Trabajo Fin de Grado

TEACHING ENGLISH PRONUNCIATION TO SPANISH SPEAKERS THROUGH APPS AND INTERNET RESOURCES

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# Table of Contents

Abstract.................................................................................................................................3

1. Introduction..........................................................................................................................4
   1.1. Contents..........................................................................................................................4
   1.2. Justification.......................................................................................................................5

2. Scope of pronunciation teaching .......................................................................................5
   2.1. Background.........................................................................................................................5
   2.2. Definition, goals and importance.......................................................................................8

3. Intelligibility; definition and learners´ role......................................................................13
   3.1. English as an International language versus native-like pronunciation .....................14
   3.2. Aspects of pronunciation to achieve intelligibility.........................................................16

4. Comparison of English and Spanish phonetics sounds..................................................20
   4.1. Common pronunciation in English by Spanish learners .................................................22
   4.2. Teaching pronunciation techniques..................................................................................27

5. New technologies in teaching pronunciation ..................................................................31
   5.1. Computer, internet and web based resources .................................................................31
   5.2. Smartphones and apps.....................................................................................................33

6. Conclusion............................................................................................................................35

7. References:..........................................................................................................................36
Abstract

The area of English language teaching pronunciation has traditionally been neglected in classrooms. Nowadays that should change, since the globalization arrived, the English is considered as the global language and the English students should be communicative, for that is essential to teach pronunciation properly. This paper explains why the aim should be intelligibly instead of native like pronunciation, especially focusing in Spanish speakers. Moreover, this work shows how pronunciation pedagogies area attempting to make the area at once more accessible and more interesting through the new technologies.

Key words: intelligibility, pronunciation, teaching, technologies and peculiarities

Palabras clave: inteligibilidad. Pronunciación, enseñanza, tecnologías y peculiaridades.
1. Introduction

1.1. Contents

The pronunciation skill is an important aspect that normally is not taking any or few consideration in teaching or education in general. The ability or capacity to pronounce correctly a language enable foreigners students to address more people, native ones especially, and also to know deeply the language sounds system. Therefore, this paper is about how to deal with pronunciation in education, the accurate way to teach this field of language most of the time forgotten. Starting with an analysis of the recent history of pronunciation, as well as what is really the pronunciation and some of the factors to take into account when setting an objective and developing it when we teach it. Nowadays, English is the global language, and language teaching is increasingly focused on being a communicative person, who is able to know a language in depth but at the same time develop it as a tool for communicate to each other. The objective must not be other than the intelligibility. During this work the subject of intelligibility will be developed, how to achieve it, as well as the development of it within the English environment as EIL. Moreover, and focusing more on Spanish English learners, we will compare the sounds of both languages to detect which are the greatest difficulties for Spanish learners. Having commented on the main peculiarities of the Spanish speakers in English pronunciation, we will analyze the different techniques of teaching pronunciation. Therefore, on this paper we make a review of the different techniques and activities that may help reach the goal of being more intelligible for Spanish students. Finally, this paper describes some of the new technologies such as apps or websites that help improving the pronunciation. Understanding that we live in a global world in which technology is a valuable weapon for anything, language teaching is not left behind in this regard. By comment on several of the resources we can find nowadays, this paper tries to set the learner in a modern context, using this information that is provided to make the learners aware of the different tools they may use to improve the pronunciation.
1.2. Justification

If we think about the usefulness or the main purpose to master a language, we do not think precisely about mastering its grammar or having a good knowledge of the vocabulary, instead we think about being able to communicate with other people. The teaching of languages should aim to turn students into good communicators who are capable of using that language as the main weapon in communication. Of course, being able to read and write well, are all part of learning a language. However, not being able to pronounce words hugely hinders communication, especially since it is believed that, learners who are unable to pronounce words are also unable to understand them. Therefore, by helping students to understand and become familiar with the phonemic chart, we are giving them an indispensable tool in helping to make their communication intelligible. This work tries to put in relevance the aspect of pronunciation that have been forgotten traditionally and, although it is a crucial aspect to understand and manage a language. The main reason for this paper is motivated by the change in the way of teaching languages, now based much more on practical aspects that aim to improve communication.

Professors should consider leaving a space within their lessons for the teaching of pronunciation, using real materials and giving importance to a communication as real as possible within the classroom environment. Therefore and to finalize one more reason for the realization of this paper is to set the pronunciation as an aspect as relevant or even more than the other skills in the teaching of languages.

2. Scope of pronunciation teaching

2.1. Background

The center issue addressed at this point is to make an observation about how the teaching of pronunciation has progressed through history, up to our days. Furthermore, it will be discussed the different approaches and ways to teach pronunciation that have been developed throughout these years.
As pronunciation is a modern field within the teaching of modern languages field, there is not so much history about it, but we should mention the changes that it has suffered across history. There were two general approaches within the field of modern language teaching; an intuitive- imitative approach and an analytic-linguistic approach (Celce-Murcia, Brinton & Goodwin, 1996).

An intuitive- imitative approach is about the learner’s capacity to listen and repeat how the target language is pronounced without any extra explanation. Meanwhile an analytic-linguistic approach give the information explicitly to the learners focuses on the sounds and rhythms of the target language. To do that, this approach uses a variety of tools like vocal charts, articulatory descriptions, and other aids like supplementing audios, pictures, imitation, and production. In order to crystalize this two approaches dissertation, it is fair to say that the second approach was not created to replace the first one but to serve as a complement. They work as a whole when we are teaching pronunciation no matter the way of teaching we use. Having explained the two basic approaches, now it is time to move on into the historical overview of the different teaching methods used to teach pronunciation. Not every method of teaching deals with pronunciation, grammar or reading-based approaches are examples or methods where teaching pronunciation has no sense. Therefore, we are not going to discuss them in our historical review of teaching pronunciation.

The direct method was fashionable during the late 1800s and the early 1900s. It was one of the first methods which care about teaching pronunciation. Obviously this method was taught by the imitation and repetition way, the only way to teach pronunciation at that time. In contrast, the naturalistic approaches that come later this method were focus on make the learners speak without pressure them. Teachers should have a perfect pronunciation to give the learners an accurate input and so they could make a quite good output. Some authors representatives of this naturalistic approach are; Krashen and Terrel (1983), Asher (1977) (Cited in Celce-Murcia et al 1996)

As it was previously mentioned during the late 1800s and early 1900s the direct method was the used one. Moreover, during that period a new phonetic alphabet was developed; The International Phonetic Alphabet (IPA). This alphabet helped to identify better the linguistic sounds, it describes and analyze the sound system languages. Therefore it was a useful new tool for teaching pronunciation new approaches. The new alphabet was the result of the so call “The Reform Movement” a movement guided by some phoneticians that create
Internal Phonetic Association where they discuss and make phonetics investigations to achieve the IPA.

The emergence of the Audiolingualism in the United States and The Oral Approach in Britain is the most important contribution in teaching pronunciation during this period. The Reform movement was determinant on those approaches, because they use the IPA as their main tool for teaching. Audiolingualism and The Oral approach imitates the direct method in the sense that they give an utterance to the learners and they imitate or repeat it. However, in contrast with the direct method, the Audiolingualism and the oral approach make use of the phonetics information given in the IPA. Furthermore this new oral approaches introduced a new technique called minimal pair drill; they are pair of words that differ only in a single phonological element.

Examples:

/l/ and /iː/ /æ/ and /æ/ /ɒ/ and /əʊ/ /b/ and /v/  
sit seat bat but not note berry very

During the 1960s emerged the figure of Chomsky and his work about transformative-generative grammar. The teaching of pronunciation was relegated because of the influence of this grammar. Chomsky notes that language is an innate skill of every human being has inside his brain. Then, the teachings of pronunciation were looked as something abstract and impossible to achieve. Therefore, in the 1960s teaching languages were basically focused on grammar and vocabulary. From 70s upwards there was a change in the direction of the teaching way. Pronunciation was acquiring more and more importance as the communicative approach was taken the center point within the teaching of languages. But, that do not mean that there were more direct pronunciation lessons, on the contrary pronunciation was considered as a natural part of the communicative approach, and started to be taught as something mechanical. Therefore, the direct method and the use of drills were decreasing and pronunciation was taught as something natural and more authentic.

The familiar ways and means of teaching pronunciation no longer seemed appropriate as new pedagogical sights were set on language functions, communicative competencies, task-based methodologies, and realism and authenticity in learning activities and materials. (Morley, 1991: 485)

The changing patterns in the use of English had an influence in how the teaching of pronunciation has changed. English has become in a global language, also named “Lingua Franca”. Nowadays, English is widely spoken around the world, and the aim of teaching
pronunciation is to help learners to be more communicative, more intelligible. (Jenkins 2000, Celce-Murcia et al 1996, Rogerson-Revell 2011). Precisely, intelligibility will be discussed in depth on this paper as well as English as a Lingua Franca or International Language (EIL).

