PRONUNCIATION AND INTONATION PATTERNS IN EFL: A DIDACTIC PROPOSAL

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INDEX OF CONTENTS

1. Introduction 4
   1.1 The historical evolution 5

2. Factors that affect pronunciation learning 15
   3.1 Teaching suprasegmental features 22

4. The English teacher’s role 25
   4.1 Treatment of mistakes 27

5. Methodology: a communicative framework for teaching pronunciation 30
   5.1 Contextualization 29
   5.2 Methodology: a communicative framework for teaching pronunciation 30
   5.3 Objectives 32
      5.3.1 My own objectives 33
   5.4 Key competences 33
      5.5.1 Transversal contents 35
   5.6 Teaching Materials 35
   5.7. Attention to diversity 36
   5.8. Evaluation 37
   5.9. Outline of the teaching unit 37
      5.9.1 Procedure 41

6. Conclusions 45

7. References 47
   7.1 Legal framework 51

Appendix I: Session 4 53
Appendix II: Session 5 55
Appendix III: Session 6 56
Appendix IV: student’s self-assessment rubric 62
Appendix V (Education: Catalonia, https://www.slideshare.net/joebcn/sessi-4-grup-de-treball-per-a-lelaboraci-de-materials-llengua-anglesa-educaci-adults) 64
Appendix VI 65
Abstract

This master paper deals with the importance of teaching pronunciation in our English classes. The way of teaching pronunciation has gone through a series of changes during the last century and it seems that pronunciation has found its place within the Communicative Approach. This essay aims at explaining how pronunciation, especially suprasegmental elements, should be integrated into the communicative task lesson and besides, examining the teacher’s role. Finally, a sample of a teaching unit integrating the four skills and regarding pronunciation as a key element for the students to become intelligible in English has been included.

Key words: Communicative Approach, intelligibility, suprasegmental features, methodology, effectiveness.

Resumen

Este ensayo trata de la importancia de enseñar la pronunciación en nuestras clases de inglés. La manera en la que se enseña la pronunciación ha cambiado durante el pasado siglo y parece que con el enfoque comunicativo ha encontrado su sitio. Este documento tiene el objetivo de explicar cómo la pronunciación, en especial los elementos suprasegmentales, deben ser integrados en nuestra clase comunicativa de enfoque por tareas, además de examinar el papel del profesor. Finalmente se ha incluido una unidad didáctica que integra las cuatro destrezas y considera a la pronunciación como un elemento clave para que los estudiantes lleguen a ser inteligibles en inglés.

Palabras clave: Enfoque Comunicativo, inteligibilidad, elementos suprasegmentales, metodología, efectividad.
1. Introduction

The teaching of pronunciation has gained strength nowadays and there are countless reasons that make us study further this discipline. This paper, “Pronunciation and intonation patterns in EFL: a didactic proposal”, has the objective of revising the most important aspects of the teaching of pronunciation and intonation, and putting these aspects into practice in a teaching unit for 4th year of Spanish secondary education (age 15). In this teaching unit, pronunciation is going to be examined within the Communicative Approach framework, and to be more precise following a task-based methodology.

In order to carry out a useful and effective lesson, the teacher must consider some factors beforehand. As it will be explained later in section 2.4, the learner’s pronunciation learning will vary according to some interpersonal and intrapersonal factors, such as students’ age, the language exposure and their native language, as well as the teacher’s influence the learner’s acquisition. I want to examine, bearing in mind different linguists’ views, how these factors affect the student’s pronunciation acquisition, whether these aspects are interrelated, and also the teacher’s role.

Special mention will be given to the treatment of mistakes, as I consider this to be a key element in any learning. As students will be teenagers, affective factors such as confidence, self-esteem and motivation will be extremely important. The former one is very important to engage learners and encourage them to learn English outside the classroom. As we will see later in the unit plan, new technologies have given rise to new scenarios and activities, never imagined before.
1.1 The historical evolution

Generally speaking, we must go back to the 15th century to find the first recorded steps in the teaching of the English language. Usually, language growth goes hand in hand with its current power in society. It was in that century that England was going through an enormous political and economic increase. The English language was taught due to commercial interests and to make connections between people. Later, English pioneering voyages to the Americas, Asia, and the Antipodes were the first movements of English around the world (Crystal, 1997). Then, having an appropriate pronunciation and reaching to get a likely native accent might open new doors in the business world.

However, the United Kingdom’s dominion underwent some difficulties with the changing situation of some of the colonies integrated in the Commonwealth. Besides, the United States, until then unnoticed, started to emerge. All these factors would contribute to the fall of Received Pronunciation.

In this way, some conflicts arose in the Indian territories, as native speakers left aside the English language in favour of their first language and because of this, new varieties of English came up. Moreover, the new English spoken in the Indian countries differed a lot in terms of pronunciation and phonetic patterns from the original English language.

It would be in this context when International Standard English appeared under Bansal’s proposal that will enhance effective communication, as J. Jenkins gathers in her book *The Phonology of English as an International Language*. Bansal affirms that “it is desirable to establish certain minimum standards of mutual intelligibility among the various dialects of English spoken in the world” (1990:229-30).

Received Pronunciation has been considered to be the Standard English accent, or shortly known as “RP”. This standard pronunciation has a non-regional nature,
theoretically it is impossible to know where the RP speaker comes from. But when did this non-regional accent emerge? Linguists cannot find any evidence of this homogenous pronunciation system dating before the nineteenth century. Honey (1989) affirms that upper-class British people showed a standard accent after 1870. However, Crystal dates the rise of RP earlier in the nineteenth century (1995:365). RP was extended and became dominant by the end of the nineteenth century in education, the colonial service, the Anglican Church and the Army (Milroy, 1999). D. Crystal explained how Received Pronunciation went from being an upper-class accent to a popular accent at the end of the 18th century.

According to D. Crystal, during the second half of the twentieth century, due to the rise of social mobility, RP underwent some changes, Received Pronunciation downgraded its status from “standard” pronunciation to regionally accented varieties such as “Estuary English”. However, despite these changes, there is no danger of all the distinguishing features of RP vanishing (Trudgill, 2002).

Nowadays, as Ellis wrote (1994) there are so many ways of pronouncing English correctly that there is no clear standard of pronunciation.

As one might expect, all these commented changes affected the pedagogic area which is going to be analysed in this paper. The English language has evolved from the 15th century and it will continue changing in the future. Today, English has become an international language, the most spoken language in the world and it is not only spoken by native speakers, there are millions of people who speak it as a second language whether in their countries or abroad, and to top it all the English language has turned into a lingua franca, this being the language used in different countries which do not have the same language to communicate, usually with commercial aims.
2. Theoretical framework

The place and importance of pronunciation and intonation in the EFL classes has been enlarged along the new learning methodologies and theories. In this theoretical framework, the most well-known approaches will be presented regarding the teaching of pronunciation, and I will finish dealing with the Communicative Approach.

At the beginning, little attention was given to pronunciation in contrast with the emphasis on grammar and vocabulary in the learning of English. The early methods such as the Grammar-translation method or the Reading based approach disregarded the “spoken language” (Howatt, 1984: 135). It was not until the end of the nineteenth century that the teacher would pay attention to pronunciation within the language.

The Direct Method appeared in the late 1800s and early 1900s, it encouraged only the use of the target language, so students would learn grammar inductively (without receiving any explanation) and would internalise the target sound system without having received explicit pronunciation instruction. This method basically aims at teaching through imitation and repetition; students imitate a model coming from either the teaching or a recording (Celce-Murcia, Brinton & Goodwin, 2010).

In the 1890s, following the Reform Movement, the International Phonetic Alphabet (IPA) was created. Phonetics was considered a science to be studied. It allows establishing a connection between the sound and a written symbol (Celce-Murcia, Brinton & Goodwin, 2010). The phoneticians involved in the creation of the IPA were deeply aware of the importance of teaching phonetics in the class, teachers should receive phonetic training and learners should be provided with opportunities in the lesson to practice and develop their phonetic skills.
Howatt (1984:171) found three principles on which the Reform Movement was founded: “the primacy of speech, the centrality of the connected text as the kernel of the teaching-learning process, and the absolute priority of an oral methodology in the classroom”.

In the 1960s, Audiolingualism put again the focus on pronunciation. At the beginning, it was a military method to be used in the second World War in the United States that would lead to the establishment of the Army Specialized Training Program. This approach paid a great deal of attention to pronunciation. Students should repeat after the teacher or audiotapes:

Audiolingualists advocated a return to speech-based instruction with the primary objective of oral proficiency, and dismissed the study of grammar or literature as the goal of foreign language teaching (Richards and Rodgers, 2001:58).

During this period, language was deeply studied, and students often differentiated sounds and spent time “discriminating between members of minimal pairs” (Larsen-Freeman and Anderson, 2013).

Thereupon towards the end of the twentieth century, there was an increasing interest towards the teaching of pronunciation, and so studies on phonemes and other phonological units were conducted: “a world of phonemics and speech-sound analyses” (Howatt, 1984).

