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**PROPOSAL FOR TEACHING
ENGLISH AS A SECOND LANGUAGE
THROUGH MOTIVATING
METHODOLOGIES**

TRABAJO FIN DE MÁSTER

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Resumen: Ante la falta de una enseñanza de la fonética fundamental en las aulas de secundaria, la siguiente propuesta aboga por la enseñanza de los fonemas básicos en el primer ciclo de inglés como segunda lengua para conseguir una pronunciación correcta de la lengua y una autonomía en su aprendizaje. Mediante el uso de metodologías innovadoras y motivadoras como el enfoque por tareas, las claves instruccionales o el *Teacher's Questioning Behaviour*, se propone que se emplee la regulación del estrés positivo o "eustrés" en el aula como medio de aunar todos los aspectos positivos de estas metodologías en una que sea motivadora a la vez que eficiente.

Palabras clave: eustrés, Teacher's Questioning Behaviour, Enfoque por Tareas, claves instruccionales, fonética, pronunciación, input, output.

Abstract: In the absence of a study of the basic phonics in high school classrooms, the present proposal advocates for teaching basic phonemes in the first cycle of ESL with the purpose of a correct pronunciation of the language and a degree of autonomy in their learning. By using innovative and motivating methodologies, such as Task-Based Approach, instructional keys or the Teacher's Questioning Behaviour, it is proposed that the regulation of positive stress or "eustress" is used in the classroom as a mean of uniting all the positive aspects of these methodologies in one, in order to make it as motivating as efficient.

Key words: eustress, Teacher's Questioning Behaviour, Task-Based Approach, instructional keys, phonetics, pronunciation, input, output.

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Shall I compare you to literature?

You are the kernel to my event,
the actor and actant to my figure,
the main antagonist to contempt.

While your eyes are to my sight the tenor,
your voice is the vehicle that yet
will bring us complete the metaphor
of mornings of coffee and cigarette.

You dared to disturb my whole universe
you signified all my signifiers
you are the sign of every verse
and you are couplings to my soul fires.

Your essence is an actual philology,
our time together, an anthology.

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1. Introduction

The objective of the present paper is to offer a proposal for the teaching of phonetics in the first two years of Spanish Secondary Education (ages 12 and 13). Many authors (McComas, 2008; Cámara Arenas, 2010; Barrera Benítez) have insisted on the importance of teaching phonetics, although there are not solid methodologies about it. The objective of the proposal is to teach phonetics and its usage according to new approaches and to motivating strategies.

The first one will tackle the previous literature in both phonetics and didactics, the Theoretical Framework:

In the Phonetic section, an analysis of textbooks pertaining to prestigious ESL publishers will be done in order to establish a proper critique of their contents in phonetics. Lately, I will divide the importance of teaching phonetics into learning its theory and acquiring its pronunciation.

In the Didactics section, I will analyse the previous literature that is applicable to this work's teaching proposal. First of all, Krashen hypotheses about Comprehensible Input and Learning-Acquisition Distinction are going to be revised in order to establish a basis to the work. Afterwards, three methodologies are going to be considered in order to create a working routine in the classroom that the content of the proposal can carry out:

1. Teacher's Questioning Behaviour: this methodology proposes that going through the lesson asking questions to the students in order to guide them is as instructive as motivating.
2. Task-Based Approach: it fosters the participation in small groups and has as objective the consecution of a final task.

The Spanish legislation will be revised in order to check how the proposal fits into the Spanish education system.

The second part of this work presents a teaching proposal on phonetics. The proposal will take into account the pros and cons of all the methodologies presented and

the weaknesses found in ESL textbooks for native Spanish learners pertaining to prestigious publishers: Longman, Oxford and Cambridge. The analysis, done according to the Communicative Language Teaching approach (Rodgers, 2001), will shed light on the lacks that the aforementioned textbooks in phonetics and pronunciation teaching.

The work finishes with conclusions and a reference section.

2. Theoretical Framework

In the present theoretical framework I will discuss the pieces that can conform a tool for stating a proposal that fosters learning phonetics in its whole spectrum, from the theoretical and ontological basis to the practical approach.

2.1 Phonetics

Some authors have published on this topic, like Elizabeth McComas (McComas 2008), who work in the phonetics of Spanish as a second language at a segmental level. Along with the annual programming of Gil Fernández (2007) and Luque Delgado (2008), McComas focuses on the phonemes that learners have more difficulties with and on the correction of pronunciation in the earliest stages. Additionally, Rivera González (2004), proposes that foreign language learners can learn pronunciation through the phonological information given in the microstructure of dictionaries, either bilingual or monolingual. The only conditions given are the employment of a common symbolic framework (IPA), the exclusion of allophones out of the student's comprehension, and, finally, the transmission and interpretation of implicit and explicit information given in dictionaries. McComas (2004) says, as well, that the teacher must familiarise their students with the phonetic system of the language. For this purpose, Barrera Benítez (2009) has proposed a set of dynamics to teach phonetics but, as McComas (2004) claimed, the study of phonetics needs to be known by the teachers in order to be taught. The problem, thus, comes from the basis that phonetics has not yet been installed into the educative community. So, first of all, it is necessary to foster the awareness that phonetics is useful for teaching.

However, the main issue involving teaching phonetics is the chaotic appearance that English orthography has and the efficiency of teachers while facing this problem (Cámara-Arenas, 2010). Students already knowing how to pronounce the word “name” will soon adventure themselves to say aloud “fame”, “same” or “tame” (2010). The teacher’s duty, in this case, is to be effective by means of easing “the comprehension of interconnected knowledges and to structure them into essential ideas” (García-Ros, 2010, p. 172).

From ten years back to now, since the time that Rivera González (2004) and McComas (2004) were published, school manuals have been including some drafts of phonetics in their contents. These manuals are able to give a consciousness that English sounds differ from the Spanish ones. However, these manuals do not teach how to read and pronounce phonemes extensively. In other European countries, ESL textbooks include more space to the study of phonetics (Cámara-Arenas, 2010).

2.1.1 Analysis of some examples in diverse textbooks

In order to know the current state of teaching phonetics in Spanish ESL textbooks, I will include an analysis in this paper of some of the most prestigious ESL publishers at all the levels, like Cambridge, Oxford and Longman. The results of this analysis will be according to the Communicative Language Teaching approach (Rodgers, 2001), built on the current constructivist paradigm, which are these:

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error.

2.1.1.1 Complete PET

Complete PET (Heyderman & May, 2013) focus contents on speaking and listening skills in the approach to spoken English. The method employed for these skills is an approach to pronunciation acquisition by understanding listening exercises that each unit of the book contains. The approach to learning is embedded in the units in a small frame called “Spelling and sounds”, in which phonetics and phonemic

transcription is shown as a “Pronunciation tip” (2013, p. 25), although these are included in the general syllabus of the book (2013, p. 5). Nevertheless, pronunciation is contemplated as something irrelevant in the end, because this is the objective of the test for PET:

“Candidates are expected to be able to ask and understand questions and make appropriate responses, and to talk freely on matters of personal interest”

- Heyderman & May (2013, p.5)

The objective of the methodology focused on speaking, as we can see, is measured quantitatively, in a Content-based Instruction approach. This approach defines its objectives in this manner:

“In terms of grammatical structures, communicative language functions, or language skills, in CBI, content refers to the use of nonlanguage subject matter that is closely aligned with traditional school subjects, themes of interest to students, or vocational and occupational areas”.

- Stoller, F (2008, p. 1163)

In conclusion, this method lacks a qualitative evaluation of pronunciation, as Cámara Arenas (Cámara Arenas, 2010, pp.12-13) claims to be necessary.

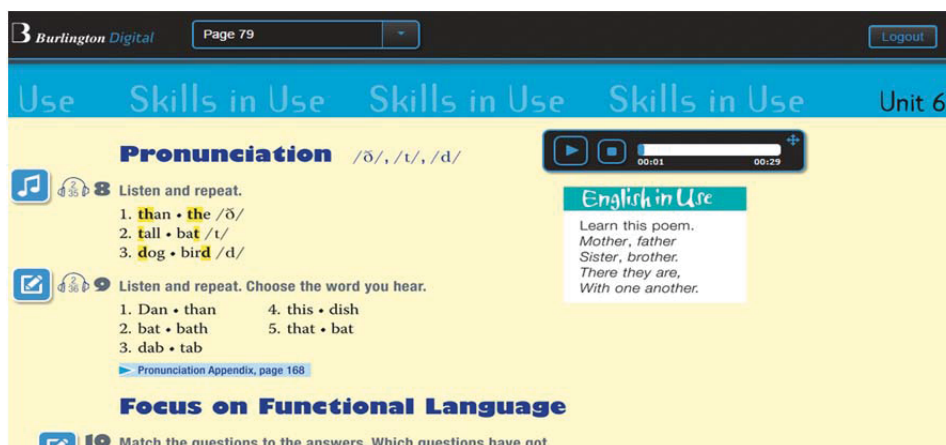
2.1.1.2 English in Use ESO 1

This book (Marks & Addison, 2014) results more visual than Complete PET (Heyderman & May, 2013). It comes from another prestigious publisher as Burlington Books is. English in Use ESO 1 is a book that can be displayed digitally through Burlington’s website (<http://webbook.burlingtonbooks.com/WebBook/#/book/60>), and it is fully available by teachers belonging to an institution. The disposition of the contents in the book results more attracting to younger students -about twelve or thirteen years old,- who need colourful and vivid materials in order to have an order and motivation.