2.2. Definition, goals and importance

Yates and Zielinski (2009) define pronunciation as how people produce sounds using them to make utterances with meaning. They also notes that in this process is included segments and suprasegmental aspects. Segments are consonants and vowels of a particular language, aspects like stress, timing rhythm and intonation are the so called suprasegmental aspects. Finally, it is also an element to take into account the quality of the voice or how the voice is described. According which what is explained above, pronunciation is the production of sounds we analyze in both sides, segmentally and suprasegmentally. Therefore, we normally understand one person better than another when both are talking because of his pronunciation. That is because of how the mentioned person uses those aspects we mention before. In order to teach pronunciation we have to keep them always in mind. So, the pronunciation influences us in the way we understand the speaker. Pourhosein Gilakjani (2012). According to Otlowski (1998) Pronunciation is an utterance of a word in an understandable manner. Moreover, Richards, J. C., & Richard, S. (2002) understand pronunciation as a way of make some determined sounds. With these definition above, it is illustrated what definition is and also it shows the progression this definition has suffered.

As far as goals is concerned, the different definitions of pronunciation have one common point, which is the importance to be understood, it means, the importance to be intelligible. Then intelligibility should be the main goal when we teach pronunciation, but we will discuss it later in depth. Anyway, concerning goals we should take into account the learners’ side, what is the learners need? Or, as Kenworthy (1987) puts it, “how “good” should the learner’s pronunciation aim to be?” Accordingly Rogerson-Revell (2011) defines goal in pronunciation as: “The level which learner’s pronunciation aims to reach in order to facilitate effective communication.” Therefore we should keep in mind the learner’s context when we set up the aim, and choose the one that fits better. This is something that has changed across the years. Back in the history, the pronunciation goal used to aim always
native-like pronunciation, again like we mentioned before, the English language is now seen as an international language. Yates and Zielinski (2009) agree in intelligibility as the principal aim on pronunciation teaching; however they highlight that it is not only a task of the speaker. If the listener is not intelligible enough, that mean, if he or she has no the enough capabilities or skills to understand the speaker, no matter the intelligible the speaker is, the communication between both will fail. “Listeners bring with them their own values, abilities, experience and prejudices which may influence their judgements about intelligibility.” (Yates and Zielinski 2009: 12). Therefore, according to Yates and Zielinski (2009) indelibility is a two side's task, because communication is a two ways process. Consequently, as teachers we are supposed to aim intelligibility, but we need to bear in mind all this factors, and more that we are going to discuss eventually.

2.3. The teachers’ role and influencing factors in the teaching of pronunciation.

Pronunciation is a language field which many teachers do not pay a lot of attention. Then, many times teachers forget about their responsibility in their students´ acquisition of a good pronunciation. But learning a language means to be able to communicate with another speakers, consequently pronunciation play an important role, it should not be forgotten within the language teaching process Gilakjani, A. P., & Sabouri, N. B. (2016). Normally students think that they are able to speak English just because their communication with their respective teachers is good enough, I mean, they understand each other easier than with the average people. When students go to the world out there and realise they are not able to be understood by other speakers, there it comes the problem. One of the reasons is that normally when they speak in class, they are speaking to other speakers of the same native language. The second reason is that classroom it is not a natural environment, and the situation when students speak are guided or prepared beforehand, so that it is not a real conversation Gilakjani, A. P., & Sabouri, N. B. (2016). According to Rogerson-Revell, P (2011) she refers to teacher competence instead of teacher role. She notes that pronunciation teachers “need to provide a clear, consistent pronunciation model and they should also have least receptive competence in one or more standard NS varieties.” Therefore, the teachers should have a competence highly enough in pronunciation, in order to give the learners the correct input so they can produce a good output and improve their pronunciation. As well as Rogerson-Revell, P (2011), Kenworthy (1987) indicates some actions that the role of teachers should develop
to help their students with pronunciation. These actions would be “helping learners hear, helping learners make sounds, providing feedback, establishing priorities, devising activities and assessing progress” Kenworthy (1987: 1).

By carrying out these actions, along with the good work of the teacher, the students would have the necessary tools to reach a good level in pronunciation. However, as has been previously commented with intelligibility, this is always a two-way task, and the student has a role or competence too.

…the importance of the learner’s willingness to take responsibility for his or her own learning. The teacher may be highly skilled at noticing mispronunciations and pointing these out, but if learners take no action and do not try to monitor their own efforts, then the prospects of change or improvement are minimal. (Kenworthy 1987: 2-3)

As we can observe in this quotation, the learner must maintain a positive attitude and make an effort; otherwise the teacher’s efforts will be useless. This is applicable to almost any discipline within learning, but it is especially important when it comes to improving pronunciation, since it is a more difficult task than another skill such as grammar or vocabulary. Another aspect we can extract from this quotation is the responsibility of the learners in their own learning process. This is something that is quite current, the students should be responsible with his learning, they should use teachers as guides and try to learn by his or her own. As mentioned when we talk about the role of the teacher, Rogerson-Revell, P (2011) also indicates the competence of the learner instead of the role. In this case, she expresses the fact that the learners need to know if they are comfortable with the objective set by the teacher in order to progress. In addition, she says, currently intelligibly has become the goal for almost all learners of a language, so learners need to focus on that goal to achieve it. This leads us to the concept of “comfortable intelligibility” that was also mentioned by Kenworthy (1987) which will be discussed later on this paper.

According with what has been discussed above Gilakjani & Sabouri (2016: 970) notes; EFL learners cannot learn an intelligible pronunciation without teachers’ instruction. Learners can advance through this instruction although it may be done slowly. Both learners and teachers should be patient in obtaining the desirable results of improving pronunciation and should not expect that improvements are rapidly made.

This shows us the cooperation that there must be between both teacher and learner. Patience is a key aspect for the teaching of pronunciation.
Having discussed the roles of the teacher as well as the involvement of the student, within the pronunciation teaching, there are certain factors to take into account to achieve the set up aims. Some of those factors can be: age, exposure or amount of exposure, attitude and identity. Some other authors divide them into sociocultural factors, personality when they talk about attitude and identity, but the majority coincides in a large number of them, which we are going to discuss. Yates and Zielinski (2009) in their work, focused on teaching pronunciation in adults, they place special emphasis on the influence of L1. This is one of the factors one of the most influential factors when teaching pronunciation, especially in adults.

Consequently Yates and Zielinski (2009) tell us that there is a transfer from L1 to L2, since our L1 influences us in our way of thinking and acting when we speak. Therefore, the learners must "unlearn" some of the habits they acquired in their L1 in order to improve.

In the same vein, Rogerson-Revell, P (2011) agrees on the idea of transfer of habits from L1 to L2, and the important role that this plays when it comes to learning the pronunciation.

Transfer from the first language, that is, the notion that a learner’s L1 habits and knowledge influence the acquisition of an L2, is generally recognized as playing an important role in second language pronunciation (Rogerson-Revell 2011: 19).

Pourhossein Gilakjani (2011) agrees on the same idea but goes beyond. He explains that by detecting the influential factors of L1 over L2 would enable ELF / ESL teachers to identify difficulties, and thus provide a more efficient teaching. Kenworthy (1987) underlines the fact that this habits transference does not refer to individual sounds only, but also to their combination and features as intonation or rhythm. He also tells us that there may be "favorable" and "unfavorable" languages, yet we have to be careful when labeled them because anyone in any environment can reach a good level of pronunciation, regardless of their L1. us to another factor to be discussed; the accent. Every person in their respective native language has a certain accent. The accent is just a sample of our identity; it contains information about where we come from. Moreover, it is not only an aspect among non-native English speakers, but it is a determining factor also among the native speakers themselves, as there is a great difference between the English of one Scottish to the one of one British or one American. (Rogerson-Revel, P 2011). Regarding to the learning of the pronunciation, the goal is to obtain a neutral accent, in order to be more intelligible that it should always be the final aim. Some people considers that adapting your accent to a native-like one is a betrayal of your origins, although according to some studies it has been demonstrated that imitating or adapting the accent to the environment where you are, is a way of having a positive attitude and may help to get a good pronunciation. (Kenworthy 1987).
As we have seen treating the accent factor, attitude and age are involved. These are two other factors to consider. First at all, about age, the paper of Yates and Zielinski 2009 discussed why is so difficult to teach pronunciation to adults. Well, there is some hypothesis about it, like the Critical Period Hypothesis. “A learner needs to begin learning the language before age 7 to develop native-like pronunciation” Pourhossein Gilakjani (2011). Rogerson-Revell (2011) mentions this hypothesis also, but notes that while there is some support on this hypothesis, it is not clear that it is totally accurate, so the reasons why adults have more difficulties are not just age. This is where another factor, such as attitude, appears. There are cases that even in the same classroom or environment, some learners acquire a more accurate pronunciation than others. According to some researches, this is due to the learner´s attitude, the way she or he faces the pronunciation goal Pourhossein Gilakjani (2011). In addition, going back to age, attitude plays an important role. Some adults’ learners look at adapting their pronunciation to the goal one, as a loss of their identity. This attitude makes the task of acquire an accurate pronunciation so complicated and would reduce the chances of success.