However, the domination of pronunciation in teaching weakened in the 1960’s and this golden era of pronunciation came to an end. The Audiolingual method declined and there was a shift from studying pronunciation to syntax and lexis. This change in the teaching of a second language was connected to Noam Chomsky’s theory of Universal Grammar. He believes that language learning is the outcome of continuous routine and
he affirms that all human beings have an intrinsic linguistic ability (Saville-Troike, 2006).

In 1972, Dell Hymes, in contrast with Chomsky’s Universal Grammar, coined the term *Communicative Competence*, which basically studied the functions of language in a given context. From the 1980s onwards, the Communicative Approach became the most used and well-valued method in teaching foreign languages, and this placed the teaching of pronunciation in the spotlight again (Celce-Murcia, Brinton & Goodwin, 2010). Since then, it can be said that pronunciation has been included in the syllabus as an element to be studied.

### 2.1 What makes a speaker intelligible?

*Intelligibility* is the state or quality of being understood or comprehensible, according to the *Online Cambridge Dictionary 2017*, Intelligibility is a term that has been widely used by linguists. However, as Jenkins (2005) affirms there is still no agreement in the use of the term “intelligibility”. Nelson (1995:274) in fact associated intelligibility to three different elements: intelligibility, comprehensibility and interpretability. Today, recent research focuses on “interpretability”, “communicativity”, an “understanding”.

Always when there is a speaker and a listener, miscommunication can occur, and this can lead to confusion. Language is important not only in our classes, but also in other fields such as the airline industry, tourism, and medicine, among others, where the oral language is needed. In this way, miscommunication, breakdowns in communication might result in mistakes in oral communication that can be serious or deadly. Current research has proved that there is a correlation between mistakes and miscommunication (A. Brown, 1991b).
As for the connection between intelligibility and language teaching, Henry Sweet (1899) affirmed that intelligibility was a guiding principle in the teaching of pronunciation. The ability to communicate effectively paved the way in the 20th century for introducing “comfortably intelligible” pronunciation rather than for a native-like accent. The term “comfortable intelligibility” was introduced by Kenworthy meaning a situation “where both listener and speaker do not experience too much effort or stress communicating with each other” (1987:13). This definition of intelligibility had already been used by Abercrombie (1956) claiming that language learners should not intend to have a perfect native dominion of speech but rather aim for a more limited purpose, which is “the attainment of intelligibility”.

Gimson (1962) supported the view of intelligibility and added that even second language learners could substitute some sounds when they are unable to produce them if the message is understandable.

However, there are some phonetic mistakes that can cause or contribute to the loss of intelligibility. When is a speaker not intelligible? According to Adam Brown (1991b) intelligibility is not always reciprocal and occurs when a breakdown in communication interrupts the interaction. Whether the speaker is not understood, or the listener may have a misunderstanding and not receive the appropriate message. Brown states that “adequate communication” usually occurs due to the large shared background information that both interlocutors have in common. So, speakers build up “a structure of mutual beliefs”, according to Jenkins (2000). In the following example, J.C. Catford (1950) shows how the listener (a foreign English learner) is not aware of the breakdown in communication and this can lead to a misunderstanding.

Let us imagine, for example, a foreign guest at an English tea party. On the table there are two kinds of baked sweetmeats — cakes and tarts. The guest is partial to the combination of jam and pastry, and wants to obtain a tart.
But his limited vocabulary does not run to more than one word for baked sweet-meats, and so he asks for a cake. His request is perfectly intelligible to his English hostess, who responds appropriately to the linguistic form by passing the plate of cakes. But the guest is confused and disappointed because his hostess's response is not appropriate to his purpose in speaking. His utterance, in other words, is ineffective, though intelligible (Catford, 1950:8).

This example of intelligibility is due to a lack of vocabulary on the speaker’s side, since he cannot convey the message he intended to. But there are other occasions in which communication is interrupted because of suprasegmental features such as stress placement, tone unit factors or mistakes in rhythm and intonation. Many researchers agree that these suprasegmental features are more important than segmentals in terms of content and importance of the message (Avery & Ehrlich, 1992; Celce-Murcia, Brinton & Goodwin, 2010).

On the other hand, Jenkins’ study on interaction between Non-Native Speakers (NNS’s) in a classroom context supports the view that segmental errors are responsible for the most frequent causes of miscommunication. Therefore, she affirms that in general suprasegmental features do not cause any irreparable intelligibility problems (Jenkins, 2000, 2002).

As far as the term “reciprocal intelligibility” is concerned, Jenkins affirms that pronunciation errors tend to cause more problems for non-native English speakers than for native speakers. She affirms that for NNS’s intelligibility is the primary motivation in the English pronunciation classes, so they must acquire NS features such as elision or assimilation when communicating with other NS’s, even if this may cause a negative effect on intelligibility for their NNS receptors (Jenkins, 2002).
Similarly, Catford (1950) proposed to analyse miscommunication bearing in mind the context and the listener, rather than to concentrate solely on the speaker’s articulation. In the same way as negotiation of meaning exists in a speaking interaction, the negotiation of intelligibility establishes the necessary conditions to reach understanding (Widdowson 1984:115). Speakers must check that their phonological output is perceived correctly by their receptor, and also listeners should contribute to maintain this dynamic intelligibility.

The current situation narrows the gap between the standard and the “foreign” pronunciation, as the growth of English varieties seems to continue. As Pennington (1996) observed, there is currently not a clear distinction between a foreign and “native” accent.

2.2 Teachability against communicative importance

Dalton and Seidlhofer (1994) distinguish between teachability and communicative importance. Teachability refers to whether pronunciation features can be formulated in rules and then they can easily be introduced to students. Dalton and Seidlhofer think that consonant and vowel segments are easier to explain and practice, and in the same sense they are easier to learn than suprasegmental features. Teachability is bound to the concept of learnability but they do not always go hand in hand. Jenkins (2000) coincides in signalling segmental features (consonant and vowel phonemes as well as phonetic realizations and methods of consonant cluster simplification) as straightforward meaning that they usually follow some general rules, and we can provide the students with some clear descriptions, while suprasegmental characteristics stick to more complex rules and operate at a subconscious level.
Dalton and Seidlhofer (1994:73) identify stress as the most important feature in the teaching of pronunciation, affirming that stress is of top communicative importance. Stress overlaps communicative competence and teachability: as a segmental feature, word-stress determines the quality of individual sounds, and it means prominence regarding intonation.

2.3 Is pronunciation teachable?

“Pronunciation is a teachable skill and “comprehensibility” and “intelligibility” rather than native-like pronunciation are reasonable goals for instruction” (Derwing, 2010)

According to Derwing, there is no doubt that pronunciation is a teachable skill, but as it has been commented in the theoretical framework above, throughout pedagogic history pronunciation has not always been an element to be studied in the language classes. However, with the implementation of the Communicative Approach, the teaching of pronunciation has become a key aspect in the syllabus. But to what extent is pronunciation teachable?

The Communicative Approach introduced a new approach and many methods that focus on the segmental elements were set aside, affirming that they were inconsistent with teaching language as communication (Widdowson, 1978). Influenced by the materials and new methods used to teach language in a communicative way, teachers and linguists looked for new materials to introduce pronunciation in the classroom.
McNerney and Mendelson (1992) said that the aim of a short-term pronunciation course ought to be on “suprasegmentals” as their impact is uttermost on the comprehensibility of the English learner. They added that it is proven that students in short periods acquire confidence in themselves valuing their communicative effectiveness. However, segmental features (like the practice and learning of some phonemes) can be learned in an isolated and individual way and they do not require to be integrated into the communicative lesson.

Nowadays, the division between segmental and suprasegmental features is more and more unclear, but teachers try to bring pronunciation into their lessons in a balanced and integrated way. The Communicative Approach integrates all the skills and the focus is on the student, who should be able to communicate in the foreign language adequately. Therefore, pronunciation has played an important role since the notion of intelligibility is directly connected with effective communication.

Jenkins (1998:119) affirms that “a native-like accent is no longer the ultimate objective of the majority of learners” and she created an alternative pronunciation teaching model to be used among natives: the Lingua Franca Core (LFC). She thinks that this new norm is more teachable than traditional Received Pronunciation and would also be more effective. She aims at exposing students to different second language accents of English.

At the beginning, it was intended to ensure mutual intelligibility between international non-native speakers, but it was not meant to be used by English foreign language students. However, it assures the intelligibility in both contexts, either native or non-native, so this is the reason why it receives special attention in this project.

Unlike some other linguists, Jenkins believes that some suprasegmental features such as rhythm, intonation, connected speech phenomena and word stress cannot be taught. In
other words, these elements should be learnt outside the classroom, and rhythm, intonation and connected speech phenomena play a minor role in her LFC. Word stress is considered relevant but also unteachable.

In this paper, the focus will be on the English suprasegmental system although segmental features will not be left aside, as I have mentioned earlier a balance of both is necessary in our English classes. Contrary to Jenkins’ belief, Celce-Murcia, Brinton & Goodwin (2010) provide a lot of instruction and practice with exercises dealing with rhythm, intonation and stress.

2.4 Factors that affect pronunciation learning

With the objective of achieving an effective learning on pronunciation, some factors affecting the learner will be examined before putting into practice my teaching unit.

