teaching of EFL pronunciation in Spain.

The general findings indicate that little attention is paid to speaking, and more particularly to pronunciation, in Spanish EFL classes and in teaching materials addressed to Spanish learners from high school onwards. More importantly, Spanish EFL students and teachers are, in many respects, unhappy with the scant importance currently given to pronunciation in the Spanish educational system at different levels of proficiency.

The empirical data collected and analysed throughout this dissertation on both students' and teachers' views regarding the role that pronunciation has in their EFL lessons and teaching materials (chapter 6) and on the general and specific presence of pronunciation in textbooks (chapter 7), together with the lack of opportunities to practise the speaking component outside the classroom, seem to constitute evidence for three significant reasons why Spanish students in general tend to have problems with English pronunciation and, more particularly, why even advanced Spanish EFL learners, who have been in contact with the language for more than fifteen years, continue to have some problems with this important aspect of the speaking skill.

It is surely impossible to learn how to speak a language proficiently without actually speaking it, and some of the findings of my dissertation point to just such a situation, that is, that many Spanish EFL students are not given the opportunity to communicate orally in English with other people, neither inside nor outside the classroom, making it wholly predictable that they will have problems later on in life when they start searching for a job in which speaking English with fluency and accuracy is a requirement, when they are travelling abroad, or simply when trying to understand audiovisual materials such as songs, advertisements or TV programmes.

Hopefully a time will come when pronunciation acquires the important role it deserves in EFL lessons throughout the world, including Spain. The various branches of the Spanish educational system should try their best to design programmes in which students get adequate exposure to spoken English and, most importantly, in which they have the chances to produce oral English as much as possible, something that currently does not seem to happen very often, at least at pre-university and university levels. In the meantime, Spanish EFL teachers should gradually introduce pronunciation activities into their classes that involve more than simply listening to an input and then repeating it, as a means of elevating the role of pronunciation within the complex intellectual and pedagogical process of foreign language learning.

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RESUMEN EN CASTELLANO

Esta tesis doctoral realiza aportaciones al campo de la enseñanza del inglés y, más concretamente, a la enseñanza de la pronunciación del inglés a estudiantes españoles.

En las últimas décadas, muchos expertos en Lingüística Aplicada a la enseñanza de lenguas han afirmado que la pronunciación inglesa es una de las áreas que le resultan más complejas a estudiantes españoles a la hora de aprender esta lengua extranjera, lo que deriva, en muchas ocasiones, en serios problemas de ininteligibilidad. Dichas dificultades se deben sobre todo a las grandes diferencias que hay entre los sistemas fonológicos de las dos lenguas y al hecho de que el inglés sigue un patrón muy irregular entre la ortografía y la pronunciación de una letra o combinación de letras, a diferencia del castellano y el gallego, dos lenguas donde la forma de pronunciar las letras escritas coincide, en líneas generales, bastante con su grafía.

A mayores, durante mi memoria de licenciatura, *The Teaching and Learning of the Pronunciation of English in Spanish Secondary Schools and Universities. A Preliminary Analysis*, defendida en Marzo del 2011 en la Universidad de Santiago de Compostela, observé que no sólo son los alumnos españoles con un nivel bajo o con un nivel intermedio de inglés los que tienen problemas con la pronunciación de diferentes aspectos segmentales y/o suprasegmentales sino que además estudiantes con un nivel avanzado de esta lengua extranjera con la que han estado en contacto durante más de 15 años, continúan teniendo dificultades con este aspecto de la lengua, por ejemplo, con la correcta pronunciación de la terminación *-ed* en las formas de pasado y de participio pasado de los verbos regulares, con la *schw*a, con la /r/ inglesa (más bien, con la no pronunciación de la /r/ en varios contextos dentro de la variedad del inglés de *Received Pronunciation*), con la distinción entre vocales cortas y largas y con el diptongo /əʊ/.

Estos resultados negativos fueron los que me animaron a realizar una tesis doctoral en la que el objetivo principal es identificar el rol que tiene en la actualidad la pronunciación en la enseñanza del inglés como lengua extranjera en diferentes niveles educativos en España para determinar si el papel que juega puede explicar, directa o indirectamente, la circunstancia de que a los españoles les resulte difícil la

pronunciación inglesa incluso después de haber estado en contacto con ella durante un período largo de tiempo. En otras palabras, partiendo del estudio piloto mencionado más arriba (**capítulo 5** de esta tesis), diseñé el resto de mi trabajo, en concreto dos estudios prácticos experimentales que se describirán abajo en mayor detalle.

En los próximos párrafos explicaré más detalladamente la estructura y contenido principal de esta tesis doctoral, así como los resultados e implicaciones didácticas de mayor relevancia que se desprenden de la misma.

Esta tesis doctoral se divide en dos partes principales. En primer lugar una sección de carácter teórico, que comprende los capítulos 1-4, y seguidamente una parte más práctica donde desarrollo los estudios prácticos experimentales realizados para completar este proyecto; asimismo, en esta segunda parte, incluyo una propuesta de actividades para ayudar a estudiantes españoles a mejorar su pronunciación del inglés tanto a nivel receptivo como productivo. Por último, el **capítulo número 9** recoge las conclusiones principales que se pueden extraer de mi estudio, así como posibles temas de investigación para un futuro cercano junto a unas reflexiones finales acerca de la importancia de este estudio para el campo de la enseñanza del inglés en España.

En el **capítulo 1** trato algunas cuestiones clave a la hora de enseñar la pronunciación de cualquier idioma y, más concretamente, la pronunciación del inglés. En el primer apartado de este primer capítulo, explico las razones por las que es importante enseñar la pronunciación de una lengua extranjera y, más particularmente, la pronunciación del inglés. En la segunda sección hago referencia a cuestiones como el mejor momento en el que los profesores deberían de empezar a enseñar a sus alumnos la pronunciación del inglés y el tiempo que deberían dedicar a la enseñanza de la misma. Posteriormente, hago una presentación de los factores biológicos, psicológicos y culturales que pueden afectar a cómo los estudiantes aprenden a pronunciar una lengua extranjera, así como una serie de factores que pueden condicionar a los profesores que enseñan dicho idioma. Algunos ejemplos de los factores descritos en esta tercera sección son la edad, el género, las estrategias de aprendizaje, la ansiedad, la personalidad y la motivación en el caso de aprendices y la experiencia y formación docente, así como de nuevo la personalidad y la motivación en el caso de discentes. Finalmente, las secciones cuatro y cinco están dedicadas a la integración de la pronunciación junto con el resto de las destrezas en el aprendizaje de una lengua extranjera (siguiendo las directrices del Marco común europeo de referencia de lenguas)

y a la corrección de errores así como al lugar y papel de la pronunciación en el sistema de evaluación del aprendizaje, respectivamente.

El capítulo 2 comienza con un resumen del papel que ha tenido la pronunciación en clases de lenguas extranjeras en los diferentes métodos de enseñanza que han existido a lo largo de las últimas décadas como el *Audiolingualism,* el *Silent Way* o el *Communicative Approach*. En la segunda parte describo las técnicas, recursos y materiales actualmente disponibles para su enseñanza; para ello, distingo entre técnicas y materiales tradicionales como los *drills* (ejercicios de repetición o substitución), dictados, lecturas en alto, transcripciones fonéticas, diccionarios, trabalenguas, poemas o rimas versus materiales y técnicas modernas como juegos, canciones, juegos de rol, debates, series/programas de televisión, chistes, aplicaciones móviles, blogs o software.

En el **capítulo 3** hago referencia, en primer lugar, a la atención que se le debería prestar a la pronunciación en cada uno de los niveles educativos analizados (ESO, bachillerato, universidad y enseñanzas especiales), según los documentos oficiales o programas docentes disponibles. En la segunda sección, comparo en detalle el sistema fonológico del inglés con el del castellano y el gallego, poniendo un énfasis especial en aquellos aspectos en los que los dos idiomas difieren bastante, pudiendo causar dificultades para estudiantes españoles cuando tienen que aprender la pronunciación del inglés. Por último, la tercera sección está dedicada al inglés como lengua franca, una variedad cada vez más común que conlleva que dos personas cuyas lenguas nativas difieren entre sí y que ninguno de ellos tiene inglés como primera lengua, decidan comunicarse en inglés ya que es una lengua extranjera que hablan en común; una de las aportaciones claves de esta nueva variedad viene dada por el hecho de que ya no es necesario que los estudiantes de inglés como lengua extranjera aspiren a aprender a pronunciar la lengua como lo hace un hablante nativo de inglés, sino que es más que suficiente que sean comprensibles e inteligibles, es decir, que puedan comunicarse con fluidez y corrección y que, al mismo tiempo, sean comprendidos por el resto de los participantes en los intercambios lingüísticos, sin que éstos últimos tengan que esforzarse demasiado en captar, entender y descifrar el mensaje oral emitido por el hablante nativo de castellano y/o gallego.

El último capítulo de contenido teórico, **capítulo 4,** contiene la revisión bibliográfica de algunos de los estudios previos más relevantes que han sido llevados a

cabo en las últimas décadas en el campo lingüístico objeto de estudio. Esta revisión bibliográfica está dividida en dos bloques principales: por un lado, estudios generales sobre la enseñanza y aprendizaje de la pronunciación del inglés y, por otro, trabajos previos sobre la enseñanza de este aspecto del lenguaje a estudiantes españoles de inglés.

Como se menciona más arriba, en el **capítulo 5** describo el estudio piloto realizado hace unos años, gracias al cual observé que estudiantes españoles de varios niveles educativos tienen problemas con la pronunciación del inglés, incluso aquellos que han estado estudiando dicha lengua durante más de 15 años. Los materiales de investigación utilizados para recoger los datos necesarios fueron una descripción de fotografías y la lectura en alto de un texto de unas 10 líneas. Los datos fueron transcritos manualmente usando el *International Phonetic Alphabet* (IPA) y se consideró únicamente la variedad británica estándar del inglés, *Received Pronunciation* (RP) al ser la que suele usarse en las clases de inglés como lengua extranjera en nuestro país y la que se encuentra con mayor frecuencia en los diccionarios y libros de texto.

En el primer estudio práctico de esta tesis doctoral (**capitulo 6**) analizo las opiniones de profesores y alumnos de ESO/bachillerato, universidad y enseñanzas especiales sobre el papel que tiene actualmente la pronunciación en sus clases de inglés como lengua extranjera, así como en los materiales didácticos utilizados, es decir, libros de texto. Para recoger los datos diseñé unos cuestionarios, que fueron contestados por un total de 1.170 estudiantes y 254 profesores de inglés, una muestra suficientemente amplia y representativa para una investigación de esta naturaleza. La mayoría de las preguntas de dichos cuestionarios siguen un formato de elección múltiple o en forma de escala *Likert* del 1 al 5, desde *siempre* a *nunca* o desde *totalmente de acuerdo* a *totalmente en desacuerdo*. Además, realicé entrevistas a 50 estudiantes de inglés de diversos niveles educativos con el fin de obtener más información o profundizar en aquellos aspectos que no quedaron totalmente claros en las encuestas. En la mayoría de los casos asistí en persona a los centros educativos en el momento en el que se repartieron y rellenaron los cuestionarios por los estudiantes; a mayores, unos 15 profesores también aprovecharon para cubrir el cuestionario a la vez que sus alumnos rellenaban el suyo mientras que el resto de profesores contestaron a la encuesta en línea. Los datos recogidos fueron pasados a mano a una base de datos en Excel y posteriormente analicé los resultados obtenidos en cada nivel educativo estudiado,

primero haciendo referencia a los alumnos, después a los profesores y por último, estableciendo comparaciones entre los diferentes grupos de participantes: entre las opiniones de los docentes y discentes de cada etapa educativa y unas comparaciones finales de los puntos de vista de estudiantes españoles de inglés versus las perspectivas de profesores de inglés como lengua extranjera en nuestro país.

En el segundo estudio práctico, **capitulo número 7**, analicé detalladamente la atención que se le presta a la pronunciación en 30 libros de texto de inglés utilizados en la actualidad en los niveles descritos en el estudio anterior, así como en sus correspondientes cuadernillos de trabajo. Dicho análisis tiene en cuenta aspectos como la presencia o ausencia de la pronunciación en los índices de cada libro de texto, el número de secciones y actividades presentes en cada tema y en todo el libro, así como el tipo de actividades sugeridas, la inclusión de la pronunciación en secciones de repaso o la presencia de consejos o explicaciones teóricas que faciliten y ayuden a alumnos españoles a aprender mejor la pronunciación inglesa. Dividí estos materiales didácticos en dos grupos principales: por un lado, libros de inglés dirigidos a alumnos españoles de secundaria y bachillerato y por otro, libros utilizados en carreras universitarias, en la escuela oficial de idiomas y/o en el centro de lenguas modernas. Para analizar los datos, creé una base de datos en Word en la que inserté las secciones, actividades y consejos/explicaciones teóricas presentes en cada libro de texto y diseñé unas fichas técnicas con el fin de clasificar cada libro de texto y su correspondiente cuadernillo de acuerdo con cada uno de los criterios mencionados arriba. A mayores, diseñé un modelo para clasificar las diferentes actividades de pronunciación encontradas en estos materiales didácticos según su formato.

Los conclusiones generales más relevantes tras el análisis de todas las opiniones de profesores y alumnos españoles acerca de la importancia que se le otorga a la pronunciación en sus clases de inglés, así como la atención prestada a la pronunciación en diversos libros de texto son las siguientes: la pronunciación continúa siendo una destreza poco valorada en clases de inglés en nuestro país y, lo que es más relevante, muchos estudiantes y profesores de inglés no se encuentran satisfechos con la atención que se le presta ni con el tiempo que se emplea a la enseñanza de esta área del lenguaje en el sistema educativo español.

Otras conclusiones que se pueden extraer de esta tesis doctoral y que están recogidas en el **capitulo número 9** son: a) tanto alumnos como profesores españoles de

inglés consideran que aprender a pronunciar correctamente en inglés es importante y piensan que hablar esta lengua extranjera será una ventaja en su futura vida profesional, académica y personal; b) ambos grupos de participantes consideran la pronunciación inglesa como algo difícil para los hablantes nativos de español y que, por lo tanto, esta destreza debería ser una parte importante de sus clases de inglés; sin embargo, profesores y alumnos reconocen que actualmente no se le dedica el tiempo suficiente a esta destreza en sus clases de inglés; c) como sería lógico, debido a la teoría del Periodo Crítico en el aprendizaje de lenguas extranjeras, los alumnos que consideran la pronunciación inglesa como muy difícil son aquellos en edad adulta, matriculados en la escuela oficial de idiomas o en el centro de lenguas modernas de la universidad de Santiago de Compostela; d) la mayoría de los profesores encuestados opinan que una de las razones principales por las que estudiantes españoles de inglés tienen problemas con la pronunciación inglesa es porque tienen vergüenza a hablarlo en clase delante del profesor y de sus propios compañeros; sin embargo, muchos alumnos afirmaron no sentirse condicionados o inhibidos para comunicarse oralmente en esta lengua extranjera, lo que indica una clara falta de comunicación entre ellos y sus profesores; e) los estudiantes españoles de inglés apenas tienen oportunidades de expresarse oralmente en inglés ni dentro ni fuera del aula ya que afirman que sólo en ocasiones hablan en inglés en el aula; para solventar esta ausencia de oportunidades, bastantes alumnos afirmaron estar asistiendo o haber asistido a clases particulares de inglés en academias para desarrollar sus destrezas de expresión oral y por lo tanto su pronunciación; f) a pesar de que muchos profesores afirmaron no haber recibido suficiente formación para aprender a enseñar la pronunciación, la gran mayoría afirmó ser capaz de enseñar esta destreza. Esta especie de contradicción se deba probablemente a que han realizado cursos o seminarios de especialización para aprender a enseñar la pronunciación inglesa después de haberse licenciado o graduado; g) la mayoría de profesores españoles encuestados afirman enseñar la pronunciación inglesa de manera integrada, especialmente dentro de actividades de expresión y comprensión oral; sin embargo, muchos de los libros de texto analizados en mi segundo estudio práctico presentan la pronunciación en tablas aisladas del resto de las destrezas; h) una gran parte de los alumnos encuestados considera que sus profesores de inglés siempre corrigen sus errores de pronunciación y afirmaron que les gusta que les corrijan mientras que los propios profesores, como era de esperar, negaron corregir todos los errores de

pronunciación cometidos por sus alumnos y consideran que sus estudiantes no siempre se toman a bien el ser corregidos; i) la destreza de pronunciación de estudiantes españoles apenas son evaluadas ni tenidas en cuenta en el sistema de evaluación final; j) a pesar de la larga lista de técnicas y materiales actualmente disponibles para enseñar la pronunciación del inglés, el único método usado con frecuencia dentro de las aulas de nuestro país es el de escuchar y repetir; éste parece ser, asimismo, la única técnica que utilizan los profesores de inglés a la hora de corregir los problemas de pronunciación de sus alumnos; y, k) ni profesores ni alumnos están muy contentos con el papel que tiene la pronunciación en sus libros de texto, ya que consideran que no contienen suficientes actividades para desarrollar esta destreza, el formato de las actividades que sí que están presentes en estos materiales didácticos es claramente repetitivo, hay una ausencia de actividades realmente creativas y motivadoras como juegos y canciones y no siempre les ayudan a mejorar.

En mi segundo estudio práctico (capítulo 7) comprobé que efectivamente el número de actividades de pronunciación presentes en los libros de inglés dirigidos a estudiantes españoles es muy bajo (aunque los que se utilizan en la escuela oficial de idiomas, centro de lenguas modernas y nivel universitario contienen un número mayor de actividades de pronunciación), el formato de las actividades es muy repetitivo y tradicional y en muchos casos las palabras que los alumnos deben repetir representan palabras muy poco habituales en conversaciones diarias. A mayores, la pronunciación no está presente en unidades o secciones de repaso ni en unidades introductorias, hay una clara ausencia tanto de actividades motivadoras como de explicaciones teóricas o consejos para ayudar a los alumnos en su proceso de aprendizaje de la pronunciación del inglés, la mayor parte de las actividades implican comprensión en lugar de expresión de lengua oral y, de momento, los libros de inglés usados en nuestro país no siempre tienen en cuenta las dificultades particulares de estudiantes españoles con la pronunciación inglesa según su nivel ya que siguen apareciendo secciones para practicar sonidos que, según la influencia del inglés como lengua franca y la *lingua franca core* no causan demasiados problemas de inteligibilidad si no se pronuncian bien en su totalidad.

Por todos estos resultados negativos, en el **capítulo 8** incluyo una propuesta didáctica con una serie de actividades para ayudar a los alumnos españoles a mejorar su pronunciación del inglés. La mayoría de dichas actividades comparten las características

siguientes: a) integran la pronunciación con otras destrezas lingüísticas a la vez que enfatizan la comprensión/producción de algún aspecto(s) de la pronunciación inglesa; b) son ejemplos de actividades en las que el objetivo principal es practicar algún aspecto de la pronunciación inglesa que resulta difícil para estudiantes españoles de inglés, según estudios previos, así como los resultados obtenidos en mi estudio piloto (capítulo 5); c) son ejemplos de actividades consideradas motivadoras en la enseñanza de idiomas como el uso de canciones, trabalenguas, juegos o las nuevas tecnologías; y, d) la mayoría de estas actividades sugeridas en el capítulo número 8 enfatizan tanto la práctica de la expresión oral por parte de los alumnos, al igual que sus destrezas de comprensión oral.

Ya por último, me gustaría señalar que considero que este trabajo cubre una laguna importante en la enseñanza de la pronunciación del inglés en España y que, gracias a la combinación de perspectivas teóricas y aplicadas, y una metodología de investigación rigurosa y longitudinal, se consiguieron propuestas concretas y debidamente fundamentadas. Aunque prácticamente todos los datos fueron recogidos en una única comunidad autónoma, Galicia, estimo que los resultados generales obtenidos se podrían extrapolar a todo nuestro país. Ojalá llegue un momento en el que se le dé a la enseñanza de la pronunciación la importancia que merece en clases de inglés como lengua extranjera en un país como España y el sistema educativo español diseñe programas didácticos en los que los alumnos de inglés reciban suficiente *input* de lengua oral en inglés y tengan más oportunidades de practicar sus destrezas de expresión oral tanto dentro como fuera del aula.

Considero que la situación de inferioridad que, según profesores y alumnos, tiene actualmente la enseñanza de la pronunciación en las clases de inglés como lengua extranjera, así como la ausencia de suficientes secciones, actividades de pronunciación y consejos/explicaciones teóricas en los libros de texto pueden ser dos razones de peso por las que alumnos españoles de inglés continúan teniendo dificultades con la pronunciación inglesa a pesar de haber estado en contacto con esta lengua durante bastantes años.

FACULTADE DE FILOLOXÍA
Departamento de Filoloxía Inglesa e Alemá

The Teaching and Learning of English Pronunciation in Spain. An Analysis and Appraisal of Students' and Teachers' Views and Teaching Materials

Doctoral thesis submitted by Yolanda Joy Calvo Benzies

Supervised by Dr. Ignacio M. Palacios Martínez

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FACULTADE DE FILOLOXÍA
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Tese de Doutoramento

The Teaching and Learning of English Pronunciation in Spain. An Analysis and Appraisal of Students' and Teachers' Views and Teaching Materials

Doutoranda   Visto e Prace do Director

Yolanda Joy Calvo Benzies   Dr. Ignacio M. Palacios Martínez

Santiago de Compostela, 2015

LIST OF APPENDICES

Appendix 1A: Most common spelling-sound relationships in English (extracted from Marks and Bowen, 2012: 32-35)

From spelling to sound

Only the commonest spelling-sound relationships are listed here.

There are others, and there are individual exceptions, so that it is often advisable to check the pronunciation of words in a dictionary.

Bear in mind that vowels in unstressed syllables, however they are represented in spelling, are often reduced to /ə/ or /ɪ/.

Examples:
Britain /ˈbrɪtən/
foreign /ˈfɒrən/
monkey /ˈmʌŋki/
thorough /ˈθʌrə/

Or they may even be elided. Examples:

The word *factory*:
It looks as if it has three syllables – *fac-to-ry* – but the vowel in the third syllable is often elided, resulting in /ˈfæktri/ (only two syllables).

The word *necessary*:
It looks as if it has four syllables – *ne-ce-ssa-ry* – but the vowel in the third syllable is often elided, resulting in /ˈnesəsri/ (only three syllables).

Spelling	Sound	Examples
a	/æ/	bag
a + consonant + vowel	/eɪ/	late
a	/ɑː/	father
a	/ɒ/	want
a	/ə/	about
ai	/eɪ/	train
air	/eə/	hair
ar	/ɑː/	start
ay	/eɪ/	say
au	/ɔː/	taught
aw	/ɔː/	saw
b	/b/	best
c	/k/	car
c + e/i/y	/s/	cent
c	/ʃ/	special
ch	/tʃ/	check
ch	/k/	stomach
ch	/ʃ/	chef
ck	/k/	black
d	/d/	do
d	/dʒ/	soldier
e	/e/	end
e	/iː/	me
e + consonant + vowel	/iː/	these
e	/ɪ/	England
ea	/iː/	tea
ea	/e/	bread
ea	/eɪ/	great
ear	/ɪə/	hear
ear	/ɜː/	early
ear	/eə/	wear
ee	/iː/	see
eer	/ɪə/	beer
ei	/eɪ/	eight
ei	/iː/	receipt
ere	/eə/	where
ew	/juː/	new
ey	/eɪ/	grey

Spelling	Sound	Examples
f	/f/	fly
g	/g/	get
g	/dʒ/	general
gu	/g/	guess
gu	/gw/	language
h	/h/	hat
i	/ɪ/	tin
i + consonant + vowel	/aɪ/	time
i	/iː/	magazine
ie	/iː/	piece
ie	/aɪ/	pie
ir	/ɜː/	first
ire	/aɪə/	fire
j	/dʒ/	June
k	/k/	key
l	/l/	live
m	/m/	May
n	/n/	no
n + /k/	/ŋ/	bank, uncle
ng	/ŋ/	sing
ng	/ŋg/	single
o	/ɒ/	top
o + consonant + vowel	/əʊ/	nose
oa	/əʊ/	road
oar	/ɔː/	board
oi	/ɔɪ/	point
oo	/uː/	food
oo	/ʊ/	foot
oor	/ɔː/	door
or	/ɔː/	north
or	/ɜː/	work
ou	/aʊ/	sound
ou	/uː/	group
ou	/ʊ/	could
ough	/ɔː/	thought
ough	/uː/	through
ough	/ʌf/	enough
our	/aʊə/	hour
our	/ɔː/	four
ow	/aʊ/	brown

Spelling	Sound	Examples
ow	/əʊ/	know
oy	/ɔɪ/	enjoy
p	/p/	pen
ph	/f/	photo
qu	/kw/	quiet
r	/r/	red
s	/s/	say
s	/z/	easy
s	/ʃ/	tension
s	/ʒ/	pleasure
sc	/sk/	scan
sc	/s/	science
sh	/ʃ/	shoe
t	/t/	ten
t	/ʃ/	station
t	/tʃ/	picture
tch	/tʃ/	catch
th	/θ/	three
th	/ð/	father
u	/ʌ/	cup
u + consonant + vowel	/juː/	music
u	/ʊ/	pull
ue	/uː/	blue
ur	/ɜː/	turn
v	/v/	never
w	/w/	well
wh	/w/	white
wh	/h/	who
x	/ks/	six
x	/gz/	exam
y	/j/	you
y	/aɪ/	try
y + consonant + vowel	/aɪ/	type
y	/i/	forty
z	/z/	zoo

Silent letters

A lot of English words have silent letters in the spelling – letters which are not pronounced.

Here are some examples of common words with silent letters:

Silent letter	Examples
b	climb, comb, debt, thumb
ch	yacht
d	Wednesday
g	design, foreign, sign
gh	daughter, eight, high, thought, through
h	hour, honest, white, why
i	suit
k	knee, knife, know
l	could, half, should, walk, would
n	autumn
p	cupboard, psychology, receipt
r	iron
s	island
t	castle, Christmas, listen, often
ue	colleague
w	answer, two, write

Apart from these citation forms, many other sounds represented in the spellings of words are lost – or, more accurately, fail to appear – as a result of elision in connected speech. (See page 24.)

From sound to spelling

Only the commonest sound-spell relationships are listed.

Some very frequent words show untypical relationships. Examples: *people* (*eo* represents /iː/) *women* (*o* and *e* both represent /ɪ/)

Sound	Spelling	Examples
/iː/	e + consonant + vowel	these
	e	me
	ea	tea
	ee	see
	ei	receipt
	ey	key
	i	magazine
	ie	piece
/ɪ/ (unstressed)		
	y	party
	ey	monkey
	e	apostrophe
	ee	committee
/ɪ/	i	tin
	y	forty
	e	England
		wanted
	a	shortage
/ʊ/	oo	foot
	ou	could
	u	pull
/uː/	oo	food
	ou	group
	o	lose
	u + consonant + vowel	rude
	ough	through
	ue	blue
	ui	fruit

Word stress – some rules of thumb

The stress patterns of words in English are often thought to be totally random and unpredictable. It is understandable that this might be first impression of someone starting to learn English and meeting words such as:

MONday   eLEven
toDAY   proNOUNCE
INterview   pronunciAtion

In fact, the stress pattern of the majority of English words is reliably predictable in accordance with general principles – although it has to be admitted that most of the unpredictable ones are to be found among the most frequent words in the language!

This section is subheaded 'some rules of thumb' because it consists of generalisations that are valid most of the time but not always – you will find exceptions to most of them.

Should teachers actually *teach* these rules of thumb to their learners?

Well, it depends on various factors, such as:
○ What's their level?
○ How analytical are they in their approach to learning?

With most classes, it will probably be more effective to draw attention to regular patterns from time to time by showing learners a set of words they have learned and asking them to notice any similarities of pronunciation. Examples:
○ *because begin behind believ belong between*
○ *be-* is not stressed in any of these words.

Strong and weak forms

	Strong	Weak
a	/eɪ/	/ə/
am	/æm/	/m/
an	/æn/	/ən/
and	/ænd/	/ənd/ /ən/ /n/
any	/eni/	/əni/
are	/ɑː/	/ə/
as	/æz/	/əz/
at	/æt/	/ət/
be	/biː/	/bi/
been	/biːn/	/bɪn/
but	/bʌt/	/bət/
can	/kæn/	/kən/
could	/kʊd/	/kəd/
do	/duː/	/də/, /du/
does	/dʌz/	/dəz/
for	/fɔː/	/fə/
from	/frɒm/	/frəm/
had	/hæd/	/həd/ /əd/ /d/
has	/hæz/	/həz/ /əz/ /z/
have	/hæv/	/həv/ /əv/ /v/
he	/hiː/	/hi/ /i/
her	/hɜː/	/hə/ /ə/
him	/hɪm/	/ɪm/
his	/hɪz/	/ɪz/
is	/ɪz/	/z/ /s/
just	/dʒʌst/	/dʒəst/
me	/miː/	/mi/
must	/mʌst/	/məst/ /məs/
of	/ɒv/	/əv/, /ə/
or	/ɔː/	/ə/
shall	/ʃæl/	/ʃəl/
she	/ʃiː/	/ʃi/
should	/ʃʊd/	/ʃəd/
some	/sʌm/	/səm/
such	/sʌtʃ/	/sətʃ/
than	/ðæn/	/ðən/
that	/ðæt/	/ðət/
the	/ðiː/	/ðə/ /ði/
their	/ðeə/	/ðə/
them	/ðem/	/ðəm/
there	/ðeə/	/ðə/
to	/tuː/	/tə/ /tu/
us	/ʌs/	/əs/
was	/wɒz/	/wəz/
we	/wiː/	/wi/
were	/wɜː/	/wə/
will	/wɪl/	/wəl/ /l/
would	/wʊd/	/wəd/ /əd/ /d/
you	/juː/	/jə/ /ju/
your	/jɔː/ /jʊə/	/jə/

An *r* in the spelling is pronounced before vowels. Examples:
○ *These are /ɑr/ all we've got.*
○ *I met her /ɜr/ at work.*

Even weak forms are often subject to further elision and assimilation. Examples:
○ *any* can be: /ni/
  eg in *Have you got any more?*
○ *can* can be: /kŋ/
  eg in *We can go now*
○ *for* can be: /fr/
  eg in *for a long time*

Apart from words regarded as having weak forms, the unstressed syllables of any word are vulnerable to reduction in fluent speech. Examples:
○ *apart* can be: /pɑːt/
○ *syllable* can be: /'sɪtbl/
○ *vulnerable* can be: /'vʌnnəbl/

Sound	Spelling	Examples
/e/	e	end
	ea	bread
/ə/	a	about
	ai	mountain
	e	happen
	o	today
	ou	dangerous
	er	after
	re	centre
	ar	collar
	or	doctor
	our	colour
/ɜː/	er	term
	ear	early
	ir	first
	or	work
	ur	turn
	our	journey
/ɔː/	a	tall
	augh	taught
	aw	saw
	oar	board
	oor	door
	or	north
	ough	thought
	our	four
/æ/	a	bag
/ʌ/	u	cup
	o	done
	ou	young
/ʌf/	ough	tough
/ɑː/	a	father
	ar	start
/ɒ/	o	top
	a	want
	au	because
/ɪə/	ear	hear
	eer	beer
/ʊə/	oor	poor
	our	tour
/jʊə/	ure	pure
/eə/	air	hair

Sound	Spelling	Examples
/eɪ/	are	care
	ear	wear
	ere	where
	a + consonant + vowel	late
	ai	train
	ay	say
	ea	great
	eigh	eight
	ey	grey
/ɔɪ/	oi	point
	oy	enjoy
/aɪ/	i + consonant + vowel	time
	ie	pie
	igh	high
	eigh	height
	y	try
	y + consonant + vowel	type
/aɪə/	ire	fire
/əʊ/	o	so
	o + consonant + vowel	nose
	oa	road
	oe	toe
	ow	know
	ough	though
/aʊ/	ou	sound
	ow	brown
	ough	plough
/aʊə/	our	hour
/p/	p	pen
/b/	b	best
/t/	t	ten
	ed	walked
/d/	d	do
	ed	travelled
/k/	c	car
	k	key
	ck	black
	ch	stomach
/ks/	x	six

Sound	Spelling	Examples
/kw/	qu	quiet
/g/	g	get
	gu	guess
/gz/	x	exam
/f/	f	fly
	ph	photo
/v/	v	never
/θ/	th	three
/ð/	th	father
/s/	s	say
	sc	science
	c + e/i/y	cent
/z/	z	zoo
	s	travels
/ʃ/	sh	shoe
	c	special
	ch	chef
	s	tension
	ss	pressure
/ʒ/	s	pleasure
/tʃ/	ch	check
	t	picture
	tch	catch
/dʒ/	g	general, age
	j	June
	d	soldier
/m/	m	may
/n/	n	no
	kn	know
/ŋ/	ng	sing
	n	bank
/h/	h	hat
	wh	who
/l/	l	live
/r/	r	red
	wr	write
/w/	w	well
	wh	white
/j/	y	you
/juː/	u	music
	ew	new

Appendix 1B: Poems that illustrate the lack of correspondences between English spelling and pronunciation

Chaos by Gerald Nolst Trenité (1922).

Dearest creature in creation,
Study English pronunciation.
I will teach you in my verse
Sounds like corpse, corps, horse, and worse.
I will keep you, Suzy, busy,
Make your head with heat grow dizzy.
Tear in eye, your dress will tear.
So shall I! Oh hear my prayer.

Ivy, privy, famous; clamour
And enamour rhyme with hammer.
River, rival, tomb, bomb, comb,
Doll and roll and some and home.
Stranger does not rhyme with anger,
Neither does devour with clangour.
Souls but foul, haunt but aunt,
Font, front, wont, want, grand, and grant,
Shoes, goes, does. Now first say finger,
And then singer, ginger, linger,
Real, zeal, mauve, gauze, gouge and gauge,
Marriage, foliage, mirage, and age.

Compare alien with Italian,
Dandelion and battalion.
Sally with ally, yea, ye,
Eye, I, ay, aye, whey, and key.
Say aver, but ever, fever,
Neither, leisure, skein, deceiver.
Heron, granary, canary.
Crevice and device and aerie.

Just compare heart, beard, and heard,
Dies and diet, lord and word,
Sword and sward, retain and Britain.
(Mind the latter, how it's written.)
Now I surely will not plague you
With such words as plaque and ague.
But be careful how you speak:
Say break and steak, but bleak and streak;
Cloven, oven, how and low,
Script, receipt, show, poem, and toe.

Query does not rhyme with very,
Nor does fury sound like bury.
Dost, lost, post and doth, cloth, loth.
Job, nob, bosom, transom, oath.
Though the differences seem little,
We say actual but victual.
Refer does not rhyme with deafer.
Foeffer does, and zephyr, heifer.
Mint, pint, senate and sedate;
Dull, bull, and George ate late.
Scenic, Arabic, Pacific,
Science, conscience, scientific.

Face, but preface, not efface.
Phlegm, phlegmatic, ass, glass, bass.
Large, but target, gin, give, verging,
Ought, out, joust and scour, scourging.
Ear, but earn and wear and tear
Do not rhyme with here but ere.
Seven is right, but so is even,
Hyphen, roughen, nephew Stephen,
Monkey, donkey, Turk and jerk,
Ask, grasp, wasp, and cork and work.

Hear me say, devoid of trickery,
Daughter, laughter, and Terpsichore,
Typhoid, measles, topsails, aisles,
Exiles, similes, and reviles;
Scholar, vicar, and cigar,
Solar, mica, war and far;
One, anemone, Balmoral,
Kitchen, lichen, laundry, laurel;
Gertrude, German, wind and mind,
Scene, Melpomene, mankind.

Liberty, library, heave and heaven,
Rachel, ache, moustache, eleven.
We say hallowed, but allowed,
People, leopard, towed, but vowed.
Mark the differences, moreover,
Between mover, cover, clover;
Leeches, breeches, wise, precise,
Chalice, but police and lice;
Camel, constable, unstable,
Principle, disciple, label.

Pronunciation -- think of Psyche!
Is a paling stout and spikey?
Won't it make you lose your wits,
Writing groats and saying grits?
It's a dark abyss or tunnel:
Strewn with stones, stowed, solace, gunwale,
Islington and Isle of Wight,
Housewife, verdict and indict.

Billet does not rhyme with ballet,
Bouquet, wallet, mallet, chalet.
Blood and flood are not like food,
Nor is mould like should and would.
Viscous, viscount, load and broad,
Toward, to forward, to reward.
And your pronunciation's OK
When you correctly say croquet,
Rounded, wounded, grieve and sieve,
Friend and fiend, alive and live.

Petal, panel, and canal,
Wait, surprise, plait, promise, pal.
Worm and storm, chaise, chaos, chair,
Senator, spectator, mayor.
Tour, but our and succour, four.
Gas, alas, and Arkansas.
Sea, idea, Korea, area,
Psalm, Maria, but malaria.
Youth, south, southern, cleanse and clean.
Doctrine, turpentine, marine.

Finally, which rhymes with enough --
Though, through, plough, or dough, or cough?
Hiccough has the sound of cup.
My advice is to give up!!!

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Sounds and Letters

A poem for English students
Unknown author

When in English class we speak,
Why is break nor rhymed with freak?
Will you tell me why it's true
That we say sew, but also few?

When a poet writes a verse
Why is horse not rhymed with worse?
Beard sounds not the same as heard
Lord sounds not the same as word

Cow is cow, but low is low
Shoe is never rhymed with toe.
Think of nose and dose and lose
Think of goose, but then of choose.

Confuse not comb with tomb or bomb,
Doll with roll, or home with some.
We have blood and food and good.
Mould is not pronounced like could.

There's pay and say, but paid and said.
"I will read", but "I have read".
Why say done, but gone and lone -
Is there any reason known?

To summarise, it seems to me
Sounds and letters disagree.

Unknown title

Unknown author

Here is some pronunciation.
Ration never rhymes with nation,
Say prefer, but preferable,
Comfortable and vegetable.
B must not be heard in doubt,
Debt and dumb both leave it out.
In the words psychology,
Psychic, and psychiatry,
You must never sound the p.
Psychiatrist you call the man
Who cures the complex, if he can.
In architect, chi is k.
In arch it is the other way.
Please remember to say iron
So that it'll rhyme with lion.
Advertisers advertise,
Advertisements will put you wise.
Time when work is done is leisure,
Fill it up with useful pleasure.
Accidental, accident,
Sound the g in ignorant.
Relative, but relation,
Then say creature, but creation.
Say the a in gas quite short,
Bought remember rhymes with thwart,
Drought must always rhyme with bout,
In daughter leave the gh out.
Wear a boot upon your foot.
Root can never rhyme with soot.
In muscle, sc is s,
In muscular, it's sk, yes!
Choir must always rhyme with wire,
That again will rhyme with liar.
Then remember it's address.
With an accent like posses.
G in sign must silent be,
In signature, pronounce the g.
Please remember, say towards
Just as if it rhymed with boards.
Weight's like wait, but not like height.
Which should always rhyme with might.
Sew is just the same as so,
Tie a ribbon in a bow.
When You meet the queen you bow,
Which again must rhyme with how.
In perfect English make a start.
Learn this little rhyme by heart

Appendix 1C: Examples that illustrate misunderstandings concerning the pronunciation of certain English words or funny illustrations on how English pronunciation works

Source: <http://creativeteacherette.blogspot.com.es/2012/10/hints-on-pronunciation-for-foreigners.html> [Last accessed: July, 2015]

Source: <http://www.cartoonstock.com/directory/p/pronunciations.asp> [Last accessed: July, 2015]

Source: <http://blog.tjtaylor.net/improve-your-pronunciation/> [Last accessed: July, 2015]

"I think I know what you've got, but it'll take a specialist to pronounce it."

Appendix 1D: Direct and indirect learning strategies applied to the speaking skill, extracted from Oxford (1990: 57-99; 151-173)

	Direct strategies		**Indirect strategies**
Memory strategies	Creating mental linkages: placing new words into a context. Applying images and sounds: representing sounds in memory, reviewing well. Using memory strategies for retrieval.	**Metacognitive strategies**	Centring your learning: over-viewing and linking with already known material, paying attention, delaying speech production to focus on listening. Arranging and planning your learning: finding out about language learning, organising, setting goals and objectives, identifying the purpose of a task, planning for a language task, speaking practice opportunities. Evaluating your learning: self-monitoring, self-evaluating.
Cognitive strategies	Practising: repeating, formally practising with sounds and writing systems, recognising and using formulas and patterns, recombining, practising naturalistically. Receiving and sending messages: using resources for receiving and sending messages. Analysing and reasoning: reasoning deductively, translating, transferring.	**Affective strategies**	Lowering you 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.
Compensation strategies	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, adjusting or approximating the message, coining words, using a circumlocution or synonym.	**Social strategies**	Asking questions: asking for correction. Cooperating with others: cooperating with peers, cooperating with proficient users of the new language. Empathising with others: developing cultural understanding, becoming aware of others' thoughts and feelings.

Appendix 1E: Some questions included in Lucas' (2012: 3-7) self-assessment test

What is the difference between the pronunciation of these two words? Tick the statement that is true:

    a)   *mat* and *met*
- No difference
- One is a longer vowel sound than the other
- The first consonant sound is louder in one of them
- The last consonant sound is louder in one of them

    b)   *reward* and *afford*
- The first vowel sounds in both words are a long sound
- The [d] need not be emphasized
- The second vowel sound of the two words are the same sound
- The [r] in the second syllable is pronounced

Appendix 2A – Examples of charts and rods
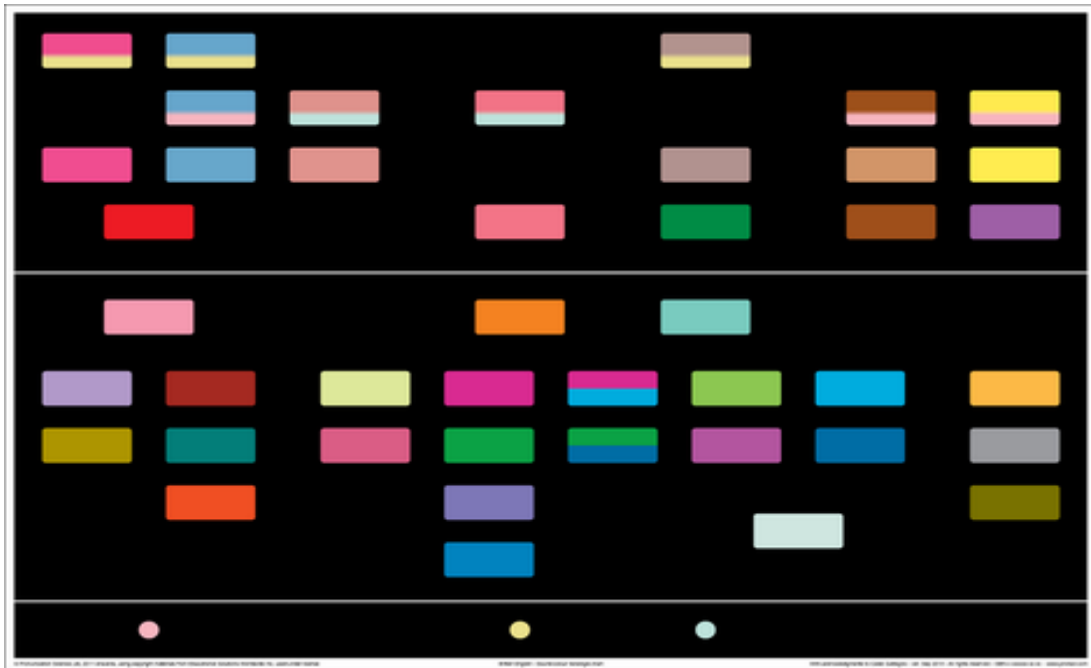
Rectangle Chart for British English, extracted from: <http://www.pronunciationscience.com/materials/> [Last accessed: July, 2015]
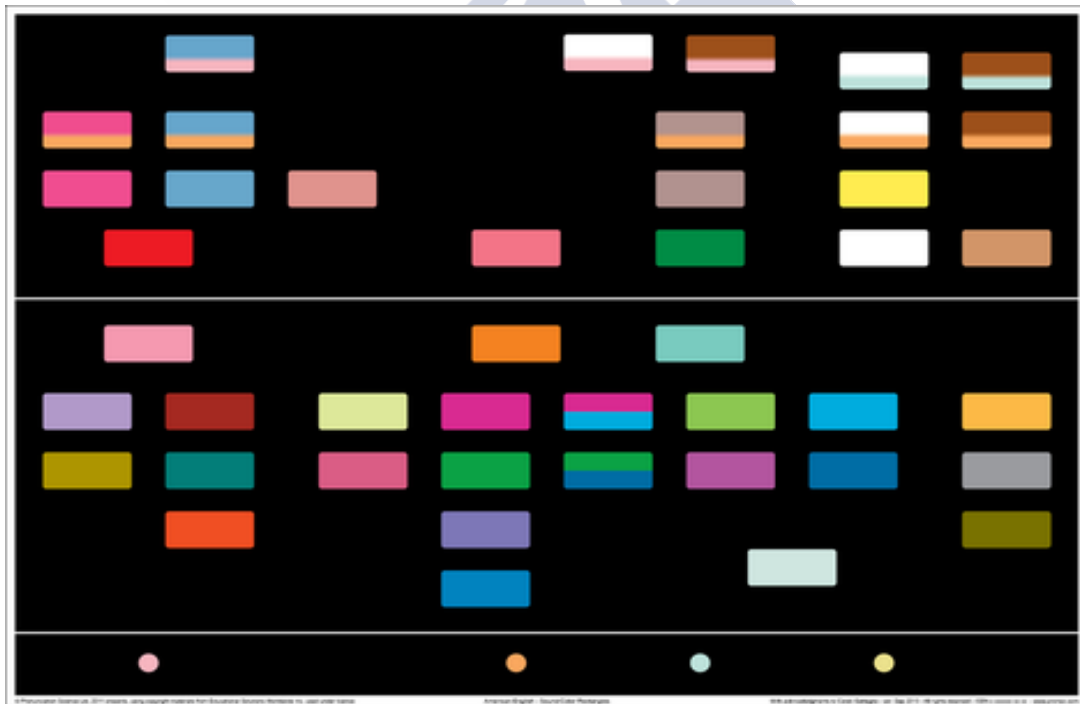
Rectangle Chart for American English, extracted from: <http://www.pronunciationscience.com/materials/> [Last accessed: July, 2015]

Fidel Chart for British English, extracted from: <http://www.pronunciationscience.com/materials/> [Last accessed: July, 2015]

Word charts for British English, extracted from: <http://www.pronunciationscience.com/materials/> [Last accessed: July, 2015]

Interactive Phonemic Chart designed by Adrian Underhill, extracted from:
<http://www.macmillaneducationapps.com/soundspron/features/> [Last accessed: July, 2015]

Rods for teaching pronunciation, extracted from: <http://elteachertrainer.com/2013/05/24/cuisenaire-rods-in-elt/> [Last accessed: July, 2015]

If I eat cake, I get fat.

If I eat cake, I get fat.

procrastination
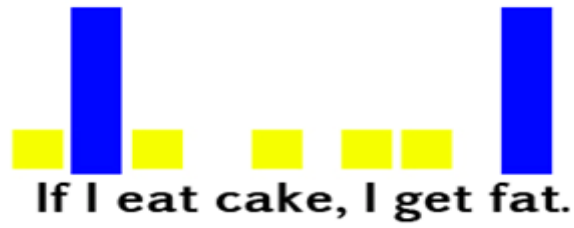
Ways of using rods to teach word stress, extracted from:
<http://www.teachingvillage.org/2010/05/27/more-than-five-things-to-do-with-lego-in-the-efl-classroom-part-2-by-emma-herrod/> [Last accessed: July, 2015]

3 Long vowels, diphthongs and triphthongs

3.1 Long and short vowels

In Chapter 2 the short vowels were introduced. In this chapter we look at other types of English vowel sound. The first to be introduced here are the five long vowels; these are the vowels which tend to be longer than the short vowels in similar contexts. It is necessary to say "in similar contexts" because, as we shall see later, the length of all English vowel sounds varies very much according to context (such as the type of sound that follows them) and the presence or absence of stress. To remind you that these vowels tend to be long, the symbols consist of one vowel symbol plus a length-mark made of two dots :. Thus we have: i:, 3:, ɑ:, ɔ:, u:. We will now look at these long vowels individually.

TU 3,
Exs 1–5
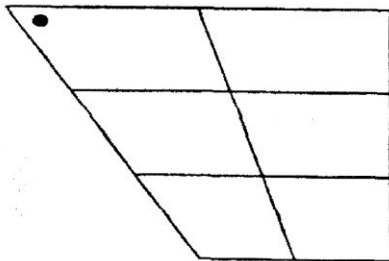
i: (example words: 'beat', 'mean', 'peace')
This vowel is nearer to cardinal vowel no. 1 [i] (that is, it is more close and front) than the short ɪ vowel of 'bid', 'pin', 'fish' described in Chapter 2. Although the tongue shape is not much different from cardinal vowel no. 1, the lips are only slightly spread and this results in a rather different vowel quality.
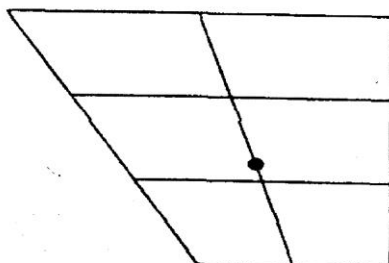
3: (example words: 'bird', 'fern', 'purse')
This is a central vowel which is well-known in most English accents as a hesitation sound (spelt 'er'), but which many foreigners find difficult to copy. The lip position is neutral.

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ɑː (example words: 'card', 'half', 'pass')
This is an open vowel in the region of cardinal vowel no. 5 [ɑ], but not as back as this. The lip position is neutral.
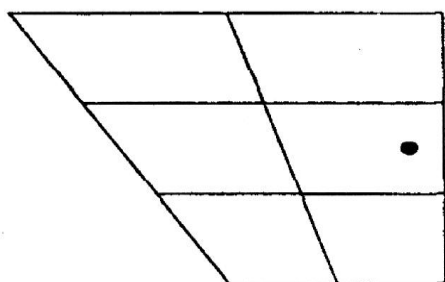
ɔː (example words: 'board', 'torn', 'horse')
The tongue height for this vowel is between cardinal vowel no. 6 [ɔ] and no. 7 [o]. This vowel is almost fully back and has quite strong lip-rounding.
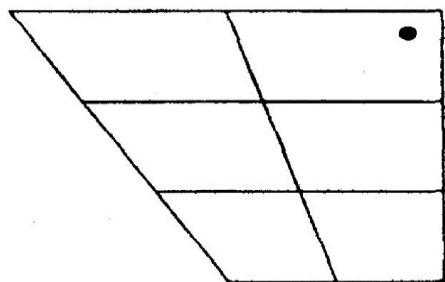
uː (example words: 'food', 'soon', 'loose')
This vowel is not very different from cardinal vowel no. 8 [u], but it is not quite so back nor so close, and the lips are only moderately rounded.

You may have noticed that these five long vowels are different from the six short vowels described in Chapter 2 not only in length but also in quality. If we compare some similar pairs of long and short vowels, for example ɪ with iː, or ʊ with uː, or æ with ɑː, we can see distinct differences in quality (resulting from differences in tongue shape and position, and lip position) as well as in length. For this reason, all the long vowels have symbols which are different from those of short vowels; you can perhaps see that the long and short vowel symbols would still all be different from each other even if we omitted the length mark, so it is important to remember that the length mark is used not because it is essential but because it helps learners to remember the length difference. Perhaps the only case where a long and short vowel are closely similar in quality is that of ə and ɜː; but ə is a special case, as we shall see later.

Making tracks

A

Point: counting syllables
Minimum level: elementary
Game type: a dice and board blocking game for two players
Approximate time: 20 minutes

Rules

1 Play this game in pairs. To win the game, you must get more points than the other player.

2 To win points, you must make a 'track'. A track is a straight line of four or more squares. The track can be horizontal ➡, vertical ⬇ or diagonal ↘.

3 To make a track, you must win squares which are next to each other. You can win a square by throwing the dice. If the dice shows 1 or 4, you can win any square with a one-syllable word in it. If the dice shows 2 or 5, you can win any square with a two-syllable word in it. If the dice shows 3 or 6, you can win any square with a three-syllable word in it.

⚀	1 syllable	⚃	1 syllable
⚁	2 syllables	⚄	2 syllables
⚂	3 syllables	⚅	3 syllables

4 Players take turns to throw the dice and win squares. When you win a square, draw your symbol in it. One player can use the symbol X and the other player can use the symbol O.

5 When all the squares are full, count your points; four points for every track of four squares, five points for every track of five squares and six points for every track of six squares.

Preparation

Make a copy of the board and provide a dice for each pair of students in the class.

Presentation

1 Write the following words on the board:
train   blouse   eight   coat
Point out that although these words all contain more than one written vowel, they only contain one vowel sound. They are therefore one-syllable words.

2 Write the following words on the board:
sunny   about   later   started
Elicit that these words all contain two vowel sounds and therefore two syllables.

3 Write some three-syllable words from your course on the board. Elicit that these words all contain three vowel sounds and therefore three syllables. Then rub out all the words from the board. Call out the words in random order. Ask students to identify how many syllables each word contains.

4 Write a few words from the game on the board. Ask students to say how many syllables each word contains.

Conducting the game

1 Divide the class into pairs and give each pair a board and a dice.
2 Explain and/or give out the rules.
3 When students have finished, quickly read out the words in the grid and ask students to say how many syllables each word has.

Key

one syllable - car, cheese, jeans, bird, night, mouth, green, fruit, shoes, eight, school, blouse, train

two syllables - sunny, trousers, little, yellow, airport, tennis, bottles, morning, football, number, something

three syllables - bicycle, understand, aeroplane, newspaper, telephone, elephant, cinema, photograph, remember, banana, beautiful, somebody

Making your own versions

You can make your own boards for this game using vocabulary from your course.

8

Rules

1 Play this game in pairs. To win the game, you must get more points than the other player.

2 To win points, you must make a 'track'. A track is a straight line of four or more squares. The track can be horizontal ➜, vertical ⬇ or diagonal ⬊.

3 To make a track, you must win squares which are next to each other. You can win a square by throwing the dice. If the dice shows 1 or 4, you can win any square with a one-syllable word in it. If the dice shows 2 or 5, you can win any square with a two-syllable word in it. If the dice shows 3 or 6, you can win any square with a three-syllable word in it.

• 1 syllable	⚁ 1 syllable	
⚁ 2 syllables	⚄ 2 syllables	
⚂ 3 syllables	⚅ 3 syllables	

4 Players take turns to throw the dice and win squares. When you win a square, draw your symbol in it. One player can use the symbol X and the other player can use the symbol O.

5 When all the squares are full, count your points: four points for every track of four squares, five points for every track of five squares and six points for every track of six squares.

car	bicycle	cheese	sunny	jeans	understand
bird	trousers	little	night	aeroplane	yellow
newspaper	mouth	airport	telephone	tennis	green
bottles	elephant	morning	fruit	cinema	football
shoes	photograph	eight	remember	school	blouse
banana	number	beautiful	train	somebody	something

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Simple sound maze

B

Preparation
Make a copy of the maze for each member of the class.

Conducting the game
1 Give each student a maze. (The game could also be played in pairs.)
2 Explain that the object of the game is to find a path from the entrance in the top left side of the maze to the exit in the bottom right.
3 Point out the phonetic symbol and example word above the maze and explain that in the game, you can only cross a square if it contains a word with that sound.
4 You can move from one square to the next horizontally or vertically, but not diagonally.
5 When students have finished, check the route together.
6 If your students are familiar with phonetic script, ask them to transcribe the words in the correct path, perhaps for homework.