This book offers phonetics as graphic-phonemic correspondence in the contents (Marks & Addison, 2014 p.2), more concretely, in the “Speaking” column. Furthermore, these contents are linked to morphology in concrete cases. For instance, in

unit 8 (N/A, pp. 101-112), the students are taught how to pronounce the participles of regular verbs. This supposes a tool to link real life to previous knowledge and to add a new knowledge to it.

The section concerning phonetics, “Pronunciation”, is short as in Complete PET, but it includes a listening of the sounds one by one :



Example of pronunciation section in the book

Finally, each “Pronunciation” section in each unit has a link to a “Pronunciation Appendix” (N/A, pp.168-169), in which there are some more interactive exercises, with an audio of the pronunciation of each sound.

Although this book includes some realistic material, it does not include the learning of phonetics and acquisition of sounds as a continuous practice, something interconnected in order to be significative (García Ros, 2010). Even more, this material is not correctly explained, as phonetics is shown as symbols to be imitated, but not acquired, not even learnt.

2.1.1.3 Mosaic 1

This book (Wetz & Halliwell, 2014) is also available as an Internet resource. It belongs to another renamed publisher house, Oxford University Press. As well as the aforementioned “English in Use ESO 1”, it is available for teachers under registration and possessing the correspondent account.

This book, unlike others, includes phonetics into the “Listening” section, under the title of “Say it!” (Wetz & Halliwell, 2014, pp. 2-3). However, phonetics does not

receive the same attention in this book, as they only appear in four units, and it is only dedicated a brief exercise containing a listening of the words proposed for the topic.

2.1.1.4 Conclusions of this analysis

The conclusion of this brief analysis is illustrating in the terms that it adjusts to the expectations that Cámara Arenas (2010) has about teaching pronunciation and phonetics. Furthermore, these textbooks are unable to fit into the Communicative Language Teaching for a number of reasons:

1. They do not use the study of phonetics for learning real communication, but just as a mere fun fact.
2. They do not integrate phonetics as part of language skills, but give them as additional material.
3. They do not make a process of creative construction while teaching phonetics
4. The acquisition of phonetics is not meaningful: there is no previous knowledge to link it to the phonetics, nor a proper input.

This analysis, however, has to agree with Cámara Arenas (2010) in the sense that phonetic symbols are being introduced gradually in school textbooks and they make an emphasis in the distinction between vowels and some radically different consonant sounds between English and Spanish, such as the represented by /r/ phoneme (2010, p. 12)

Phonetics are not taught according to previous knowledge and results random. As shown in the aforementioned textbooks, phonetics is represented as a “Pronunciation Tip”, like in Complete PET (Heyderman & May, 2013) and as “Pronunciation” with a short appendix in English in Use ESO 1 (Marks & Addison, 2014). The input given in the matter of phonetics, in these cases, is subject to teaching skills like speaking (Heyderman & May, 2013; Marks & Addison, 2014) or listening (Wetz & Halliwell, N/A).

In conclusion, there is not sufficient input given in phonetics for the pupil to be independent or to be useful in real life. According to this conclusion, it is necessary for the pupils studying phonetics to acquire it as a product of teaching and to acquire it as a

learning resource. The product of phonetics refers to the ability of pronouncing phonemes accurately; on the other hand, phonemes as learning resource refers to the ability of interpreting phonemes.

2.1.2 Phonetics as a Learning Resource

The purpose of teaching phonetics as a learning resource is, really, a double purpose: the first one is to raise language awareness at early stages and the second one is to give students tools to be independent in the future.

Language awareness can be defined as “making explicit and conscious the students’ intuitive use of learning procedures, drawing, of course, on the current state of knowledge” (Jones, 1997, p. 78, seen in Nunan, 2008, p. 226). Language awareness is beneficial for the pupil if it is not focused on an only item, but in “the overall language proficiency development” (Nunan, 2008, p. 229).

Besides acquiring knowledge, language awareness implies a consciousness that helps the student to maintain a correct behaviour in class by means of participating in social and cultural practices. In other words, it organises human activity through intellectual and affective exercises (Van Lier, 1994). It has two main implications for the teacher in the class: the first one is to have the appropriate social interaction to have their pupils learning, and the second one is to educate the students in knowing how to take decisions for them to know what they are doing (Van Lier, 1994).

Learning phonetics is not only attached to spoken skills: it is also a reading skill (Koda, 1998). Furthermore, it is not a sole ability, but “a constellation of abilities” (Koda, 1998, p. 195). Teaching phonetics at an early stage can be an advantage to ESL English learners because they have a lower phonemic awareness than L1 English learners in the reading competence (1998). In a nutshell, learning how to read phonetics raises the awareness of the linguistic environment of the pupil and improves their pronunciation.

For this reason, Cámara Arenas (2010) claims it is necessary to have a graphic-phonemic system -and to understand it- in order to have a clear concept of the pronunciation of English. It is useful as well for teaching (2010). In the matter of

Spanish as Foreign Language, there is currently a controversial issue with the inclusion of phonetic transcription in monolingual Spanish dictionaries (Rivera González, 2004). On one hand, learners of Spanish as E/LE (Spanish as a foreign language) cannot produce the same sounds as native speakers. On the other hand, the graphic-phonemic correspondence between Spanish and its pronunciation is so similar that some authors think that it is not necessary. This is not the case of ESL, where the spelling is chaotic for learners (Cámara Arenas, 2010). The most useful dictionary in terms of teaching phonetics is Diccionario SALAMANCA because it includes a frame showing phonetic and phonological distinctive features of Spanish pronunciation (Rivera González, 2004), an input on which to support the new knowledge (Krashen, 1981). Summarising this whole idea, phonetics result confusing for beginners, especially if the written is detached from the oral form. This is the reason why it is essential to develop useful and efficient tools to teach phonetics.

2.1.3 Phonetics as a Product of Teaching

This section will argue if pronunciation can be taught or not. As some studies argue (Krashen, 1982; Jones, 1997) it is impossible for adults to learn a native-like pronunciation. Therefore, children have an advantage over adults in pronunciation matters (Jones, 1997). Furthermore, in Krashen (1982) it is argued that teaching formal rules of pronunciation would not have an impact on an improvement of pronunciation because the acquisition would vary from none to little.

However, Krashen (Krashen, 1982, p. 54) claims that the classroom has got limitations in space and a limitation of the input that the students perceive. In this way, the output contributes to the pupil to give an input to other students (1982, p.56). It is a

vicious circle that feedbacks itself. In Krashen (1982, p. 56) it is described this way:



Fig. 3.1. How output contributes to language acquisition indirectly.

Barrera Benítez (Barrera Benítez, 2009) argues that knowing about phonetics helps to solve the correspondence between the written form of a word and its oral form - grapheme and phoneme. This idea is also shared by Cámara Arenas (2010), who claims that there is a big lack of awareness on how the students pronounce sounds in English. Barrera Benítez (2009) goes a step forward and assures that being aware of how the English language sounds -intonation, accent, rhythm...- makes students have a correct pronunciation that will lead them to reach to successful interactions.

From a transactional point of view, these interactions are called ‘primarily transactional language’ and it refers to the ability of the speaker to successfully transmit information to the receiver (Brown & Yule, 1983, p. 2). This ability is a subsequent practice of ‘primarily interpersonal language’, which involves language politeness - emotions, feelings, courtesy, manners (Lakoff, 1973, seen in Brown & Yule, 1983, p. 3).

2.2 Methodology and Didactics

Phonetics itself is a linguistic area of study that nowadays can be studied at universities. However, the essence of phonetics cannot be applied to ESL at basic levels because ESL in Secondary Education must foster the acquisition of useful knowledge, rather than theoretical one (Orden EDU 519/2013). For this reason, it is necessary to develop and adapt new approaches, methodologies and didactic theories that transform the theoretical knowledge into a useful one.

