English Language Teaching Methodology

Teaching the pronunciation of English through Project-Based Language Learning to Spanish learners of EFL

Sendoa Rodríguez Fernández

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Departamento de Filología Inglesa y Alemana

Área de Filología Inglesa

Supervisor: Juan Manuel Sierra Plo

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Abstract

With the implementation of bilingualism and trilingualism in the Spanish educative system, English has become the most taught foreign language in Spanish schools. However, the teaching of its pronunciation is not given the same importance compared to other aspects of the language such as grammar or vocabulary, which often hampers fluency and intelligibility when communicating in English. This paper addresses the need to develop pronunciation teaching in Spain and making it a major priority of learners' education so students gain fluency and intelligibility and therefore, the communicative purpose of language is accomplished. To this end, it proposes a path towards an effective pronunciation teaching methodology that best serves the needs of Spanish learners. First, through the review of the literature about the historical development of teaching methodology, which puts particular attention to the pronunciation teaching methodology, the historically increasing importance of the teaching of pronunciation is highlighted and the basis to construct a proposal towards an effective pronunciation teaching methodology is established. Then, by means of summarising the main differences between the pronunciations of Spanish and English, focusing on those elements in English that have been shown to be particularly challenging for Spanish speakers, the aspects on which the teaching should be focused are highlighted and described. According to the reviewed literature regarding the pronunciation methodology and the comparative analysis of the Spanish and English pronunciation systems, the paper introduces some ideas towards a pronunciation teaching methodology based on the Project-Based Learning approach that would make the teaching of pronunciation to Spanish learners of English as a Foreign Language more effective. Finally, in view of the above, a lesson plan that applies the ideas developed in the methodology proposal and takes into account the vowel differences between Spanish and English is presented.

Keywords: pronunciation; teaching methodology; methodology proposal; English pronunciation for Spanish students.

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1. Introduction

English has become the most taught foreign language in Spanish schools, where it has gained strength in the last years with the implementation of bilingualism/trilingualism in the educative system of the country. It is mainly taught through grammar, vocabulary, reading, writing, use of English and listening comprehension.

However, the teaching of pronunciation is not given the same importance compared to the other aspects of the language mentioned above (Bartolí, 2005). This matter, added to the fact that pronunciation is one of the most difficult aspects of English for Spanish speakers due to the differences that exist between both languages, makes the goal of having an intelligible pronunciation extremely challenging to reach (Calvo, 2013). As a consequence, Spanish people are not often fluent and intelligible when communicating in English, which may cause misunderstandings when speaking with other English speakers.

Mastering the grammar and the vocabulary of a language does not grant a sufficient competence of it, because if someone is not able to pronounce correctly in that language the communicative purpose cannot be accomplished. Thus, it is obvious that pronunciation should become a major priority of learners' education, equalling grammar and vocabulary in terms of importance and attention.

Therefore, this study attempts to fulfil this existent gap in Spanish schools when teaching English to Spanish students. Pronunciation teaching needs to be developed in Spain and the present study seeks its implementation by showing its importance and by proposing a path towards an effective pronunciation teaching methodology that best serves the needs of Spanish learners.

This paper first trails the historical development of teaching methodology, focusing on pronunciation, in order to establish the basis to construct a proposal towards an effective pronunciation teaching methodology. Then, it summarises the main differences between the pronunciations of Spanish and English, emphasising on those elements in English that have been shown to be particularly challenging for Spanish speakers. Next, it introduces some ideas towards a pronunciation teaching methodology that would make the teaching of pronunciation to Spanish learners of English as a Foreign Language (EFL) more effective. Finally, it presents a lesson plan applying the ideas developed in the methodology proposal and taking into account the problems that Spanish have when acquiring English pronunciation.

2. History of pronunciation teaching methodology

The history of language teaching shows an enormous variety of theoretical assumptions and pedagogical tendencies. As Knight (2001) points out, research and developments in many disciplines such as linguistics, psychology and education have shaped the ways of teaching English throughout history. These different methodological practices of the past have not been consigned to history, but forged, via complementing each other, the current way of formal teaching. But the pronunciation teaching methodology, less studied than the ones of grammar or vocabulary, has not been developed that much by applied linguists (Kelly, 1969, in Celce-Murcia et al., 2007).

Methodology is defined as "the study of the practices and procedures used in teaching, and the principles and beliefs that underlie them" in the *Longman Dictionary of Applied Linguistics* (Richards & Schmidt, 2010: 363). Therefore, in order to uncover an effective way of teaching the pronunciation of a language, an understanding and comprehension of the methodologies that have been used to teach EFL is necessary. Thus, in this section, I will explore and review the history of language teaching methodologies and their most meaningful applications to the teaching of pronunciation.

2.1. The Grammar-Translation Method

During the nineteenth century, when no scientific approach was set for language teaching, this was the predominant method in language learning. This preponderance stemmed from the importance of the study of Greek and Latin literature by means of "consciously memorising the grammatical rules and lexical items of the target language" (Knight, 2001: 148). Following this method, students memorised rules and vocabulary that were provided by the teacher and translated phrases both into and from the target language.

As Celce-Murcia et al. (2007) point out, teaching was fulfilled by means of the learner's native language, so the theory was applied from the mother tongue of learners, which remained as a reference, to the target language and then, items were compared and contrasted between the two languages.

However, the main learning priority of this method was the development of skills in reading and writing, whereas skills regarding oral expression and comprehension were

dismissed and not dealt with appropriately. For this reason, the teaching of pronunciation was non-existent at that time.

2.2. The Direct Method

By the end of the nineteenth century, the grammar-translation method became weaker as the Reform Movement grew on the international scene because of the foundation of the International Phonetic Association in 1886 and its development of the International Phonetic Alphabet (IPA). In this association, its members defended a scientific approach to language teaching where speech and an oral methodology were prioritised (Howatt, 1984, in Knight, 2001). These rising ideas challenged the grammar-translation method and gave way to the development of natural approaches, such as the Direct Method.

The Direct Method, rather than focusing on explanations, defended the learning of language by means of using it actively in class, involving students in the target language in the same way they learned their mother tongue. Therefore, teachers were expected to encourage a natural use of the language learnt in class, avoiding the usage of the mother tongue (Knight, 2001), and students would learn the rules of the language by induction and the use of vocabulary because of its spontaneous usage when speaking.