There are some variables, independent to every individual in his pronunciation learning. These characteristics vary from some linguists to others; according to Celce-Murcia, Brinton & Goodwin (2010) these can be divided into: age, exposure to the target language, quantity and type of prior second-language instruction, aptitude, attitude, and motivation. They also focus on the role of the native language as being of great importance in the student's’ phonological acquisition. Szyszka (2017) introduces all these factors in some detail; the following discussion will rely on her findings.

Learner’s age

First, the age seems to be a determining factor when learning a second language either physiologically or psychologically speaking, and it is even more important when dealing with pronunciation learning; children unconsciously and effortlessly acquire sounds and suprasegmental features.
On the one hand, many linguists but not all consider adults unable to attain nativelike proficiency in pronunciation. Nevertheless, on the other hand, linguists seem to reach an agreement when saying that adults may acquire a proficient level of reading, writing and listening skills. However, it is generally assumed that “prepubescent children exposed to a second language can reach perfect or near perfect pronunciation with relative ease” (Celce-Murcia, Brinton & Goodwin, 2010). Krashen (1973) explained the successful acquisition of pronunciation by affirming that children up to the age of five years go through their critical period, in which they are open to any learning since their brain is flexible. In the same way, Lenneberg (1967) defined the “critical period” as the time up to puberty in which neurobiological changes take place in the brain blocking the native-language learning ability.

It is thought that children have a skill to acquire language in a quicker way and showing a nativelike proficiency, but this ability goes down when they grow up. Celce-Murcia, Brinton & Goodwin (2010) and Ellis (1994) agree, mentioning that there are some periods during which diverse aspects of the language are acquired. For their part, Dalton and Seidlhofer (1994) have also contributed to this view by suggesting that natural acquisition of native-like second language pronunciation is always possible before the brain loses its flexibility mentioned above by Krashen, that is to say, before puberty.

Jenkins (2000) also affirms that our first language pronunciation system unconsciously influences the way we learn the second language pronunciation, and so it turns out to be difficult to modify intonation patterns. She (Jenkins, 2005) also found socio-psychological differences regarding the learner’s age. Therefore, adults have a stronger link to their native culture than children.

Others, such as Schumann (1997) and Ellis (1994), think that besides neurological factors affecting students’ learning, there are other affective-motivational factors that interfere in their process of acquisition. Children are likely more open, and they easily
communicate between themselves. Schumann (1997) believes that there is another crucial factor; the learner’s level of motivation. Therefore, motivation is the reason why older beginners achieve native-like proficiency. Besides, these adults may use the target language outside the classroom and this is highly beneficial for their learning: environmental factors play an important role for second language pronunciation (Flege, 1981). Flege does not believe in the critical period hypothesis and he states that an adult can achieve a nativelike level.

Finally, although research seems to suggest that there is a link between age and pronunciation acquisition, there is not a straightforward evidence between age and ability to pronounce a new language (Kenworthy, 1987).

**Exposure**

Krashen’s view about acquisition consists of receiving so much input before children or adults can produce output (Celce-Murcia, Brinton & Goodwin, 2010). The quantity of input received is assumed to be a critical factor in the learner’s pronunciation development. But not only students must receive input in the class on the teacher’s side, which seems obvious according to the Communicative Approach, the teacher must also promote and foster authentic contexts where the English language would be needed. Suter (1976) relied on native speakers’ conversations as a way of exposure, but today this comprehensible input may be not simple recordings but face-to-face or other kinds of conversations, with the help of technology. Corder (1981) also believed that students under exposure will be able to use the input for intake.

**Aptitude**

Is students’ aptitude a key factor in the learning of pronunciation? Language aptitude has been defined as a set of “stable factors within an individual that promote successful language learning” (Leaver, Ehrman and Shekhtman, 2005:56). Carroll (1981) divided
this general concept of aptitude into four elements: phonetic coding ability, grammatical sensitivity, inductive language learning ability and memory. He distinguished the phonemic coding ability as an important language trait to acquire good pronunciation. There are some learners who are very strong in phonemic coding ability, whereas others lack this ability, being very hard for them to reach an intelligible pronunciation (Celce-Murcia, Brinton & Goodwin, 2010). Teachers should bear in mind these differences, giving opportunities for effective learning and communication, not expecting all students to get the same level of success. Therefore, varied activities nurturing the learners’ needs should be presented by the teacher providing not only different level activities but also diverse modes of thinking activities. Ellis (1994) added that these cognitive factors affecting pronunciation acquisition are called learning styles. Every student has different ways of learning and face problem-solving in different ways.

Celce-Murcia, Brinton & Goodwin (2010) and Ellis (1994) also pay special attention to the memory trait, considering it relevant in the pronunciation learning. Additionally, Gass and Selinker (2008:417) affirm that “aptitude is the best predictor of language learning success”. In the same way, Purcell and Suter (1980) consider individual aptitude and ability to reflect second language pronunciation performance success. But Suter (1976) considers individual aptitude to be less important than other factors.

Finally, affective factors may also influence learners’ perception and development. There are three barriers that prevent them from raising pronunciation competence: physiological, sociocultural and psychological (Celce-Murcia, Brinton & Goodwin, 2010). This second barrier relates to learners’ attitudes to a target language culture and motivation. Pennington (1996) describes these barriers as “I can’t change”, “I don’t need to change” and “I don’t think it’s good to change”.

18
Attitude

In any foreign language class, it is noticeable that some students are more adept when acquiring correct pronunciation. This phenomenon has raised much interest among linguists, and so they have studied the learners’ personal characteristics to carry on further research. Learners’ attitude and motivation are emotional states that influence second language pronunciation acquisition. Celce-Murcia, Brinton & Goodwin (2010), however, do not believe that anxiety can be a factor to be considered in the students’ pronunciation acquisition.

Regarding attitudinal factors, Elliot (1995) affirms that those students aware of pronunciation would produce better pronunciation target allophones. Similarly, Jenkins (2004) observed that the process of second language acquisition was largely affected by sociolinguistic profiles and learners’ language attitudes, motivation and identity. And according to Setter and Jenkins (2005), pronunciation has such an important impact on communication that it may affect second language users’ personal and social lives.

As far as social personality factors are concerned, one linguist stands out from among the others: Schumann (1986), with his acculturation model and its role in the process of language learning. Schumann’s acculturation model defines the learners’ constraints towards being socially integrated in the target culture. It is a way to know to what extent students have become acculturated to the host culture by their use of the English language. He differentiates two variables: sociocultural and affective variables. Sociocultural variables relate to the language learning of a group, and affective variables concern individual differences between students (Celce-Murcia, Brinton & Goodwin, 2010).
Schumann puts more emphasis on the affective variables, as these factors can impede a correct student’s development or even can hinder the learner from the learning. Therefore, our role as teachers is to promote individually the student’s progress.

Having dealt with several of the factors that might affect the students’ phonological learning process, it seems clear that some of them such as the students’ age and learners’ abilities cannot be changed but others, like students’ exposure to the target language, motivation and attitude are open to be modified. Teachers to a certain degree can increase exposure and it is evident that teaching indirectly affects the attitudinal factors. Then, it is our role as teachers to facilitate as much as possible the learning conditions for the students, and also motivate them for having a good pronunciation.

3. The aims of teaching pronunciation

It is clear that the teaching of pronunciation is today a key element in the syllabus. The aims for pronunciation teaching and learning have varied, from pronunciation being an unnoticed skill to an insistence on native-like mastery (Celce-Murcia, Brinton & Goodwin, 2010). But why should we teach pronunciation? According to some linguists, such as Celce-Murcia (1987), the teaching pronunciation practice should be integrated within communicative language teaching (CLT). From the 1980s to the present moment, the communicative language teaching has dominated the teaching of pronunciation, placing learners’ abilities to communicate as second learners’ main priorities (Celce-Murcia, Brinton & Goodwin, 2010).

Our classes should be communicative, and this simply means that the language is taught with the objective of providing our students with the ability to communicate in the
target language. Following the Communicative Approach, language occurs in a context, so teachers should teach pronunciation in meaningful contexts of use. Apart from the linguistic competence which is obviously acquired when learning a language, students should acquire discourse competence, sociolinguistic competence and strategic competence.

The Council of Europe’s *Common European Framework of Reference for Languages* (CEFRL) states within phonological competence that pronunciation is essential in the learning of a foreign language and it should be taught from the beginning: A1 level students should be able to produce understandable messages. However, when putting this into practice, the role of pronunciation in the communicative classroom is relegated to a second position. According to the Council of Europe (2001), there are some skills that contribute to phonological competence, but the pronunciation tasks tend to be constrained to imitation, drilling or repetition of authentic speech samples (Sobkowiak & Piasecka, 2014). Within the Communicative approach, the teaching of pronunciation can be linked to a task-based methodology; the learner’s pronunciation acquisition must take place in the completion of a communicative task.