Traditionally, it has been suggested that the more a learner identifies with the target culture, the more likely they are to try to acquire a target language accent. Conversely, a strong desire to preserve their own cultural identity would reduce the motivation to lose their “foreign accent “ (Rogerson-Revell 2011:18)

The last factor that we are going to discuss, and we must take into account in the teaching of pronunciation, is exposure or the amount of exposure. According to Kenworthy (1987) the learners living in environments where English is the native language are much more likely to receive a higher amount of exposure. There are also other learners living in places where English is not the native language but is in daily use. Supposedly, these learners have more probabilities of improve their pronunciation. It is not only the exposition but how they face it, how the learners respond to those inputs. In addition, although it is a factor that contributes to the improvement of pronunciation, it has not been proved to be determinant. Rogerson-Revell (2011) agrees with the above, but also gives a more modern approach. He states that nowadays the input the learners are exposed should be called “proficient” instead of native, including non-English speaking teachers´ inputs. Due to the globalization of the English language, we can currently receive inputs from the radio, TV or any technological device, besides the face-to-face oral exchange.

These new technologies that help to have a major amount exposure to English, and thus improve the pronunciation, will be discussed in depth at the end of this paper.
### 3. Intelligibility; definition and learners’ role

Being mentioned several times throughout the first point in this paper, intelligibility is considered as the main objective to achieve when we teach pronunciation. Kenworthy (1987) defines intelligibility as: “is being understood by a listener at a given time situation.” On the other hand Rogerson-Revell (2011) notes that the term could be interpreted in various ways such as; “A distinction sometimes made between intelligibility as recognition of words and utterances and a broader concept which includes the understanding and interpretation of words and messages.”

When facing the goal of intelligibility, we must bear in mind that communication is a two side process. So the role of the learner is as important as the speaker’s one. According to Kenworthy (1987: 13) “the more words a listener is able to identify accurately when said by a particular speaker the more intelligible that speaker is” One speaker may confuse or mispronounce a particular sound but his speech may still make sense, that achieves the purpose of being communicative rather than the goal of have a native-like pronunciation. “When we set intelligibility as our goal, rather than native-like pronunciation, in particular terms this means we are aiming for something “close enough”.” Kenworthy (1987; 13)

Similarly, Yates & Zielinski (2009) agree in the sense that, the listeners have an important role in the interpretation of intelligibility. They must contribute and be an active part so that the objective of the communication is fulfilled.

“Listeners bring with them their own values, abilities, experience and prejudices which may influence their judgments about intelligibility.” Yates & Zielinski (2009: 12)

In line with this idea, Rogerson-Revell (2011) points out the term “comfortable intelligibility” a term that was previously cited by Abercombie (1949), Kenworthy (1987) that refers that the listeners have to make a great effort when the speakers make a lot of errors during his pronunciation. Therefore, when we set the goal of “comfortable intelligibility” we mean that neither speakers nor listeners have to make a huge effort to understand each other. Rogerson-Revell (2011) notes: “‘Comfortable intelligibility’ as a pronunciation goal where speaker and listener can communicate effectively without undue stress or effort”.
3.1. English as an International language versus native-like pronunciation

The main purpose of intelligibility is to be communicative, to make the other understand you, does not matter if you have a native pronunciation or another one. Therefore, the pronunciation is the basic ability to be a good communicator.

One empirical study suggests that there is a threshold level of pronunciation in English such that if a given nonnative speaker’s pronunciation falls below this level, no matter how good his or her control of English grammar and vocabulary might be, he or she will not be able to communicate orally with native speakers of English. Hismanoglu (2006: 104).

That is why, nowadays, as far as we live in a more global world, in which English is the predominant language, intelligibility is seen as the main goal rather that a native-like pronunciation.

... For the majority of speakers, a native-like accent may be neither required nor desirable. The main point is that it should not matter what accent or variety a speaker has as long as intelligibility is not compromised. Setter (2008:450).

In accordance with this quote, we observe that take English as an international language, and not to look for a native pronunciation is what prevails today. The teaching of a native-like pronunciation has become obsolete, since the encounters between NNS-NNS are more frequent, and if you obtain an intelligible pronunciation, it will serve you for any type of interaction (NNS-NS or NNS-NS). Seidlhofer (2005) underlines this fact, referring to English as a lingua franca ELF. She states that since native speakers of English are a smaller number than non-native speakers, the English language has become in the lingua franca. The language shared by speakers of different languages and cultures, but who use English to communicate between them.

what is distinctive about ELF is that, in most cases, it is ‘a ‘contact language’ between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication. Seidlhofer (2005: 339)

In contrast with Seidlhofer (2005), Sharifian (2009) notes the fact that EIL should be an “intercultural” language rather than be another kind of English variety and not be understood as a lingua franca.

EIL in fact rejects the idea of any particular variety being selected as a lingua franca for international communication. EIL emphasizes that English, with its many varieties, is a language of international, and therefore intercultural, communication. Sharifian (2009: 2)
Likewise, Munro & Derwing (2011) underline that fixing a native-like speech production as the main objective in teaching pronunciation would be a waste of time, because we would be setting an almost impossible aim. Therefore, they note that intelligibility should be the appropriate objective.

Identifying native-like production as the central goal in pronunciation teaching inevitably leads to the conclusion that pronunciation is probably not worth teaching because of the limited likelihood of achieving that end. On the other hand, intelligibility has been proposed as a priority. Munro & Derwing (2011:317).

As shown previously, the interactions between NNS-NNS are more frequent and this makes English a global language. Starting from the Kachru’s (1992) circles, that are deeply explained in Crystal, D (2003), the expansion of the expanding circle is increasing and this provoke these interactions. Precisely, Crystal (2003:3) defines global language as; “A language achieves a genuinely global status when it develops a special role that is recognized in every country.”

As we may extract from this definition, English is nowadays considered as the only language which can be classified as global and therefore international. It is important to mention that the English language as EIL does not refer to any specific type of accent. No one variety of English language predominates over another. This is the key to be intelligible, and that is why it is better to look towards more international English when we teach pronunciation. “It is important to emphasize that EIL does not refer to a particular variety of English. Some scholars confuse the term ‚International English ‚with EIL.” Sharifian (2009:2).

As a conclusion for this point, and as we have discussed in the above, English taught as EIL is more practical nowadays. We cannot ignore the knowledge of the correct English sounds’ pronunciation, but always with the aim of intelligibility in our mind. In addition, students will be more prepared for the world around them. Jenkins. (2002) tells us that we must look for new pedagogical forms that promulgate a phonetics nearer to English as EIL than as NS one.

In order to prevent the disintegration of international phonological intelligibility there is, it follows, a strong case for pedagogic intervention of a new kind: intervention that is no longer based on
idealized NS models or NS corpora, but that is both more relevant (in terms of EIL needs) and more realistic (in terms of teachability). Given its primary concern to promote international phonological intelligibility, as well as the broader purpose of developing a research-based-pedagogy, a new pedagogy for EIL must be based on evidence drawn from EIL (NNS-NNS) interactions and, above all, form NNS listeners. Jenkins (2002:86).

Finally, we always have to take into account the learners´ circumstances, although to set the English as EIL versus native like pronunciation is perhaps the most appropriate, there would be learners looking for other kind of objectives, but normally that is not the case. We must also analyze the aspects of pronunciation that influence the learners, in order to achieve intelligibility, as we will see eventually in the next point.

3.2. Aspects of pronunciation to achieve intelligibility

There are some aspects of pronunciation to take into account when we are trying to be intelligible. These aspects should be inculcated to the students when we teach pronunciation, since they can be of great help. When facing the production of the pronunciation, several factors must be considered. There are several points of view, the traditional ones considered that it was a sequence of individual sounds; in this case the aspects to consider would be stress and intonation. Pennington and Richards (1986). Although the segmental factors are still taken into account, nowadays it is investigated more deeply when it comes to the production of the pronunciation. In addition to these factors, suprasegmentals appear. They involve factors that intervene in the acquisition of English such as; rhythm, connected speech and voice quality.

Whereas earlier research on the acquisition of English pronunciation by second language speakers tended to focus on the acquisition of individual vowel or consonant phonemes, much of the most recent research has dealt with learners´ acquisition of English intonation rhythm, connected speech, and voice quality settings. (Celce-Murcia et al 1996; 25-26).