The birth of the aforementioned Reform Movement resulted in establishing phonetics as a science. The IPA allowed accurate representations of the sound systems of languages and consequently, the spoken form of language and its pronunciation became more prominent in language education than ever before. Furthermore, the phoneticians involved in the International Phonetic Association promoted the following practices in language teaching, which would later influence modern language teaching (Celce-Murcia et al., 2007: 3):

> *"- The spoken from of a language is primary and should be taught first.*
>
> *- The findings of phonetics should be applied to language teaching.*
>
> *- Teachers must have solid training in phonetics.*
>
> *- Learners should be given phonetic training to establish good speech habits."*

2.3. The Audio-Lingual Method

In the first decades of the twentieth century, the ideas of the Reform Movement continued being developed and the principles of the Direct Method were complemented. This progress laid the foundation for the Oral Approach in the United Kingdom, which, maintaining the importance of pronunciation in the Direct Method, defended that language had to be contextualised and that its teaching had to be made with references to real world situations so that it was correctly practised (Knight, 2001). The development of the ideas of the Reform Movement occurred differently in the United States, giving birth to Audiolingualism.

The Audio-Lingual Method appeared in the USA when good foreign language speakers were required in the Second World War, and its principles continued being developed after that period by American researchers (Stern, 2001). The method understood language as structural linguistics did: it was a system of interconnected units and structures. At the same time, it was based on the dominant learning theory in psychology at that time, behaviourism. This theory postulated that language learning, like any other kind of learning, occurs through the formation of habits. Habits were created by repetitions of stimuli, responses and answers, after which correct answers were reinforced and mistakes not accepted, as they would lead to the formation of bad habits (Knight, 2001).

Generally, students are expected to listen to dialogues or grammatical structures and then participate by mimicking these structures and their pronunciation in order to study them by means of repetition. As a consequence, students would be able to communicate in the learnt situations using acquired language automatically.

The fact that communication is so important in this method, led to the development of the teaching of pronunciation. As happened in Direct Method classrooms, in the Audio-Lingual Method teachers utter a sound, a word or a construction and students repeat it by means of imitation, but in this case, teachers also provide phonetic information such as transcriptions or demonstrations in order to articulate sounds correctly (Celce-Murcia et al., 2007).

Moreover, derived from structural linguistics, the technique of the minimal pair drills was found very useful in order to teach pronunciation. By means of this technique, which consists in the teacher presenting and reading out pairs of words that differ in only one

sound, students learn to discriminate sounds by using and enhancing their listening skills, and then are required to produce the sounds, which allows them to streamline their pronunciation.

2.4. Cognitive Code Learning and Humanistic methods

After the Audio-Lingual Method's theoretical basis was smashed when Chomsky explained that language cannot be acquired only by habit because it was created by the speaker because of some innate skills (Chomsky, 1957, in Knight, 2001), both the model of language and the learning method were questioned. From a psychological point of view, Chomsky understood language learning as a product of rule formation and hypothesis testing (e.g. *eated), and not a product of imitation or habit formation (McLaren et al., 2005). Chomsky's approach and the development of the Generative Grammar gave rise to the Cognitive Theory and Cognitive Code Learning as a reaction against structuralism and behaviourism, basis of The Audio-Lingual Method. This situation left space for a number of important methods that were labelled as humanistic, such as the Silent Way, Total Physical Response and Community Language Learning. These methods, the details of which will be explained below, also contributed to the teaching of pronunciation.

The main characteristic of the Silent Way is that it pays attention to the accuracy of production of both the sounds and structures of the target language, such as the stress and intonation of words and phrases (Celce-Murcia et al., 2007). In class, teachers remain silent most of the time and students, who self-asses their output individually or by peer correction, are responsible for their own learning (Knight, 2001). In order to help the learning process, connections between colours, sounds and charts are used.

Total Physical Response is a method based on the theory that memory is increased when stimulated by the association of motor activities for language learning. The method proposes learning language through physical and motor activity, showing coordination between speech and action. These physical movements are very helpful in pronunciation teaching as they may help students to understand stress, rhythmic patterns or intonation patterns. As Knight (2001) points out, it is mainly used in the early stages of learning and as the course develops, its practice gets reduced in favour of other more mainstream practices.

Community Language Learning presents a technique for pronunciation learning, known as the *human computer*. This technique consists of the teacher repeating the correct form of a sentence said by a student as many times as students are satisfied with their pronunciation. The teacher never corrects the students' errors and only repeats the correct form, so students are the ones who correct themselves by imitating the teacher's pronunciation.

2.5. Communicative Language Teaching (CLT)

The Communicative Approach, which can be said to be the dominant methodology in language teaching at present (Celce-Murcia et al., 2007; Knigt, 2001), defends that, since the main function of language is communication, helping students to use the language learnt in a variety of contexts should be the aim in language teaching. Therefore, a particular emphasis is placed on the communicative function of language, so that the main goal in the learning process, which is the acquisition of adequate skills in the use of language as a means of communication, is fulfilled.

Based on the psychological and educational theory of constructivism, its main focus is on helping students to create meaning instead of helping them to acquire precise grammatical structures and to consciously understand the rules of the language. At the same time, the approach considers language to be a tool for communication rather than an abstract system of rules, being this the main reason for the emphasis given to the communicative competence and how language is used in real life.

In class, the learner is expected to interact actively with the materials in order to understand language and express themselves and also with other learners, a cooperative element very present in activities. The teacher is a facilitator of the communication process as well as the organiser and guide for the group of students and will have to interact with students in order to imitate real life situations.

As Howatt (1984, in Knight, 2001) suggests, there are two versions of CLT, one of them weaker than the other. The weak version provides learners with activities that give them the opportunity to use English for communicative purposes, but this kind of activities are integrated into a broader teaching program which includes the teaching of grammar. The strong version, on the other hand, defends that language is only obtained

by means of communication and therefore, that the communicative purpose should not be a component of a wider program but the basis of the teaching program itself.

The need for teaching pronunciation in order to avoid communication problems will also be one of the objectives too, since the principal aim of the approach is the communicative function of language. Intelligible pronunciation is one of the necessary components of oral communication and improving the pronunciation of unintelligible speakers of English will be a must. As Celce-Murcia et al. (2007) indicate, teachers reviewed the techniques and practice materials that have been used in other traditional approaches, in order to improve students' pronunciation from a communicative approach. The list of techniques included: Listen and imitate (Direct Method), phonetic training (Reform Movement), minimal-pair drills, contextualised minimal pairs (Audio-lingual Method) and visual aids (Silent Way, Total Physical Response).

2.6. Task-Based Language Teaching (TBLT) and Project-Based Learning (PBL)

TBLT was created by Prabhu in order to fill the gaps of the communicative approach, even if it is considered a branch of Communicative Language Teaching. Differing from CLT, which gives the learners items to learn at the same time that these items are used for communicative purposes, Task-Based Language Teaching proposes giving learners tasks as problem solving activities, providing an environment which best promotes the natural language learning process (Foster, 1999, in Knight, 2001).