Jenkins (2000) regards intelligibility as essential for success in communication between second language learners. Although there will be some particular students interested in acquiring a nearby native accent such as English-teachers-to-be, most of the learners’ objective is to communicate effectively. As mentioned above, the probability of an adult learner achieving native-like pronunciation in a second language is scarce (Flege & Liu, 2001). Kenworthy (1987) agrees in this respect and encourages comfortable intelligibility, and in the same way Adrian Underhill (1994) sees it as a realistic and achievable aim. Underhill distinguishes between careful colloquial speech (this being a realistic target, for instance listening to the BBC), and rapid colloquial speech (which would be the ideal target for our students). In our classes, comfortable intelligibility will
be a minimum but not a ceiling (Underhill, 1994). Then, our students should reach attainable goals, but each student must do their best at every moment.

The teaching of the English pronunciation aims at avoiding pronunciation errors that may affect negatively speech understanding. Today, speech intelligibility and comprehensibility are connected to both segmental and suprasegmental language features (Celce-Murcia, Brinton & Goodwin, 2010). Taking as an example the suprasegmental feature of intonation, students must learn the different intonation patterns, be able to distinguish them and produce them in the appropriate context. These contexts or scenarios are linked to an act of speaking; therefore, learners should notice if the message conveyed is an order, a request, an invitation, a question, etc.

Bearing all this in mind, we can affirm that pronunciation is an important element that either the student infers or learns consciously.

3.1 Teaching suprasegmental features

There is no consensus on the relative hierarchy of suprasegmental features on speech comprehensibility. However, recent research shows that prosodic instruction is necessary for pronunciation improvement (Celce-Murcia, Brinton & Goodwin, 2010).

Underhill (1994) affirms that in connected speech (referred by him to level 3), learners’ productive pronunciation needs to be effective but not necessarily as sophisticated as their “receptive pronunciation”. Underhill explains how sounds and simplifications occur in connected speech, however, phonological rules such as assimilation, elision and liaison are not expected to be learnt by the learners but just the teacher will simply introduce them when required.
One of the focuses of this paper is going to be on how to teach stress, prominence, rhythm and intonation in connected speech. **Stress** covers both terms, accent (or word stress) and prominence (or sentence stress) that occur in connected speech. According to Underhill (1994), the incorrect placement of word stress in English especially affects the comprehension of native speakers. Benrabah (1997) also considered the study of word stress to be essential. Prominence is related to the speaker, while accent is associated to the language and in connected speech the last seems to be relegated. Dalton and Seidlhofer (1994) coincide in signalling **prominence** as “the most important function of intonation, the most reachable one”.

**Intonation** is important when teaching a language. Not all languages have the same intonation patterns, the same sentence would convey different meanings if the way in which the words are said changes. The common ground influences the speakers’ intonation. In interaction, the participants share some knowledge and experience that will determine the context of the interaction. This common knowledge is agreed by the speaker and listener. Then, it is possible to distinguish between proclaiming and referring tones depending on whether the information is additional to the common ground or it is already part of it. Therefore, intonation must be taught in an appropriate context, integrating it (Underhill, 1994).

In the following practical application in an English class, intonation will focus on generalized syntactic boundaries; so, depending on the speech act or the function of the speakers’ message, students will make use of different intonation contours. But they should be reminded that intonation is not fully evident.

Some patterns of intonation are systematically learned whereas others seem to be unconscious utterances in a given situation. It is not an easy task for the teacher to look for the adequate context where different patterns of intonation can be easily explained according to pronunciation rules. What seems to be evident is that intonational meaning
cannot be separated from discoursal meaning. Dalton and Seidlhofer describe intonation as “the problem child” of pronunciation teaching (1994:73), it is an element less tangible than other linguistic features. To solve this problem, the only solution is teaching it in a context.

Intonation goes hand in hand with prominence and rhythm. The tone unit is a single complete pitch pattern. The possible smallest tone unit is a tonic syllable, this is the unit that receives more prominence and the focus of the tone unit. It will be studied in my teaching unit through the practice of some exercises. As English tends to be an end-weighted language, it is usual that the tonic syllable appears at the end of the tone unit, but it can fall on a non-lexical word or some other fully lexical element elsewhere in the tone unit (Underhill, 1994). The teacher’s purpose is not to teach all the different elements that a tonic unit has, having students learn all these phonological features would be a waste of time. However, teachers must make students sensitive to intonation patterns, to recognise them, and later be able to produce them.

**Rhythm** needs practice to be acquired. Chela-Flores (1993) states that English rhythm is proven to be one of the most challenging aspects for non-native speakers of English. Spanish students grapple with these difficulties since English is a stress-timed language. Chela-Flores (1993) affirms that students who are under controlled production conditions will be able to produce better English rhythm. This statement supports the idea of automatizing the new rhythmic patterns through extended practice in controlled activities, before using these patterns in semi-controlled pronunciation activities.
4. The English teacher’s role

As explained above, the concept of intelligibility is essential to transmit an effective message. But how can teachers turn in the pronunciation of unintelligible speakers of English so that they become intelligible? This question, posed by Celce-Murcia, Brinton & Goodwin (2010), is going to be discussed next.

Krashen (1982) affirmed that students need to receive a great quantity of input before they feel comfortable and able to produce their first words, phrases and sentences. Consequently, the teacher should speak all the time in English and facilitate as much as possible the student’s learning not only in the class but also outside providing them with videos, audios and other materials.

Before the arrival of the Communicative Approach, some methods aimed at more traditional ways of learning pronunciation. Drilling, mimics and audio-tapes were used to teach overall segmental features. Nowadays, these isolated activities and resources can be implemented, but always in combination with communicative tasks. The teacher must teach the student that the language has not got any other objective than communicating.

However, the teacher must take into account that all students do not learn at the same pace. We usually encounter heterogenous classes in which learners have different abilities. When dealing with pronunciation, the capacity to discriminate and code foreign sounds, formally called Phonemic coding ability, becomes utterly important. According to Skehan (1989), “having an ear for languages” is not related to one’s overall intelligence, but it will facilitate the learning and the second language learners’ output.
Obviously, teachers cannot modify the students’ innate abilities, but they can truly motivate students and get outstanding results. In this sense, Snow and Shapira (1985) have shown that aptitude is an important factor, showing the case of how low-ability students can even overtake the high-ability students’ results. Another important aspect when teaching pronunciation and any other skill is the atmosphere; creating a relaxed environment where students feel comfortable and free to participate is a key element. Krashen (1982) in his Theory of Second Language Acquisition explains how the Affective Filter hypothesis affects the acquisition of a foreign language. In the following quotation, Krashen insists on creating relaxed situations in which students will produce when they feel “ready”:

The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production (Krashen, 1982:7).

Besides, A. Underhill (1994) insists on the importance of a good and close relation between teacher and student. Underhill suggests breaking out the hierarchical relation between teacher and students since it does not foster a natural, unlimited use of intonation patterns. Teachers must pay attention to interpersonal relations. He remarks treating the student as a person and not as a mechanical tool that instinctively gives answers. Then, activities must be real in order to get students involved in a realistic task.
4.1 Treatment of mistakes

Regarding the teacher’s role in correcting errors, the Communicative Approach advocates for correcting the errors when these disrupt communication. As long as the communicative channel stays open, the teacher should let the communication go on and only should correct the error once the student has finished. In order to do that, the teacher ought to know what type of error has been made and later try to avoid it and explain it.

Richards (1971) classifies errors into three types: interlingual errors, intralingual errors and developmental errors. Interlingual errors occur when there is negative transfer from the speaker’s mother tongue, but sometimes these errors do not impede communication to continue. Intralingual errors are those that are done by no matter who the speaker is, as these errors result from the second language itself. For instance, second language learners tend to overgeneralize some rules in terms of pronunciation, so that the word ‘wind’ is usually mispronounced. Finally, developmental errors are those errors that even young children experience when acquiring the target language as their first language.

Some critics argue that analysing errors may lead to focus on learners’ problems and difficulties rather than learners’ accomplishments. Besides, this error analysis strategy does not deal with avoidance. That is to say, there is evidence that second language speakers are likely to avoid some words (using some synonyms) if they find it difficult to utter (Celce-Murcia, Brinton & Goodwin, 2010).

Underhill’s treatment of mistakes (1994) takes mistakes as opportunities for learning. He follows the same line as the Communicative Approach. Mistakes are both an opportunity for the learner (showing which items are not produced in an automatic way and need further practice) and for the teacher (to observe the learner and provide a
correction having an uttermost effect). Students are involved in their correction, but teachers must provide also feedback to make any progress in the pronunciation learning. Regarding this self-correction, peer-correction and teacher correction, using pronunciation rubrics containing different objectives to be attained is very useful for students to know which their mistakes are. Even before the output, the teacher can provide these rubrics to make students aware of their pronunciation aims.

**Learner’s attitude to mistakes**

Students must know their mistakes and take them as part of the learning, but learners should not be afraid of making mistakes. A learner’s aim is not to sound perfect but to communicate, the only way to improve their pronunciation skills is through speaking and taking risks that lead to discovery and new knowledge (Underhill, 1994).