Having named the aspects that affect the production of the pronunciation, we are now going to discuss each of them. By knowing these aspects in depth, this will help us to improve the quality of our lessons. In addition on the part of the students, it is important that they have knowledge of them for their own pronunciation betterment. Hence, they will be closer of the main goal; be intelligible. “It is important for learners to attend to any aspect of their
pronunciation that improves their intelligibility and helps them to minimize miscommunication.” Yates & Zielinski (2009:17).

As considered the aspects stress and intonation the first one before, we are going to start discussing them first.

Intonation is the pitch variation in English. Intonation is an important aspect for intelligibility, since students can extract valuable information from it in order to understand other speakers. Depending on the kind of intonation one speaker is using he may be trying to say one thing or another. If the students are able to deduce this, they can anticipate the message and decode it more easily.

A speaker can show that he or she is asking for information, or asking for confirmation, seeking agreement, or simply making a remark that is indisputable or “common knowledge”, through the intonation of the voice. (Kenworthy 1987:19)

Although the intonation does not affect the correct pronunciation of the sounds by itself, it can generate problems of misunderstanding and endanger the intelligibility. Normally this is produced by the transference of the speakers ‘mother tongue intonation into English. Celce-Murcia et al (1996: 26) exposes two researches that highlight that fact;

Backmann demonstrated that with increased residence in the United States and better language proficiency, the more advanced Spanish speaker had modified the flatter two-one intonation contours characteristic of his native Spanish such that his intonation in English better approximated the more highly differentiated three-tone contours typical of the American English speaker. The newly arrived Spanish speaker- with minor modifications-transferred his flatter Spanish intonation to English.

Likewise, Kenworthy (1987) agrees on the transference problem explained above. He states that a certain intonation prolonged during a time have a laziness effect on the listener. He names this cumulative. This phenomenon happens when misunderstandings occur very often. He exposes several cases that are reflected in the following quotation;

For example, French and Turkish have a very different rhythm from English. If a French speaker is difficult to understand, this may be because he or she has used a “transfer” strategy and is using French rhythmic features when speaking English. Kenworthy (1987:20).

Having dealt with intonation, we are going to discuss the use of stress in the production of the pronunciation. Stress is the prominent part of a syllable within a word
It is relevant to know how the aspect of stress works in English, in order to pronounce correctly. If the speaker makes mistakes stressing the wrong syllables, he will totally change the meaning of his speech, and provoke misunderstandings on the listener. Therefore, where to collocate the stress within a word in English is essential to achieve intelligibility. Kenworthy (1987:18) underlines that; “in fact, experiments have demonstrated that often when a native speaker mishears a word, it is because the foreigner has put the stress in the wrong place.”

There are studies that show that the listener is even more attentive to the stress of the word than how those sounds have been pronounced. That means, the learner can deduce the sounds that have been pronounced wrongly sounds if the stress is correctly placed in the appropriate syllable. In the following example of Kenworthy (1987: 18) work, we prove how a misunderstanding occurs because of a wrong place stress in the word.

“The word “written” was pronounced with the stress on the second syllable instead on the first. The listener through the speaker had said “retain”.

As we have observed in the previous example, the stress aspect changes the meaning of a word and thus of the entire sentence or discourse. The learners should be able to identify the stress within the words and use it accurately in order to be intelligible.

Accordingly Yate & Zielinski (2009) add that unstressed syllables are equally important, and highlight the problem of foreign students of English with the schwa sound. This vowel sound is the most representative of English and, also the most pronounced between vowels. It is a problem for the majority of foreign students, among them the Spanish ones, as we shall see later on.

Directly connected with the stress aspect is the rhythm in English. As Kenworthy (1987) exposes, it is important to pay attention to the stressed and unstressed syllables. The English language has a certain rhythm, which in each phrase we will find both stressed syllables and unstressed ones. It is relevant that the learners recognize them, for its pronunciation. Because if they are able to manage it, they would be able to know when an accented syllable intervenes or when not, supporting from the rhythm.

It is therefore absolutely vital that learners use the rhythm that is characteristic of English. There must be an alternation of stressed and unstressed syllables, with the stressed syllables occurring on a regular beat, and the unstressed syllables must have a less-than-full vowel. Kenworthy (1987:19).
The way in which rhythm is illustrated is during a speech that means, not in word in isolation but in interconnected sentences or utterances. This leads us to another aspect that is connected speech. The aspects explained above work together in connected speech. They are useful if they come together but not separated. You can dominate all the aspects separately but the real function is to use them during a real conversation, then during connected speech. “A learner needs a practical mastery of the sounds, rhythms and cadences of English and how they fit together in connected speech.” Yates & Zielinski (2009: 11).

During connected speech appear certain phenomena that students should be aware of. Saying a word in isolation is not the same as when it appears connected in a sentence and then in a discourse. Celce-Murcia et al (1996:27) comment on some of these phenomena. Some of them are; intersyllabic linking, vowel reduction in unstressed syllables or consonant cluster simplification.

Finally, to complete this section, the last aspect we are going to discuss is voice quality. Celce-Murcia et al (1996: 27) “every language has certain audible characteristics that are present most of the time when native speakers talk. This phenomenon is referred to as voice quality.” Considering this definition, it is obvious that when we teach pronunciation depending on the mother tongue of the learner, his / her way of pronounce determinant sounds will be predetermined by the voice quality. As we mentioned earlier, the role of the native language is an important factor.

Hanley, Snidecor & Ringel (1966) compared pitch and loudness among groups of Spanish, American English and Japanese speakers and found out that the Spanish and Japanese groups spoke with higher pitch and lower volume than did the Americans (Celce-Murcia et al 1996: 27).

To summarize this last chapter, having explained each of the aspects that can help the learners to be more intelligible, it is clear that studying, learning and deepening in each of them is a fabulous tool for improving the production of pronunciation. On the one hand there may be learners who know how to pronounce every single English sound in isolation, on the other hand those who master these aspects, increase their chances of being intelligible. This is not to say that there are not individual sounds in English, or more especially combinations of sounds, that are difficult for learners from different backgrounds to produce. It is to say that this difficulty is a relatively minor aspect of intelligibility, and certainly not the main cause of the accent. Firstly, individual sounds are not in themselves very important to intelligibility. After all, many native speakers, or fluent non-native speakers (NNSs), pronounce individual sounds differently from the
norm, with no problems for intelligibility. A learner with good stress and intonation and poor pronunciation of, say, ‘th’, is very easy to understand. Secondly, in many of the cases in which a learner seems to have trouble pronouncing a particular sound, it is easy to demonstrate that the learner commonly pronounces a perfectly acceptable version of the sound in another context. Gilakjani & Ahmadi(2011: 75).

4. Comparison of English and Spanish phonetics sounds

This next point on this paper begins with the sounds´ comparison and exploration of both Spanish and English languages. Making this comparison of both, we pretend to analyze which are the main differences between both and consequently the main difficulties of English language for Spanish learners. Following, and based on the comparison of these sounds, we will analyze how the Spanish speakers pronounce in English and some peculiarities that should be improved, in order to achieve a better pronunciation and therefore be more intelligible. At the end of this point we will comment on some techniques to improve the pronunciation, focusing on those Spanish learners´ peculiarities.

The English and Spanish languages have very different phonetic systems. On this point we are going to put them in contrast. Hence, we will compare fundamental elements, which intervene in pronunciation such as: consonants, vowels and diphthongs

There are clear differences between the consonant and vowel sounds of Spanish and English. Above all, in the vowels, this is also where the main difficulty of Spanish learners lies.

Concerning to consonants, English and Spanish has some similarities we can observe on their respective consonants charts in Anexo I and Anexo II. Therefore, it is always a good starting point to get Spanish learners familiar with English pronunciation Helman (2004). “These letters also represent a good starting place for teaching Spanish speakers letter-sound correspondences in English.” Helman (2004:453). However, there are some consonants sounds in English that do not occur in Spanish; hence this may create some problems or peculiar pronunciations that we are going to analyze deeply later on.

These consonants sounds that differ from the Spanish consonants sounds are de followings;

“V, z, th (as in thick), sh, zh: These sounds may be difficult for Spanish speakers to recognize, produce, and write.” Helman. (2004:454). As we are going to describe later, the
lack of /v/ sound in Spanish may generate difficulties to Spanish speakers. For the Spanish speakers the /b/ and /v/ sounds are exchangeable. "In writing, students may not know whether /b/ or /v/ is correct in a given word that they are sounding out. An example spelling of big might be vig.” (Helman 2004: 454). Another sound that does not occur in Spanish in the same way than in English is /Z/ sound. Normally Spanish speakers will substitute pronouncing it like /s/ “sue for zoo” Helman (2004). We will explain the voiced/voiceless difficulty of /s/ and /z/ sounds for Spaniards in details later on this paper. The sound /ʃ/ does not exist in Spanish; although it may occur in some varieties, but not in standard Spanish. Consequently there cases where Spanish pronounce “chew” instead of “shoe”. (Helman 2004). The sound /ʒ/ as in the word “treasure” does not happen in Spanish, instead it has some sounds close to it, and Spanish speakers tend to substitute for them. So that, Spanish speakers may say “trachure” as the most near sound in Spanish is the affricate sound /tʃ/ that corresponds to the monograph /ch/ in Spanish. (Helman 2004). The last one difference concerning consonants sounds are; the /d/ sound is Spanish is just one, but in English there are to consonants sound that may sound similar to the /d/ in Spanish. The identical sound /d/ as in “door” and the /ð/ as in “the” sound that is near to /d/ but is not the same. This distinction may cause difficulties to Spanish learners as we will discuss in the next epigraph. To end with consonants, it is important to know that there are consonants clusters in both languages, but the English language have ones that are impossible for Spanish. Therefore, that it is another difference and another difficulty when Spanish speakers utter, especially in connected speech. Helman (2004).