Nunan (2004: 4) defines a task as:

> *"a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end."*

Understanding that the main function of language is communication, CLT places students in real world like situations, where oral communication is essential to do a specific task. Therefore, students focus towards achieving a goal where language

becomes a tool, making an appropriate use of language a need. A task is normally divided into three different phases: the *pre-task,* the *task stage* and the *post-task* (Willis, 1996). The pre-task phase introduces the class to the topic and the task. It is composed by activities that prepare the learners for the proposed task, such as exercises to raise related vocabulary and language. The task stage offers learners the chance to use whatever language they already know in order to carry out the task working in pairs or groups and therefore to improve the language. While guided and advised by the teacher, in this phase, students express themselves based on the skills they have already acquired and the ones they have consolidated in the pre-task activities. In the end, the task can be presented to the whole class. The post-task phase is formed by activities that are a follow-up to the task and report stages, where students tell the class about their findings. Anyway, these procedures can be adapted to the reality of the class, the resources and materials available, or the language level of the group.

As language is regarded as a need for students in order to complete the task, TBLT increases learner activity, being the teacher a facilitator of the communication process, lying on them the duty of supplying tasks which will give learners the opportunity to experiment with language. Students become responsible for their own learning and thus, in order to make the learning process as beneficial as possible, they need to be involved in it. Therefore, some authors argue that students must be implicated in the negotiation of the learning syllabus and the language requirements, although the teacher would be expected to ensure that an ample span of language content was included in the course (Breen, 1987; Candlin, 1987, in Knight, 2001; Ribé, 2000, in Sierra 2016; Sierra 2016).

In this context, Project-Based Learning can be understood as analogous to Task-Based Language Teaching since projects are the sum of a collection of sequenced and integrated tasks or activities (Nunan, 2004). Following the idea of the weak and the strong version of *CLT,* a project can either constitute the main element of instruction to a foreign language class (the strong version of PBL) or run in parallel with more traditional instruction (the weak version of PBL).

Regarding the teaching of pronunciation, as it happens in CTL, being the major concern of both TBLT and PBL the communicative function of language, the need of teaching pronunciation in order to avoid communication problems will also be one of the objectives of the approach. However, students become more involved as they are

responsible for their learning, and the fact that appropriate use of language is a need in order to achieve the task goals will increment students' consideration towards pronunciation, possibly obtaining better results.

2.7. E-learning tools in language teaching

Nowadays, new technologies, the importance of which is continuously increasing in our lives, are the main communication media and simultaneously a mechanism education can benefit from because of the possibilities that they provide, not only to improve the learning process of students but also to enhance them to take advantage of our century's facilities.

Mainly developed in the early 1980s, the use of new technologies in language teaching, also known as CALL (Computer Assisted Language Learning), can be defined as "any process in which a learner uses a computer and, as a result, improves his or her language" (Beatty, 2010: 7). CALL is not an approach by itself, but a collection of materials, technologies and adaptations of various pedagogical theories and modes of instruction. In other words, it is not a methodology, but an instrument and an amplifier whereby different methodologies can be imparted.

Historically adapted to the dominant teaching methodologies, nowadays, as a result of the broad possibilities that it offers, it has become a comprehensive tool which enables the combination of distinct teaching approaches by means of multimedia elements (images, sounds, videos, etc.) and the access to authentic materials (newspapers, magazines, interviews, etc.) and communicative environments (e-mails, chat rooms, forums, etc.). CALL materials have proved to be effective in pronunciation teaching mainly when adapted to the Audio-Lingual Method, as their immediate feedback enabled students a more autonomous phonetic training (Erben et al., 2009).

The use of e-learning tools in language teaching has proved to have strong advantages such as learners being comfortable and confident when making use of them (Dudeney & Hockly, 2008) or facilitating learner-centred classrooms and making possible a more effective autonomous learning even with self-evaluation with continuous feedback (Beatty, 2010). However, its most remarkable benefit would be students' motivation

towards learning because of being adapted to and feeling enthusiastic towards these tools (Dudeney & Hockly, 2008).

Nonetheless, the usage of new technologies in language teaching may also have some drawbacks. Teachers are often considered to be less skilled and knowledgeable than their own students when it comes to using e-learning tools (Dudeney & Hockly, 2008), which generates a negative attitude towards the use of these technologies as a result of lack of confidence. Other inconveniences would be the limited feedback provided by computers when not complemented by the teacher's judgement and, following this idea, the fact that computers do not make language learning happen by themselves. As Warschauer (1996) points out, the efficiency of CALL cannot lie on the instrument itself but only on how it is applied to the class, as it is the methodology used by teachers what makes it effective.

2.8. Current situation of pronunciation teaching methodology

Nowadays, the pronunciation instruction tries to identify the most important aspects of both the suprasegmental and the segmental features and integrate them in courses that meet the needs of any group of learners. At the same time, there are different accents to adopt to teach pronunciation, being the standard for a long time in textbooks and materials the British English standard variety Received Pronunciation (RP). However, as the main goal of language is understood to be communication, and this is based on the learner's needs (Celce-Murcia et al., 2007), an accent that is comprehensible by both native and non-native speakers should be a valid goal for teaching.

Still, two different teaching historical approaches can be discerned towards the teaching of pronunciation: the intuitive-imitative approach and the analytic-linguistic approach (Celce-Murcia et al., 2007). The former, which depends on the ability of students to listen and imitate the target language, was the only approach used before the late nineteenth century. The latter, on the contrary, makes use of tools and explicit information, such as the phonetic alphabet and descriptions, in order to help learners. The analytic-linguistic approach was formerly developed to complement the intuitive-imitative approach and nowadays, following the tendency of the last teaching methodologies of reviewing and using the techniques and practice materials that have been used in other traditional approaches, they both are followed in a complementary approach in order to get the best learning results.

3. Problems in English pronunciation for Spanish students of EFL

This section briefly examines the main differences between the phonologies of English and Spanish by focusing on those phonological contrasts that are considered to be the most problematic for Spanish learners (see e.g. Kelly, 2000 & Kenworthy, 1988). Section 3.1 examines vowel sounds and diphthongs, section 3.2 follows with consonant sounds, and section 3.3 involves prosody in speech, which concerns, stress, rhythm and intonation. Note that:

1) When written between slashes (e.g. /k/), the focus is a phoneme, a sound that if replaced with another sound in a word, the meaning of the word changes.

2) When written between brackets (e.g. [si:]), the focus is the pronunciation of entire words or a phrase, being this often used to contrast phonemes in similar phonetic environments. Sounds between brackets can also denote allophones [pʰ], different realizations of a phoneme.

3.1. Vowels

Celce-Murcia et al. (2007) define a vowel as any sound produced by a constant and not restricted vibration of the vocal chords that occurs in the middle of a syllable. English has 12 simple vowels (Celce-Murcia et al., 2007), while Spanish has only five. However, in English, the number of vowels is determined by the phonological variety and, therefore, vowel charts change, being the recognition of English vowels a difficult task to carry for Spanish students, as this vowel variation does not exist in Spanish (Ladefoged & Disner, 2012). Consequently, Spanish learners might have trouble with recognizing vowel sounds that do not exist in their mother tongue.