**Teacher’s attitude to mistakes**

The teacher’s attitude to mistakes will influence on the learner’s attitude. First, teachers should be tolerant towards mistakes and avoid embarrassment in making mistakes. Showing a strict attitude may lead to students’ inhibition. Besides, when students make a mistake it is important that the teacher gives them some time and before correcting lets the learners think and self-correct it. Underhill (1994) differentiates two kinds of mistakes: slips (the student is aware of his or her mistake and can correct it according to the criteria) and errors (the student lacks some knowledge and the criteria for correctness).

Recent approaches advocate for eliciting rather than telling whenever it is possible. In some cases when eliciting is overdone, and students cannot correct themselves, telling is necessary. Eliciting correctness criteria from the student is easier when we are dealing with a slip, but the student will need new information to correct an error (Underhill, 1994). This student strategy of self-correction is developed during their acquisition of
the language, so as their exposure to English increases, they will acquire the necessary discriminatory skills, their own “internal” criteria. (Kenworthy, 1987).

5. My didactic unit

5.1. Contextualization

With the intention of showing all the aspects that the theoretical part of this project has dealt with, I have created a didactic unit. The following didactic unit is about meals and ordering in a restaurant. The course chosen is the 4th year of Compulsory Secondary Education (onwards CSE). Its content is based on the legal framework established by Law 8/2013, of 9th December, on the Improvement of the Quality of Education, Royal Decree 1105/2014, of December 26th, Order 65/2015, of 21st January, and the Instructions of 22nd June 2015. All of this is also supported by *The Common European Framework of Reference for Languages*.

Besides the legislation, another important aspect that teachers must bear in mind when designing their lessons is the context where the centre is. This didactic unit will be developed in Murillo High School, a big size school which is in the city centre of Seville. The sociocultural level of the families is middle to lower working-class. As a whole, the relationship between the community and the school is positive.

The centre holds approximately eight hundred students comprising the four levels of compulsory secondary education (CSE) and the two levels of Baccalaureate post-compulsory education. There is a Parent Teacher Association (PTA) which works closely with the school administration.
This teaching unit has been developed for a 4th year class of CSE with twenty-four students. It is a homogeneous class but there are some students who have some learning difficulties although they are integrated into the class. Students have a reasonably high level of English, overall in terms of comprehension, as they take part in a bilingual project since they are eleven or twelve years old.

5.2 Methodology: a communicative framework for teaching pronunciation

The methodology used in this teaching unit has been an integrative approach: practicing pronunciation through the accomplishment of a task in a context where students have to use real language. In this case, the final task will be creating a recipe digital book in which the students show their recipes and tricks with the help of videos, images, comments... Later, there will be a debate to decide which recipe is the healthiest and nicest one.

According to the idea of the Communicative Approach, the end is not going to be that students speak in an accurate and perfect way, but the most important aspect is going to be the use of the language to communicate in a meaningful situation. Students, especially teenagers at this age, should be aware of the importance of learning a language and its use.

In order to carry out the final task, the teacher must ease the students’ learning and acquisition of the language through some facilitating tasks that will prepare the students. Besides, the focus is going to be on the student, but the teacher’s duty is to control, monitor and help students when required.

A communicative framework for teaching pronunciation is going to be enhanced as real-life contexts help students infer and produce these prosodic features (stress, rhythm, and intonation).
A scenario is simply a situation used to create a communicative setting in which students feel the real need to communicate. This is useful both for teachers and students, as classes are more engaging and facilitate the learning acquisition and all the language skills in a natural way. Throughout my teaching unit, a real-life context (a cooking TV show cast) is put into practice, so students are familiar with it and it is in a way personalised and important for them.

In my class, I have created scenarios that motivate students to learn English. For example, in order to have a reason to learn the vocabulary and phrases for ordering in a restaurant or knowing about meals, we recreated a pub and the students were the waiters and the clients. They create the menus, recipes, tickets… and most importantly they research, design, and practise the interactive dialogues that typically occur in restaurants across the English-speaking world. Scenarios are directly linked to my methodology, and they may vary according to the task students may accomplish.

Celce-Murcia, Brinton & Goodwin (2010) suggested the following stages in a pronunciation lesson. As we can see in the following chart, there are five phases starting with analysing and finally ending in production.

<table>
<thead>
<tr>
<th></th>
<th>DESCRIPTION AND ANALYSIS – oral and written illustrations of how the feature is produced and when it occurs within spoken discourse.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>LISTENING DISCRIMINATION – focused listening practice with feedback on learner’s ability to correctly discriminate the feature.</td>
</tr>
<tr>
<td>3</td>
<td>CONTROLLED PRACTICE- oral reading of minimal-pair sentences, short dialogues etc. with special attention paid to the highlighted feature in order to raise learner consciousness.</td>
</tr>
<tr>
<td>4</td>
<td>GUIDED PRACTICE- structured communication exercises, such as information-gap</td>
</tr>
</tbody>
</table>
activities or cued dialogues, that enable the learner to monitor for the specified feature.

### 5 COMMUNICATIVE PRACTICE

- less structured, fluency-building activities (e.g. role play, problem-solving) that require the learning to attend to both form and content of utterances.

I have dealt with all these stages in my procedure and along my teaching unit. First, students must get familiar with the suprasegmental features, stress and intonation, before being able to use them in a relaxed and more creative context. Repetition and feedback are necessary, and I will deal with them not only in the initial phase.

### 5.3 Objectives

According to *Royal Decree 1105/2014*, the aim of Secondary Education is to make students achieve the basic cultural elements, especially in Technology, Science, Arts, and Humanities.

a) Assume their duties, know and exercise their rights showing respect towards other people, being tolerant, cooperative, and understanding with people and groups, use communication reinforcing human rights as common values of a globalised society and get ready to be democratic citizens.

b) Develop and reinforce habits of discipline, self-study, and individual or team work to make learning tasks efficient in order to achieve personal development.

e) Develop basic competences while using sources of information in a critical way.
Acquire some basic knowledge in technology, especially concerning information and communication.

g) Develop and promote an enterprising and resourceful attitude showing self-confidence, active participation and analytical and personal initiative to learn and make decisions on their own.

i) Be able to communicate and understand in at least one or more target languages.

j) Learn, understand and respect others’ culture, history and artistic manifestations.

5.3.1 My own objectives

I have created this unit with the aim of getting students to know how to:

- Understand and produce orally a text about food; a simple conversation in a restaurant paying attention to intonation.
- Write according to the right structure and lexis a proper restaurant review.
- Identify and construct relative sentences.
- Orally differentiate and produce the tonic syllable.
- Make up their own recipe in a creative and accurate way.
- Pronounce with an appropriate intonation in the context of a restaurant.
- Be aware of cultural differences in terms of meals, show respect and interest towards others.

5.4 Key competences

Following the indications of Royal Decree 1105/2014, the work in the subject of English contributes to the development of the basic competences and concretely is presented in the form of sub-competences or abilities.

Our lesson planning works on the following competences:
**Linguistic competence (LC):** it is the result of the communicative action in certain social situations; that is to say the individual interacts with other interlocutors or through texts of different kinds and formats.

- **LC₁** Interact orally using the appropriate register and style according to the context.
- **LC₂** Be aware of the importance of the dialogue as a tool of the language.

**Digital competence (DC):** it indicates a creative, critic and safe use of information and communication technologies to reach the objectives related to work, employment, learning, inclusion, and participation in society.

- **DC₁** Use digital resources to communicate and solve problems.
- **DC₂** Use digital resources in the process of learning together with other material.

**Competence in learning to learn (LL):** it involves the student’s ability to organise his learning and make a good use of resources and techniques. It requires motivation and a need to learn.

- **LL₁** Be aware of the student’s process of learning and its subsequent result; self-evaluation.

**Social and civic competence (SC):** it aims at preparing students to be part of our society; being democratic citizens and recognizing the equality of rights between the different groups, especially between genders.

5.5. Language contents

According to article 9 *et seq.* of Royal Decree 1105/2014, the contents can be divided into four blocks that are related to the four skills:

<table>
<thead>
<tr>
<th>Block</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td>Comprehension of oral texts</td>
</tr>
<tr>
<td>Block 2</td>
<td>Production of oral texts: expression and interaction</td>
</tr>
<tr>
<td>Block 3</td>
<td>Comprehension of written texts</td>
</tr>
<tr>
<td>Block 4</td>
<td>Production of written texts: expression and interaction</td>
</tr>
</tbody>
</table>
All the four blocks are dealt with in my task-based teaching unit, as all the skills will be developed with special attention to pronunciation. Dialogues in a restaurant, as well as presentations, may be included in the production of oral texts. Students will make emphasis on the correct production of the tonic syllable as well as on rhythm and intonation. They will notice differences between American and British English appreciating different varieties of English. Written production will be carried out by producing a restaurant review and an e-book. Comprehension of different oral and written texts is essential before students are able to produce.

5.5.1. Transversal contents

Royal Decree 1105/2014 (article 6) states that there are some shared contents throughout the secondary stage that are key in the student’s development. These are called transversal contents and some of them are tackled in this unit such as using new technologies adequately and being able to speak in front of others and being aware of the importance of eating healthily.

5.6 Teaching Materials

As I have commented previously, the teaching of pronunciation has gone through a series of changes that have been reflected in the resources used in the classroom. In a context where the teacher needs to cover all the students’ needs, exercises should be varied.

