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An Overview of the Teaching of Pronunciation to Spanish Students in Secondary Education

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ABSTRACT

Pronunciation is an area of language teaching which has undergone a major development thanks to the empirical studies, leading to the great progress in the current teaching panorama. Thanks to the CEFR and the Companion Volume, clear guidelines were established, giving more important to this area. Pronunciation teaching was based on communication, with the term 'intelligibility', which refers to make ourselves understood when communicating. This dissertation aims to focus in Spanish speakers in two aspects. Firstly, compiling the main difficulties that should be considered due to the difference in the phonemic systems between both languages. Secondly, on a review of the BOECYL, the document which guides teaching in Castilla y León, whose guidelines in pronunciation are neither clear nor descriptive enough. Therefore, there will be a proposal on those aspects that could be enhanced, so that pronunciation curricula is more specific and based on communication.

Keywords: pronunciation teaching, CV, intelligibility, BOECYL, Spanish speakers

RESUMEN

La pronunciación es un área de la enseñanza de la lengua que ha experimentado un gran desarrollo gracias a los estudios empíricos, provocando un gran progreso en el panorama de la enseñanza. Gracias al CEFR y al Companion Volume, se establecieron directrices claras, dando más importacia a este area. Se basó la enseñanza de la pronunciatión en la comunication, con el término 'inteligibilidad', que se refiere a hacerse entender cuando se está comunicando algo. Este TFG tiene como objetivo enfocarse en los hablantes de español en dos aspectos. Primero, recopilar las dificultades principales que deben considerarse dada la diferencia en los sistemas ponemicos entre ambos idiomas. Segundo, una evaluación del BOECYL, el documento que guía la enseñanza en Castilla y León, cuyas pautas no son lo suficientemente claras ni descriptivas. Por ello, se incluirá una propuesta de los aspectos que pueden mejorarse, para que el curriculo de la pronunciación sea más especifico y basado en la comunicación.

Palabras clave: enseñanza de la pronunciación, CV, inteligibilidad, BOECYL, hablantes de español

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1. INTRODUCTION

English pronunciation teaching has developed greatly in the latter years. There have been many aspects accepted and, with the publication of the Companion Volume (CV) (2018), curricular guidelines for teaching pronunciation in every level of learning have been established. In this dissertation, we will be describing the current teaching pronunciation panorama, to show what the advances are until now. Moreover, we will present the most important documents for language teaching (CEFR, CV), plus the BOECYL (Boletín Oficial del Estado de Castilla y León) a document that regulates education in the region of Castilla y León and which includes how English should be taught in the Secondary education schools of the region. The purpose of this is to focus on pronunciation teaching for Spanish speakers.

The most significant idea in the current panorama is the term 'intelligibility', developed by the CV. 'Intelligibility' is defined as "accessibility of meaning for listeners, covering also the listeners' perceived difficulty in understanding (normally referred to as comprehensibility)" (CV, 2018, p. 134). This means that language teaching is based on communication, and so is pronunciation; the teaching of this area has the goal of making ourselves understood. As we are focusing on Spanish speakers, it may be useful to consider the differences in both phonemic systems (English and Spanish) to approach pronunciation teaching more accurately. The areas within pronunciation (consonants and vowels, intonation, rhythm and stress) will be described, and what difficulties and mistakes Spanish speakers encounter due to these differences, in order to focus on those aspects and be able to overcome these difficulties.

Nevertheless, regardless of the progress, there are still aspects that require some enhancement. The BOECYL, specifically, is not really accurate in the pronunciation area; the guidelines are vague and generic, not really aiding the teachers on how to teach pronunciation in each level, how to assess it and what to focus on. Consequently, there is a need of a more accurate description in this area, so that teachers can build their syllabus more effectively. This is why, in this dissertation, we will propose some aspects which could be enhanced in this document and in teaching pronunciation.

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2. JUSTIFICATION

English learning has been one of the key points in this era. With globalisation, we are more and more connected with other countries. In this panorama, English as *the lingua franca* is the main language for communication and, therefore, is taught in most schools as the second language. With the objective to communicate, pronunciation is a crucial factor.