Key Puzzle 1
The correct path is:
> tea - these - meat - meet - complete - need - eat - sheep - scene - TV - feel - seat - read
> - please - street - me - sea - cheap - feet - bean - teach - tree - east - meal

Making your own versions
You can make other versions of the maze, concentrating on other sounds or on vocabulary from your course. Make a list of about 25 words with one particular sound and write them in the grid so that they form a continuous path from entry to exit. Then make another list of words that do not contain the sound but look as if they could. Write these in the remaining squares.

Follow-up
A grid of hexagons could equally well be used and an example is included here which concentrates on the sound /j/. This maze is suitable for advanced learners. (Note that this maze will not work for American English.)

Key Puzzle 2
The correct path is:
> young - uniform - new - argue - union - unit - futile - view - use - confuse - duty - usual -
> year - future - utopia - tutor - revenue - universe - youth
The following words also contain the sound /j/:
> you - yet - few - yes - tune

B8 Simple sound maze Puzzle 1 /iː/ (see)

tea	these	meat	meet	main
like	this	friend	complete	hear
scene	sheep	eat	need	fit
TV	ship	it	year	pain
feel	fill	night	head	fly
seat	read	please	right	fine
sit	dead	street	break	smile
cheap	sea	me	fight	sin
feet	bear	beer	nine	sign
bean	teach	tree	east	meal

From **Pronunciation Games** by Mark Hancock © Cambridge University Press 1995 **PHOTOCOPIABLE**

Battleships

Point: sounds and phonetic symbols
Minimum level: pre-intermediate
Game type: a guessing game for two players
Approximate time: 20 minutes

Rules

1 Draw two ships on your map making sure that nobody sees where you have put your ships. You may put your ships inside any square where there is sea (white on the map). Your ships must not cross a line into another square.

2 Work in pairs. The object of the game is to guess where the other player has put the ships and bomb them.

3 To do this, decide which square to bomb and make a word out of the sounds at the side of the map. In game 1, for example, if the square you want to bomb is in the column with the sound /t/ and the row /i:/, say *tea*. In game 2, for example, if the square you want to bomb is in the row with the sound /k/ and the column with the sound /i:z/, say *keys*.

4 If the square that you bomb contains a ship, the other player must say *hit*. If the square that you bomb is next to a square with a ship in it (including diagonally), the other player must say *near*.

5 Players take turns to bomb each other's ships and the first person to hit both of the other player's ships is the winner.

6 A player whose ship is being bombed may challenge the other player to spell the word that he or she is saying; if the other player is unable to spell the word, he or she misses a turn.

Preparation

Make a copy of the map for each member of the class. Note that two different maps for two different games are included.

Conducting the game

1 Give each student a map. Model the pronunciation of the words around the side of the map.
2 Divide the class into pairs.
3 Explain and/or give out the rules.
4 Players who finish quickly can be asked to try and write the words in each of the sea squares on the map.

Key

Map 1

∫	h	b	t	p	d	f	w	
-	-	boy	toy	-	-	-	-	ɔɪ
-	-	bore	tore	pour	door	for/four	war/wore	ɔː
-	here/hear	beer	tear/tier	pier	dear/deer	fear	-	ɪə
share	hair	bare/bear	tear	pear/pair	dare	fair/fare	wear/where	eə
shy	high	buy/by	tie	pie	die	-	why	aɪ
she	he	be/bee	tea	pea	-	-	we	i:

Map 2

s	sin	sing	sick	sort	seas/sees/seize	-	sews	sat
k	kin	king	kick	caught/court	keys	cares	-	cat
t∫	chin	-	chick	-	cheese	chairs	chose	chat
ð	-	-	-	-	these	theirs/there's	those	that
∫	-	-	-	short	she's	shares	shows	-
θ	thin	thing	thick	thought	-	-	-	-

ɪn ɪŋ ɪk ɔ:t i:z eəz əʊz æt

Map 2 Battleships B10

Rules

1 Draw two ships on your map making sure that nobody sees where you have put your ships. You may put your ships inside any square where there is sea (white on the map). Your ships must not cross a line into another square.

2 Work in pairs. The object of the game is to guess where the other player has put the ships and bomb them.

3 To do this, decide which square to bomb and make a word out of the sounds at the side of the map. For example, if the square you want to bomb is in the row with the sound /k/ and the column with the sound /i:z/, say *keys*.

4 If the square that you bomb contains a ship, the other player must say *hit*. If the square that you bomb is next to a square with a ship in it (including diagonally), the other player must say *near*.

5 Players take turns to bomb each other's ships and the first person to hit both of the other player's ships is the winner.

6 A player whose ship is being bombed may challenge the other player to spell the word that he or she is saying; if the other player is unable to spell the word, he or she misses a turn.

		in	bring	pick	sport	please	hairs	goes	hat
		ɪn	ɪŋ	ɪk	ɔːt	iːz	eəz	əʊz	æt
same	s								
can	k								
chicken	tʃ								
mother	ð								
shower	ʃ								
three	θ								

Phonetic crossword

Point: words and phonetic transcriptions
Minimum level: intermediate
Game type: a word puzzle for students working individually (or in pairs)
Approximate time: 15 minutes

Preparation
Make a copy of the puzzle for each member of the class. You may also want to make a copy on an OHP transparency or a large piece of paper. There are two puzzles.

Conducting the game
1 Give each student a word puzzle. (The puzzle could also be done in pairs.) Leave students to complete the puzzle.
2 When students have finished, check answers together. (Use your OHP transparency or large piece of paper if you have copied the puzzle.)
3 Drill the pronunciation of the words.

Key
The completed crosswords should look like this:

Crossword 1

				p	
			s	ɪ	ŋ
			t	eɪ	k
			f	ɔː	l
		r	aɪ	t	
	m	iː	t		
	p	eɪ	d		
	l	ʊ	k		
h	ɜː	t			
	n				

Crossword 2

			s	w	
			p	eə	
		l	iː	v	
h	b	r	eɪ	k	s
ɜː	r	iː	tʃ	s	iː
d	e	d	iː	s	t
	d	ɪə	p	iː	

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Crossword 1

Complete this crossword with phonetic spellings of these verbs. Use the symbols from the sounds menu. Two of the verbs have been written for you.

learn   put   ~~read~~   fall

make

sing   pick   paid

take

meet   ~~write~~

taught   sail

hurt

fight

look

Sounds menu

/p/	park
/f/	face
/t/	time
/d/	dog
/s/	see
/k/	drink
/m/	most
/n/	name
/ŋ/	bring
/h/	here
/l/	live
/r/	ride
/ɪ/	sit
/iː/	seat
/ɔː/	sport
/ɜː/	bird
/ʊ/	good
/eɪ/	face
/aɪ/	line

Grid letters shown: I, eɪ, ɔː, r aɪ t, iː, eɪ d, ʊ, ɜː

Crossword 2

Complete this crossword with phonetic symbols from the sounds menu. When it is finished you will see that 'ea' can be pronounced in many different ways.

Across	Down
a **pear**	1 **heard**
b **leave**	2 **bread**
c **break**	3 **read**
d **reach**	4 **cheap**
e **dead**	5 **speaks**
f **east**	6 **sea**
g **dear**	7 **wear**
h **pea**	8 **seat**

Sounds menu

/p/	pen
/b/	bed
/v	every
/t/	teach
/d/	dog
/tʃ/	church
/s/	soon
/k/	keep
/h/	hat
/l/	live
/r/	run
/w/	west
/e/	egg
/iː/	see
/ɜː/	bird
/iə/	here
/eə/	hair
/eɪ/	say

Sounds hangman

Proposal

Recognising and producing individual sounds and combinations of sounds in words.

Duration ⏺ Difficulty ⏺

Preparation

...are a brief list of words that you wish to revise. Choose ...s that have between five and 10 *sounds* (phonemes). ...e the phonemic transcription next to the word.

Procedure

...hoose one of the words from the list you prepared ...rlier and count the number of sounds.

...rite a short dash (–) on the board to represent each of ...e *sounds* in the word:

...or 'telephone' it would be:

— — — — — — —

...ecause there are seven *sounds* in the word.

...sk the class to guess your word:

• They can only do this by suggesting sounds.
• You don't accept suggestions which are pronounced as letters of the alphabet: eg /biː/ for /b/.

...an incorrect suggestion is made – ie a *correctly* ...ronounced sound but one that is *not* in your word: ...'Hangman' spelling game.

...Bit by bit, you draw the hangman figure on the board, adding to it each time a mistake is made.

...ontinue until the learners have guessed the word or ...ntil you have completed the hangman figure.

Prolongation

...activity can be used as a warmer or as a final activity. ...can also use it as a vocabulary revision activity, ...cularly at lower levels.

A bagful of sounds

Proposal

A game to practise links between pronunciation and vocabulary.

Duration ⏺ Difficulty ⏺

Preparation

You will need a supply of small cards (about 3 cm square). Use these to produce sets of cards:

○ a set of 20 cards each showing a *vowel* or *diphthong* symbol
○ a set of 24 cards each showing one of the *consonant* symbols

You will need enough sets so that each group of four to five learners has a set of vowel cards and a set of consonant cards each. Put each set of cards in separate bags.

Procedure

◇ Put the learners into groups and give out one vowel and one consonant bag to each group.
  • They should, in turn, without looking in the bags, take out one vowel card and one consonant card.
  • They try to say and write a word which contains *both* the sounds they have taken.

For example, if they take /iː/ and /l/ their word could be *leave*, *easily*, *lead*, *feel*, etc. Any disagreements can be sorted out by reference to a dictionary or you the teacher.

◇ The cards are then replaced in the correct bags and the turn passes to the next learner.

◇ This could, of course, be made into a competition with a scoring system, but bear in mind that, at lower levels especially, the learners might not know any words with some of the sound combinations they take from the bags.

◇ Alternatively, the group members could compete with each other to see who can produce the most words containing the two sounds.

Prolongation

More challenging versions of this game are possible by specifying that more than two cards should be taken – eg one vowel and two consonants. As the number of cards increases, the number of possible words decreases.

Any learners who find this game particularly appealing could produce their own cards and use this as a self-study activity.

PS The activity is deceptively simple but works on a number of awarenesses, including possible combinations of

---

Phonemic scrabble

Proposal

To give learners an opportunity to consider carefully the exact pronunciation of words in their vocabulary.

Duration ⏺ Difficulty ⏺

Preparation

You will need to make copies of a grid such as the first one in the column opposite.

Procedure

◇ The learners work in groups of two to five. They need one copy of the grid per group.
  ○ They take turns to put words into the grid in phonemic script.
  ○ They put one symbol per square.
  ○ Words may read either from left to right, or from top to bottom.
  ○ Diphthongs (eg /aɪ/) and affricates (eg /tʃ/) count as only one symbol each.

◇ The first player must include the central square of the grid in their first word. Thereafter, every word added to the grid must include at least one already-filled square.

◇ The players should take care that they don't inadvertently form *non-words* by putting sounds next to each other.

◇ After a few turns, the board might look like the second one opposite.

◇ Disputed pronunciations can be checked in a dictionary. *You* should also circulate and look out for any mistakes.

Prolongation

If this activity appeals to the learners, they can do it regularly – perhaps gradually making it more structured, eg setting time limits for turns, giving scores depending on word length, and so on.

PS This is a simple adaptation of the well-known game Scrabble™. The original game has much more structure and a scoring system, which you could emulate if you wish, but for most classes it will probably contain sufficient challenge in the form described above. *Phonemic scrabble* can be played at any level but, clearly, the more vocabulary the learners have, the easier it will be for them to continue finding suitable words as the grid fills up.

1) (empty grid)

2)

g	æ	l	ə	p					
ɪ				l					ə
n				m					ə
s				ɪ	n	t	ə	v	j	uː
ɪ					æ				
p					t	r	æ	v	l
ɪ					ɪ				ə
d	r	ɔː	z		t				r
					j				ə
					uː				b
									l

Player 1 started with *interview*.
Player 2 added *traveller*.
Player 3 added *ingratitude*.
Player 4 added *insipid*.

Player 1 added *draws*, which also formed *travellers*.
Player 2 added the remaining sounds to form *innumerable*.

Correct the teacher

Proposal

To give practice in appropriate contrastive stress.

Duration ○   Difficulty ○

Procedure

○ Ask the learners, one at a time, to call out numbers between 13 and 999.

○ Write the numbers you hear on the board, but make deliberate mistakes as you do so.

○ Only correct what you have written when the learner who said the number (or perhaps another member of the class) has shouted out a correction with appropriate contrastive stress. See the three examples in Box 1.

Prolongation

1 A class member can take over as 'the teacher'.

2 The learners can do the activity in pairs or groups.

3 Instead of numbers, you can use dates. For example: 'the twenty-first of January' vs 'the thirty-first of January' 'the tenth of September' vs 'the tenth of November'

4 You can use other sets with contrastive members, such as playing cards:
'the queen of hearts' vs 'the king of hearts'
'the queen of hearts' vs 'the queen of spades'
In this case, you could have an array of cards stuck on the board, and deliberately point to the wrong ones.

5 With preparation, you could use a story which is familiar to the class. Say that you are going to tell them a story, and that they should listen carefully and correct any mistakes they hear. See Box 2 opposite.

PS Some learners may have waited a long time to turn the tables and correct the teacher. Here is an opportunity for them to do so, while practising an important aspect of pronunciation.

If the class don't catch on to what they have to do, you should of course explain. This will be particularly easy if they have already done some work on contrastive stress.

There is obviously an element of artifice in this activity, which may need to be explained. For instance, in our first example, if the correction shouted out is 'thirty five' – ie without the right contrastive stress – you should refrain from acting on it.

1

1 Learner calls out 'thirty five'.
  You write 39.
Learner corrects: 'thirty <u>five</u>'.
  You write 35.

2 Learner calls out 'thirty five'.
  You write 45.
Learner corrects: '<u>thirty</u> five'.
  You write 35.

3 Learner calls out 'five hundred and eighteen'.
  You write 519.
Learner corrects: 'five hundred and <u>eighteen</u>'.
  You write 580.
Learner corrects: 'five hundred and eight<u>een</u>'.
  You write 518.

2

This is the story of Little Green Riding Hood.
No, Little <u>Red</u> Riding Hood.

Yes, you're right. Little Red Riding Hood lived in a cottage in the middle of a desert.
No, she lived in the middle of a <u>wood</u>.

Oh, yes, she lived near a wood.
No, she lived <u>in</u> a wood.

And so on …

Intonational Simon says

Proposal

Using a simple game format to practise recognition of intonation patterns.

Duration ○   Difficulty ○

Preparation

You will need to prepare a variety of simple commands (see opposite for some examples) which the learners can carry out in the classroom. You need to give these commands with *two contrasting* intonation patterns, so if you are unsure about your ability to do this reliably you might consider pre-recording them.

Procedure

○ Choose two contrasting intonation patterns and draw them on the board, eg *fall* and *fall-rise*:

↘   ↘↗

○ Say *Hello* in both ways, pointing to your intonation.

○ Repeat this a few times.

○ Next, continue saying the word – but *without* pointing:
  ○ The learners raise their *left* hand if they hear the intonation pattern on the *left-hand* side of the board.
  ○ They raise their *right* hand for the one on the *right*.

○ Repeat the previous two steps as necessary, until the learners are making mostly correct responses.

○ Tell them that you are going to give them commands, each with one of the two patterns.
  ○ They *only carry out* the command if you say it with, for example, *falling* intonation (or you could simply say 'the one on the left').
  ○ They *do nothing* if they hear the other pattern (in this case a fall-rise, or simply 'the one on the right').

Prolongation

The learners can take over your role and give commands – if you think they can produce the two patterns reliably.

PS This activity is based on the traditional game 'Simon says': where commands are carried out only if preceded by '*Simon says* … '.

The main intonation patterns in English are *fall*, *fall-rise* and *rise*, but you could also use the *rise-fall* and *level* tones. The focus here is obviously on ear-training – rather than understanding how the different patterns are actually used.

Stand up.
Sit down.
Raise your left arm.
Shut your right eye.
Point to the ceiling.
Put your hands behind your back.
Put your hands on your desk.
Look towards the door.
Shake your head.
Fold your arms.
Shrug your shoulders.
Open your book.
Yawn.
Smile.
Hold your pen up.
Lean to your left.

Appendix 2D: Travel season trivia suggested by Lane (2010: 22, 23)

Activity 1.1 *Primary stress: Travel season trivia*

Level   Low Intermediate

Worksheet   Page 202

Tips   Emphasize the length of stressed vowels.
               Present sets of words with the same stress patterns.

Description This activity practices the stress patterns in the names of months
               and seasons and in travel-related terms.

1. Bring rubber bands to class to demonstrate the length of stressed vowels.

2. Elicit from students the months of the year and the names of the seasons.
   Write the words on the board. Use a rubber band to demonstrate the length of
   the stressed syllable as you model the words: Stretch the rubber band as you
   say the stressed syllable. Pass the rubber bands out to students. Model the
   words again, using the rubber band. Students repeat the words and stretch the
   rubber band to reinforce vowel length.

3. Elicit the number of syllables in each month, tapping out the syllables.
   Underline the syllables on the board. Students may misidentify "January" and
   "February" as three-syllable words, mistaking the vowel-vowel sequence (the
   sounds represented by the letters *ua* in both month names) as one syllable.
   Explain that these are really two syllables, separated by an unwritten /w/ ("wə")
   sound. Add a small *w* between the two vowels to show their pronunciation
   ("Janu^wary, Febru^wary"). Underline the syllables in all the words. Then elicit
   the stressed syllable from students and mark it on the board.

Jánuary	Fébruary	March	Ápril	Máy	Júne
July	Áugust	Septémber	Octóber	Novémber	Decémber
	Wínter	Spríng	Súmmer	Fáll/Áutumn	

4. Ask students:

   • Which words have a stress pattern like *September*? (answer: *October,
     November, December*)

   • Which word has a stress pattern like *January*? (answer: *February*)

   • Which words have a stress pattern like *April*? (answer: *August, Winter,
     Summer, Autumn*)

   • How many words have a stress pattern like *July*? (answer: just *July*)

   • Which words have only one syllable? (answer: *March, May, June, Spring, Fall*)

5. Erase the words on the board. Model the month names again, stretching the
   rubber band as you say the stressed vowels. Have the class say the names of
   the months in order and in reverse order, student by student.

Activity 1.1 continued

6. Travel Trivia quiz. Pass the trivia quiz out to the class. Explain the meaning of "trivia" if necessary: unimportant facts or pieces of information that most people don't know. Most people guess the answers to trivia questions. Ask students to read the trivia quiz. Answer questions about vocabulary. Play the audio.

7. Students work in pairs to complete the activity as if traveling from the United States. Tell students to guess when they don't know the answer. When the pairs have finished, ask them about their answers. Remind them to make the stressed vowels long.

8. Write some questions about travel on the board:

   • Where would you like to travel?

   • When would you like to go?

   • What's the best time to travel? Why?

   In pairs, students ask and answer these questions.

9. When the pair work is finished, ask individuals to report their answers to the class. Monitor the pronunciation of stressed vowels.

Activity 1.2	***Primary stress: Integrating stress, vocabulary, and reading***
Level	All levels
Worksheet	Page 203
Tip	Pronounce new vocabulary so students can hear which syllable is stressed.
Description	This activity focuses students' attention on the stress patterns of new vocabulary. The vocabulary sample is from "Timeline of Lindbergh's Life" in *Northstar Reading and Writing: Introductory* (Beaumont 2009, 135), a reading text for beginning students. The procedure described below can be used at any level to integrate stress with any reading.
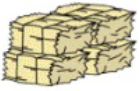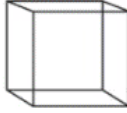
1. Before class, follow this procedure:

   a. Select several polysyllabic words from the reading (or vocabulary exercise) to target for stress/syllable work.

welcome	president	receive	kidnap	invent
artificial	protect	media	factory	cancer
animal	environmentalist			

Appendix 2E: Example of a poster on long vowel sounds in English

Appendix 2F: Pronunciation tasks using poems and chants, extracted from Dale and Poms (2005: 103, 193-194) and Vaughan (2010: 4, 5)

📖 Read the poems aloud several times. Thought groups or phrases have been marked for you to follow. Be sure to blend the words within each phrase together smoothly without chopping them up with unnecessary pauses. Also, concentrate on linking the final consonant of one word to the initial vowel sound of the next word within each phrase.

Gifts
James Thomson

Give a man // a horse he can ride, //
Give a man // a boat he can sail; //
And his rank and wealth, // his strength and health //
On sea // nor shore // shall fail. //

Give a man // a pipe he can smoke, //
Give a man // a book he can read; //
And his home is bright // with a calm delight, //
Though the room be poor // indeed. //

Give a man // a girl he can love, //
As I, // O my love, // love thee; //
And his hand is great // with the pulse of Fate, //
At home, // on land, // on sea.

Paul Revere's Ride *(Excerpt)*
Henry Wadsworth Longfellow

Paul Revere is famous for his part in the American Revolution. He rode through the streets at midnight, warning "The British are coming!" to everyone who would listen.

Listen, // my children, // and you shall hear //
Of the midnight ride // of Paul Revere, //
On the eighteenth of April, // in Seventy-Five: //
Hardly a man // is now alive //
Who remembers // that famous day // and year. //

He said to his friend, // "If the British march //
By land or sea // from the town tonight, //
Hang a lantern aloft // in the belfry arch //
Of the North Church tower // as a signal light, //
One // if by land, // and two // if by sea; //
And I // on the opposite shore will be, //
Ready to ride // and spread the alarm //
Through every Middlesex village // and farm,
For the country-folk // to be up // and to arm." //

🔊 **Listen and repeat. Circle the words that are pronounced with [w]. (For answers to Check Yourself 1 and 2, see Appendix II, page 298.)**

(week)	someone	queen	write
while	who	wrong	worry
whose	waiter	reward	square
guilt	unwilling	saw	worthy
west	lawyer	anywhere	low

📖 **Read aloud the paragraph about Woodrow Wilson. Circle all words that should be pronounced with [w].**

(Woodrow) (Wilson)

Woodrow Wilson was the twenty-fifth president of the United States. He will always be remembered for his work to establish world peace. Wilson was born in 1865 and went to Princeton University. He became president in 1913 and stayed in the White House for two terms. His first wife died while he was in office, and he later married a Washington widow. When the United States entered World War I in 1917, Wilson quickly provided the needed wisdom. After the war, Wilson made a nationwide tour to win support for the League of Nations. Wilson was awarded the Nobel Prize for his worthwhile work for peace. He died in 1924. Everywhere in the world, Wilson was thought of as a wise and wonderful leader.

Check your answers. Read the paragraph aloud again.

More Practice

📖 **Read the poem aloud. Pay attention to your pronunciation of the consonant [w] and [w]-blends in the boldfaced words.**

When I Was One-and-Twenty
A. E. Housman

When I **was one**-and-**twenty**
   I heard a **wise** man say,
"Give crowns and pounds and guineas
   But not your heart **away**;
Give pearls **away** and rubies
   But keep your fancy free,"
But I **was one**-and-**twenty**,
   No use to talk to me.

Lesson 41 **193**

When I was **one**-and-**twenty**
  I heard him say again,
"The heart out of the bosom
  Was never given in vain;
'Tis paid **with** sighs a plenty
  And sold for endless rue."
And I am two-and-**twenty**,
  And oh, 'tis true, 'tis true.

Now work with a partner. Take turns asking and answering the questions about Woodrow Wilson. Refer to the paragraph about Woodrow Wilson in Check Yourself 2, as needed, to complete the answers. Pay attention to the boldfaced words containing the consonant [w].

1. **When was Woodrow Wilson** born?

   Woodrow Wilson was born in _____.

2. How many **wives** did **Wilson** have **while** in the **White** House?

   Wilson had _____ **wives while** in the **White** House.

3. **When** did the United States enter **World War I**?

   The United States entered **World War I** in _____.

4. **Why was Wilson awarded** the Nobel Prize?

   Wilson was awarded the Nobel Prize for his _____.

5. **Where was Wilson** thought of as a **wise** and **wonderful** leader?

   Wilson was thought of as a **wise** and **wonderful**

   leader _____.

Work with a partner. Ask your partner to tell you something he or she did recently (for example: went on a trip, went shopping, visited a friend, saw a movie). Ask your partner questions beginning with [w].

Keep *w*orking a*w*ay and your [w] *w*ill be *w*onderful!

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Chapter 1
Syllables, stress and rhythm

How many syllables?

All words consist of one or more **syllables**. In that first sentence, for example, the words *all, words, of, one, or* and *more* just have one syllable, *consist* has two, and *syllables* has three.

Listen to the following words. The number of syllables is given at the beginning of each group.

(one)   Jane / house / blue / Spain / pears / grow / work / watch / watched / loud / hunt / give

(two)   Susan / houses / yellow / Japan / apples / grower / working / watchful / aloud / hunted / decide / forgive / photo

(three) Timothy / indigo / Germany / bananas / workable / workmanship / watchfulness / decisive / decided / forgiven / tomorrow / cigarette / photograph

(four)   Elizabeth / indecisive / Argentina / pomegranates / unforgiven / unworkable / photography / photographic

Task 1   Decide how many syllables there are in each of the following words.

biology ( )	bridge ( )	strength ( )	photographer ( )
watches ( )	unabridged ( )	support ( )	jumped ( )
jumpers ( )	policeman ( )	decided ( )	obeyed ( )

The importance of stress

It is important to become aware of the number of syllables in a word. But if you want to speak English with the correct rhythm, there is something even more important: the place of **stress**.

Listen to the following sequence:

■   ■   ■

Jane, Susan and Timothy.

The first name has one syllable, the second has two and the last has three. But only one syllable in each word is heavily **stressed**. You can see this more clearly if we change the size of the written syllables, according to their relative importance. So, imagine them as:

■   ■ ○   ■ ○ ○

Jane, Susan and Timothy

Stressed syllables, such as Jane, Su and Ti, are different from **unstressed** (sometimes called **weak**) syllables in a number of ways. To start with, they tend to be both relatively **loud** and **long**; relative, that is not only to any other syllables in the same word but also to unimportant words such as *and*.

The importance of stressed syllables in terms of rhythm can be shown if we change the order of the sequence of names.

4

Listen to the following names. Then repeat each line, keeping to the same rhythm. Clap your hands, click your fingers or tap on the desk to keep to the beat.

■   ■   ■   ■   ■   ■

Jane, Susan and Timothy.   Timothy, Susan and Jane.

Susan, Jane and Timothy.   Jane, Timothy and Susan.

Timothy, Jane and Susan.   Susan, Timothy and Jane.

■   ■   ■   pause   ■   ■   ■   pause

recording   **you**

Jane, Susan and Timothy.   (Jane, Susan and Timothy)

Susan, Jane and Timothy.   (Susan, Jane and Timothy)

Timothy, Jane and Susan.   (Timothy, Jane and Susan)

Timothy, Susan and Jane.   (Timothy, Susan and Jane)

Jane, Timothy and Susan.   (Jane, Timothy and Susan)

Susan, Timothy and Jane.   (Susan, Timothy and Jane)

It doesn't matter that the three names have different numbers of syllables. And it doesn't matter in which order they are said. The time between the stressed syllables remains more or less the same, which means that the beat stays the same.

But we can only keep to the ONE TWO THREE beat if we make sure that:

a) the stressed syllable is louder and longer than the others;

b) the weak syllables are really weak.

Task 2   Complete the table using the words below according to the number of syllables.

Ann / elephant / Volga / Felicity / Spain / Wolverhampton / Nile / rhinoceros / Alexander / Jemima / Japan / Amazon / bear / George / Cardiff / Janet / Peter / Afghanistan / giraffe / Leith / Mississippi / Anthony / Manchester / Morocco

	1 syllable	2 syllables	3 syllables	4 syllables
Cities	Leith	Cardiff	Manchester	Wolverhampton
Boys' names				
Girls' names				
Animals				
Countries				
Rivers				

Where is the stress?

Listen to the following two-syllable words.

Janet / Japan / Volga / giraffe / Cardiff / Peter

Each of them has, of course, one **stressed** syllable and one **weak** syllable. But which is which?

Which words have the stress pattern ■ ○ (with the stress on the first syllable)?

And which have the pattern ○ ■ (with the stress on the second)?

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Appendix 2G: Examples of poems and jazz chants extracted from Bobkina and Fernández (2010: 35, 36, 55, 60).

Silver
By Walter de la Mare

Slowly, silently, now the moon
Walks the night in her silver shoon;
This way, and that, she peers, and sees
Silver fruit upon silver trees

Put on your dress

Put on your dress, your yellow dress,
Put on your belt, your red belt.
Yellow dress, red belt.
Now you´re looking good!

Diddle, diddle, dumpling

Diddle, diddle, dumpling, my son John,
Went to bed, with his trousers on;
One shoe off, and one shoe on,
Diddle, diddle, dumpling, my son John!

Untitled

Clap, clap, clap!
Jump, jump, jump!
Stamp, stamp, stamp!
Run, run, run!

Jump, monkey, jump!
Run, ponny, run!
Stamp, rabbit, stamp!
Clap, everyone!

Clap, clap, clap!
Jump, jump, jump!
Stamp, stamp, stamp!
Run, run, run!

Appendix 2H: Example of a whole unit to work on /ɒ/ and /ɔ:/, extracted from Estebas (2012: 17-22)

4.	It's a yellow tint.	[tɪnt]
	It's a yellow tent.	[tent]
5.	I've got tin soldiers.	[tɪn]
	I've got ten soldiers.	[ten]
6.	I fill it.	[fɪl]
	I fell it.	[fel]

Tip 4. Spanish [o] vs. English [ɔ:] [ɒ]

Common mistake

	short	[tʃoȓt]
	shot	[tʃot]

Expected pronunciation

	short	[ʃɔ:t]
	shot	[ʃɒt]

Description

English has two vowels of the o-type, namely, [ɔ:] and [ɒ]. As with the other pairs of vowels, [ɔ:] and [ɒ] differ both in quality and duration. [ɒ] is more open and shorter than [ɔ:]. Spanish speakers tend to produce both sounds with the Spanish [o] vowel, as illustrated with the *short* and *shot* example. Furthermore Spanish speakers also tend to produce the post-vocalic [r] in *short*. If Spanish speakers want to stick to an RP accent, the final [r] should not be pronounced since in RP English the [r] is only produced when it is followed by a vowel (see Tip 26 for more details). However, for the purpose of intelligibility it is not a mistake to produce the [r] in *short* (with an English quality) as it is common in many English accents and of course understandable by RP speakers. See tips 17 and 18 for details on the differences between [tʃ] and [ʃ].

[ɔ:]

English [ɔ:] is similar to the Spanish [o] but is much longer than the Spanish sound, as indicated by the two dots ([:]). In order to practice the [ɔ:] vowel, Spanish speakers can use a Spanish word such as *col* and produce it with a much longer vowel than usual. The resulting sound will be similar to the English [ɔ:] of the word *call* [kɔ:l].

Listen to a few words containing [ɔ:]. Repeat and imitate the speaker's pronunciation.

🎧
call	[kɔ:l]
north	[nɔ:θ]
laundry	[ˈlɔ:ndri]
water	[ˈwɔ:tə]
law	[lɔ:]

[ɒ]

The English vowel [ɒ] is shorter than [ɔ:] and it is produced with a slightly more open mouth. For the production of [ɒ], Spanish speakers can start pronouncing a long Spanish [o] and in the middle they should open their mouth a bit more by lowering the jaw and the tongue. The result should be a sound close to English [ɒ].

If any help... This vowel is similar to the Catalan sound in the words *Jordi* or *sola* and to the Galician sound in the words *ola* or *po*.

This vowel is also similar to the sound used in Andalusian when the -s in plurals is dropped or pronounced as [h], as in *los niños*.

Listen to a few words containing [ɒ]. Repeat and imitate the speaker's pronunciation.

🎧
boss	[bɒs]
lost	[lɒst]
watch	[wɒtʃ]
holiday	[ˈhɒlədeɪ]
yacht	[jɒt]

Now compare the pronunciation of pairs of words containing [ɔ:] and [ɒ]. Repeat and imitate the speaker's pronunciation.

🎧
walk	[wɔ:k]	wok	[wɒk]
corks	[kɔ:ks]	cox	[kɒks]
sport	[spɔ:t]	spot	[spɒt]
Morden	[ˈmɔ:dən]	modern	[ˈmɒdən]
caller	[ˈkɔ:lə]	collar	[ˈkɒlə]

Common spellings

🎧	[ɔ:]	"or"	north	[nɔ:θ]
		"a"	all	[ɔ:l]
		"ou"	thought	[θɔ:t]
		"au"	fraud	[frɔ:d]
		"aw"	paw	[pɔ:]
		"oa"	broad	[brɔ:d]
		"al"	talk	[tɔ:k]
	[ɒ]	"o"	lot	[lɒt]
		"a"	wash	[wɒʃ]
		"ou"	cough	[kɒf]

Ear training

🎧 Exercise 1

Listen to the pronunciation of the following words and decide whether they are produced with [ɔ:] or [ɒ]. Tick your answer.

Example:	more	✔ [ɔ:]	[ɒ]
1.	tall	[ɔ:]	[ɒ]
2.	score	[ɔ:]	[ɒ]
3.	lot	[ɔ:]	[ɒ]
4.	fog	[ɔ:]	[ɒ]
5.	fraught	[ɔ:]	[ɒ]
6.	almost	[ɔ:]	[ɒ]
7.	thought	[ɔ:]	[ɒ]
8.	long	[ɔ:]	[ɒ]
9.	horse	[ɔ:]	[ɒ]
10.	corner	[ɔ:]	[ɒ]

🎧 Exercise 2

Listen to the pronunciation of the following pairs of words containing [ɔː] or [ɒ]. For each pair, decide whether they are produced with the same vowel (making the two words homophones) or with a different vowel. Tick your answer.

Example: dawn   Don   same   ✔ different

1.	caught	court	same	different
2.	caught	cot	same	different
3.	bored	board	same	different
4.	shod	shored	same	different
5.	saw	sore	same	different
6.	pore	paw	same	different
7.	m<u>our</u>ning	m<u>or</u>ning	same	different
8.	corn	con	same	different

🎧 Exercise 3

You will now hear pairs of sentences which only differ in one word containing [ɔː] or [ɒ]. Listen to the sentences and decide in which order they are produced. Write 1 for the first sentence you hear and 2 for the second.

Example: 2   He likes ports.   [pɔːts]
              1   He likes pots.   [pɒts]

1.   The court is near the garden.   [kɔːt]
        The cot is near the garden.   [kɒt]

2.   It's a blue cord.   [kɔːd]
        It's a blue cod.   [kɒd]

3.   Take the forks with you.   [fɔːks]
        Take the fox with you.   [fɒks]

4.   It's a brown cork.   [kɔːk]
        It's a brown cock.   [kɒk]

5.   The shirt is for Mrs. Morley.   [ˈmɔːli]
        The shirt is for Mrs. Molly.   [ˈmɒli]

6.   This is Paul.   [pɔːl]
        This is Poll.   [pɒl]

Other accents

In General American, the sound [ɒ] does not exist. Words containing [ɒ] in RP are produced either with an [ɑ] (similar to RP [ɑ:]) or with an [ɔ] (similar to RP [ɒ] but much longer).

Listen to the following examples produced with a GA accent.

🎧	lot	[lɑt]	lost	[lɔst]
	pot	[pɑt]	boss	[bɔs]
	watch	[wɑtʃ]	dog	[dɔg]
	holiday	[ˈhɑlədeɪ]	Boston	[ˈbɔstən]
	yacht	[jɑt]	gone	[gɔn]

🎧 Exercise 4

Listen to the following words and decide whether they are produced with an RP accent or a GA accent. Tick your answer. Note that the words from 6 till 10 are only distinguished by vowel length (GA [ɔ] is longer than RP [ɒ]) but not quality.

Example:	stop	RP [stɒp]	✔ GA [stɑp]
1.	fog	RP [fɒg]	GA [fɑg]
2.	lodge	RP [lɒdʒ]	GA [lɑdʒ]
3.	not	RP [nɒt]	GA [nɑt]
4.	cod	RP [kɒd]	GA [kɑd]
5.	odd	RP [ɒd]	GA [ɑd]
6.	cough	RP [kɒf]	GA [kɔf]
7.	cost	RP [kɒst]	GA [kɔst]
8.	moth	RP [mɒθ]	GA [mɔθ]
9.	cross	RP [krɒs]	GA [krɔs]
10.	cloth	RP [klɒθ]	GA [klɔθ]

In General American, the sound [ɔ:] only occurs when the following sound is an [r], as in *war* [wɔːr]. However, when no [r] follows, [ɔ] is used instead of [ɔ:]. For example, *law* is produced as [lɔ] in GA (and as [lɔ:] in RP). Spanish speakers should note that [ɔ] is produced with a more open mouth than [ɔ:].

Listen to the following examples produced with an RP accent and a GA accent.

	RP		GA	
🎧	law	[lɔ:]	law	[lɔ]
	all	[ɔːl]	all	[ɔl]
	paw	[pɔ:]	paw	[pɔ]
	pause	[pɔ:z]	pause	[pɔz]
	bought	[bɔːt]	bought	[bɔt]

In some American dialects there is no distinction between [ɑ] and [ɔ] and words such as *lot*, *lost* and *law* are produced with [ɑ]. This is illustrated below.

🎧 lot   [lɑt]

lost   [lɑst]

law   [lɑ]

BE AWARE 2: Homophones

In English it is almost impossible to predict the pronunciation of a given word from its spelling and, even though we might think that we know certain generalizations (for example, the letters "ea" tend to be pronounced as [iː] as in *sea* or *tea*), there are always many exceptions to these "rules" (for example, "ea" is pronounced as [e] in *weather*, as [eə] in *pear*, as [ɪə] in *dear*, and as [eɪ] in *break*).

A good way to realize how far apart sounds and letters are in English is to find *homophones*. Homophones are words that are pronounced exactly the same despite differences in the spelling. The following list contains a few examples of English homophones. There are many more and it can be a good exercise for Spanish speakers to add more cases to this list.

🎧				
ate	eight			[eɪt]
awe	oar	or	ore	[ɔː]
blew	blue			[bluː]
board	bored			[bɔːd]
caught	court			[kɔːt]
colonel	kernel			[ˈkɜːnəl]
flour	flower			[flaʊə]
hour	our			[aʊə]
paw	pore	pour		[pɔː]
right	rite	write		[raɪt]
saw	sore			[sɔː]
threw	through			[θruː]
wait	weight			[weɪt]
which	witch			[wɪtʃ]

Appendix 2I: Map of teaching pronunciation, extracted from Hancock (2014b: 11)
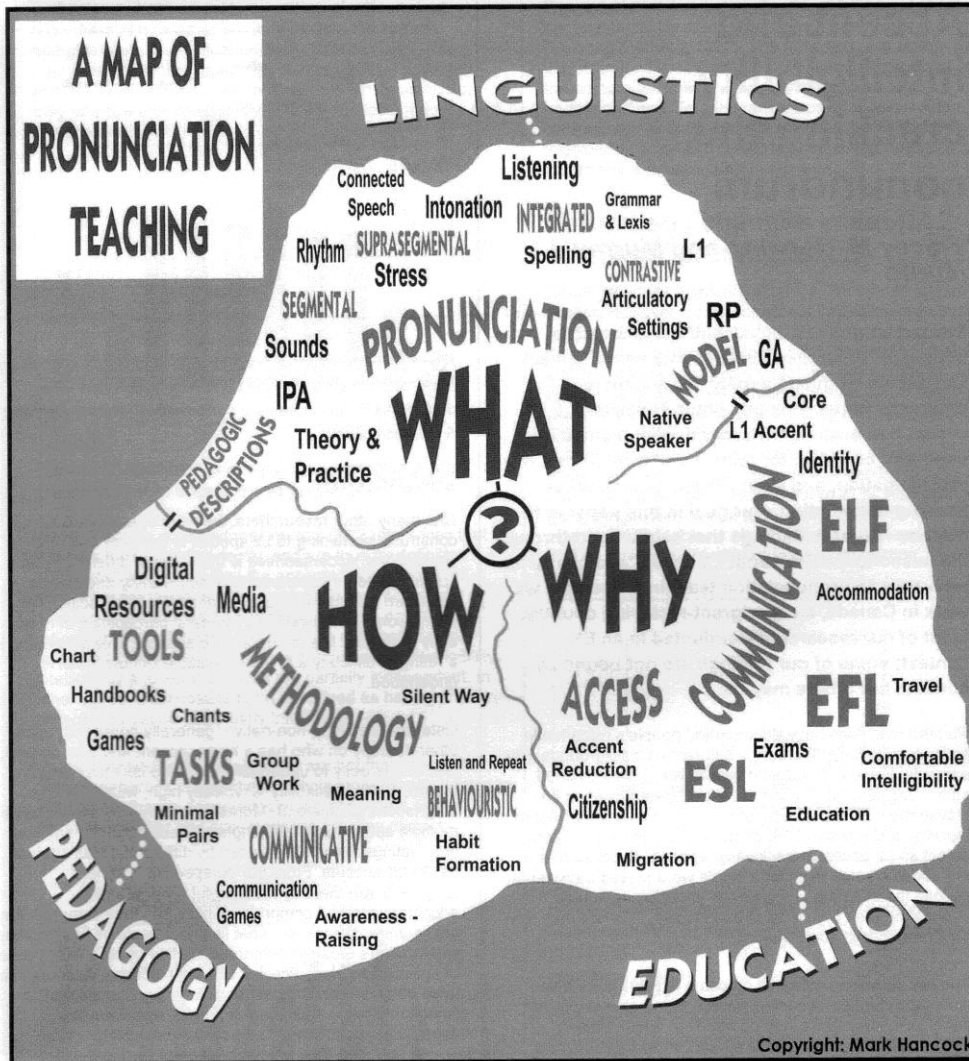
Appendix 3A: General descriptors for common reference levels, the degree of phonological control students are expected to achieve at each proficiency level and the spoken competences regarding range, accuracy, fluency, interaction and coherence language users should achieve in each level (extracted and/or adapted from the CEFR, 2001: 24, 28, 29, 117)

Proficient user	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices
Independent user	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans
Basic user	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help

Phonological Control	
C2	*As C1*
C1	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning
B2	Has acquired a clear, natural, pronunciation and intonation
B1	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur
A2	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time
A1	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group

Table 3. *Common Reference Levels: qualitative aspects of spoken language use*

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making, etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2+					
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

	Range	Accuracy	Fluency	Interaction	Coherence
B1+					
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2+					
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

Appendix 3B: General competences related to spoken language that obligatory secondary education students should develop at this educational stage, extracted from the DOG 136 (2007: 12,124)

Galician (original) version	English version (my translations)
1. Escoitar e comprender información xeral e específica oral en distintas situacións comunicativas, adoptando unha actitude respectuosa e de cooperación co falante.	1. To listen to and understand general and specific oral information in different communicative situations, adopting a respectful and cooperative attitude towards the speaker.
2. Comunicarse oralmente en situacións habituais de forma comprensible, axeitada e con certo nivel de autonomía.	2. To communicate orally in everyday situations. Students should communicate intelligibly, adequately and quite autonomously.
5. Utilizar eficazmente os compoñentes fonéticos, léxicos, estruturais e funcionais básicos da lingua estranxeira en contextos reais de comunicación.	5. To use efficiently the foreign language's basic phonetic, lexical, structural and functional components in real communicative contexts.
7. Buscar, seleccionar e presentar información oralmente e por escrito na lingua estranxeira utilizando todos os medios ao seu alcance, (bibliotecas, tecnoloxías da información e a comunicación e as estratexias de aprendizaxe).	7. To look for, select and present both oral and written information in the foreign language by using all the resources available (libraries, ICTs and learning strategies).

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Appendix 3C: References to pronunciation in the assessment criteria for each *ESO* course in the DOG regulations, extracted from DOG 136 (2007: 12,126-12,132)

	Galician (original) version	English version (my translations)
First year *ESO* (2007: 12,126)	*Comunicarse oralmente participando en conversas e en simulacións sobre temas coñecidos (...) e producindo un discurso comprensible (...).* *As producións poderán ter incorreccións léxicas, morfosintácticas ou fonéticas que non dificulten a comunicación.*	To communicate orally by participating in conversations and simulations about familiar topics (…) and producing an intelligible discourse (…). Productions can contain lexical, morphosyntactical or phonetic mistakes, as long as they do not make communication difficult.
Second year *ESO* (2007: 12,128)	*(...) a capacidade para comprender a idea xeral e detalles específicos de mensaxes breves e conversacionais sobre temas familiares (...) sempre que sexa nunha pronuncia estándar (...).* *Participar con progresiva autonomía en conversas e simulacións relativas ás experiencias persoais, plans e proxectos, empregando (...) unha pronuncia axeitada para conseguir a comunicación.* *(...) as mensaxes poderán ser aínda titubeantes e conter erros morfosintácticos e léxico reducido sempre que a mensaxe sexa comprensible.*	The ability of understanding the general idea and specific details of short messages and conversations about common topics (…) as long as the student uses a standard pronunciation (…). To participate more and more autonomously in conversations and simulations related to personal experiences, plans and projects, using (…) an adequate pronunciation to achieve communication. (…) messages can still sound hesitant-like and contain morphosyntactical mistakes and a reduced lexicon as long as the message is intelligible.
Third year *ESO* (2007: 12,130)	*Este criterio avalía a capacidade para seguir instrucións, comprender avisos, diálogos ou exposicións breves (...) ben cara a cara ou emitidos por medios audiovisuais cunha pronuncia estándar utilizando as estratexias básicas de comprensión das mensaxes orais.*	This criterion evaluates the ability to follow instructions, understand warnings, dialogues or brief presentations (…) either face to face or with audiovisual media with a standard pronunciation using basic strategies for understanding oral messages.
Fourth year *ESO* (2007: 12,132)	*Participar en conversas e simulacións utilizando estratexias axeitadas para iniciar, manter e terminar a comunicación, producindo un discurso comprensible e adaptado ás características da situación e á intención comunicativa.*	To participate in conversations and simmulations using adequate strategies to initiate, maintain and close communication exchanges, producing an intelligible discourse and adapted to the characteristics of the situation and communicative intention.

Appendix 3D: General competences related to spoken language that *bachillerato* students should develop at this educational stage, extracted from DOG 120 (2008: 12,222)

Galician (original) version	English version (my translations)
1. Comprender o sentido xeral, a información específica e os detalles necesarios de textos orais transmitidos en situacións cara a cara ou por medios técnicos, emitidos nunha lingua estándar e que traten temas habituais vinculados coa vida persoal e social e as distintas disciplinas do currículo.	1. To understand the general content, specific information and necessary details of oral texts transmitted in face-to-face situations or via technical means, issued in a standard language and dealing with common topics related to personal and social life and to the different modules within the curriculum.
2. Producir textos orais coherentes e adecuados a distintas situacións de comunicación propias da idade e do nivel académico de estudos, con razoable fluidez e corrección, asegurando na interacción e a eficacia comunicativa dos discursos emitidos.	2. To produce coherent oral texts, adapted to different communicative situations. These texts should be in keeping with students' age and level of studies and produced with a reasonable degree of fluency and accuracy, making sure interaction and communicative efficiency take place in the different communicative exchanges.
8. Utilizar a mediación entre persoas que non poden entenderse para facilitar que a comunicación se realice sen malentendidos e mellorar a comprensión intercultural.	8. To use mediation strategies among people who cannot understand each other so as to make communication easier, without misunderstandings and to improve intercultural comprehension.

Appendix 3E: References to pronunciation in the assessment criteria for each *bachillerato* course, extracted from DOG, 120 (2008: 12,224)

Galician (original) version	English version (my translations)
1. *Comprender a idea principal e os detalles máis relevantes de mensaxes orais (...) realizados en lingua estándar e de xeito claro e pausado.* *Con este criterio trátase de avaliar a capacidade dos alumnos e das alumnas para comprender información concreta de discursos orais, identificando tanto a idea principal como detalles específicos. Os discursos (...) serán claros e textualmente ben organizados e estarán emitidos nunha lingua estándar, cun acento normal e cadencia pausada, aínda que sexa emitida nun rexistro formal.*	Understanding the main idea and most important details in oral messages (…) realised in standard language and in a clear and unhurried way. This criterion is devoted to evaluating students' abilities to understand specific information in oral communication, identifying both the main idea and specific details. The texts (…) will be clear and well-organised textually and will be expressed in a standard language, with a normal accent and in an unhurried way, even if it is issued in a formal register.
3. *Expresarse con razoable fluidez e corrección gramatical, coherencia, certa riqueza léxica e pronunciación, ritmo e entoación adecuados, facéndose entender con claridade nunha variedade de situacións.* *Trátase de verificar a capacidade de expresarse de forma intelixible, prestando atención, non só á pronunciación silábica e de palabras, senón tamén á vinculación entre sílabas e palabras da frase, respectando e reproducindo os patróns acentuais e as tendencias rítmicas propias da lingua estranxeira.*	3. To express oneself with a reasonable degree of fluency and grammatical accuracy, coherence, some lexical richness and adequate pronunciation, rhythm and intonation, making oneself clearly understood in a variety of situations. This criterion addresses the ability to express oneself intelligibly, paying attention not only to syllabic and word pronunciation but also to the links between syllables and words within a sentence, respecting and reproducing accent patterns and the typical rhythmic tendencies of the foreign language.

Appendix 3F: General curricula aims of the basic, intermediate and advanced levels at the Spanish Official School of Languages, extracted from DOG, 136 (2007: 16.415, 16.416)

	General Curricula aims	
	Original version (Galician)	**My translation**
Basic Level	*(...) Utilizar o idioma oralmente e por escrito de xeito eficaz e apropiado en situacións comunicativas sinxelas e habituais, relativas a necesidades inmediatas, e que requiran comprender e producir textos breves nun rexistro neutro que conteñan expresións e estruturas básicas e termos sinxelos de lingua estándar.* *Este nivel (...) deberá permitir igualmente actuar en tales situacións mediando entre falantes de distintas linguas que non poidan comprenderse de xeito directo.*	(…) Using written and spoken language efficiently and adequately in simple and common situations, related to immediate needs and that require understanding and producing short texts in a neutral register containing basic standard structures and lexis. This level (…) should also allow students to take part in the previously mentioned situations by mediating among speakers of different languages who cannot directly understand each other.
Intermediate Level	*(...) A utilización do idioma oralmente e por escrito de xeito, eficaz, apropiado e flexible, en situacións comunicativas diversas relativas a temas coñecidos ou de interese persoal, que requiran comprender e producir textos en lingua estándar, nun rexistro neutro, formal e informal, e que conteñan variedade de expresións, estruturas e locucións idiomáticas frecuentes, e termos habituais (...).* *Este nivel (...) deberá permitir igualmente actuar mediando entre falantes de distintas linguas que non poidan comprenderse de xeito directo, e garantir a relación fluída entre falantes e culturas.*	(…) Using written and spoken language efficiently, adequately and flexibly in diverse communicative situations related to familiar topics or of personal interest that require understanding and producing formal and informal texts in standard language, in a neutral register and containing a variety of common terms, structures and idiomatic expressions, as well as daily terms. This level (…) should also allow students to take part (in conversations) by mediating among speakers of different languages who cannot directly understand each other and to guarantee a fluent relationship between speakers and cultures.
Advanced Level	*(...) A utilización do idioma oralmente e por escrito con fluidez, flexibilidade e eficacia, en situacións comunicativas diversas relativas a temas coñecidos ou propios do campo de especialización do falante, que requiran comprender e producir textos de certa complexidade lingüística, en lingua estándar, nunha variedade de rexistros, e que conteñan expresións, estruturas e locucións idiomáticas variadas e frecuentes, e riqueza léxica.* *Este nivel (...) deberá permitir igualmente actuar mediando entre falantes de distintas linguas que non poidan comprenderse de xeito directo, e garantir a relación fluída entre falantes e culturas.*	(…) Using written and spoken language efficiently, adequately and flexibly in diverse communicative situations related to familiar or specialised topics that require understanding and producing texts of a certain linguistic complexity, in a standard variety and in a variety of registers which contain a wide range of frequently-used expressions, structures and idiomatic expressions and lexical richness. This level (…) should also allow students to take part (in conversations) by mediating among speakers of different languages who cannot directly understand each other and to guarantee a fluent relationship between speakers and cultures.

Appendix 3G: General and specific competences students should develop at each of the School of Languages proficiency stages, extracted from DOG, 136 (2008: 16,421; 16,422; 16,471-16,473) and Santiago de Compostela's School of Languages website

		General competences	
		Original version (Galician)	**My translation**
Basic Level	**Speaking and interaction section**	*Producir textos orais breves (...) e comunicarse de forma comprensible, aínda que resulten evidentes o acento estranxeiro, as pausas e titubeos, e sexa necesaria a repetición, a paráfrase e a cooperación dos interlocutores para manter a comunicación* (DOG 136, 2007: 16,421).	To produce short spoken texts (…) and to communicative in an intelligible way, despite having a strong foreign accent and speaking with lots of pauses and hesitations and having to repeat, paraphrase and cooperate with the speakers to maintain the conversation.
Intermediate Level	**Speaking and interaction section**	*Producir textos orais ben organizados e adecuados (...) desenvolverse cunha corrección, fluidez e espontaneidade (...) aínda que ás veces resulten evidentes o acento estranxeiro, as pausas (...) ou corrixir (...)* - DOG 146, 2007: 16,471-16,472).	To produce well-organised and adequate oral texts (…) communicate oneself accurately, fluently and spontaneously (…) even if they sometimes show a clear foreign accent or they have to pause a lot (…) or self-correct.
Advanced Level	**Speaking and interaction section**	*Falar e interaccionar oralmente con fluidez, precisión, eficacia e espontaneidade sobre unha ampla serie de temas relacionados cos distintos ámbitos de interacción social* (Annual syllabus taken from Santiago de Compostela's School of Languages website, 64).	To speak and orally interact fluently, precisely, efficiently and spontaneously about a wide range of topics related to different social-interaction sections.
C1 Level	**Speaking and interaction section**	*Producir textos claros e detallados sobre temas complexos (...) expresándose con fluidez, espontaneidade e apenas sen esforzo (*Annual syllabus taken from Santiago de Compostela's School of Languages website, 96).	To produce clear and detailed texts about complex topics (…) expressing oneself fluently, spontaneously and without making a big effort.