Pure vowel sounds are produced by using three physical variables: tongue height (open/close), tongue position (front/back) and lip form (round/spread) (Kelly, 2000). However, in English, vowels are characteristically reduced in quality when not stressed (Kelly, 2000), which does not happen in Spanish. Anyhow, reduced vowels are extremely common in English, being the mid-central reduced vowel /ə/ or the *schwa* the most common vowel (Ladefoged & Disner, 2012), which usually appears in function words as well as in unstressed syllables (Kelly, 2000) and therefore a problematic sound for

Spanish EFL learners. This same problem emerges with the English vowels /ʌ/ and /ɜ:/, which do not occur in Spanish.

As regards other vowels, the distinction between /i:/ and /ɪ/ is particularly problematic for Spanish learners of English as Kenworthy (1988) mentions. A reason for this may be that, while the Spanish /i/ and the English /i:/ are similar, the English /ɪ/ is somewhere between the Spanish /i/ and /e/, which makes it difficult for Spaniards to both perceive and produce it. This often makes learners assume that there is only one sound and they identify it with the /i/ in their mother tongue. A similar problem would arise when distinguishing between /u:/ and /ʊ/; /æ/, /ɑ:/ and /ʌ/; /ɔ:/ and /ɒ/ or /e/ and /ɜ:/ (Kenworthy, 1988).

In addition, although Spanish speakers are able to distinguish between short and long, as there is no variation in length in Spanish vowels, they may experience difficulty in recognizing English vowel length differences and tend, erroneously, to make English vowels equally long (Kenworthy, 1988). Thus, they should be provided with examples of words that differ in length, as in *beat* [bi:t] vs. *bit* [bɪt] and *fool* [fu:l] vs. *full* [fʊl].

Additionally, the fact that vowel sounds may differ greatly between different varieties of English needs to be addressed. As to spelling, Wells (2005) indicates that non-native speakers tend to ignore the differences between pronunciation and spelling, basing their pronunciation on the written form of words, which often leads to pronunciation errors. For this reason, it should be emphasised that, unlike in Spanish, sounds can have several different spellings in English.

3.2. Consonants

Kelly (2000) defines a consonant as a sound that interrupts, restricts or diverts the airflow in a diverse variety of ways. Consonants are usually classified by using three criteria: voicing, place of articulation, and manner of articulation (Kelly, 2000), which tell us whether the consonant is produced with the vocal cords vibrating or not, where the sound is made and how the breath stream is restricted in the vocal tract.

For most Spanish learners, English sibilants are the most difficult sounds to learn, as some of them are very unfamiliar sounds (Kenworthy, 1988). Sibilants are a group of consonants where a stream of air is first forced through a narrow gap (formed by the

tongue) and then over a sharp obstacle (teeth) (Ladefoged & Disner, 2012). Whereas Spanish has only one sibilant /s/ with the status of phoneme, English has four: /s/, /z/, /ʃ/ and /ʒ/, as well as the affricates /tʃ/ and /dʒ/. Therefore, Spanish learners experience difficulties recognising these English sounds, failing to produce them correctly and substituting them by more familiar sounds (Kenworthy, 1988).

The plosives /p/, /t/ and /k/ appear in both Spanish and English, but in English they normally become aspirated in initial position, final position and at the beginning of a stressed syllable in order to differentiate them from the voiced stops /b/, /d/ and /g/ respectively (Celce-Murcia et al., 2007). Therefore, Spanish /p/ and English /p/ do not sound the same in some environments and Spanish speakers who do not to pronounce aspirated stops correctly might be misheard to mean, for instance, *brink* instead of *prink* or *din* instead of *tin*.

Other consonant distinctions especially challenging for Spanish speakers are the voiced labio-dental fricative /v/, which is usually substituted by /b/, and the separation of /θ/ from /ð/. The consonant /v/ is particularly problematic for Spanish speakers because it does not exist in their mother tongue, failing to pronounce it correctly and replacing it with /b/, as they follow the pronunciation of their own language (Kenworthy, 1988). The consonants /θ/ and /ð/ are a pair of sounds that Spanish speakers fail to differentiate too. As /θ/ is the only one of the two that exists in their language as a phoneme, they tend to pronounce both sounds as if they were voiceless, failing to discriminate words such as *thy* [ðaɪ] and *thigh* [θaɪ] (Kenworthy, 1988).

In addition, consonants like /ŋ/, /h/, /w/, /ɹ/ are specially demanding for Spanish learners because they do not have a phonemic status or do not exist in Spanish. Therefore, /ŋ/ tends to be pronounced as /ŋg/ in words that end in "ng" as in *sing*; /h/ tends to be deleted or pronounced as /x/; /w/ tends to be pronounced by adding a /g/ before it is pronounced, sounding as /gw/ and /ɹ/ is normally substituted with the Spanish corresponding sounds, the trill /r/ and the tap /ɾ/ (Kenworthy, 1988). As Derwing et al. (2000) explain, some of these sound substitutions, even if they are acceptable and do not affect the intelligibility of the speaker, will subjectively sound foreign and odd to English native speakers.

In short, sibilants, aspiration, the voicing of some consonants as well as the correct pronunciation of some non-existent sounds in Spanish have been shown to be particularly

challenging for Spanish speakers. In order to avoid misunderstandings and to be intelligible, learners should be aware of the importance of distinguishing between different consonants so they do not accidentally replace them with other similar sounds.

3.3. Prosody

Prosody deals with the volume, stress, rhythm and intonation of the speech of a certain language (Celce-Murcia et al., 2007), aspects of pronunciation that are also known as suprasegmentals since they do not convey individual segments, but syllables, word boundaries and longer pieces of speech such as sentences. This section examines prosody by reviewing stress in 3.3.1, by looking at rhythm in 3.3.2 and by moving on to intonation in 3.3.3.

3.3.1. Stress

As Cruttenden & Gimson (2014) point out, stress in language can be used to refer both to the stress within a word (stressing syllables) or the stress within a sentence (stressing words), sometimes referred to as *accent* and *prominence* respectively, avoiding the use of the word *stress* because of its ambiguous uses in phonetics and linguistics. Word stress, or accent, covers the stress patterns of individual words, the emphasis on syllables. Syllables that are longer, louder and higher in pitch are examples of word stress, being stressed syllables pronounced with more energy (Celce-Murcia et al., 2007). Even though in both English and Spanish word stress patterns are irregular, the word accent in English is more complex as it has different stress degrees.