The approaches that are going to be contemplated looking forwards to create a new methodology that is both motivating and focused on phonetics. The hypotheses that are going to be revised are the Comprehensible Input Hypothesis (Krashen, 1982) and the Comprehensible Output Hypothesis (Swain, 1985). The approaches that are going to be revised are the Teacher's Questioning Behaviour in order to give input to ESL students, and the Task-Based Approach with the purpose of reinforcing input.

2.2.1 Exposure to Input: Comprehensible Input Hypotheses

This section will deal with the acquisition of new knowledge based on the previous experiences by the students. In order to know how input can help to develop new knowledge, it is necessary to review Krashen's Comprehensible Input Hypothesis (Krashen, 1982) and the ideas that guided him to develop that hypothesis: The Zone of Proximal Development and the Instructional Scaffolding.

The exposition to the input is essential to acquire the abstract knowledge that phonetics is. Krashen defines acquisition as the natural way in which children learn how to produce their first language (Krashen, 1982). Children acquire language in a subconscious manner and are not aware of their advances. Some other forms of naming this acquisition are "implicit learning", "informal learning", and "natural learning" (Krashen, 1982, p. 14). However, Krashen (1982) states that pronunciation cannot be acquired; that is the reason why pronunciation will be taken as the product of teaching phonetics in this proposal.

2.2.1.1 Zone of Proximal Development and Instructional Scaffolding applied to Phonetics teaching

Vygotsky based his theory on two aspects (Corral Ruso, 1999):

1. *The need of a peer relation in order to generate higher psychological processes -an adult or a more capable mate.*
2. *The emergence of a growing self-development with that mate.*

Vygotsky's ZPD is interesting because it fosters the interaction between students. Such interaction favours approaches that support team work (such as Task-Based Approach) and that is interesting because the students can provide input among themselves.

Applied purely to phonetics, the zones of Proximal Development can be present in diverse phonetic elements. For instance, the graphemes could suppose an approximation to the previous knowledge of the student, as the letter <a> has a similar pronunciation in Spanish and some English phonemes represented with the same phoneme. Another example of Proximal Development is the relation of the sound with the phoneme, as all the sounds correspond with a graphic representation, including allophones (Cámara Arenas, 2010); the sounds can be explained meaningfully through the rhymes of songs, tongue-twisters and other didactic resources from the real world.

In order to establish a method that applies to zones of knowledge and its connection with phonetics, it is necessary to take into account a social perspective of education along with cognitive issues. This is the reason why it is necessary to include Bruner's Instructional Scaffolding. This social nature of interpersonal communication (whether the students are in the classroom or not) has many consequences at all the stages (Walqui, 2006), because not only the academic results are a consequence of a mechanic practice, but also the perceptions of school by learners and their social adaptation as part of a social group (Cummings, 1984; Skutnabb-Kangas, 1984; Verhoeven, 1990 seen in Walqui, 2006 p. 2). This perception must be seen as a positive -such as speaking in public, fundamental for the acquisition of pronunciation- in order to have positive results, such as the acquisition of an academic identity, respect and self-respect (Kramsch, 1996 seen in Walqui, 2006). Therefore, the knowledge becomes abler to be learnt, thanks to that "foundations" that the most capable mate or adult has built inside the learner. The result is the learner being able to fulfil and master concepts by

him or herself (Chang, Sung and Cheng, 2002, p.7, seen in Van Der Stuyf, 2002, p.2). These results give confidence to the students, who are learning phonetics while talking to their peers. A student that is not motivated to communicate in English language has no chance to acquire its pronunciation.

Scaffold is a natural learning method, as caregivers and parents give the children stages to learn, summarized in tasks, which can be (Bransford, Brown, and Cocking, 2000):

1. Motivate or enlist the child's interest related to the task
2. Simplify the task to make it more manageable and achievable for a child
3. Provide some direction in order to help the child focus on achieving the goal
4. Clearly indicate differences between the child's work and the standard or desired solution
5. Reduce frustration and risk
6. Model and clearly define the expectations of the activity to be performed.

The Instructional Scaffolding can relate to other methodologies that are going to be used forwardly in this proposal, such as the Teacher's Questioning Behaviour and the Task-Based Approach.

2.2.1.2 Krashen: Comprehensible Input Hypothesis

First of all, it must be remarked that Krashen theory "Input +1" departs on the basis of the distinction between learning and acquisition (Krashen, 1982). For Krashen, the acquisition is a natural way of welcoming new knowledge and skills in our mind without being conscious of their entrance. This process has been described by Krashen himself as "a process similar, if not identical, to the way children develop ability in their first language" (Krashen, 2009 p. 10). The way left is learning, by which the learner welcomes new information by memorising its rules, grammar, syntax, morphology, and so on; "learning is knowing about language" (Krashen, 1982p. 10). The distinction that Krashen (1982) has

Nevertheless, this process is not completely polarised, albeit there are some "pure" parts: it is not possible to acquire a language in a totally natural way without

learning that some parts are necessary for the language to flow (Krashen, 1982). Furthermore, some researchers think that adults can only learn (ibid.)

The Monitor Hypothesis, based on this distinction and co-existence, postulates that the whole process of having new knowledge in a second language is due to acquisition, except for the Monitor, a part that the student must learn. This Monitor changes the utterance "after produced by the acquired system" (Krashen, 1982p. 15). This means that the Monitor makes the learner conscious of the rules of the language and cannot make him or her more conscious about it (16). This hypothesis focuses on knowing the form of the words and sentences, inferring their rules, but under the condition of having much more time than a standard conversation allows (ibid.). This hypothesis is complemented by the Hypothesis of the Natural Order, which analyses the stages in which children acquire morphemes, time aspects and markers (Brown, 1973 seen in Krashen, 1982p. 12).

The $i + 1$ or Comprehensible Input Hypothesis finds its basis on the Monitor Hypothesis, thus making more relevant the acquisition rather than learning, considered peripheral (Krashen, 2009 p. 20). This acquisition is cumulative. This means that the acquirer of a language is able to appreciate the meaning of a new message (1982. p.21). This appreciation, or "understanding", will result in a little advance in the acquisition of a foreign language. In Hatch (1978a) it is pointed out that acquiring a language means learning a structure, practising it until reaching the level of fluency (seen in Krashen, 1982).

The Comprehensible Input Hypothesis has one con, which is the speed of learning. The teacher must give an input that the pupil can learn so he or she can infer the new structure and practice over it until reaching fluency.

2.2.2 Swain & Krashen: Comprehensible Output Hypothesis

This hypothesis represents the other side of the Comprehensible Input Hypothesis. It states that a second language can be acquired through producing it failure after failure until correctness is achieved (Krashen, 1998). It can be a solution to the acquisition of fluency. Nevertheless, students are usually afraid to produce output in ESL.

Pica, Holliday, Lewis, and Morgenhaller (1989, seen in Krashen, 1998) did an experiment of negotiation between intermediate ESL learners of English and native speakers. The researchers found that very few students -327 of 1952- gave a correct answer to the native speaker. However, Nobuyoshi and Ellis (1993) claim that focusing on the output leads the students to an immediate improvement and a gradual acquisition of accuracy in speaking skills.

2.2.3 Latest Studies in Input and Output

Most of researchers do not agree with the Comprehensible Output Hypothesis despite the initial impulse this hypothesis had. However, it was a form of improving the lacks of Comprehensible Input Hypothesis (Krashen, 1998).

Although the Comprehensible Output was discarded as useful, its main contribution, the supposition that an output is necessary for an input, was maintained by the following researches. Lord & Harrington (2013) assume that language outcome is necessary in order to improve the performance of spoken abilities, although all the studies proposed by Lord and Harrington (Arteaga, 2000; Castino, 1992, 1996; Elliott, 1995, 1997; González-Bueno, 1997; Lord, 2005; Major, 1998; Moyer, 1999; Terrell, 1989) are based on studies done with proficiency students, not in basic or intermediate levels, such as Nobuyoshi and Ellis (1993) or Swain (1985).

Lord & Harrington (2013) focus on the production of the sounds /r, r, p, t, k/ by means of podcast communities and self-analysis. The target group is a group of 40 Spanish high-level students divided into experimental group of 22 people and a control group of 18. The results of this study showed that self-analysis is worthy for the students to acquire a more native-like production of sounds /r, r, p, t, k/, similar but yet different from the English ones.