		Specific competences	
		Original version (Galician)	**My translation**
Basic Level 1	**Listening section**	*Comprender instrucións moi básicas pronunciadas lenta e claramente (...)* – DOG 136, 2007: 16.421. *Comprender a información esencial de pasaxes curtas gravadas (...) que estean pronunciadas con lentitude e claridade* - DOG 136, 2007: 16.421.	Understand very basic instructions when pronounced slowly and clearly (…). To understand key information in short recorded passages (…) when pronounced slowly and clearly.
	Speaking and interaction section	*Interactuar para obter ou ofrecer bens e servizos (...) sempre que se fale a modo e con estruturas moi sinxelas e habituais (...)* - DOG 136, 2007: 16.421, 16,422.	Interact so as to obtain or offer goods or services (…) as long as they speak slowly and with very basic and common structures (…).
Basic Level 2	**Listening section**	*Comprender frases e expresións habituais (...) sempre que se fale de xeito pausado e ben articulado* - DOG 136, 2007: 16.422. *Comprender o significado global e as informacións relevantes de mensaxes gravadas sinxelas (...) articuladas lentamente e nunha linguaxe estándar* - DOG 136, 2007: 16.422.	To understand daily sentences and expressions (…) as long as they are said slowly and well-articulated. To understand global meaning and relevant information in recorded easy messages (…) slowly articulated and in a standard language.
Intermediate Level 1	**Listening section**	*Comprender en liñas xerais conferencias e presentacións ben organizadas e expostas con claridade (...) cunha pronuncia estándar e clara* (DOG 136, 2007: 16,472).	To generally understand well-organised conferences and presentations that are presented clearly (…) with a clear standard pronunciation.
	Speaking and interaction section	*Interaccionar con (...) certa naturalidade e relativa fluidez, en lingua estándar* (DOG 136, 2007: 16,472).	To interact with (…) a certain degree of naturalness and relative fluency in a standard language.
Intermediate Level 2	**Listening section**	*Comprender información concreta en conversas informais (...) en lingua estándar e a unha velocidade media* (DOG 136, 2007: 16,473).	To understand specific information in informal conversations (…) in a standard language and at medium speed.
	Speaking and interaction section	*(...) enfrontándose con relativa naturalidade e fluidez a situacións variadas, e dar nelas argumentos ou explicacións de forma básica, eficaz e comprensible.* (DOG 136, 2007: 16,473). *Expresar puntos de vista con claridade (...) e expresando opinións de forma básica, eficaz e comprensible* (DOG 136, 2007: 16,473). *Realizar con razoable fluidez narracións e descricións (...)* *Facer unha presentación breve e preparada sobre un tema do seu interese, coa suficiente claridade como para poder seguilo sen dificultade* (DOG 136, 2007: 16,473).	(…) facing varied situations with naturalness and fluency and to give simple, efficient and intelligible arguments and explanations. To express one's points of view (…) clearly and to express personal opinions in a simple, efficient and intelligible way. To narrate and describe with a reasonable degree of fluency. To do a short presentation (…) with enough clarity to help others follow it without difficulty.

		Specific competences (continued from previous page)	
		Original version (Galician)	**Original version (Galician)**
Advanced Level 1	**Speaking and interaction section**	*Colaborar para lograr un obxectivo, (...) cun bo grao de fluidez e claridade, malia algúns erros esporádicos. Participar nunha entrevista con fluidez e naturalidade* (Annual syllabus taken from Santiago de Compostela's School of Languages website, 65).	To collaborate with others to achieve an objective (…) with a good level of fluency and clarity, despite spontaneous mistakes. To participate fluently and naturally in an interview.
Advanced Level 2	**Speaking and interaction section**	*Falar en público sobre unha ampla gama de temas (...) con claridade, fluidez (...) Participar activamente, con fluidez, naturalidade e eficacia en interaccións formais e informais (...)* – (Annual syllabus taken from Santiago de Compostela's School of Languages website). *Contribuír ao progreso dun traballo ou dunha negociación expoñendo con claridade, fluidez e espontaneidade (...)* – (Annual syllabus taken from Snaniago de Compostela's School of Languages website, 66).	To speak in public about a wide range of topics (…) clearly, fluently (…). To participate actively in formal and informal interactions by expressing oneself fluently, naturally and efficiently (…). To contribute to the development of a project or negotiation, speaking clearly, fluently and spontaneously (…).
C1 Level		-----------------------	-----------------------

Appendix 3H: Phonetic and phonological aspects to be studied in each year of the School of Languages

	Original version (Galician)	My translation
Basic Level 1	- *Sons e fonemas vocálicos. Introdución* - *Sons e fonemas consonánticos. Introdución* - *Procesos fonolóxicos* - *Alternancias morfofonolóxicas* - *Asimilación e epéntese nos sufixos /-(e)s/ /-ed/ só cando teña valor semántico* - *Enlace* - *Entoación e acentuación* - *Pautas básicas de entoación en distintos tipos de estruturas oracionais: oracións declarativas, interrogativas e exclamativas* - *Acento en palabras básicas de uso cotián*	- Vowel sounds and phonemes. Introduction - Consonant sounds and phonemes. Introduction - Phonological processes - Morphophonological alternations - Assimilation and epenthesis in -(e)s /-ed/ suffixes, only when they have semantic value - Linking - Intonation and stress - Basic intonational patterns in different types of sentence structures: declarative, interrogative and exclamative - Stress on daily-used words
Basic Level 2	- *Sons e fonemas vocálicos. Revisión* - *Sons e fonemas consonánticos. Revisión* - *Procesos fonolóxicos* - *Alternancias morfofonolóxicas* - *Asimilación e epéntese nos sufixos /-(e)s/ /-ed/ só cando teña valor semántico* - *Enlace* - *-r- en acentos non róticos* - */j, w/ en fronteira de sílaba* - *Redución en sílabas átonas* - *Entoación e acentuación* - *Acento e tonicidade: patróns tonais no sintagma*	- Vowel sounds and phonemes. Revision - Consonant sounds and phonemes. Revision - Phonological processes - Assimilation and epenthesis in -(e)s /-ed/ suffixes, only when they have semantic value - Linking - -r in non-rhotic accents - /j, w/ in initial syllable position - Weak forms - Intonation and stress - Stress and tonicity: tonal patterns within a phrase
Intermediate Level 1	- *Sons e fonemas vocálicos, revisión da súa identificación e produción* - *Contraste entre calidade e cantidade* - *Ditongos + schwa* - *Sons e fonemas consonánticos revisión da súa identificación e produción.* - *Introdución ao contraste entre consoantes xordas e sonoras* - *Aspiración* - *Procesos fonolóxicos: enlace, asimilación e elisión* - *Terminación dos substantivos plurais e a 3ª persoa do sing.: /s/, /z/ e /ɪz/* - *Formas fortes e formas débiles* - *Patróns de entoación, ritmo e acentuación para as funcións comunicativas estudadas*	- Vowel sounds and phonemes. Revision, discrimination and production - Quality and quantity contrasts - Diphthongs and schwa - Consonant sounds and phonemes. Revision, discrimination and production - Introduction to voiced and voiceless sound-contrasts - Aspiration - Phonological processes: linking, assimilation and elision - Third person plural noun endings: /s/, /z/ e /ɪz/ - Strong and weak forms - Patterns of intonation, rhythm and stress in the communicative functions already studied
Intermediate Level 2	- *Sons e fonemas vocálicos, revisión da súa identificación e produción* - *Contraste entre calidade e cantidade* - *Ditongos + schwa* - *Sons e fonemas consonánticos, revisión da súa identificación e produción.* - *Contraste entre consoantes xordas e sonoras* - *Aspiración* - *Secuencias iniciais e finais: Consonant clusters: Spain, school, crisps* - *Procesos fonolóxicos: enlace, asimilación e elisión* - *Terminación dos substantivos plurais e a 3ª persoa do sing.: /s/, /z/ e /iz/*	- Vowel sounds and phonemes. Revision, discrimination and production - Quality and quantity contrasts - Diphthongs and schwa - Consonant sounds and phonemes. Revision, discrimination and production - Introduction to voiced and voiceless sound-contrasts - Aspiration - Initial and final consonant clusters: *Spain, school, crisps* - Phonological processes: linking, assimilation and elision - Third person plural noun endings: /s/, /z/

	- *Terminación -ed: /t/, /d/ e /-id/* - *Formas fortes e formas débiles* - *Patróns de entoación, ritmo e acentuación para as funcións comunicativas estudadas* - *Acento de elementos léxicos illados* - *Patróns tonais no sintagma* - *Variantes acentuais posicionais* - *Principais diferenzas entre a variedade estándar británica, americana e outras*	/ɪz/ - Strong and weak forms - Pattern of intonation, rhythm and stress in already-studied communicative functions. - Stress in close lexical elements - Varied stress patterns dependent on position. - Main differences between British, American and other standard varieties
Advanced Level 1	- *Sons e fonemas vogais* - *Alófonos principais* - *Variantes en sílaba aberta/trabada, con acento/sen acento e polisílabas* - *Redución de ditongos + schwa* - *Pronuncias alternativas p.e. data* - *Sons e fonemas consonánticos* - *Alófonos principais* - *Lugar de articulación /tr,dr/ postalveolar, variantes de oclusivas velares* - *Modo de articulación: variantes de /t/ e variantes con distensión lateral/nasal/reducida de oclusivas xordas* - *Procesos fonolóxicos* - *Elisión vogálica en posición átona: consonantes silábicas. Nasais e líquidas* - *Asimilación consonántica: lugar de articulación e sonoridade. Coalescencia e fricativas finais* - *Acento dos elementos léxicos illados: función distintiva na oración: acentuación de palabras derivadas e compostas* - *Acento e atonicidade: patróns tonais no sintagma* - *Tons neutros e marcados* - *Asociados con constituíntes oracionais, con oracións interrogativas, interrogativas de eco ou con valor exclamativo* - *Asociados á estrutura da información, p.e.tematización marcada (...) Nothing has happened YET, you mean, My mother had a VEGETARIAN meal last night* - *Variacións actitudinais, p.e. sarcasmo, reiteración* - *Ritmo en oracións de relativo The children who had a healthy breakfast had a better academic response*	- Vowel sounds and phonemes - Main allophones - Different open and closed stressed/unstressed syllables and multisyllables - Diphthong reductions and schwa - Alternative pronunciations like *data* - Consonant sounds and phonemes - Main allophones - Articulation of /tr/, /dr/ in postalveolar position; velar plosive variants - Articulation of /t/ variants and voiceless plosives with lateral/nasal/reduced distension - Phonological processes - Vocalic elision in non-stress position: syllabic consonants. Nasals and lateral sounds - Consonantal assimilation: place of articulation and sonority. Coalescence and final fricatives - Stress in close lexical elements, distinctive function within a sentence: stress in derived and compound nouns - Stress and tonicity: tonal patterns within a phrase - Neutral and thematically marked tones - Sentence-constituent associates in interrogative or exclamative sentences - Thematically-marked information structures like *Nothing has happened YET, you mean, My mother had a VEGETARIAN meal last night* - Attitudinal variations like sarcasm, repetition - Rhythm in relative-clauses like *The children who had a healthy breakfast had a better academic response*
Advanced Level 2	- *Sons e fonemas vogais* - *Alófonos principais* - *Variantes en sílaba aberta / trabada, con acento / sen acento e polisílabas* - *Redución de ditongos + schwa* - *Pronuncias alternativas: data* - *Sons e fonemas consonánticos* - *Alófonos principais* - *Lugar de articulación /tr,dr/ postalveolar, variantes de oclusivas velares* - *Modo de articulación:variantes de /t/ e variantes con distensión lateral/nasal/reducida de oclusivas xordas* - *Procesos fonolóxicos* - *Elisión vogálica en posición átona: consonantes silábicas. Nasais e líquidas* - *Asimilación consonántica: lugar de articulación e sonoridade. Coalescencia e fricativas finais*	- Vowel sounds and phonemes - Main allophones - Different open and closed stressed/unstressed syllables and multisyllables - Diphthong reductions and schwa. - Alternative pronunciations like *data*. - Consonant sounds and phonemes. - Main allophones - Articulation of /tr/, /dr/ in postalveolar position; velar plosive variants - Articualtion of /t/ variants and voiceless plosives with lateral/nasal/reduced distension - Phonological processes - Vocalic elision in non-stress position: syllabic consonants. Nasals and lateral sounds - Consonantal assimilation: place of

	- *Acento dos elementos léxicos illados: función distintiva na oración: acentuación de palabras derivadas e compostas Acento e atonicidade: patróns tonais no sintagma* - *Tons neutros e marcados* - *Asociados con constituíntes oracionais, con oracións interrogativas, interrogativas de eco ou con valor exclamativo* - *Asociados á estrutura da información, p.e.tematización marcada (...) Nothing has happened YET, you mean, My mother had a VEGETARIAN meal last night* - *Variacións actitudinais, p.e. sarcasmo, reiteración* - *Ritmo en oracións de relativo The children who had a healthy breakfast had a better academic response*	articulation and sonority. Coalescence and final fricatives - Stress in close lexical elements, distinctive function within a sentence: stress in derived and compound nouns - Stress and tonicity: tonal patterns within a phrase - Neutral and thematically marked tones. - Sentence-constituent associates in interrogative or exclamative sentences - Thematically-marked information structures like *Nothing has happened YET, you mean, My mother had a VEGETARIAN meal last night* - Attitudinal variations like sarcasm, repetition - Rhythm in relative-clauses like *The children who had a healthy breakfast had a better academic response*
C1 Level	- *Variantes de sons e fonemas vocálicos e consonánticos e as súas respectivas combinacións* - *Variantes de procesos fonolóxicos de enxordecemento, sonorización, asimilación, elisión,* - *Palatalización, nasalización, epéntese, alternancia vocálica e outros* - *Cambios de acento e atonicidade na oración con implicacións sintácticas e comunicativas*	- Vowel and consonant sounds and phonemes and their different combinations - Different phonological processes like voicelessness, sonority, assimilation and elision - Palatalisiation, nasalization, epenthesis, vowel alternations and others - Changes in stress and tonicity in sentences that have syntactical and communicative implications

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Appendix 3I – Specific pronunciation contents to be studied in each unit of work in the School of Languages

	Basic Level 1
Unit 1	Introduction to the concept of word stress and sentence stress Introductions to some English sounds Correct pronunciation of numbers (0-20) Pronunciation of some English sounds. Correct pronunciation of countries and nationalities
Unit 2	English sounds Pronunciation of the plural endings
Unit 3	English sounds: /u:/, /w/, /v/, /g/, /tʃ/ , /ʤ/ Linking words Word and sentence stress -er, -or pronunciation Pronunciation of the 3rd person singular -s/-es Silent consonants
Unit 4	Sentence stress Vowel sounds in *chair, clock, owl and yacht, cat, can´t* and *schwa* Sentence rhythm
Unit 5	Pronunciation of /ɜ:/ and *was/were* Sentence stress: questions *–ed:* Pronunciation of regular past simple endings
Unit 6	Pronunciation of /eə/ and /ɪə/ Pronunciation of the letters ea Sentence stress
Unit 7	Pronunciation of /u:/ and /ŋ/ Revision of sounds Polite intonation
	Basic Level 2
Lead-in Unit	The alphabet, Revision of vowel sounds Revision of consonant sounds
Unit 1	Stressed syllables Sentence stress Polite intonation
Unit 2	Pronouncing "Does it"
Unit 3	Positive and negative intonation Stressed syllables Contracted forms of *have/has got*
Unit 4	*There is* and *There are* Strong and weak forms of *can/can't* Polite intonation
Unit 5	Intonation in polite requests Fast speech Linking sounds
Unit 6	Sentence stress Weak forms of was and were Pronunciation of the –ed ending
Unit 7	Stressed syllables Strong and weak forms of "the" Sentence stress for correcting
Unit 8	Weak forms of prepositions and articles Word linking
Unit 9	Distinguishing can / can't Word stress in phonetic script
Unit 10	Distinguishing syllables of adjectives Vowel sound distinction (workbook)
Unit 11	Consonant clusters, /f/, /k/
Unit 12	Sentence stress

Intermediate Level 1	
Unit 0	Vowel sounds: identification production, difference between quantity and quality Consonants: an introduction to voiced vs voiceless consonants
Unit 1	Sentence stress /d/ /t/ /ɪd/ endings Sounding natural by linking words
Unit 2	Pronunciation of regular plurals and third person singular Stressed syllables on compound words Polite intonation
Unit 3	Stressed syllables
Unit 4	---
Unit 5	*Was* and *were* in connected speech Word stress: stressed syllables
Unit 6	Sentence stress in *How long have you…?*
Unit 7	Used to
Unit 8	Stress on multi-word verbs Pronunciation of *do you…?* and *can I…?*
Unit 9	Pronunciation of *-er, -est* in comparatives Sentence stress Stressed syllables Pronunciation of *must, could, might* (silent letters)
Unit 10	Sentence stress Stresss, rhythm, intonation
Unit 11	Pronunciation of *will* in connected speech Polite intonation
Intermediate Level 2	
Unit 1	Intonation patterns in question forms Stressed syllables
Unit 2	Strong and weak forms of present perfect Polite intonation
Unit 3	*Going to* in fast speech Intonation patterns in misunderstandings
Unit 4	Stressed syllables Sentence stress
Unit 5	Main syllable stress in words/phrases Falling/rising intonation in question tags Polite intonation in requests
Unit 6	Weak forms of *will* in contractions Strong and weak forms of *would* Exaggerated intonation to show emotion
Unit 7	Strong and weak forms of *have* Stress on multi-syllable words Word stress in phrases
Unit 8	Stress in compound nouns
Unit 9	*Had* and *would have* in connected speech Forms of the verb *be* in fast speech Intonation patterns to sound interested
Unit 10	Strong and weak form of *to*, *for*, and *that* Sentence stress
Advanced Level 1	
Unit 1	Expressing sympathy
Unit 2	Sentence stressed and intonation in question forms Connected speech in the past simple and present perfect Intonation in polite enquires
Unit 3	--
Unit 4	Sentence stress and weak forms in the present perfect Sentence stress with the passive Sentence stress in opinion phrases

Advanced Level 1 (continued from previous page)	
Unit 5	Connected speech in future forms
Unit 6	Weak forms in narrative tenses
	Sentence stress and weak forms in regrets
	Sentence stress in phrases for likes and dislikes
Unit 7	Pronunciation of the
	Stress in compound nouns
	Sentence stress in conditional clauses
	Intonation in phrases for suggesting ideas
Unit 8	Numbers
Unit 9	Exclamations
Advanced Level 2	
Unit 6	Sentence Stress in modal forms and future tenses
	Intonation to attempt persuasion
Unit 7	Final consonants and initial vowels in connected speech
	Stress to add emphasis
Unit 8	Weak forms in conditionals
	Sentence stress and weak forms in verb phrases
	Sentence stress and intonation when handling an awkward situation
Unit 9	Silent letters in connected speech
	Connected speech in past modals of deduction
	Sentence stress
Unit 10	Intonation in relative clauses
	Pronunciation of weak forms and dropping out of sounds (d in "and")
	Intonation in sentences with focalized elements
	Intonation in phrases; adding interest
C1	
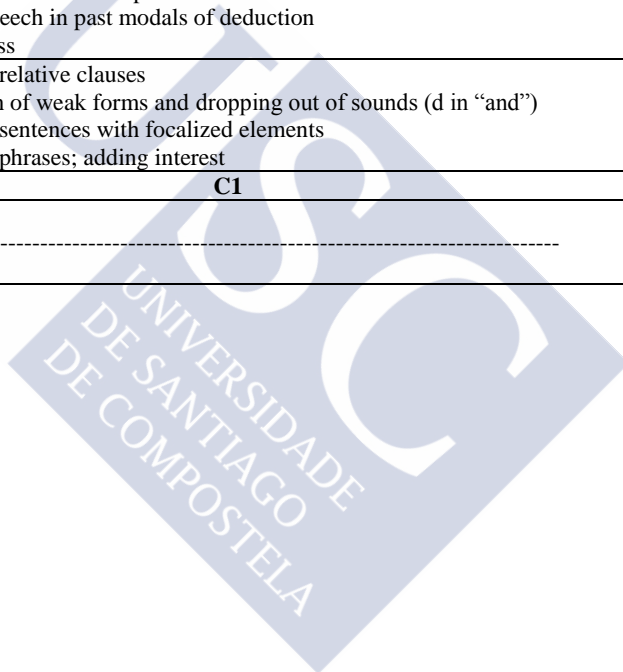
Appendix 3J: Lingua Franca Core adapted to Spanish learners of English as a foreign language, extracted from Walker (2010: 131-135)

Consonants	- /tʃ, f, n, l/ should not entail problems of intelligibility because Spanish has equivalents or near-equivalents of these sounds. - /p, t, k/ need to be aspirated; lack of aspiration in these consonants is a problem for intelligibility in LFC. - English /b/ should be pronounced as in the Spanish word *basta* (enough), not like the fricative /ß/ in *cabe* (fits). - English /d/ should be pronounced as a plosive consonant, like in the Spanish word *debe* (must), not with the fricative [ð] in *Madrid*. - English /g/ should be pronounced as in Spanish *gana* (wins), not as the intervocalic fricative [ɣ] in *pago* (payment/I pay). - /dʒ, v, ʒ, h, ŋ, w/ are not phonemes in Spanish but learners should make an effort to pronounce them correctly because pronouncing them incorrectly can affect intelligibility. - English /s/ should be pronounced as standard Castilian Spanish /s/. - Pronounce /z/ as in Spanish words *desde* (from) and *asno* (donkey). - /ʃ/ does not exist in Spanish, but it does in Galician, Catalan or Portuguese. - Although English /m/ is pronounced as /n/ in word-final position, students can pronounce /m/ all the time, just like Spanish /m/. - "The Spanish trilled or tapped /r/ in words like ˈrotoˈ (broken), ˈcaroˈ (expensive) or ˈcartaˈ (letter) is intelligible in ELF" (Walker, 2010: 132). - English /j/ is similar to the sound in Spanish ˈyernoˈ (son-in-law) or ˈhieloˈ (ice). - Placing an epenthetic vowel before clusters like /sp, spl, st, str/ is not problematic in ELF; deleting a consonant in a medial or word-final cluster like in *nests*, is problematic.
Vowels	- Spanish learners need to learn how to distinguish between long and short vowels. Not distinguishing between short and long vowel sounds is problematic for ELF.
Rhythm	- Spanish learners should try and avoid pausing in places that do not sound natural in English.
Sentence/nuclear stress	- They should be careful with nuclear stress, since they "frequently place a ˈsecondˈ nucleus on the last item in the word group. This gives a double focus to the utterance, which can be confusing" (Walker, 2010: 113).

Appendix 4A: Examples of handbooks which present pronunciation in a direct way and ones that include instructions on the procedures to follow before completing the activity, extracted from Roach (1998: 109), Hancock (2003: 37), Lane (2010: 32) and Marks and Bowen (2012: 88, 89)

'The last record was'   ðə 'lɑːst
'rekɔːd wɒz
'They weren't as cold as we were'
ðeɪ 'wɜːnt əz 'kəʊld əz 'wiː wɜː

Notes on problems and further reading

This chapter is almost entirely practical. All books about English pronunciation devote a lot of attention to these words. Some of them give a great deal of importance to using weak forms, but do not stress the importance of also knowing when to use the strong forms, something which I feel is very important. See Mortimer (1984).

Written exercises

In the following sentences, the transcription for the weak-form words is left blank. Fill in the blanks, taking care to use the appropriate form.

1. I want her to park that car over there.
   aɪ wɒnt   pɑːk   kɑːr əʊvə
2. Of all the proposals, the one that you made is the silliest.
        ɔːl   prəpəʊzlz   wʌn   meɪd   sɪliəst
3. Jane and Bill could have driven them to and from the party.
   dʒeɪn   bɪl   drɪvən   pɑːti
4. To come to the point, what shall we do for the rest of the week?
        kʌm   pɔɪnt wɒt   rest   wiːk
5. Has anyone got an idea where it came from?
          eniwʌn gɒt   aɪdɪə weər ɪt keɪm
6. Pedestrians must always use the crossings provided for them.
   pədestrɪənz   ɔːlwɪz juːz   krɒsɪŋz prəvaɪdɪd
7. Each one was a perfect example of the art that had been developed there.
   iːtʃ wʌn   pɜːfɪkt ɪgzɑːmpl   ɑːt   biːn drɪveləpt

Exercises

14.1 Make words with these beginnings and endings and write them in the correct part of the table.

beginnings	ba	fa	ra	da	sta	squa	ca	ha	cha
endings	r	re	lf	ir	rd	rt	lm		

words with the vowel /ɑː/	words with the vowel /eə/
bar	bare

14.2 Complete this conversation using the words in the box.
(A66) Then listen and check.

cars	cares	stars	stairs

SID: This is a great life, with no worries or ___cares___ !

JOE: It would be nice if we had _____ though, Sid.

SID: I didn't say _____, I said _____!

JOE: Oh, I see. Not _____, as in traffic, but _____
with an ES at the end!

SID: That's right. I've always loved sleeping under the _____.

JOE: But why? There's hardly any space under the _____!

SID: No, not _____, _____! You know, little lights in the sky.

JOE: Oh, _____! I thought you said _____, that people walk up!

> **Follow up:** Play the recording again, pausing the recording after each of Sid's lines.
> You say Joe's lines before listening to him saying them.

14.3 Listen to these sentences. Is the accent from North America (they pronounce the R after the vowel)
(A67) or South East England? Write *Am* or *Eng*.

EXAMPLE He asked her to dance. ___Eng___

1 We started in March. _____
2 It's a fast car. _____
3 My heart's strong. _____
4 Where's the bar? _____

5 It stops and starts. _____
6 A glass of beer. _____
7 Was his hair dark or fair? _____

14.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 *Sound pairs*
(A68) for further practice.

1 Heart or hat? She put her hand on her *heart / hat*.   (⇒sound pair 3)
2 Nowhere or no way? There's *nowhere / no way* to go.   (⇒sound pair 5)
3 Fair or far? It isn't *fair / far*.   (⇒sound pair 6)
4 Part or port? This is the main *part / port* of Athens.   (⇒sound pair 7)
5 Bear or beer? That's a strong *bear / beer*.   (⇒sound pair 8)
6 Come or calm? She told me to *come / calm* down.   (⇒sound pair 9)

> Now go to Unit 34

Activity 1.5 *Stress with two-syllable nouns: Classroom objects*

Level Beginners

Worksheet None

Tip Teach classes of words that have predictable stress patterns.

Description This activity familiarizes students with stress in two-syllable nouns. It ends with pair work in which each member of the pair tries to guess five items that the partner has in her backpack (purse, bag).

1. On the board, write three column headings: *Things in the room*, *Things in your pocket*, and *Things in your backpack or purse*. Explain "pocket" and "purse" if necessary.

2. Ask students to work together and write down as many things as they can for each column. Help students by pointing at objects and by taking things out of your pocket or backpack/purse. Examples of things in the room include a table, a chair, a blackboard, chalk, eraser, a door, a computer, a window, and books. Examples of things in your pockets include a wallet, keys, a cell phone, tissues, and change. Examples of things in backpacks or purses include books, papers, pencils, pens, iPods, laptops, water, sandwiches, and notebooks.

3. When the lists are finished, ask students to volunteer words. Write the words on the board, circling two-syllable nouns. Ask students to count the syllables in the circled words. Ask students if the circled words are nouns (names of things) or verbs (names of actions). Model the words, exaggerating the length of the stressed vowel (ignore secondary stress in words like *backpack* or *blackboard*). Students repeat. Model the words again. Ask students what syllable is stressed and mark stress. Ask students if most two-syllable nouns are stressed on the first syllable or the second syllable.

4. Add some unfamiliar, two-syllable nouns to the board which can be easily pointed out. Point to the objects without saying them. Examples might include (depending on the room or the contents of your pockets or bag):

    ceiling   **outlet**   **carpet**   **scissors**   **folder**

    Tell students the words are nouns. Ask students what syllables they think are stressed and add stress marks. Model the words. Students repeat.

5. Model the pair work. Choose five items from the column *Things in your backpack*, including some two-syllable words. Choose a student and ask her, "Sue, do you have a _____ in your backpack?"

6. Put students in pairs. Explain that each student will guess five things that his partner has in his backpack, using the question "Do you have a _____ in

Not quite identical twins

Proposal

To provide practice of noun/verb pairs which are distinguished by different stress patterns.

Duration 〰 Difficulty 〰

Preparation

You will need to make copies of the material in the box.

Procedure

◯ Write on the board the following two sentences:

Keep a record of useful new vocabulary.
Record the meaning, pronunciation, and any other important information.

◯ Invite the learners to read the sentences aloud.

◯ If they don't make a difference between the two instances of 'record', help them by underlining the stressed syllables:

Keep a record of useful new vocabulary.
Record the meaning, pronunciation, and any other important information.

◯ Point out that as well as different stress, the two words have different vowel sounds in their first syllables:

record /ˈrekɔːd/   record /rɪˈkɔːd/

◯ Elicit that the *noun* is stressed on the *first* syllable and the *verb* on the *second*. Tell the learners they are going to practise some other pairs of words which behave in this way.

◯ Distribute the handout to the learners:
  • They decide which syllable of each underlined word is stressed.
  • They also look in a dictionary to check the vowel sounds in the two versions of each word.

◯ Elicit and confirm answers in plenary – the learners say which syllable is stressed and also read the sentence out with the correct stress.

Prolongation

In a subsequent lesson, call out single word prompts – eg INcrease, obJECT – to elicit the sentences from the handout, or other sentences which use the nouns/verbs correctly.

PS These pairs of words are not quite identical twins; although they *look* identical, you can *hear* the difference.

---

1 You need a permit to enter the factory.
2 I hope you won't object if I eat my sandwiches here.
3 It's the most useless birthday present I've ever had.
4 We produce the tastiest apples in the country.
5 There's been a huge increase in applications this year.
6 How can you tell which is the subject of a sentence and which is the object?
7 I didn't suspect there was anything wrong.
8 We only sell fresh produce from local farmers.
9 House prices are set to increase again.
10 Now I'd like to present our next speaker .....
11 I'm afraid I can't permit you to park your vehicle here.
12 The police are going to question the suspect again.

Key

1 You need a PERmit to enter the factory.
2 I hope you won't obJECT if I eat my sandwiches here.
3 It's the most useless birthday PRESent I've ever had.
4 We proDUCE the tastiest apples in the country.
5 There's been a huge INcrease in applications this year.
6 How can you tell which is the subject of a sentence and which is the OBject?
7 I didn't susPECT there was anything wrong.
8 We only sell fresh PROduce from local farmers.
9 House prices are set to inCREASE again.
10 Now I'd like to preSENT our next speaker .....
11 I'm afraid I can't perMIT you to park your vehicle here.
12 The police are going to question the SUSpect again.

Stress patterns into words

Proposal

To practise different stress patterns in members of the same word family.

Duration 〰 Difficulty 〰

Preparation

You will need to make copies of a list of 'base words' plus, for each word, the *stress pattern* of a *derived word* produced from it by adding a prefix and/or a suffix. See Box 1 opposite for a sample list, but for the *target words* (the words represented by stress patterns as in Box 2) you should choose vocabulary to suit your class: words which they will have some familiarity with, but perhaps not be quite sure about formation, meaning or pronunciation.

Procedure

◯ Distribute the handout.

◯ The learners work in small groups. One learner picks one of the words from the list:
  • They say the word with its correct stress pattern.
  • They make a sentence including the derived word indicated.

Point out that they might need to add a prefix, a suffix – or both.

◯ The rest of the group decide:
  ○ Is the base word correctly pronounced?
  ○ Is the derived word correctly pronounced?
  ○ Is the derived word used grammatically correctly?
  ○ Is the sentence generally correct?
  ○ Does the sentence make sense?

In cases of doubt, they should refer to a dictionary and/or to you.

◯ The turn then passes to the next learner, and so on.

Prolongation

The learners can make similar lists for each other.

PS In some cases, there may be more than one possible derived word. The stress patterns represent citation forms of the words (see page 21), but in certain cases some syllables may be elided. For example:

○ history   Oo
○ nationalisation   oooOo

1

Base word		Derived word	
access	Oo	accessible	oOoo
apology	oOoo	apologetic	ooooOo
character	Ooo	characterise	ooooOo
creative	oOo	creativity	ooOoo
efficient	oOo	inefficiency	ooOoo
electric	oOo	electrical	oOoo
history	Ooo	historian	oOoo
industry	Ooo	industrial	oOoo
library	Ooo	librarian	oOoo
nation	Oo	nationalisation	ooooOo
necessary	Oooo	unnecessary	ooOoo
oppose	oO	opposition	ooOo
possible	Ooo	impossibility	ooOooo
qualify	Ooo	qualification	oooOo
real	O	reality	oOo

2

Key

Base word		Derived word	
access	Oo	accessible	oOoo
apology	oOoo	apologetic	ooooOo
character	Ooo	characterise	ooooOo
creative	oOo	creativity	ooOoo
efficient	oOo	inefficiency	ooOoo
electric	oOo	electrical	oOoo
history	Ooo	historian	oOoo
industry	Ooo	industrial	oOoo
library	Ooo	librarian	oOoo
nation	Oo	nationalisation	ooooOo
necessary	Oooo	unnecessary	ooOoo
oppose	oO	opposition	ooOo
possible	Ooo	impossibility	ooOooo
qualify	Ooo	qualification	oooOo
real	O	reality	oOo

Appendix 5A: List of topics students were given to talk about in the personal interview of my MA dissertation

1. What´s your name?

2. How old are you?

3. Where are you from?

4. Do you live in Santiago?

5. Do you have any brothers and sisters? What are they called?

7. What is your favourite animal? Do you like animals?

8. Have you got any pets?

9. What are your main hobbies?

10. Have you ever travelled to England, the U.S.A, Australia or any other English-speaking country? (If the answer is yes, did you like it? Why? If your answer is no, would you like to go? To which country? Why?)

11. What is your favourite film?

12. What was the last film you went to see at the cinema?

13. What would you like to work as?

14. Have you ever travelled by plane? Where to?

15. How many languages do you speak?

16. Do you practise any particular sport?

17. What kind of music do you like?

Appendix 5B: Photo-description task used in my MA dissertation, extracted from Granger and Beaumont (1987: 48)
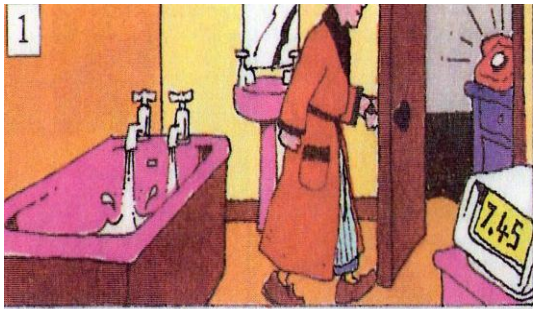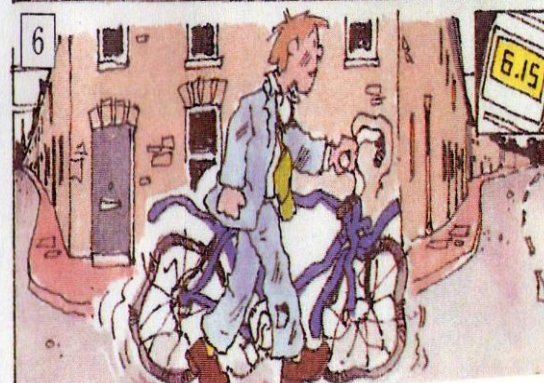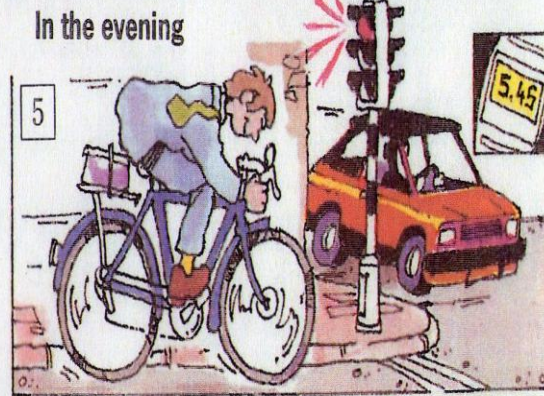
Appendix 5C: Reading-aloud activity used in my MA dissertation, extracted from Davis and Falla (2005: 100)

<u>DOWNLOADING MUSIC</u>

"Music is big business. Shops in the UK sold more than 150 million CDs in 2003. However, more and more people are starting to download music from the Internet.
Quick fact:
- 20% of people only download music.
- 45% buy all their music on CDs.
- 35% download music and buy CDs too.
Is it illegal to download music from the Internet?
No, not always. You can download music from shops on the Internet, but you have to pay for it. However it's usually illegal to download music without paying, or to put music onto your computer so that other people can download it. The music industry has started taking legal action against people who share music in this way. Brianna LaHara, a 12-year-old girl from New York, had to pay $2,000 after sharing music with her school friends".
Quick fact:
The iTunes Music Store, the world's largest Internet download shop, sells four million songs every week".
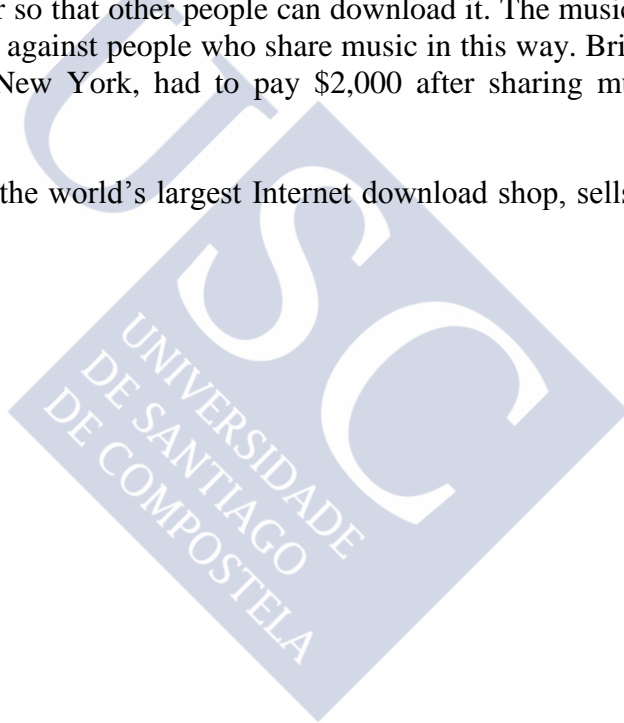
Appendix 5D: Steps followed to analyse the data collected in the oral descriptions in my MA dissertation

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Step 1: <u>WORD TRANSCRIPTION</u> (Subject number 9)

Okay hhh. (1.0) {{ah}} in the first on:e (1.5) this is made at very early in the morning hhh, he it seems that he I mean sorry it seems that he was going to take a shower but as the: hhh, (0.5) the telephone is ringing heh heh he has first to go and (0.5) pick up heh heh the phone and then (0.5) he will have a shower (0.5) comfortably and heh heh with time (2.5) hhh,

Then (0.5) five minutes later (0.5) {{aha}} because as he forgot to: (1.0) hhh, to close the: (0.5) I can´t remember the name now hhh, heh heh the bill no

B. (tap)

A. the tap yes (0.5) hhh, the tap {{e:h}} (0.5) hhh, there is a like a flood {{e:h}} (1.0) on his floor on the bathroom floor (0.5) so (0.5) he seems worried heh heh because of his face hhh,

The:n (0.7) in the third one he is inside the: (0.5) the lift (1.0) and or no he's going to press the alarm (0.5) I don´t know why hhh. (1.5) maybe because in the next one he's on his own (0.5) hhh. and someone (0.5) is going to rescue him maybe: (0.5) there was some breakdown of the lift (1.0) or something else heh heh

Then at this one it's at {{eh}} quarter to six (0.5) maybe p.m (0.5) he is riding a bycicle (1.5) it seems that he doesn´t realize that (0.5) hhh, the: (0.5) traffic light is red so he doesn´t stop (1.0) on time and he cannot see a car who is which is coming hhh, and (0.5) as we can see in the: next heh heh picture he had an accident he {{em}} (0.5) bumps into the car so heh the bicycle is totally ruined a:nd (0.5) hhh, his physical aspect (0.5) this is seems damaged too hhh.

Step 2: <u>NORMAL VERSION</u> (Subject number 9)

Okay in the first one this is made at very early in the morning he it seems that he I mean sorry it seems that he was going to take a shower but as the the telephone is ringing he has first to go and pick up the phone and then he will have a shower comfortably and with time. Then five minutes later because as he forgot to to close the I can´t remember the name now the bill no (tap)

The tap yes the tap there is a like a flood on his floor on the bathroom floor so he seems worried because of his face. Then in the third one he is inside the the lift and or no he's going to press the alarm I don´t know why maybe because in the next one he's on his own and someone is going to rescue him maybe there was some breakdown of the lift or something else. Then at this one it's at quarter to six maybe p.m he is riding a bicycle it seems that he doesn´t realize that the traffic light is red so he doesn´t stop on time and he cannot see a car who is which is coming and as we can see in the next picture he had an accident he bumps into the car so the bicycle is totally ruined and his physical aspect this is damaged too

Step 3: <u>PHONETIC TRANSCRIPTION</u> (Subject number 9)

/əʊkeɪ ɪn ðə fɜ:s wʌn ðɪz ɪz meɪd æt verɪ ɜ:lɪ ɪn ðə mɒrnɪŋ (1) hi: ɪt si:mz ðæt hi: aɪ mi:n sɒrɪ ɪt si:mz ðæt hi: wɒz gəʊɪŋ tu: teɪk ə ʃaʊwer (2) bʌt æz ðə ðə telefɒn (3) ɪz rɪŋɪŋ hi: hæz fɜ:s tu: gəʊ æn pɪk ʌp ðə fəʊn æn ðen hi: wɪl hæv æ ʃaʊwer (4) kɒmfɒrtæblɪ (5) æn wɪð taɪm/

- (1) The *north* vowel in 'morning' was pronounced with the *lot* vowel + /r/
- (2) The schwa in 'shower' was pronounced with the *dress* sound + /r/
- (3) The *goat* diphthong was pronounced with the *lot* vowel
- (4) 'Shower' was pronounced with the dress vowel + /r/ instead of schwa
- (5) 'Comfortably' was pronounced with two *lot* vowels instead of the *strut* vowel in the first place and no vowel in the second. Moreover, schwa was pronounced with the *trap* vowel. The stress pattern was also confused since the subject stressed this word on the second syllable instead of on the first one.

Step 4: <u>error classification</u>

/əʊkeɪ ɪn ðə fɜ:s wʌn ðɪz ɪz meɪd æt verɪ ɜ:lɪ ɪn ðə mɒrnɪŋ (1) hi: ɪt si:mz ðæt hi: aɪ mi:n sɒrɪ ɪt si:mz ðæt hi: wɒz gəʊɪŋ tu: teɪk ə ʃaʊwer (2) bʌt æz ðə ðə telefɒn (3) ɪz rɪŋɪŋ hi: hæz fɜ:s tu: gəʊ æn pɪk ʌp ðə fəʊn æn ðen hi: wɪl hæv æ ʃaʊwer (4) kɒmfɒrtæblɪ (5) æn wɪð taɪm/

Mistake number 1: 1a (confusion of crucial vowels)
Mistake number 2: 1a (confusion of crucial vowels)
Mistake 3: 1a (confusion of crucial vowels)
Mistake 4: 1a (confusion of crucial vowels)
Mistake 5: 1a (confusion of crucial vowels); 1f (wrong word stress)

Appendix 5E: Collins' and Mees' (2013: 214-216) classification of pronunciation errors

English based on the speech of regional capitals spreading into surrounding areas, probably with the survival of a national prestige accent like NRP alongside. This would give rise to what we might even term 'Estuary Birmingham', 'Estuary Bristol', 'Estuary Manchester', and so on.

Distant future 2

NRP – local regional mesolects – local regional basilects

Which of these scenarios will finally emerge? Or will some unforeseen fashion or event change the whole picture? Is there, for instance, the possibility that Multicultural London English (see p. 170) will expand out of its present territory in Inner London, and be increasingly adopted by young white Londoners? Might it then lose its present ethnic minority associations, replace Cockney and associated varieties, and be transformed into an all-inclusive basilectal south-eastern English accent of the future? It's interesting to speculate, but only time will tell. One thing is certain, living languages never stand still. So changes will take place and it's a good bet that the older generation will go on complaining about the way the younger generation speaks.

C6   **TEACHING AND LEARNING A FOREIGN LANGUAGE**

Hierarchy of error

One of the most useful day-to-day applications of phonetics courses is learning the pronunciation of a foreign language. In this section we deal with (1) teaching English to non-native learners; (2) the problems native speakers of English have in learning a foreign language. We shall use the abbreviation **L1** (i.e. first language) to refer to the learner's mother tongue (also termed 'source language') and **L2** (i.e. second language) to refer to the language which is being learned (also termed the 'target language').

In learning a language it is necessary to have realistic goals. Unless you begin in your infancy, it is very unlikely that you will ever achieve a perfect command of a language. Nowhere is this more true than of pronunciation. Even if you start in your teens, and go to live in the country concerned, it is likely that you will have some traces of a foreign accent all your adult life. If perfect pronunciation is your target then you must accept that you will inevitably fall short of it. A realistic aim is therefore to speak in a way which is clearly intelligible to your listeners and which does not distract, irritate or confuse them.

So a major consideration when dealing with pronunciation is to discover which errors are the most significant. Not all deviations from native-speaker pronunciation are of equal importance (see Jenkins 2000). Some pass unnoticed whereas others may be enough to cause total lack of comprehension on the part of the listener. In trying to establish a hierarchy of error we must take into account the reactions of native speakers. In general terms we can rank errors in the following way.

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1 Errors which lead to a breakdown of intelligibility.
2 Errors which give rise to irritation or amusement.
3 Errors which provoke few such reactions and may even pass unnoticed.

Obviously, the first category of error listed above is crucial and requires the most attention from teacher and student. The second group can also be of significance and are often those features which draw attention to the foreignness of an accent. The third category is of far less importance. In fact, it is unusual for an *isolated* error even of a category 1 type above to lead to a breakdown of intelligibility. But an important factor – which is often underestimated or ignored in **contrastive analysis** – is that pronunciation errors do not typically occur in isolation. Especially with beginners or less proficient speakers, the L2 speech of the learner is likely to be peppered with numerous errors in every sentence. Consequently a build-up effect results and causes problems of intelligibility. For example, there may be confusion of fortis/lenis consonants, together with loss of significant vowel contrasts like KIT–FLEECE and TRAP–DRESS. On top of that, there may be problems with stress and rhythm. If one then adds the likelihood of other linguistic errors (for instance, grammatical, or choice of vocabulary) then it's not surprising that the English of non-natives can sometimes be difficult, or even impossible, to understand.

Below, examples will be given of each of the three types of error with an indication of speakers' L1. Note that 'widespread' implies an error that is likely to be made by people from a large number of language backgrounds.

Error rankings for English
For an overview, see Table C6.1, p. 217.

Category 1: Errors leading to potential breakdown of intelligibility
1 Confusion of crucial phonemic contrasts in vowel system, e.g. /ɪ – iː/ (widespread), /e – æ/ (German, Dutch), /ɜː – ɑː/ (West African languages), /ɒ – ʌ/ (Danish).
2 Confusion of fortis/lenis, e.g. final fortis/lenis (German, Dutch, Danish, Russian), /f – v/ (Dutch).
3 Consonant clusters (widespread, e.g. Arabic, Spanish).
4 Crucial consonant contrasts, e.g. /b – v/ (Spanish), /v – w/ (German), /f – h/ (Japanese), /l – n/ (some Chinese), /l – r/ (Japanese, some Chinese), /ʃ – s/ (Greek).
5 Deletion of /h/ (widespread, e.g. French, Italian) or replacement by /x/ (Spanish).
6 Word stress, especially if not on initial syllable (widespread, e.g. French, West African, Indian languages).

Category 2: Errors which evoke irritation or amusement
1 Inappropriate /r/ articulations, e.g. uvular [ʀ] (French, German, Hebrew), strong alveolar trills (general).
2 Dental fricative problems ('**th**-sounds') (widespread), e.g. replacement of /θ/ by /t/ (Dutch) or /s/ (French, German, Danish); of /ð/ by /d/ (Dutch) or /z/ (French, German), etc.
3 Less significant vowel contrasts, e.g. /uː – ʊ/ (widespread), /ɒ – ɔː/ (widespread).
4 Incorrect allophones of /l/, especially replacement by dark *l* throughout (Portuguese, Russian), or by clear *l* throughout (French, German, Italian).

5 Lack of weak and contracted forms (widespread).
6 Inappropriate rhoticism/non-rhoticism for particular models of pronunciation (widespread).
7 Strong retroflex setting (Indian languages).

Category 3: Errors which provoke few such reactions and may even pass unnoticed
1 Intonation errors (widespread).
2 Lack of syllabic consonants (widespread).
3 Compound stress (widespread).

Contrastive/error analysis

Errors made by language learners frequently reflect the sound systems of their L1. If we compare the L1 sound system with that of the L2, we can often predict the nature of errors which they will make. Let's take as an example the case of a speaker of European Spanish (or *Castellano*, see below) learning English.

Spanish learners' errors

Spanish lacks a phoneme contrast similar to English /b – v/, the Spanish /b/ having a range of allophones similar to the *two* English consonants. There will be regular deletion of /h/ or replacement by the velar fricative [x]. On the other hand, unlike many languages, European Spanish has a voiceless dental fricative /θ/, and [ð] exists as an allophone of /d/, even though in the latter case English words containing /d/ and /ð/ will be regularly confused.

The syllable structure of Spanish is less complex than that of English. For example, there are no onset clusters with initial /s/, and the possibilities in coda position are far fewer (only final /n l r s d θ/ occur with any frequency). Final consonants and consonant clusters in general are a major problem area for Spanish speakers. This means that *spam* will be produced by learners as */espan/ (better not let a Spanish speaker loose on old Monty Python songs!).

European Spanish has a five-vowel system with a number of additional diphthongs. There is no equivalent to the checked/free vowel distribution in English, nor are there any central vowels similar to /ə ɜː ʌ/. From this one would predict that a Spanish learner would have considerable problems with the English vowel system, and that the checked/free vowel contrasts and the central vowels would be especially problematical. For example, vowel contrasts such as /ɪ – iː, ʊ – uː, æ – ɑː/ might pose difficulties.

Spanish has syllable-timed rhythm – very different from the stress-timed rhythm of English (see Section B6). A characteristic of Spanish English is the absence of vowel reduction in unstressed syllables. The range of intonation is less extended than in the English of native speakers. Spanish learners will not possess the elaborate systems of weak and contracted forms which characterise native-speaker English.