The word stress in English can be divided into three stress levels: *strong*, *medial* and *weak*, or *primary stress*, *secondary stress* and *tertiary stress* or *unstressed* (Celce- Murcia et al., 2007). For example, in the word *democratic* all three levels are present: primary stress falls on the third syllable *crat*, secondary stress on the first syllable *de*, while the second and fourth syllables *mo* and *ic* are unstressed. Celce-Murcia et al. (2007) suggest the use of visual aids to illustrate these stress levels to learners, such as: DE-mo-CRA-tic.

Although in both English and Spanish stressed syllables can occur anywhere in a word, in English, stressed syllables are not marked with any acute accent, as it happens

in Spanish. This factor of not having any diacritic mark signalling accent in English makes it difficult for Spanish learners to determine whether a given syllables is stressed or not.

Sentence stress concerns stressed and unstressed parts of speech, being variable and speaker-controlled to give meaning to the sentence (Fraser, 2001). Sentence stress is normally applied to lexical items while grammatical words become unstressed. However, depending on their role in the sentence, many grammatical words such as *but*, *his* and *the* have weak and strong forms. This characteristic does not happen in Spanish and, as a result, Spaniards tend to pronounce all the words of a sentence with the same prominence, provided that there is no willingness to emphasise or contrast information.

Regarding sentence stress, there is a similar function in both Spanish and English which concerns conveying contrastive or emphatic information. In this case, prominence lies on words that are contrasted with some information in previous sentences or on words that are emphasised by the speaker. For example, the following phrases change in meaning due to differences in sentence stress placement:

- *We never go to parties.* (Normal)

- *WE never go to parties.* (Contrastive → But other friends of mine do)

- *We NEVER go to parties.* (Emphatic → But I think we should go)

3.3.2. Rhythm

The rhythm of English is a result of word and sentence stress (Celce-Murcia et al., 2007). English is described as a stress-timed language, which means that the time between stressed syllables tends to be always equal (Kelly, 2000). As Kelly (2000) points out, the regularity of stressed syllables is referred to as isochrony, and to achieve a regularity between prominent syllables, unstressed syllables are shortened reducing the quality of vowels. On the other hand Spanish, is usually described as a syllable-timed language, which means that the time between every syllable is equal and not only the time between the stressed ones (Kelly, 2000).

As a result of the abovementioned differences in rhythm Spanish learners of English usually suffer difficulties in achieving the target speech rhythm. Paananen-Porkka (2007) points out some complications for Finnish students of English, difficulties that also apply

for Spanish learners as both Finnish and Spanish are syllable-timed languages. These problems would be that learners speak monotonously, that they do not make sufficient length distinctions between stressed and unstressed syllables, that they do not produce reduced vowels correctly and that they make continuous long pauses in wrong moments, slowing the speech rhythm. Moreover, even though speakers of syllable-timed languages who are learning English may think that their English is more comprehensible when they put the same effort and emphasis on each syllable, native speakers find this practice to have a negative impact on intelligibility (Celce-Murcia et al., 2007).

3.3.3. Intonation

Celce-Murcia et al. (2007) describe intonation as a melody where the pitch levels of the voice rise and fall in an utterance, depending on the role of the utterance, emotions and attitudes of the speaker. Intonation looks at the pitch changes that mainly convey additional information to the speech regarding the discourse or the speaker's attitude (Cruttenden & Gimson, 2014). These pitch changes are dependent on the context where the speech is carried out, being the pitch pattern of any given utterance directly connected to the situation it occurs in and, mainly, to the intentions of the speaker (Celce-Murcia et al., 2007).

Pitch patterns are produced depending on the direction in which the movement of the pitch happens, being it described as rising, falling or level, or a combination of these. Depending on the pitch pattern used, the speaker may convey a meaning or another different meaning. For instance, a rising-falling intonation in the phrase *John's here* indicates certainty, while a rising intonation in the same utterance would turn it into an uncertain question or a question expressing surprise (Celce-Murcia et al., 2007). Ladefoged & Disner (2012) mentions that generally, a falling intonation does not require an answer as it brings completeness to the utterance, and a rising intonation suggests an answer to bring that completeness.

Along those lines, Kenworthy (1988) points out that the rising-falling intonation seems to be difficult for Spanish students, mainly because it is not used in Spanish and because these learners may not be correctly involved in the conversation. Furthermore, Spanish students seem to use a very limited pitch line over an utterance, where English would hit wider pitch points, being the Spanish learners considered to be monotonous or

negative due to their pronunciation (Kenworthy, 1988). Finally, Kenworthy (1988) also mentions the tendency of Spanish students of English to not lowering enough their pitch on statements or when mentioning the last item in a list, feeling the hearer that the statement or the list is not finished.

Therefore, even though it does not have a big grammatical importance, intonation is considered to be an important feature of pronunciation as, if well used, it may reinforce the speaker's meaning, but if not controlled correctly, it may cause negative reactions in listeners that the speaker did not expect or even misunderstandings.

4. Towards a pronunciation teaching methodology proposal

After having detailed the historical changes dealing with the methodology of teaching languages and especially pronunciation and the most problematic elements of English pronunciation for Spanish learners of English, the following paragraphs are going to focus on the proposal of a pronunciation teaching methodology with the purpose of contributing to make the way in which English is taught in Spanish schools more effective. This methodology proposal will be based on elements and procedures of already existing theories.

In order to make the teaching of pronunciation more effective, first, two key sides to pronunciation teaching must be differentiated: awareness of the English phonetics and production of English (Kelly, 2000). The former deals with the receptive skills of the learner by which they need to learn the bases of pronunciation, as perceiving phonemic differences, especially contrasts that do not exist in their mother tongue. The latter, on the contrary, deals with the productive skills of the student by which they need to put their phonemic knowledge into practice.

These two differentiated sides, even though closely connected, have to be taught in separate parts, at least in the beginning, as a good awareness of the phonetics of English and trained receptive skills will facilitate the work when putting them to use in terms of production (Kenworthy, 1988).

In order to carry out this teaching effectively, two different methodologies shall be used, one for each of the sides pointed out above. First, in order to cement the awareness and the receptive skills of learners, procedures based on the Audio-Lingual Method with

techniques and practice materials that have been used in other traditional methods and approaches will be used, as it happens in the Communicative Language Teaching approach (see 2.5). By means of this, learners will be provided with available phonetic information such as transcriptions or demonstrations and visual aids in order to articulate sounds correctly and they will be required to listen and imitate the teacher and improve their pronunciation with the use of listening activities, minimal pairs, drills, etc.

Thus, in order to improve learners' productive skills, a methodology based on TBLT and PBL shall be used. These approaches, the focus of which lies on the communicative aspect of language, will help students produce language correctly on their own and not by means of repetition, prompting a more natural use of language (Knight, 2001). Students must use all the language resources they have learnt before to create language and use it to interact with other students in order to imitate real life situations. This need of using their knowledge to create language in relevant contexts will make students be more involved in their learning process and increase their consideration towards pronunciation, possibly obtaining better results (Knight, 2001).