English vowels sounds are complex, because there is no correspondence with their monograph. As far as monographs, English language has the same than Spanish, five. But, in Spanish there is a perfect correspondence between monograph and vowels sounds, hence there are five vowels sounds, English instead there are up twenty Rogerson-Revell (2011). As a consequence, English vowel system is considered one of the most complexes and therefore it generates problems for learners. “The English system, for a second-language learner, may at times seem overwhelming.” (Helman 2004 : 455)

As we have mentioned, Spanish has less of the middle of vocalic sounds than English, as a result there are many differences. “With approximately double the number of vowel sounds, the English system is much more complex than that of Spanish.” (Helman 2004: 455) If we observe the two vocalic systems in the Anexo I and the Anexo II we notice the differences, so that, we are going to comment on the main vowels sounds.
The most relevant vowel sound and also the most characteristic of the English language is the schwa. This sound appears almost in every word always in an unstressed syllable. Spanish does not have this sound, and it could be substitute for almost every Spanish vowel. For instance, “settle” would be pronounce like “setel” instead of /setəl/.

Other peculiar vocalic English sound that does not occur in Spanish is /ʌ/. It is situated between the Spanish /a/ and /o/ sounds. For example, one Spanish learner may have the spelling error writing “jab” when he have actually heard the word “job”. Helman (2004: 456).

Apart from those specific vowel sounds, the aspects of tense and length are not considered in the Spanish vocalic system; on the contrary, they play an important role in the English one.

There are long and short vowels as well as tense and lax. These vowels differentiation confuse Spanish speakers that probably would utter a long “a” the same as a short one.

All these comparison between both sound systems derive in peculiar ways of pronunciation by Spanish speakers that we are going to discuss eventually.

4.1. Common pronunciation in English by Spanish learners

Having made the comparison of sounds between English and Spanish, we are going to analyze the common peculiarities of Spanish learners’ pronunciation.

As we have mentioned above, there are some differences between consonants sounds of both languages we are dealing with. However, English vowels generate more problems to Spanish learners; we are going to comment on some difficulties dealing with consonants sounds that are common among Spanish learners. Moreover, making this revision, we know where we have to focus when we teach pronunciation to Spanish learners.

Confusion between /b/ and /v/

Those sounds have their own kind of pronunciation in English, while in Spanish there is a sound that is a combination between both (Kenworthy 1987 & Rogerson-Revell 2011). Therefore, Spanish speakers tend to pronounce “ban” like “van” (Kenworthy 1987: 153) or “berry and very” (Rogerson-Revell 2011:287). This makes create confusion when they are maintaining a conversation and thus they are unintelligible. Other point of view is that this allophonic variation may be useful for Spanish learners. “Allophonic variation as long as it
does not overlap with phonemes (/v/ and /b/ distinction is particularly useful for Spanish speakers).” Amengual-Pizarro (2012).

Same pronunciation for /ð/ tan for /d/

Therefore, Spanish speakers pronounce similarly the word “day” and “they”, even some of them could make the differentiation between both, one sound would be so close to the other one (Kenworthy, J 1987 & Rogerson-Revell, P 2011).

Lack of /θ/ sound in some varieties of Spanish

Some Spanish speakers of one determinant variety do not have this sound into their phonological capacity. Hence, they require doing a great effort to pronounce it when they are speaking English, and sometimes this became into errors.

“And /θ/ only exits in European Spanish and may be replaced by /v/ or /s/ (e.g. “sin” or “fin” for “thin”)” Rogerson-Revell (2011: 287).

/s/- /z/ sounds differentiations

The /z/ phonetic symbol is the representation of voiced sound and the /s/ is the voiceless one. These sounds are not common in Spanish. Spanish learners tend to pronounce /s/ sound for both, delete the sound and do not pronounce it or substitute for a kind of /h/. “Sue” would be pronounced like “hue” Kenworthy (1987).

Related to /s/ sound, Spanish learners pronounce it instead of /ʃ/ sound in some situations. “/ʃ/ does not occur in many varieties of Spanish and may be replaced by /s/ or /tʃ/ (e.g. “Sue” or “chew” for “shoe”) Rogerson-Revell, P (2011: 287).

/y/, /ʒ/ and /dʒ/ mispronunciations

The ʒ/ and /dʒ/ sounds are uncommon for Spanish learners and as it happened with another explained above, the learners mispronounce them and change the consonant sound into a different one. Kenworthy (1987) The former one is normally changed for spanish learners into /y/ sound (e.g. “use” for “juice”) Rogerson-Revell (2011: 287). “The latter will sound foreign, but will still be intelligible. This Spanish sound may also be used for /ʒ/ (Kenworthy 1987; 153).
Final nasals, especially /ŋ/

Spanish learners find difficulties when they have to pronounce /ŋ/ and may change it for the other two nasals sounds /n/ and /m/ (e.g. “sing” may be pronounced as “sin” or “sim”) Rogerson-Revell (2011: 287). Kenwrothy (1987) agrees on this fact, but also add that sometimes Spanish speakers will end the word with a consonant cluster, pronouncing the final /g/ in the word “sing” for instance. He highlights that pronouncing like that, will cause less intelligibility problems than pronouncing the nasal sounds as it was exemplified by Rogerson-Revell (2011).

Having dealt with the main common Spanish speakers´ peculiarities in terms of consonants sounds, there is still something to comment on about them. As we have barely mentioned above, there is a phenomenon in English called consonant cluster. This phenomenon generates difficulties to Spanish speaker when they try to pronounce correctly. Roach (2010: 68) defines this term as; “. When we have two or more consonants together we call them a consonant cluster.”

Consonant cluster can occur both at the beginning and at the end of words. This is something that may happen in Spanish but no in the way that happen in English. Therefore when Spaniards find consonant cluster tend to mispronounce them. Although, there may be two or more consonants together in Spanish, some of them will be voiceless, and consequently do not pronounce it, like in “psicología” for instance, the “p” is deaf as in English the “k” in “know”.

Some consonant cluster that cause some common problems to Spanish speakers are the followings.

Initial cluster starting with /s/

It is a common problem among Spanish speakers, because it is impossible to find a /s/ sound at the beginning of a word, then Spanish speakers tend to insert a vowel sound before it. As Setter (2008) notes it is a pronunciation issue that teachers emphasize when teaching pronunciation.
The well-known propensity for Spanish speakers to insert /e/ before /s/ clusters, a headache for any teacher working on pronunciation with Spanish speakers and usually attributed to negative transfer from the L1 to the L2 (Setter 2008:449).

Kenworthy (1987) & Rogerson-Revell, (2011) exemplified this fact on their own paper; “Learners may insert a vowel sound before /s/, so “small” sounds like “a-small” Kenworthy (1987: 154). “Learners will tend to insert a vowel before the “s”, for example “escream” Rogerson-Revell (2011: 288). Accordingly Helman (2004: 454) expresses: “In Spanish, spirit or structure would be esppritu or estructura. Students may take other words that begin with s-blends and add an e to the beginning (e.g., esmile for smile, esnake for snake).”

**Consonant clusters at the end of words**

The past tense in “-ed” is normally pronounce adding an additional syllable (e.g. “laugh-ed”) Rogerson-Revell (2011:289). Accordingly Kenworthy (1987:154) states: “learners may delete the final /t/ or /d/ or insert vowel between the two consonants, resulting in forms like “laugh-ed” or “laugh.” Moreover, Spanish speakers have difficulties with end-words consonant clusters beyond past tenses ones (e.g. “hol” for “hold” or “las” for “last”). As we can observed from these examples extract from Rogerson-Revell (2011: 289) Spanish speakers tend to drop the final consonant sound. Kenworthy (1987) underlines another special case. When it occurs /s/ plus consonant plus /s/ sounds at the end of the words, Spaniards have problems to pronounce the entire word accurately, then the normal action is to delete one of the two /s/ sounds. (“Nests” or “risks”) the usual escape route is to delete one of the two /s/’s” Kenworthy (1987:154).