2.3 The Teacher as Input and Output Manager

In order to have an input and an output given by the students by themselves, a mediator is necessary to carry out the duty of supplying a comprehensible input to the students and to evaluate the output of the pupils. The input can be regulated through teacher skills that provide an effective teaching (García Ros, 2010). These skills are:

1. Focus the effort on facilitating the comprehension among interrelated knowledge.
2. Supply guidelines to reach multiple objectives in diverse types of knowledge
3. Frequently use skills based on questioning, easing the implication of students in problem-solving tasks.
4. Ease the students to use their own terminology and previous experience in discussion and solving problems.
5. Create activities that are similar to real life interaction.
6. Provide instructions and guidelines prior to the beginning of activities.
7. Pay special attention to evaluate the student's progress through their progression of discipline learning.
8. Use collaborative learning skills in small groups in order to monitorise their progress and to support them

These teacher skills will promote a heart-warming classroom atmosphere in which the students can develop strategies, activities, learning cooperatively and be supportive among them (García Ros, 2010).

2.3.1 Teacher's Questioning Behaviour

Questions are being contemplated from a constructivist point of view for more than a Century ago, when Charles DeGarmo (DeGarmo, 1898), stated that a concept must be formed into the individual by creating significations. This assertion is part of the Saussurean Theory of the Sign and, notwithstanding the paradigm taken as a starting point, growing a concept into the students through questions as a method has been studied from the beginning of 20th Century. The highest consideration for the questioning behaviour happened in 1956 when Bloom's Taxonomy was presented (Bloom et al. 1956). The importance of the questioning behaviour grew along with the consideration of pronunciation acquisition. This one was taken into account in the direct method and audiolingualism, although it acquired a real relevance in Communicative Language Teaching and the Natural Approach, from Krashen (Krashen, 1982; Jones, 1997). Some authors have doubts of the usefulness of questioning the pupils constantly, especially in terms of acquiring skills, like pronunciation. Nevertheless, a series of authors consider questions beneficial for the students because questions motivate them as well as questions keep their attention to spoken discourse (Ellis, 1993; Shomoossi, 1997), questions are an indirect way of providing input (Koda, 1998; Nunan, 2008), questions provide adequate input based on the previous experience of the students (Krashen, 1981, 1982) and questions are able to obtain output based on an input facilitated by the teacher (Swain, 1985; Krashen, 1998).

Teacher's questioning behaviour is a methodology based on the teacher skills to make questions in order to obtain both input and output from the students. This methodology is to be done overtly in class, with the participation of all the students in tasks or debates that can be done in groups or in whole class collaboration. Using this methodology would make the students to self-analyse their pronunciation skill (Lord & Harrington, 2013).

According to Ellis (1993), these skills performed as questions can motivate the student, focus on the matter to be learnt and are supportive on metacognitive processes because students are usually evaluated through questions in tests. Although motivating, the questions made by the teacher shall not be shallow, but rather deeper. A good

question makes the student think, asserting the knowledge into their mind (Ellis, 1993; García Ros, 2010).

In a quantitative-qualitative study carried out in Teheran University, Iran, Shomoossi (1997) claims that display questions made by the teachers are the most motivating for the students as this kind of questions focus on the interaction between the teacher and the students and also focus on the output. In this sense, the results of Shomoossi (1997) agree with the thesis of Swain (1983), in the sense that an output given by the student is a factor in successful language acquisition. Therefore, good questions are to be made with these purposes:

- Motivate the students and obtain their attention.
- Give comprehensible input based on student's previous experience.
- Obtain output from student's recent experience.
- Assess student's progress.

Notwithstanding that these purposes are reasonable for the teacher to reach, a number of problems inherent to young learners have to be considered:

- Shyness

It is well-known to teachers and students of ESL that pronunciation in English has a very negative vision from the point of view of the students whether they are speaking or listening. Especially in earlier teenagers, some of them can have certain behaviours while listening to people speaking in public. Not only teenagers but adult learners of ESL have shown a negative vision of their own pronunciation, according to Zielinski (2011). In this study, more than the half (54%) of the participants valued negatively their own pronunciation. The registered causes for this negative valuation are bad experiences and the feeling that they would not be understood (Zielinski, 2011).

Other factors include social acceptance and the lack of a native-like input with respect to pronunciation (Anderson & Souza, 2011). In the case of social acceptance, the students are in the early adolescence, at the beginning of the formal thought development and formation of identity. In the process of formation of these aspects of a person, the personal development of the adolescent is a key to having in mind (Pérez

Blasco, 2010): how an early teenager feels about themselves is of great importance in order to give them a good input.

- Self-esteem

During the adolescence, somewhere among the ten and the twenty years old, the self-esteem and self-concept are the greatest challenges for a teenager's personal development (Pérez Blasco, 2010). This means that a person is weaker in these stages. Adolescents describe themselves better according to personality features and moral values rather than concrete features (2010). Their descriptions about themselves are usually paradoxical, trying to reach their ideal me, avoiding that identity they try to reject (ibid.). If the experience in pronunciation results badly, as Zielinski (2011) claimed it had happened in adults, adolescents would try to avoid learning pronunciation as they will try to dodge a bad image of themselves. This means that being exposed to a public embarrassment while trying to pronounce something in L2 will hurt the teenager self-esteem and, as well, it will be counter-productive for them while acquiring a proper output.

- Different levels of proficiency and capacity of acquisition

This section can be summed in the variables that can happen in the classroom for the students to have different levels of proficiency (previous acquisition) or capacity of acquisition (future acquisition). These factors are also inherent to the pupil. The differences between Spanish and English are huge in terms of phonetics. This differences affect the student depending on their language awareness, as it was mentioned in Van Lier (1994), Koda (1998), Nunan (2008) and Barrera Benítez (2009): some students may be aware of some differences and some can be aware of others, it is a difference of idiosyncrasy and the relationship between someone's personality and the input (Laine, 1988).

However, the difference of acquisition among students can belong to a handicap inherent to a particular student. These are called special education needs, issues that make a learner have a non-standard development (Ferrer, Cerdán & Gil, 2010). The impairments that can be contemplated are motor and sensorial, like blindness or deafness; development impairments are related to mental issues related to lower

intelligence quotient (IQ tests), to pervasive developmental disorders -such as Asperger or Down Syndromes,- or attention deficit disorder. Finally, students can have reading or writing impairments, that can affect to their learning process (Ferrer, Cerdán & Gil, 2010). All of the aforementioned impairments must be treated individually and carefully (Ferrer, Cerdán & Gil, 2010).

To sum up this troubleshooting section based on previous literature, a proposal to introduce phonetics strongly in the classroom should have into account the lacks of other methods as well as the necessities of a real classroom.

2.3.2 Task-Based Approach

According to Frost (2007), most ESL teachers are trained in the method of PPP - Present, Practice and Produce, - in which the teacher presents a theoretical instance through a pre-built situation, then the students practice it until they are able to produce a facsimile representation of the practice by themselves. The practice they do consists in filling gaps and repeating real life-like situations until the concept is assimilated. This practice supposed a number of successes but also a handful of failures.

The failures of PPP approach are the unnaturalness of the language produced lately, the lack of motivation that supposes the repetition of the structures and the students not using that structure at the end. In addition to these failures, the students are not able to receive a completely natural input, as the classroom is limited (Krashen, 1982) as well as they cannot assimilate all the skills together because the tasks are focused on one skill or two at the same time (Nunan, 2004).

However, there is an alternative that can supply the aforementioned failures, and that is Task-Based Approach (Frost, 2007). This approach does not require of a pre-built situation, nor an activity designed to develop a specific grammar construction (2007), but instead, the Task-Based Approach focuses on the completion of a final activity.

Task-Based Approach emerged around 1990 from Communicative Approach, a methodology that was evolving since the decade of 1970 (Estaire, 2004). Task-Based Approach focuses on tasks. Tasks are linguistic units that the speakers use in their daily lives, units that need a certain language to be spoken (Long, 1985 seen in Estaire, 2004).

These tasks globe making plans for the weekend, discuss about news, leaving a note before going out home, and a large etcetera (Estaire, 2004). The objective of these tasks is to acquire those units without having a consciousness of being acquiring them (Nunan, 2004; Frost, 2007).

The acquisition of ESL can be focused on communication tasks or either linguistic support tasks. The first ones involve the whole class, focus on reproducing the processes of communication and have a communicative aim. Meanwhile, linguistic support tasks have a concise learning aim -proposed by the teacher, - a working procedure meant to ease the acquisition and the final product is a concrete piece of work that is premeditated (Estaire, 2004).