Appendix 5F: List of codes used to classify the different mistakes made by the subjects in my MA dissertation, adapted from Collins' and Mees' classification (2013)

List of codes	Type of mistakes
1a	Confusion of crucial phonemic contrasts in vowels system, such as /ɪ/ versus /i:/, /e/ versus /æ/, /æ/ versus /a:/
1b	Confusion of fortis/lenis consonants: the subject pronounces the fortis counterpart of a lenis consonant, or viceversa. For instance, confusing /b/ and /p/
1c	Problems with consonant clusters, such as <spl, str, tr>
1d	Crucial consonant contrasts, such as /v/ versus /w/, /s/ versus /ʃ/ or /b/ versus /v/;
1e	Deletion of /h/
1f	Incorrect word stress
1g	Possible word confusion
1h	Insertion of consonants: the subjects insert an extra consonant in any position of a word
1i	Vowel insertion: the speakers insert a vowel before a consonant, also known as epenthesis
1j	Native words: the participants use their native language/s when they do not know a word, sentence… in English.
2a	Inappropriate /r/ articulations, such as uvular, trills…
2b	Problems with fricative consonants
2c	Less significant vowel contrasts, such as /ʊ/ versus /u:/ or /ɒ/ versus /ɔ:/;
2d	Incorrect allophones of /l/
2e	Problems with weak and contracted forms
2f	Inappropriate rhoticism/non-rhoticism for articular models of pronunciation: the speakers pronounce /r/ in cases where RP (the variety studied here) does not
3a	Problems concerning intonational patterns
3b	Lack of syllabic consonants
3c	Compound stress
3d	Lack of final consonants

Appendix 5G: Example of pronunciation mistakes found in the reading-aloud task by subject number 9

Mistakes made	Explanantion of incorrect pronunciation	Problem explained
Download	/daʊnləʊ/	No /d/ ending
Internet	/ɪntərnet/	Pronunciation of /r/
Computer	/kɒmpjuːter/	Pronunciation of final /e/ + /r/ instead of schwa Distinction between /ɒ/ and /ə/ Problems with schwa, /r/ and /ɒ/
Illegal	/ɪlɪgəl/	Distinction between /ɪ/ and /iː/
Songs	/sɒnz/	No velar /ŋ/
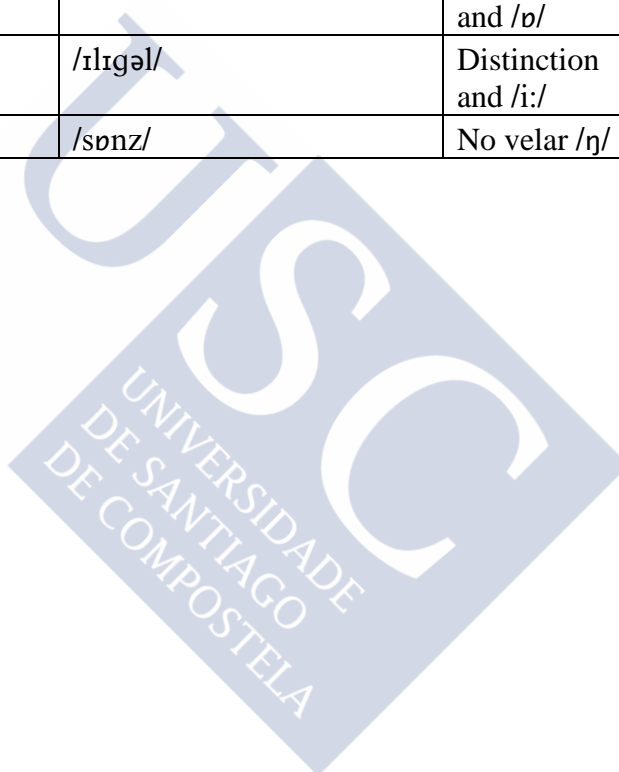
Appendix 5H: Total number of mistakes made with each English sound by the different groups of students distinguished and total number of mistakes made according to the classification model followed (photo-description and reading-aloud tasks)

Photo description task

	Pilot study students	*Third-year ESO* students	*First-year bachillerato* students	Third-year English philology students	Fifth-year English philology students	Totals
/æ/, /a:/	14	20	6	22	17	79
/e/, /ɜ:/	2	2	2	3	3	12
/ɪ/, /i:/	4	2	0	0	4	10
/ɒ/, /ɔ:/	5	24	14	19	18	80
/ʊ/, /u:/	0	0	0	2	3	5
/ʌ/	1	0	0	1	2	4
/ə/	10	39	28	27	15	119
/əʊ/	3	12	2	1	6	24
/eɪ/	0	0	0	0	3	3
/aɪ/	0	2	1	0	0	3
/ɔɪ/	0	0	0	0	0	0
/aʊ/	0	0	0	0	0	0
/ɪə/	0	0	1	0	2	3
/ʊə/	0	0	0	0	0	0
/eə/	0	0	1	0	3	4
/p/	0	0	0	0	0	0
/t/	1	11	11	9	16	48
/k/	0	0	0	4	0	4
/b/	0	0	0	0	0	0
/d/	20	42	17	40	56	175
/g/	0	0	0	0	0	0
/f/	0	0	0	0	0	0
/θ/	0	0	1	2	0	3
/v/	0	0	0	0	0	0
/ð/	0	0	0	0	0	0
/s/	0	1	0	1	0	2
/z/	0	0	0	0	0	0
/ʃ/	1	0	0	0	0	1
/ʒ/	0	0	0	0	0	0
/h/	0	0	0	1	0	1
/dʒ/	0	0	0	0	0	0
/tʃ/	0	9	0	0	0	9
/m/	0	0	0	0	0	0
/n/	0	0	0	0	1	1
/ŋ/	0	2	1	7	2	12
/w/	0	0	0	0	0	0
/r/	22	81	41	43	44	231
/l/	0	3	0	0	2	5
/j/	0	0	0	0	2	2
Stress	1	2	0	0	0	3
Invented word	0	2	0	0	0	2
Epenthesis	0	0	1	1	3	5

Photo description task

List of codes	Pilot study students	*Third-year ESO students*	*First-year bachillerato students*	Third-year English philology students	Fifth-year English philology students	Totals
1a	33	78	44	64	56	274
1b	0	0	0	0	0	0
1c	0	1	0	0	0	1
1d	1	12	4	9	4	30
1e	0	0	2	2	0	4
1f	1	2	0	0	0	3
1g	0	0	0	0	1	1
1h	0	3	0	1	1	5
1i	0	0	2	2	4	8
1j	0	3	0	0	0	3
2a	0	0	0	0	0	0
2b	1	1	1	2	0	5
2c	5	23	13	18	22	81
2d	0	0	0	0	0	0
2e	0	0	0	0	0	0
2f	22	80	39	35	44	237
3a	0	0	0	0	0	0
3b	0	0	0	0	0	0
3c	0	0	0	0	0	0
3d	21	51	22	50	70	219
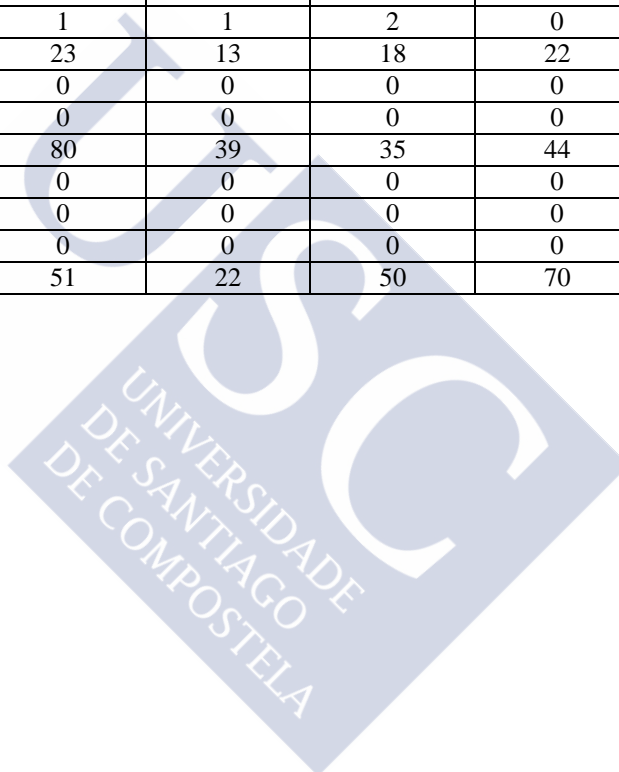
Reading-aloud task

	Pilot study students	*Third-year ESO* students	*First-year bachillerato students*	Third-year English philology students	Fifth-year English philology students	Totals
/æ/, /ɑ:/	4	2	1	2	1	10
/e/, /ɜ:/	9	5	3	2	2	21
/ɪ/, /i:/	12	14	13	5	3	47
/ɒ/, /ɔ:/	7	10	8	7	1	33
/ʊ/, /u:/	4	2	2	1	1	10
/ʌ/	4	2	4	0	1	11
/ə/	31	24	33	15	10	113
/eɪ/	5	3	4	2	2	16
/aɪ/	0	1	0	0	0	1
/ɔɪ/	0	0	0	0	0	0
/əʊ/	4	4	1	3	4	16
/aʊ/	1	4	1	4	4	14
/ɪə/	0	0	0	0	0	0
/ʊə/	0	0	0	0	0	0
/eə/	5	3	6	0	0	14
/p/	0	0	0	0	0	0
/t/	10	3	5	3	0	21
/k/	1	1	0	0	0	2
/b/	0	0	0	0	0	0
/d/	9	9	11	7	6	42
/g/	1	0	0	0	0	1
/f/	0	0	0	0	0	0
/θ/	0	0	0	0	0	0
/v/	0	0	0	0	0	0
/ð/	5	0	0	1	2	8
/s/	5	10	9	1	0	25
/z/	0	0	0	0	0	0
/ʃ/	3	1	3	0	0	7
/ʒ/	0	0	0	0	0	0
/h/	0	0	1	0	0	1
/dʒ/	2	2	3	0	2	9
/tʃ/	0	0	0	0	0	0
/m/	0	0	0	0	0	0
/n/	1	1	2	0	0	4
/ŋ/	0	1	0	0	1	2
/w/	1	0	2	0	0	3
/r/	21	21	22	13	14	91
/l/	1	0	0	0	0	1
/j/	3	1	2	1	0	7
Word stress	8	4	5	1	1	19
Epenthesis	4	0	0	0	0	4

Reading-aloud task

List of codes	Pilot study students	Third-year ESO students	First-year bachillerato students	Third-year English philology students	Fifth-year English philology students	Totals
1a	78	67	71	32	27	275
1b	0	0	0	0	0	0
1c	1	0	0	0	0	1
1d	8	5	7	0	4	24
1e	0	0	1	0	0	1
1f	8	4	5	1	2	20
1g	2	2	4	0	0	8
1h	6	0	0	0	0	6
1i	1	0	0	0	0	1
1j	0	0	4	0	0	4
2a	0	0	0	0	0	0
2b	4	3	5	1	1	14
2c	7	6	6	10	2	31
2d	0	1	0	0	0	0
2e	0	0	0	0	0	0
2f	21	22	20	13	13	89
3a	0	0	0	0	0	0
3b	0	0	0	0	0	0
3c	0	0	0	0	0	0
3d	24	18	18	11	6	77

Appendix 6A: List of high-schools, universities and language centres that took part in the main study of my doctoral dissertation

Secondary-schools that participated in my dissertation (teachers)		Secondary-schools that participated in my dissertation (students)
Colegio/IES Alca	IES Maximino Romero de Lema	Colegio/IES Alca
Escola Casals-Gràcia	IES Medinño	IES Cacheiras
IES A Basella	IES Mestre Landín	IES Eduardo Pondal
IES A Cañiza	IES Miguel Ángel González Estévez	IES Pontepdriña
IES A Pinguela	IES Milladoiro	IES Sar
IES A Pontenova	IES Mugardos	IES Xelmirez 1
IES Agra do Orzan	IES Muralla Romana	
IES Alexandre Bóveda	IES Nosa Señora Ollos Grandes	
IES Alfoz-Valadouro	IES O Couto	
IES Alfredo Brañas	IES Ordes	
IES Álvaro Cunqueiro	IES Oroso	
IES Camilo José Cela	IES Ortigueira	
IES Cacheiras	IES Pazo da Mercé	
IES Carlos Casares	IES Pedra da Auga	
IES Concepción Arenal	IES Pedregal de Irimia	
IES de Fouz	IES Pino Manso	
IES de Ponteceso	IES Plurilingue Adormideras	
IES de Ribadeo Dionisio Gamallo	IES Pobra do Caramiñal	
IES de Sabón Arteixo	IES Pontepedriña	
IES Eduardo Blanco Amor	IES Ramón María Aller	
IES Eduardo Pondal	IES Ramón Otero Pedrayo	
IES Elviña	IES Rosalía de Castro	
IES Enrique Muruais	IES San Mamede	
IES Eusebio da Guarda	IES San Rosendo	
IES Félix Muriel	IES Santiago Basanta Silva	
IES Fernando Blanco	IES Sanxillao	
IES Ferrol Vello	IES Sar	
IES Fontexería	IES Terra Cha	
IES Francisco Aguiar	IES Terra de Trasancos	
IES Francisco Asorey	IES Terra do Xallas	
IES García Barbón	IES Tomiño	
IES Isidro Parga Pondal	IES Universidade Laboral O Burgo	
IES Johan Carbaleira	IES Val Miñor	
IES Lagoa de Antela	IES Valle Inclán	
IES Laxeiro	IES Vilar Ponte	
IES Leiras Pulpeiro	IES Virxen do Mar	
IES Manuel Chamoso Lamas	IES Xelmírez 1	
IES Marco do Camballón	IES Xulián Magariños	
IES Mª Soliño		
IES Marqués de Sargadelos		

Universities that participated in my dissertation (teachers)	Faculties that participated in my dissertation (students)
Centro Superior de Hostelería de Galicia *Escuela de Negocios A Fundación* *Euskal Herriko Unibertsitatea (Universidade del País Vasco)* *Universidade de A Coruña* *Universistat Autònoma de Barcelona* *Universitat de Barcelona* *Universidad de Córdoba* *Universitat de les Illes Balears* *Universidad de la Laguna* *Universidad de León* *Universidad de Murcia* *Universidad de Oviedo* *Universidad de Salamanca* *Universidade de Santiago de Compostela* *Universidad de Sevilla* *Universidade de Vigo* *Universidad de Zaragoza*	Faculty of Philology, *Universidade de Santiago de Compostela* Faculty of Educational Sciences, *Universidade de Santiago de Compostela*

Language centres that participated in my dissertation (teachers)		Language centres that participated in my dissertation (students)
Centro Autonómico de Formación e Innovación *CLM Fundación Universidade de Vigo* *CLM Universidade de Santiago de Compostela* *EOI Avilés* *EOI de A Coruña* *EOI de A Coruña (Sección Carballo)* *EOI de A Coruña (Sección Culleredo)* *EOI de Antequera (Málaga)* *EOI de Burela* *EOI de Ferrol* *EOI de Gijón* *EOI Johan Ferrandez D'Heredia de Calatayud (Zaragoza)* *EOI de La Rioja* *EOI de Lugo (Sección Sarria)*	*EOI de Lugo* *EOI María Moliner* *EOI de Mieres* *EOI de Monforte de Lemos* *EOI de Ourense (Sección A Ponte)* *EOI de Ourense (Sección Ribadavia)* *EOI de Ourense (Sección de Valdeorras)* *EOI de Pontevedra* *EOI de Pontevedra (A Estrada)* *EOI de Pontevedra (Sección Lalín)* *EOI de Santiago de Compostela* *EOI Telde* *EOI de Tui* *EOI de Verín* *EOI de Vigo* *EOI de Vigo (Sección Coia)*	*CLM Universidade de Santiago de Compostela* *EOI de Santiago de Compostela*

Appendix 6B: Personal data of the students that participated in this study

Group 1

Gender[53]	Male			Female		
	185			219		
Age	**12**	**13**	**14**	**15**	**16**	**17 y**
	91	29	14	97	31	80
	18	**19**	**20**	**21**	**22**	**+22**
	46	13	3	0	0	0
Mother tongue/s	**Castilian Spanish and Galician**		**Castilian Spanish**	**Galician**		**Other**
	167		126	85		26[54]
Number of years studying English	**1 to 3**	**4 to 6**	**7 to 9**	**10 to 12**	**13 to 15**	**+15**
	10	29	98	186	67	11
Stays in English- speaking countries	**Yes**			**No**		
	112			292		
	England	**Ireland**	**USA**	**Australia**		**Other**
	66	5	10	1		30[55]
	1 week		**2 weeks**		**More than 2 weeks**	**Other**
	35		17		22	38
Native relatives	**Yes**			**No**		
	69			333		
Native friends	**Yes**			**No**		
	170			231		
Self-assessment of their English-speaking skills	**Excellent**		**Good**	**Fair**		**Bad**
	19		156	159		68
Self-assessment of their level of English pronunciation	**Excellent**		**Good**	**Fair**		**Bad**
	27		152	167		57

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[53] On some occasions the total number of answers does not add up to 404 since some subjects left particular items in blank. For instance, three subjects did not answer the item concerning the number of years they had been studying English for.

[54] Most of these 26 subjects affirmed they had a combination of either Spanish or Galician or both of them as well as another native language such as French, Portuguese or Bulgarian.

[55] Answers such as England and USA, Canada, Scotland or England, Ireland and Malta.

Group 2

Gender	Male			Female		
	82			323		
Age	**12 y.o**	**13 y.o**	**14 y.o**	**15 y.o**	**16 y.o**	**17 y.o**
	0	0	0	0	0	14
	18 y.o	**19 y.o**	**20 y.o**	**21 y.o**	**22 y.o**	**+22 y.o**
	74	93	56	66	49	53
Mother tongue/s	**Castilian Spanish and Galician**		**Castilian Spanish**	**Galician**		**Other**
	247		70	49		39[56]
Number of years studying English	**1 to 3**	**4 to 6**	**7 to 9**	**10 to 12**	**13 to 15**	**+15**
	3	9	33	106	170	84
Stays in English- speaking countries	**Yes**			**No**		
	295			110		
	England	**Ireland**		**USA**	**Australia**	**Other**
	207	49		45	0	77[57]
	1 week		**2 weeks**		**More than 2 weeks**	
	42		32		221	
Native relatives	**Yes**			**No**		
	68			337		
Native friends	**Yes**			**No**		
	235				170	
Self-assessment of their English-speaking skills	**Excellent**		**Good**	**Fair**		**Bad**
	22		246	120		14
Self-assessment of their level of English pronunciation	**Excellent**		**Good**	**Fair**		**Bad**
	32		227	126		19

---

[56] As in the previous group, some subjects affirmed they had other native language/s, such as Catalan, English, German, Italian, Chinese or Armenian or the combination of one of these with Spanish and/or Galician.

[57] Apart from visiting some of the previous countries, these subjects affirmed they had been to countries like Wales, Scotland, New Zealand, Malta, Canada or Poland.

Group 3

Gender	Male			Female		
	124			237		
Age	**12 y.o**	**13 y.o**	**14 y.o**	**15 y.o**	**16 y.o**	**17 y.o**
	0	0	0	0	0	5
	18 y.o	**19 y.o**	**20 y.o**	**21 y.o**	**22 y.o**	**+22 y.o**
	63	14	9	10	13	247
Mother tongue/s	**Castilian Spanish and Galician**		**Castilian Spanish**	**Galician**		**Other**
	187		90	67		17[58]
Number of years studying English	**1 to 3**	**4 to 6**	**7 to 9**	**10 to 12**	**13 to 15**	**+15**
	41	42	57	84	81	56
Stays in English- speaking countries	**Yes**			**No**		
	238			123		
	England	**Ireland**	**USA**	**Australia**	**Other**	
	165	47	50	0	99[59]	
	1 week		**2 weeks**		**More than 2 weeks**	
	94		31		113	
Native relatives	**Yes**			**No**		
	36			325		
Native friends	**Yes**			**No**		
	113			248		
Self-assessment of their English-speaking skills	**Excellent**		**Good**	**Fair**		**Bad**
	5		77	205		73
Self-assessment of their level of English pronunciation	**Excellent**		**Good**	**Fair**		**Bad**
	3		77	201		77

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[58] Some of the participants affirmed having a combination of one or both Castilian Spanish and/or Galician plus another language or only one native language, different from these Spanish varieties, such as Russian, Basque, French or Portuguese.

[59] Some of the subjects affirmed having spoken English on short stays in other countries such as Germany, Malta, Bulgaria, Greece, Switzerland, Canada or Hungary.

Appendix 6C: Questionnaire addressed to students (Spanish and English versions)

Código:

      Estoy haciendo mi tesis doctoral y estoy interesada en saber cuál es tu opinión y punto de vista sobre la enseñanza de la pronunciación del inglés, así como sobre la presencia de ésta en tu libro de texto. Asimismo, me gustaría averiguar cuáles son las dificultades y preferencias que tienes con respecto a la pronunciación inglesa. Si hay algo que no entiendas o no sabes responder, por favor, déjalo en blanco. Te agradecería mucho que contestases a las siguientes preguntas con la mayor sinceridad posible.

BLOQUE 1 - DATOS PERSONALES:

Marca con una X la casilla correspondiente:

- **Curso**
  - ☐ 1º ESO
  - ☐ 4º ESO
  - ☐ 2º Bachillerato
  - ☐ 1º Grado en Lengua y literatura inglesas
  - ☐ 3º Grado en Lengua y literatura inglesas
  - ☐ 1º Escuela Oficial de Idiomas
  - ☐ 5º Escuela oficial de idiomas
  - ☐ Otro (indica cuál) _____ _____

- **Centro de estudios/facultad/instituto:** _____

- **Edad**
  - ☐ 12
  - ☐ 16
  - ☐ 20
  - ☐ 13
  - ☐ 17
  - ☐ 21
  - ☐ 14
  - ☐ 18
  - ☐ 22
  - ☐ 15
  - ☐ 19
  - ☐ + 22

- **Sexo**
  - ☐ Masculino
  - ☐ Femenino

- **Lengua(s) Materna(s). Puedes marcar más de una opción**
  - ☐ Castellano
  - ☐ Gallego
  - ☐ Inglés
  - ☐ Otra (indica cuál) _____

- **¿Cuántos años llevas estudiando inglés?**
  - ☐ De 1 a 3
  - ☐ De 4 a 6
  - ☐ De 7 a 9
  - ☐ De 10 a 12
  - ☐ De 13 a 15
  - ☐ Más de 15

- **¿Cómo consideras tu nivel de expresión oral (*speaking*) en inglés?**
  - ☐ Excelente
  - ☐ Bueno

☐ Regular   ☐ Malo

- **¿Cómo consideras tu nivel de pronunciación en inglés?**
  - ☐ Excelente   ☐ Bueno
  - ☐ Regular   ☐ Malo

- **¿En alguna ocasión has estado en un país de habla inglesa?**
  - ☐ Sí   ☐ No

- **Si tu respuesta a la pregunta anterior fue SÍ, indica durante cuántas semanas estuviste y en qué país hiciste la estancia:**
  a) Duración:
  - ☐ 1 semana   ☐ 2 semanas   ☐ Más de 2 semanas

  b) País de estancia:
  - ☐ Inglaterra   ☐ Irlanda   ☐ EE.UU
  - ☐ Australia   ☐ Otro (indica cuál): _____

- **¿Tienes familiares nativos (de habla inglesa: ingleses, americanos, irlandeses…)?**
  - ☐ Sí   ☐ No

- **¿Tienes amigos nativos (de habla inglesa: ingleses, americanos, irlandeses…)?**
  - ☐ Sí   ☐ No

BLOQUE 2 – EL INGLÉS FUERA DEL AULA:

1. **¿Practicas inglés fuera de clase?**
   - ☐ Siempre   ☐ A menudo   ☐ A veces
   - ☐ Casi nunca   ☐ Nunca

2. **En caso afirmativo, marca con una X las actividades que llevas a cabo FUERA DE CLASE y con qué frecuencia, según la siguiente escala del 1 al 5:**

   5. SIEMPRE
   4. A MENUDO
   3. A VECES
   2. CASI NUNCA
   1. NUNCA

Veo películas en inglés	5	4	3	2	1
Escucho canciones en inglés	5	4	3	2	1

Hablo en inglés con mis amigos	5	4	3	2	1
Hablo en inglés con personas nativas	5	4	3	2	1
Leo en inglés	5	4	3	2	1
Escribo cartas, emails, novelas, poemas… en inglés	5	4	3	2	1
Utilizo el ordenador e Internet para consultar webs, diccionarios… en inglés	5	4	3	2	1
Otras (indica cuál/es):	5	4	3	2	1

_____

_____

3. **¿Fuiste alguna vez a una academia o a clases particulares de inglés?**
   ☐ Sí   ☐ No

4. **En caso afirmativo, marca con una X la/s razón/es. Puedes marcar más de una opción. Si marcaste *NO* en la pregunta anterior, deja en blanco esta pregunta:**

   ☐ Para reforzar el temario de clase
   ☐ Para practicar la gramática del inglés
   ☐ Para practicar el inglés escrito
   ☐ Para practicar el inglés hablado
   ☐ Para practicar la pronunciación del inglés

BLOQUE 3 – OPINIÓN GENERAL SOBRE LA IMPORTANCIA DE LA PRONUNCIACIÓN Y SU ENSEÑANZA

Para las preguntas 5 a 13, marca con una X el número de la columna que mejor exprese tu opinión:

5. TOTALMENTE DE ACUERDO
4. DE ACUERDO
3. NEUTRO
2. EN DESACUERDO
1. EN DESACUERDO ABSOLUTO

Pienso que…

5. **Aprender a pronunciar en inglés correctamente es importante**	5	4	3	2	1
6. **Hablar inglés es difícil**	5	4	3	2	1
7. **Pronunciar inglés es difícil**	5	4	3	2	1
8. **Me gustaría hablar inglés con fluidez**	5	4	3	2	1

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9. **Es importante hablar inglés con acento nativo (= parecer inglés, americano… al hablar en inglés)**	5	4	3	2	1
10. **Se puede hablar bien en inglés sin saber pronunciar las palabras**	5	4	3	2	1
11. **Se puede pronunciar (leer) bien palabras aisladas en inglés sin saber hablar con fluidez**	5	4	3	2	1
12. **En general, saber hablar inglés será útil para mí en el futuro**	5	4	3	2	1
13. **Mi nivel de pronunciación del inglés ha mejorado en los últimos años**	5	4	3	2	1

BLOQUE 4: ACTITUDES SOBRE LA PRONUNCIACIÓN Y SU ENSEÑANZA

Para las preguntas 14 a 21, marca con una X la opción correspondiente según la siguiente escala de 1 a 5

5. TOTALMENTE DE ACUERDO
4. DE ACUERDO
3. NEUTRO
2. EN DESACUERDO
1. EN DESACUERDO ABSOLUTO

Siento que…

14. **Tengo problemas a la hora de expresarme en inglés con fluidez**	5	4	3	2	1
15. **Tengo problemas con la pronunciación del inglés**	5	4	3	2	1
16. **Me da vergüenza hablar en inglés**	5	4	3	2	1
17. **Suficiente tiempo es dedicado a practicar la pronunciación del inglés**	5	4	3	2	1
18. **No se le da igual importancia a la expresión oral *(speaking)* y a la comprensión oral *(listening)* que a la lectura *(reading)* en inglés**	5	4	3	2	1
19. **No se le da igual importancia a la expresión oral *(speaking)* y a la comprensión oral *(listening)* que a la escritura (writing) del inglés**	5	4	3	2	1
20. **No se le da igual importancia a la expresión oral *(speaking)* y a la comprensión oral *(listening)* que a la gramática en inglés**	5	4	3	2	1
21. **No se le da igual importancia a la expresión oral *(speaking)* y a la comprensión oral *(listening)* que al vocabulario en inglés**	5	4	3	2	1

BLOQUE 5 – SITUACIÓN ACTUAL DE LA ENSEÑANZA DE LA PRONUNCIACIÓN EN LAS CLASES DE INGLÉS (= EN EL AULA)

Para las preguntas 22 a 38, marca con una X el número de la siguiente escala que mejor exprese tu opinión:

5. SIEMPRE
4. A MENUDO
3. A VECES
2. CASI NUNCA
1. NUNCA

En mis **clases de inglés** (en el instituto/facultad/escuela de idiomas)…

	5	4	3	2	1
22. El/la profesor/a habla en inglés	5	4	3	2	1
23. Mis compañeros y yo hablamos en inglés	5	4	3	2	1
24. Hacemos actividades de expresión oral (*speaking*)	5	4	3	2	1
25. Hacemos actividades de pronunciación	5	4	3	2	1
26. Mi profesor/a nos hace exámenes orales de inglés (*speaking)*	5	4	3	2	1
27. Mi profesor/a nos hace exámenes de pronunciación del inglés	5	4	3	2	1
28. Repetimos palabras o pequeñas frases para practicar la pronunciación	5	4	3	2	1
29. El/la profesor/a nos pone canciones para practicar la pronunciación	5	4	3	2	1
30. Hacemos juegos para practicar la pronunciación	5	4	3	2	1
31. Utilizamos programas de ordenador e internet para practicar la pronunciación	5	4	3	2	1
32. El/la profesor/a corrige mis errores de pronunciación	5	4	3	2	1
33. Me gusta que mi profesor/a de inglés corrija mis errores de pronunciación	5	4	3	2	1

Para corregir mis errores de pronunciación, mi profesor/a…

	5	4	3	2	1
34. Me manda escuchar y repetir la pronunciación correcta	5	4	3	2	1
35. Escribe la transcripción	5	4	3	2	1

fonética (= con símbolos
fonéticos como /ˈʧɪldrən/ para
"children")

36. Me manda hacer listas con las palabras que no sé pronunciar	5	4	3	2	1
37. Me manda buscarlas en un diccionario de pronunciación del inglés	5	4	3	2	1

38. Otra (especifica)

_____

_____

_____

_____

_____

BLOQUE 6 – TUS DIFICULTADES Y PREFERENCIAS DE PRONUNCIACIÓN

39. ¿Puedes mencionar algún problema/s o dificultad/es que tienes con la pronunciación inglesa? Puedes pensar en los diferentes sonidos (vocales, consonantes, diptongos) o en otros aspectos como la entonación, el ritmo o el acento.

_____

_____

_____

_____

_____

40. Teniendo en cuenta esos aspectos con los que afirmas que tienes problemas o dificultades (según tu respuesta en la pregunta anterior) ¿lleváis a cabo actividades en la clase para mejorar tu pronunciación de dichos aspectos? Responde según la siguiente escala:

5. SIEMPRE
4. A MENUDO
3. A VECES
2. CASI NUNCA
1. NUNCA

5   4   3   2   1

41. ¿Con qué tipo de actividades aprendes mejor la pronunciación? Puedes marcar más de una opción

☐ Escuchar y repetir palabras o frases

☐ Leer en voz alta

☐ Juegos

☐ Producción oral (ejercicios en los que tienes que añadir más palabras que contienen un sonido en concreto, el mismo acento, entonación…)

	Escuchar el CD del libro de texto		Producción escrita (en los que tienes que escribir una palabra o frase con un sonido en concreto, una entonación…)

☐ Escuchar el CD del libro de texto

☐ Producción escrita (en los que tienes que escribir una palabra o frase con un sonido en concreto, una entonación…)

☐ Escuchar o cantar canciones

☐ Ejercicios de identificación (en los que tienes que identificar palabras que tienen o no un sonido, en qué sílaba se acentúa una palabra…)

☐ Transcripciones fonéticas

☐ Programas de ordenador e Internet

☐ Juegos de rol y diálogos

☐ Otras: _____

42. ¿Qué variedad del inglés prefieres? Marca con X la opción correspondiente

☐ Inglés británico   ☐ Inglés americano   ☐ Otras (indica cuál/es):
_____
_____

43. ¿Qué variedad del inglés entiendes mejor? Marca con X la opción correspondiente

☐ Inglés británico   ☐ Inglés americano   ☐ Otras (indica cuál/es)
_____
_____

44. ¿Te gusta algún cantante o grupo que cante en inglés?

☐ Sí   ☐ No

45. En caso afirmativo, ¿cuál/es? _____
_____
_____
_____
_____
_____

46. ¿Sabes qué variedad del inglés utilizan dichos cantantes o grupos?

☐ Sí, inglés británico   ☐ Sí, inglés americano   ☐ Algunos el inglés británico y otros el inglés americano   ☐ No lo sé

☐ Otra (indica cuál)
_____

BLOQUE 7 – LOS LIBROS DE TEXTO

Tu libro de texto…

47. Tiene actividades de pronunciación	☐ Sí, muchas ☐ Sí, bastantes ☐ Sí, suficientes	☐ No, casi ninguna ☐ No, ninguna ☐ No lo sé

48. **Dichas actividades te ayudan a mejorar tu pronunciación**

☐ Siempre
☐ Casi siempre
☐ A menudo

☐ Casi nunca
☐ Nunca
☐ No lo sé

49. **Me gustaría que mi libro de texto tuviese otro tipo de actividades de pronunciación**

☐ Sí
☐ A veces

☐ No
☐ No lo sé

50. **¿Consideras que las actividades de pronunciación de tu libro de texto son variadas en contenido o, por lo contrario son bastante repetitivas (i.e, el tipo de actividades varía: hay canciones, juegos, juegos de rol, repeticiones, diálogos, transcripciones fonéticas… o el tipo de actividades es siempre similar)?:**

☐ Variados
☐ Repetitivos
☐ No lo sé

51. **Por último, ¿podrías marcar con una X el/los tipo/s de actividad/es que presenta tu libro de texto para PRACTICAR LA PRONUNCIACIÓN?**

☐ Escuchar y repetir palabras o frases

☐ Leer en voz alta

☐ Juegos

☐ Producción oral (ejercicios en los que tienes que añadir más palabras que contienen un sonido en concreto, el mismo acento, entonación…)

☐ Escuchar el CD del libro de texto

☐ Producción escrita (en los que tienes que escribir una palabra o frase con un sonido en concreto, una entonación…)

☐ Escuchar o cantar canciones

☐ Ejercicios de identificación (en los que tienes que identificar palabras que tienen o no un sonido, en qué sílaba se acentúa una palabra…)

☐ Transcripciones fonéticas

☐ Programas de ordenador e Internet

☐ Juegos de rol y diálogos

☐ Otras: _____

Para acabar, si consideras que falta alguna pregunta o tienes alguna sugerencia, duda, comentario o pregunta sobre la pronunciación del inglés, puedes usar el siguiente espacio para escribirlo.
Muchas gracias por tu colaboración en mi tesis doctoral. Si tienes tiempo y no te importaría quedar otro día conmigo para una pequeña entrevista sobre el mismo tema, por favor escribe tu dirección de email abajo para ponernos en contacto. Si por lo contrario no dispones de ese rato, una vez más gracias por colaborar conmigo.

☐ Sí, tengo un rato para hacer la entrevista. EMAIL:
☐ Lo siento, estoy muy ocupado

I am carrying out my PhD dissertation and I am interested in knowing your opinion and perspective regarding the teaching of English pronunciation, as well as the presence of such aspect in your textbook. Likewise, I would like to find out what are the main difficulties and preferences you have with English pronunciation. If there is anything you do not understand, please leave it in blank. I would be grateful if you answer the following questions with total honesty.

SECTION 1 - PERSONAL DATA

Mark with X the corresponding option:

- **Year**

  ☐ 1st year ESO ☐ 4th year ESO ☐ 2nd year Bachillerato

  ☐ 1st year "Grado en Lengua y literatura inglesas" ☐ 3rd year "Grado en Lengua y literatura inglesas" ☐ 1st year School of languages

  ☐ 5th year School of languages ☐ Other _____ _____

- **Place where you study (faculty/high school/school of languages):**
  _____

- **Age**

  ☐ 12 ☐ 16 ☐ 20
  ☐ 13 ☐ 17 ☐ 21
  ☐ 14 ☐ 18 ☐ 22
  ☐ 15 ☐ 19 ☐ + 22

- **Gender**
  ☐ Masculine ☐ Femenine

- **Mother tongue(s). You can choose more than one option**
  ☐ Spanish ☐ Galician

  ☐ English ☐ Other _____

- **How many years have you been studying English?**
  ☐ 1-3 ☐ 4-6 ☐ 7-9

  ☐ 10-12 ☐ 13-15 ☐ More than 15

- **How would you describe your level of *speaking* in English?**

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☐ Excellent   ☐ Good

☐ Regular   ☐ Bad

- **How would you describe your level of English pronunciation?**
  ☐ Excellent   ☐ Good

  ☐ Regular   ☐ Bad

- **Have you ever been to an English-speaking country?**
  ☐ Yes   ☐ No

- **If your answer in the previous question was YES, please indicate how many weeks you stayed and what country/ies you went to:**
  a) Duration in weeks:
  ☐ 1 week   ☐ 2 weeks   ☐ More than two weeks

  b) Country:
  ☐ England   ☐ Ireland   ☐ USA

  ☐ Australia   ☐ Another:
  _____

- **Have you got any native English speaking relatives?**
  ☐ Yes   ☐ No

- **Have you got any native English speaking friends?**
  ☐ Yes   ☐ No

SECTION 2 – ENGLISH OUTSIDE THE CLASSROOM:

1. **Do you practise English outside the classroom?**
   ☐ Always   ☐ Often   ☐ Sometimes
   ☐ Hardly ever   ☐ Never

2. **Mark with an X the activities you carry out outside the classroom and how frequently, by following the next scale:**

   5. ALWAYS
   4. OFTEN
   3. SOMETIMES
   2. HARDLY EVER
   1. NEVER

   I watch films in English   5   4   3   2   1

I listen to music in English	5	4	3	2	1
I talk to my friends in English	5	4	3	2	1
I talk to native English speakers in English	5	4	3	2	1
I read in English	5	4	3	2	1
I write emails, novels, poems, letters… in English	5	4	3	2	1
I use the computer and the Internet to consult web pages, dictionaries… in English	5	4	3	2	1
Others:	5	4	3	2	1

_____
_____

3. **Have you ever been to an academy or had private lessons of English outside the Faculty/School of Languages/high school...?**
   ☐ Yes   ☐ No

4. **If your answer in the previous question was YES, mark with an X the reason/s. You can choose more than one option. If your answer was NO, please do not answer this question:**

   ☐ To help me with the syllabus/topics I had in English classes at school, college…
   ☐ To practise English grammar
   ☐ To practise written English
   ☐ To practise spoken English
   ☐ To practise English pronunciation

SECTION 3 – GENERAL OPINIONS REGARDING THE IMPORTANCE OF PRONUNCIATION AND ITS TEACHING

For questions 5 to 13, mark with an X the option that best suits your opinion, according to the following scale:

5. I TOTALLY AGREE
4. I AGREE
3. NEUTRAL
2. I DISAGREE
1. I TOTALLY DISAGREE

I think that…

5. **Learning how to pronounce correctly in English is important**	5	4	3	2	1
6. **Speaking in English is difficult**	5	4	3	2	1
7. **English pronunciation is difficult**	5	4	3	2	1

8.	I would like to speak fluent English	5	4	3	2	1
9.	Speaking English with a native accent is important	5	4	3	2	1
10.	One can speak well in English without knowing how to pronounce the words correctly	5	4	3	2	1
11.	One can pronounce (read) isolated words correctly without speaking fluent English	5	4	3	2	1
12.	Generally speaking, knowing how to speak English will be useful for me in the future	5	4	3	2	1
13.	My level of English pronunciation has improved in the last years	5	4	3	2	1

SECTION 4: ATTITUDES TOWARDS PRONUNCIATION AND ITS TEACHING

For questions 14 to 21, mark with an X the corresponding answer according to the following scale:

5. I TOTALLY AGREE
4. I AGREE
3. NEUTRAL
2. I DISAGREE
1. I TOTALLY DISAGREE

I feel that…

14.	I have problems to express myself fluently in English	5	4	3	2	1
15.	I have problems with English pronunciation	5	4	3	2	1
16.	I feel shy when speaking English	5	4	3	2	1
17.	Enough time is devoted to the teaching of pronunciation	5	4	3	2	1
18.	The same importance is not given to the skills of speaking and listening than to reading	5	4	3	2	1
19.	The same importance is not given to the skills of speaking and listening than to writing	5	4	3	2	1
20.	The same importance is not given to the skills of speaking and listening than to grammar	5	4	3	2	1
21.	The same importance is not given to the skills of speaking and listening than to vocabulary	5	4	3	2	1

SECTION 5 – CURRENT SITUATION OF THE TEACHING OF PRONUNCIATION IN ENGLISH CLASSES

For questions 22 to 38, mark with an X the corresponding number, according to the following scale:

5. ALWAYS
4. OFTEN
3. SOMETIMES
2. HARDLY EVER
1. NEVER

In my **English classes** (at the faculty, school of languages or high school)

22.	**The teacher speaks in English in the classroom**	5	4	3	2	1
23.	**My classmates and I speak English in the classroom**	5	4	3	2	1
24.	**We carry out speaking activities**	5	4	3	2	1
25.	**We carry out pronunciation activities**	5	4	3	2	1
26.	**We have speaking exams**	5	4	3	2	1
27.	**We have pronunciation exams**	5	4	3	2	1
28.	**We repeat words or small sentences to practise our pronunciation**	5	4	3	2	1
29.	**The teacher brings songs to practise pronunciation**	5	4	3	2	1
30.	**We play games to practise pronunciation**	5	4	3	2	1
31.	**We use computer programs and the Internet to practise pronunciation in the classroom**	5	4	3	2	1
32.	**The teacher corrects our pronunciation mistakes**	5	4	3	2	1
33.	**I like to be corrected when I pronounce something incorrectly**	5	4	3	2	1

In order to correct our pronunciation mistakes, the teacher…

34.	**Tells us to listen to and repeat the correct pronunciation**	5	4	3	2	1
35.	**Writes the phonetic transcription on the blackboard**	5	4	3	2	1
36.	**Tells us to write lists of words we do not know how to pronounce**	5	4	3	2	1
37.	**Tells us to look for words in the dictionary that we do not know how to pronounce**	5	4	3	2	1

38. Other ways (indicate)

_____
_____
_____

SECTION 6 – YOUR PROBLEMS AND PREFERENCES REGARDING PRONUNCIATION

39. **Can you mention some problems or difficulties that you have with English pronunciation? You can think of the different sounds (vowels, consonants, diphthongs) or other aspects such as intonation, rhythm or stress:**

_____
_____
_____
_____
_____

40. **Taking into consideration the aspects you have problems with (according to your answer in the previous question), do you carry out activities in the classroom to help you practise and improve these difficulties? Answer according to the next scale:**

5. ALWAYS
4. OFTEN
3. SOMETIMES
2. HARDLY EVER
1. NEVER

5   4   3   2   1

41. **Which type of activities help you learn pronunciation more easily? You can choose more than one option**

☐ Listening and repeating words and sentences

☐ Reading aloud

☐ Games

☐ Oral production (ones in which you have to say more words that contain a certain sound, stress pattern…)

☐ Listening to the textbook CD

☐ Written production (ones in which you have to write a word, sentences… with a certain sound, stress pattern…)

☐ Listening to or singing songs

☐ Identification exercises (ones in which several words or sentence are said and you have to identify a certain sound, stress pattern…)

☐ Phonetic transcriptions

☐ Computer programs and the Internet

☐ Role-plays and dialogues

☐ Others: _____

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42. What variety of English do you prefer? Mark with an X the corresponding option

□ British English   □ American English   □ Others

_____

_____

43. What variety of English do you understand better? Mark with an X the corresponding option

□ British English   □ American English   □ Others

_____

_____

44. Do you like and/or listen to any singers or groups that sing in English?

□ Yes   □ No

45. If your answer in the previous question was YES, please write the names of some groups, singers… you like

_____

_____

_____

_____

_____

_____

46. Do you know what variety of English these singers or groups use?

□ Yes, British English	□ Yes, American English	□ Some British English and others American English	□ I do not know

□ Others_____

SECTION 7 – TEXTBOOKS

The textbook you use in class…

47. Has pronunciation activities

□ A lot   □ Hardly any

□ Quite a few   □ None

□ Enough   □ I do not know

48. Such activities help you improve your pronunciation

□ Always   □ Hardly ever

□ Nearly always   □ Never

□ Often   □ I do not know

49. I would like my textbook to include other types of activities

□ Yes   □ No

□ Sometimes   □ I do not know

50. Do you think that the pronunciation activities present in your book are varied or they rather generally follow the same format (i.e, the type of activities vary: there are songs, games, role-plays, dialogues, repetitions, phonetics transcriptions… or the type of activity is monotonous)?

- ☐ Varied
- ☐ Repetitive
- ☐ I do not know

51. Finally, could you mark with an X the type/s of activity(ies) your textbook includes in order to PRACTISE PRONUNCIATION?

- ☐ Listening and repeating words and sentences

- ☐ Reading aloud

- ☐ Games

- ☐ Oral production (ones in which you have to say more words that contain a certain sound, stress pattern…)

- ☐ Listening to the textbook CD

- ☐ Written production (ones in which you have to write a word, sentence… with a certain sound, stress pattern…)

- ☐ Listening to or singing songs

- ☐ Identification exercises (ones in which several words or sentences are said and you have to identify a certain sound, stress pattern…)

- ☐ Phonetic transcriptions

- ☐ Computer programs and the Internet

- ☐ Role-plays and dialogues

- ☐ Others: _____

To conclude, if you have any questions, suggestions, doubts or comments regarding the teaching of pronunciation, please use the following space.

Thank you very much for collaborating in my PhD dissertation. If you have some spare time and would not mind meeting me another day for a small interview on the same topic, please write me your email address so I can contact you. If, on the other hand, you do not have such time, once again, let me thank you for filling out this questionnaire.

- ☐ Yes, I have some time for an interview. EMAIL ADDRESS:
- ☐ I´m sorry, I´m too busy

Appendix 6D: Interview conducted to students (Spanish and English versions)[60]

Antes de nada, darte las gracias por haber aceptado participar en este proyecto para recoger datos para mi tesis doctoral y te informo que tus respuestas serán totalmente confidenciales. Por último, ten en cuenta que esto no es un examen, simplemente quiero saber tu opinión sobre varios aspectos de la enseñanza de la pronunciación en las clases de inglés, tanto a nivel universitario como en etapas educativas anteriores.

Para empezar, me gustaría preguntarte unas cuestiones acerca de la importancia y la atención prestada a las diferentes destrezas y áreas lingüísticas según tu experiencia hasta ahora con el aprendizaje del inglés como lengua extranjera.

1. En primer lugar, en una escala del 1 al 10, donde el 10 representa EXCELENTE y el 1 MUY MALO, describe tus habilidades generales en cada una de estas destrezas con respecto al inglés:

	MUY MALO …….…........................... EXCELENTE									
Expresión escrita (*writing*)	1	2	3	4	5	6	7	8	9	10
Expresión oral (*speaking*)	1	2	3	4	5	6	7	8	9	10
Comprensión oral (*listening*)	1	2	3	4	5	6	7	8	9	10
Comprensión escrita (*reading*)	1	2	3	4	5	6	7	8	9	10
Gramática	1	2	3	4	5	6	7	8	9	10
Vocabulario	1	2	3	4	5	6	7	8	9	10
Pronunciación	1	2	3	4	5	6	7	8	9	10
Cultura	1	2	3	4	5	6	7	8	9	10

¿Puedes comentar brevemente la razón/razones por las que crees que tu situación es ésta?, es decir, ¿por qué crees que eres mejor en X que en Y?

2. En una escala del 1 al 10, donde el 10 representa MUY IMPORTANTE y el 1 NADA IMPORTANTE, ¿cómo de relevante crees que son las siguientes destrezas en el aprendizaje del inglés?

	NADA IMPORTANTE ……….. MUY IMPORTANTE									
Expresión escrita (*writing*)	1	2	3	4	5	6	7	8	9	10
Expresión oral (*speaking*)	1	2	3	4	5	6	7	8	9	10
Comprensión oral (*listening*)	1	2	3	4	5	6	7	8	9	10
Comprensión escrita (*reading*)	1	2	3	4	5	6	7	8	9	10
Gramática	1	2	3	4	5	6	7	8	9	10
Vocabulario	1	2	3	4	5	6	7	8	9	10
Pronunciación	1	2	3	4	5	6	7	8	9	10
Cultura	1	2	3	4	5	6	7	8	9	10

3. En la siguiente escala del 1 al 10, donde el 10 representa MÁXIMA IMPORTANCIA y el 1 MÍNIMA IMPORTANCIA, describe el grado de importancia general que crees que se le presta a cada uno de los campos lingüísticos en clases de inglés como lengua extranjera en Galicia/España

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[60] In this appendix I have included the Spanish and English version to the interview conducted to university students regarding the role that pronunciation has in their EFL classes at university and pre-university levels (hence, Group 1 interviewees). The interview designed for Group 2 interviewees was exactly the same but instead of asking these subjects questions on the importance given to pronunciation in pre-university and university levels, I only asked them their opinions regarding what happens in their EFL classes at the Spanish Official School of Languages or Modern Language Centre. For instance in question number 12, they were asked "In general terms, do you think enough time is devoted to pronunciation in your EFL classes at the Spanish School of Languages/Modern Language Centre?".

	MÍNIMA IMPORTANCIA .... MÁXIMA IMPORTANCIA									
Expresión escrita (*writing*)	1	2	3	4	5	6	7	8	9	10
Expresión oral (*speaking*)	1	2	3	4	5	6	7	8	9	10
Comprensión oral (*listening*)	1	2	3	4	5	6	7	8	9	10
Comprensión escrita (*reading*)	1	2	3	4	5	6	7	8	9	10
Gramática	1	2	3	4	5	6	7	8	9	10
Vocabulario	1	2	3	4	5	6	7	8	9	10
Pronunciación	1	2	3	4	5	6	7	8	9	10
Cultura	1	2	3	4	5	6	7	8	9	10

4. Teniendo en cuenta las destrezas y áreas de enseñanza mencionadas anteriormente, ¿crees que se le daba la misma importancia a todas ellas en la Licenciatura que hiciste? ¿Por qué? ¿Y en los niveles educativos inferiores – secundaria y Bachillerato? ¿Por qué?

5. En las diferentes asignaturas de la Licenciatura, ¿consideras que tus habilidades en todas las destrezas fueron evaluadas? En otras palabras, ¿qué destrezas eran más importantes en los exámenes? ¿Cuáles menos?

6. En una escala del 1 al 10, en el que 10 representa CON MUCHA FRECUENCIA y el 1 CON POCA FRECUENCIA o NINGUNA, describe la frecuencia con la que consideras que en la Licenciatura se corregían tus errores (o las de tus compañeros) de…

	CON POCA FRECUENCIA CON MUCHA FRECUENCIA									
Expresión escrita (*writing*)	1	2	3	4	5	6	7	8	9	10
Expresión oral (*speaking*)	1	2	3	4	5	6	7	8	9	10
Comprensión oral (listening)	1	2	3	4	5	6	7	8	9	10
Comprensión escrita (reading)	1	2	3	4	5	6	7	8	9	10
Gramática	1	2	3	4	5	6	7	8	9	10
Vocabulario	1	2	3	4	5	6	7	8	9	10
Pronunciación	1	2	3	4	5	6	7	8	9	10

7. Entre las siguientes opciones (NO SE LE PRESTA ATENCIÓN, SE LE PRESTA POCA ATENCIÓN, SE LE PRESTA BASTANTE ATENCIÓN, SE LE PRESTA DEMASIADA ATENCIÓN), evalúa la atención general que crees que se le presta a cada una de las destrezas en la Licenciatura y en etapas educativas anteriores:

	No se le presta atención	Se le presta poca atención	Se le presta bastante atención	Se le presta demasiada atención
Expresión escrita (*writing*) – **Licenciatura**				
Expresión escrita (*writing*) – **Etapas anteriores**				
Expresión oral (*speaking*) – **Licenciatura**				
Expresión oral (*speaking*) – **Etapas anteriores**				
Comprensión oral (*listening*) – **Licenciatura**				
Comprensión oral (*listening*) – **Etapas anteriores**				
Comprensión escrita (*reading*) – **Licenciatura**				
Comprensión escrita (*reading*) – **Etapas anteriores**				
Gramática – Licenciatura				
Gramática – Etapas anteriores				

Vocabulario – Licenciatura				
Vocabulario – Etapas anteriores				
Pronunciación – Licenciatura				
Pronunciación – Etapas anteriores				
Cultura – Licenciatura				
Cultura – Etapas anteriores				

8. ¿Crees que en los libros de texto de inglés u otros materiales didácticos utilizados en tus clases se le da la misma importancia a cada una de las destrezas? Para ello, puedes pensar número de secciones, número de páginas por destreza, número de actividades, actividades de repaso…

9. ¿Practicas inglés fuera de clase? ¿Con qué tipo de actividades? ¿Qué destrezas practicas principalmente?

10. ¿Fuiste/estás yendo a clases particulares de inglés? ¿Para qué?

      ☐   Sí   ☐   No

A partir de ahora, la mayoría de las preguntas se centrarán en un campo lingüístico, concretamente la pronunciación. Para empezar,

11. ¿Crees que aprender a pronunciar bien en inglés es importante? ¿Por qué?

      ☐   Sí   ☐   No

12. En términos generales, ¿crees que se le dedicó suficiente tiempo a la enseñanza de la pronunciación en tus clases de inglés en la universidad? ¿Y en etapas educativas anteriores?

13. ¿Crees que llegaste a la facultad con un bien nivel de pronunciación en inglés? ¿Y mejoraste tu pronunciación durante tus estudios en la facultad? ¿Por qué?

14. ¿Crees que es difícil hablar inglés? ¿Y la pronunciación inglesa? ¿Por qué?

15. ¿Con qué frecuencia hacíais actividades de *speaking* y pronunciación en las clases universitarias? ¿Y en niveles inferiores?

16. ¿Qué tipo de actividades de speaking/pronunciación hacíais en la clase? ¿El formato era variado o más bien repetitivo/el tipo de actividades era muy parecido?

17. Por lo que recuerdes, ¿cómo suelen ser las actividades de pronunciación en los libros? Según tu experiencia, ¿con qué frecuencia realizaban tus profesores de secundaria y Bachillerato estas actividades? ¿Se las saltaban o siempre las hacíais en clase?

18. ¿Con qué frecuencia crees que te evaluaron los profesores universitarios en speaking/pronunciación, en otras palabras, con qué frecuencia tuviste exámenes de speaking/pronunciación? ¿Y en secundaria y Bachillerato?

19. ¿Con qué frecuencia crees que corregían tus profesores tus errores de pronunciación? ¿Cómo los corregía? ¿Te gusta que te corrijan? ¿Te gustaría que te corrigiesen más? ¿Por qué?

20. ¿Crees que es importante ser capaz de pronunciar como un hablante nativo? ¿Por qué? ¿Qué requisitos tiene que tener una persona para que digas que pronuncia bien en inglés?

21. ¿Estás de acuerdo con que el RP (o inglés británico) sea la variedad estándar enseñada en España? En caso negativo, **¿**qué variedad te gustaría que fuese enseñada? ¿Una combinación de varias? ¿Prefieres alguna otra variedad? ¿Qué variedad entiendes mejor?

22. ¿Crees que acabaste la licenciatura con un nivel bueno en todas las destrezas? En caso negativo, ¿por qué crees que acabaste con un nivel superior en algunas destrezas que en otras?

23. Para acabar, ¿crees que la enseñanza de la pronunciación en España debería cambiar? Contesta primero acerca de la Licenciatura y después de secundaria y Bachillerato. ¿Por qué/en qué sentido? ¿Cómo crees que podría mejorar?

COMENTARIOS, DUDAS, PREGUNTAS, SUGERENCIAS:

To begin with, thank you for having accepted to participate in this project to collect data for my PhD dissertation and I inform you that your answers will be totally confidential. Finally, please bear in mind that this is not an exam; I would simply like to know your opinion on several aspects regarding the teaching of pronunciation in English classes, both at university level and previous educational stages.

To start, I would like to ask you some questions on the importance and general attention paid to the different skills and language areas according to your experience up to now with the learning of English as a foreign language.

1. Firstly, on a 1 to 10 scale in which 10 represent EXCELLENT and 1 VERY BAD, describe your general abilities with each of the following skills regarding English:

	VERY BAD …….................................. EXCELLENT									
Writing	1	2	3	4	5	6	7	8	9	10
Speaking	1	2	3	4	5	6	7	8	9	10
Listening	1	2	3	4	5	6	7	8	9	10
Reading	1	2	3	4	5	6	7	8	9	10
Grammar	1	2	3	4	5	6	7	8	9	10
Vocabulary	1	2	3	4	5	6	7	8	9	10
Pronunciation	1	2	3	4	5	6	7	8	9	10
Culture	1	2	3	4	5	6	7	8	9	10

Could you briefly explain the reason/s why you believe you situation is this one, i.e., why do you consider yourself better at X than Y?

2. In a 1 to 10 scale in which 10 represents VERY IMPORTANT and 1 UNIMPORTANT, how relevant do you think each of the following skills are in the learning of English?

	UNIMPORTANT ………………… VERY IMPORTANT									
Writing	1	2	3	4	5	6	7	8	9	10
Speaking	1	2	3	4	5	6	7	8	9	10
Listening	1	2	3	4	5	6	7	8	9	10
Reading	1	2	3	4	5	6	7	8	9	10
Grammar	1	2	3	4	5	6	7	8	9	10
Vocabulary	1	2	3	4	5	6	7	8	9	10
Pronunciation	1	2	3	4	5	6	7	8	9	10
Culture	1	2	3	4	5	6	7	8	9	10

3. In the next 1 to 10 scale, where 10 represents MAXIMUM MPORTANCE and 1 MYNIMUM IMPORTANCE, describe the general degree of importance given to each linguistic área in EFL classes in Galicia/Spain

	MINIMUM IMPORTANCE .... MÁXIMUM IMPORTANCE									
Writing	1	2	3	4	5	6	7	8	9	10
Speaking	1	2	3	4	5	6	7	8	9	10
Listening	1	2	3	4	5	6	7	8	9	10
Reading	1	2	3	4	5	6	7	8	9	10
Grammar	1	2	3	4	5	6	7	8	9	10
Vocabulary	1	2	3	4	5	6	7	8	9	10
Pronunciation	1	2	3	4	5	6	7	8	9	10
Culture	1	2	3	4	5	6	7	8	9	10

4. Taking into account all the skills and areas mentioned before, do you think that the same importance was given to all of them in the degree you did/are doing? And in previous educational stages – Obligatory Secondary and *Bachillerato*? Why?

5. Do you think your abilities in each skill were assessed in the different subjects within your BA? In other words, what skills were/are more important in the exams you took?

6. On a 1 to 10 scale where 0 represents VERY FREQUENTLY and 1 WITH LITTLE OR NO FREQUENCY, describe the frequency with which you consider that your mistakes made in the degree with the following language areas were corrected:

	LITTLE/NO FREQUENCY ……. VERY FREQUENTLY									
Writing	1	2	3	4	5	6	7	8	9	10
Speaking	1	2	3	4	5	6	7	8	9	10
Listening	1	2	3	4	5	6	7	8	9	10
Reading	1	2	3	4	5	6	7	8	9	10
Grammar	1	2	3	4	5	6	7	8	9	10
Vocabulary	1	2	3	4	5	6	7	8	9	10
Pronunciation	1	2	3	4	5	6	7	8	9	10

7. Among the following options (NO ATTENTION IS PAID TO…, LITTLE ATTENTION IS PAID TO…, QUITE A LOT OF ATTENTION IS PAID TO…, TOO MUCH ATTENTION IS PAID TO…), assess the general attention you think is paid to each skill in the BA and previous educational stages:

	No attention is paid to	Little attention is paid to	Quite a lot of attention is paid to	Too much attention is paid to
Writing – **BA**				
Writing – **previous levels of education**				
Speaking – BA				
Speaking - previous levels of education				
Listening - BA				
Listening - previous levels of education				
Reading – BA				
Reading - previous levels of education				
Grammar - BA				
Grammar - previous levels of education				
Vocabulary - BA				
Vocabulary – previous levels of education				
Pronunciation – BA				
Pronunciation – previous levels of education				
Culture - BA				
Culture - previous levels of education				

8. Do you think that the textbooks or other teaching materials used in the classroom pay the same amount of attention to each skill? You can think in terms of the number of sections, number of pages per skill, amount of activities, review exercises…

9. Do you practise English outside the classroom? What type of activities? What skills do you mainly practise?

10. Did you go/are you going to private English lessons? Why?

☐ Yes ☐ No

From now onwards, most of the questions will focus on one linguistic field, particularly pronunciation. To begin with,

11. Do you think learning how to pronounce correctly in English is important? Why?

        ☐   Yes   ☐   No

12. Generally speaking, do you think enough attention was/is paid to pronunciation in your English classes at university? And in previous educational stages?

13. Do you think you arrived at university with a good level of pronunciation in English? And did you improve/are you improving during the BA? Why?

14. Do you consider speaking in English difficult? And English pronunciation? Why?

15. How frequently did/you carry out speaking and pronunciation activities in the classroom at university? And in previous levels?

16. What type of speaking pronunciation activities did you/do you do in the classroom? Was/is the format varied or rather repetitive/the type of activities was/is very similar?

17. From what you recall, what are the pronunciation activities present in textbooks like? According to your experience how frequently did your Secondary and *Bachillerato* teachers carry out these activities? Did they skip them or always carry them out in class?

18. How frequently did/do your university teachers assess you on speaking/pronunciation? In other words, how frequently did you/do you have speaking/pronunciation exams? And in Secondary/*Bachillerato*?

19. How frequently do you think your teachers corrected/correct your pronunciation mistakes? How did they correct them? Would you like them to correct you more? Why?

20. Do you think it is important to be able to pronounce like a native speaker? Why? What requirements does a person need to be considered as one who pronounces well in English?

21. Do you agree with the fact that RP (or British English is the standard variety of English taught in Spain? If not, what variety would you prefer to be taught? A combination of several ones? Do you prefer any other variety? What variety do you understand better?