Being oral communication one of the maxims of CLT, TBLT and PBL, one desired outcome when teaching pronunciation will be pronunciation to be intelligible. Therefore, improving the pronunciation of unintelligible speakers of EFL will be vital. At this point, even though RP is the most extended variety used in English teaching in Spain, for the purposes of intelligibility, a native accent or specific variety do not have to be the main goal of students. They have to understand English as an international language, leaving the native speaker norms in a second level while promoting intelligibility between speakers (Nunan, 2015). Thus, although the teacher may follow the RP or the General American (GA) model, differences with the taught models should not be penalised, as far as they do not prompt intelligibility problems.

Another improvement that would make the teaching of English in Spain more effective is related to the use of the mother tongue that teachers make. Atkinson (1987) points out that using the mother tongue to give instructions and teach grammar may be appropriate at very low levels. However, its use in higher levels obstructs the communicative function of learners in the target language, with students eventually using their mother tongue in situations where they could use the foreign language easily. Therefore, a solution to limit the use of the mother tongue and prompt the usage of the

target language as the primary tool of communication could be the creation of a respectful environment of learning that promotes risk-taking actions, which is crucial to acquire a foreign language (Brown, 2000).

The teaching process should be mainly learner-centred, which makes learners take responsibility for their own learning, improving their autonomy. But although in this case, the teacher's role in the classroom is less prominent, it is still necessary to actively involve students in the learning process. When training the awareness of the pronunciation of English, the teacher must point out the main phonetic features, be an information provider and at the same time the example to imitate, being a source of language exposure for students (Celce-Murcia et al., 2007). Consequenlty, the teacher would play the role of manager and guide in the discovery of rules of phonology. However, when training the language production, without stopping from guiding students, the teacher is required to encourage students to produce language and to play the role of a facilitator of the communication process, bringing tasks which will lead learners to the opportunity of creating language (Knight, 2001).

As important as managing the classroom and instructing the students is the feedback on the performance of the students. Nunan (1991) distinguishes between positive and negative feedback, being the positive feedback considered to be more effective than the negative one. While the positive feedback lets students know that their performance has been positive, increasing their motivation, the negative feedback marks the mistakes of students, expecting them to correct them. Therefore, giving feedback to learners is extremely important, as it increases their motivation and gives them the opportunity to reflect, correct themselves and continue advancing on their learning.

Moreover, teachers are also expected to improve the climate for learning as much as they can, as a good and affective learning climate affects learners' psychological and physical state, improving their disposition to learn and maximising their learning (Best & Thomas, 2008). This idea is closely related to Krashen's (1985) affective filter hypothesis, which states that when students lack motivation, have low self-esteem or suffer anxiety, a mental filter raises, forming a mental block, which prevents learners from acquiring information. However, a good learning climate and positive affect lower the filter improving learning. Therefore, creating an affective climate for learning in the

classroom is an important factor in order to help students improve their learning performance.

Another factor that would boost learner motivation and improve the learning climate would be the effective usage of e-learning tools, making students feel comfortable and confident when making use of them (Dudeney & Hockly, 2008). At the same time, the use of new technologies would improve students' motivation towards learning because of learners being adapted to and feeling enthusiastic towards these tools (Dudeney & Hockly, 2008).

Regarding students' role in the classroom, being one of the advantages of the learner-centred teaching process its effectiveness for communication purposes, they are expected to take part as much as possible in class activities and tasks in order to engage in their own learning process (Nunan, 1991). Students are also expected to show inclination towards communication in the target language and cooperation, mainly when doing group tasks or projects. This way, the predisposition towards learning and the interest towards improving their language will make the teaching process become smooth, being the learning outcome maximised.

5. Teaching material: Lesson Plan

This section will describe the lesson plan I have developed by applying the ideas put forward in the methodology proposal and a contrastive analysis of some of the pronunciation aspects of both Spanish and English, which show some of the problems that Spanish have when acquiring English pronunciation. In order to do so, it includes the competences that will be acquired by the students, the context in which the lesson plan will be developed, the procedures that will be conducted, the resources that will be used and the assessment criteria that will be followed.

5.1. Competences

The following didactic unit contributes to the development of the following competences:

- To understand the symbols used to represent vowels in English in order to improve student's pronunciation targets.
- To develop the skill of transcription in order to raise student awareness of English pronunciation.
- To develop students English perceptual competence in order to improve their speech comprehension.
- To be able to understand the main differences between the native and non-native vowels in order to detect and explain the pronunciation errors of Spanish learners of EFL.
- To work collaboratively with classmates.
- To boost student's creativity.
- To improve students' competence in oral presentations.
- To bolster students' English production competence.

5.2. Context

The following lesson plan is addressed to a 1st year Compulsory Secondary Education (CSE) class of approximately 20 students. However, the lesson plan can also be applied to groups with more students. Sessions are 50 minutes long and are imparted in the target language, English in this case, although students' mother tongue is Spanish. Students have been learning the basis of the phonology of English from a contrastive point of view with regard to Spanish since the beginning of the course, and therefore they are aware of the principles and the symbols of the English sound system.

Focused on the differences in vowels between the two languages and on the rhythm of English, the lesson plan follows a PBL approach. Students will have to complete several activities and tasks to be able to complete a final task that consists of creating a tongue-twister, where they will have to use all the language resources they have learnt to create language and to imitate a real life situation, such as carrying out an oral presentation in the classroom in order to present a tongue-twister and explain its vowel content.

Table 1 and table 2 summarise the procedure in the first and the second sessions of the lesson plan respectively. Both tables display the name of the activities that are going to be carried out, a description of these activities and the time that is allocated to each of them.

Session 1:

Activity	Description	Time
Match the words with the transcriptions	The class will be divided into 5 groups and each group will be assigned a Spanish vowel (a, e, i, o, u) and its corresponding pure vowel sounds in English. Students will have to match some words from a list with their corresponding transcription (see Appendix 1, activity 1).	5'
Transcription of vowels in words	In their groups, students will have to indicate which vowel sound of their assigned vowel corresponds to the new list of words they are given (see Appendix 1, activity 2).	5'
Group production and correction	In their groups, students will have to pronounce the words that appeared in the activities. There will be peer correction by means of drills or other techniques that students may find suitable.	10'
Recording of the words	Individually, students will record the words they have worked on (via devices such as mobile phones or computers). The teacher will have a copy of the file for assessment. Students will self-correct their pronunciation at home with Internet resources (e.g. Oxford Learner's Dictionaries).	10'
Creation of the tongue-twister	The teacher shows examples of some tongue-twisters so students become familiar with them (see Appendix 2). In their groups, students will create a tongue-twister of 5-6 lines with the pure vowel sounds they have been assigned, in order to present	20'

Activity	Description	Time
	it to the class, reading it aloud and emphasising these vowel sounds and word stress. They will also prepare a presentation regarding the vowel sounds they have been assigned, comparing them to the Spanish sounds and highlighting their pronunciation problems. Moreover, they will prepare a worksheet with the tongue-twister so that the other students indicate which vowel sound is used in the words while the tongue-twister is being read. Students will finish the preparation of the presentation as homework.	