In spite of being communicative or linguistic supportive, the tasks in Task-Based Approach follow this order within a session, according to Frost (2007) and the British Council:

1. Pre-task:
 - a. The teacher gives the first instructions of the topic and guides the students while recalling what they do know about it.
2. Task:
 - . The students complete an activity in couples or larger groups. The teacher motivates the students as they complete the task.
3. Planning:
 - . The students prepare a short report, either oral or written. It consists on an analysis of the task.
4. Report:
 - . The students read the report to the rest of the class and receive a feedback from their partners and teacher. The teacher might put on a record so the students can compare their mates with the recording.
5. Analysis:
 - . The major parts of the discourse are highlighted by the teacher for the students to know. The questions are open.
6. Practice:
 - . The teacher selects the areas in which the pupils need to reinforce their knowledge, based on the analysis of the Task and Report phases.

Task-Based Approach applied to ESL is able to bring comprehensible input in phonetics by recalling sounds and phonetic related knowledge that the pupil knows in Pre-Task activities and giving input in the task activity (Krashen, 1981, 1982). TBA also makes the student aware of their own use of language while developing Planning and Report tasks (Nunan, 2004). TBA has a growing difficulty in the tasks at socio-cognitive level because it begins recalling knowledge, then analysing it and, eventually, resulting in an original product done by the students (Nunan, 2004).

The benefits of the usage of Taks-Based Approach in the ESL classroom goes from a more natural learning to motivating and enjoyable sessions that could not be carried out with the classic PPP approach (Frost, 2007). In relation to phonetics, TBA fosters self-analysis as the students that have

2.4 Reflection on the theoretical background

The main objectives that these methodologies have in common are to motivate the students, to foster their independence, to understand the contents and to be flexible with each student's performance.

All of these methodologies and approaches are going to be commented in the subsequent sections of the proposal, however, it is necessary to remark that they are essential for the proposal to be carried out and that they are compatible among themselves in a constructivist paradigm.

2.5 Normative Framework

Once the theoretical framework has been developed, it is necessary to fit it within the current legislation. LOMCE law (BOE 295/2013) establishes the current legislation according to the guidelines established by the Education and Training Programme 2020 (European Commission, 2013).

The Education and Training Programme 2020 contemplates aiding EU member countries in developing education programmes according to European Union's reference framework (European Parliament, 2006/962), called CEFRL attaining languages only (Council of Europe, 2001).

However, not only languages are dealt with but also cross-curricular subjects to education (European Parliament, 2006/962). Cross-curricular subjects are contemplated as eight Key Competences for Lifelong Learning (ibid.). Key competences are a set of skills and attitudes that an individual must acquire during the compulsory education and carry out for the rest of their lives (ibid.).

2.5.1 Key Competences for Lifelong Learning

Such competences are eight and are all framed and form part of Recommendation 962, published in 2006 (European Parliament, 2006/962). It is a text intended for the education and training providers to ensure that young and adult learners are “equipped” for real life, own a perspective of the world they live in, are able to learn from their experience while learning as adults. Finally, education based in Key Competences must be coherent with adult education after compulsory education.

Key Competences are proactive and are implemented in EU member states as they develop education and training programmes and include Key Competences in them.

In the following frame the Key Competences are represented along with the methodologies that the present proposal is carrying on. Teacher’s Questioning Behaviour and Bloom’s Taxonomy are represented in the same frame as they attend to the form in which questions are presented to the pupils:

	Communication in foreign language	Learning to learn	Social and civic competences
Teacher’s Questioning Behaviour	The compulsory and vehicular language in class is ESL	The questions are real life-like interaction, so the students can learn to answer them in the classroom as good as in an anglophone country.	The students have to be polite and to learn the customary courtesies in order to communicate in ESL with the people in their environment like in real life.
Task-Based Approach	The compulsory and vehicular language in class is	Tasks are based on learning phonetics, so the students can learn	The students have to learn to collaborate with their partners, organise

	ESL	phonetics by themselves lately	roles and discover the edges of their freedom while developing the class work.
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2.5.2 Common European Framework of Reference for Languages

The CEFRL (known by its initials) is a framework of reference for the establishment of curricula along the European Union members in the matter of second and foreign language teaching (Council of Europe, 2001). It was elaborated by the Council of Europe and several institutions that aided with their observations to balance what students do and don't know at different stages of learning. For this purpose, it has a scale based on the proficiency of the students -A1, A2; B1, B2; C1, C2. (Council of Europe). The A levels represent the lowest levels, while the C levels represent the mastery of a foreign language, even in diatopic varieties and sociolects (ibid.).

In the terms that correspond to phonetics, CEFR does not address to any knowledge related to phonemes, but refers specifically to the fluency that the student must acquire. Nevertheless, among the Linguistic Competences that the user/learner must acquire, there is a phonological competence, which does not coincide with the phonetic knowledge: it refers to the acquisition of Standard British English rhythm and intonation. The proposal that is portrayed in the present work covers the lowest levels of proficiency A1 (breakthrough) and A2 (waystage) (European Council, 2001).

2.5.3 National and Regional Legislation

BOCYL 117 of 2014 establishes the curriculum in Castilla y León, according to Orden EDU 519/2013, that defines the competences of each Region in terms of educative competences. BOCYL 117/2014 defines ESL as a compulsory subject in all the region. It is divided into four *bloques*. The first one focuses on understanding oral texts, the second one focuses on producing oral texts, the third one focuses on understanding written texts and the fourth one focuses on understanding written texts.

The present proposal will focus on oral texts as “phonetics as a product of teaching”. This means that the only learning standards to be tackled here correspond to oral input and oral output as suggested in Krashen (1982) and Swain (1985). These are the assessment of phonetics and pronunciation according to regional legislation:

Bloque 1. Understanding Oral Texts		
Contents	Evaluation criteria	Learning Standards
<p>Intonational, Rhythmic, accentual and sound patterns:</p> <ul style="list-style-type: none"> Approach the student to the rhythm and sound of the language through tongue-twisters, endless strings, songs, riddles, and cartoons. 	<p>2. To identify the general meaning of a sentence and a limited repertoire of vocabulary and idioms in brief oral texts, with prevalence of simple structures and lexicon employed in everyday life, articulated clearly and transmitted by voice or technology, related with the students' experiences, needs and concerns in very predictable quotidian contexts with visual support, possibility of repetition and contextual reference.</p> <p>4. To value the foreign language as an instrument of communication with people.</p> <p>7. To discriminate intonational, rhythmic, accentual and sound patterns and to recognize the meanings and communicative intentions related to that patterns.</p>	<p>They understand the essential part of instructions and basic messages emitted by the teacher related to the activity in the classroom.</p> <p>They understand essential information in brief conversations in which they participate, dealing with familiar topics like, for instance, oneself, the family, the classroom, their pets...</p> <p>They understand basic formulae of social interaction (greetings, meetings)</p>

Bloque 2. Production of oral texts: expression and interaction		
Contents	Evaluation Criteria	Learning Standards
<p>Strategies of production:</p> <p><i>Planification</i></p> <ul style="list-style-type: none"> Understanding the message with clarity <p><i>Implementation</i></p> <ul style="list-style-type: none"> Expression of the message with clarity Support in previous knowledge Compensation for linguistic lacks by paratextual or paralinguistic procedures. <p>Intonational, Rhythmic, accentual and sound patterns:</p> <ul style="list-style-type: none"> Approach the student to the rhythm and sound of the language through tongue- 	<p>1. To know and to apply the strategies to produce monological or dialogical oral texts that are both brief and simple, using pre-built language or memorised expressions, or supporting with gestures what it is intended to mean.</p> <p>3. To value the foreign language as an instrument of communication with people.</p> <p>7. To imitate a limited repertoire of rhythmic, accentual and sound patterns.</p>	<p>They imitate and repeat the teacher's expressions and some audio from the classroom, such as instructions, songs, rhymes, etc.</p> <p>They respect the rules that govern the oral interaction,</p> <p>They participate in simple and brief conversations face to face in which there is social contact (greeting, farewell, meeting and basic likes)</p>

<p>twisters, endless strings, songs, riddles, and cartoons.</p> <ul style="list-style-type: none">• Imitation of some phonetic aspects of rhythm, accent and intonation for the production of oral texts.		
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3. Proposal: Teaching Phonetics Through Motivating Questions

The proposal that this paper defends is based on the premise that Cámara Arenas (2010) and Barrera Benítez (2009) suggest, that English phonetics and pronunciation are underdeveloped in the ESL class in comparison with other areas of linguistics, such as morphology and syntax. There is a great potential into teaching phonetics as part of the curriculum, although there are some troubles to be solved. The first step into solving these troubles is to design a practical approach.