Along the teaching unit, the teacher will use the Interactive Whiteboard, many flashcards, different worksheets (some extra worksheets and reinforced ones), some pictures and some bilingual and monolingual dictionaries, as well as a pronunciation dictionary.
Resources will be as much as possible authentic, so students can appreciate the importance of the language in a real context. In this way, Information and Communication Technologies, for instance the use of some websites, blogs and online magazines, are essential. Today, thanks to e-Twinning and moodle there is a connection, coordination, and exchange of ideas and activities with other teachers and students within the European Union. This is of great importance in terms of oral production and comprehension. English is going to be the lingua franca and the students’ aim is not to sound like a native but being intelligible to others. Not only are students going to practice, use the language, and get used to other accents, but also teachers are going to take advantage of this community learning.

5.7. Attention to diversity

The Order of July 25, 2008, which regulates attention to diversity of students in basic education in public schools in Andalusia, states that “the main priority in Compulsory Secondary Education is to facilitate that all students reach the highest level of development of their personal abilities, acquisition of basic competences and general stage objectives”.

Special attention will be given to students with any need, by means of providing varied and different activities designed especially for them. Reinforcement activities are provided at the end of the unit. I will provide fast-finisher students with extra activities, mainly urging them to read. There would be peer-cooperation and peer-monitoring as the students work in heterogeneous groups and there is a steady exchange of knowledge. There are varied and different activities integrating the 4 skills.
5.8. Evaluation

Evaluation is understood as a tool within the teaching and learning process, which is integrated into the daily situations in the classroom and the educative centre. Evaluation is a reference point to make decisions about the teaching and learning process, and it is continuous and individualized.

The focus is going to be on the four skills integrated into the final tasks. There will be a teacher-student evaluation (see appendix V), peer-evaluation (see appendices II and VI), and self-evaluation (see appendix IV), both on the teacher’s and student’s side.

In order to assess learners’ language acquisition, some rubrics are going to be used. These rubrics will first be shown to the students, to make them aware of the content and purposes. Feedback is part of the learning process and every student needs some corrections to improve and get better results.

Regarding pronunciation assessment, as it has been discussed throughout my paper the goal is not going to be native-like pronunciation but effective communication, intelligibility.

5.9 Outline of the teaching unit

In the following table, there is a synopsis of the teaching unit where all the aspects explained above are shown in a clarifying way. Here, we find the objectives, evaluation, contents, attention to diversity, materials and key competences.

<table>
<thead>
<tr>
<th>SECOND TERM</th>
<th>NUMBER OF SESSIONS: 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIMING OF EACH SESSION: 55 minutes</td>
<td></td>
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</tbody>
</table>

| Teaching Unit: 6 | Thematic area: Meals | Title: Cooking up a storm! | Level: 4th CSE |
Justification: Today, cookery programs and TV shows are quite trendy, so students will feel motivated learning about international meals and creating their own interactive e-book on recipes. I will work on the language but at the same time, I want them to show interest towards cooking and even understand other cultures and ways of life.

**Final task description:** the increasing popularity of cookery shows an interest towards the art of cooking is present in our classes, students must create their own recipe, write it, add pictures or videos and upload it. They will create an e-book and other students (even from e-Twinning) are allowed to give their commentaries and rate the recipes. They will explain their recipes in front of the classroom.

**Facilitating tasks:** discussion about favourite and different types of restaurants, reading of articles about food, listening to some audios about how eating healthily is important, recognising phonetic and lexical differences between American and British English, comparing recipes, reproducing short dialogues in a restaurant making emphasis on the tonic syllables, writing a restaurant review and uploading into moodle.

**Stage objectives:** a, b, e, g, i, j.

**Main didactic objectives:**

- Understand and produce orally a text about food; a simple conversation in a restaurant paying attention to intonation.
- Write according to the structure and lexis a proper restaurant review.
- Identify and construct relative sentences.
- Orally differentiate and produce the tonic syllable.
- Make up their own recipe in a creative and accurate way.
- Be aware of cultural differences in terms of meals, show respect and interest towards others.

<table>
<thead>
<tr>
<th>Modes of thinking: Analogical, Creative and Reflective.</th>
<th>Resources:</th>
<th>Use of Knowledge and Learning Technologies:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Flashcards, worksheets, pictures, Interactive White Board (IWB), dictionary.</td>
<td>Interactive Whiteboard, E-portfolio, eTwinning, moodle.</td>
</tr>
</tbody>
</table>

**Key Competences**

- **Linguistic Competence** (express and understand either orally or in a written form English texts)
- **Digital Competence** (look for accurate and safe information, record a video)
- **Learning to learn Competence** (compile, compare and search for information using different sources)
- **Social and Civic Competence** (respect worldwide gastronomy and culture)

**Content**

Block 1 Comprehension of oral texts
- Oral comprehension of texts about meals, a dialogue in a restaurant.
- Recognizing and identifying oral information conveyed in different accents.

Block 2 Production of oral texts
- Exchanging information in pairs, putting special emphasis on the tonic syllable.
• Expressing their ideas in a video being clear, concise and intelligible.
• Being clear while speaking in front of the class in a presentation about meals.

Block 3 Comprehension of written texts
• Comprehension of texts about different meals.
• Using appropriately the necessary strategies to elicit and infer meaning from the text.

Block 4 Production of written texts
• Using quantifiers and relative clauses in written texts.
• Writing a restaurant review following the guidelines.
• Creating their own recipes using the adequate verbal tenses and vocabulary.

Linguistic contents:
Lexical contents: vocabulary related to food and meals. Using connectors.
Grammar: relative clauses and adequate use of verb tenses.
Pronunciation: tone unit and intonation (rising or falling). Recognising different English varieties.

Transversal contents: Using Information and Communication Technologies, speaking in public respecting other views and learning to eat healthily.

Evaluation:
Initial: Checking the students´ interests about the topic.
Formative: Everyday observation, Teacher´s Diary & Students´ E-portfolio.
Summative: Performance and writing.
Self-evaluation rubrics for students (See appendix IV).
Oral production rubric for the teacher (See appendix V).
Peer-evaluation rubric for the oral presentation (See appendix VI).
Dealing with diversity: Special attention will be given to students with any particular need, by means of providing varied and different activities designed especially for them. Reinforcement activities for slow learners and for fast-finishing students: I have prepared some extra activities, they can do some interactive activities online (www.englishexercises.org). There they will find quizzes and games, and they receive feedback immediately.

5.9.1 Procedure
The teaching unit has been divided into nine sessions of about 55 minutes each although it is open and flexible to the students’ and teacher’s requirements. As can be appreciated in the following chart, all sessions follow the same structure and throughout the whole unit the four skills are integrated together with pronunciation, which is going to be a core element in my planning.

DIDACTIC TRANSPOSITION ON THE FINAL TASK
Final task: it will be carried out by students in sessions eighth and ninth of my teaching unit as the final communicative practice.

Title: An interactive recipe e-book and a display of Master Chef TV show cast
Task Description: In session 7th students will work in an autonomous way and using all the acquired knowledge about grammar, vocabulary, speaking and pronunciation skills they will fulfil the final task.

The teacher’s role is going to be guide, monitor and help. The teacher must insist on working also outside the classroom and encourage students to record themselves in their house cooking their recipes. They are allowed to use their laptops and look for tutorials and get some ideas (Creative work). Students should hand in a draft of the script to the
teacher, so the teacher can revise it before the performance.

**Sessions 8th and 9th**

These are the last sessions which will be dedicated to the final task. Learners must show a recipe and add it to their e-book, they can use pictures or even a video tutorial recorded at home to show the recipe procedure. While students are presenting their recipes in pairs, the rest of the students are going to assess them with some peer-assessment rubrics designed for this purpose. Self-evaluation rubrics are going to be used to make students aware of their mistakes. All the recipes will be shared online with other students, so they will learn new meals and can leave some comments.

**Scenarios:** classroom, international students, restaurant.  
**Grouping:** individual work and team-work; groups of four or five students.  
**Teaching approach:** Communicative approach; task-based approach.  
**Teaching Methods:** Learning to learn, discussion, reflection, creativity.

### FACILITATING TASKS

**Session 1**

Students are asked to work in groups, using collaborative work to read and understand an article on healthy eating habits. The teacher will demand the learner to reflect on the way he or she eats.

**Warm-up:** Interview about favourite restaurants. National dishes. Discussion.  
**Pre-reading:** True or false statements.  
**While-reading:** Read the article in groups and each student explains one paragraph.  
**Post-reading:** Match the verbs with their definitions.  
**Follow-up:** Write some sentences with the previous verbs.
### Session 2

Students will watch a clip of some friends speaking in a restaurant, ordering some food (British English and American English, unabridged). Teacher’s aim is to get students used to different English accents in an informal conversation. Later, learners will notice the differences between the English varieties and produce some words.

**Warm-up:** Guess the ingredients of some meals.

**Pre-listening:** Guess what speakers are talking about with the sound off.

**While-listening:** Global and intensive listening exercises.

**Post-listening:** Transform some American words into the British equivalent.

**Follow-up/Homework:** Read the article and notice the lexical and pronunciation differences between American and British English.