22. Do you think you finished/will finish the degree with a good level in every skill? If not, why o you think you finished/will finish with a higher level in some skills than in others?

23. To finish, do you think the teaching of pronunciation in Spain should change in any way? Please answer regarding university level first and then for Obligatory and Post-Obligatory Secondary Education. In what way do you think it should change? How do you think the situation could be improved?

COMMENTS, DOUBTS, QUESTIONS, SUGGESTIONS:

Appendix 6E: Questionnaire addressed to teachers (paper-format)

I am carrying out my PhD dissertation under the supervision of Prof. Ignacio M. Palacios Martínez, which is devoted to identifying and analysing the role that pronunciation has in EFL classrooms and textbooks in Spain. Another aim of my project is to analyse the perspectives and opinions of both EFL teachers and students regarding these topics. I would be very grateful if you answered the following questions. This is my email address, just in case you want to contact me for any reason:

yolandajoy.calvo@rai.usc.es

SECTION 1: PERSONAL DATA

- **Name of the institution you are currently teaching at (high school/faculty/school of languages):** _____

Tick the appropriate box:

- **Courses you are currently teaching:**

ESO	BACHILLERATO
☐ 1st year	☐ 1st year
☐ 2nd year	☐ 2nd year
☐ 3rd year	☐ Other: _____
☐ 4th year	
☐ Other: _____	

FACULTY	SCHOOL OF LANGUAGES
☐ 1st year *Grado en Lengua y Literaturas Inglesas*	☐ Basic 1
☐ 2nd year *Grado en Lengua y Literaturas Inglesas*	☐ Basic 2
☐ 3rd year *Grado en Lengua y Literaturas Inglesas*	☐ Intermediate 1
☐ 4th year *Grado en Lengua y Literaturas Inglesas*	☐ Intermediate 2
☐ Postgraduate	☐ Advanced 1
☐ Other: _____	☐ Advanced 2
	☐ Other: _____

- **How long have you been teaching English?**

    ☐   0-5 years   ☐   6-10 years
    ☐   11-15 years   ☐   More than 15 years

SECTION 2 – GENERAL OPINION ON THE IMPORTANCE OF ENGLISH PRONUNCIATION

For questions 1 to 16, mark with X the number from the column that best expresses your opinion.

5- I COMPLETELTY AGREE
4- I AGREE
3- NEUTRAL
2- I DISAGREE
1- I COMPLETELY DISAGREE

	5	4	3	2	1
1. Learning how <u>to speak</u> correctly in English is important	5	4	3	2	1
2. Learning how <u>to pronounce</u> correctly in English is important	5	4	3	2	1
3. <u>Speaking</u> English is difficult	5	4	3	2	1
4. English <u>pronunciation</u> is difficult	5	4	3	2	1
5. English teachers should aim at obtaining a native-like pronunciation from their students	5	4	3	2	1
6. English teachers should have a good knowledge of English pronunciation in order to teach it	5	4	3	2	1
7. EFL teachers should have a native-like pronunciation	5	4	3	2	1
8. One can be fluent in English but can have problems with pronunciation	5	4	3	2	1
9. One can be good at English pronunciation but can have problems with fluency	5	4	3	2	1
10. Knowing English will be important for my students in the future	5	4	3	2	1
11. Spanish learners of English tend to have problems with English pronunciation	5	4	3	2	1
12. These problems should be dealt with in the classroom	5	4	3	2	1
13. The current programmes in the Spanish educational system pay attention to pronunciation	5	4	3	2	1
14. My training as a teacher of English included a module on the teaching of pronunciation	5	4	3	2	1
15. As a teacher, I know how to deal with the problems my students have with pronunciation	5	4	3	2	1

16. As a teacher, I feel confident when teaching pronunciation   5   4   3   2   1

SECTION 3 – ATTITUDES TOWARDS PRONUNCIATION AND ITS TEACHING:

For questions 17 to 22, mark with X the number from the column that best expresses your opinion.

5- I COMPLETELTY AGREE
4- I AGREE
3- NEUTRAL
2- I DISAGREE
1- I COMPLETELY DISAGREE

17. Enough time is devoted to pronunciation in class   5   4   3   2   1

18. The same degree of importance is given to the skills of speaking and listening than to reading   5   4   3   2   1

19. The same degree of importance is given to the skills of speaking and listening than to grammar   5   4   3   2   1

20. The same degree of importance is given to the skills of speaking and listening than to writing   5   4   3   2   1

21. The same degree of importance is given to the skills of speaking and listening than to vocabulary   5   4   3   2   1

22. The same degree of importance is given to the skills of speaking and listening than to pronunciation   5   4   3   2   1

SECTION 4 – CURRENT SITUATION OF THE TEACHING OF PRONUNCIATION IN EFL CLASSES AND TEACHING MATERIALS IN SPAIN

The aim of this section is to identify the role that pronunciation currently has in EFL classes and teaching materials in Spain. Therefore, it is divided into five parts, the first two focused on teachers, part three and four on the students and the last one on teaching materials.

PART 1: Methodology and tasks

For questions 23 to 34, mark with X the number from the column that best expresses your opinion.

5 – ALWAYS
4 – OFTEN
3 – SOMETIMES
2 – HARDLY EVER
1 - NEVER

In my classes…

23. I generally speak in English   5   4   3   2   1

24. My students generally speak in English	5	4	3	2	1
25. My students feel shy to speak in English	5	4	3	2	1
26. We carry out pronunciation activities	5	4	3	2	1
27. We carry out speaking activities	5	4	3	2	1
28. I give oral exams	5	4	3	2	1
29. I give pronunciation exams	5	4	3	2	1
30. To practise pronunciation, I make my students repeat words or small sentences	5	4	3	2	1
31. I use songs in the classroom to help my students improve their pronunciation	5	4	3	2	1
32. I carry out games in the classroom to help my students improve their pronunciation	5	4	3	2	1
33. I use computers and the Internet to help my students improve their pronunciation	5	4	3	2	1
34. I teach pronunciation integrated with other skills	5	4	3	2	1

35. **If you answer in item 34 was affirmative, what skills or linguistic fields do you integrate pronunciation with? You can choose more than one option:**

☐ Speaking   ☐ Listening
☐ Writing   ☐ Reading
☐ Grammar   ☐ Vocabulary

PART 2: Error correction

For questions 36 to 41, mark with X the number from the column that best expresses your opinion.

5 – ALWAYS
4 – OFTEN
3 – SOMETIMES
2 – HARDLY EVER
1 - NEVER

36. I correct my students´ pronunciation mistakes	5	4	3	2	1
37. My students like to be corrected	5	4	3	2	1

In order to correct their pronunciation mistakes…

38. I make them listen and repeat the correct pronunciation	5	4	3	2	1
39. I write the phonetic transcription on the blackboard	5	4	3	2	1
40. I tell my students to make lists with the words they pronounce incorrectly	5	4	3	2	1

41. I tell them to look for words in a pronunciation dictionary   5   4   3   2   1

42. I correct their pronunciation mistakes using another method:

_____

_____

PART 3: Exposure of my students to English outside the class

43. How often do you believe your students practise English outside the classroom?

☐ Never   ☐ Often
☐ Hardly ever   ☐ Always
☐ Sometimes

44. What kind of activities do you believe they carry out outside the classroom? You can mark more than one option and/ or add other activities:

☐ Watching films in English   ☐ Reading in English

☐ Listening to music in English   ☐ Writing letters, emails, novels… in English

☐ Talking to their friends in English   ☐ Using the computer and the Internet

☐ Talking to native people in English   ☐ Other:
                                                       _____

PART 4: My students´ difficulties and preferences:

45. Name the main problems or difficulties your students have regarding English pronunciation. You can refer to segmental and/or suprasegmental phonology. For example: problems with the /h/ sound.

_____

_____

_____

_____

_____

_____

46. What type of activities do you believe your students prefer for learning and practicing English pronunciation?

☐ Listening and repeating words and sentences   ☐ Reading aloud

☐ Games   ☐ Oral production (ones in which you have to say more words that contain a certain sound, stress pattern…)

☐ Listening to the textbook CD   ☐ Written production (ones in which you have to write a word, sentences… with a

certain sound, stress pattern…)

☐ Listening to or singing songs   ☐ Identification exercises (ones in which several words or sentences are said and you have to identify a certain sound, stress pattern…)

☐ Phonetic Transcriptions   ☐ Computer programs and the Internet

☐ Role-plays and dialogues   ☐ Other: _____

PART 5: Activities and the textbook:

47. What sort of teaching activities and techniques do you carry out in the classroom to practise different aspects of English pronunciation? You can add others if you want to:

☐ Listening and repeating words and sentences   ☐ Reading aloud

☐ Games   ☐ Oral production (ones in which you have to say more words that contain a certain sound, stress pattern…)

☐ Listening to the textbook CD   ☐ Written production (ones in which you have to write a word, sentences… with a certain sound, stress pattern…)

☐ Listening to or singing songs   ☐ Identification exercises (ones in which several words or sentences are said and you have to identify a certain sound, stress pattern…)

☐ Phonetic Transcriptions   ☐ Computer programs and the Internet

☐ Role-plays and dialogues   ☐ Others: _____

48. Which textbook/s are you using in this academic year?
_____
_____
_____

For questions 49 and 50, mark with an X the number of the column that best expresses your opinion

5 – ALWAYS
4 – OFTEN
3 – SOMETIMES
2 – HARDLY EVER
1 – NEVER

49. Textbooks addressed to my students should include pronunciation activities on:

Short versus long vowels	5	4	3	2	1

Schwa	5	4	3	2	1
Diphthongs	5	4	3	2	1
/ʌ/	5	4	3	2	1
Consonants	5	4	3	2	1
Stress	5	4	3	2	1
Intonation	5	4	3	2	1
Connected speech processes	5	4	3	2	1
Weak versus strong forms	5	4	3	2	1
Varieties of English	5	4	3	2	1

Other (please specify)

_____
_____
_____
_____
_____
_____

50. Now think of the pronunciation activities present in the textbook you are currently using (or used in other academic years). How frequently are the following aspects present in them?

Short versus long vowels	5	4	3	2	1
Schwa	5	4	3	2	1
Diphthongs	5	4	3	2	1
/ʌ/	5	4	3	2	1
Consonants	5	4	3	2	1
Stress	5	4	3	2	1
Intonation	5	4	3	2	1
Connected speech processes	5	4	3	2	1
Weak versus strong forms	5	4	3	2	1
Varieties of English	5	4	3	2	1

Others (please specify)

_____
_____
_____
_____

Generally speaking:

The textbook you use in class…

51. Has pronunciation activities	☐ Yes, a lot	☐ No, hardly any
	☐ Yes, quite a lot	☐ No, none
	☐ Yes, enough	☐ I do not know
52. Those activities help their students improve their pronunciation	☐ Always	☐ Hardly ever
	☐ Often	☐ Never
	☐ Sometimes	☐ I do not know
53. I would like the textbook to have other types of pronunciation activities	☐ Yes	☐ No
	☐ Sometimes	☐ I do not know

54. Do you use any other materials to teach pronunciation?

☐   Yes   ☐   No

55. If your answer to question 54 was YES, what other materials do you use?

_____
_____
_____
_____
_____
_____

Finally, would you like me to send you a report with the results of the answers given by your students in the questionnaire?

☐   Yes   ☐   No

If so, please write your email address here in order to contact you:

_____

Thank you very much for collaborating in this project. Finally, if you have any questions, doubts, suggestions or comments, please use the space provided to do so. Any comment or suggestion will be welcome.

_____
_____
_____
_____

Online version

I use games in class to practise pronunciation
- ○ Never
- ○ Hardly ever
- ○ Sometimes
- ○ Often
- ○ Always

I use computer programs and the Internet in class to practise pronunciation
- ○ Never
- ○ Hardly ever
- ○ Sometimes
- ○ Often
- ○ Always

I teach pronunciation integrated with other skills
- ○ Yes
- ○ No

If your answer in the previous question was YES, please mark the skills you integrate pronunciation with
- ☐ Speaking
- ☐ Writing
- ☐ Listening
- ☐ Reading
- ☐ Grammar
- ☐ Vocabulary

I correct my students' pronunciation mistakes
- ○ Never
- ○ Hardly ever
- ○ Sometimes
- ○ Often
- ○ Always

What kind of activities do you think they carry out outside the classroom? You can mark more than one answer
- ☐ Watching films in English
- ☐ Listening to music in English
- ☐ Talking to their friends in English
- ☐ Talking to native English-speaking people in English
- ☐ Reading in English
- ☐ Writing letters, emails, novels, etc in English
- ☐ Using the computer and the Internet
- ☐ Other

What main problems do your students have with English pronunciation?

[ ]

What type of activities do you believe your students prefer for learning and practising English pronunciation?
- ☐ Listening and repeating words or sentences
- ☐ Games
- ☐ Listening to the textbook CD
- ☐ Listening to or singing songs
- ☐ Phonetic transcriptions
- ☐ Role-plays and dialogues
- ☐ Reading aloud tasks
- ☐ Oral productions
- ☐ Written productions
- ☐ Identification tasks (ones in which students have to discriminate sounds or patterns within a group of words or sentences)
- ☐ Computer programs and the Internet
- ☐ Others

Which of the above techniques and activities do you carry out in the classroom to teach

Appendix 6F: Interview template[61]

4. **Taking into account all the skills and areas mentioned before, do you think that the same importance was given to all of them in the degree you did/are doing? And in previous educational stages – Obligatory Secondary and *Bachillerato*? Why?**

   □ No, _____ are more important than _____ at university

   □ Yes, the same amount of attention is paid to every language are at university

   □ No, _____ are more important than _____ at high school

   □ Yes, the same amount of attention is paid to every language are at high school

5. **Do you think your abilities in each skill were assessed in the different subjects within your BA? In other words, what skills were/are more important in the exams you took?**

   □ No, _____ are more important than _____ at university

   □ Yes, the same amount of attention is paid to every language area at university

   □ No, _____ are more important than _____ at high school

   □ Yes, the same amount of attention is paid to every language area at high school

   □ _____ are more important in exams than _____ at university

   □ Yes, the same amount of attention is paid to every language area in EFL exams at university

   □ _____ are more important in exams than _____ at high school

   □ Yes, the same amount of attention is paid to every language area in EFL exams at high school

8. **Do you think that the textbooks or other teaching materials used in the classroom pay the same amount of attention to each skill? You can think in terms of the number of sections, number of pages per skill, amount of activities, review exercises…**

   □ No, _____ are more important than _____ in EFL textbooks

   □ Yes, the same amount of attention is paid to every language area in EFL textbooks

9. **Do you practise English outside the classroom? With what type of activities? What skills do you mainly practise?**

---

[61] In order to avoid being repetitive, only the questions in which I could identify possible answers by the different interviewees will be included here. For instance, in questions 2-3, students only had to answer with a specific number according to the importance they believe each language area should have and has in EFL classes in Spain; hence, I did not have to adapt their answers in any way in my template.

□ Yes   □ No   □ On some occasions

□ Speaking □ Reading   □ Writing □ Listening   □ Grammar □ Vocabulary □ Pronunciation

□ Other

10. **Did you go/are you going to private English lessons? Why?**

    □ Yes   □ No
    □ To practise _____
    □ Because _____

11. **Do you think learning how to pronounce correctly in English is important? Why?**
    □ Yes   □ No
    □ For communciating with others

12. **Generally speaking, do you think enough attention was/is paid to pronunciation in your English classes at university? And in previous educational stages?**

    □ Not enough attention is paid to pronunciation in Secondary education nor at university

    □ Enough attention is paid to pronunciation in Secondary education but not in university

    □ Less attention is paid to pronunciation at Secondary education

    □ Enough attention is paid to pronunciation in both secondary and university

13. **Do you think you arrived at university with a good level of pronunciation in English? And did you improve/are you improving during the BA? Why?**

    □ Yes □ No

    □ Because I had good teachers

    □ Because I very rarely spoke in English at high school

    □ Now I am improving because _____

    □ Now, I am not improving because _____

14. **Do you consider speaking in English difficult? And English pronunciation? Why?**

    □ Yes □ No

    □ Yes □ No

    □ Because _____

15. **How frequently did/you carry out speaking and pronunciation activities in the classroom at university? And in previous levels?**

    □ Very rarely □ Sometimes   □ Often   □ Always

    □ _____ minutes / hours _____

    □ Very rarely □ Sometimes   □ Often   □ Always

    □ _____ minutes / hours _____

16. **What type of speaking pronunciation activities did you/do you do in the classroom? Was/is the format varied or rather repetitive/the type of activities was/is very similar?**

    □ Varied format _____

    □ Repetitive format _____

17. **From what you recall, what are the pronunciation activities present in textbooks like? According to your experience how frequently did your Secondary and *Bachillerato* teachers carry out these activities? Did they skip them or always carry them out in class?**

    _____

    □ Very rarely □ Sometimes □ Often □ Always

    □ Very rarely □ Sometimes □ Often □ Always

    □ Constantly skipped them

    □ We always carried them out

    □ Constantly skipped them

    □ We always carried them out

18. **How frequently did/do your university teachers assess you on speaking/pronunciation? In other words, how frequently did you/do you have speaking/pronunciation exams? And in Secondary/*Bachillerato*?**

    □ Very rarely □ Sometimes □ Often □ Always

    □ Very rarely □ Sometimes □ Often □ Always

    □ Once a term
    □ Frequently

19. **How frequently do you think your teachers corrected/correct your pronunciation mistakes? How did they correct them? Would you like them to correct you more? Why?**

    □ Very rarely □ Sometimes □ Often □ Always

    □ Very rarely □ Sometimes □ Often □ Always

    □ They used _____

20. **Do you think it is important to be able to pronounce like a native speaker? Why? What requirements does a person need to be considered as one who pronounces well in English?**

    □ Yes □ No □ Because _____

    □ A person needs _____

21. **Do you agree with the fact that RP (or British English is the standard variety of English taught in Spain? If not, what variety would you prefer to be taught? A combination of several ones? Do you prefer any other variety? What variety do you understand better?**

    □ Yes □ No □ Yes, but I would like others to be taught as well

□ Because _____

22. Do you think you finished/will finish the degree with a good level in every skill? If not, why o you think you finished/will finish with a higher level in some skills than in others?

□ Yes

□ No, I will be better at _____ because _____

Appendix 6G: Examples of the databases created to enter the information collected by students and teachers

Part of the data-base compiled for second-year post-obligatory secondary education students from the high school *IES Sar*

Part of the data-base created for entering the data obtained in the high-schools where I collected data from *second-year bachillerato* students

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Part of the data-base created to enter the information obtained in each university level analysed

	1º Grado	2º Grado	3º Grado	4º Grado + 5º	Total	%
Expresión oral						
Excelente	2	7	4	9	22	5,43209877
Bueno	53	62	57	74	246	60,7407407
Regular	45	33	31	11	120	29,6296296
Malo	4	3	4	3	14	3,45679012
En blanco	1	1	0	1	3	0,74074074
Pronunciación						
Excelente	5	7	6	14	32	7,90123457
Bueno	56	50	56	65	227	56,0493827
Regular	37	44	29	16	126	31,1111111
Malo	6	5	5	3	19	4,69135802
En blanco	1	0	0	0	1	0,24691358
Pais habla inglesa						
Sí	72	77	61	86	296	73,0864198
No	33	29	35	12	109	26,9135802
Familiares nativos						
Sí	16	20	16	15	67	16,5432099
No	89	86	80	83	338	83,4567901
Amigos nativos						
Sí	44	67	52	72	235	58,0246914
No	60	39	44	26	169	41,7283951
En blanco	1	0	0	0	1	0,24691358
Inglés fuera de clase nunca						
Nunca	6	5	4	1	16	3,95061728
Casi nunca	21	26	14	13	74	18,2716049
A veces	53	40	47	35	175	43,2098765
A menudo	21	24	25	40	110	27,1604938
Siempre	4	11	6	9	30	7,40740741
Películas						
1	6	1	4	1	12	2,96296296
2	29	16	15	8	68	16,7901235
3	28	40	34	27	129	31,8518519
4	26	30	21	39	116	28,6419753
5	14	16	21	22	73	18,0246914
En blanco	2	3	1	1	7	1,72839506

Part of the final data-base compiled with the views of the whole 1,170 students

	Grupo 1	Grupo 2	Grupo 3	Total	%
Aprender a pronunciar en inglés es importante					
1	8	2	1	11	0,94017094
2	5	1	3	9	0,76923077
3	25	9	13	47	4,01709402
4	108	77	103	288	24,6153846
5	255	313	241	809	69,1452991
En blanco	3	3	0	6	0,51282051
Hablar inglés es difícil					
1	29	30	7	66	5,64102564
2	76	100	53	229	19,5726496
3	157	187	125	469	40,0854701
4	74	71	128	273	23,3333333
5	65	14	47	126	10,7692308
En blanco	3	3	1	7	0,5982906
Pronunciar inglés es difícil					
1	23	14	2	39	3,33333333
2	85	72	19	176	15,042735
3	144	154	101	399	34,1025641
4	85	124	146	355	30,3418803
5	63	37	92	192	16,4102564
En blanco	4	4	1	9	0,76923077
Me gustaría hablar inglés con fluidez					
1	11	0	0	11	0,94017094
2	4	0	1	5	0,42735043
3	24	11	7	42	3,58974359
4	58	20	23	101	8,63247863
5	303	365	329	997	85,2136752
En blanco	4	9	1	14	1,1965812
Es importante hablar inglés con acento nativo					
1	55	24	30	109	9,31623932
2	85	81	91	257	21,965812
3	140	124	138	402	34,3589744
4	70	114	61	245	20,9401709

Automatic data-base created by Google Docs once the different teachers answered the online questionnaire

Part of the excel document containing the data-collected by EFL teachers in all three groups

Courses you are currently teaching (ESO, Bachillerato, university)	How long have you been teaching English?	Learning how to speak correctly in English is important	Learning how to pronounce correctly in English is important	Speaking English is difficult	English pronunciation is difficult	English teachers should aim at obtaining a native-like pronunciation from their students	English teachers should have a good knowledge of English pronunciation in order to teach it	EFL teachers should have a native-like pronunciation	One can be fluent in English but can have problems with pronunciation	One can be good at English pronunciation but can have problems with fluency	Knowing English will be important for my students in the future	Spanish learners English tend to h... problems with En... pronunciation
ESO	6-10 years	5	5	2	2	5	5	5	2	4	5	
First year ESO, Third year	6-10 years	5	5	3	4	1	5	3	1	5	5	
First year Bachillerato, Se	More than 15 years	5	5	5	5	4	5	4	5	5	5	
Third year ESO, Fourth ye	More than 15 years	4	4	4	5	2	5	3	2	5	5	
First year Bachillerato, Se	More than 15 years	5	4	3	3	3	5	3	4	4	5	
Third year ESO, First year	6-10 years	5	5	2	4	5	5	4	3	3	5	
First year ESO, Second year ESO, Third year ESO, Second year Bachillerato	More than 15 years	5	5	3	3	5	5	5	4	4	5	
Fourth year ESO	More than 15 years	5	5	2	2	3	5	4	4	4	5	
First year Bachillerato, Second year Bachillerato	More than 15 years	5	5	3	3	2	5	5	5	5	3	
Second year ESO, First year Bachillerato, Second year Bachillerato	More than 15 years	5	5	4	4	4	5	4	5	5	5	
Second year ESO	6-10 years	5	5	2	1	5	5	2	5	4	5	

Part of the data-base created with the answers provided by the Obligatory and Post-Obligatory EFL teachers surveyed

Appendix 6H: Complete list of pronunciation problems mentioned by the groups of students

Group 1:

Problem	Number of answers	Problem	Number of answers	Problem	Number of answers
No answer	127	Lack of vocabulary	4	Connected speech	1
Word stress	42	*-ed* endings	3	*The American accent is difficult to understand*	1
Intonation	30	Similar words, homophones	3	/ɔː/	1
Lack of correspondence between spelling and pronunciation	22	Verbs in general	3	*Blood*	1
Everything	21	Having a foreign accent	3	*I do not like studying English*	1
None	21	/ʤ/	2	Word *comfortable*	1
Vowels	20	Vowels between consonants	2	Word *poor*	1
Unknown words	19	Some phonemes	2	Word *talking*	1
Rhythm	16	<y>	2	Phonetic symbols	1
Diphthongs	11	Silent letters	2	/v/, <v>	1
Consonant clusters	10	Irregular verb forms like *taught, bought*	2	Verbs in general	1
Very different from Spanish/Galician, lack of correspondences between Spanish/Galician and English	9	<a, e, i>	2	Word *fork*	1
Lack of fluency	9	<ph>	1	Word *the*	1
Having a Spanish/Galician accent when speaking in English	8	Some tongue twisters	1	<w>	1
Long words, sentences	7	/ɪ, aɪ/	1	Words like *live, five, insult, insult*	1
Bad level dragged from previous levels of education/lack of practise	6	Long versus short vowels	1	Different varieties of pronunciation	1
Consonants	5	Live, life	1	Writing in English	1
Lack of practise	5	Words ending in <tion>	1	*Not every teacher pronounces the same*	1
Difficult words	5	/l/	1	/t/	1
I do not know	5	<th>	1	/m/	1
Being shy, nervous	5	Will + present continuous	1	<ch>	1
All the sounds	4	Lack of native teachers	1	*I can´t understand people that talk to me in English*	1
/h/, <h>	4	*I get confused with French since I started studying it this year*	1		
/r/	4	Forced by the teacher to change variety/accent	1		

Group 2:

Problem	Number of answers	Problem	Number of answers
No answer	115	\<th\>	2
Word stress	74	\<e\> vs \<ee\>	2
Intonation	66	Forcing one to use a specific variety, *I don´t have any problems because I am a native speaker (USA); however, in phonetics classes I am forced to speak British English and transcribe it and I don´t think this is fair*	2
Vowels	60	/h/, several \<h\> as in *her husband*	2
Rhythm	34	/ɪ/, /i:/	2
Unknown words, difficult words	25	/ʒ/	2
Diphthongs	18	Lack of specific rules	1
Lack of fluency	17	Contractions	1
I have a Spanish/Galician accent when I speak in English	16	\<ough\>	1
Having a foreign accent	16	I exaggerate my pronunciation too much	1
Very different from Spanish/Galician, lack of correspondences between Spanish/Galician and English	15	Words *literature, jealous*	1
Consonants	13	/p, t, k/	1
/r/	13	Word *literally*	1
Lack of correspondence between spelling and pronunciation	11	Words like *since, live, life*	1
Consonant clusters	11	Lack of practise	1
/ɜ:/, /ə/	11	Everything	1
None	9	/tʃ/	1
/a:/, /æ/	8	Word *famous*	1
-ed ending	6	Word *better*	1
/s/ vs /z/	6	\<wh\> at the beginning of a word	1
Being shy, nervous	5	/v/	1
/dʒ/	5	\<st\>	1
Each teacher has a different variety, I confuse different varieties	4	Word *world*	1
Long versus short vowels	4	Voiceless sounds	1
English sounds (without specifying)	4	Word *catterpillar*	1
Verbs in general	4	Final sounds	1
/ʌ/	3	Exceptions to the rules	1
Long words, sentences	3	Semiconsonants	1
Linking sounds	3		

Group 3:

Problem	Number of answers	Problem	Number of answers
Intonation	57	Lack of practise	3
No answer	43	Long and short vowels	3
Rhythm	41	Linking	3
Stress	39	Long words	3
Vowels	37	Different voiced and voiceless sounds	2
Words that are written the same but are pronounced differently	21	Silent letters	2
Diphthongs	19	Correcting fossilised mistakes	2
Differences between Spanish/Galician and English	14	Silent letters	2
Everything	11	Problems with understanding English	2
Some words	10	Reading aloud	2
Consonants	10	/v, p, t/	2
Sounds	7	/s/	2
Unknown words	7	Lack of contact with native speakers	1
-ed endings	7	/r/	1
Contractions	7	<e>	1
Schwa	5	/ʒ, θ, ð, ʤ/	1
Consonant clusters	5	Problems understanding phonetics	1
Fluency	5	Limited vocabulary	1
Shyness	4	/ʌ, æ/	1
British vs. American accents	4	/g/	1
Phonetic transcriptions	4	<th>	1
Lack of rules	4		

Appendix 6I: Other selected parts made by group 1 and 2 interviewees

Group 1:

Question 1: On a 1 to 10 scale in which 10 represent EXCELLENT and 1 VERY BAD, describe your general abilities with each of the following skills regarding English

Porque, bueno, en cuanto a la comprensión oral, porque depende de quién me hable, en plan, hay acentos que me cuestan más reconocer y no, para mí por lo menos no es tan fácil entender lo que me dicen y cuando me ponen, por ejemplo yo veo que en las actividades que hacemos en clase, igual las que peor me van saliendo son los listenings. Y luego en el speaking, pues básicamente por la pronunciación porque a veces, o sea, me cuesta pronunciar así los sonidos que son correctos y tal, por ejemplo, las vocales las llevo fatal y cosas así pero bueno. Creo que es por eso
[Because well, concerning listening, it depends who is talking to me; there are accents I have more trouble distinguishing and no, at least for me, it´s not easy to understand what they are saying. Also, when they play (a recording, *my insertion*) for instance, I find that the worst type of activities I do in the classroom are listenings. And then, concerning speaking, it is basically due to pronunciation because sometimes, okay, I have problems pronouncing the correct sounds, for example, vowels are really chaotic for me and things like this. I think these are the reasons, *my translation*]. **Interview number 3, face to face**

Creo que son mellor en gramática porque ma levan explicando dende fai moitos anos; en reading porque ó ter que ler tantos libros na carreira acabas adquirindo esta competencia; e en cultura porque é un campo que me gusta moito e acostumo investigar pola miña conta. O que peor se me da é o speaking, en parte por vergoña e en parte por desidia ó non buscar ningunha forma de practicala habitualmente fóra das clases
[I think I am better at grammar because they have been explaining it to me for many years; (I am good at, *my insertion*) reading because you end up acquiring this competence after having to read so many books in the university degree, and in culture because it is a field that I enjoy a lot and I am used to researching it on my own. Speaking is the skill I have most problems with partly because of shyness and partly due to a lack of enthusiasm because I do not look for any way of practising it frequently outside the classroom, *my translation*]. **Interview number 23, written versión**

En los centros en los que he estado en ESO y Bachillerato siempre se ha prestado mayor atención a la gramática o a la expresión escrita que a la expresión o comprensión oral, y por lo tanto son los ámbitos en los que tengo una menor competencia. En el caso de la pronunciación, raras veces se le ha prestado atención antes de que llegase a la universidad.
[More attention was always paid to grammar and writing than to speaking or listening at the Secondary and *Bachillerato* schools I went to. Therefore, these (speaking and listening) are the areas I am less competent in. Hardly any attention was paid to pronunciation before I arrived at university, *my translation*]. **Interview number 38**, **written version**

Question 4: Taking into account all the skills and areas mentioned before, do you think that the same importance was given to all of them in the degree you did/are doing? And in previous educational stages – Obligatory Secondary and *Bachillerato*? Why?

No, bueno yo creo que la expresión y la comprensión escrita tienen muchísimo más peso, ya por ejemplo en las materias de literatura y… es que comprensión oral aquí prácticamente no sé, no se le da mucha importancia yo creo.
[No, well, I think that writing and reading are much more important, for isnctance in the subjects on Literature and … not a lot of importance is given to listening here, I think, *my translation*]

Na carreira quizais se lle dera unha importancia similar a tódalas destrezas e por exemplo a pronunciación ou a cultura contaban con materias propias/En bacharelato nós só practicábamos a gramática enfocándonos cara ao exame de Selectividade.
[Perhaps at university, a similar degree of importance was given to all of them and, for example, there were specific courses for pronunciation or culture. In Post-Obligatory Secondary Education, we only practised grammar to be able to do the pre-university entrance exam, *my translation*]. **Interview number 23, written version**

Question 8: Among the following options (NO ATTENTION IS PAID TO…, LITTLE ATTENTION IS PAID TO…, QUITE A LOT OF ATTENTION IS PAID TO…, TOO MUCH ATTENTION IS PAID TO…), assess the general attention you think is paid to each skill in the BA and previous educational stages

No, la mayoría de los libros presentan actividades de gramática, vocabulario, writings y reading. No hay casi secciones dedicadas a la fonética, la expresión oral o incluso cultura.
[No, most of the activities present in textbooks are on grammar, vocabulary, writings and reading. There are no sections devoted to phonetics, speaking or even culture, *my translation*]. **Interview number 26, written version**
En general se le daba bastante importancia a cada destreza por igual, pero a la hora de llevar a cabo la realización de las clases eran sólo las destrezas escritas las que se acababan practicando y no otras.
[Generally speaking, the same degree of importance was given to each skill but when it came to carrying out the (activities) in class, only the written ones were practised, not the others, *my translation*]. **Interview number 21, written version**

Question 12: Generally speaking, do you think enough attention was/is paid to pronunciation in your English classes at university? And in previous educational stages?

Ni en las etapas educativas anteriores ni en la universidad. He tenido un único curso de fonología, que ayuda pero es insuficiente. La mayoría de mis compañeros y yo mismo hemos ido captando el acento por nuestros propios medios (estancias en el extranjero, ver películas/series siempre en inglés, clases particulares con nativos, etc.). En etapas anteriores, el tiempo empleado fue casi nulo.
[No, neither in previous educational stages nor at university. I only had one subject on phonology, which helps but it is not enough. Most of my colleagues and I have grasped

accents on our own (thanks to brief stays abroad, always watching films/series in English, private classes with native speakers, etc.). In previous stages, the time devoted (to pronunciation) was almost zero, *my translation*]. **Interview number 34, written versión**

No, yo lo que te dije ya de la asignatura de fonética ésta que se da como algo ahí aislado y yo creo que debería tener mucha más importancia).
[No, what I told you before about this subject in phonetics, which is taught like something isolated and I think it should be much more important, *my translation*]. **Interview number 10, face to face version**

Question 13: Do you think you arrived at univeristy with a good level of pronunciation in English? And did you improve/are you improving during the BA? Why?

Llegué a la facultad con un nivel aceptable que mejoré con el tiempo, sobre todo al pasar todo un año Erasmus en Reino Unido.
[When I started at university I had a reasonable level of English, which I improved over time, especially when spending a whole Erasmus year in the U.K, *my translation*]. **Interview number 18, written versión**

Aunque creo que tenía una buena pronunciación, considero que la asignatura de fonética sí me ha ayudado a mejorar, en tanto que ha incidido en los aspectos más problemáticos para un no nativo, y por otra parte las horas que hemos tenido en Lengua Inglesa con los diferentes lectores también han sido cruciales.
[Although I think I pronounced correctly, I think that the subject of Phonetics did help me improve since, on the one hand it focused on those aspects that are most problematic for non-native speakers and, on the other hand, thanks to the hours we had with the different native teaching assistants in the English Language courses which were also crucial, *my translation*]. **Interview number 36, written version**

Questions 16, 17: What type of speaking pronunciation activities did you/do you do in the classroom? Was/is the format varied or rather repetitive/the type of activities was/is very similar?
     From what you recall, what are the pronunciation activities present in textbooks like? According to your experience how frequently did your Secondary and *Bachillerato* teachers carry out these activities? Did they skip them or always carry them out in class?

El formato era bastante repetitivo. Básicamente, las actividades consistían en role plays, o contar anécdotas de tu vida, dar tu opinión sobre alguna noticia o comentar entre todos un reading.
[The format was quite repetitive. The activities were basically role-plays or narrating anecdotes from your life, giving your opinion about a piece of news or commenting a reading text with the whole class, *my translation*]. **Interview number 37, written version**

… en la materia de Fonética hacíamos algún ejercicio de repetición de palabras o drills, única y exclusivamente.

[We only did some exercises consisting in repeating words or drills in the subject on Phonetics, *my translation*]. **Interview number 20, written version**

Question 20: Do you think it is important to be able to pronounce like a native speaker? Why? What requirements does a person need to be considered as one who pronounces well in English?

El llegar a hablar como un nativo es indicativo de que tienes un gran control del inglés, pero no tiene que llegar a ser una meta absoluta. Se puede hablar un inglés muy bueno sin tener que tener acento nativo, y te haces entender perfectamente. Requisitos sería que todo el mundo es capaz de entenderle sin ninguna dificultad, respetando las normas fonéticas del inglés
[To end up speaking English as a native speaker would indicate one has a great command of the language but it does not have to be the complete aim. One can speak really well in English without having a native accent and they (still, *my insertion*) make themselves perfectly understood. Requirements would be for everyone to be capable of understanding a person with no difficulty, respecting English phonetics´ rules, *my translation*]. **Interview number 34, written version**

Question 23: To finish, do you think the teaching of pronunciation in Spain should change in any way? Please answer regarding university level first and then for Obligatory and Post-Obligatory Secondary Education. I what way do you think it should change? How do you think the situation could be improved?

Debería de dedicarse un trimestre al menos durante la ESO-BAC a enseñar fonética a los alumnos, e incluir unidades de fonética en las asignaturas de lengua inglesa durante la universidad.
[There should be at least one term in *ESO* and *Bachillerato* levels in which students are taught pronunciation and include units on phonetics in the subjects in English Language at university, *my translation*]. **Interview number 21, written version**

Group 2:

Question 1: On a 1 to 10 scale in which 10 represent EXCELLENT and 1 VERY BAD, describe your general abilities with each of the following skills regarding English

Porque es más fácil comprender el idioma que expresarte en él
[Because it is easier to understand a language that to express yourself in it, *my translation*]. **Interview number 47, written version**

Por a falta de práctica del speaking y listening
[Due to the lack of practising speaking and listening, *my translation*]. **Interview number 39**

Question 4: Taking into account all the skills and areas mentioned before, do you think that the same importance is/was given to all of them in your classes at the *EOI/CLM*?

En nuestras clases considero que sí se le daba la misma importancia a todas ellas. Sin embargo, no es muy sencillo practicar el writing en clase, por lo que en la mayoría de los casos los ejercicios de escribir se mandaban como deberes para casa. Además, la pronunciación debería reforzarse desde los niveles más básicos, enseñando fonética para que según avanzamos podamos saber cómo se pronuncia cualquier palabra solo con buscarla en el diccionario.

[In our classes, I think the same degree of importance is given to all of them. However, it is not very easy to practise writing in the classroom, so the majority of times, writing activities had to be done at home as homework. Moreover, pronunciation should be emphasised from basic levels by teaching phonetics so that, as we improve, we would get to know how to pronounce any word by looking it up in the dictionary, *my translation*]. **Interview number 45, written version**

Question 5: Do you think your abilities in each skill were assessed in your classes at the *EOI/CLM*? In other words, what skills were/are more important in the exams you took?

Se diferencia el examen de expresión oral, dándole una valoración separada y por lo tanto más valorada. El resto de destrezas forman parte del examen escrito con una valoración más o menos similar.

[The speaking exam is differentiated from the rest, with separate feedback and thus, it is worth more. The rest of the skills form part of the written exam, (each one, *my insertion*) is worth a similar (quantity in the assessment system, *my insertion*), *my translation*]. **Interview number 46, written version**

Question 8: Do you think that the textbooks or other teaching materials used in the classroom pay the same amount of attention to each skill? You can think in terms of the number of sections, number of pages per skill, amount of activities, review exercises…

Aqui , depende del profesor a veces no usamos apenas el libro , nos da fotocopias , pero lo que mas hacemos es hablar speaking, y los writing se hacen como homework y listening muy poco y leer yo creo que en 4 años lei 4 veces en clase.Pero en general un 60% speaking y 35% writing y listening y 5% reading.

[Here, it depends ont he teacher and sometimes we don´t use the textbook, (the teacher, *my insertion*) gives us photocopies but what we do most is speaking and wriritngs are done for homework and very little listening and reading because after 4 years I think I only read 4 times in class. So, in general, a 60% on speaking, 35% writing and listening and 5%) reading, *my translation*].

Question 12: Generally speaking, do you think enough attention was/is paid to pronunciation in your English classes at the *EOI/CLM*?

Neste caso, creo que o CLM coas súas sesións no laboratorio de idiomas onde se fan prácticas de pronunciación, é o lugar onde máis atención recibe a pronuncia de todos aqueles nos que teño estudado inglés (colexio, academia privada –antes e durante os anos escolares-, EOI).

[In this case, I think that the CLM, that has sessions in the language laboratory where we practise pronunciation , is the place where pronunciation receives more attention compared to the other levels in which I have studied English (school, private academy –

before and during my schooling years- and the Spanish School of Languages, *my translation*]. **Interview number 40, written versión**

Si. Normalmente toda la actividad en clase se hace de forma oral y el profesorado va corrigiendo los errores en la pronunciación.
[Yes. Normally, all the activities carried out in the classroom are done orally and the teachers correct pronunciation mistakes, *my translation*]. **Interview number 46, written version**

Question 17: From what you recall, what are the pronunciation activities present in textbooks like? According to your experience how frequently did your teachers *EOI/CLM* carry out these activities? Did they skip them or always carry them out in class?

Facíamos este tipo de actividades bastante a miúdo, pero o certo e que case que todas as actividades que veñen nos libros seguen un mesmo patrón de escoitar e repetir en voz alta.
[We carried out these types of activities quite frequently but the truth is that nearly all of the activities that appear in textbooks follow the same pattern of listening and repeating aloud, *my translation*]. **Interview number 40, written versión**

Faise algunha en clase, pero normalmente non moitas e sáltanse.
[A few are done in class but normally not many, (teachers, *my insertion*) skip them, *my translation*]. **Interview number 39, written version**

Question 19: How frequently do you think your teachers corrected/correct your pronunciation mistakes? How did they correct them? Would you like them to correct you more? Why?

Cuando cometíamos algún error grave. Los corregían repitiendo lo que habíamos querido decir de forma correcta. Sí, me gusta que los corrijan porque es la mejor forma de aprender.
[When we make a big mistake. They corrected us by correctly repeating what we had wanted to say. Yes, I like to be corrected because it is the best way of learning, *my translation*]. **Interview number 43, written version**

Question 20: Do you think it is important to be able to pronounce like a native speaker? Why? What requirements does a person need to be considered as one who pronounces well in English?

Sí es importante para que los nativos nos entiendan mejor.
[It is important so that native speakers can understand us better, *my translation*]. **Interview number 45, written version**

Question 21: Do you agree with the fact that RP (or British English is the standard variety of English taught in Spain? If not, what variety would you prefer to be taught? A combination of several ones? Do you prefer any other variety? What variety do you understand better?

Me cuesta distinguirlas. La ideal es la Received Pronunciation.

[I have trouble distinguishing them. The ideal one is Received Pronunciation, *my translation*]. **Interview number 49, written versión**

Question 23: To finish, do you think the teaching of pronunciation in Spain should change in any way? In what way do you think it should change? How do you think the situation could be improved?

Definitivamente debería cambiar, debería ser una skill más específica y no solo pasarla por encima, como si no fuera importante, a mí a veces me cuesta entender algún compañero por la pronunciación.
[It should definitely change. It should be another specific skill that should not be lightly taught, as if it were not important. I sometimes have trouble understanding some of my classmates because of their pronunciation, *my translation*]. **Interview number 42, written versión**

Si, somos un desastre con el inglés. Yo creo que se mejoraría si desde pequeños viésemos la TV en versión original, solo hay que ver a los portuguesas para darse cuenta de que funciona.
[Yes, we (Spaniards) are a disaster with English. I think this could improve if we watched TV in the original version right from when we are young; one only needs to look at Portuguese people to realise it works, *my translation*]. **Interview number 47, written version**

Other interesting comments made by the interviewees

Y bueno, tenemos lectores pero tampoco parece ser que haya mucho interés en enseñarle a los lectores a darnos clase, en plan, simplemente sabes, se les dice que hagan ellos las clases y a veces yo creo que no están preparados realmente para (...), siendo hablantes nativos de la lengua no se saca partido de esa ventaja, yo creo, por parte de los profesores.
[And well, we have (native, *my insertion*) teacher assistants but there doesn´t seem to be much interest in showing them how to give us class, like, you simply know that they are told to design the classes and sometimes I don´t think they are really ready to (…), I don´t think teachers take advantage of the fact of having native speakers of the language, *my translation*]. **Interview number 10, face to face versions**

(…) la gramática está sobrevalorada en la carrera. De hecho creo que es una pérdida de tiempo emplear 3 cursos (si no recuerdo mal) en ello.
[Grammar is overestimated in the degree. In fact, I think it´s a waste of time to pay attention to it in 3 courses (if I remember correctly), *my translation*]. **Interview number 28, written version**

Sin embargo, en mi año en Finlandia, noté que se le da mucha importancia a la participación en clase, hablar entre compañeros y con el profesor en clases reducidas. La verdad es que el cambio fue notorio.
[However, in my year abroad in Finland, I felt they did give a lot of importance to class participation, speaking with classmates and with the teacher in classes with a reduced number (of people, my insertion). The truth is that I noticed the change a lot, *my translation*]. **Interview number 34, written version**

Hasta el momento creo que no se le ha prestado suficiente atención, aunque no he tenido aún fonética, que es la asignatura en la que se estudia más en profundidad. Hasta ahora, parece que la pronunciación queda en segundo o incluso tercer plano frente a otras disciplinas consideradas de mayor relevancia como es la gramática.
[Up to now, I don´t think that much importance has been paid to it (pronunciation, *my insertion*) although I haven´t had phonetics yet, which is the subject in which it is studied in more depth. Up to now, it seems that pronunciation is not emphasised in comparison to other skills considered more important such as grammar, *my translation*].
Interview number 38, written version

(…) *Creo que la pronunciación del inglés es bastante intuitiva de lo que estamos acostumbrados en español pero no creo que sea difícil, yo creo que eso es un problema pedagógico. Si empezamos a aprender inglés tan pequeños, ¿cómo no vamos a ser capaces? A mí me parece imposible hablar tan mal, es que ni a propósito*
[(…) I think English pronunciation is quite intuitive, more than what we are accustomed in Spanish but I don't think it´s difficult, I think it´s a pedagogical problem. If we start learning English at (such a, *my insertion*) short age, how (is it possible, *my insertion*) that we can´t (speak English, my insertion)? For me it´s impossible (for us, *my insertion*) to speak so bad, not even trying, *my translation*]. **Interview number 17, face to face version**

Sí que me da vergüenza hablar en clase, quiero decir, sí que me da vergüenza pues porque yo que sé, a lo mejor me toca un compañero con quien no tengo tanta confianza, no conozco mucho y… bueno, con cualquier persona me da vergüenza hablar en inglés, es una cosa que tenemos los españoles tan absurda que, que no, no lo entiendo pero sí, lo tengo ahí, o sea, sé que está mal, sé que no debería tenerla pero la tengo, o sea, es es algo que no, no, que no puedo entender porque es que vamos, todo el mundo se encontró en esa situación que, cualquier persona, incluso un inglés que esté intentando hablar contigo en español está haciendo pifiadas y le está dando igual y le corriges y te lo agradece, pues nosotros deberíamos ser igual, pero sí, sí que es verdad que los españoles tenemos una tontería encima con lo de la vergüenza que no es ni medio normal.
[Yes, I´m embarrassed to talk in English in class, I mean, I´m embarrassed because, maybe I have to work with a classmate I do not know well and, well I feel shy to speak to any person in English, it's something so absurd that us Spaniards have that I don't understand it but yes, it is there, I mean, I know it´s wrong, I shouldn't feel it but I do, I mean, it's, it´s something that I can´t, can't understand because everyone goes through this situation and any person, even an English person who is trying to speak Spanish and is making many mistakes, doesn't care and you correct them and they thank you; we (Spaniards, *my insertion*) should be the same but yes, yes, it is true that us Spaniards are awkwardly shy, this shouldn't be normal, *my translation*]. **Interview number 9, face to face version**

A mí me da igual; pasó una vez que (…) en fonética, una chica era americana, entonces le dijo que estaba acostumbrada a su variedad y que bueno, que claro que, algunas cosas que para ella eran totalmente, o sea, incorrectas porque no eran esas vocales y le dijo que sólo iba a aceptar RP y que no, que vamos, se lo iba a dar por mal, lo que pusiera ella (…) y a mí eso me parece vamos un error y algo totalmente, no sé, en contra de las lenguas.