The first section of this paper will describe a proposal of intervention, in which Teacher's Questioning Behaviour and Task-Based Approach will coalesce into a proposal that takes into account the input, the output and the motivation given to the students. Such proposal will be developed into the Spanish curricula of Secondary Education.

The notion of proposal is a lesson plan designed according to the units that annual programmes bear, which are four lessons per week -five if the programme is ESL bilingual. The tasks to be done while the lessons are developed will follow a specific topic and will be evaluated as the lesson goes on (Estaire, 2004, Nunan, 2004).

Bloom's Taxonomy was originally developed to increase the communication between the educator and their pupils but with no specific purpose. Teacher's Questioning Behaviour and Task-Based Approach are methods for acquiring language through practising it, but they do not focus on pronunciation: these approaches stick to oral skills that include oral skills in general terms, but not pronunciation as acquiring fluency or accuracy. However, the Spanish curriculum suggests the phonemes that must be studied and differentiated, and the discourse fluency that must be acquired by the pupil. Bearing all these elements in mind, it is impossible to acquire the concrete objectives of knowing phonetics and having a correct pronunciation. These are things to take into account into the proposal.

The time in the classroom is another factor to take into account. Currently, most of the Secondary Education Centres have fifty minutes lessons organised into a six hour plan carried out in the morning (BOE 295/2013). According to Krashen (1982), the

acquisition of a second language has to be continuous and free of obligation. This means that all the time that the students are not in the ESL classroom they are not developing their pronunciation. This supposes a problem for the acquisition of a second language because input is not sufficient and that will cause a lack of evaluable output (Swain, 1985). As output is feared by most of ESL students (Zielinski, 2011), the students are not able to give feedback to each other, causing a lack of language awareness because the pupils cannot acquire the sense that those structures they learn are useful for language (Koda, 1998; Nunan, 1998). Therefore, the time in which the lessons develop daily and weekly supposes a concatenation of mistakes in ESL teaching due to insufficient input, output, a weak awareness of language and a huge lack of motivation for the students to learn English.

Furthermore, the classroom space is a limitation for the input. The classrooms that most of the Secondary Education Centres have are limited to twenty-five to thirty students per class. The main tools for education are chairs and desks in which the students must sit for six hours every morning. Some new computers have been introduced into the classrooms so that there is a new window for the real world to come into the class; however, ICTs are only an audiovisual extension of the classic radio cassettes that teachers used to bring to class in order to make listening exercises. According to Krashen (1982; 1998), input that the students receive into a closed classroom results insufficient due to the lack of information from the real language, which is outside.

Finally, recalling the section “Phonetics” of this paper, it was an analysis done of three ESL manuals from three prestigious publications (Burlington, Cambridge and Oxford), that concluded that the input given in pronunciation and phonetics per unit is insufficient in terms of the time dedicated to discourse, reading aloud, and other oral skills; albeit, oral skills have yet less space in the methodology in comparison with grammar.

3.1 Objectives

The present proposal must, therefore, solve the problems aforementioned. In a brief summary, these are:

1. The current system does not allow time and space for sufficient input.
2. The current system does not allow time and space for sufficient output.
3. The current methodologies do not consider teaching phonetics as a tool for self-teaching.
4. The current methodologies do not consider acquiring spoken expression in terms of fluency or accuracy
5. The current methodologies and system do not motivate the student to improve their pronunciation.

Hence, the first objectives of this proposal are:

1. Provide sufficient input to the students.
2. Surpass time and space barriers that the Secondary education curricula imposes to the teachers.
3. Motivate the students,
4. Teach phonetics significantly.
5. Ease the acquisition of pronunciation.

3.1.1. Provide sufficient input to the students

The essence of this objective is to ease the comprehension of the student establishing networks of structured and interrelated knowledge around essential ideas. It is necessary to enhance the importance and usefulness of the concepts of the lesson, as well as to apply them to real life situations beyond the classroom (2010).

The attitude of the teacher is the most important tool, as a questioning behaviour and tasks that are meaningful provide input based on the experience of the students. Scaffolding this knowledge is the first step to have motivation (Walqui, 2006), not only to work inside the classroom, but outside it as well.

Making reference to sufficient input refers also to the feedback that the students get from their peers. Working in small groups, pairs and as a whole class in order to achieve an objective makes the class pay enough attention to the expressions of their classmates. A student involved in the classroom activity receives input and produces output, which becomes new input for the other students. Refurbishing information is a glaring manifestation of knowledge, which is already known for advanced students as it is for the less advanced ones. Thus, the knowledge adjusts itself within the classroom because the group tasks refine the knowledge of the advanced students and supposes new input for those who are less advanced.

3.1.2. Surpass time and space barriers that Secondary education curriculum imposes to the teachers

As Krashen (Krashen, 1982) claimed, the acquisition of language cannot be natural if there is not an input that comes from the real world. That “natural input” refers to the native speakers -native speakers of English in the case of ESL. Many Secondary Education centres along Castilla y León provide their classes with native speakers that come under contract from anglophone countries. This is the case of IES Julián Marías, Valladolid, that hires a native lector for the ESL classes. The input, however, is still insufficient, although the “quality” of that input increases in terms of acquiring pronunciation. According to Barrera Benítez (2009), it is important for the students to imitate the expressions in English in order to acquire a better pronunciation.

The present paper proposes to take the students out of the classes to keep on acquiring English. There are already proposals for school trips to anglophone countries and exchanges. Notwithstanding these efforts by the Secondary centres, there is still an insufficiency in terms of everyday use of the foreign language. Hence, it is not a question of quality, but quantity. Extending the time the students work on ESL from the classroom to their homes is a solution.

However, everyone who has studied English in the teenagehood remembers neverending series of grammar exercises. As Frost (2007) claims, this reminiscence of PPP method results counter-productive because it is not natural or motivating for the students.

3.1.3. Is homework really necessary?

Requiring homework for the next day is a controversial issue in Spain. Marina (2015) argues that there are two positions, attending to his experience in the *Universidad de los Padres*: the first one is teenagers are exhausted after six hours of class and the extracurricular activities that they take part into. The parents are also concerned about the family harmony and the stress that students suffer due to homework. The second position in the debate is that teenagers are idle in the evenings because of the laxitude that their parents concern about homework and the stress of academic life. Among these two positions in the debate, Marina (2015) has pros and cons to homework:

- Pros: doing homework favours the children development, reinforces the classroom input, promotes autonomy and working habits, and, finally homework is adequate to reinforce those lessons based in mechanical acquisition, an idea that Garcia Ros (2010), shares with Marina (2015).
- Cons: doing homework produces anxiety, has a negative impact in familiar relationships, it promotes inequality as some families lack the resources needed for some kind of tasks (access to the Internet, reading magazines, or having school trips), and eventually the teaching staff does not calculate the global set of homework of all the subjects that the students bring home.

Marina (2015) concludes saying that homework should be just a reinforcement activity. However, this concept of homework contrasts with Krashen's Natural Order Hypothesis that dictates the input must be natural and continuous (Krashen, 1982).

The aspects of this proposal for homework must confront these two factors: 1) homework stresses the students and 2) it is overwhelming in terms of time and economy. Therefore, the tasks to do at home must be both motivating and economical.

3.1.4. Motivate the students

Motivate the students may be the hardest problem to solve in this proposal. As it is told, neither traditional ESL lessons nor homework are motivational. For this proposal it is necessary to gain the attention of the students in a positive manner as well as keeping them interested in a matter that is connected with their knowledge and experience.

The world outside the classroom is a frame which embodies a lot of experiences from which the students can learn by themselves. The key for that is keeping an amusing format for the task to do, and an interest on developing it. For this purpose, Barrera Benítez (2009) suggests mural paintings, drills, decrypting phonemes and memorising them in order to do interesting activities within the classroom. There are other ones that can be accessible from the students homes, such as finding the rhymes of the songs -as there is always a song or artist that is on vogue, - and watching film trailers or selected scenes. These proposals are adaptable to all levels although some of them find more difficulty than others (2009). The main goal of these activities is to use the language, because using a language is the way to acquire it (ibid.).

Instructional keys and the behaviour of the teacher is an actual key to motivation. To encourage the student directly is as effective as to encourage them by sending them homework that they welcome. An amiable teacher that is able to remain nonchalant in front of their students, make them questions and send tasks can be both an example of conduct and an interesting person. For this reason, the most important attitudes to have in front of the pupils are good temper, humour, flexibility, and, above all of them, patience.