Table 1. Lesson plan procedure in session 1

Session 2:

Activity	Description	Time
Presenting the tongue-twister	In groups, students present and describe the vowel sounds they have been assigned, using visual aids and comparing them to the Spanish sounds and highlighting their pronunciation problems. Then, they read aloud the tongue-twister they have created. Meanwhile, the rest of the class fills in the worksheet that the presenting group has created (see example in Appendix 3). After that, the class chorally repeats the tongue-twister and the teacher records it.	50' (10' each group)

Table 2. Lesson plan procedure in session 2

5.4. Resources

The main materials which will be used in class are the following:

- Worksheets (Appendix 1).
- List of tongue-twisters containing vowels (Appendix 2).
- Recording devices (computers, mobile phones, digital recorders).

- Materials for the presentation (computer, projector, whiteboard and worksheets prepared by the students).
- The Internet.

5.5. Assessment

Table 3 shows the assessment that is going to be followed in the lesson plan. The table displays the activities that are going to be assessed, the type of assessment that is going to be carried out, the agents that are going to perform the assessment, the criteria that is going to be followed to appraise the activities and the percentage of the grade allocated to each of them.

Activity	Type of assessment[1]	Agent	Criteria / Dimensions	Percentage of the grade
Class activities	Summative	Teacher	Students will be assessed taking into account if the answers of the activities are right or wrong.	25%
Group correction	Formative	Students (group assessment)	Students will correct themselves in groups in order to improve their production.	-
Recording of the words	Summative and formative	Teacher	Students will be assessed regarding the pronunciation accuracy of produced words, with special attention to the vowel sounds they have worked on. The teacher will also give them feedback to improve their pronunciation skills.	25%
Recording of the words	Formative	Student (self-assessment)	Students will self-correct at home and with Internet	-

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[1] The assessment will be formative when it focuses on giving feedback so students' learning is improved and it will be summative when it focuses on evaluating students (Sierra, 2016).

			resources the pronunciation of the words they have recorded in order to improve their pronunciation skills.	25
Oral presentation	Summative and Formative	Teacher	Students will be assessed using these dimensions (adapted from Sierra, 2016): - Content: demonstrating and transmitting knowledge of the vowel sounds the group is working with, organised delivery, giving clear examples and explanations, clarifying and solving doubts. - Language competence: pronunciation, intelligibility, fluency, grammar accuracy, specific vocabulary. - Delivery: clear and relaxed speech, only using the target language, not reading notes constantly, group members' balanced participation, classroom management. These dimensions will be marked using this scale: *excellent* (10-9); *good* (8-7); *satisfactory* (6-5); *poor* (4-0). The teacher will also give them feedback to improve their oral presentation skills.	50%

Table 3. Assessment of the lesson plan

The final mark of the course will be an aggregate score of this project and the final exam.

6. Conclusions

This paper presents the need to re-evaluate the role of pronunciation in English language teaching, expressly in the Spanish framework. Its main objective was to introduce some ideas regarding a pronunciation teaching methodology that would make the teaching of pronunciation to Spanish learners of EFL more effective. In order to reach this objective, a literature review has been done regarding a historic view of both, language teaching and the teaching of pronunciation. Additionally, the main differences between the pronunciations of Spanish and English have been summarised, focusing on those elements in English that have been shown to be particularly challenging for Spanish speakers.

As for the historical review of the methodology, the main objectives were to identify the already existing methods and approaches, and to gather information from them, prioritising their main features and pointing out their contributions to the teaching of pronunciation. With respect to the problems in English pronunciation for Spanish students, the major aims were to show the main phonetic differences between the two languages and to point out the effectiveness of a contrastive way of teaching the pronunciation of English to Spanish learners of EFL.

The resultant methodology proposal takes into consideration the reviewed main methodological tendencies, giving more importance to the communicative approach. It prioritises learning content by means of contrastive analysis, giving more attention to pronunciation items that are most likely to cause difficulties to Spanish learners. Furthermore, as the communicative function is one of the maxims of this proposal, one of the most desired outcomes when teaching pronunciation will be learners' pronunciation to be intelligible, and therefore an attempt to incorporate the notion of English as an international language into teaching will also be made.

Once sufficient bibliographic information was obtained and the methodology proposal established, I developed a lesson plan in order to put the effectiveness of the stated ideas into practice. This lesson plan implements the ideas considered in the

literature review and applies them to vowels. Based on TBLT and PBL approaches, being the presented lesson plan a weak version of PBL, it focuses on communicativeness and intelligibility and it borrows techniques such as drills from the Audio-lingual Method or visual aids from Total Physical Response. It also makes use of e-learning tools, which enables an immediate and more autonomous training while boosting students' motivation and improving the learning climate in the classroom.

The proposed lesson plan has not been carried out yet. However, the reality of classrooms tends to be rather different from the imagined ideal. Thus, paying attention to the context where the teaching process is being carried out, as well as to the specific needs of the students, it will be essential to modify the teaching materials, procedures and assessment in order to make it more suitable to learners' requirements.

Hopefully, the benefits that these ideas bring towards an effective pronunciation teaching methodology can spawn an interest in rethinking pronunciation pedagogy, reconsidering its importance in English teaching and, therefore, its implementation in Spanish schools.

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Appendix 1. Vowel worksheets

Activities containing the sounds /æ/, /ʌ/ and /ɑ:/

1.   Match the following words with their corresponding transcriptions:

Lark	[kɑ:m]
Match	[bɑ:d]
Come	[mʌtʃ]
Lack	[mætʃ]
Calm	[kæm]
March	[lɑ:k]
Luck	[mɑ:tʃ]
Cam	[kʌm]
Much	[læk]
Bard	[lʌk]

2.   Indicate which vowel sound corresponds to the underlined part of the following words.

Tan: _____

Ton: _____

Tarn: _____

Clack: _____

Clerk: _____

Cluck: _____

Activities containing the sounds /e/, /ɜ:/ and /ə/

1.   Match the following words with their corresponding transcriptions:

Ness	[ˈsentə]
Bled	[nɜ:s]

Burn	[blɜ:d]
Centre	[bled]
Ben	[əˈgen]
Heard	[nes]
Nurse	[hed]
Again	[ben]
Head	[bɜ:n]
Blurred	[hɜ:d]