[I don't mind (which variety is used, *my insertion*)]; one time (…) in phonetics class, there was an American girl that was used to her variety (of English, *my insertion*) and that, well, of course some things for her were totally incorrect because they were not (the same, *my insertion*) vowels (she uses, *my insertion*) and (the teacher, *my insertion*) told her that she was only going to accept RP and that, well, she would mark (sounds, *my insertion*) she put as incorrect (…) and for me that is a serious mistake and something against languages. **Interview number 10, face to face version**

Appendix 6J: Whole list of pronunciation problems groups 1, 2 and 3 teachers believe Spanish students have with English pronunciation
Group 1:

Problem mentioned by teachers	Number of answers / problem	Problem mentioned by teachers	Number of answers / problem
No answer	33	"c" before "e" or "i"	2
Final -*ed*	19	"y"	2
English versus Spanish phonology/sounds that are not present in their L1	15	<-ture, -sure, -able>	1
Intonation	14	*They do not think about English as a language. Therefore, they do not try to communicate in it. They think it is another subject they have to pass. They listen to me in the classroom but they do not join or relate this work with speaking*	1
/h/	14	/j/	1
Vowels (without specifying)	13	*The main problem is their attitude. They feel ridiculous trying to imitate the English pronunciation and accent and just refuse to do it. Only a few show a positive attitude*	1
Long vs short sounds	12	/eə/	1
They don't care about nor do they try and improve. They don't try and correct themselves	12	Plural <es>	1
/z, s/	11	*I recognise that there is too little time devoted to pronunciation in the classroom. I do it on a general basis integrated with the other skills but I am conscious there should be more emphasis given separately*	1
Word stress	10	Too many students in class	1
/s/ at the beginning of a word	10	Afraid of making mistakes	1
/v, b/	9	*We all know that Spanish students are strangely ashamed about using the correct pronunciation so I try to make them see that they are a rare case in European countries. This is quite a paradoxal situation because 90 per cent of the music they listen to or the tv shows they see are amde in America / Britain...*	1
/ə/	8	*They write down the correct pronunciation but they do not revise it or study it so as not to make the same mistake again*	1
/æ, ʌ, a:/	7	Rhythm	1
/r/	6	*They should have been exposed to English pronunciation when they were younger. Most of them have never been taught in English, what makes it really difficult for them to understand and to pronounce properly. I try to speak in English in my lessons but sometimes I am asked to translate because they are not used to the pronunciation.*	1
Final consonants	5	/w/	1
Lack of practise	5	*They don´t want to sound like they are faking the accent.*	1
Consonants (without specifying)	5	Lack of vocabulary	1
Word endings: -ure, -sion, -ation, -able	4	-Certain words: since, walk, talk, tough, could,	1

Problem mentioned by teachers	Number of answers / problem	Problem mentioned by teachers	Number of answers / problem
/ɪ, i:/	3	*They have a bad pronunciation in general because they have a very low level of English. There isn't any problems with practising pronunciation, the main problems is the attitude they have to practise any speaking activity in class.*	1
/dʒ/, /ʒ/	3	/p, t, k/	1
Unstressed syllables	3	*They don't perceive it as important. You don't test them on that, therefore it is not important.* *They also feel stupid in front of the rest of the students if they try to pronounce the words correctly, so they simply read as Spanish-like as possible.* *Nevertheless, if the whole English dpt. is involved, the pronunciation improves -with time- greatly.*	1
Silent letters	3	No language lab	1
<th>	3	/t/	1
Shy, embarrassed	3	/b, d, g/	1
Lack of time	3	No rules	1
Long words like literature, comfortable	2	Wrong pronunciations from means of communication: radio stations, tv...	1
Lack of correspondences between spelling and pronunciation	2	New words	1
/ɜ:/	2	/w/	1
/ʃ/	2	*I always suggest a workshop on pronunciation on Mondays during lunch break, but they have lots of activities and are reluctant to do so. We need it but the people who design the syllabus have nothing to do with education . I could do it at Atención educativa but its forbidden*	1
Word spelled with same letters, different pronunciations, for instance <ough>	2	/j/	1
Voiced/voiceless sounds (without specifying)	2	*They are obliged to study English, they don´t learn it*	1
Consonant clusters	2	Lack of knowledge in phonetics	1
Linking	2	Diphthongs	1
/ŋ/	2		

Group 2:

Problem mentioned by teachers	Number of answers / problem	Problem mentioned by teachers	Number of answers / problem
Intonation	12	Consonants (without specifying)	2
No answer	11	/p, b/	2
Long vs short sounds	6	Uncommon words	1
Differences between English and Spanish	6	Fossilised mistakes	1
Final -ed	5	Lack of instruction in phonetics	1
/ə/	5	<ture>	1
Rhythm	5	Lack of the ability to imitate	1
Weak forms	4	Lack of fluency	1
Word stress	4	<th>	1
Voiced vs. Voiceless sounds	3	Pronunciation of *national/international*	1
Nasal sounds	3	Pronunciation of *-able*	1
Vowels (without specifying)	3	Lack of similarities in spelling versus pronunciation	1
/s/ at the beginning of a word	3	Long words	1
/r/	3	<sh, ch, ought>	1
/h/	2	Diphthongs	1
/ɪ, i:/	2	Connected speech processes	1
Sentence stress	2	Lack of fluency	1
/æ, ʌ, a:/	2	Lack of confidence	1
/b, v/	2	Phonetic symbols	1
/ʃ, ʒ/	2	Silent letters	1
Lack of practise outside the classroom	2	Lazy pronunciation	1

Group 3:

Problem mentioned by teachers	Number of answers / problem	Problem mentioned by teachers	Number of answers / problem
Intonation	16	Lack of input, lack of practise	2
Word stress	14	Understanding words in connected speech, understanding real English	2
Vowels (without specifying)	13	I tend to focus on correcting the words that would block communication, since a native speaker would be able to follow the conversation.	1
Final -ed	9	Linking words	1
Influence of L1	8	/s/ at the beginning of a word	1
Sounds inexistent in their L1	7	Irregular spellings	1
/ə/	7	Plural endings	1
Long vs short vowels	6	Lack of correspondence between spelling and pronunciation	1
Sentence stress	6	Memory problems	1
Sounds like /ɜː, ð, θ, ʤ, j, ʃ, tʃ/	5	Ending -ture	1
Rhythm	5	Laziness, i.e, they know the rules for correct pronunciation (e.g. -ed pronunciation, -ous ending) but do not pay enough attention when they talk.	1
Consonants in final position	5	They know how to pronounce them, we practise and repeat them, but when they talk they go back to their usual mistakes. They do not seem to think they are important as far as they can make themselves understood. If they have pronounced something in the wrong way for a long time, it is almost impossible to make their brains change this bad habit. When I correct some students' mistakes, they look at me, smile and continue with their speech.	1
/b, v/	4	Not pronouncing all the letters that are written	1
Diphthongs	4	They mispronounce words such as aren't, hotel, exam, money, mobile, friend, since, found, bought, think/thin/thing, etc.	1
/s, z/	4	Fossilization of basic words which are commonly mispronounced.	1
/h/	3	Sometimes lack of interest, not having time to practice, not having enough enthusiasm to devote some time to practice. Some sounds or clusters are difficult to pronounce but a good pronunciation can be achieved by putting their noses to the grindstone!	1
Some sounds (without specifying)	3	It depends on the student	1
Weak syllables	2	Lack of self-confidence, they think they will never succeed	1

Problem mentioned by teachers	Number of answers / problem	Problem mentioned by teachers	Number of answers / problem
/r/	2	I would like all new vocabulary to be presented with the online pronunciation the first time it comes up, so that students get confronted with spelling, meaning and pronunciation on the spot.	1
Making the same mistake again	2	They never learnt how to produce sounds (vowel sounds and some consonants) when they began to learn English in primary school, so in upper-intermediate level for example they can hardly produce long/short sounds, They just use the Spanish ones. So their pronunciation will never improve, if they don't start learning how to produce the sound. If you don't produce the sound, you don't really hear it. So it's a kind of vicious circle. If your pronunciation improves, your understanding will improve too. Lots of problems with sentence stress too. They stress all kinds of things just like in Spanish, so we have to make great emphasis on learning about weak forms, but if they do not know how to produce a schwa, it's back to square one! Sometimes the students in beginner level can produce sounds better than my students in second advanced. No kidding!	1
/d, t/	2		

Appendix 7A: List of course books and workbooks analysed for chapter 7

First-year Obligatory Secondary Education textbooks	Codes	Fourth-year Obligatory Secondary Education textbooks	Codes
Goodey, Diana and Noel Goodey (2005). *Messages 1 Student´s Book*. Cambridge: Cambridge University Press + Goodey, Diana; Noel Goodey and Karen Thompson (2005). *Messages 1 Workbook*. Cambridge: Cambridge University Press	ESO.1 – BOOK 1	Barraclough, Carolyn and Suzanne Gaynor (2008). Activate B1 Student´s Book. Harlow: Pearson Longman + Florent, Jill and Suzanne Gaynor (2008). Activate B1 Workbook. Harlow: Pearson Longman	ESO. 4 – BOOK 6
McBeth, Catherine (2009). *Voices 1 Student´s Book*. Madrid: Macmillan + Bilsborough, Katherine and Steve Bilsborough (2009). *Voices 1 Workbook*. Madrid: Macmillan	ESO. 1 – BOOK 2	Davies, Paula and Falla, Tim (2005). *Oxford Spotlight 4 Student´s Book*. Oxford: Oxford University Press + Davies, Paul; Tim Falla, Catherine McBeth and James Styring (2005). *Oxford Spotlight 4 Workbook*. Oxford: Oxford University Press	ESO. 4 – BOOK 7
Myers, Cathy and Sarah Jackson (2006). *What´s up? 1 Student´s Book*. Madrid: Pearson Longman + Myers, Cathy and Sarah Jackson (2006). *What´s up? 1 Workbook*. Madrid: Pearson Longman	ESO.1 – BOOK 3	Harris, Michael; David Mower, Anna Sikorzynska and Lindsay White (2013) New *Challenges 4 Student´s Book*. London: Pearson Longman + Maris, Amanda (2013) New *Challenges 4 Workbook*. London: Pearson Longman	ESO. 4 – BOOK 8
Puchta, Herbert and Jeff Stranks (2010). *English in mind 1 Student´s Book*. Cambridge: Cambridge University Press + Puchta, Herbert and Jeff Stranks (2010). *English in mind 1 Workbook*. Cambridge: Cambridge University Press	ESO. 1 – BOOK 4	Marks, Linda and Samantha Darby (2007). *Burlington Passport 4 Student´s Book*. Limassol: Burlington Books + Marks, Linda and Samantha Darby (2007). *Burlington Passport 4 Workbook*. Limassol: Burlington Books	ESO. 4 – BOOK 9
Ur, Penny; Mark Hancock, Ramón Ribé and Alison McKay (2004). *Team up 1! Student´s Book*. Cambridge: Cambridge University Press + Hancock, Mark and Alison McKay (2004). *Team up 1! Workbook*. Cambridge: Cambridge University Press	ESO. 1 – BOOK 5	Spencer, David (2006). *Macmillan Secondary Course 4 Student´s Book*. Oxford: Macmillan + Spencer, David (2006). *Macmillan Secondary Course 4 Workbook*. Oxford: Macmillan	ESO. 4 – BOOK 10

Second-year Post-Obligatory Secondary Education textbooks	Codes	Intermediate/B1 level textbooks	Codes
Grant, Elizabeth and Kevin Payne (2010). *Viewpoints for Bachillerato 2 Student´s Book*. Limassol: Burlington books + Grant, Elizabeth and Kevin Payne (2010). *Viewpoints for Bachillerato 2 Workbook*. Limassol: Burlington books	**BACH.2 -BOOK 11**	Clandfield, Lindsay and Robb Benne, Rebecca (2011). *Global Intermediate Student´s Book*. Madrid: Macmillan Education + Campbell, Robert; Rob Metcalf and Adrian Tennant (2011). *Global Intermediate Workbook*. Madrid: Macmillan Education	**INT – BOOK 16**
McGuinnes, Julie (2008). *Definitions 2 Student´s Book*. Madrid: Macmillan + Jones, Ceri (2008). *Definitions 2 Workbook*. Madrid: Macmillan	**BACH.2 –BOOK 12**	Hancock, Mark and Annie MacDonald (2009). *English Result Intermediate Student´s Book*. Oxford: Oxford University Press + McKenna, Joe (2009). *English Result Intermediate Workbook*. Oxford: Oxford University Press	**INT – BOOK 17**
Mower, David (2012). *Award 2 Student´s Book*. Madrid: Macmillan + Mower, David (2012). *Award 2 Workbook*. Madrid: Macmillan	**BACH.2 – BOOK 13**	Oxeden, Clive and Christina Latham-Koenig (2006). *New English File Intermediate Student´s Book*. Oxford: Oxford University Press + Oxeden, Clive; Christina Latham-Koenig and Tracy Byrne (2006). *New English File Intermediate Workbook*. Oxford: Oxford University Press	**INT– BOOK 18**
Myers, Cathy; Jennifer Parsons and Jane Comyns Carr (2009). *Stand Out 2 Student´s Book*. Madrid: Pearson Longman + Fricker, Rod and Cathy Myers (2009). *Stand Out 2 Workbook*. Madrid: Pearson Longman	**BACH.2 – BOOK 14**	Rea, David; Theresa Clementson, Alex Tilbury, Leslie Hendra and Elena Pro (2011). *English Unlimited Intermediate Workbook*. Cambridge: Cambridge University Press. + Baigent, Maggie; Nick Robinson, Elena Ruiz and Eoin Higgins (2011). *English Unlimited Intermediate Workbook*. Cambridge: Cambridge University Press	**INT- BOOK 19**
Williams, Alan and Margaret Baines (2012). *Contrast for Bachillerato 2 Student´s Book*. Limassol: Burlington books + Williams, Alan and Margaret Baines (2012). *Contrast for Bachillerato 2 Workbook*. Limassol: Burlington books	**BACH. 2 – BOOK 15**	Redston, Chris and Gille Cunningham (2013). *Face to Face Intermediate Student´s Book*. Cambridge: Cambridge University Press + Tims, Nicholas; Chris Redston and Gillie Cunningham (2013). *Face to Face Intermediate Workbook*.Cambridge: Cambridge University Press	**INT– BOOK 20**

Upper-Intermediate/B2 level textbooks	Codes	Advanced/C1 level textbooks	Codes
Clandfield, Linda, Rebecca Robb Benne and Amanda Jeffries (2011). *Global Upper-Intermediate Coursebook*. Madrid: MacMillan + Campbell, Robert & and Adrian Tennant (2011). *Global Upper-Intermediate Workbook*. Madrid: MacMillan	**UP.INT – BOOK 21**	Clare, Antonia and JJ Wilson (2012). *Speakout Advanced Student´s Book*. Essex: Pearson Longman + Clare, Antonia and JJ Wilson (2012). *Speakout Advanced Workbook*. Essex: Pearson Longman	**ADV – BOOK 26**
Cotton, David; David Falvey and Simon Kent (2008). *Language Leader Upper-Intermediate Student´s Book*. Essex: Pearson Longman + Kempton, Grant (2008). *Language Leader Upper-Intermediate Workbook*. Essex: Pearson Longman	**UP.INT – BOOK 22**	Cotton, David; David Falvey, Simon Kent, Ian Lebeau and Gareth Rees (2010). *Language Leader Advanced Student´s Book*. Harlow: Pearson Longman + Kempton, Grant (2010). *Language Leader Advanced Workbook*. Harlow: Pearson Longman	**ADV – BOOK 27**
Eales, Frances and Steve Oakes (2012). *Speakout Upper-Intermediate Student´s Book*. Harlow: Pearson Longman + Eales, Frances and Steve Oakes (2012). *Speakout Upper-Intermediate Workbook*. Harlow: Pearson Longman	**UP.INT – BOOK 23**	Norris, Roy and Amanda Jeffries (2008). *Straightforward Advanced Student´s Book*. Madrid: Macmillan Education + Jeffries, Amanda (2008). *Straightforward Advanced Workbook*. Madrid: Macmillan Education	**ADV – BOOK 28**
Kerr, Philip and Ceri Jones (2007). *Straightforward Upper-Intermediate Student´s Book*. Madrid: Macmillan Education + Kerr, Philip and Ceri Jones (2007). *Straightforward Upper-Intermediate Workbook*. Madrid: Macmillan Education	**UP.INT – BOOK 24**	Oxeden, Clive and Christina Lathan-Koenig (2010). *New English File Advanced Student´s Book*. Oxford: Oxford University Press + Oxeden, Clive; Christina Lathan-Koenig and Jane Hudson (2010). *New English File Advanced Workbook*. Oxford: Oxford University Press	**ADV – BOOK 29**
Redstone, Chris and Gillie Cunningham (2007). *Face to Face Upper-Intermediate Student´s Book*. Cambridge: Cambridge University Press + Tims, Nicholas; Chris Redstone and Gillie Cunningham (2007). *Face to Face Upper-Intermediate Workbook*. Cambridge: Cambridge University Press	**UP.INT – BOOK 25**	Soars, Liz and John Soars (2006). *New Headway Advanced Student´s Book*. Oxford: Oxford University Press + Soars, Liz; John Soars and Tim Falla (2006). *New Headway Advanced Workbook*. Oxford: Oxford University Press	**ADV – BOOK 30**

Appendix 7B: Example of a complete textbook analysis and technical data-sheet from textbook number 12, *Definitions 2* (2008)

Textbook analysis (Definitions 2, student's book)

• Page 14: in PRONUNCIATION section; /aʊ/	- Read and listen to the words. Pay attention to the /aʊ/ sound LIST. 5 - Find three extracts of the /aʊ/ sound in the text in 1 DISCRI. 1
• Page 15: in SPEAKING section; word stress	- Listen to the sentences and mark the stressed syllables on the adjectives LIST. 7

Unit 1

• Page 24: in PRONUNCIATION section; /aɪ/	- Listen and repeat the word. Underline the /aɪ/ sound LIST. 1 / DISCRI. 1 - Listen to the words. Decide if they contain the /aɪ/ sound and underline it LIST. 7 - Find four words in the text in 1 that contain the /aɪ/ sound DISCRI. 1
• Page 25: in SPEAKING section; sentence stress	- Listen to these opinions about the safety campaigns. Mark the stressed words in the sentences LIST. 7

Unit 2

• Page 34: in PRONUNCIATION section; -ed endings	- Listen and repeat the words. Pay attention to the -ed endings LIST. 1 - Which -ed endings have the /d/, /t/ or /ɪd/ sound? DISCRI. 1
• Page 35: in SPEAKING section; word stress	- Listen to the statements. Which words are stressed? LIST. 7

Unit 3

• Page 44: in PRONUNCIATION section; schwa	- TIP: the schwa /ə/ is a weak vowel sound used in unstressed syllables - Listen and repeat the words. Pay attention to the /ə/ sound LIST. 1 - Listen to the words. Underline the /ə/ sound LIST. 7
• Page 45: in SPEAKING section; intonation	- Listen to the questions and indicate where the intonation rises or falls LIST. 7

Unit 4

• Page 54: in PRONUNCIATION section; /u:, ʊ, ʌ/	- Listen and repeat the words. Pay attention to the /u:, ʊ, ʌ/ sounds LIST. 1 - Listen to these words. Which sound do they have? LIST. 7 - Find two words in the text for each sound DISCRI. 1
• Page 55: in SPEAKING section; word stress	- Underline the stressed syllable in the words DISCRI. 2 - Listen and check your answers LIST. 2

Unit 5

Page 64: in PRONUNCIATION section; /əʊ/	- Listen and repeat the words. Pay attention to the /əʊ/ sound LIST. 1 - Listen to the words. Which words contain the /əʊ/ sound? LIST. 7 - Find five words in the text that contain the /əʊ/ sound DISCRI. 1
Page 65: in SPEAKING section; sentence stress	- Listen and repeat these comments from Erasmus students. Mark the stressed words LIST. 1 / DISCRI. 2

Unit 6

Page 71: in EXAM PRACTICE UNIT 1; /eɪ/	- Read paragraphs 3 and 4 and find two examples of the /eɪ/ sound DISCRI. 1
Page 73: in EXAM PRACTICE UNIT 3; *-ed* endings	- Write two past forms from the text with the same sounds as *invented* /ɪd/ DISCRI. 1
Pages 110-111: irregular verbs	- List of irregular verbs LIST OF VERBS PHONETICALLY TRANSCRIBED
Page 113: pronunciation reference	- There is a list of the phonetic symbols (vowels and consonants) and an example of a word containing them is given LIST OF PHONETIC SYMBOLS AND EXAMPLES
Pages 114-119: wordlist	- List of words that are phonetically transcribed LIST OF WORDS PHONETICALLY TRANSCRIBED

At the end

Textbook analysis (Definitions 2, workbook)

Page 16: in PRONUNCIATION section; /aʊ/	- Read the minimal pairs. Circle the word with the /aʊ/ sound. Listen and check your answers READ. 6 / LIST. 2 - Cross out the odd one out. Listen and check your answers DISCRI. 1 / LIST. 2 - Match the phonetic transcriptions to the words in the box below MATCH. 4

Unit 1

Page 24: in PRONUNCIATION section; /aɪ/	- Underline all the examples of the /aɪ/ sound in the sentences below. Listen and check your answers DISCRI. 1 / LIST. 2 - Look at the phonetic transcriptions and write the words. Listen and check your answers PHON. TRANS. 2 / LIST. 2

Unit 2

Page 32: in PRONUNCIATION	- Complete the table with the words from the box according to the sound. Listen and check your answers MATCH. 2 / LIST. 2

section; /d, t, ɪd/	- Read the words and circle the correct phonetic transcription. Listen and check your answers READ. 6 / LIST. 2

Unit 3

• Page 40: in PRONUNCIATION section; schwa	- Look at the words in the box. Decide which have a schwa /ə/ sound. Listen and check your answers MATCH. 2 / LIST. 2 - Read the words and circle the correct phonetic transcription. Listen and check your answers READ. 6 / LIST. 2

Unit 4

• Page 48: in PRONUNCIATION section; /ʌ, u:, ʊ/	- Cross out the odd one out. Listen and check your answers DISCRI. 1 - Match the words to the correct phonetic transcriptions MATCH. 4

Unit 5

• Page 56 in PRONUNCIATION section; /əʊ, ʌ, aʊ/	- Underline all the examples of the /əʊ/ sound in the sentences below. Listen and check your answers DISCRI. 1 / LIST. 2 - Listen to the words and complete the phonetic transcription with the correct symbol /əʊ, ʌ, aʊ/ LIST. 7

Unit 6

Data sheet (Definitions 2, student's book)

TEXTBOOK DETAILS		
Details (number of pages, number of units…)	Textbook number	BOOK 12 – BACH 2
	Name of textbook	Definitions 2 student's book
	Author (s)	McGuiness, Julie
	Year of publication	2008
	Publisher	Macmillan education
	Place of publication	Madrid
	Level of education	*2nd year Bachillerato*
	Number of pages	120
	Number of units	6 Introductory + 6 main units + appendices (exam practice – with exercises, grammar reference – no exercises, vocabulary reference – no exercises, writing reference – no exercises, exam reading strategies – no exercises, exam listening strategies – no exercises, irregular

				verbs transcribed, phrasal verbs, pronunciation reference – no exercises, wordlist transcribed)	

PRESENCE					
General presence	Quite a lot				
Table of contents	Yes, as a main component. The main 7 components are: vocabulary, reading, grammar, pronunciation, listening, speaking and writing				
Types of units where it appears (introductory, main, revision within main units, at the end of the book revision unit)	Units present in book ✓ Introductory ✓ Main ✓ Revision within main: after every unit, called "progress check" ✓ Revision at the end: but only theoretical notions (grammar, vocabulary, writing)		Units in which pronunciation is present X Introductory ✓ Main X Revision within main ✓ Revision at the end: but only two activities in exam practice sections		

SECTIONS					
Total number of sections	17 (with lists) 14 (without lists)				
Average number of sections per unit	14/6 = 2.3				
Segmental and suprasegmental aspects	Simple vowels	/æ/	X	/ɒ/	X
		/a:/	X	/ɔ:/	X
		/e/	X	/ʊ/	Y
		/ɜ:/	X	/u:/	Y
		/ɪ/	Y (2)	/ə/	Y
		/i:/	X	/ʌ/	Y
	Diphthongs	/eɪ/	Y	/aʊ/	Y
		/aɪ/	Y	/ɪə/	X
		/ɔɪ/	X	/ʊə/	X
		/əʊ/	Y	/eə/	X
	Consonants	/p/	X	/ʃ/	X
		/t/	Y (2)	/ʒ/	X
		/k/	X	/h/	X
		/b/	X	/dʒ/	X
		/d/	Y (2)	/tʃ/	X
		/g/	X	/m/	X
		/f/	X	/n/	X
		/Ɵ/	X	/ŋ/	X
		/v/	X	/w/	X
		/ð/	X	/r/	X
		/s/	X	/l/	X
		/z/	X	/j/	X
	Suprasegmental aspects	Word stress	Y (3)	Intonation	Y
		Sentence stress	Y (2)	Linking	X
		Rhythm	X	Connected speech	X

				processes	
	Other aspects				
Integration	✓ Isolated: on some occasions, in bright yellow tables that stand out from the rest; the titles "pronunciation" are in red, just as the remaining skills		✓ Integrated: on some occasions pronunciation appears as an isolated language area but on others, it appears in speaking and exam practise sections that do not stand out in any way, they are just part of other exercises		
ACTIVITIES					
Total number of activities	24 (first count)		26 (second count)		
Scale activities (a lot…)	A few				
Format classification	✓ Listening		LIST. 1 = 6 LIST. 2 = 1 LIST. 5 = 1 LIST. 7 = 8		
	X Reading				
	X Matching				
	X Production				
	✓ Discrimination		DISCRI. 1 = 7 DISCRI. 2 = 3		
	X Fill in the blanks				
	X Arrange				
	X Using the dictionary				
	X Game				
	X Theoretical aspect				
	X Correcting mistakes				
	X Replacing				
	X Translation				
	X Phonetic transcription				
	X Memorisation				
	X Tongue twister				
	X Rhyme				
	X Poem				
	X Role-play				
	X Quiz				
	X Simple checking				
	X Song				
Perception/production activities	Mainly perception, some production				
Average number of activities per unit	26/6 = 4.3				
Integration	Mainly listening and reading. Some speaking				
TIPS, THEORETICAL EXPLANATIONS, PIECES OF ADVICE					
Number of tips, theoretical explanations, pieces of advice	1				
Tips, theoretical explanations, pieces of advice	✓ Segmental: schwa		X Suprasegmental		
OTHER					
Further comments, observations	-------------------------				

Data sheet (Definitions 2, workbook)

<table>
<tr><td colspan="4" align="center">TEXTBOOK DETAILS</td></tr>
<tr><td rowspan="9">Details (number of pages, number of units…)</td><td colspan="2">Textbook number</td><td>BOOK 30 – BACH 2</td></tr>
<tr><td colspan="2">Name of textbook</td><td>Definitions 2 workbook</td></tr>
<tr><td colspan="2">Author (s)</td><td>Jones, Ceri</td></tr>
<tr><td colspan="2">Year of publication</td><td>2008</td></tr>
<tr><td colspan="2">Publisher</td><td>Macmillan</td></tr>
<tr><td colspan="2">Place of publication</td><td>Madrid</td></tr>
<tr><td colspan="2">Level of education</td><td><i>2nd year Bachillerato</i></td></tr>
<tr><td colspan="2">Number of pages</td><td>64</td></tr>
<tr><td colspan="2">Number of units</td><td>6
Introductory + 6 main + appendices (grammar consolidation - with exercises, audioscripts)</td></tr>
</table>

<table>
<tr><td colspan="4" align="center">PRESENCE</td></tr>
<tr><td colspan="2">General presence</td><td colspan="2">Quite a lot</td></tr>
<tr><td colspan="2">Table of contents</td><td colspan="2">--</td></tr>
<tr><td colspan="2">Types of units where it appears (introductory, main, revision within main units, at the end of the book revision unit)</td><td>Units present in book

✓ Introductory
✓ Main
X Revision within main
✓ Revision at the end: but only for grammar</td><td>Units in which pronunciation is present

X Introductory
✓ Main
X Revision within main
X Revision at the end</td></tr>
</table>

<table>
<tr><td colspan="6" align="center">SECTIONS</td></tr>
<tr><td colspan="2">Total number of sections</td><td colspan="4">6</td></tr>
<tr><td colspan="2">Average number of sections per unit</td><td colspan="4">6/6 = 1</td></tr>
<tr><td rowspan="31">Segmental and suprasegmental aspects</td><td rowspan="6">Simple vowels</td><td>/a:/</td><td>X</td><td>/ɒ/</td><td>X</td></tr>
<tr><td>/e/</td><td>X</td><td>/ɔ:/</td><td>/ɔ:/</td></tr>
<tr><td>/ɜ:/</td><td>X</td><td>/ʊ/</td><td>/ʊ/</td></tr>
<tr><td>/ɪ/</td><td>X</td><td>/u:/</td><td>/u:/</td></tr>
<tr><td>/i:/</td><td>Y</td><td>/ə/</td><td>/ə/</td></tr>
<tr><td>/eɪ/</td><td>X</td><td>/ʌ/</td><td>/ʌ/</td></tr>
<tr><td rowspan="4">Diphthongs</td><td>/aɪ/</td><td>X</td><td>/aʊ/</td><td>/aʊ/</td></tr>
<tr><td>/ɔɪ/</td><td>Y</td><td>/ɪə/</td><td>/ɪə/</td></tr>
<tr><td>/əʊ/</td><td>X</td><td>/ʊə/</td><td>/ʊə/</td></tr>
<tr><td>/p/</td><td>Y</td><td>/eə/</td><td>/eə/</td></tr>
<tr><td rowspan="17">Consonants</td><td>/t/</td><td>X</td><td>/ʃ/</td><td>/ʃ/</td></tr>
<tr><td>/k/</td><td>Y</td><td>/ʒ/</td><td>/ʒ/</td></tr>
<tr><td>/b/</td><td>X</td><td>/h/</td><td>/h/</td></tr>
<tr><td>/d/</td><td>X</td><td>/ʤ/</td><td>/ʤ/</td></tr>
<tr><td>/g/</td><td>Y</td><td>/ʧ/</td><td>/ʧ/</td></tr>
<tr><td>/f/</td><td>X</td><td>/m/</td><td>/m/</td></tr>
<tr><td>/Ɵ/</td><td>X</td><td>/n/</td><td>/n/</td></tr>
<tr><td>/v/</td><td>X</td><td>/ŋ/</td><td>/ŋ/</td></tr>
<tr><td>/ð/</td><td>X</td><td>/w/</td><td>/w/</td></tr>
<tr><td>/s/</td><td>X</td><td>/r/</td><td>/r/</td></tr>
<tr><td>/z/</td><td>X</td><td>/l/</td><td>/l/</td></tr>
<tr><td>Word</td><td>X</td><td>/j/</td><td>/j/</td></tr>
</table>

				stress	
	Suprasegmental aspects	Word stress	X	Intonation	X
		Sentence stress	X	Linking	X
		Rhythm	X	Connected speech processes	X
	Other aspects				
Integration	✓ Isolated: always, not in tables or coloured titles, so it does not stand out in any way; the titles "pronunciation" are in black, just as the other skills			X Integrated	

ACTIVITIES		
Total number of activities	13 (first count)	22 (second count)
Scale activities (a lot…)	A few	
Format classification	✓ Listening	LIST. 2 = 9 LIST. 7 = 1
	✓ Reading	READ. 6 = 3
	✓ Matching	MATCH. 2 = 2 MATCH. 4 = 2
	X Production	
	✓ Discrimination	DISCRI. 1 = 4
	X Fill in the blanks	
	X Arrange	
	X Using the dictionary	
	X Game	
	X Theoretical aspect	
	X Correcting mistakes	
	X Replacing	
	X Translation	
	✓ Phonetic transcription	PHON. TRANS. 2 = 1
	X Memorisation	
	X Tongue twister	
	X Rhyme	
	X Poem	
	X Role-play	
	X Quiz	
	X Simple checking	
Perception/production activities	Only perception	
Average number of activities per unit	22/6 = 3.6	
Integration	Reading and listening	

TIPS, THEORETICAL EXPLANATIONS, PIECES OF ADVICE		
Number of tips, theoretical explanations, pieces of advice	0	
Tips, theoretical explanations, pieces of advice	X Segmental	X Suprasegmental

OTHER	
Further comments, observations	------------

Appendix 7C: Presence of pronunciation in integrated or isolated sections. Examples taken from *Burlington Passport 4 SB* (2007: 23), *Definitions 2 SB* (2008: 25), *Global Upper-Intermediate WB* (2011: 11), *English Unlimited Intermediate WB* (2011: 9), *New Headway Advanced SB* (2006: 86) and *Face to face Intermediate SB* (2013: 5).

Is It True?

Past Simple / Past Continuous

He was living in London when he got the news.
While / As he was running, he saw the dog.
I was sleeping while / as they were talking.

→ See My Language Notebook page 29

8 Choose the correct answer.

1. The children **were playing / played** outside when their mother called them.
2. The actor was performing in the film when the director **was shouting / shouted** at him.
3. I met my friends while I **was shopping / shopped**.
4. They were sleeping when the plane **were landing / landed**.
5. We left the room while she **talked / was talking**.

9 Choose the correct answer.

1. As my friend **listened / was listening** to music, her MP3 player **stopped / was stopping** working.
2. When John **arrived / was arriving**, his sister **slept / was sleeping**.
3. Tom and Debbie **talked / were talking** while Tina **watched / was watching** TV.
4. They **walked / were walking** down the street when a man **stole / was stealing** their money.
5. The teacher **explained / was explaining** the homework when the bell **was ringing / rang**.

10 Complete the text with the verbs in brackets. Use the Past Simple or Past Continuous.

Last week, I ¹· ___ (go) to visit my cousin in Devon. While I ²· ___ (sit) on the train, two girls ³· ___ (enter) my carriage and ⁴· ___ (sit) opposite me. I ⁵· ___ (read) a book when the girls ⁶· ___ (start) laughing. I ⁷· ___ (look) at them and I ⁸· ___ (be) very surprised. They ⁹· ___ (laugh) at me! Then I ¹⁰· ___ (understand) the joke. I ¹¹· ___ (wear) one black shoe and one white shoe. I ¹²· ___ (feel) very embarrassed!

Grammar to Speaking

11 SAY IT RIGHT
a. Listen and repeat.

1. happened /d/
2. tricked /t/
3. waited /ɪd/

b. Listen and match the verbs to their final sound: /d/, /t/ or /ɪd/.

1. tried   3. hoped   5. refused
2. wanted 4. admitted 6. dropped

12 Answer your partner's questions about what happened while ...

1. you were having dinner last Friday.
2. you were doing your homework yesterday.
3. your friend was talking to you.
4. your family was watching TV last night.

> What happened while you were having dinner last Friday?

> While we were having dinner, my mum dropped a glass.

→ Workbook page 20 · 23

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Listening

1 **1/22 Read and listen to the words. How do you say them in your language?**
- campaign • neighbourhoods • initiative
- murals • pedestrians • statistics

2 **Read the title of the listening text and the opening sentences. What do you think it will be about?**
- a reducing crime on the roads
- b changing the attitudes of road users
- c making young people respect the law
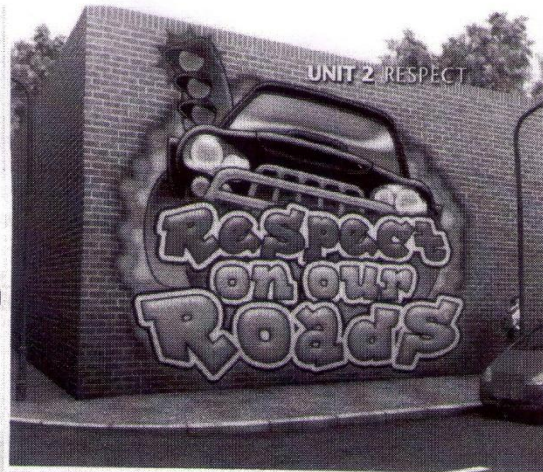
Respect on the streets

Welcome to Family Issues. You may have heard that this week is the United Nations Global Road Safety Week. To celebrate it, we've been looking at different campaigns that try to raise awareness of road safety around the world.

Exam listening strategy – true or false questions
- Read the sentences carefully and identify the key words.
- Listen for words that confirm or contradict the sentences and decide if they are true or false.

3 **1/23 Listen to the interview. Are the sentences true or false?**
1 The interview contrasted two road safety campaigns that try to reduce road accidents.
2 Work on the Respect mural is organized by the local authority.
3 By 2020, the number of people killed globally on roads may have grown by 16%.
4 British teenagers are more likely to die on the road than older people.
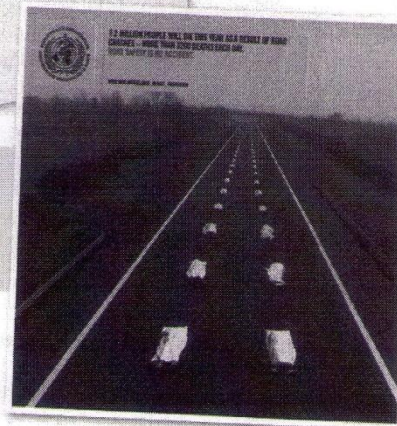
Speaking

4a **Complete the diagram with words from the box.**

rather   not very   really   not at all

quite   extremely

b **1/24 Listen to these opinions about the safety campaigns. Mark the stressed words in the sentences.**

Well, it's not a very clear message, is it?

I don't agree. I think it's a really effective poster.

5a **Complete these sentences about the safety campaigns using *extremely*, *not all all* and *quite*.**
1 No, it's _____ useful. They must change the message.
2 OK, I agree that the message could be clearer, but it is still _____ interesting.
3 I love this one. It is _____ effective.

b **1/25 Listen and check your answers. Then repeat the sentences.**

c **What do you think about the campaigns and their impact? Which do you think is most effective? Discuss.**

25

Right & Wrong

Extend your vocabulary 1B
Metaphors for honesty and dishonesty

Look at each sentence. Is the person being honest (*H*) or dishonest (*D*)? Circle the correct answer.

1 I can't believe he would behave in such an underhand way. It certainly wasn't very nice of him. *H / D*
2 She has such high standards. I don't think she would ever tell a lie. *H / D*
3 It was amazing. One minute he was really popular and the next nobody wanted to speak to him. I've never seen anyone fall from grace so quickly. *H / D*
4 He's been an upstanding member of this community for the past 40 years. *H / D*
5 She's really above gossip. She probably knows lots of secrets, but she'll never tell anyone. *H / D*
6 I never thought you'd stoop so low. How could you do that to her? *H / D*
7 That was really low down. I can't believe you'd ever behave like that. *H / D*

Extend your vocabulary 2
-isms

Complete the sentences with the correct kind of *-ism*.

1 After she rescued a child from the river, Marie was praised for her h_____.
2 Rupert was very angry when he lost his job at the age of 63 and he accused his employer of a_____.
3 B_____ is the main religion in Tibet.
4 A s_____ is when the sounds of words are mixed up.
5 Making jokes about women is just one type of s_____.
6 The ideas of Karl Marx are often associated with c_____.
7 Many schools in Canada promote the idea of b_____ as they think it is important that children can speak both English and French.

Listening
Getting it right

🔊 **1.03** Listen to a radio programme and choose the correct option to complete the sentences. Circle the correct answer.

1 The programme is about the correct use of English by *actors / politicians / television presenters*.
2 There's often *an international / an English / a BBC* version of a city's name.
3 The BBC Pronunciation Research Unit was originally called the Advisory Committee on *Correct English Usage / Spoken English / Speaking English*.
4 The unit creates a list of topical names every *day / week / month*.
5 The unit has a database with more than *20,000 / 200,000 / 2,000,000* entries.
6 When a mistake is made, it is normally spotted by *someone at the World Service / the Pronunciation Research Unit / a member of the public*.

Pronunciation
the

🔊 **1.04** Listen to the sentences and choose the correct pronunciation of *the*. Put a tick (✔) in the correct box.

	/ðiː/	/ðə/
1 The words aren't very clear and it's easy to mishear them.		
2 When are you going to tell me the answers?		
3 Have you listened to the lyrics on his latest song?		
4 It was one of the funniest things I heard.		
5 You'll find lots of examples on the internet.		
6 They won the award for best new artist.		
7 The idea is that people hear what they want to.		
8 What was the last CD you bought?		

EXPLORE Listening PLUS

TV, films, books
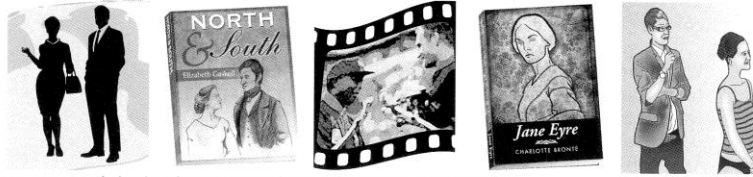
1 Look at the pictures. Have you read the books or seen the TV series and films?

2 **2** Listen to Flavia, Esteban and Edurne talking about the things in Exercise 1. Match the extracts (1–5) with the questions (a–e). Which book, TV series or film does each speaker talk about?

1	Flavia	a	Do you like watching TV from other countries?
2	Esteban	b	Are you reading anything at the moment?
3	Flavia	c	Are you following a TV series at the moment?
4	Edurne	d	Have you read anything interesting recently?
5	Flavia	e	Have you seen anything good on TV in the last week?

3 **2** Listen again. Complete the summaries with one word in each gap.

1 Flavia

At the moment I'm reading a book called *North and South* by Elizabeth Gaskell. It's about the differences between the ^{1}_____ north of England and the wealthier south. It tells the story of a woman called Margaret who is ^{2}_____ with her own ideas. I like reading about strong women, especially in the ^{3}_____ century in England.

2 Esteban

I saw *Invictus* last week. It's about how Nelson Mandela became President of South Africa after being in ^{4}_____ for many years. I liked it because it's about ^{5}_____ and forgiveness.

3 Flavia

I like watching a programme called *How to Look Good Naked*. It's about women who are not ^{6}_____ with their figures and an advisor teaches them how to ^{7}_____ . I think in Britain women are more ^{8}_____ of their bodies. At the end of the programme the woman has to strip ^{9}_____ in front of strangers.

4 Edurne

I've been watching the series *Mad Men* for the last year. It's about ^{10}_____ in the USA in the 1960s. I really like it because it shows how difficult it was for ^{11}_____ in a society ruled by men.

5 Flavia

I recently read *Jane Eyre* by Charlotte Brontë. It's about the ^{12}_____ and adolescence of Jane Eyre and it describes how she meets and falls in love with her master. I really liked it because the character is ^{13}_____ and headstrong. She doesn't always do what ^{14}_____ tells her she should do.

Pronunciation /b/ and /v/

The sounds /b/ and /v/ are different in English. You make the sound /b/ by putting both lips together and making the sound "explode" out when you separate them. You make the sound /v/ by putting your top teeth on your bottom lip and letting the sound vibrate through your teeth and bottom lip.

1 a **3** Listen and write the first letter of these words.

1	__ideo	3	__ecome	5	__ery
2	__ad	4	__ook	6	__erb

b **3** ℗ Listen again and practise saying the words.

2 **4** Listen to the sentences and ⟨circle⟩ the words you hear.

1	vote	(boat)	3	marvel	marble	5	vent	bent
2	vest	best	4	van	ban	6	TV	TB

3 **5** ℗ Listen and practise saying these sentences.

1 Move over. I can't see the TV.
2 They were playing volleyball by the river.
3 We're going to Vienna in November.
4 I can't believe how brave he was.

VOCABULARY AND PRONUNCIATION
Homonyms, homophones, and homographs

1 The word *bow* is both a homonym (same pronunciation, same spelling but different meanings) and a homograph (same spelling, but two pronunciations with different meanings).

bow /baʊ/	
noun	1 The front of a ship is called the **bow**.
	2 The cast took their **bows** after the performance.
verb	The Japanese **bow** when they greet each other.
bow /bəʊ/	
noun	1 The ribbon made a beautiful **bow** in her hair.
	2 Robin Hood used a **bow** and arrow to fight.
	3 You play the violin with a **bow**.

1 Read aloud all the sentences in the boxes.

2 Which meaning is both a noun and a verb?

3 Choose sentences to illustrate *bow* as a homonym.

4 Choose sentences to illustrate it as a homograph.

2 *bow* /baʊ/ is also a homophone. *bough* /baʊ/ has the same pronunciation, a different spelling and a different meaning. What is the meaning?

Homonyms

1 These sentences all contain words which have homonyms in the texts on pp82–5. Use your dictionary to check meanings and find the homonyms in the texts.

1 Our company has branches in New York, Frankfurt, and Singapore.

2 It's time I replaced my battered old trunk with a new suitcase.

3 Don't pine for him, Clarissa. Cheer up! He isn't worth it!

4 We were given a stern warning about the dangers of drink-driving.

5 This deck of cards has both the jokers missing.

2 Identify the homonyms in these sentences. Make sentences for the other meanings.

1 One swallow doesn't make a summer.

2 We spotted a really rare bird in the forest.

3 Don't go making any rash promises that you can't keep!

4 Lessons were interrupted for a fire drill.

5 I think we should scrap that idea. It's rubbish.

6 Stop rambling and get to the point!

Homophones

3 Read these words aloud. Think of a homophone for each one.

wail	whirled	fort	heir	site	hire	caught	soar

4 Complete the sentences with the correct homophone.

1 They tied their boat to a small _____ in the harbour. | a buoy / b boy

2 His _____ remarks upset all those present. | a coarse / b course

3 Public speaking makes my voice go _____. | a horse / b hoarse

4 They say it was a _____ gunman that shot the president. | a loan / b lone

5 The thieves got away with a large _____ of old bank notes. | a hall / b haul

6 Squirrels _____ nuts in woods and gardens. | a berry / b bury

7 She lifted her _____ and smiled at her new husband. | a vale / b veil

8 This is only a _____ contract. You don't have to sign it. | a draft / b draught

Homographs

5 **T 9.2** Listen and write the homograph you hear in each pair of sentences. What are the different pronunciations?

We're sitting at the back in row 102.
We've had another row about our finances.

6 Divide into two groups. Use your dictionaries to find the two pronunciations and the meanings of the words in your box. Make sentences to illustrate the meanings to the other group.

GROUP A			GROUP B		
wind	refuse	defect	wound	minute	object

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6 Fill in the gaps in these questions with *do, are, have, did* or – (no auxiliary).

1 Whereabouts _do_ you live?
2 How long .... you lived there?
3 Who .... you live with?
4 Who .... gets up first in your home?
5 Why .... you studying English?
6 Who .... told you about this school?
7 .... you study here last year?
8 How many countries .... you been to in your life?
9 Which of your friends .... lives closest to you?
10 What .... you do last New Year?

Help with Listening Questions with *you*

7 a) Work in pairs. How do we usually say the auxiliaries and *you* in the questions in **6**?

b) **R1.2** Listen to the questions in **6**. Notice how we say *do you* /dʒə/, *have you* /həvjə/, *are you* /əjə/ and *did you* /dɪdʒə/.

8 a) **R1.2** **P** Listen again and practise.
Whereabouts do you /dʒə/ *live?*

TIP! ● **P** = pronounciation.

b) Work in pairs. Take turns to ask and answer the questions in **6**. Ask follow-up questions.

c) Tell the class three things you found out about your partner.

9 Work in new pairs. Student A → p102. Student B → p107. Follow the instructions.

Get ready ... Get it right!

10 a) Make a list of the top ten things you do that make you happy.

1 *go out for a meal with friends*
2 *read in bed*

b) Work in pairs. Swap lists. Write one question to ask about each thing on your partner's list.

When did you last go out for a meal with friends? Which book are you reading at the moment?

11 a) Work with your partner. Take turns to ask and answer your questions. Ask follow-up questions if possible.

b) Tell the class about some of the things that make your partner happy.

Greg

Sarah

Jenny

Help with Grammar Question forms

5 a) Match questions 1–4 in **4c)** to these verb forms.

Present Simple *1*   Past Simple
Present Perfect Simple   Present Continuous

b) Write questions 2–4 from **4c)** in the table.

question word	auxiliary	subject	verb	
Who	does	Sarah	work	for?

c) Which auxiliaries do we use in the verb forms in **5a)**?

d) Look at questions 8 and 9 in **4c)**. Answer these questions.

1 Is the question word the subject or the object in these questions?
2 Why doesn't question 9 have an auxiliary?

e) Find two questions in **4c)** which have a preposition at the end.

f) Check in Language Summary 1 **6.1** p115.

Appendix 7D: Pronunciation in the table of contents section in course books and activity books. Examples extracted from *Voices 1* SB (2009), *New English File Advanced SB* (2010), *Straightforward Upper-Intermediate SB* (2007), *Straightforward Advanced SB* (2008), *Global Intermediate WB* (2011) and *Stand Out 2 WB* (2009)

Culture	Speaking & Pronunciation	Writing	Dialogue builder	Across the curriculum
	◆ Greetings and introductions ◆ The alphabet and spelling ◆ English in the classroom			WORKBOOK
◆ Multilingual Britain (Britain)	◆ Exchange personal information ◆ /s/	◆ A personal profile ◆ Capital letters	◆ Giving personal information *What's your name?* *What's your email address?*	CLIL Language
◆ The Red Earth Festival (The USA)	◆ Talking about your family ◆ Silent/pronounced /h/	◆ A description ◆ Apostrophes	◆ Talking about shopping *Can I help you?* *Have you got...?*	CLIL Art
◆ Ireland's Young Musicians (Ireland)	◆ Talking about your daily routine ◆ /s/ /z/ /ız/	◆ An email ◆ and, but	◆ Giving instructions *Can you give me a hand?* *Don't forget to...*	CLIL ICT
◆ Going to school on a Scottish island (Scotland)	◆ Talking about likes and dislikes ◆ can / can't	◆ A questionnaire ◆ so	◆ Making suggestions *Let's...* *How about...?*	CLIL Maths
◆ Australia's weird and wonderful wildlife (Australia)	◆ Describing an animal ◆ verb + -ing	◆ A web project ◆ Using adjectives	◆ Making arrangements *What are you doing tomorrow?* *What time are you going?*	CLIL Science
◆ A day out at the Summer Show (England)	◆ Placing locations on a map ◆ Syllable stress	◆ A guide for tourists ◆ also	◆ Ordering food *Can I have...?* *How much is a...?*	CLIL Geography
◆ Castles and dragons (Wales)	◆ Talking about an excursion ◆ /t/ /d/ /ıd/	◆ A biography ◆ Time connectors	◆ Asking for information *Where's the...?* *Is there a...?*	CLIL History
◆ Sports mad in New Zealand! (New Zealand)	◆ Talking about sports ◆ Sentence stress	◆ A class survey ◆ Question forms	◆ Talking about past events *Did you have a good weekend?* *What did you do?*	CLIL PE
◆ Welcome to Canada! (Canada)	◆ Talking about holiday plans ◆ must / mustn't	◆ A letter ◆ Prepositions of place and time	◆ Expressing quantity *How much does it cost to send a letter to...?* *Is there a postbox near here?*	CLIL Geography

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Appendix 7E: Examples of the different types of unit classified

Introductory units, extracted from *English in Mind 1 SB* (2010: 4) and *What´s Up? 1* (2006: 4-5)

Starter section

A Nice to meet you

1 Greetings and introductions

a) 🔊 Complete the dialogue with the words in the box. Then listen and check.

    fine   I'm   ~~name's~~   Nice   this   you

Liz: Hi. My ¹ *name's* Liz.
Monica: Hello, Liz. ² _____ Monica.
Liz: Oh, hi, Jack. How are you?
Jack: I'm ³ _____ , thanks. How about ⁴ _____ ?
Liz: OK, thanks. Monica, ⁵ _____ is my friend, Jack.
Monica: ⁶ _____ to meet you.
Jack: Hi, Monica.

b) Work in a group of three. Have conversations like the one in Exercise 1a.

Remember

My name's ... (*I → my*)   What's your name? (*you → your*)

2 Countries and nationalities

a) 🔊 Write the names of the countries. Then listen and check.

    Argentina Belgium Brazil ~~Britain~~
    Canada China France Germany
    Italy Japan Poland Russia
    Spain Switzerland Turkey USA

1 *Britain* _____   9 _____
2 _____   10 _____
3 _____   11 _____
4 _____   12 _____
5 _____   13 _____
6 _____   14 _____
7 _____   15 _____
8 _____   16 _____
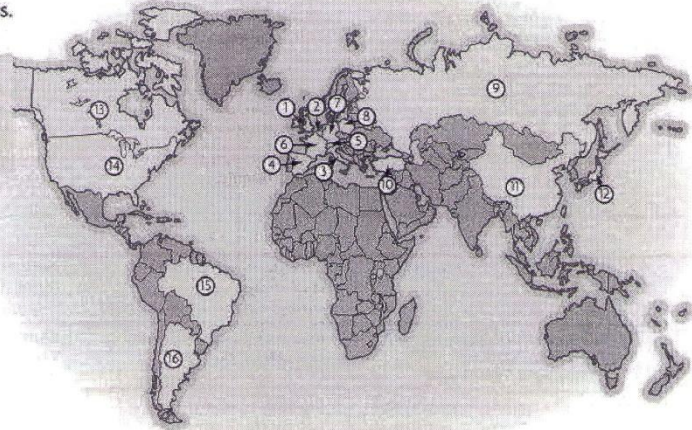
b) Work with a partner. Write the nationalities for the countries in Exercise 2a.

-an/-ian	Argentinian Belgian
-ish	British
others	Chinese French

4   Starter section

>Welcome to What's up?

Spelling

1 🔊 0.1 **Listen and say the alphabet.**

Aa	Bb	Cc	Dd	Ee	Ff	Gg
Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	Uu
Vv	Ww	Xx	Yy	Zz		

2 🔊 0.2 **Listen and point to the letters.**

G	E	H	A	Z	B	R
Y	V	W	K	J	I	Q

3 🔊 0.3 **Listen and write the names.**

4 **Pairwork.**

Student A: turn to page 109.
Student B: turn to page 112.

Days and months

5 **Say the days and months.**

a. **Days:** Monday, Tuesday, …
b. **Months:** January, February, …

6 🔊 0.4 **Listen and say the following rhyme.**
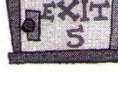
30 days has September,
April, June and November.
All the rest have 31,
But February has 28
and 29 in each leap year.

Ordinals

7 **Say the ordinal numbers.**

1st	first		6th	sixth
2nd	second		7th	seventh
3rd	third		8th	eighth
4th	fourth		9th	ninth
5th	fifth		10th	tenth

8 🔊 0.5 **Listen and follow the words.**

January	Monday	September	first	Saturday	tenth	EXIT 1
August	Wednesday	eighth	Thursday	second	December	EXIT 2
Sunday	April	Friday	third	fifth	May	EXIT 3
February	June	sixth	Tuesday	March	July	EXIT 4
October	fourth	Thursday	seventh	Thursday	November	EXIT 5

4

Countries and continents

9 🔊 0.6 Group the countries into these four continents. Listen and check.

1. Europe **2.** Africa **3.** Asia **4.** South America

- Brazil
- China
- Columbia
- Egypt
- Ecuador
- France
- Germany
- Great Britain
- Japan
- Kenya
- Morocco
- Nigeria
- Peru
- Sweden
- Thailand
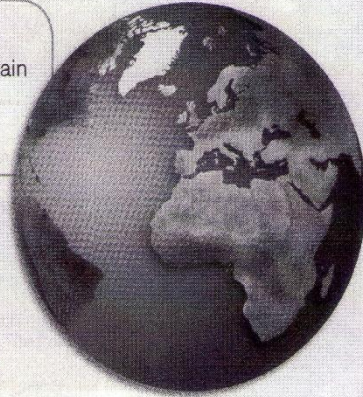
10 Test your partner.

Example: A: *Where's Egypt?*
B: *In Africa.*

Food, clothes and objects

11 Find ten things to eat, ten objects and eight things to wear.

breadchicomputercoateegg...telephoneidsockress...andwich...camcameracurwatjumperjactabletomatoskashoeglaschairpocheesejeanstroupizzashortsappdiscmanprinbiscuitjuacketbooki...fishrtpencilhatshskirtfruitbanabedtszebalbegapple
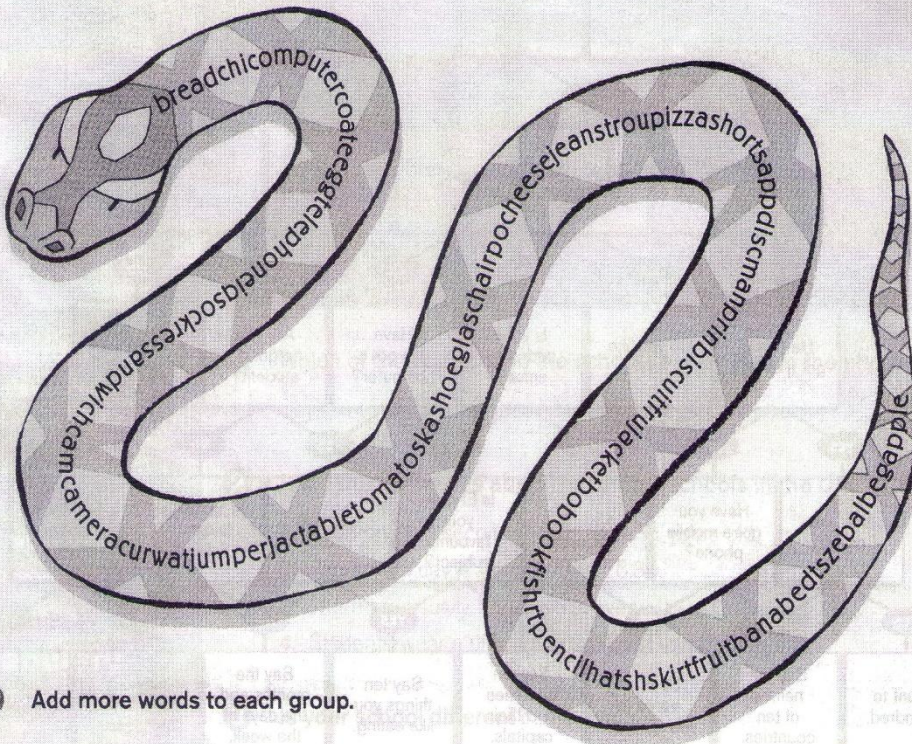
12 Add more words to each group.

5

Revision with main unit sections. Examples extracted from *MacMillan Secondary Course 4 SB* (2006: 122) and *New English File Intermediate SB* (2006: 18)

Unit 9 Progress Check

The news

1 Match the newspaper stories with the correct section of the newspaper.

> home news   world news
> sports news   entertainment and the arts
> gossip   weather   business

a   Snow, wind and rain predicted for tomorrow
b   Alonso wins the British Grand Prix
c   The government says that education is a priority
d   Volcano erupts in Indonesia
e   The economy is slowly improving
f   Brilliant concert by rock group Radiohead
g   Famous Hollywood star is going out with a Princess!

Fame

2 Match words or parts of words from each column to find words connected with fame. Write the words in your language.

a	super	1	image
b	the	2	ful
c	interview	3	star
d	body	4	guard
e	success	5	life
f	public	6	ist
g	private	7	er
h	sensational	8	press

Reported speech 1

3 Complete the sentences of reported speech.

a   'I'm not very good at maths.'
    Paul said he _____ very good at maths.
b   'I'm doing the shopping.'
    Mum said she _____ doing the shopping.
c   'I play tennis.'
    Judith said she _____ tennis.
d   'We watch a lot of films.'
    Alex and Adrian said they _____ a lot of films.
e   'I'm not writing a letter.'
    Helen said she _____ writing a letter.

Reported speech 2

4 Choose the correct alternatives.

a   Alice *said/told* John she loved him.
b   The police officer *said/told* it was impossible to park there.
c   Marisol *said/told* life was a tombola.
d   You *said/told* the teacher you were sorry for being late.
e   The star *said/told* the interviewer it was going to be his last film.

Indeterminate pronouns

5 Complete the text with the words in the box.

> somebody   something   somewhere
> anybody   anything   anywhere

Yesterday Keith and I went (a) _____ that was very strange. It was an old, abandoned house. We thought that there wasn't (b) _____ there apart from us. Then we heard (c) _____, but we didn't know what it was. We thought it came from upstairs. We went up and saw (d) _____, a young girl. We said hello, but she didn't say (e) _____. Suddenly she disappeared. We looked all around the house, but we couldn't find her (f) _____. Was it a ghost or just our imaginations?

GRAMMAR

Put the verbs in the correct tense.

A Wow. _Is_ that your new car? (be)

B Yes.

A When [1]_____ it? (you / get)

B I [2]_____ (buy) it last month.
[3]_____ it? (you / like)

A Yes, it's great. What happened to your front light?

B I [4]_____ (hit) another car when I [5]_____ (drive) to work. I thought the traffic lights [6]_____ (change), but they hadn't. Would you like to go for a drive?

A I can't just now because I [7]_____ (meet) a friend in ten minutes. How about tomorrow evening? It's Wednesday and I usually [8]_____ (finish) work early.

B OK. I [9]_____ (pick you up) at 7. 00. You [10]_____ (love) it, I know.

A I'm sure I will. See you tomorrow then.

☐ 10

VOCABULARY

a Word groups. Underline the word that is different. Say why.

1 fresh	seafood	frozen	home-made
2 fried	chicken	duck	sausages
3 knife	roast	fork	spoon
4 referee	coach	captain	pitch
5 pool	track	beat	court
6 aggressive	jealous	bossy	affectionate
7 charming	sensible	sociable	moody
8 cousin	family	mother-in-law	grandfather

b Write words for the definitions.

1 It's an adjective for food that is hot, e.g. curry or chilli.
    s_____

2 It's what you have before the main course.
    s_____ .

3 It means when two teams finish a match with the same score.
    d_____

4 It means to hurt yourself in an accident or doing a sport.
    get i_____

5 Your mother's second husband is your s_____ .

6 It's an adjective for a person who always thinks about him / herself.
    s_____

7 It's an adjective. It's the opposite of generous.
    m_____

c Fill each gap with one word.

1 I always ask _____ steak when we eat _____ .

2 What do you usually have _____ lunch?

3 It's a good idea to warm _____ before you start running.

4 Who do you get _____ with best in your family?

☐ 20

PRONUNCIATION

a Underline the word with a different sound.

1	pool	tuna	fruit	course
2	cook	food	look	football
3	court	ball	roast	prawns
4	couple	draw	cousin	duck
5	sausage	bossy	frozen	golf

b Underline the stressed syllable.

menu   referee   impatient   sociable   irresponsible   ☐ 10

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Revision units at the end. Examples extracted from *New English File Advanced SB* (2010: 137) and *Speakout Upper-Intermediate SB* (2012: 132, 133)

1B *have*

have

> 1 They **have** a large, rather dilapidated country house in Norfolk.
> 2 He **doesn't have** lunch at home. **Are** you **having** lunch?
> 3 They've **been** married for 15 years.
>   How long **has** Anna **been going** out with James?
> 4 **Do** we really **have to** spend Christmas with your parents again?
> 5 We're going to **have** the kitchen **repainted** next week.
>   I **had** my eyes **tested** when I got my new glasses.