3.1.5. Teach phonetics significantly

One of the two contents to be taught in this proposal is phonetics. Learning phonetics is, according to Cámara Arenas (2010), inherent to learn orthography in English because “writing follows a self-governing system, which manages its own principles and whose functions overpass the mere representation of phonic substance” (Cámara Arenas, 2010, p. 17). Thus, the graphic representation of a letter does not

represent the sound itself, but it is a representation with an informative function that is not exclusively phonic.

Once the difference between the graphic and the phonic systems have been stated, it is necessary to mention the troubles that exist while teaching phonetics:

1. The graphemes do not coincide with the phonemes, as it was told before.
2. There are diatopic varieties of English that can confuse the students as those variations infer in the phonetic representation.
3. How phonetics should be taught: from the point of view of accent marking, or from the point of view of graphic-phonemic transcription?

The solution to the graphic-phonemic dichotomy problem is a theoretical explanation. At first sight, introducing such an abstract idea to early learners of ESL in ESO can be a mistake because it can lead to anxiety, estrangement from the lesson or indifference (Corral Ruso, 1999; Sharpe, 2014). However, thanks to motivating and real life-like methodologies like Task-Based Approach (Nunan, 1998), studying phonetics can become an adventure.

In the case of diatopic varieties, there are two main varieties that are taught in the academic area: American English and British English (Cámara Arenas, 2010). Cámara Arenas (2010, p. 35) considers that focusing on a standard variety in order to give a general point of view of the phonetic panorama. Nevertheless, focusing solely on a variety would be “imprudent” (ibid.). In a world that is daily more and more globalised it is essential to tend to the uniformity in the same way the global communication advances.

The last trouble while teaching phonetics is how to tackle it. Notice the following fragment from Cámara Arenas (2010) intended for University students:

The phonemes have two main forms: one which is ‘weak’ and the other one, ‘strong’. Furthermore, there are deviations to the general rules that derive into other phonemes. For instance, the weak version of <a> letter is /æ/, like in <man>, while its stronger version is /eɪ/, like in <mane>, while if the letter <a> is stressed on the last syllable, it will sound an /ɑ:/ like in <warm>. Thus, the strength and variation of a phoneme represented by a grapheme depends on the position of the last one within the word (Cámara Arenas, 2010, *translated from Spanish*).

According to the last paragraph, phonetics can be taught focusing on the accentuation marks of the graphemes, or focusing on the pronunciation of sole phonemes. However, for this proposal only the pronunciation of phonemes is going to be taken into account for two reasons. The first reason is the goal of an accurate pronunciation: the phonemes are going to be taught one by one and significantly. The second one is the desire, more than an objective, for a better knowledge of orthography. This second reason obeys to the advantage that graphic-phonemic transcription offers over a more abstract idea that the accentuation marks suppose.

In order to learn the phonemes significantly, the students will be guided along the five vowels, as they are the columns which support pronunciation and they are substantially different to Spanish vowels. For sequencing the sessions, the vowels are going to be represented firstly by their graphic form; subsequently, the phonemes that can be pronounced with each grapheme are going to be taught thanks to the Teacher's Questioning Behaviour. Both methodologies together will foster oral skills because they employ language as the vehicle of learning. Finally, the Task-Based Approach will fix the input and the 'mechanisation' of the knowledge that has been previously given. Eventually, as the sessions go on, the student will grow language awareness over the topic and will be able to infer the rules by themselves.

3.1.6. Ease the acquisition of pronunciation

This objective is the summary of the previous objectives and the achievement of accuracy and fluency. Furthermore, as the vehicular language used in class is English, the awareness of phonetics and other areas of language -such as grammar, - will grow without the necessity of recreating an scenario. The lack of necessity of recreating a scenario is due to having casual conversations with the students. The thread that links the conversations with the curricula depends basically on the ability of the teacher to string together the experiences of their students with the objective of the lesson.

As the English has such a terrifying pronunciation for the youngest students of ESO, the use of ICTs is highly recommendable. For instance, the internet linguist Gretchen McCulloch (McCulloch, 2014) writes in her Tumblr blog about the schwa as "the laziest sound ever". There are schwa jokes around the Tumblr sphere like this one by the user "realest-linguistic-studying" (2016):

“The schwa is the sound you make when someone punches you in the stomach. Like [ə]. [ə]. There’s no time for [i], [o], [u]. Maybe [a], but that’d imply that you’re enjoying it. -My phonetics teacher, a phonetician with a Ph.D”

3.2. Modulating session’s intensity: Eustress

As it was told before in this paper, one of the biggest problems that this proposal brings up is the stress and anxiety that classwork and homework causes to the students (Marina, 2015), and those mistakes that make them feel bad (Zielinski, 2011). Apart from the academic advances, Laine (1988) claims that the effort of learning a second language is costly in terms of emotional fatigue -mistakes, sensation of displacement or time-wasting...

The students are, furthermore, exposed to other realities outside the classroom and their morale is fragile (Pérez Blanco, 2010; Sharpe, 2014). In contrast to this fact, and that the vision of learning is stressful, learning should feel good (Sharpe, 2014). Even more, learning takes out the students outside their comfort zones, so it becomes even more stressful. However, the dismissal of a comfort zone should be something that encourages the student and leads them to be better (2014).

The feeling of fatigue that is addressed in this paper is called ‘distress’ according to Selye (1976, seen in Sharpe, 2014, p. 3) and it is described as “‘bad’ or excessive anxiety” (ibid.). On the other hand, there exists a kind of stress that is positive, which is called ‘eustress’ and it is described by Selye (1976) as positive, but still productive in terms of emotion. The advantages of eustress are remarked by Sharpe (2014):

“This latter tension is productive, and can spark creativity, hope, and new solutions to problems; just the kind of skills twenty-first century students need to thrive. It is possible to see this spectrum as also existing in the states of cognitive dissonance; there is a point at which dissonance becomes counterproductive to learning.”

Following these lines, there are a series of factors that cause stress in the educative environment, like, for instance, fear to the unknown, panic for embarrassment or just shyness. The symptoms of the factors that cause stress must be avoided, as they

are completely counter-productive: these are irritability, inability to concentrate, poor judgement, constant worrying, moodiness, panic, anxiety, acting out, nervous habits, uncharacteristically non-verbal behaviour, and the withdrawal from others and activity (Sharpe, 2014, p. 5).

In spite of the negative influence of new experiences, or the fear to the unknown, the human being is curious by nature. The only element that needs to be withdrawn is the feeling of unsafety. Sharpe (2014, p.6) claims that “the teacher [should] facilitate the creation of eustress in children”. By creating eustress, the students will foster their creativity, learn by copying and their social abilities (2014). The main goal of eustress, in any case, is to create a goal that is both desirable and accessible so that young learners wish to keep on going. The main signs of eustress are (Sharpe 2014, p. 6):

1. Intellectual engagement
2. Curiosity and questioning
3. Self-regulation
4. Enjoyment
5. Attentiveness
6. Healthy collaboration with peers
7. Consistent moods
8. Openness to feedback
9. Caring for others
10. Receptivity to alternate viewpoints

3.2.1. Combining eustress with methodology

As it was referred before, the lack of time in the classroom, is one of the main troubles that affect the input and the development of the lessons. For this reason, Teacher’s Questioning Behaviour and Task-Based Approach are not able to be applied to the classroom separately. The proposal is to mix eustress, or positive dissonance, with these three methodologies. The reasons are these:

1. If the growing cognitive effort of Bloom’s Taxonomy is that elevated that it produces distress, the teacher can change the mood and relax the ambience of the classroom, tell a joke, ask politely another person to respond the question or task; or simply, begin another activity.

2. The Teacher's Questioning Behaviour can settle behaviours in less attentive students as it is possible to raise challenges for their intelligence and their aptitudes. Shooting questions is a good activity to the first level cognitive scale in Bloom's Taxonomy, so it is good to do it. Another good activity that requires questions is to make the students make questions and to take the role of the teacher.
3. Tasks can be sent with the input already given. Furthermore, tasks can be postponed if there is enough output and output feedback among the students and the class ambience is optimal. However, if the students are very motivated with the tasks they are carrying out, they can be going on with them.

In a summary, a positive dissonance approach permits varying the questions with the tasks if it is necessary, adapting to the rhythm and the comprehension of phonetic input that the students can withstand. However, the variation of the questioning helps to regulate the 'stress barometer' (Sharpe, 2014). In order to increase the difficulty -in other words, the eustress, - it is considerable to ask harder questions with less time to answer, or to program harder tasks with less time to finish them in order to give a little enticement. Nevertheless, students should never be driven to failure because the teacher's questions are too hard to answer. The aim of introducing eustress in the classroom is the same of running 10 kilometres: make a great effort, but be proud of it.