### Session 3

The aim of this session is going to be learning how to use a relative clause but connecting it to meal and food lexical words.

**Warm-up:** Homework correction.

**Peer-explanation:** Look at the text and find all relative clauses.

**Guided practice:** Identify the relative pronouns and their antecedents (defining or non-defining). Separate them into simple sentences.

**Follow-up:** Give some definitions of food and drinks using the relative pronouns, do it in pairs like a guessing game.

### Sessions 4 and 5 (See appendices I and II)
**Session 4**

The objective is going to be the performance of a dialogue in the context of a restaurant, and make students aware of the stress and rhythm in a sentence, some words being more important due to the speakers’ intention.

**Warm-up/description:** Listen and repeat after the teacher the tonic syllable in some words related to meals.

**Analysis and listening discrimination:** Identify the tonic syllable and repeat.

**Controlled and semi-controlled practice:** Reproduce orally these short dialogues making emphasis on the tonic syllables. Change the roles. Produce orally a dialogue filling the gaps according to the menu.

**Communicative activity:** Students are asked to make their own dialogue and perform it in front of the class. Extended practice includes additional comments such as food allergies, food intolerance, etc. The teacher will supervise the learners.

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**Session 5**

**Description and Analysis:** Listen to the recording and differentiate when the voice rises or falls. The teacher shows some flashcards of food, and students play the memory game “I am going to buy…” paying attention to falling intonation in the last word.

**Controlled practice/Drilling:** listen and repeat the following dialogues in a restaurant, a grocery shop, and in the school.

**Semi-controlled practice:** Classify the sentences according to their function: getting attention, offering help and questions about goods or services.

**Communicative practice:** Students play a role-game in small groups in a food market paying attention to intonation and assessing the other students with a peer-rubric.
Session 6 (See appendix III)

Students are asked to write a restaurant review following the appropriate structure, style and language required.

**Warm-up:** Read the proverbs and discuss their meanings.

**Pre-writing:** Read the reviews and write down the location, types of food, adjectives.

**Written production:** Once you have read the model try to recognize the structure. Then, write your own restaurant review.

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6. Conclusions

As may be seen from my theoretical framework, in the history of pronunciation instruction, many methods have been displayed during the last two centuries causing peaks and troughs in the teaching of it. While the Audiolingual and Silent Way method focused on accurate pronunciation, the Grammar-translation method or the Reading-based approach ignored it.

However, at the end of the twentieth century, in the 1980s there was a renewal of pronunciation and the entrenchment of the Communicative Approach gave rise to a new way of teaching pronunciation and the status of pronunciation changed. The aim of learning a language was to communicate, and thence the message had to be intelligible and effective.

Along with this change in methodology, there were variations in the objects to be studied. Now, the focus is on teaching suprasegmental features in a communicative way, as the wrong production of them can lead to unintelligibility. These suprasegmental elements are learnt in a short period of time, they raise students’
confidence and are integrated into our real-life contexts. Contextualisation is basic for pronunciation instruction, as we have seen in the practical application.

Nevertheless, there is still a steady lack of methodological basis for pronunciation and there are scarce materials that bring about complete communicative activities in realistic contexts. The near-absence of pronunciation teaching and learning materials leads to a general mispronunciation on the students’ side that may turn out in fossilization.

Therefore, the creation of tasks including phonological features is necessary, so students may trigger either consciously or unconsciously the pronunciation rules so as to convey intelligible information.

As I have commented throughout the paper, there are factors such as low-anxiety, motivation and aptitude that influence largely on the students’ learning acquisition and cannot be disregarded, as they can negatively affect the students’ development and inhibit their progress. During my lesson plan, the teacher’s role is that of controlling, monitoring and helping the students, letting them make mistakes and be aware of them to improve.

The aim of my didactic unit integrating the four skills and also pronunciation along the whole planning is to show both learners and teachers that pronunciation must be taught in our classes and that it is a key element in the learning of a language, and in the oral language practice.

In this way, although pronunciation is present in all the sessions, two whole sessions focus almost exclusively on pronunciation: stress and intonation as well as English varieties. The idea of just teaching RP has progressed and now English is used around the world and it appears in different forms equally accepted. Students must be aware of the use and form of English, and providing them with authentic material and the possibility of speaking to international students may broaden their minds.
Authenticity is a basic characteristic in the Communicative Approach, and in the teaching unit “Cooking up a storm!” There are plenty of opportunities for learners to use English in real-life situations. Students watch unabridged clips about cooking TV show cast, read real reviews and articles on healthy eating habits. Finally, they are asked to create their own recipes in groups of two and present them to the class.

Bearing all this in mind, contrary to the idea that pronunciation is acquired unconsciously, or that a proficient pronunciation level can be reached only by staying in the country where the target language is spoken, there are many activities that can be done in the class and outside the class to improve our pronunciation skills.

Even if the objective is not to sound like a native, intelligibility is necessary in communication. Both teachers and students should not disregard phonology elements but try to improve every day by listening as much as possible to “Englishes” and by speaking.

7. References


[Accessed 1st November 2017].


### 7.1 Legal framework

Instructions of June 22nd, 2015, by the General Department of Participation and Equity, which establish a protocol for identification of students with specific needs, and for the organization of the educational response to them (Spanish Ministry of Education).

Law 8/2013, on the Improvement of Quality in Education, of 9th December (Spanish Ministry of Education).


Royal Decree 1105/2014, of December 26th, which establishes the basic curriculum in Compulsory Secondary Education and Post-Compulsory Secondary Education (Andalusian regional government).
Appendix I: Session 4
WARM-UP/ Description, analysis & listening discrimination.

Listen to the teacher and circle the word that sounds the loudest:

e.g. Do you have SOUP?

1. Yes, it is excellent.
2. Is it a fish soup?
3. No, it is a mushroom soup.
4. And, is it cheap?
5. Yes, it is really cheap.

Why do you think it is more important? Which kind of words are they? Now repeat after the teacher.

Controlled practice

1. Work in pairs and reproduce orally these short dialogues making emphasis on the tonic syllables.

1.1 Then change the roles and do it again.

Student 1: client

Student 2: waiter

DIALOGUE 1

Student 1: Do you have a MENU?

Student 2: Yes, I have a CHEAP menu.

DIALOGUE 2

S 1: Is it a VEGetable menu?

S 2: It is a COOL vegetable menu.

DIALOGUE 3

S 1: Does it have any SOUP?

S 2: Yes, it has a MUSHroom soup.
Semi-controlled practice

1. a) Decide which student will be A (the waiter) or B (the customer)
   b) Produce orally the following dialogue filling the gaps according to the menu.
   **Waiter**: Are you ready to **ORDER**?
   **Customer**: Yes.
   **W**: What would you like to **START** with?
   **C**: I would like.............please. What **SORT** do you have?
   **W**: There’s to**MA**to, VE**Getable** or MUSHroom.
   **C**: Ok, I will have............................... Can I have also some/a....................?
   **W**: Yes, you can have a/some TASTEful...............Do you want any desSERT?
   **C**: Yes, I will have a ............................
   **W**: Would you like anything to **DRINK**?
   **C**: Yes, a .................please.
   **W**: ANYthing else?
   **C**: No, that’s ALL. Thank you. Can you bring me the BILL, please?
   **W**: Ye, it is..........................£.
   **C**: Thank you, bye!
   **W**: Bye!

Ask the customer what he or she is going to have and write it in your notebook:

**STARTERS**
Mushroom soup £ 4.5
Tomato soup £ 5
Vegetable soup £ 4

**MAIN COURSES**
Steak, Guinness and Mushroom Pie £12.50
Sepherd pie £12.00
Beer buttered cod £13
Salmon and Prawn Fish Cakes £11

**DESSERT**
Blackberry icecream £4
Chocolate Pudding £4.5

**DRINKS**
Tap water (no additional payment)
Still water £1.50
Soft drinks: coke, nestea £2.5
V.A.T is NOT included in all the prices
Communicative activity

3. In pairs, with the help of your menu, reproduce a dialogue making emphasis on the tonic unit. Then, change the roles (Some pairs will do the dialogue in front of the classroom and the other students and teacher will assess them).

Appendix II: Session 5
Warm-up/Analysing and description (www.teachingenglish.org.uk)

The teacher, with the help of some recordings, shows students different rising and falling intonation utterances. Later, show some flashcards of food to elicit a list of food you are going to buy in a market: ‘I’m going to market to buy some oranges, some bananas, a pineapple and some apples.’

Exaggerate the rises on everything except the last thing, where you can exaggerate the fall. Play the game ‘I’m going to market’ with the students.

Each student adds to the list practising the rising intonation for each thing on the list until the last thing, when the intonation falls.