After having explained the consonants sounds of English that generate difficulties to Spanish learners, we are now going to discuss the vowels sounds. The main difference is the number of vowels and diphthongs sounds. There are less vowels and diphthongs sounds in Spanish than in English, thus this makes Spanish people feel unconfident when they have to pronounce them. In addition, there are difference with length, because this is only an English vowel sound characteristic, there no consideration in length in Spanish. (Rogerson-Revell 2011). Some notable examples of vowels English sounds for Spanish learners are:

**Tense-Lax differentiation /I/-/iu/**

As we have mentioned at the beginning of this epigraph, there is only one vocalic monograph that corresponds with each vocalic sound, so that when this two sounds appear are
difficult to pronounce accurately for Spanish learners. According to Morrison. (2006: 12) “L1-Spanish L2-English listeners misidentify natural English /l/ productions as English /i/ and vice versa”. Demonstrating this Rogerson-Revell (2011:287) gives the followings example; “(e.g. “bit” vs “beat” ) -/l/ does not exist in Spanish.”

*Lack of /ʌ/ and /ə/ sounds.*

As we have mentioned at the beginning of this point, those two sounds do not occur in Spanish, then Spanish learners tend to substitute them for ones that exist in Spanish and therefore they seem more natural for them. Especially attention deserves the sound /ə/ that is named schwa, because it is used almost in every English word. Hence, if the learners do not pronounce correctly or at least close to be correct, then their intelligibility would be in danger. In the case of /ʌ/ sound Kenworthy, J (1987) & Rogerson-Revell, P (2011) agree that it would be change for a most natural Spanish vowel sound. They exemplify that, “must” would sound like “most” or “mast” Kenworthy (1987: 156) & Rogerson-Revell (2011: 287). On the other hand, about the schwa sound Kenworthy (1987:156) notes; “Learners will substitute the vowel suggested by the spelling.”

*Diphthongs*

Even there are some diphthongs that are the same in English than in Spanish, the Spanish learners feel confused because of the spelling. While in Spanish there are a concordance between the spelling and the pronunciation, this is not the case in English. Therefore, there some cases where Spanish speakers have problems to pronounce accurately, because of the spelling transference. For instance /aɪ/ /eɪ/ confusion in words like “main” /main/ could be pronounced like /məɪn/ (Rogerson-Revell (2011: 287)).

Likewise, there could be confusion not only between diphthongs, but between diphthongs and another vowel sounds. Kenworthy (1987) notes that in some cases the diphthong /eɪ/ may be pronounced like /e/ (e.g. “ages-edges”) Kenworthy (1987: 156). He also gives a clue when it comes to teach this confusion; “Encourage the learners to use lip spreading for /eɪ/” (Kenworthy 1987: 156).

Concluding this point, we may note that all these peculiarities can be corrected, so that the learners minimize these problems as much as possible. However, trying to be as accurate
as a native speaker is almost impossible, so the task of teachers will be to make students aware of these errors and minimize them in order to be as much intelligible possible.

4.2. Teaching pronunciation techniques

The teaching of pronunciation has been advancing through history. As we mentioned during the first section of this paper, pronunciation was not been directly taught, but it was included in the teaching of other skills such as vocabulary or grammar instead. Since the direct teaching of pronunciation in the classes has been considered, the techniques for it development have also been advancing. At this point, we are going to make a research of some of the techniques and activities for the improving of pronunciation.

Before start with the techniques themselves, pronunciation have to be taught form three perspectives; perception, production and prediction. As Gilakjani & Sabouri (2016: 969-979) note in their work;

Perception of oral language includes hearing, listening, seeing, and feeling. This sensing and thinking about all of the parts of the speech system is necessary for pronunciation: lips, tongue, throat, vocal chords, sinuses, and facial muscles. Production of oral language needs time to listen, process, and form an answer, knowledge of the elements of the language and activation of background knowledge. Prediction of oral communication needs comes through experience different contexts. Through teaching prediction strategies, EFL learners progress rapidly to become independent learners.

Gilakjani & Sabouri (2016) underlines also the fact that back in the history of teaching language, pronunciation was taught just with simple speaking/pronunciation techniques as drill and responsive answers. However the methods of teaching pronunciation have changed, now they are focused in actual conversation, looking for accurate pronunciation and intelligibility.

Pronunciation teaching techniques such as minimal pair drill, imitation or repetition are based on learning the sounds in isolation that means the segmental features of English. Throughout this work we have focused intelligibility as the main objective and to achieve it, it is relevant to dominate the suprasegmentals aspects too. According to Celce-Murcia et al (1996: 290) “the use of a phonetic alphabet, transcription practice and diagnostic passage” are the traditional techniques used to teach pronunciation in classrooms. Accordingly Rogerson-Revell (2011) states that traditionally the pronunciation teaching start teaching sounds or
phonemes in isolation and then continue with the larger elements such as word stress connected speech and finally intonation issues. She also emphasizes that the learning of pronunciation would be more meaningful if the teacher explain those sounds in an integrated way.

For example, the teacher can explain that the syllable is the basic unit of rhythm in English and typically has a central vowel. Understanding the alternation of stressed and unstressed syllables will enhance listening comprehension by making learners aware of those parts of speech which are highlighted and those which are de-emphasized (Rogerson-Revell 2011: 212). In consonance Gilakjani & Sabouri (2016). add that EFL teachers should start with suprasegmental aspect of the pronunciation so they know the learners’ needs or their backgrounds. Obviously, they state that they should never forget segmental aspect, because they are basic, but use them in context. Accordingly Gilakjani & Ahmadi (2011: 80) expose;

Intelligibility rather than the native-like competence valued in traditional approaches became the goal of phonological instruction. Therefore, teaching speech from the perspective of suprasegmental seems indispensable within the communicative approach to teaching ESL.

Concerning pronunciation techniques, there are an extent variety of them. Depending on the author, some are more recommended than others. Moreover, depending on the aspect of pronunciation that we want to teach we may use different techniques.

Cook (2001) offers different techniques to teach pronunciation, but mainly the traditional ones, such as phonetic transcript, imitation, discrimination of sounds, and communication. In contrast with this traditionally view, Thornbury (2008) suggests techniques that aim more for intelligibility, like rhyming cards words history-telling and instant correction to make the students aware of their errors and learn from them or speaking exercises. Rogerson-Revell (2011) proposes activities depending on what aspect of pronunciation is being taught. So she divides in; teaching sounds, teaching syllables, teaching stress and rhythm, teaching connected speech and teaching intonation. At the same time, she proposes several techniques such as minimal pairs, games, pair practice, modelling, visual aids and simple recognition or perception. Describing some of the most common techniques we have mentioned above:
**Modelling**

Learners need to be provided with an accurate input, in order that they discriminate and contrast the different phonemes. The teachers have an important role for that; they need to produce the sounds in the target form. Other way is to use recording from the radio, internet or another resources. (Rogerson-Revell 2011).

**Visual aids or reinforcement**

The researches show that it is more effective to use audio with the video aids; the students get easier some sounds that are considered “more visual”. (Rogerson-Revell 2011). According with this state, Celce-Murcia et al (1996: 295) add some possible material to be used as a visual reinforcement. “Charts, diagrams and sketches on the board or the overhead projector, through the use of flashcards and wall cards and so on.”

**Minimal pairs**

Minimal pairs consist on two pair of words that differ just in one sound. This technique is normally used to make the students differentiate a concrete sound, that may be near another; e.g. ship/sheep, pill/bill and cut/gut (Rogerson-Revell 2011: 220). Another kind of minimal pairs is the bilingual minimal pairs. That is the same as is explained above but comparing two words from different languages that are pronounce similarly and serve the learners to identify and discriminate sounds (e.g. French-English; tente-taunt, tel-tell, heure-her). (Rogerson-Revell 2011: 222).

Celce-Murcia et al (1996) propose new techniques in the teaching of pronunciation. Their research is divide in; fluency-building activities, using multisensorial modes, use of authentic materials, techniques from psychology, theatre arts and other disciplines.

Fluency-Building activities are addressed to improve fluency although the focus should be accuracy; the students that improve their fluency get better accuracy indirectly.

Some activities that Celce-Murcia et al suggest are; Effective listening exercise, fluency workshop and discussion wheel. In the Anexo III figure 1 is shown one discussion wheel activity.

Using multisensorial modes refers to visual and auditory reinforcement which we have already explained above, tactile and kinaesthetic reinforcement. Tactile reinforcement is a kind of technique used often. Consist of giving tactile descriptions of sounds to the students. One example is “to have students place their fingers on their throat or cup their hands over
their ears to experience the vibration of their vocal cords” (Celce-Murcia et al 1996: 296). Kinaesthetic reinforcement is usually disregarded in traditionally teaching pronunciation. It involves hand signals or body movements to explain sounds. For instance: “placing a finger on one’s nose to more fully experience nasal sounds” (Celce-Murcia et al 1996:297).