1 Use *have* as a **main verb** for possession.
   Have with this meaning is a stative (non-action) verb and is not used in continuous tenses. Use auxiliaries *do / did* to make questions and negatives.
2 Use *have* + object as a **main verb** for actions, e.g. *have a bath, a drink, a chat,* etc.
   Have with this meaning is a dynamic (action) verb and can be used in continuous tenses.
3 Use *have* as the **auxiliary verb** to form the present perfect simple and continuous. Make questions by inverting *have* and the subject, and negatives with *haven't / hasn't*.
• We also use *have* for other perfect forms, e.g. the future perfect, the perfect infinitive, etc.
4 Use *have to* to express obligation, especially obligation imposed by others, and rules and regulations. *Have to* is a **main verb**.
5 Use *have* + object + past participle to say that you ask or pay another person to do something for you.
• *Have* here is a **main verb**, not an auxiliary verb, e.g. *Where do you have your hair cut?*

have got

> 1 How many children **have you got**? I've **got** three, two boys and a girl.
> 2 I've **got to** go now – I'm meeting my girlfriend for lunch.

1 You can also use *have got* for possession. The meaning is exactly the same as *have*.
• *Have* here is an **auxiliary verb** so make questions by inverting *have* and the subject and negatives with *haven't / hasn't*.
• *Have got* has a present meaning. We use *had* for the past, NOT *had got*.
• *Have got* is very common in informal spoken and written English.
2 Use *have got to* to express obligation, especially in informal spoken and written English.
• *Have got to* is normally used for a specific obligation rather than a general or repeated obligation. Compare:
   I've got to make a quick phone call (specific) and *I have to wear a suit to work* (general).
See **5A permission, obligation, and necessity** on page 148 for more information on *have to* and *have got to*.

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

   A You look exhausted.
   B Yes, I've been having meetings all day with the marketing people. ✓
 1 **A** Are you going to have your nails done when you go to the hairdresser's?
 2 **A** Why don't you want to come?
   B I haven't got any money.
 3 Has your husband to work tomorrow or is he taking the day off too?
 4 The staff don't have to dress formally in this company – they can wear what they like.
 5 How long have you been having your flat in London?
 6 What time are we having dinner tonight?
 7 My parents had got many problems with my sister when she was a teenager.
 8 I don't have a holiday for 18 months. I really need a break.
 9 Have we got to do this exercise now, or can we do it later for homework?

b Rewrite the sentences using a form of *have* or *have got*.

   I started working for Microsoft in 2001 and I still work there.
   I've been working for Microsoft since 2001.

 1 She's an only child.
   She _____.
 2 We used to pay someone to take a family photograph every year.
   We used _____.
 3 Wearing a hard hat is obligatory for all visitors to this site.
   All _____.
 4 He last saw his father in 2009.
   He _____.
 5 He lacks the right qualifications for this job.
   He _____.
 6 It's not necessary for us to do it now. We can do it later.
   We _____.
 7 The sea water was amazingly clear and warm – we swam every morning.
   The sea water was amazingly clear and warm – we _____.
 8 When did you start to get on badly?
   How long _____ badly?
 9 I need someone to fix the central heating. I think the thermostat is broken.
   I need _____.
   I think the thermostat is broken.

GRAMMAR

3.1 used to, would, be/get used to

used to, would

Use *used to* + infinitive for past habits, repeated actions and states which have changed. We can also use the past simple.

Jon used to smoke but he gave up a few years ago.

We always *had/used to have* a pet when I was young.

We can avoid repeating *used to* when telling stories by using *would* instead. We can use *would* + infinitive for past habits and repeated actions (but not states) which have changed. With *would*, we often use a past time reference.

We'd often meet up on a Friday evening after work.

be/get used to

Use *be used to* + noun or *-ing* form to talk about a situation which you are familiar with. Use the negative form for a situation which is new and strange for you.

I'm used to eating with a knife and fork.

I'm not used to eating with chopsticks.

Use *get used to* + noun or *-ing* form to talk about a situation which is becoming more familiar to you.

We're getting used to the cold winters.

I can't get used to sleeping during the day.

3.2 future forms

plans, intentions and decisions

Use *be going to* + infinitive to talk about general plans, arrangements and intentions about the future. Use *might/could* + infinitive when a plan or intention is not definite.

I'm going to look for a job after arriving in Kuala Lumpur.

We might go away for the weekend, we're not sure yet.

Use the present continuous to talk about definite arrangements or plans, often involving other people.

What are you doing today? I'm having lunch with Mitsuko.

The following phrases can also be used for intentions and plans: *planning to/hoping to* + infinitive, *thinking of* + *-ing*.

Pete's hoping to go to university next year.

Use *will* ('*ll* in spoken English) to talk about new decisions made at the moment of speaking. This is often used with *I think*.

I'm tired. I think I'll go to bed now.

future facts

Use the present simple to talk about facts in schedules, timetables and itineraries.

The course starts in September.

We arrive at 6a.m. at Milan airport.

predictions

Use *will/might/could/won't* + infinitive to make predictions based on opinion. Use with verbs such as *think, hope, expect, know, reckon, guess, be sure,* or adverbs such as *maybe, perhaps.*

I expect Sara will be late as usual.

When the prediction is based on present evidence or something that has already started, use *be going to.*

Look at those clouds. It's going to rain. (I can see dark clouds)

Lisa's going to have a baby. (the pregnancy has started)

Use *will* + *definitely/certainly/possibly/probably* to say how certain you are. Note the word order with *won't.*

Jodie and Al will probably get divorced soon.

You definitely won't get a ticket now. They'll be sold out.

The following phrases also express strong possibility: *be likely (to/that), may well, there's a good chance that.*

I'm likely to be / It's likely that I'll be tired after the journey.

The internet may well mean the end of printed newspapers.

There's a good chance that Brazil will win the Cup.

after conjunctions of time

To talk about the future, use present simple (or present perfect) after conjunctions of time such as *before, when* etc.

Let's get together as soon as you arrive. NOT *as soon as you'll arrive*

3.3 describing procedures

the aim of an activity
The aim/ goal/ object/ point is (for + subject) to …

emphasise an important point
The main/key/most important thing is to …

different procedures or steps
The way it works is that The first player…
What happens (next) is that you …
The first/next/last thing they/you do is you …
After they've/you've finished/done that, you …
First./Next./After that./Then./Finally, you …

PRACTICE

3.1

A Complete the exchanges with the correct form of *used to, would, be used to* or *get used to*. Sometimes there is more than one possibility.

1 A: Did you know John before?
   B: Yes, we _____ be at school together.

2 A: How are you finding your new flat?
   B: It's OK but I'm finding it difficult _____ the long journey to work.

3 A: How often did you see your grandmother when you were young?
   B: We _____ see her most weekends.

4 A: Everyone here speaks English so fast. I can't understand a word.
   B: Don't worry, you _____ it after a while.

5 A: How's your new flat?
   B: It's great but I _____ having so many rooms!

6 A: Is this a photo of you on holiday when you were young?
   B: Yes, we _____ go to Portugal every year.

7 A: Are you enjoying working from home?
   B: Yes, but I miss the people. I _____ working alone with no one around.

8 A: How can you get any sleep with all that noise outside?
   B: I don't even notice. I suppose I _____ it.

B Complete the second sentence so that it means the same as the first. Use *used to, be used to* or *get used to* and the verbs in brackets.

1 I lived alone before, but now I have a roommate and it's strange.
   I _____ (live) alone, so I _____ (have) a roommate.

2 He feels it's normal for him to stay out late because he always did it before we got married.
   He _____ (stay) out late because he always _____ (do) it before we got married.

3 She never had so much free time but now she's unfamiliar, but less and less so.
   She _____ (have) so much free time but now she _____ (have) it.

4 I don't feel comfortable travelling by public transport. Until last year I drove to work.
   I _____ (take) public transport. I _____ (drive) to work until last year.

5 I've never had a dog before. I'm sure I'll find it normal soon.
   I _____ (have) a dog. I expect I _____ (have) one soon.

3.2

A Cross out the incorrect option in the conversation.

A: Hey Mike, [1]*are you coming / are you going to come / will you come* on the ski trip this weekend?

B: Of course. I haven't signed up yet, but [2]*I'm likely to do / I'm going to do / I'll do* that now. Where [3]*does the bus leave / is the bus leaving / is the bus planning to leave* from?

A: It [4]*leaves / might leave / 'll leave* from the front of the office unless it [5]*will rain / 's raining / rains.*

B: Great! What are the snow conditions [6]*likely to / going to / hoping to* be like?

A: It's already snowing there now so [7]*it's being / it's going to be / it'll be* perfect conditions.

B: Great. [8]*I'll probably see / I'm seeing / I might see you* before then, but if not, see you on the bus!

B Complete the sentences with an appropriate future form. Sometimes there is more than one possibility.

1 I suppose I _____ (stay) at home this evening, but I haven't decided yet. Maybe I _____ (watch) a DVD or something.

2 Sandra _____ (be) there tomorrow? Then I _____ (definitely/go)!

3 The first metro _____ (go) at 5a.m.

4 Rick _____ (think of/move) abroad. I expect he _____ (be) happier there.

5 The deadline _____ (be) midnight tonight, so you _____ (probably/not finish) the application in time.

6 I _____ (see) her before she _____ (leave) but it's not certain.

3.3

A Complete the rules to the game *Cyclops* by putting the underlined words in the correct order.

[1] It works is that The way to play the game this works is that [1] The way it works is that The way you have two players and just one dice. [2] thing The is they first do roll to see who goes first. Then the first player rolls the dice, and adds up the numbers that they roll. [3] object is The to To get a hundred points. [4] point the Basically is to be lucky enough not to roll a one, because if you get a one, you lose all your points for that turn. [5] that is happens What a player gets greedy, thinks he can make a run to a hundred, but then gets a one and loses it all. That's the best part — it's really funny. [6] to is thing key The work in little steps, end your turn after a few rolls and don't get greedy!

Appendix 7F: Model followed to classify pronunciation activities and codes used for each type of task distinguished

Main activity types	Activity subtypes	Codes	Examples
Listening	Listen and repeat	**LIST. 1**	Listen again and practise. Copy the sentence stress and weak forms (*Face to Face Intermediate SB*, 2013: 23) Listen again and repeat (*Voices 1 SB*, 2009: 51)
	Listen and check	**LIST. 2**	Listen and check (*Messages 1 SB*, 2005: 10) Listen and check your answers (*Macmillan Secondary Course 4 SB*, 2006: 92)
	Simple listening	**LIST. 3**	Listen to some sentences (*Voices 1 SB*, 2009: 51) Listen to the words below, paying attention to the vowel sounds in colour (*Viewpoints for Bachillerato 2 SB*, 2010: 121)
	Listen and correct	**LIST. 4**	No examples were found in the 30 student´s books and 30 workbooks analysed
	Listen and read	**LIST. 5**	Read and listen to the words (*Definitions 2 SB*, 2008: 14) Then listen again and read the transcript aloud at the same time (*Straightforward Upper-Intermediate SB*, 2007: 18)
	Listen and write = dictation	**LIST. 6**	Listen and write the adverbs of frequency (*English Result Intermediate WB*, 2009: 11) Listen and write six passive sentences (*New English File Intermediate SB*, 2006: 89)
	Listen and discriminate/underline/mark	**LIST. 7**	Listen and mark the stress (*What´s up? 1 WB*, 2006: 13) Listen to four people saying Good morning. Decide if they sound friendly or unfriendly (*Global Intermediate SB*, 2011: 6)
	Listen and compare	**LIST. 8**	Listen and compare your ideas (*New Headway Advanced SB*, 2006: 51)
	Listen and match/listen and arrange	**LIST. 9**	Listen and put the verbs in the correct column (*What´s up? 1 SB*, 2006: 65) Now listen to these sentences and match them with the letters (*Team up 1 SB*, 2004: 45)
	Listen and complete/fill in	**LIST. 10**	Listen and complete the limerick (Oxford Spotlight 4 SB, 2005: 83) Listen and make new sentences with the verbs you hear (*New English File Intermediate SB*, 2006: 45)

Main activity types	Activity subtypes	Codes	Examples
Reading	Reading aloud = Read and repeat	**READ 1**	Practise saying the sentences (*New English File Intermediate SB*, 2006: 41) Say the verbs (*What´s Up? 1 SB*, 2006: 65)
	Reading for oneself	**READ 2**	Read the information box below (*New English File Advanced SB*, 2010: 73)
	Read and check	**READ 3**	No examples were found in the 30 student´s books and 30 workbooks analysed
	Read and match	**READ 4**	Say the letters. Write the odd one out in each group (*Messages 1 WB*, 2005: 6)
	Read and compare	**READ. 5**	Work with your partner. Compare answers (*Face to Face SB*, 2007: 99)
	Read and discriminate/underline	**READ. 6**	Practise saying the words below. Underline the consonant sounds that are difficult for you (*New Challenges 4 SB*, 2013: 45) Read the words in the box. Which ones contain the /ʃ/ sound? (*Award 2 SB*, 2012: 61) Read the words and circle the correct phonetic transcription (*Definitions 2 WB*, 2008: 40)
Matching	Sounds to spellings/words/phonetic symbols to spelling patterns	**MATCH. 1**	Work out what these words are and add them to the lists (*English in Mind 1 WB*, 2010: 73)
	Words/spellings to sounds/intonational or stress patterns	**MATCH. 2**	Match these verbs with their stress pattern (*Messages 1 SB*, 2005: 119) Put the past simple verbs into the correct column of the table (*Voices 1 WB*, 2009: 111)
	Sentences to rules	**MATCH. 3**	Then choose the correct option for each rule below (*Global Upper-Intermediate* SB, 2011: 57)
	Words to phonetic symbols-transcriptions/homophones/rhyming words	**MATCH. 4**	Match the phonetic transcriptions to the words in the box below (*Definitions 2 WB*, 2008: 16) Match the words 1-9 on the left with the words a-j on the right that have the same silent letter or letters (*Global Intermediate WB*, 2011: 88)
Production	Oral	**PROD. 1**	Can you think of other words with the same sounds? (*Global Intermediate SB*, 2011: 85) Which of the proverbs do you generally agree with? Think of examples from your own life and tell your partner (*Speakout Advanced SB*, 2012: 94)

Main activity types	Activity subtypes	Codes	Examples
Production (continued)	Written	**PROD. 2**	(...) write a homophone for each word (*Global Upper-Intermediate SB*, 2011: 79) Can you add more words to the lists? (*English in Mind WB*, 2010: 73)
Discrimination	Segmental: sounds and spellings	**DISCRI. 1**	Look at the sound pictures. How do you pronounce them? (*New English File Intermediate SB*, 2006: 6) Circle each **t** and **d** in bold you think you will hear. Cross out the ones you don't think you will hear (*Face to Face Intermediate SB*, 2013: 81)
	Suprasegmental: stress, intonation, rhythm, weak forms	**DISCRI. 2**	Underline the stressed syllable in the words (*Definitions 2 SB*, 2008: 55) Decide whether the same syllable (S) or a different syllable (D) is stressed in the adjective form (*Global Intermediate WB*, 2011: 61)
	Words/sentences/ meaning	**DISCRI. 3**	Then choose the correct meaning, a, b or c (New Challenges 4 SB, 2013: 65)
Fill in the blanks	Letters	**FILL IN. 1**	Complete the spelling of these words (*English Unlimited Intermediate SB*, 2011: 79)
	Words/rules	**FILL IN. 2**	Complete the sentences with the missing past modals (*Stand Out 2 SB*, 2009: 103) Then complete the rules with the words in the box (*Global Intermediate SB*, 2011: 21)
	Sounds	**FILL IN. 3**	No examples were found in the 30 student´s books and 30 workbooks analysed
Arrange	Segmental	**ARRAN. 1**	No examples were found in the 30 student´s books and 30 workbooks analysed
	Suprasegmental	**ARRAN. 2**	Organise them into groups of words with first and second syllable stress (*Language Leader Intermediate SB*, 2008: 70)
Using the dictionary	Segmental	**DICTION. 1**	Check the pronunciation in your dictionary (English Result Intermediate WB, 2009: 32)
	Suprasegmental	**DICTION. 2**	Use a dictionary to help (identify stressed syllables) (Speak Out upper-Intermediate SB, 2012: 13)
	Meaning	**DICTION. 3**	Use your dictionary to look up their meaning and pronunciation (*New English File Intermediate WB*, 2006: 53)

Main activity types	Activity subtypes	Codes	Examples
Games	Guessing/detective	**GAME 1**	Work with a partner. One of you says a sentence from Exercise 3a. The other says which sentence it is (*English in Mind 1 SB*, 2010: 91)
	Crossword/word-search/puzzle	**GAME 2**	Find eighteen words in the word-snake (*Straightforward Upper-Intermediate*, 2007: 43)
	Memorising	**GAME 3**	Look at the words and try to remember the whole sentence (*New English File Intermediate SB*, 2006: 25) Work in pairs, A and B. Test your partner´s memory and pronunciation (*Straightforward Upper-Intermediate SB*, 2007: 59)
Theoretical aspects	Question	**THEOR. ASP. 1**	Look at the information box. How do phonetic symbols in a dictionary help you pronounce words correctly? (*New English File Intermediate SB*, 2006: 6)
	Reference to a page/exercise/table	**THEOR. ASP. 2**	Sound bank. Look at the typical spellings for these sounds (*New English File Intermediate SB*, 2006: 85)
	Feedback	**THEOR. ASP. 3**	Give your partner(s) feedback on their verse: is it interesting/sad/funny? Does it rhyme well and have a good rhythm? (*Global Upper-Intermediate SB*, 2011: 78)
Correcting Mistakes		**CORR.**	Correct the factual mistakes in the sentences (*Straightforward Upper-Intermediate SB*, 2007: 13)
Replacing		**REPL.**	In pairs invent your own dialogue changing the underlined words (*Stand Out 2 SB*, 2009: 103)
Translation		**TRANS.**	Do you have equivalents in your language? (*Speakout Advanced SB*, 2012: 119)
Phonetic transcription	Writing phonetic symbols (production)	**PHON. TRANS. 1**	Write three words using the phonetic symbols to test your partner (*New Challenges 4* SB, 2013: 58)
	Interpreting/reading phonetic symbols (perception)	**PHON. TRANS. 2**	Read the following phonetic symbols and write in your notebook (*Viewpoints for Bachillerato 2 SB*, 2010: 121) Read the phonetic symbols below and write the words in your notebook (*Contrast for Bachillerato 2 SB*, 2012: 136)
Memorisation		**MEMOR.**	Try to learn some of the phonetic symbols (New Challenges 4 SB, 2013: 58)

Main activity types	Activity subtypes	Codes	Examples
Tongue twister		**TONGUE TWIST**	Try saying the following tongue twister quickly three times in succession (*Straightforward Advanced SB*, 2008: 39)
Rhyme		**RHYME**	Listen to the rhythm drill, then join in (*Messages 1 SB*, 2005: 29)
Song		**SONG**	Practise saying the song lyrics (*English Result Intermediate SB*, 2009: 61)
Poem	Listening and reading	**POEM 1**	Listen to the poem (*Messages 1 SB*, 2005: 73)
	Rhyming scheme	**POEM 2**	*Write down the rhyming scheme (the lines that rhyme with each other) in each verse. Use a new letter for each rhyme. Start like this: A, B, A, B, C, C...* (*Global Upper-Intermediate SB*, 2011: 78)
Role-plays and simulations		**ROLE-PLAY**	Role-play a police interview (*New English File Intermediate SB*, 2006: 105)
Quiz		**QUIZ**	Read and listen to this animal quiz. What animal is it? (*Team up 1 SB*, 2004: 38)
Simple checking		**CHECK.**	Check your answers in the audio script on page 91 (*English Result Intermediate WB*, 2009: 7)
Interview		**INTER.**	Interview your partner using the questionnaire. Ask for more information (*New English File Intermediate SB*, 2006: 52)
Debate		**DEB.**	Each student must choose a different topic and make brief notes about what he or she thinks (*New English File Advanced SB*, 2010: 11)

1 Vocabulary

School subjects

1 a) **Match the school subjects to the teachers.**

- English
- Geography
- History
- Music
- Science
- French
- Maths
- PE
- Art
- Information and Communication Technology (ICT)

A B C

D E (*Très bien*) F G

H I J
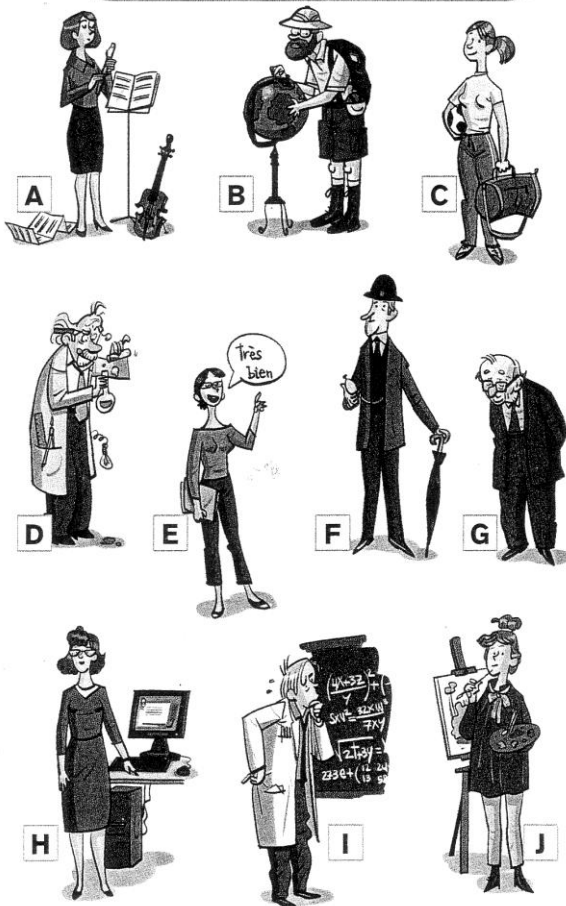
b) **1.1 Listen and check.**

2 **Discuss these questions together.**

1. What subjects do you do at school?
2. Where do you do them?
3. What are your favourite subjects?

Time

3 **Match the times to the clocks.**

a. 9:00   c. 16:30   e. 13:45

b. 10:30   d. 00:00   f. 12:15

1. half past four
2. half past ten
3. nine o'clock
4. quarter to two
5. quarter past twelve
6. midnight

4 **In pairs, ask and answer questions about the timetable.**

Example: What time is Science? At eleven o'clock.

	MONDAY
9.00	ICT
10.00	English
10.30	BREAK
11.00	Science
11.45	History
13.00	LUNCH
14.00	PE

5 **Write true and false sentences about your timetable. Your partner corrects the false ones.**

Example: A: *On Thursdays English is at 10 o'clock in the gym.*
B: *False! On Thursdays English is at 11 o'clock in the classroom.*

What's a cow's favourite subject?

MOOsic.

1 Look at the photos. Talk about what you can see.

Example: I can see ... .

Welcome to Mengo School!

Hello, we're in year 11 at Mengo School in Uganda, Africa.

In Uganda, lots of children don't go to secondary school. They start work when they are 11 years old. We are lucky. In our school we study hard and the school day is very long. Classes are from 7.30 am to 5.30 pm.

We have five different subjects: Computers, English, Science, Maths and Nature. There are special clubs after school, where we do different activities. In the 'Nature Club' we plant flowers in the school garden. We have a lot of space around the school where we can play sports.

Our school is modern. There is a computer room, where we surf the Internet and send e-mails. We write to schools in Europe and America. There is a science lab where we do experiments.

We work very hard at our school, but we love it!
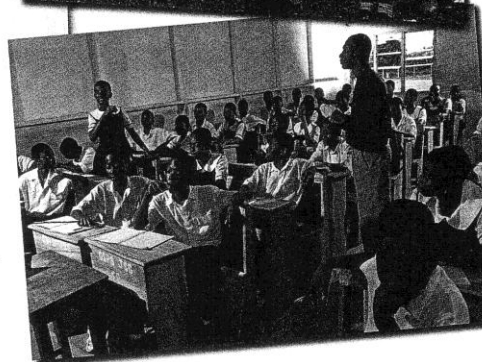
2 1.2 Read and listen to the text. Answer the questions.

1. Where is Mengo School?
2. How many hours is the school day?
3. How many subjects do they study?
4. What do they do in the 'Nature Club'?
5. Is there modern technology in the school?
6. Do they like their school?

3 Correct the false information.

Example: 1. Mengo school isn't a primary school. It's a secondary school.

1. Mengo School is a primary school.
2. In Uganda all the children go to secondary school.
3. In the 'Nature Club' they plant vegetables in the garden.
4. There is no space to play sports.
5. The school is very old.
6. They read books in the science lab.

4 Find four differences between Mengo School and your school.

Grammar

Verb *to be*

Affirmative	Negative	Questions	Short answers
I**'m** English.	I**'m not** English.	**Am** I ...?	Yes, I **am** / No, I**'m not**.
You**'re** old.	You **aren't** old.	**Are** you ...?	Yes, you **are** / No, you **aren't**.
He**'s** thirteen.	He **isn't** thirteen.	**Is** he ...?	Yes, he **is** / No, he **isn't**.
She**'s** pretty.	She **isn't** pretty.	**Is** she ...?	Yes, she **is** / No, she **isn't**.
It**'s** cold.	It **isn't** cold.	**Is** it ...?	Yes, it **is** / No, it **isn't**.
We**'re** in year 9.	We **aren't** in year 9.	**Are** we ...?	Yes, we **are** / No, we **aren't**.
They**'re** in History.	They **aren't** in History.	**Are** they ...?	Yes, they **are** / No, they **aren't**.

(See *Grammar Reference.*)

1 a) 🔊 **1.3** **Listen and complete.**

1. My name ... Jenny.
2. ... thirteen years old.
3. ... Australian.
4. My new school ... great.
5. My class teacher ... Ms Stevens.
6. ... very nice.
7. We ... really happy in our new school.

b) 🔊 **1.4** **Listen and complete the text about Imran.**

This ¹... Imran. He ²... thirteen, he ³... twelve. He ⁴... Australian, he ⁵... from Manchester. He likes his new school, too. It ⁶... cool. It's big and modern and there ⁷... a fantastic computer room. The teachers ⁸... really friendly. Ms Stevens ⁹... his class teacher, it's Ms Harris.

Pronunciation

It is important to pronounce **he** and **she** correctly.

🔊 **1.5** **Listen and say.**

She's thirteen.
He's twelve.

2 🔊 **1.6** **Listen and repeat.**

1. He's English.
2. She's Australian.
3. He's friendly.
4. She's happy.

3 **Match the questions to the answers.**

1. Are you Daniel?
2. Are you 14 years old?
3. Is your English teacher very old?
4. Is Mr Jones your teacher?
5. Is your school new?
6. Are the students in your class happy?

a. No, he's 23.
b. No, I'm David.
c. Yes, it's very new.
d. No, Mr Jones isn't our teacher.
e. No, I'm 13.
f. Yes, they are.

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4 Ask a partner questions. Answer with short answers.

Example: 1. Is your school big? Yes, it is.

1. your school / big?
2. your best friend / clever?
3. your English teacher / a man?
4. PE classes / in the gym?
5. Maths / in the science lab?
6. you / 13?

Question words

(See *Grammar Reference.*)

5 Match a question word to each picture.

- What?
- When?
- Where?
- Who?
- What time?
- How old?
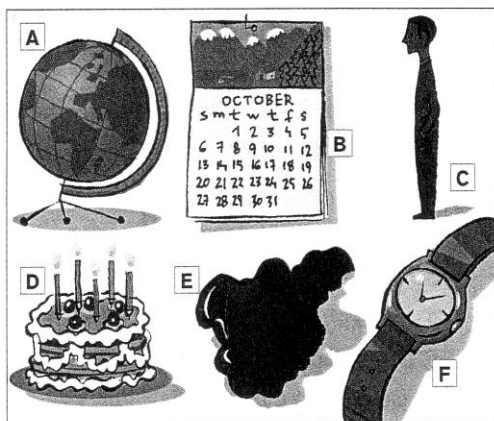
6 Write questions for these answers.

Example: 1. Who is Mr Turner?

1. Mr Turner is the French teacher.
2. Our school is in Manchester.
3. Lunch is at one o'clock.
4. My mum's 45.
5. My birthday is on 30th July.
6. My favourite subject is PE.

Prepositions of time

on Tuesday, **on** 24th November
in November, **in** autumn, **in** the morning
at eight o'clock, **at** midnight

(See *Grammar Reference.*)

7 Complete the teacher's message.

Class 9

1... December PE is in the gym and not outside.
It's 2... 2.00 3... the afternoon.
And don't forget 4... Friday you have a
Maths exam 5... 9.30!

Mr Roberts

8 Write the prepositions.

1. When is Christmas? ... December.
2. What time is the break? ... 10.30 am.
3. When is the match? ... Saturday.
4. When is it cold? ... winter.

Demonstrative pronouns

Singular	Plural
this/that	these/those

(See *Grammar Reference.*)

9 Ask your partner.

Example: A: *What's this?*
B: *It's a pen.*
A: *Who's that?*
B: *It's our teacher.*

1 Listening and Speaking

School timetables

1 Describe the picture.

Example: This is a street.

2 🔘 **1.7 Listen and complete.**

Time	Subject	Teacher	Place
9.15	¹...	Mr Lewis	²...
³...	PE	Ms Hope	⁴...
⁵...	BREAK		playground
11.30	⁶...	Ms Dee	⁷...
⁸...	LUNCH		
⁹...	¹⁰...	Mr Miles	computer room
14.45	study time		¹¹...

3 a) 🔘 **1.8 Listen. Which questions do you hear?**

1. How old are you?
2. What's your name?
3. Where do you live?
4. What's your favourite subject?
5. Where are you from?
6. Do you like the school?
7. When's your birthday?

b) 🔘 **1.8 Listen again. True or false? Correct the false sentences.**

1. Imran is a new student.
2. His parents are from India.
3. Jenny likes the school.
4. Jenny likes the gym.
5. Imran likes the computer room.
6. Her favourite subjects are French and PE.

Personal questions and answers

4 Complete the dialogue. Then act it out to the class.

A: Hi, I'm ¹… What's your name?

B: I'm ²… .

A: Where are you from?

B: I'm from ³… but my parents are from ⁴… . And you?

A: I'm from ⁵… .

B: Wow!

A: Do you like the new school?

B: Yes, especially the ⁶… . And you?

A: I like the ⁷… . My favourite subject's ⁸… . What's yours?

B: My favourite subject's ⁹… .

A: Come on. It's ¹⁰… o'clock, time for ¹¹… . Let's go.

English for the classroom

5 a) Match the questions (1-6) to the answers (a-f).
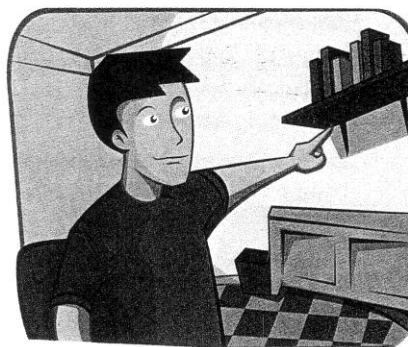
1. What's that in English?
2. How do you spell 'penguin'?
3. Pablo, it's 10.30!
4. What's the answer?
5. Can I go to the toilet, please?
6. What page is the exercise on?

a. Yes, but be quick!
b. 'Shelf'.
c. P-E-N-G-U-I-N.
d. Page 32.
e. I'm sorry I'm late.
f. I don't know.

b) 🔊 **1.9** Listen and check.

c) Practise the expressions in pairs.

6 Do you know any more classroom expressions?

7 Pairwork.

Student A: turn to page 109.
Student B: turn to page 112.

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1 Writing

Write about a student

Writing rule

Indefinite article: *a/an*

In English we use **a** before a consonant and **an** before a vowel.
a classroom, an atlas

(See *Grammar Reference*.)

1 **Write the indefinite article before these nouns.**

1. ... Maths book
2. ... gym
3. ... equation
4. ... English class

5. ... library
6. ... atlas
7. ... Science lab
8. ... Art class

Writing rule

Possessive adjectives go before nouns.
*This is **my** English book.*

Possessive adjectives never change.
***their** school, **their** teachers.*

(See *Grammar Reference*.)

2 **Match the pronouns (1-7) to the possessive adjectives (a-g).**

1. I
2. you
3. he
4. she
5. it
6. we
7. they

a. its
b. their
c. my
d. your
e. his
f. her
g. our

3 **Complete the text with *a, an* or possessive adjectives.**

I'm [1] ... new student here and this is [2] ... classroom. [3] ... teacher, Mr Martin, is very nice. I sit next to Ruth, she's [4] ... best friend. This is [5] ... desk. She has a lot of things on it: [6] ... black pen, [7] ... yellow pencil and [8] ... orange rubber.

4 **a) Read the ID card and the text about Jenny.**

Name: Jenny Burrows
Age: 13
Nationality: Australian
Favourite subjects: PE and English
Hobby: painting
Best friend: Ruth

Her name is Jenny Burrows. She is 13 years old and she is Australian. Her favourite subjects are PE and English. Her hobby is painting. Her best friend's name is Ruth.

b) Now complete the information about your friend.

Name: ...
Age: ...
Nationality: ...
Favourite subjects: ...
Hobby: ...
Best friend: ...

5 **Write a similar text about him/her.**

Subjects Quiz

1 **Write the words in the correct column.**

- verb
- rainforest
- number
- oxygen
- city
- gas
- solid
- triangle
- word
- adjective
- fraction
- pronoun
- percent
- painter
- poet
- writer
- desert
- composer
- ecosystem
- human body
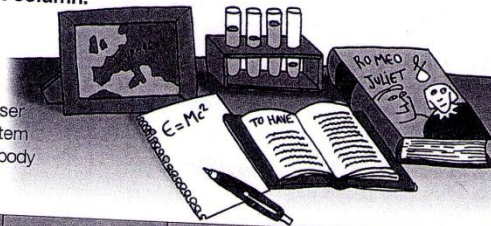
Science	Geography	English	Maths	Art and Culture
human body	*city*	*word*	*percent*	*composer*
...	...	...	...	...

2 **a) Answer the questions in the quiz.**

1. Oxygen is ...
2. A cow is ...
3. Planet Earth is ...
4. The human body is ...
5. What is Picasso's first name?
6. Who is the odd one out?
7. Shakespeare was ...
8. Which is the odd one out?
9. Which word is not a verb?
10. What is the possessive adjective in this sentence? Their house is old.
11. Put the words in alphabetical order.
12. What is the opposite of good?
13. What is 8 x 7 + 15?
14. In a class of 35 students, 40% are boys. How many are girls?
15. A triangle has 3 angles. One is 90°, the other 60° and the other?
16. 19 + ? = 35
17. Where is Sydney?
18. Which city is not in Europe?
19. Where are the Andes?
20. One of these is not an ecosystem.

1. **a)** a liquid **b)** a solid **c)** a gas
2. **a)** a carnivore **b)** a herbivore
3. **a)** > 10,000 million years **b)** < 5,000 billion years
4. **a)** 99% water **b)** 33% water **c)** 66% water
5. **a)** Luis **b)** Ramón **c)** Pablo
6. **a)** Goya **b)** Vivaldi **c)** Mozart
7. **a)** a writer **b)** a painter **c)** a composer
8. **a)** opera **b)** jazz **c)** ballet
9. **a)** go **b)** live **c)** shelf
11. **a)** bear **b)** board **c)** beat
12. **a)** well **b)** bad **c)** great
13. **a)** 56 **b)** 61 **c)** 71
15. **a)** 16 **b)** 15 **c)** 18
17. **a)** In Australia **b)** In America **c)** In Africa
18. **a)** Brussels **b)** Cairo **c)** Manchester **d)** Athens
19. **a)** In South Africa **b)** In South America
20. **a)** The Sahara desert **b)** The Sun **c)** The Amazon rainforest

1.10 **b) Listen and check.**

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Vocabulary

1 **Complete the sentences.**

1. 'What is your favourite … at school, John?' 'Art.'
2. There is a good … in my school where we can read books or study.
3. We study algebra in the … class.
4. At my school … is at one o'clock in the canteen.
5. Tom has PE in the … every Monday and Friday at school.
6. Students wear a … at my school. It's red and green.

Grammar

2 **Complete the sentences with the correct option.**

1. '… is Sam?' 'In the kitchen.'
   a. Who **b.** Where **c.** When
2. … is your birthday, Paula?
   a. Who **b.** Where **c.** When
3. '… is that man?' 'He's my Art teacher.'
   a. When **b.** Who **c.** Where
4. We like … teacher. She's very nice.
   a. our **b.** my **c.** we
5. Maria is only 9 but … brother is 22.
   a. my **b.** her **c.** his
6. Rod, Mike and Tim are in class 6. … teacher is Mr Brown.
   a. Their **b.** Our **c.** His

3 **Complete with the correct form of the verb *to be*.**

1. Margaret … Australian. She lives in Sydney.
2. Harry … English. He's American.
3. … you a good student, Paula?
4. Hello. I … John.
5. The students in my class at school … really friendly.
6. My name is Paul and this is Alex. We … brothers.

Translation

4 **Translate the sentences.**

1. Can I go to the toilet, please?
2. Do you like the new school?
3. Sorry I'm late.
4. When is the break at your school?
5. How do you spell *Geography*?

Dictation

5 **1.11 Listen and complete.**

1. 'What time is your … class, Rick?' 'At half … .'
2. Annette isn't English, she's … .
3. My mother is … . How old is your mother, Jack?
4. His … are from Manchester.
5. Sally and Marge like … teacher a lot. His name is Mr Adams.
6. Bill and Moses aren't in the Geography class. They're in the … .

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Appendix 7H: Specific components in the table of contents of the textbooks analysed

<u>**Group 1:**</u>

	Presence or absence	Main components		Presence or absence	Main components
Textbook number 1: *Messages 1*	Present as a main area, together with vocabulary	- Grammar - Vocabulary and pronunciation - Listening and reading skills - Communicative tasks	**Textbook number 9:** *Burlington Passport 4*	No	- Reading and listening - Vocabulary - Grammar - Communication - Writing - Passport to the world
Textbook number 2: *Voices 1*	Present as a main component, together with speaking	- Vocabulary - Grammar - Reading and listening - Culture - Speaking and pronunciation - Writing - Dialogue builder	**Textbook number 10:** *Macmillan Secondary Course 4*	Yes, as a main component, on its own	- Vocabulary - Grammar - English in use - Pronunciation - Skills - Skills guides
Textbook number 3: *What´s up? 1*	Present as a main field, on its own	- Vocabulary - Reading - Grammar - Listening - Speaking - Pronunciation - Writing - English for Maths, citizenship, school, music, science...	**Textbook number 11:** *Viewpoints for Bachillerato 2*	No	- Reading - Vocabulary - Grammar - Listening - Speaking - Writing - Skills
Textbook number 4: *English in mind 1*	Present as a main component, on its own	- Grammar - Vocabulary - Pronunciation - Speaking and functions - Listening - Reading - Writing	**Textbook number 12:** *Definitions 2*	Present as a main component, on its own	- Vocabulary - Reading - Grammar - Pronunciation - Listening - Speaking - Writing

	Presence or absence	Main components		Presence or absence	Main components
Textbook number 5: *Team up 1*	Present as a main field, on its own[62]	- Vocabulary and reading - Grammar - Skills - Vocabulary - Pronunciation	**Textbook number 13:** *Award 2*	No. However, in the listening component pronunciation sections are outlined	- Vocabulary - Grammar - Reading - Listening - Writing - Speaking - Across cultures
Textbook number 6: *Activate B1*	No	- Reading - Vocabulary - Grammar - Listening - Speaking - Use your English - Writing DVD	**Textbook number 14:** *Stand Out 2*	No, not as a main section. There is a reference to a section called pronunciation activities under the table of contents	- Language in use – grammar and vocabulary - Reading - Writing - Communication – listening and speaking - Interaction - Think back revision - Exam practice
Textbook number 7: *Oxford Spotlight 4*	Yes, together with vocabulary	- Vocabulary and pronunciation - Grammar - Reading - Everyday English and listening - Writing - Song/report	**Textbook number 15:** *Contrast for Bachillerato 2*	No	- Reading - Vocabulary - Grammar - Listening - Speaking - Writing
Textbook number 8: *New Challenges 4*	No	- Language - Skills			

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[62] The table of contents of this textbook is a bit confusing since the different components are not strictly divided into different areas like in the remaining textbooks. The only way I found I could analyse this textbook´s table of contents was by taking into consideration the colour scheme it uses; the contents to be developed within each area are highlighted in a different colour. For instance, the component named *skills* appears in green and it comprises section on listening, talking, writing and songs (see Appendix 7K for an image of this table of content section).

Group 2:

	Presence or absence	Main components		Presence or absence	Main components
Textbook number 16: *Global Intermediate*	Present as a main component, together with speaking	- Grammar - Reading texts - Listening texts - Vocabulary - Speaking/pronunciation	**Textbook number 24:** *Straightforward Upper-Intermediate*	Present as a main component, on its own	- Grammar - Vocabulary - Functional language - Pronunciation - Reading/listening - Speaking - Writing
Textbook number 17: *English Result Intermediate*	Present as a main component, on its own	- Grammar - Vocabulary - Pronunciation - Skills focus	**Textbook number 25:** *Face to Face Upper-Intermediate*	No	- Vocabulary - Grammar and real world - Reading - Listening - Help with listening and help with fluency - Extended speaking - Writing
Textbook number 18: *New English File Intermediate*	Present as a main component, on its own	- Grammar - Vocabulary - Pronunciation	**Textbook number 26:** *Speakout Advanced*	Present as a main component, on its own	- Grammar/function - Vocabulary - Pronunciation - Reading - Listening/DVD - Speaking - Writing
Textbook number 19: *English Unlimited Intermediate*	Not present as a main component. It indirectly appears within the language component, together with vocabulary and grammar	- Language - Skills - Explore	**Textbook number 27:** *Language Leader Advanced*	No	- Grammar - Vocabulary - Reading - Listening - Speaking - Scenario - Study/writing skills
Textbook number 20: *Face to Face Intermediate*	No	- Vocabulary - Help with listening - Grammar - Skills - Real World	**Textbook number 28:** *Straightforward Advanced*	Present as a main component, together with speaking	- Grammar - Vocabulary - Speech feature/pronunciation - Reading/listening - Speaking - Writing

	Presence or absence	Main components		Presence or absence	Main components
Textbook number 21: *Global Upper-Intermediate*	Present as a main component, together with speaking	- Grammar - Reading texts - Listening texts - Vocabulary - Speaking/pronunciation	**Textbook number 29:** *New English File Advanced*	Present as a main component, on its own	- Grammar - Vocabulary - Pronunciation
Textbook number 22: *Language Leader Upper-Intermediate*	Present as a main component, together with speaking	- Grammar - Vocabulary - Reading - Listening - Speaking/pronunciation - Scenario - Study and Writing skills	**Textbook number 30:** *New Headway Advanced*	No	- Language focus - Vocabulary - Reading - Listening - Speaking - The last word - Writing
Textbook number 23: *Speakout Upper-Intermediate*	Present as a main component, on its own	- Grammar/function - Vocabulary - Pronunciation - Reading - Listening/DVD - Speaking - Writing			

Appendix 7I: General presence of pronunciation in group 1 textbooks

	Description	Scale followed		Description	Scale followed
Textbook 1: *Messages 1*	Student´s book: 1-2 sections per unit	*Quite a lot*	**Textbook 9:** *Burlington Passport 4*	Student´s book: 1 section per main unit	*Quite a lot*
	Workbook: only present in unit 1	*Very rarely*		Workbook: 0 pronunciation sections present	*None*
Textbook 2: *Voices 1*	Student´s book: 1 section per unit	*Quite a lot*	**Textbook 10:** *Macmillan Secondary Course 4*	Student´s book: 1 section per main unit	*Quite a lot*
	Workbook: pronunciation only appears at the end of the book, in a grammar section	*Very rarely*		Workbook: 0 pronunciation sections present	*None*
Textbook 3: *What´s up? 1*	Student´s book: at least once in nearly every unit. Units 2 and 6 up to 4 pronunciation sections present. 0 sections in unit 9	*Sometimes*	**Textbook 11:** *Viewpoints for Bachillerato 2*	Student´s book: pronunciation only appears at the end of the book. 1-2 sections per unit	*Quite a lot*
	Workbook: 1 section only in units 2 and 3	*Very rarely*		Workbook: 0 pronunciation sections present	*None*
Textbook 4: *English in mind 1*	Students´ book: 1 section per unit	*Quite a lot*	**Textbook 12:** *Definitions 2*	Student´s book: 1-2 sections per unit	*Quite a lot*
	Workbook: 1 section per unit	*Quite a lot*		Workbook: 1-2 sections per unit	*Quite a lot*
Textbook 5: *Team up 1*	Student´s book: 10 units include 1 pronunciation; units 1 and 3 no sections	*Sometimes*	**Textbook 13:** *Award 2*	Student´s book: 1-2 sections per unit	*Quite a lot*
	Workbook: only present in two units	*Very rarely*		Workbook: 1-2 sections per unit	*Quite a lot*
Textbook 6: *Activate B1*	Student´s book: only present in four of the twelve main units	*Very rarely*	**Textbook 14:** *Stand Out 2*	Student´s book: pronunciation only appears at the end of the book. 1-2 sections per unit	*Quite a lot*
	Workbook: 0 pronunciation sections	*None*		Workbook: 0 pronunciation sections present	*None*
Textbook 7: *Oxford Spotlight 4*	Student´s book: 1 section per main unit	*Quite a lot*	**Textbook 15:** *Contrast for Bachillerato 2*	Student´s book: 1-2 sections per unit	*Quite a lot*
	Workbook: 0 pronunciation sections present	*None*		Workbook: 0 pronunciation sections present	*None*
Textbook 8: *New Challenges 4*	Student´s book: between one and 2 occasions in six out of the eight main units	*Sometimes*			
	Workbook: 0 pronunciation sections present	*None*			

Appendix 7J: Types of units present in each textbook and the specific unit-types in which pronunciation sections are included

Group 1 SB

	Type of units present in each textbook		Type of units in which pronunciation was present			Type of units present in each textbook		Type of units in which pronunciation was present	
Textbook number 1: *Messages 1*	Introductory	Y	Introductory	Y	**Textbook number 9: *Burlington Passport 4***	Introductory	Y	Introductory	N
	Main	Y	Main	Y		Main	Y	Main	Y
	Revision within main	Y	Revision within main	Y		Revision within main	Y	Revision within main	N
	Revision at the end	N	Revision at the end	N		Revision at the end	N	Revision at the end	N
Textbook number 2: *Voices 1*	Introductory	Y	Introductory	N	**Textbook number 10: *Macmillan Secondary Course 4***	Introductory	Y	Introductory	N
	Main	Y	Main	Y		Main	Y	Main	Y
	Revision within main	Y	Revision within main	N		Revision within main	Y	Revision within main	N
	Revision at the end	N	Revision at the end	N		Revision at the end	N	Revision at the end	N
Textbook number 3: *What´s up? 1*	Introductory	Y	Introductory	N	**Textbook number 11: *Viewpoints for Bachillerato 2***	Introductory	Y	Introductory	N
	Main	Y	Main	Y		Main	Y	Main	N
	Revision within main	Y	Revision within main	N		Revision within main	N	Revision within main	N
	Revision at the end	Y	Revision at the end	Y		Revision at the end	Y	Revision at the end	Y
Textbook number 4: *English in mind 1*	Introductory	Y	Introductory	Y	**Textbook number 12: *Definitions 2***	Introductory	Y	Introductory	N
	Main	Y	Main	Y		Main	Y	Main	Y
	Revision within main	Y	Revision within main	N		Revision within main	Y	Revision within main	N
	Revision at the end	N	Revision at the end	N		Revision at the end	Y	Revision at the end	Y
Textbook number 5: *Team up 1*	Introductory	N	Introductory	N	**Textbook number 13: *Award 2***	Introductory	Y	Introductory	N
	Main	Y	Main	Y		Main	Y	Main	Y
	Revision within main	Y	Revision within main	N		Revision within main	N	Revision within main	N
	Revision at the end	Y	Revision at the end	N		Revision at the end	Y	Revision at the end	N
Textbook number 6: *Activate B1*	Introductory	N	Introductory	N	**Textbook number 14: *Stand Out 2***	Introductory	Y	Introductory	N
	Main	Y	Main	Y		Main	Y	Main	N
	Revision within main	Y	Revision within main	N		Revision within main	Y	Revision within main	N
	Revision at the end	Y	Revision at the end	N		Revision at the end	Y	Revision at the end	Y
Textbook number 7: *Oxford Spotlight 4*	Introductory	Y	Introductory	N	**Textbook number 15: *Contrast for Bachillerato 2***	Introductory	Y	Introductory	N
	Main	Y	Main	Y		Main	Y	Main	Y
	Revision within main	Y	Revision within main	N		Revision within main	Y	Revision within main	N
	Revision at the end	Y	Revision at the end	N		Revision at the end	Y	Revision at the end	Y
Textbook number 8: *New Challenges 4*	Introductory	Y	Introductory	N					
	Main	Y	Main	Y					
	Revision within main	Y	Revision within main	N					
	Revision at the end	Y	Revision at the end	N					

Group 1 WB

Textbook	Type of units present in each textbook		Type of units in which pronunciation was present	
Textbook number 1: Messages 1	Introductory	Y	Introductory	Y
	Main	Y	Main	N
	Revision within main	N	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 2: Voices 1	Introductory	Y	Introductory	N
	Main	Y	Main	N
	Revision within main	Y	Revision within main	N
	Revision at the end	Y	Revision at the end	Y
Textbook number 3: What´s up? 1	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	N	Revision within main	N
	Revision at the end	N	Revision at the end	N
Textbook number 4: English in mind 1	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	Y	Revision within main	N
	Revision at the end	N	Revision at the end	N
Textbook number 5: Team up 1	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	Y	Revision within main	N
	Revision at the end	N	Revision at the end	N
Textbook number 6: Activate B1	Introductory	N	Introductory	N
	Main	Y	Main	N
	Revision within main	Y	Revision within main	N
	Revision at the end	N	Revision at the end	N
Textbook number 7: Oxford Spotlight 4	Introductory	Y	Introductory	N
	Main	Y	Main	N
	Revision within main	Y	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 8: New Challenges 4	Introductory	Y	Introductory	N
	Main	Y	Main	N
	Revision within main	Y	Revision within main	N
	Revision at the end	Y	Revision at the end	N

Textbook	Type of units present in each textbook		Type of units in which pronunciation was present	
Textbook number 9: Burlington Passport 4	Introductory	Y	Introductory	N
	Main	Y	Main	N
	Revision within main	Y	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 10: Macmillan Secondary Course 4	Introductory	Y	Introductory	N
	Main	Y	Main	Y
	Revision within main	Y	Revision within main	N
	Revision at the end	N	Revision at the end	N
Textbook number 11: Viewpoints for Bachillerato 2	Introductory	Y	Introductory	N
	Main	Y	Main	N
	Revision within main	Y	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 12: Definitions 2	Introductory	Y	Introductory	N
	Main	Y	Main	Y
	Revision within main	N	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 13: Award 2	Introductory	Y	Introductory	N
	Main	Y	Main	Y
	Revision within main	N	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 14: Stand Out 2	Introductory	Y	Introductory	N
	Main	Y	Main	N
	Revision within main	N	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 15: Contrast for Bachillerato 2	Introductory	Y	Introductory	N
	Main	Y	Main	N
	Revision within main	Y	Revision within main	N
	Revision at the end	Y	Revision at the end	N

Group 2 SB

Textbook	Type of units present in each textbook	SB	Type of units in which pronunciation was present	SB
Textbook number 16: *Global Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	Y	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 17: *English Result Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	Y	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 18: *New English File Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	Y	Revision within main	Y
	Revision at the end	Y	Revision at the end	N
Textbook number 19: *English unlimited Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	Y	Revision within main	Y
	Revision at the end	Y	Revision at the end	Y
Textbook number 20: *Face to Face Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	Y	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 21: *Global Upper-Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	N	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 22: *Language Leader Upper-Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	Y	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 23: *Speakout Upper-Intermediate*	Introductory	Y	Introductory	Y
	Main	Y	Main	Y
	Revision within main	Y	Revision within main	N
	Revision at the end	Y	Revision at the end	N

Textbook	Type of units present in each textbook	SB	Type of units in which pronunciation was present	SB
Textbook number 24: *Straightforward Upper-Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	N	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 25: *Face to face Upper-Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	Y	Revision within main	Y
	Revision at the end	Y	Revision at the end	N
Textbook number 26: *Speakout Advanced*	Introductory	Y	Introductory	Y
	Main	Y	Main	Y
	Revision within main	Y	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 27: *Language Leader*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	Y	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 28: *Straightforward Advanced*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	N	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 29: *New English File Advanced*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	Y	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 30: *New Headway Advanced*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	N	Revision within main	N
	Revision at the end	Y	Revision at the end	N

Group 2 WB:

Textbook	Type of units present in each textbook — WB		Type of units in which pronunciation was present — WB	
Textbook number 16: *Global Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	N	Revision within main	N
	Revision at the end	N	Revision at the end	N
Textbook number 17: *English Result Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	N	Revision within main	N
	Revision at the end	Y	Revision at the end	Y
Textbook number 18: *New English File Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	N	Revision within main	N
	Revision at the end	N	Revision at the end	N
Textbook number 19: *English unlimited Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	N	Revision within main	N
	Revision at the end	N	Revision at the end	N
Textbook number 20: *Face to Face Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	N	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 21: *Global Upper-Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	N	Revision within main	N
	Revision at the end	N	Revision at the end	N
Textbook number 22: *Language Leader Upper-Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	N	Revision within main	N
	Revision at the end	N	Revision at the end	N
Textbook number 23: *Speakout Upper-Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	Y	Revision within main	N
	Revision at the end	N	Revision at the end	N

Textbook	Type of units present in each textbook — WB		Type of units in which pronunciation was present — WB	
Textbook number 24: *Straightforward Upper-Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	N
	Revision within main	N	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 25: *Face to face Upper-Intermediate*	Introductory	N	Introductory	N
	Main	Y	Main	N
	Revision within main	N	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 26: *Speakout Advanced*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	Y	Revision within main	N
	Revision at the end	N	Revision at the end	N
Textbook number 27: *Language Leader*	Introductory	N	Introductory	N
	Main	Y	Main	N
	Revision within main	N	Revision within main	N
	Revision at the end	N	Revision at the end	N
Textbook number 28: *Straightforward Advanced*	Introductory	N	Introductory	N
	Main	Y	Main	N
	Revision within main	N	Revision within main	N
	Revision at the end	Y	Revision at the end	N
Textbook number 29: *New English File Advanced*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	N	Revision within main	N
	Revision at the end	N	Revision at the end	N
Textbook number 30: *New Headway Advanced*	Introductory	N	Introductory	N
	Main	Y	Main	Y
	Revision within main	N	Revision within main	N
	Revision at the end	N	Revision at the end	N

Appendix 7K: Table of contents section, extracted from textbook number 5, *Team Up 1* **(2004)**

	A	B	C	D
Unit 7 Being polite Page 42	**Reading and vocabulary:** • story comprehension 🎧 • questionnaire 🎧 **Vocabulary:** • polite expressions • ordinal numbers	**Grammar:** • *can* (politeness) • directions • suggestions **Vocabulary:** opposite, in front of **Pronunciation:** intonation: sentence stress 🎧	**Skills:** • Listening: describing greetings 🎧 • Writing: directions • Talking: giving directions	
Unit 8 Feelings Page 48	**Reading and vocabulary:** • story comprehension 🎧 **Vocabulary:** feelings	**Grammar:** • the present continuous **Pronunciation:** *-ing* 🎧 Song 🎧	**Skills:** • Listening: stories about feelings 🎧 • Writing: a postcard • Talking: about activities	
	Extension videos 2			
Unit 9 The year Page 56	**Reading and vocabulary:** • story comprehension 🎧 • description of seasons 🎧 **Vocabulary:** • the weather • seasons	**Grammar:** • *(there) was/ were* • *must* **Pronunciation:** *was and were* (strong and weak forms) 🎧	**Skills:** • Listening: a visit to a festival 🎧 • Writing: about a holiday • Talking: interview about a holiday Song 🎧	
Unit 10 The body Page 62	**Reading and vocabulary:** • story comprehension 🎧 • police report 🎧 **Vocabulary:** parts of the body	**Grammar:** • the past simple: regular and irregular (affirmative) **Pronunciation:** *-ed* 🎧 **Vocabulary:** verbs Song 🎧	**Skills:** • Listening: a strange story 🎧 • Writing: a guided stor • Talking: about the story	
Unit 11 Jobs Page 68	**Reading and vocabulary:** 🎧 • story comprehension **Vocabulary:** jobs	**Grammar:** • the past simple: regular and irregular (negative and interrogative) 🎧	**Skills:** • Listening: a day at work 🎧 • Writing: describing a job in the past tense • Talking: about a job Song 🎧	
Unit 12 Food Page 74	**Reading and vocabulary:** • story comprehension 🎧 **Vocabulary:** food **Pronunciation:** rhythm 🎧	**Grammar:** • *going to* • the present continuous with future meaning Song 🎧	**Skills:** • Listening: in a restaurant 🎧 • Writing: a menu • Talking: inviting a friend to a meal	
	Extension videos 3			
Page 82 – 83	**Songs**			
Page 84 – 90	**Vocabulary**			
Page 91 – 102	**Grammar**			
Page 103	**Irregular verbs**			

Review (vertical, column D)

Appendix 7L: Examples of wordlists and lists of phonetic symbols at the end of certain textbooks in which pronunciation transcriptions are provided, extracted from _Team Up! 1_ (2004: 88) and _Award 2_ (2012: 127, 128)

VOCABULARY

	Castellano	Català	Euskera	Galego
O				
office, *n.* /ˈɒfɪs/	oficina	oficina	bulego	oficina
often, *adv.* /ˈɒfᵊn/	a menudo	sovint	sarri	a miúdo
oil, *n.* /ɔɪl/	aceite	oli	olio	aceite
old, *adj.* /əʊld/	viejo/-a	vell/-a	zahar	vello/-a
omelette, *n.* /ˈɒmlət/	tortilla	truita	arrautzopil	tortilla
on, *prep.* /ɒn/	sobre, encima de	sobre, sobre de	-en gainean	enriba de
once, *adv.* /wʌnts/	una vez	una vegada	behin	unha vez
onion, *n.* /ˈʌnjən/	cebolla	ceba	tipula	cebola
opposite, *prep.* /ˈɒpəzɪt/	enfrente de	enfront de	-en aurrean	en frente de
orange juice, *n.* /ɒrɪndʒ dʒuːs/	zumo de naranja	suc de taronja	laranja-zukua	zume de laranxa
outside, *prep.* /ˌaʊtˈsaɪd/	fuera de	fora de	kanpo(an)	fora de
owner, *n.* /ˈəʊnəʳ/	propietario	propietari	jabe	propietario
P				
packet, *n.* /ˈpækɪt/	paquete	paquet	pakete	paquete
paint, *v.* /peɪnt/	pintar	pintar	margotu, pintatu	pintar
painter, *n.* /ˈpeɪntəʳ/	pintor	pintor	margolari, pintore	pintor
parents, *n.* /ˈpeərᵊnts/	padres (padre y madre)	pares (pare i mare)	gurasoak, aitamak	pais
park, *n.* /pɑːk/	parque	parc	parke	parque
pasta, *n.* /ˈpæstə/	pasta	pasta	pasta	pasta
pay, *v.* /peɪ/	pagar	pagar	ordaindu	pagar
perhaps, *adv.* /pəˈhæps/	quizá	potser	beharbada, agian	quizais
pet, *n.* /pɛt/	mascota	mascota	etxabere	mascota
phone call, *n.* /fəʊn kɔːl/	llamada telefónica	trucada telefònica	telefono-dei	chamada telefónica
photo, *n.* /ˈfəʊtəʊ/	foto(grafía)	foto(grafia)	argazki	foto (grafía)
Physics, *n.* /ˈfɪzɪks/	Física	Física	fisika	física
piece, *n.* /piːs/	pieza, trozo	peça, tros	trozo, zati	peza, anaco
place, *n.* /pleɪs/	lugar	lloc	leku, toki	lugar
plate, *n.* /pleɪt/	plato, bandeja	plat, safata	plater	prato, bandexa
play, *v.* /pleɪ/	jugar, tocar (un instrumento)	jugar, tocar (un instrument)	(soinua) jo	xogar, tocar (un instrumento)
pleased, *adj.* /pliːzd/	contento/-a	content/-a	pozik	contento/-a
pocket, *n.* /ˈpɒkɪt/	bolsillo	butxaca	poltsiko, patrika	bolsillo
police officer, *n.* /pəˈliːs ˈɒfɪsəʳ/	agente de policía	agent de policia	polizia-ofiziala	axente de policía
police station, *n.* /pəliːs ˈsteɪʃᵊn/	comisaría (de policía)	comissaria (de policia)	komisaldegi	comisaría (de policía)
polite, *adj.* /pəˈlaɪt/	educado/-a	educat/-da	adeitsu, gizalegetsu	educado/-a
poor, *adj.* /pɔːʳ/	pobre	pobre	behartsu	pobre
postcard, *n.* /ˈpəʊstkɑːd/	tarjeta postal	tarjeta postal	postal	tarxeta postal
potato, *n.* /pəˈteɪtəʊ/	patata	patata	patata	pataca
present, *n.* /ˈprezᵊnt/	regalo	regal	opari	regalo
prince, *n.* /prɪnts/	príncipe	príncep	printze	príncipe
pullover, *n.* /ˈpʊləʊvəʳ/	jersey	jersei	jertse	xersei
put, *v.* /pʊt/	poner	posar	jarri	poñer
Q				
quiet, *adj.* /kwaɪət/	tranquilo/-a	tranquil/-a	lasai, bare	tranquilo/-a
R				
rabbit, *n.* /ˈræbɪt/	conejo	conill	untxi	coello
rain, *n.* /reɪn/	lluvia	pluja	euri	choiva
rain, *v.* /reɪn/	llover	ploure	euria egin	chover
rainy, *adj.* /ˈreɪnɪ/	lluvioso/-a	plujós/-a	euritsu	chuvioso
rescue, *v.* /ˈreskjuː/	rescatar	rescatar	askatu	rescatar
rice, *n.* /raɪs/	arroz	arròs	arroz	arroz
rich, *adj.* /rɪtʃ/	rico/-a	ric/-a	aberats	rico/-a
ride, *v.* /raɪd/	montar	muntar	(bizikletaz, zaldiz...) ibili	montar
right, *adj.* /raɪt/	derecho/-a	dret/-a	eskuin	dereito/-a
river, *n.* /ˈrɪvəʳ/	río	riu	ibai	río
rude, *adj.* /ruːd/	grosero/-a	groller/-a	baldar	grosero/-a
run, *v.* /rʌn/	correr	córrer	lasterka egin	correr
S				
sad, *adj.* /sæd/	triste	trist	goibel, triste	triste
safe, *adj.* /seɪf/	seguro/a	segur/a	seguru	a salvo
salad, *n.* /ˈsæləd/	ensalada	amanida	entsalada	ensalada
salt, *n.* /sɔːlt/	sal	sal	gatz	sal
save, *v.* /seɪv/	salvar	salvar	salbatu	salvar
science, *n.* /saɪənts/	ciencia	ciència	zientzia, jakintza	ciencia
sea, *n.* /siː/	mar	mar	itsaso	mar
season, *n.* /ˈsiːzᵊn/	estación	estació	urtaro	estación

Wordlist

Red words

Las palabras de esta lista siguen el código de colores del *Macmillan English Dictionary*. Las palabras en rojo forman parte del vocabulario esencial de un estudiante de inglés de nivel medio. Han sido cuidadosamente seleccionadas según su importancia y frecuencia.