3.2.2. Final product

The final product of the proposal should be formative and summative. Working in groups thanks to the Task-Based Approach should, however, lead to a final product that would be evaluable too. The reason to evaluate both is the necessity of evaluating day-after-day effort inside and outside the classroom and the perseverance to track an objective and achieving it thanks to a determined means (Estaire, 2004; Nunan, 2008).

As the final product assessed requires oral skills mainly, a research group is a great opportunity for the students to improve their skills. Researching on a song or artist that is on vogue, knowing their lyrics and rhymes as Barrera Benítez (2009) suggested

is an excellent idea to keep the students focused on their interests. For instance, in 2016 Justin Bieber hit the pop music panorama with his song *Sorry*. Recently, I finished my practice period in IES Julián Marías, Valladolid, and the students were obsessed with that song; however, I suggested for my didactic unit to research about the artists that appear in Don Mclean' song *American Pie* and I began to hear them talking about Janis Joplin and the Rolling Stones in the corridors. Furthermore, in their presentations, they showed concrete aspects of what they did like about the artists they were assigned, like having motorbikes in concerts or the hairstyle of Jimi Hendrix (who is not mentioned in the song).

3.3. Some examples of activities in this proposal

Activity 1 - The Phonologo

Type of activity - warm-up

Classroom management - whole class participation

Time lapse - 20 minutes

Objective - raise the awareness of the students about the difference that exists between the written form of words and their pronunciation.

Description of the activity - the students will be shown a series of logos from famous companies such as Apple or Facebook in which their letters have been changed for their grosso modo pronunciation. Then, the students are going to be asked these questions:

- What are these logos?
- Why do they look that unfamiliar? Why do they look more familiar?
- Do you pronounce them this way? Why?

This way, the students are aware that they are going to study phonetics in class, although they do not know about them. Furthermore, the teacher is able to see their weaknesses if they do not understand the topic and create a debate about it, mildly, so nobody feels rejected, but empowered.

At the end of the activity, the teacher tells that there will be a special announcement at the end of the class, so the students must pay special attention before they go.

Activity 2 - the phoneme market

Type of activity - developing input

Classroom management - whole class participation

Time lapse - 20 minutes

Objective - organise the class in five groups and raise the awareness of phonetics.

Description of the activity - The teacher explains that each vowel has several sounds and asks the students to give the sound, according to their opinion, that some words would have in some words, for instance “banana”, “plate”, “Darth Vader”, “wall”. Those words should carry cultural references or jokes inside; for instance, the word “banana” is funny to pronounce because it has three <a> letters and they do not sound the same. “Darth Vader” has a monophthong and a diphthong, both in the <a> letters. After giving a free explanation of the vowels, the students have to choose a vowel in order to make groups; if there are students that refuse to give up the letter they want, they must play a Chained Words contest in order to gain the position. If the game does not begin among any student and the groups form in an equilibrated way, the teacher has the right to face two adversaries from two different groups. The adversaries that losses does not belong to the group and the other groups have to play chained words in order to gain a member more.

Chained Words is a simple game in which one player says a word and their adversary has to say a word that begins with the last syllable that their partner said. As the level of the class is low, the Chained Words games will not last too much, although the words written on the blackboard during the explanation are expected to not be erased.

Activity 3 - The Letter A

Type of activity - developing input

Classroom management - group task

Time lapse - 10 minutes

Objectives - raise students' phonetic awareness to weak and strong forms of phonemes, introduce the main phonemes of the letter <a>, which are /æ/ and /eɪ/, respectively; and make them infer the rules of pronunciation.

Description of the activity - The teacher asks these questions:

- Why “banana” and “Vader” are not pronounced the same?
- Do you know similar cases?
- How do you pronounce these words? (main, strange, grange, cat, rat, bat, map)
- What do they have in common?

The questions, this time, have less time to be answered. If a student does not have time to answer, the teacher chooses a student that offers themselves as a volunteer or chooses them. The teacher shows both phonemes in the blackboard. Then, in the groups that are already made, the students must discuss more words that are pronounced with both phonemes. The group that gathers more phonemes earns a prize.

Finally, the teacher announces that there will be a hip-hop band contest at the end of the week, so everybody must pay attention to the vowels that are going to be learnt, as they are the key to rhyme songs.

Homework - listen to the song *Thrift Shop* from Macklemore and find the /æ/ phonemes in the song.

Activity 4 -pop some tags

Type of activity - warm-up

Classroom management - group task

Time lapse - 10 minutes

Objectives - correct mistakes and false impressions of the vowels

Description of the activity - Students discuss the words in their groups. Afterwards, they put in common together by passing a ball: the first person of the group that receives the

ball has to say aloud one of the words that their group has identified. Then, they pass the ball to another student. If they fail to catch the ball, they have to say a word that rhymes with the last one. However, there is no penalty if they have mistaken the phoneme corresponding to the letter <a>; rather, the teacher guides their students.

Activity 4 – tap-tap rap scrap

Type of activity – developing input

Classroom management – whole classroom participation

Time lapse – 10 minutes

Objectives – acquire some fluency in the use of /æ/ sound.

Description of the activity – the teacher writes on the blackboard three tongue-twisters:

1. Mary Mac's mother's making Mary Mac marry me.
My mother's making me marry Mary Mac.
Will I always be so Merry when Mary's taking care of me?
Will I always be so merry when I marry Mary Mac?
2. How can a clam cram in a clean cream can?
3. Can you can a can as a canner can can a can?

Then, he or she states: “a good rapper knows how to rap this real fast”, then proceeds to read the tongue-twisters with the aid of some students. After the reading, the teacher proceeds to pass a small ball. The student that catches the ball must read the tongue-twister that the teacher points to in less than five seconds. Afterwards, that pupil passes the ball to the quietest mate, who will do the same until all the class participates in the game.

Activity 5 – The God of Rap

Type of activity – developing input

Classroom management – group participation

Time lapse – 20 minutes

Objectives – detecting the phonemes that have been learnt

Description of the activity – the teacher plays the first three verses of the song *God of Rap* by Eminem three times. The team that copies more rhymes with the <a> word wins and become “hip-hop apprentices” that must help their classmates with the ongoing activities.

The activities that follow these ones are developed in the same way, with visual and acoustic aids, thanks to ICTs or the laptop that the teacher brings to the classroom.

The teacher might have a complete annual programme, however, it is difficult to keep on the track to this proposal as the students have different necessities, as it was commented in section 2.4.1. These activities must not be a full obligation to the students, as if they completely refuse to take them, it would cause irritation and other distress symptoms that must be avoided.

4. Conclusions

This proposal is both a critique to the current educative system, as well as a proposal that can solve one of the problems that are found, which is teaching phonetics. However, there are more problems that need to be solved in further research. The first of this problem is the lack of literature on the topic: although there are manuals, proposals and conferences around the topic, they are not spread enough or sufficiently public so the research can go on.

The second problem is that the education system is both restrictive and too general. The contents of oral skills *Bloque 1* and *Bloque 2* on BOCYL 117/2014 are limited to the development of oral skills in terms of rhythm, intonation and accent, something that can be understood as developing contents that help the acquisition of intonation, but do not foster phonetics as a discipline. To top up, the terms “rhythm”, “intonation” and “accent” are very general because they do not concrete the skills that students must acquire at each stage, unlike grammar. In the written and reading skills sections of BOCYL 117/2014 it is specified that, for instance, in 1st of ESO the students must study the past simple and past simple continuous and certain areas of lexicon.

However, there are lines for this proposal that can be followed. For example, one line that can be investigated is the application of this methodology to Attention Deficit Disorder, adding supplementary questions for the students that suffer it. It can be useful for teachers that suffer Burnout Syndrome as they can adjust the stress levels so they can experience a relief while teaching, changing the moodiness of the class, adding relaxing activities, or detaching from the classroom leaving the students working in groups. Another line that I suggest is to make exchanges with Anglophone countries applying this methodology so the input received has less barriers of time and space.

In this paper I have proposed an approach to improve and Foster the teaching of phonetics in the first courses of Spanish Secondary Education. The goal of the proposal is to introduce the teaching of phonetics as a tool that eases the acquisition of pronunciation and that makes the student more independent while studying English. In order to reach this objective, a new approach has been proposed by joining Teacher’s

Questioning Behaviour and Task-Based Approach to the Stress Barometer. The result has been a methodology that wants to catch the students' attention towards phonetics and solve the problems that it supposes in the current Spanish education system.

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