Controlled practice (Language Training and Adult Literacy, ESL Intensive, Instructor Resource Guide, NorQuest College)

*PEER-ASSESSMENT RUBRIC (https://mafiadoc.com/unit-2-instructor-resource-guide-523k-pdf-norquest-college_59d42aba1723dd1de323c97e.html)

Listen to some of your classmates’ dialogues and write a check mark when you hear the pronunciation features in it.
Rising and falling voice

<table>
<thead>
<tr>
<th>Group #</th>
<th>Group #</th>
<th>Group #</th>
<th>Group #</th>
<th>Group #</th>
</tr>
</thead>
</table>

Check if you can hear the following:

- Voice went **down** at the end of sentences
- Voice went **up then down** for “Wh” questions for new information
- Voice went down and then up for **yes/no questions**

<table>
<thead>
<tr>
<th>Type of expression</th>
<th>The number of times you heard this type of expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting the seller’s attention</td>
<td></td>
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<tr>
<td>Offering help</td>
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<tr>
<td>Questions about goods or services</td>
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</tbody>
</table>

Appendix III: Session 6

Warm-up

Do you know what proverbs are? Read these proverbs and discuss their meanings.

Food Proverbs

“To eat is a necessity, but to eat intelligently is an art.” — La Rochefoucauld

56
“Tell me what you eat, and I will tell you what you are.”

Anthelme Brillat Savarin

Have you ever read any review about a restaurant? Where did you read them? Was it useful?

PRE-WRITING (www.teachingenglish.org.uk)

1. Read these reviews written about a variety of restaurants in London. Write down the location of each restaurant, the kind of food, the adjectives used to describe the atmosphere... Use the monolingual dictionary if necessary.

A) The Ritz
Food: traditional British or fusion cuisine
Price per person: £80
This spectacular palace-style dining room is famous as one of London’s most luxurious, romantic restaurants. It’s hard to resist splashing out on the exquisite course menu. The staff are discreet and extremely polite. It’s hardly surprising that the clients are a mixture of celebrities, business executives and wealthy tourists. Come here for a memorable dining experience, which will certainly do damage to your bank account!

B) Yo sushi!
Food: Japanese
Price per person: £10-15
The best known sushi place in town. This restaurant is great both for its raw fish and its kitsch Japanese décor. Service is efficient and speedy. You can eat delicious sushi for a few pounds, serve yourself unlimited beer, select food from a conveyor belt and even have a relaxing head massage! Sometimes there are karaoke nights here. This restaurant is bright and unromantic but great fun.

C) Amaretto
Food: Italian
Price per person: £15-20
A family-owned restaurant in Venice that has faithful clients coming back again and again. Amaretto offers classic Italian food in warm and friendly surroundings. Whatever time you come here, this restaurant is always busy and lively. The pizzas and pasta dishes are well recommended as being tasty and excellent value for money. Great for families or big groups of friends.

D) Levant
Food: Lebanese/Middle Eastern
Price per person: £20-30
An exotic Middle Eastern restaurant which is perfect for a romantic evening. It is placed in the neighbourhood Notting Hill. The atmosphere is moody and intimate, with lots of candles, soft cushions and coloured glass lanterns. When you find the entrance, hidden away down a small street, you are greeted by luscious plants and the smell of incense and exotic perfumes. The menu offers a feast of authentic Lebanese food for people who like to try something new and unusual. If you stay late, you will even be able to watch a belly-dancing show!

E) The George Inn
Food: traditional British pub food
Price per person: £5-10
A dark and smoky pub, which was built in 1780. You have to take the car as it is in the outskirts. Come here if you want to taste traditional English fish and chips or steak and kidney pie in a lively atmosphere. The food isn’t great, the service is slow, but this pub serves a good range of beers and ales.

F) Food for Thought
Food: vegetarian
Price per person: £5-10
This tiny colourful vegetarian takeaway offers food free of chemicals, pesticides and preservatives. The food is good and the menu changes every day, but this place is also great if you just want a coffee. Don’t come here at busy times if you want a slow, leisurely meal.

G) Café Sol
Food: Mexican
Price: £20-30
Café Sol is a great place to go at any time. It has a great location near Saint Paul cathedral. Enjoy authentic Mexican cuisine at lunchtime (watch out for the chilli!) or go for a drink and a dance when it gets dark.

The atmosphere is always buzzing and vibrant, and the food is reasonably priced. On a Saturday night, the young crowds in Café Sol are usually very loud and merry after sampling the extensive list of tequilas!

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Location</th>
<th>Kind of food/variety</th>
<th>Adjectives used</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
WRITTEN PRODUCTION

2. Read this useful review of a Chinese restaurant in Barcelona.

Dong Lin Chinese Restaurant

Address: Av Paral-lel, 152 Barcelona, España

Metro Poble Sec (Green Line, L3)
(5 minutes walk from metro) Note Poble Sec has 3 exits, the one you want is Manso - the nearest exit to the restaurant.

The interior of the restaurant is in the traditional Chinese style - simple and spacious with tables big enough to accommodate large groups (greater than 12 people at one table)

The food: I started off with the traditional prawn crackers and decided to order the Chinese beer (Cerveza China) - which was crisp, dry and refreshing.

Chinese soup starter
I chose the sopa de wan tan as the first course, which was delicious. This consists of seaweed and pasta in a light seafood stock base.

Chinese main course
As I was feeling particularly hungry I went for the Tallarines Con Gambas (fried noodles with fresh shrimps). This again was first class and quite substantial.

Dessert

Dessert
for dessert (or postre, as it's known here in Spain) I went for deep fried bananas with honey - something I had never tried before and, since I have a sweet tooth, was very much to my tasting.

Cost The cost for the meal was as follows:
Prawn Crackers - on the house
Chinese bottled beer: €2.20
Sopa de Wan Tun: €2.65
Fried noodles with Shrimps: €4.50
Deep fried banana with honey: €2.50

**Total cost for 3 course meal and bottle of beer €11.85**

This, for me, was superb value considering the high quality of the food and service.

**Summary:** If you like good Chinese food you won't be disappointed by this little-known Barcelona Chinese restaurant. The food and service are first class - so much so I have dined there regularly since writing this review. If you decide to go I recommend you write down the name and address of this place - otherwise you'll never find it when you go to Barcelona...and say hello to Lita!

3. Now, work in pairs and place these boxes where they fit in the review.

```
SERVICE   PRICE   LOCATION   FOOD
RECOMMENDATION   TRANSPORT FACILITIES
```
Appendix IV: student’s self-assessment rubric

<table>
<thead>
<tr>
<th>Student’s criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Aspects that I need to improve….</th>
<th>I feel more comfortable at….</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can understand and produce orally a text about food; a simple conversation in a restaurant.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I am able to write according to the right structure and lexis a proper restaurant review.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I identify and construct relative sentences.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can orally differentiate and produce the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I am able to explain and show a recipe in a creative and accurate way.

I pronounce with an appropriate intonation in the context of a restaurant.

I am aware of cultural differences in terms of meals, show respect and interest towards others.
Appendix V (Generalitat de Catalunya, Departament d’Ensenyament; https://www.slideshare.net/joebcn/sessi-4-grup-de-treball-per-a-lelaboraci-de-materials-lengua-anglesa-educaci-dadults)

<table>
<thead>
<tr>
<th>ORAL PRODUCTION RUBRIC (for the teacher)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the teacher:</td>
</tr>
<tr>
<td>Student’s full name:</td>
</tr>
</tbody>
</table>

**TASK FULFILLMENT**
- S fulfils the task in an outgoing way: 5
- S fulfil the task in a satisfactory way: 4
- S tries and makes an effort to fulfil the task: 3
- S fulfils the task partially: 2
- S does not fulfil the task: 1

**VOCABULARY**
- Vocabulary is used correctly according to the context: 5
- Expected vocabulary is used but with a few errors: 4
- Vocabulary is used in a limited way: 3
- Vocabulary management is below expected: 2
- Vocabulary management is poor: 1

**COHERENCE**
- S develops his/her speech coherently: 5
- S develops his/her speech with very few interferences: 4
- Lack of coherence but S tries to communicate his/her ideas: 3
- Message is not delivered properly: 2
- Poor ideas and S does not develop the speech correctly: 1

**FLUENCY**
- Ideas are very clear and easy to follow; pauses are natural: 5
- Ideas are very clear and pauses do not interfere with the message: 4
- Ideas generate confusion but student is able to deliver the message: 3
- Ideas are not clear and cause confusion: 2
- Ideas are so difficult to follow: 1

**PRONUNCIATION**
- Pronunciation never interferes with the meaning and it is effective for proper communication: 5
- Minor pronunciation problems but communication is not interfered by errors: 4
Some pronunciation problems that interfere briefly with the message 3
Request problems with sounds that cause confusion or misunderstanding 2
Pronunciation is unintelligible 1

Appendix VI
Author’s name ________________________________
Student who revises it __________________________

<table>
<thead>
<tr>
<th>PEER-ASSESSMENT PRESENTATION CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the recipe have a clear structure in line with the outline provided?</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td>Has the speaker got a coherent structure?</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td>Is the message intelligible or is it difficult to follow?</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td>Does the student have a wide variety of word choices?</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td>Does the student use different sentence structures?</td>
</tr>
<tr>
<td>(subordinates; relative clauses)</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td>Is the recipe interesting? Has he/she used authentic material?</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td>Are there any pronunciation mistakes?</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td>Are there any grammar mistakes?</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

If the answer is "no" please include your comments in the form (do not write on your peer's article).