Todas las palabras en rojo tienen una "clasificación por estrellas":
- *** palabras más comunes, como *identity, popular, design*
- ** palabras muy comunes, como *adventure, innocent, romantic*
- * palabras bastante comunes, como *accidentally, entertaining, organized*

Starter unit

above all /əˈbʌv ˌɔːl/ sobre todo
aggressive /əˈgresɪv/ *adj* ** agresivo/a
agree with /əˈgriː ˌwɪð/ *vb* *** estar de acuerdo con
ambitious /æmˈbɪʃəs/ *adj* ** ambicioso/a
arrogant /ˈærəgənt/ *adj* * arrogante
at first /ət ˈfɜː(r)st/ al principio
attend /əˈtend/ *vb* *** asistir
audience /ˈɔːdiəns/ *n* *** público
by chance /baɪ ˈtʃɑːns/ por casualidad
carbon-free /ˌkɑː(r)bənˈfriː/ *adj* libre de carbono
caring /ˈkeərɪŋ/ *adj* bondadoso/a
charge /tʃɑː(r)dʒ/ *vb* *** cargar
complain about /kəmˈpleɪn əˌbaʊt/ *vb* *** quejarse de
conference /ˈkɒnf(ə)rəns/ *n* *** conferencia
consist of /kənˈsɪst ɒv/ *phrasal vb* *** consistir en
courageous /kəˈreɪdʒəs/ *adj* valiente
depend on /dɪˈpend ˌɒn/ *vb* *** depender de
desperate /ˈdesp(ə)rət/ *adj* ** desesperado/a
destiny /ˈdestəni/ *n* destino
determined /dɪˈtɜː(r)mɪnd/ *adj* ** decidido/a
diagram /ˈdaɪəgræm/ *n* ** diagrama
drought /draʊt/ *n* sequía
famous for /ˈfeɪməs ˌfɔː(r)/ *** famoso/a por
from bad to worse /frɒm ˌbæd tə ˈwɜː(r)s/ de mal en peor
gang /gæŋ/ *n* ** pandilla
gang culture /ˈgæŋ ˌkʌltʃə(r)/ *n* cultura pandillera
good-looking /ˌgʊdˈlʊkɪŋ/ *adj* ** atractivo/a
hear about /ˈhɪə(r) əˌbaʊt/ *vb* *** enterarse de
inspire /ɪnˈspaɪə(r)/ *vb* ** inspirar
inspirational /ˌɪnspəˈreɪʃ(ə)n(ə)l/ *adj* inspirador/a
(be) keen on /ˈkiːn ˌɒn/ *adj* *** gustarle a uno (algo)
light bulb /ˈlaɪt ˌbʌlb/ *n* bombilla
lucky /ˈlʌki/ *adj* *** afortunado/a
materials /məˈtɪəriəlz/ *n plural* *** materiales
membership /ˈmembə(r)ʃɪp/ *n* *** número de socios
modest /ˈmɒdɪst/ *adj* ** modesto/a
nervous about /ˈnɜː(r)vəs əˌbaʊt/ *adj* ** nervioso/a por
obvious /ˈɒbviəs/ *adj* *** obvio/a

of course /əv ˈkɔː(r)s/ por supuesto
optimistic /ˌɒptɪˈmɪstɪk/ *adj* ** optimista
patient /ˈpeɪʃ(ə)nt/ *adj* ** paciente
pessimistic /ˌpesəˈmɪstɪk/ *adj* * pesimista
poverty /ˈpɒvə(r)ti/ *n* ** pobreza
privileged /ˈprɪvəlɪdʒd/ *adj* privilegiado/a
proud /praʊd/ *adj* ** orgulloso/a
queue /kjuː/ *vb* * hacer cola
raise money /ˌreɪz ˈmʌni/ recaudar dinero
replace /rɪˈpleɪs/ *vb* *** reemplazar
resourceful /rɪˈzɔː(r)sf(ə)l/ *adj* ingenioso/a, apañado/a
rubbish /ˈrʌbɪʃ/ *n* ** basura
sick of /ˈsɪk ɒv/ *adj* *** harto/a de
speak to /ˈspiːk tuː/ *vb* *** consultar con
standing ovation /ˌstændɪŋ əʊˈveɪʃ(ə)n/ *n* ovación de pie
surprised by /sə(r)ˈpraɪzd baɪ/ *adj* *** sorprendido/a por
talented /ˈtæləntɪd/ *adj* * con talento
windmill /ˈwɪn(d)ˌmɪl/ *n* molino de viento
worried about /ˈwʌrɪd əˌbaʊt/ *adj* *** preocupado/a por

Unit 1

A-level /ˈeɪˌlev(ə)l/ *n (Advanced level)* curso necesario para acceder a la universidad
alternative /ɔːlˈtɜː(r)nətɪv/ *n* *** alternativo/a
annual /ˈænjuəl/ *adj* *** anual
apprenticeship /əˈprentɪsʃɪp/ *n* curso de formación laboral teórico y práctico (remunerado)
bills /bɪlz/ *n* *** facturas
borrow /ˈbɒrəʊ/ *vb* ** pedir prestado/a
career /kəˈrɪə(r)/ *n* *** trayectoria profesional
cleaning /ˈkliːnɪŋ/ *n* * limpieza, limpiar
cooking /ˈkʊkɪŋ/ *n* ** cocina, cocinar
CV /ˌsiːˈviː/ *n* * currículum vitae
debt /det/ *n* *** deuda
degree /dɪˈgriː/ *n* *** título universitario, carrera
demonstrations /ˌdemənˈstreɪʃ(ə)nz/ *n* ** manifestaciones
DIY /ˌdiːaɪˈwaɪ/ *n (Do-it-yourself)* bricolaje
earn /ɜː(r)n/ *vb* *** ganar (dinero)

Pronunciation

Phonemes

sonidos vocálicos		
vocales cortas	**vocales largas**	**diptongos**
/æ/ m<u>a</u>tch	/ɑ:/ p<u>a</u>rk	/eə/ h<u>air</u>
/e/ b<u>e</u>d	/ɜ:/ s<u>ear</u>ch	/ɪə/ y<u>ear</u>
/ɪ/ g<u>i</u>g	/ɔ:/ st<u>ory</u>	/ʊə/ t<u>our</u>
/ɒ/ pl<u>o</u>t	/i:/ s<u>ee</u>	/aɪ/ b<u>uy</u>
/ʊ/ w<u>ou</u>ld	/u:/ f<u>oo</u>d	/eɪ/ g<u>a</u>me
/ʌ/ <u>u</u>nusual		/ɔɪ/ ann<u>oy</u>
/ə/ numb<u>e</u>r		/əʊ/ s<u>o</u>cial
		/aʊ/ cr<u>ow</u>d

consonantes		
sonoras ⟷	**sordas**	
/b/ <u>b</u>ackground ⟷	/p/ <u>p</u>ortrait	/m/ <u>m</u>uscle
/d/ <u>d</u>iscover ⟷	/t/ <u>t</u>ime	/n/ <u>n</u>ow
/g/ <u>g</u>ood ⟷	/k/ <u>c</u>omputer	/ŋ/ recycl<u>ing</u>
/v/ <u>v</u>ibrate ⟷	/f/ <u>f</u>antasy	/h/ <u>h</u>istorical
/z/ <u>z</u>oo ⟷	/s/ <u>s</u>ubject	/l/ <u>l</u>egend
/ʒ/ mea<u>s</u>ure ⟷	/ʃ/ <u>sh</u>oulder	/r/ <u>r</u>elax
/ð/ bro<u>th</u>er ⟷	/θ/ <u>th</u>ink	/w/ <u>w</u>ebsite
/dʒ/ <u>j</u>eans ⟷	/tʃ/ resear<u>ch</u>er	/j/ <u>y</u>outh

Word Stress

En inglés, no se acentúan por igual todas las sílabas de una palabra. El acento principal solo recae en una y las demás se pronuncian muy débilmente, a menudo con el sonido *schwa* /ə/.

● . . .
<u>in</u>teresting

. ● . . .
par<u>ti</u>cularly

La acentuación puede variar según sea la categoría gramatical de la palabra.

● .
<u>re</u>cord (n)

. ●
re<u>cord</u> (vb)

Intonation

La entonación es la música de la lengua, la forma en que sube o baja el tono de la voz. En las preguntas con partícula interrogativa generalmente baja al final. En cambio, en las preguntas formales que se hacen para pedir un favor, la entonación por lo general sube al final.

Would you rather eat at home or in a restaurant?

What time does the film start?

Can you tell me how to get to the airport?

Appendix 7M: Segmental and suprasegmental aspects present in each student´s book and workbook analysed

		Presence or absence of segmental and suprasegmental aspects																
		/æ/	/ɑ:/	/e/	/ɜ:/	/ɪ/	/i:/	/ɒ/	/ɔ:/	/ʊ/	/u:/	/ə/	/ʌ/	/eɪ/	/aɪ/	/ɔɪ/	/əʊ/	/aʊ/
Textbook number 1: *Messages 1*	SB	2	1	2	0	4	2	0	1	0	2	1	1	1	1	0	2	0
	WB	0	1	1	0	0	1	0	0	0	1	0	0	1	1	0	0	0
Textbook number 2: *Voices 1*	SB	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 3: *What´s up? 1*	SB	0	0	0	0	3	2	0	0	0	1	2	1	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 4: *English in mind 1*	SB	0	1	1	1	1	1	0	0	0	1	2	0	0	0	0	0	0
	WB	0	0	0	1	1	0	1	1	0	0	2	0	0	0	0	1	0
Textbook number 5: *Team up 1*	SB	1	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Textbook number 6: *Activate B1*	SB	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 7: *Oxford Spotlight 4*	SB	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 8: *New Challenges 4*	SB	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 9: *Burlington Passport 4*	SB	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 10: *Macmillan Secondary Course 4*	SB	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 11: *Viewpoints for Bachillerato 4*	SB	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	2	1
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 12: *Definitions 2*	SB	0	0	0	0	2	0	0	0	1	1	1	1	1	1	0	1	1
	WB	0	0	0	0	1	0	0	0	1	1	1	2	0	1	0	1	2
Textbook number 13: *Award 2*	SB	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0
	WB	0	0	0	2	1	1	0	1	1	0	0	0	1	1	1	0	1
Textbook number 14: *Stand out 2*	SB	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 15: *Contrast for Bachillerato 2*	SB	0	0	0	0	0	0	2	0	0	2	0	2	2	2	2	2	2
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total:		**4**	**6**	**5**	**6**	**21**	**9**	**6**	**5**	**4**	**11**	**16**	**9**	**9**	**11**	**5**	**11**	**9**

		/ɪə/	/ʊə/	/eə/	/p/	/t/	/k/	/b/	/d/	/g/	/f/	/θ/	/v/	/ð/	/s/	/z/	/ʃ/	/ʒ/
Textbook number 1: *Messages 1*	SB	0	0	1	0	1	0	0	1	0	0	0	0	0	2	2	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 2: *Voices 1*	SB	0	0	0	0	1	0	0	1	0	0	0	0	0	1	1	0	0
	WB	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0
Textbook number 3: *What´s up? 1*	SB	0	0	0	0	2	0	0	2	0	0	0	0	0	1	1	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
Textbook number 4: *English in mind 1*	SB	0	0	0	0	1	0	0	1	0	0	1	0	1	0	0	0	0
	WB	0	0	0	0	1	0	0	1	0	0	1	0	1	0	0	0	0
Textbook number 5: *Team up 1*	SB	0	0	0	0	1	0	0	1	0	0	0	0	0	1	1	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 6: *Activate B1*	SB	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 7: *Oxford Spotlight 4*	SB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 8: *New Challenges 4*	SB	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 9: *Burlington Passport 4*	SB	0	0	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 10: *Macmillan Secondary Course 4*	SB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 11: *Viewpoints for Bachillerato 2*	SB	1	1	1	0	0	0	1	0	0	0	1	1	1	0	0	1	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 12: *Definitions 2*	SB	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0
Textbook number 13: *Award 2*	SB	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	1	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Textbook number 14: *Stand Out 2*	SB	1	0	1	0	1	0	1	1	0	0	0	1	0	1	0	1	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 15: *Contrast for Bachillerato 2*	SB	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total:		**3**	**3**	**6**	**1**	**14**	**1**	**2**	**14**	**2**	**1**	**5**	**4**	**5**	**8**	**7**	**5**	**0**

		/h/	/dʒ/	/tʃ/	/m/	/n/	/ŋ/	/w/	/r/	/l/	/j/	WS	SS	RH	IN	LI	CS	Other aspects
Textbook number 1: *Messages 1*	**SB**	1	0	0	0	0	1	0	0	0	0	1	3	1	3	1	0	Using a dictionary = 1; weak forms = 1
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 2: *Voices 1*	**SB**	1	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	Consonant clusters = 1; weak forms = 2
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 3: *What´s up 1?*	**SB**	0	0	0	0	0	1	0	0	0	0	2	2	0	2	0	0	He/she = 2; he´s/they´ve = 2; do/does = 1; rhyming = 1
	WB	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Textbook number 4: *English in mind 1*	**SB**	0	0	0	0	1	1	0	0	0	0	3	2	0	1	0	0	Weak forms = 4; ʼll = 1; rhyming = 1 ; silent letters = 1
	WB	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	Rhyming = 1; ʼll = 1; present perfect = 1; silent consonants = 1; weak forms = 2
Textbook number 5: *Team up 1*	**SB**	0	0	0	0	0	1	0	0	0	0	2	1	1	0	0	0	Weak forms = 2
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Silent e = 1
Textbook number 6: *Activate B1*	**SB**	0	0	0	0	0	0	0	0	0	0	1	0	0	2	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 7: *Oxford Spotlight 4*	**SB**	0	1	0	0	0	0	0	0	0	1	2	1	0	1	0	0	Consonant clusters (1) + aught/ought (1) + contractions (1) + weak forms (1)
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 8: *New Challenges 4*	**SB**	0	1	1	0	0	1	0	0	0	0	0	1	0	1	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 9: *Burlington Passport 4*	**SB**	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	Contractions (1) + weak forms (2)
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 10: *Macmillan Secondary Course 4*	**SB**	0	0	0	0	0	0	0	0	0	0	4	0	0	1	0	0	Weak forms (3) + silent letters (2)
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

		/h/	/dʒ/	/tʃ/	/m/	/n/	/ŋ/	/w/	/r/	/l/	/j/	WS	SS	RH	IN	LI	CS	Other aspects
Textbook number 11: *Viewpoints for Bachillerato 2*	**SB**	1	1	1	0	0	0	2	1	0	2	2	1	0	0	0	0	Phonetic symbols (1) + tripthongs /aɪə, aʊə, eɪə/
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 12: *Definitions 2*	**SB**	0	0	0	0	0	0	0	0	0	0	3	2	0	1	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 13: *Award 2*	**SB**	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	Percentages and fractions (1)
Textbook number 14: *Stand Out 2*	**SB**	0	0	0	0	0	0	1	0	0	0	2	2	0	1	0	0	Silent letters (2) + weak forms (1)
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 15: *Contrast for Bachillerato 2*	**SB**	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	Triphthongs /eɪə, aʊə, aɪə/ (1)
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total:		**3**	**4**	**2**	**0**	**4**	**9**	**3**	**1**	**0**	**3**	**26**	**18**	**3**	**14**	**1**	**0**	**Weak forms (18); using a dictionary (1); consonant clusters (1); he/she (2); he´s/they´ve (2); do/does (1); rhyming (2); silent letters (1); ´ll (1)**

		Presence or absence of segmental and suprasegmental aspects																
		/æ/	/a:/	/e/	/ɜ:/	/ɪ/	/i:/	/ɒ/	/ɔ:/	/ʊ/	/u:/	/ə/	/ʌ/	/eɪ/	/aɪ/	/ɔɪ/	/əʊ/	/aʊ/
Textbook number 16: *Global Intermediate*	**SB**	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0
	WB	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0
Textbook number 17: *English Result Intermediate*	**SB**	0	0	0	0	1	1	0	0	0	0	4	0	0	0	0	0	0
	WB	0	1	1	0	1	1	0	0	0	1	3	0	1	1	0	1	0
Textbook number 18: *New English File Intermediate*	**SB**	2	2	1	2	2	1	2	6	3	5	1	7	1	4	0	4	0
	WB	2	3	0	2	4	2	0	2	0	2	3	3	3	3	1	2	1
Textbook number 19: *English Unlimited Intermediate*	**SB**	3	2	0	1	0	2	1	2	0	2	1	2	1	1	0	1	1
	WB	3	2	1	2	2	2	1	1	1	2	0	2	1	0	0	2	0
Textbook number 20: *Face to Face Intermediate*	**SB**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 21: *Global Upper-Intermediate*	**SB**	0	0	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1
	WB	0	0	0	1	3	1	1	0	0	0	1	0	2	2	0	1	1
Textbook number 22: *Language Leader Upper-Intermediate*	**SB**	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 23: *Speakout Upper-Intermediate*	**SB**	1	0	0	0	2	1	0	0	1	0	2	1	0	0	0	0	0
	WB	0	0	1	0	2	1	0	0	0	0	1	0	0	1	0	0	0
Textbook number 24: *Straightforward Upper-Intermediate*	**SB**	0	0	0	1	1	0	1	1	1	1	2	1	0	0	0	1	1
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 25: *Face to Face Upper-Intermediate*	**SB**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 26: *Speakout Advanced*	**SB**	0	1	1	0	1	2	1	2	1	1	0	0	2	0	0	0	1
	WB	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0
		/æ/	/a:/	/e/	/ɜ:/	/ɪ/	/i:/	/ɒ/	/ɔ:/	/ʊ/	/u:/	/ə/	/ʌ/	/eɪ/	/aɪ/	/ɔɪ/	/əʊ/	/aʊ/
Textbook number 27:	**SB**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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Language Leader Advanced	**WB**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 28:	**SB**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Straightforward Advanced	**WB**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 29:	**SB**	0	1	1	1	1	1	0	0	0	0	0	0	1	0	0	0	0
New English File Advanced	**WB**	1	2	2	2	3	2	1	2	0	1	0	2	2	2	0	1	1
Textbook number 30:	**SB**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Headway Advanced	**WB**	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Total:		**12**	**14**	**8**	**12**	**28**	**18**	**8**	**16**	**7**	**15**	**21**	**18**	**15**	**18**	**1**	**13**	**7**

		/ɪə/	/ʊə/	/eə/	/p/	/t/	/k/	/b/	/d/	/g/	/f/	/θ/	/v/	/ð/	/s/	/z/	/ʃ/	/ʒ/
Textbook number 16: *Global Intermediate*	**SB**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 17: *English Result Intermediate*	**SB**	0	0	0	0	2	1	0	2	1	0	0	1	0	2	1	0	0
	WB	0	0	0	0	2	3	0	1	2	0	0	0	0	3	1	0	0
Textbook number 18: *New English File Intermediate*	**SB**	0	0	0	0	0	3	0	0	3	1	1	0	2	3	1	2	0
	WB	0	0	1	0	0	2	0	0	1	0	1	0	0	1	1	2	0
Textbook number 19: *English Unlimited Intermediate*	**SB**	0	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0
	WB	0	0	0	0	1	0	1	1	0	0	0	1	0	1	0	2	0
Textbook number 20: *Face to Face Intermediate*	**SB**	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 21: *Global Upper-Intermediate*	**SB**	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	WB	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 22: *Language Leader Upper-Intermediate*	**SB**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 23: *Speakout Upper-Intermediate*	**SB**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 24: *Straightforward Upper-Intermediate*	**SB**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

		/ɪə/	/ʊə/	/eə/	/p/	/t/	/k/	/b/	/d/	/g/	/f/	/θ/	/v/	/ð/	/s/	/z/	/ʃ/	/ʒ/
Textbook number 25: *Face to Face Upper-Intermediate*	SB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 26: *Speakout Advanced*	SB	1	0	2	0	0	1	0	0	1	1	1	1	1	1	1	1	1
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 27: *Language Leader Advanced*	SB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 28: *Straightforward Advanced*	SB	0	0	0	0	1	1	0	0	0	1	1	0	1	2	2	0	1
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 29: *New English File Advanced*	SB	1	0	1	0	1	0	0	1	0	0	0	0	0	0	0	1	1
	WB	1	2	2	0	2	0	0	2	0	0	0	0	0	0	0	1	1
Textbook number 30: *New Headway Advanced*	SB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total:		**5**	**2**	**7**	**0**	**10**	**12**	**1**	**8**	**8**	**4**	**4**	**3**	**4**	**14**	**7**	**9**	**4**

		/h/	/dʒ/	/tʃ/	/m/	/n/	/ŋ/	/w/	/r/	/l/	/j/	WS	SS	RH	IN	LI	CS	Other aspects
Textbook number 16: *Global Intermediate*	**SB**	0	0	0	0	0	0	0	0	0	0	10	0	0	0	4	0	Weak forms (3), using a dictionary (1), sounds (1), silent letters (1)
	WB	0	0	0	0	0	0	0	0	0	0	6	2	0	2	0	0	-ing (1), -ed (1), weak forms (3), silent letters (1)
Textbook number 17: *English Result Intermediate*	**SB**	0	0	0	0	0	0	0	0	0	0	8	2	2	6	2	0	Alphabet (1), weak forms (4), gh (1), tag questions (1)
	WB	0	2	0	0	0	0	0	0	0	0	9	8	1	5	2	0	Alphabet (1), using a dictionary (1), silent letters (1), adverbs of frequency (1), gh (1), weak forms (4)
Textbook number 18: *New English File Intermediate*	**SB**	0	1	5	0	0	0	0	0	0	1	4	6	0	1	1	0	Prefixes, suffixes (1), numbers (1)
	WB	0	1	1	0	0	0	0	0	0	2	5	2	1	0	0	0	Silent letters (1), numbers (1), using the dictionary (4), symbols (1), -eigh, -aigh, -igh (1), -ough, -augh (1)
Textbook number 19: *English Unlimited Intermediate*	**SB**	0	0	1	0	0	0	0	1	0	0	1	3	1	1	2	0	Common word pairs (1), chunking groups of words (1), quoting (1), silent letters (1), phonetic symbols (1)
	WB	1	1	1	0	0	0	0	2	1	1	1	0	0	0	0	0	Consonant clusters (1), silent letters (1)

		/h/	/dʒ/	/tʃ/	/m/	/n/	/ŋ/	/w/	/r/	/l/	/j/	WS	SS	RH	IN	LI	CS	Other aspects
Textbook number 16: *Global Intermediate*	**SB**	0	0	0	0	0	0	0	0	0	0	10	0	0	0	4	0	Weak forms (3), using a dictionary (1), sounds (1), silent letters (1)
	WB	0	0	0	0	0	0	0	0	0	0	6	2	0	2	0	0	-ing (1), -ed (1), weak forms (3), silent letters (1)
Textbook number 17: *English Result Intermediate*	**SB**	0	0	0	0	0	0	0	0	0	0	8	2	2	6	2	0	Alphabet (1), weak forms (4), gh (1), tag questions (1)
	WB	0	2	0	0	0	0	0	0	0	0	9	8	1	5	2	0	Alphabet (1), using a dictionary (1), silent letters (1), adverbs of frequency (1), gh (1), weak forms (4)
Textbook number 18: *New English File Intermediate*	**SB**	0	1	5	0	0	0	0	0	0	1	4	6	0	1	1	0	Prefixes, suffixes (1), numbers (1)
	WB	0	1	1	0	0	0	0	0	0	2	5	2	1	0	0	0	Silent letters (1), numbers (1), using the dictionary (4), symbols (1), -eigh, -aigh, -igh (1), -ough, -augh (1)
Textbook number 19: *English Unlimited Intermediate*	**SB**	0	0	1	0	0	0	0	1	0	0	1	3	1	1	2	0	Common word pairs (1), chunking groups of words (1), quoting (1), silent letters (1), phonetic symbols (1)
	WB	1	1	1	0	0	0	0	2	1	1	1	0	0	0	0	0	Consonant clusters (1), silent letters (1)
Textbook number 20: *Face to Face Intermediate*	**SB**	1	3	0	0	0	0	1	1	1	0	0	26	0	4	2	0	Weak forms (9), contractions (2), missing words (1)
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

		/h/	/dʒ/	/tʃ/	/m/	/n/	/ŋ/	/w/	/r/	/l/	/j/	WS	SS	RH	IN	LI	CS	Other aspects
Textbook number 21: *Global Upper-Intermediate*	**SB**	0	0	0	0	0	0	0	0	0	0	2	3	4	5	0	0	Weak forms (2), will (1), consonant clusters (1), homophones (1)
	WB	0	0	0	0	0	0	0	0	0	0	2	2	0	1	0	0	Weak forms (2), doncha, didja (1), consonant clusters (1), triphthongs (1)
Textbook number 22: *Language Leader Upper-Intermediate*	**SB**	0	0	0	0	0	0	0	0	0	0	4	2	0	2	0	1	Weak forms (2), used to (1)
	WB	0	0	0	0	0	0	0	0	0	0	4	5	0	0	1	0	Counting syllables (1), dictation (11)
Textbook number 23: *Speakout Upper-Intermediate*	**SB**	0	0	0	0	0	0	0	0	0	0	7	11	0	8	0	3	Phonetic alphabet (1), weak forms (6)
	WB	0	0	0	0	0	0	0	0	0	0	11	5	1	3	1	0	Weak forms (3)
Textbook number 24: *Straightforward Upper-Intermediate*	**SB**	0	0	0	0	0	0	0	0	0	0	2	3	0	3	0	0	Consonant clusters (1), weak forms (3), long vowels (1)
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 25: *Face to Face Upper-Intermediate*	**SB**	0	0	0	0	0	0	1	1	1	0	6	11	4	6	8	0	Weak forms (13), used to (1), wishes (1), contractions (3), homophones (1), British versus American (1)
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 26: *Speakout Advanced*	**SB**	0	1	1	0	0	0	0	0	0	0	3	2	2	5	1	4	Weak forms (2), chunking (4), silent letters (1)
	WB	0	0	0	0	0	0	0	0	0	0	2	0	1	2	0	0	Contractions (2)

		/h/	/dʒ/	/tʃ/	/m/	/n/	/ŋ/	/w/	/r/	/l/	/j/	WS	SS	RH	IN	LI	CS	Other aspects
Textbook number 27: *Language Leader Advanced*	**SB**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Using the dictionary (1)
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 28: *Straightforward Advanced*	**SB**	0	0	0	0	0	0	1	1	1	0	2	1	0	3	0	0	Intrusive sounds (1), phonetic symbols (1), chunking (1)
	WB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Textbook number 29: *New English File Advanced*	**SB**	0	1	1	0	0	0	0	0	0	0	7	1	2	5	2	0	Homographs, homophone (1), consonant clusters (1), weak forms (1), French words (1), silent syllables (1), -augh, -ough (1)
	WB	0	1	1	0	0	0	0	0	0	0	6	0	0	0	1	0	Using the dictionary (7), silent letters (2), homographs (2) consonant clusters (1), French words (1), silent letters (2), -augh, -ough (1)
Textbook number 30: *New Headway Advanced*	**SB**	0	0	0	0	0	0	0	0	0	0	0	4	1	5	1	0	Phonetic symbols (2), intrusive sounds (1), contractions (1), homographs (3), question tags (1)
	WB	0	0	0	0	0	0	0	0	0	0	3	6	1	3	1	1	Losing a syllable (1), homographs (2), contractions (1)
Total:		**2**	**11**	**11**	**0**	**0**	**0**	**3**	**6**	**4**	**4**	**105**	**105**	**21**	**70**	**29**	**9**	

Appendix 7N: Total number of pronunciation activities per task-type in each

Textbook number	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		Total:
	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	
LIST. 1	8	0	10	0	11	1	28	25	8	0	3	0	13	0	6	0	7	0	8	0	10	0	6	0	3	4	8	0	16	0	175
LIST. 2	3	0	0	0	0	0	5	15	0	0	1	0	1	0	0	0	0	0	2	0	3	0	1	9	6	2	5	0	4	0	57
LIST. 3	6	0	2	0	2	0	1	0	3	0	0	0	0	0	3	0	1	0	1	0	2	0	0	0	0	0	3	0	2	0	26
LIST. 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LIST. 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
LIST. 6	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
LIST. 7	1	0	7	0	2	2	10	8	3	0	2	0	1	0	3	0	5	0	5	0	3	0	8	1	0	3	5	0	3	0	72
LIST. 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LIST. 9	3	0	1	0	1	0	1	1	1	0	0	0	0	0	0	0	2	0	1	0	1	0	0	0	0	0	0	0	1	0	13
LIST. 10	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
READ 1	10	0	1	0	5	1	2	2	2	0	0	0	3	0	1	0	0	0	0	0	0	0	0	0	5	2	5	0	0	0	39
READ. 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
READ. 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READ 4	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
READ. 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READ. 6	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	3	1	0	0	0	0	0	0	6
MATCH. 1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
MATCH. 2	4	0	0	1	0	0	2	1	1	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	1	0	1	0	2	0	17
MATCH. 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATCH. 4	0	0	0	0	0	0	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	7
MATCH. 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATCH. 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
PROD. 1	3	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	10
PROD. 2	0	0	0	0	0	0	0	2	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
DISCRI. 1	0	0	0	0	0	0	4	10	1	2	0	0	2	0	0	0	0	0	1	0	2	0	7	4	3	1	3	0	1	0	41
DISCRI. 2	0	0	0	0	0	0	4	4	0	0	1	0	4	0	1	0	0	0	2	0	2	0	3	0	1	2	1	0	2	0	27
DISCRI. 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2
DISCRI. 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FILL IN. 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FILL IN. 2	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	4
FILL IN. 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ARRAN. 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Textbook number	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		Total
	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	
ARRAN. 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
DICTION. 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	**2**
DICTION. 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**1**
DICTION. 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
GAME 1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**1**
GAME 2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**2**
GAME 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
THEOR. ASP. 1	0	0	0	0	0	0	2	0	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	**5**
THEOR. ASP. 2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**1**
THEOR. ASP. 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
CORR.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
REPL.	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	**2**
TRANS.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
PHON. TRANS. 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	**4**
PHON. TRANS. 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	**2**
MEMOR.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**1**
TONGUE TWISTER	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**2**
RHYME	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**5**
SONG	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**3**
POEM 1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**1**
POEM 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
POEM 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
ROLE-PLAY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
QUIZ	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**1**
CHECK.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
TRANS.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
TEST.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
INTER.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
DEB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Totals:	**47**	**1**	**21**	**1**	**24**	**4**	**63**	**73**	**26**	**3**	**7**	**0**	**29**	**0**	**23**	**0**	**21**	**0**	**21**	**0**	**27**	**0**	**26**	**22**	**20**	**15**	**36**	**0**	**32**	**0**	**542**

Group 2:

Textbook number	16		17		18		19		20		21		22		23		24		25		26		27		28		29		30		Total:
	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	
LIST. 1	12	0	22	24	15	0	1	20	28	0	9	0	3	1	25	16	1	0	14	0	15	3	0	0	2	0	4	0	0	11	226
LIST. 2	3	4	7	9	14	0	3	7	6	0	2	1	4	2	14	8	5	0	3	0	7	2	0	0	4	0	16	0	9	10	140
LIST. 3	1	0	1	0	0	0	9	3	17	0	2	0	0	0	3	0	1	0	19	0	4	0	0	0	4	0	2	0	1	1	68
LIST. 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LIST. 5	2	0	1	0	0	0	8	0	1	0	2	0	0	8	1	3	3	0	3	0	0	1	0	0	0	0	3	0	1	1	38
LIST. 6	0	0	0	2	5	0	2	0	0	0	1	1	0	5	4	1	0	0	6	0	0	0	0	0	0	0	4	0	2	1	34
LIST. 7	12	11	4	10	14	0	16	10	9	0	8	10	2	6	11	10	8	0	10	0	8	2	0	0	0	0	5	0	5	3	174
LIST. 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	6
LIST. 9	0	0	0	0	0	0	0	1	0	0	1	0	1	0	1	4	0	0	0	0	0	0	0	0	0	0	1	0	0	0	9
LIST. 10	0	0	1	2	2	0	2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	13
READ. 1	9	0	9	3	13	20	17	6	2	0	12	0	2	1	2	0	4	0	12	0	11	4	0	0	15	0	18	20	21	5	206
READ. 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	2	0	0	0	5
READ. 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READ. 4	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
READ. 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
READ. 6	0	0	1	0	0	0	0	0	1	0	5	0	0	0	0	0	2	0	2	0	0	0	0	0	0	0	3	0	4	1	19
MATCH. 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATCH. 2	1	0	6	11	4	8	2	2	0	0	2	1	0	0	1	1	2	0	0	0	1	0	0	0	0	0	4	2	0	3	51
MATCH. 3	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	4
MATCH. 4	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	4
MATCH. 5	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	3
MATCH. 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROD. 1	2	0	3	0	2	0	1	0	1	0	3	0	0	0	0	0	1	0	0	0	1	0	0	0	4	0	6	0	3	1	28
PROD. 2	2	0	1	0	3	1	3	0	0	0	10	0	0	0	0	0	1	0	2	0	1	1	0	0	4	0	3	0	4	2	38
DISCRI. 1	3	1	11	8	14	16	15	6	2	0	3	1	0	3	1	3	3	0	0	0	7	0	0	0	3	0	4	8	0	1	113
DISCRI. 2	0	6	7	12	10	5	5	3	11	0	2	0	5	6	21	1	3	0	10	0	6	1	0	0	6	0	8	10	7	6	151
DISCRI. 3	0	0	8	0	0	1	0	0	5	0	1	0	0	0	0	0	1	0	4	0	1	0	0	0	0	0	4	0	5	2	32
DISCRI. 4	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
FILL IN. 1	0	0	0	0	0	0	3	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	5

Textbook number	16		17		18		19		20		21		22		23		24		25		26		27		28		29		30		
	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	S	W	Total:
FILL IN. 2	1	0	1	3	2	2	2	2	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	2	0	2	0	20
ARRAN. 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ARRAN. 2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2
DICTION. 1	1	0	0	2	0	5	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	7	2	0	19
DICTION. 2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
DICTION. 3	0	0	0	0	0	4	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	3	0	16
GAME 1	0	0	1	6	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	3	0	1	0	14
GAME 2	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	5
GAME 3	0	0	0	0	2	0	0	0	0	0	1	0	0	0	0	0	3	0	6	0	0	0	0	0	0	0	0	0	0	0	12
THEOR. ASP. 1	1	0	2	0	2	0	6	0	1	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	4	0	2	0	1	0	21
THEOR. ASP. 2	0	0	0	0	3	0	0	0	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	16
CORR.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
REPL.	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	4	1	11
PHON. TRANS. 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHON. TRANS. 2	0	0	0	0	2	4	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1	1	13
MEMOR.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TONGUE TWISTER	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2
RHYME	0	0	2	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
SONG	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
POEM 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
POEM 2	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
ROLE PLAY	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2
QUIZ	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DEB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
CHECK.	0	0	0	6	1	0	13	0	0	0	2	0	0	0	0	0	1	0	4	0	0	0	0	0	1	0	0	0	0	0	28
TEST.	0	0	1	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	9
INTER.	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
TRANSFOR.	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	3
SERIES	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
TRANS.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Totals:	53	23	93	100	113	66	116	65	96	0	78	14	18	32	88	47	44	0	99	0	65	16	1	0	55	0	100	60	85	51	Final total: 1578

Appendix 7O: Segmental and suprasegmental tips/theoretical explanations in each of the textbooks analysed

Group 1

	Presence or absence of tips or theoretical explanations		Total number of tips or theoretical explanations		Types	
	SB	**WB**	**SB**	**WB**	**Segmental**	**Suprasegmental**
Textbook number 1: *Messages 1*	Y	N	2	0	Order of letters in dictionary + /eə/ (SB)	X
Textbook number 2: *Voices 1*	N	Y	0	4	4 tips for pronouncing past simple verbs (WB)	X
Textbook number 3: *What´s up? 1*	Y	N	1	0	Pronouncing he and she correctly (SB)	X
Textbook number 4: *English in mind 1*	Y	Y	2	3	Schwa in weak forms (SB); introducing phonetic symbols + /əʊ/ (WB)	Sentence stress (SB); word stress (WB)
Textbook number 5: *Team up 1*	Y	Y	4	1	Forming plurals + -ing + Past simple verbs + Silent *letters* (2) (SB)	X
Textbook number 6: *Activate B1*	N	N	0	0	--------------------	--------------------
Textbook number 7: *Oxford Spotlight 4*	N	N	0	0	--------------------	--------------------
Textbook number 8: *New Challenges 4*	Y	N	3	0	Symbols in dictionaries + silent letters (SB)	Word stress (SB)
Textbook 9: *Burlington Passport 4*	N	N	0	0	------------------------	------------------
Textbook number 10: *Macmillan Secondary Course 4*	N	Y	0	14	Weak forms + -er ending + contractions silent letters (2) + /v, z/ + /ɪ/ (2) + gonna + (WB)	Intonation (WB)
Textbook number 11: *Viewpoints for Bachillerato 2*	Y	N	4	0	/j, w/ (SB)	Word stress (3) (SB)
Textbook number 12: *Definitions 2*	Y	N	1	0	Schwa (SB)	-------------------
Textbook number 13: *Award 2*	N	N	0	0	--------------------	--------------------
Textbook number 14: *Stand Out 2*	Y	N	2	0	Silent letters + /b/ vs /v/ (SB)	--------------------
Textbook number 15: *Contrast for Bachillerato 2*	Y	N	3	0	--------------------	Word stress (2) + intonation (SB)
			Total = 22	**Total = 22**		

Group 2

	Presence or absence of tips or theoretical explanations		Total number of tips or theoretical explanations		Types	
	SB	**WB**	**SB**	**WB**	**Segmental**	**Suprasegmental**
Textbook number 16: *Global Intermediate*	N	N	0	0	-------------	-------------
Textbook number 17: *English Result Intermediate*	N	N	0	0	-------------	-------------
Textbook number 18: *New English File Intermediate*	Y	N	4	0	Pronouncing difficult words, /ʌ, ju:/, -ough, -augh (SB)	Sentence stress (SB)
Textbook number 19: *English Unlimited Intermediate*	Y	Y	70	19	/eɪ, æ, ɑ:/ (3), /ɒ, əʊ/ (3), <ea> (3), /ɔ:/ (1), /ʌ, æ/ (3), /æ, ɑ:/ (1), silent letters (3), /t/ (2), final –ed (1),/ə/ (2), /aʊ/ (1) (SB); /eɪ, æ/ (1), /b, v/ (1), /əʊ, ɒ/ (1), /ʃ, tʃ/ (1), /s, ʃ/ (1), /r/ (2), /ɪ, i:/ (1), /æ, ʌ/ (1), silent letters (1), dark l (1), /ʊ, u:/ (1), /ɜ:, e, i:/ (1), consonant clusters with –s (1), /j, dʒ/ (1), /əʊ/ (1), /h/ (1), /æ, ɑ:/ (1) (WB)	Word stress (34), chunking (3) linking (1), sentence stress (4), intonation (4), contractions (2) (SB); word stress (1) (WB)
Textbook number 20: *Face to Face Intermediate*	Y	N	7	0	Schwa (2) (SB)	Word stress (2), linking (1), intonation (1), weak forms (1) (SB)
Textbook number 21: *Global Upper-Intermediate*	Y	N	7	0	Doncha, gonna (1), consonant clusters (1), homophones (1) (SB)	Word stress (4) (SB)
Textbook number 22: *Language Leader Upper-Intermediate*	N	N	0	0	-------------	-------------
Textbook number 23: *Speakout Upper-Intermediate*	N	N	0	0	-------------	-------------
Textbook number 24: *Straightforward Upper-Intermediate*	Y	Y	2	2	----------------	Intonation (2) (SB); intonation (2) (WB)
Textbook number 25: *Face to Face Upper-Intermediate*	Y	N	13	0	Homophones (1)	Linking (4), intonation (1), word stress (6), contractions (1)
Textbook number 26: *Speakout Advanced*	Y	N	6	0	Consonant clusters (1)	Chunking (3), word stress (1), sentence stress (1)
Textbook number 27: *Language Leader Advanced*	N	N	0	0	-------------	-------------
Textbook number 28: *Straightforward Advanced*	Y	N	5	0	Voiced, unvoiced (1), intrusive r (1), homophones (1) (SB)	Intonation (1), sentence stress (1)
Textbook number 29: *New English File Advanced*	Y	N	18	0	Sound-spelling correspondences (1), augh, ough (1), consonant clusters (1), silent letters (1), using dictionary (1), homophones (2), French word (1), phonetic transcriptions (7) (SB)	word stress (1), linking (1), intonation (1) (SB)
Textbook number 30: *New Headway Advanced*	Y	Y	8	3	Homophones (2), /r/ (1), sounds (1) (SB); schwa (1), homophones (1)	Linking (3), intonation (1) (SB); word stress (1), intonation (1)
			Total = 141	**Total = 24**		

Appendix 7P: Pronunciation integrated with the rest of the skills in the different textbooks analysed

Textbook numbers	Student´s books				Workbooks			
	Fully integrated	Fully isolated	Combined-integrated favoured	Combined- isolated favoured	Fully integrated	Fully isolated	Combined-integrated favoured	Combined- isolated favoured
1	X	X	X	With VOC., study skills and LIST. sections	In VOC. Sections	X	X	X
2	X	Always isolated in grey tables that stand out	X	X	In GR. bank section	X	X	X
3	X	X	X	In GR. & LIST. and in SP. sections	In LIST. and GR. sections	X	X	X
4	X	X	X	On two occasions in VOC. sections	X	Always in grey tables that stand out	X	X
5	X	X	X	In REA. & VOC., GR., talking and songs sections	This textbook does not distinguish the different language areas so one page may contain exercises on GR., VOC. and PR.	X	X	X
6	Always in SP., LIST., get ideas and time to listen sections	X	X	X	--------------------	-------------------	------------------------	---------------------------
7	X	Always isolated in non-coloured tables	X	X	--------------------	-------------------	------------------------	---------------------------
8	In everyday LIST. and in study help sections. Referred to as "pronunciation", different colour titles	X	X	X	--------------------	-------------------	------------------------	---------------------------
9	In GR. to SP. sections. Referred to as "say it right". Purple titles, different from the remaining skills	X	X	X	--------------------	-------------------	------------------------	---------------------------

10	X	Always isolated in non-coloured tables	X	X	---------------------	--------------------	------------------------	----------------------------
11	X	In "PR. practise" section at the end of the book	X	X	---------------------	--------------------	------------------------	----------------------------
12	X	X	X	On some occasions isolated in yellow tables that stand out; on others as part of SP. and exam practise sections	X	Always in isolated sections that do not stand out	X	X
13	X	Always in isolated blue tables that stand out	X	X	X	Always in dark grey tables that stand out	X	X
14	X	In "PR. practise" section at the end of the book	X	X	---------------------	------------------	------------------------	----------------------------
15	X	Within the main units, stands out for the titles PR. highlighted in pink; at the end of the book in PR. practise section	X	X	---------------------	------------------	------------------------	----------------------------
Total:	**3**	**7**	**0**	**5**	**4**	**3**	**0**	**0**

Textbook numbers	Student´s books				Workbooks			
	Fully integrated	Fully isolated	Combined-integrated favoured	Combined- isolated favoured	Fully integrated	Fully isolated	Combined-integrated favoured	Combined- isolated favoured
16	X	X	In VOC., REA., LIST. and language focus sections	. X	X	Always, referred to as "pronunciation". They do not stand out in any way	X	X
17	X	X	In GR., VOC. and LIST. sections. It does not stand out as such, but within these section, when pronunciation is emphasised, the "word" pronunciation is placed at the beginning of the tasks	X	X	X	X	In sections reffered to as "pronunciation". These sections do not stand out in any way. On some occasions, pronunciation appears integrated within spelling, LIST. and REA. sections
18	X	X	X	In sections called "pronunciation" that do not stand out in any way. On some occasions, pronunciation appears within VOC. and SP. sections	X	X	X	In tables that do not stand out in any way. Sometimes pronunciation appears in reading and more to learn sections
19	X	X	Most of the times in VOC., look back revision or GR. sections. Sometimes in isolated sections that do not stand out	X	X	X	X	On many occasions, pronunciation appears in isolated sections. Sometimes integrated within get it right sections
20	In help with listening, help with grammar, help with grammar, REA. and GR., real world, LIST. and GR. sections	X	X	X	X	X	X	X
21	X	X	Within VOC., REA., SP., WRI., study skills and language focus sections. Sometimes isolated sections that do not stand out	X	X	Always. Sections which do not stand out in any way	X	X
22				The majority of times in isolated sections. On a				The majority of times in isolated sections. On a few

	X	X	X	few occasions, within key language sections	X	X	X	occasions, within dictation sections
23	X	X	In GR., vocabulary plus, function and learn to sections. Isolated on one occasion	X	In GR., vocabulary plus, function and learn to sections.	X	X	X
24	X	Always, in sections that do not stand out in any way	X	X	X	X	X	X
25	Always in LIST., help with listening, help with fluency and help with listening sections	X	X	X	X	X	X	X
26	Always in learn to use, lead in, GR., SP. and VOC. sections	X	X	X	X	X	The majority of times in vocabulary plus, learn to, GR. and VOC. sections. On one occasions, isolated	X
27	In writing section	X	X	X	X	X	X	X
28	X	X	X	Nearly always isolated. A few occasions integrated within speech feature and REA. and VOC. sections	X	X	X	X
29	X	X	X	The majority of times isolated. A few occasions integrated in colloquial English or VOC. and PR. sections	X	X	X	Nearly always isolated. On some occasions, integrated within REA. sections
30	Always in the last word, VOC. and PR. and language focus sections	X	X	Always isolated except for one time when it is integrated within a VOC. section	X	X	X	X
Total:	5	1	5	5	1	2	1	5

Table ??:

Appendix 8A: More examples of questions that could be used in the game *Trivial* adapted to pronunciation

- Who speaks Cockney?

People from Dublin

People from Glasgow

People from London

People from Liverpool

- What do we call the accent of people from Liverpool?
- Name three common varieties of English. You cannot name British or American English
- Think of two English consonants that do not exist in Castilian Spanish/Galician
- What is a voiceless alveolar stop? Give an example
- What does VOT stand for?
- Name three types of consonants in English according to manner of articulation
- Name three types of consonants in English according to place of articulation
- Think of two English vowels that do not exist in Castilian Spanish/Galician
- What do you do with scissors? _____ a piece of paper And who are dogs' worst enemies? _____
- What would be the natural way of saying these questions?
- What´s your name?
- Do you want some cheese n´ crackers?
- Give an example of a sentence with a rising fall intonation
- Give two examples of words containing a primary and a secondary stress

Appendix 8B: Practical tips to help Spanish students better understand English pronunciation and overcome problems

- When you pronounce the /s/ sound in *Sue*, your vocal cords should not vibrate; on the other hand, your vocal cords should vibrate when you say the /z/ sound in *zoo*

- /t/ is a dental sound in Spanish/Galician. To pronounce it, we place our tongue between our teeth. In English, this sound is not dental but alveolar. You have to place you tongue just behind your top teeth

- English has three vowels of *-a quality* whereas Spanish/Galician only has one. /ʌ/ is pronounced between an *a* sound and a *u* sound. It is the similar to the interjection *ugh* that people say when they are bored or not interested in something. /æ/ is the sound people make when they discover something, *aha.* /a:/ is the sound the dentist or doctor asks you to say when you open your mouth.

- The pronunciation of <ing> forms is with /ɪŋ/. /ŋ/ is exactly the same sound that exists in Galician words *unha, dunha*.

- /ʃ/ as in shoe, share is pronounced exactly the same as the initial sound in Galician *Xosé, Xunta, xantar*.