Use of authentic materials is recommended for several authors to get learners familiar with an authentic environment. The aim of intelligibility requires to use these materials, in order that make the students familiar with the real world. Teaching pronunciation is supposed to achieve that students may have a normal conversation out of the classroom, so the use of these materials put them in situations that may occur in the real life. “Meaningful materials: Teachers can use real materials for practicing linking, rhythm, stress, or intonation. Consequently, learners become active persons in their team work” (Gilakjani & Sabouri 2016: 970). Accordingly to this quotation, Celce-Murcia et al (1996) state that authentic materials provide an excellent input in segmental and suprasegmental features of pronunciation. They also note that there are a huge range of resources available and name some of them such as; “anecdotes, jokes, advertising copy, comic strips, passages from literature, and the like” (Celce-Murcia 1996: 299). One example of an activity using authentic materials appears in Anexo III figure 2.

Finally dealing with techniques extract from other disciplines such as psychology or theater arts, they are relevance to gain confidence. Those activities provide the students confidence. In the case of theater arts or drama arts, the students may achieve more communicative competence. In terms of psychology factor, students with empathy and self-esteem decrease the rejection sensitivity, and enable the students to exceed their fluency or accuracy limits (Celce-Murcia 1996). In accordance, Afshari & Ketabi (2017) agree that psychology is a good tool to be used for teaching pronunciation and state: "research findings show that a relaxed frame of mind and a degree of confidence pave the way for a correct production of target language sounds” (Afshari & Ketabi 2017: 88). In addition the use of news technologies in pronunciation teaching such as audio feedback, video, computer-assisted instruction or multimedia are becoming fashionable among the different techniques of teaching pronunciation as is stated by Afshari & Ketabi (2017: 87): “Various types of computer hardware have been introduced and a number of studies show a growing interest among language teachers and researchers in the benefits of computer assisted pronunciation pedagogy.” This leads us to the last point of this paper, in which, we are going to discuss the application of new technologies
5. New technologies in teaching pronunciation

It is globally known that technologies are essential in our normal life nowadays. We live in the technology era and anything around us is technological. As in others fields of sciences, technologies have arrived to the teaching of languages too. As we have mentioned above, technologies as well as other disciplines have been incorporated into the teaching of languages and therefore into the pronunciation teaching. Even though, the interest in the use of technology in pronunciation is more recently than in other elements of teaching languages. (Afshari, & Ketabi 2017). Throughout this last part of the work, we are going to make a research and an analysis of the different technologies applied to the teaching of languages and more concretely to the teaching of pronunciation. Special attention is going to paid in the smartphones at the very end of the paper. Smartphones are the most fashionable and accessible technology device nowadays, and this becomes them into a potential weapon to the pronunciation teaching. But before start analyzing these technologies, it is relevant to know that one of the main discussions about technology within the teaching of languages is the term “normalisation”. “This concept of normalisation is when the technology is “as invisible and natural as whiteboards and pens”” (Barrs 2011: 228). Barrs (2011) notes that normalizing the new technologies and integrating then into normal lessons in the classroom could suppose the re-invention of the teaching of languages.

5.1. Computer, internet and web based resources

Since when computers started to be a normal tool inside the classroom and the lessons ‘development, these technologies has served teachers as well as learners to improve the teaching of languages. Therefore, elements such as radio, CD, projector screen, or audio-visual aids that have become normal nowadays, they established the first innovation in teaching education. Celce-Mucia et al in 1996 have already noticed the contribution of computer-assisted instruction for instance. Even before the computers were a normal classroom stuff. Accordingly Afshari & Ketabi (2017: 87) states: “Various types of computer hardware have been introduced and a number of studies show a growing interest among language teachers and researchers in the benefits of computer assisted pronunciation pedagogy.”
After the irruption of internet as a tool accessible to everyone, those technologies get outdated. Nowadays, the use of internet for teaching languages is a daily issue. There are many webs for teaching languages, like the ones to acquire an official certificate in English language (Cambridge, British Council or Trinity) or another from radio, television that are prestigious such as BBC web site for instance. Focusing on the ones that are specific of teaching pronunciation we are going to discuss some useful ones.

The followings ones are web-based for teaching pronunciation specifically. The nowadays students have grown with computer and internet in their everyday life, so to teach languages and pronunciation, the web-based need to be creative and interactive, in order to be attractive to them (Setter 2008).

**Streaming Speech**

According to Setter (2008) streaming speech aim to help intermediate and advanced students able to listen to fluent speech and to be able to learn from it and therefore to become themselves more fluent in the environment of an spontaneous conversation. One of the most attractive things of this web-based is its design. Students feel attracted for his graphics and thus the learning process is easier, because the students get motivated. Levis & Chun (2005: 559) agrees on this idea: “The layout of each screen is elegant and uncluttered, which makes navigating a pleasure. The target audience includes intermediate- and advanced-level learners.”

The British edition consists of ten chapters each of them dedicated to different aspect of pronunciation. For instance: “The student learns about English “short vowels” /ɪ e æ ɒ ʌ ʊ/, how to merge words together so that they form a “speech unit” rather than remaining separate, elision of speech sounds, and liaison.” (Setter 2008: 453). Overall, the exercises are quite interactive and meaningful and the feedbacks are given immediately, the images and audio are provided clearly and effectively. (Levis & Chun 2005).

**Plato and Toni**

These two webs are dedicated to teach English intonation aspect of pronunciation. The word “PLATO” stands for “place and tone”. Then it presents remarkable exercises about tonicity and tone clear and accessible. The PLATO web works in the following way; the learners listen to various utterances one by one, then the student it supposed to identify the tonic syllable, in an orthographic representation using the arrows buttons that are located at the top of the screen. Then, the feedback appears immediately, and the student has the chance to
listen again and see where she or he had committed the error (Setter 2008). On the other hand TONI is focused in improve the learner’s ability to identify tones of the English language. The student listens to an utterance, then selects the tone he or she is have been used and immediately he or she obtain the feedback (Setter 2008). Both sites are so useful for teachers as a tool to teach intonation to their students.

*The sound of spoken English*

This useful website hosted by the University of Iowa (2001-2005) is a tour around all the different English sounds just in one click. Using multimedia devices, when the learners select one sound from whatever accent, they do not just hear the sound, they also are able to see how the sound is produced step by step. This site also includes video clips of actual people pronouncing the sounds accompanied by phonetic transcription. Again, the attractive graphics create a smooth way to learn and the students may have fun at the same time (Setter 2008).

**5.2. Smartphones and apps**

The web-based are relevant for the development of the learner’s self-learning, but they have stayed in a second plane since the apparition of the mobile devices or Smartphones. Although they are still useful tool during classroom and for students to practice, smartphones or tablets are more fashionable and easier to use because of their potential to be used whenever and wherever. “Mobile learning has given the luxury of learning anytime, anywhere or well known as ubiquitous learning for any learning style of students” Consequently, the direction in technology for teaching languages has changed from CALL (Ali & Segaran 2013: 68). Computer-Assisted Learning Languages) to a new term MALL (Mobile Assisted Learning Languages). This change is due to the conception that the learning process is not only a classroom issue, and it should be a constant task, now this is possible because of the wireless mobile phones. (Ali & Segaran 2013). There are relevant differences between CALL and MALL, but the main one is that with mobile technology learners have access to information if they needed, at any time, out class hours, just through a message teachers can assist them; “Receiving text messages to support learning outside of class hours, assuming the messages are wanted, is one way in which learners are benefiting from their teachers’ experimentation with mobile technology” (Kukulska-Hulme 2009). But beyond mobile technology appears Smartphones or Tablets that have more capabilities than a traditional
mobile phone, hence appear the term SPALL (Smartphones Assisted Learning Language). The discussion and research dealing with the use of smartphones or tablets in classrooms have increased considerably.

With a smartphone in their hand, students carry a device with the capabilities of a computer but the portability of a mobile phone, thus creating new opportunities for teachers to use these mobile devices in ways that would not have been imagined a decade ago (Leis, Tohei & Cooke 2015: 77).

There are several applications for teaching languages within SPALL. Naming some of them; duolingo, busuu, memrise, rosetta stone or babbel. But addressing to the teaching of pronunciation specifically, we are going to highlight two researches that have been made recently.

3D Talking head

As mentioned above multimedia had played a relevant role in linguistic learning, especially in animation applications, since the Smartphone was revealed. 3D Talking Head seems to be an essential tool supporting languages learning and pronunciation in concrete. There are several researches in the use of 3D talking heads as voice interactive on mobile phones; however there are few investigations on using 3D talking heads as pronunciation aids. But it seems crucial, since 3D talks heads, are virtual tutor to learners and it serves of help in skills such as grammar, vocabulary or pronunciation. It works as teachers in a virtual way and with the aid of smartphones the students may practice out of classrooms (Ali, & Segaran 2013).