2. Indicate which vowel sound corresponds to the underlined part of the following words.

Pen: _____

Furry: _____

Letter: _____

Third: _____

Broken: _____

Reflect: _____

Activities containing the sounds /i:/ and /ɪ/

1. Match the following words with their corresponding transcriptions:

Deep	[dɪp]
Rid	[tʃi:k]
Chick	[pɪt]
Bean	[ri:d]
Dip	[pi:t]
Pete	[di:p]
Bin	[rɪd]
Pit	[tʃɪk]
Read	[bi:n]
Cheek	[bɪn]

2. Indicate which vowel sound corresponds to the underlined part of the following words.

B<u>ee</u>: _____

K<u>i</u>ng: _____

Dr<u>i</u>ll: _____

B<u>ea</u>st: _____

Qu<u>ee</u>n: _____

M<u>i</u>rror: _____

Activities containing the sound /ɒ/ and /ɔ:/

1. Match the following words with their corresponding transcriptions:

Short   [ˈmɔːdən]

Spot   [wɒk]

Morden   [ʃɒt]

Collar   [ˈkɔːlə]

Wok   [wɔːk]

Shot   [ˈmɒdən]

Walk   [spɔːt]

Caller   [ˈkɒlə]

Modern   [ʃɔːt]

Sport   [spɒt]

2. Indicate which vowel sound corresponds to the underlined part of the following words.

H<u>o</u>t: _____

C<u>a</u>ll: _____

L<u>o</u>st: _____

N<u>o</u>rth: _____

L<u>a</u>w: _____

W<u>a</u>tch: _____

Activities containing the sounds /ʊ/ and /u:/

1. Match the following words with their corresponding transcriptions:

Full	[wʊd]
Wooed	[bʊl]
Look	[ˈpuːlɪŋ]
Boule	[lʊk]
Fool	[fʊl]
Pulling	[buːl]
Would	[fuːl]
Luke	[ˈpʊlɪŋ]
Pooling	[wuːd]
Bull	[luːk]

2. Indicate which vowel sound corresponds to the underlined part of the following words.

M<u>oo</u>n: _____

G<u>oo</u>d: _____

W<u>o</u>lf: _____

R<u>ou</u>te: _____

Cr<u>ew</u>: _____

P<u>u</u>t: _____

Appendix 2. Tongue-twister examples. Adapted from Strauss (2012) and myself.

Tongue-twisters containing the sounds /æ/, /ʌ/ and /ɑ:/

The d**a**mn b**a**nd h**a**nged the g**a**ng. (Sound /æ/)

H**u**g a d**u**ck b**u**t m**u**g a b**u**ck. (Sound /ʌ/)

My tr**u**ck is st**u**ck in a r**u**t. (Sound /ʌ/)

I p**a**rked my c**a**r in the h**ea**rt of the p**a**rk. (Sound /ɑ:/)

The b**a**rd m**a**rched in c**a**lm, but then he st**a**rted to l**au**gh. (Sound /ɑ:/)

Tongue-twisters containing the sounds /e/, /ɜ:/ and /ə/

M**e**g m**e**t T**e**d and T**e**d m**e**t M**e**g. (Sound /e/)

I s**e**t w**e**t p**e**ts on the w**e**t r**e**d d**e**ck. (Sound /e/)

A b**i**rd h**ea**rd the **ea**rth b**u**rn. (Sound /ɜ:/)

Sir T**u**rner bought a sh**i**rt and a p**u**rse. (Sound /ɜ:/)

They s**u**pply b**a**n**a**n**a**s t**o**day. (Sound /ə/)

Th**e** doct**o**r likes glam**o**r**ou**s col**ou**rs. (Sound /ə/)

Tongue-twisters containing the sounds /i:/ and /ɪ/

Ethan **ea**ts enormous b**ea**ns. (Sound /i:/)

Th**e**se fl**ea**s l**ea**d to fr**ee**dom. (Sound /i:/)

The l**i**ttle p**i**lls w**i**ll make J**i**ll **i**ll. (Sound /ɪ/)

The l**i**ttle w**i**tch p**i**cked and f**i**lled the t**i**n. (Sound /ɪ/)

Tongue-twisters containing the sound /ɒ/ and /ɔ:/

My b**o**ss l**o**st a l**o**t of fl**o**ss. (Sound /ɒ/)

My m**o**dern c**o**llar c**o**st more than my b**o**ss' w**a**tch. (Sound /ɒ/)

I s**aw** how M**o**rley w**a**lked in the c**ou**rt. (Sound /ɔ:/)

He c**au**ght the b**a**ll on the l**aw**n (Sound /ɔ:/)

Tongue-twisters containing the sounds /ʊ/ and /u:/

P**u**t your f**oo**t in the w**oo**d (Sound /ʊ/)

A g**oo**d c**oo**k sh**oo**k the h**oo**k (Sound /ʊ/)

Y**ou** kn**ew** that the sh**oe** was bl**ue** (Sound /u:/)

L**u**ke followed the r**ou**te thr**ou**gh the m**oo**n to find a piece of fr**ui**t (Sound /u:/)

Appendix 3. Students' worksheet example

Group 1. Target English vowels: /æ/, /ʌ/ and /ɑː/

Tongue twister:

My p<u>a</u>l's c<u>a</u>t p<u>a</u>rked his c<u>a</u>r in the p<u>a</u>rk.

He took his b<u>a</u>g and his c<u>a</u>p and went to "The F<u>a</u>r R<u>u</u>g" b<u>a</u>r.

There he dr<u>a</u>nk a coffee c<u>u</u>p and he watched a b<u>a</u>sketball m<u>a</u>tch.

Out of the b<u>a</u>r, he saw a n<u>u</u>n with whom he h<u>a</u>dn't ch<u>a</u>tted m<u>u</u>ch.

They both r<u>a</u>n f<u>a</u>r and s<u>a</u>ng some ps<u>a</u>lms.

Until he went b<u>a</u>ck home in the c<u>a</u>r he had p<u>a</u>rked in the p<u>a</u>rk.

Activity: Indicate which vowel sound corresponds to the underlined part of the words in the tongue twister.

P<u>a</u>l's: _____	B<u>a</u>r: _____
C<u>a</u>t: _____	N<u>u</u>n: _____
P<u>a</u>rked: _____	H<u>a</u>dn't: _____
C<u>a</u>r: _____	Ch<u>a</u>tted: _____
P<u>a</u>rk: _____	M<u>u</u>ch: _____
B<u>a</u>g: _____	R<u>a</u>n: _____
C<u>a</u>p: _____	F<u>a</u>r: _____
F<u>a</u>r: _____	S<u>a</u>ng: _____
R<u>u</u>g: _____	Ps<u>a</u>lms: _____
B<u>a</u>r: _____	B<u>a</u>ck: _____
Dr<u>a</u>nk: _____	C<u>a</u>r: _____
C<u>u</u>p: _____	P<u>a</u>rked: _____
B<u>a</u>sketball: _____	P<u>a</u>rk: _____
M<u>a</u>tch: _____	