Twitter based

Apart from the educational uses and advantages of Twitter mentioned above, Twitter can also be used to address pronunciation (see a pilot study by Fouz-González & Mompean, 2012), as exemplified by a few popular Twitter accounts such as Pronunciation Book, Confident Voice, or Forvo (Pronunciation). In the age of social networks, we cannot ignore the educational value that can be applied to them. In this study by Mompean, & Fouz-González (2016) at the UCAM, the social network Twitter is used as a mean to teach pronunciation. One of the facilities that are exposed in the research, is that nowadays every child or adolescent has a smartphone and therefore social networks accounts. Thus one advantage is the accessibility. As we have mentioned throughout the work, the pronunciacion is the main communicative weapon, a good pronunciation is the basis of being or not communicative. Therefore, social networks are just another means of communication. There
are several twitter profiles that can be used in pronunciation teaching, the most popular are; Pronunciation Book, Confident Voice, or Forvo (Pronunciation). The study encourages teachers to work with twitter as a medium for teaching and encourage learners to develop their self-learning out of normal lessons.

To summarize this last point of the paper, it is important to get the students familiar with the new technologies in languages teaching and of course in pronunciation teaching. But it is also important, to teach how to use them adequately. As we can extract from the results of a questionnaire that Barrs (2011) realized after have promoted the use of smartphones as a part of the learning process in the classroom. These results show that most of the students had not used the smartphone for learning proposes. Therefore, the role of teachers is still playing an important role in the use and application of new technologies in classrooms.

We are living in interesting times, in which teachers and learners must try to work together to understand how portable, wireless technologies may best be used for learning. Teachers’ pedagogical expertise will continue to play an important role, but it needs to be re-examined and expanded to address the specific attributes of mobile learning (Kukulska-Hulme 2009: 161).

6. Conclusion

This paper has shown the evolution of the teaching of pronunciation. From the beginning, when pronunciation started to be considered as a proper skill to be taught directly like other traditional disciplines in teaching languages. Throughout this paper is highlighted the term of intelligibility as the main goal of teaching pronunciation. In order to achieve this mentioned goal, this work analyses the techniques and different methodologies that may be used in classroom, emphasizing the teaching in Spanish learners. That is why, English as a global language may be the focus of the new pedagogies in pronunciation teaching, giving the importance that this skill of teaching languages deserved. Teachers should be aware of the importance of the learning of pronunciation and give a place in these lessons as have being shown on this paper; there is enough material to progress in pronunciation teaching, using new technologies as tools and, obviously including them into the normal teaching process in classrooms. I should emphasize that even if new technologies are a great support in the pronunciation teaching, the teachers’ role are still being crucial. We live in a global world where communication is an essential skill everybody should learn. Technologies and
pronounciation combined with the help of teachers as guiders seem the perfect combination to make students of languages communicative, fluent and therefore intelligible.

7. References:


Celce-Murcia, M., Brinton, D., & Goodwin, J (2013). *Teaching Pronunciation : A Reference for Teachers of English to Speakers of Other Languages*. Cambridge University Express United States of America


Available: http://www.ameprc.mq.edu.au/resources/classroom_resources/give_it_a_go
ANEXO I


<table>
<thead>
<tr>
<th>Positve</th>
<th>Bilateral</th>
<th>Labiodental</th>
<th>dental</th>
<th>Alveolar</th>
<th>Post-alveolar</th>
<th>Retroflex</th>
<th>Palatal</th>
<th>Velar</th>
<th>Uvular</th>
<th>Pharyngeal</th>
<th>Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nsdl</td>
<td>m</td>
<td>n</td>
<td>l</td>
<td>j</td>
<td>k</td>
<td>q</td>
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</tbody>
</table>

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

### CONSONANTS (NON-PULMONIC)

<table>
<thead>
<tr>
<th>Clicks</th>
<th>Voiced implosives</th>
<th>Ejecutives</th>
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</thead>
<tbody>
<tr>
<td>B</td>
<td>Bilateral</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Dental</td>
<td>p</td>
</tr>
<tr>
<td>T</td>
<td>Dental/labial</td>
<td>t</td>
</tr>
<tr>
<td>D'</td>
<td>Velar</td>
<td>k</td>
</tr>
<tr>
<td>G</td>
<td>Alveolar approx</td>
<td>s, z, j, h</td>
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<table>
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<tr>
<th>OTHER SYMBOLS</th>
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<tbody>
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<tr>
<td>W</td>
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<tr>
<td>Q</td>
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<tr>
<td>H</td>
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<tr>
<td>J</td>
</tr>
</tbody>
</table>

### DEACRITICS

Silent vowels may be placed above a symbol with a diacritical, e.g. ř

<table>
<thead>
<tr>
<th>Voiced</th>
<th>Unvoiced</th>
<th>Affricate</th>
<th>Consonant</th>
</tr>
</thead>
<tbody>
<tr>
<td>š</td>
<td>š</td>
<td>š</td>
<td>š</td>
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<td>ž</td>
<td>ž</td>
<td>ž</td>
<td>ž</td>
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### VOWELS

<table>
<thead>
<tr>
<th>Front</th>
<th>Central</th>
<th>Back</th>
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<tr>
<td>[i]</td>
<td>[u]</td>
<td>[o]</td>
</tr>
<tr>
<td>[ε]</td>
<td>[uε]</td>
<td>[u]</td>
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<tr>
<td>[ε]</td>
<td>[εε]</td>
<td>[ε]</td>
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### TONES AND WORD ACCENTS

<table>
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<th>Tones and Levels</th>
<th>Word Accent</th>
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<td>High</td>
<td>Rising</td>
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<tr>
<td>Med</td>
<td>Holding</td>
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<tr>
<td>Low</td>
<td>Falling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stress</th>
<th>Accent</th>
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</thead>
<tbody>
<tr>
<td>Extra-high</td>
<td>Jaleh</td>
</tr>
<tr>
<td>Extra-low</td>
<td>Jaleh</td>
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</tbody>
</table>

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.
ANEXO II

Spanish consonants and vowels sounds Rogerson-Revell (2011: 287)

<table>
<thead>
<tr>
<th>CONSONANTS (PULMONIC)</th>
<th>Bilabial</th>
<th>Labio-dental</th>
<th>Dental</th>
<th>Alveolar</th>
<th>Post-alveolar</th>
<th>Retrolingual</th>
<th>Palatal</th>
<th>Velar</th>
<th>Uvular</th>
<th>Palato-velar</th>
<th>Labio-palatal</th>
<th>Velar-palatal</th>
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</thead>
<tbody>
<tr>
<td>Plosive</td>
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<td>Nasal</td>
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<td>Fricative</td>
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<td>Approximant</td>
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<tr>
<td>Lateral approximant</td>
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<td>l</td>
<td>x</td>
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</table>

Where symbols appear in pairs, the one to the right represents a voiced consonant.

![Figure 15.20 Spanish vowel chart (adapted from Maddieson 1984)](image)

Where symbols appears in pairs, the one to the right represents a rounded vowel.
ANEXO III

Figure 1 Celce-Murcia et al (1996: 292)

Issues in Implementation

Discussion

Figure 10.1 “Discussion Wheel” for fluency practice (From F. Klippel, Keep Talking, Cambridge: Cambridge University Press, 1984, p. 170. Reprinted with permission of Cambridge University Press.)

Students count off one to six. Each group has three dice, which are tossed before each turn. The first two dice indicate which students take part in the discussion for that turn; the third indicates which topic will be discussed. (Note that topic 5 is a free discussion topic – i.e., the students decide the topic.) Pairs of students, each taking one of the two opposing points of view, talk for a given period of time; then the other student observers can join in the discussion. Once the topic is exhausted, the dice are tossed again, and a new turn begins.
Issues in Implementation

Similarly, cheers, children’s rhymes, advertising slogans, and marching chants provide a rich source of practice material:

**CHEER**

2 - 4 - 6 - 8
Who do we appreciate?
Tommy, Tommy, hurrah!

**CHILDREN’S RHYMES**

Eeny, meeny, miny, moe.
Catch a tiger by the toe.
If he hollers, let him go.
Eenie, meenie, minie, moe.

Cinderella dressed in yellow
Went uptown to meet a fellow,
She walked so slow
She met her beau
He took her to the picture show,
How many kisses did he give her?
One, two, three, four (etc).

**NURSERY RHYME**

Little Jack Horner
Sat in a corner
Eating a Christmas pie.
He stuck in his thumb
And pulled out a plum
And said, “What a good boy am I!”

**ADVERTISING SLOGAN**

You’ll wonder where the yellow went
When you brush your teeth with Pepsodent.

**MARCHING CHANT**

Left, left, left-right-left,
I left my wife and twenty-one kids
Alone in the kitchen.
In starving condition
Without any gingerbread
[repeat line one and continue]