The teaching of pronunciation is a topic that has experienced a major development in the later years. Investigation, empirical studies and new approaches have been developed in order to successfully teach pronunciation to learners of English. Since the publication of the Companion Volume (2018), we have had an appropriate guideline for teaching pronunciation, how it should be approached and what is expected to reach.

There are different documents that guide the teaching of English as a second language for Spanish speakers, such as the BOECYL (2015) for the region Castilla y León. However, in the area of pronunciation there are not clear and appropriate guidelines, which suggest this document may need an enhancement.

For this reason, in this dissertation, an overview of the current pronunciation panorama will be explained and the issues that are still to be resolved. Some teaching techniques will be mentioned. Moreover, pronunciation difficulties for Spanish speakers will be compiled, so that they can be taken into account when teaching. Lastly, for the purpose of having a clear guideline for the teaching of pronunciation specific for Castilla y León, there is a proposal of some issues that can be enhanced in the BOECYL (2015).

3. OBJECTIVES

This dissertation aims to focus on teaching pronunciation and its progress until the current panorama we now have. Our main goal is to focus on Spanish learners and their specific difficulties and see any aspects that could be enhanced. In this case, we decided to focus on the BOECYL. All in all, the objectives of this dissertation are the following:

1. Description of the current panorama of the teaching of pronunciation
2. Review of CV (2018) and BOECYL (2015) pronunciation section
3. Mistakes and other difficulties to be worked on regarding English pronunciation

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4. A proposal of enhancement in the curriculum of Spanish L1 learners regarding pronunciation

4. THEORETICAL FRAMEWORK

According to Richards and Rodgers (1986), an approach "refers to the theories about the nature of language and language learning that serve as the source of practices and principle in language teaching" (p. 16). On the other hand, a method consists on how to put this theories into practice. When referring to the different organizational levels of teaching pronunciation, approach and method are in the same level, that of design. This level is in charge of the syllabus, objectives and contents of the lessons, as well as the role of the teachers and learners, and the materials required. The practical realization of these design would be named procedure, which consists on a set of techniques, which are the actual activities used in the classroom. Therefore, the terms approach and method, as they are both part of the design level, will be treated in interchangeably.

4.1. PANORAMA OF TEACHING OF PRONUNCIATION

Over the last decades, the teaching of pronunciation has been developed in a number of tendencies to teach students, to get to the situation we face nowadays. According to Pennington (2021), some of these trends are:

- the acceptance of the changes in the perception of how speakers pronounce in both languages reaches adults, apart from learners during childhood;
- how the personal and social context affects the learning of the pronunciation;
- the fact that the learning is affected by other languages the learners know and their proficiency level;
- the teaching of pronunciation with the objective of intelligibility in communication;
- the methodologies to teach pronunciation focused on the correct articulation of segmental and suprasegmental features and communicative practice;
- pronunciation should be treated as another skill within the curriculum, not just as a specific course for advanced learners or for specific jobs;
- in the same way, attention should be given to pronunciation in all areas and proficiency levels of teaching;

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- the development of technological resources to improve the teaching and learning of pronunciation.

In spite of all the research and new approaches to teach pronunciation, we still face several difficulties and issues in the contemporary picture of the teaching and learning of pronunciation.

According to Pennington (2021), the current teaching pronunciation panorama is based on the EIL (English as an International Language), "an important contemporary orientation to the use of English in global context which raises issues about appropriate norms for teaching, learning and testing" (p. 8). This approach puts intelligibility as its main focus, as it is the main objective in the teaching of pronunciation from a communicative point of view. This goal requires, according to Low (2015), from the learners to take the listeners from diverse contexts as models and for the teachers to be well-aware of the pronunciation challenges in the practice, so that they can correctly teach and assess pronunciation. The importance of intelligibility is now very much taken into account, as the teaching of pronunciation focuses on communication. This includes the understanding as well as making themselves understood in any communicative setting. Levis (2018) defines intelligibility as "the understanding of a spoken message in terms of identification, meaning or intention" (p. 20). The Companion Volume defines it as "accessibility of meaning for listeners, covering also the listeners' perceived difficulty in understanding (normally referred to as comprehensibility)" (p. 134). Therefore, in teaching pronunciation there should be a focus in the features of pronunciation which are meaningful to reach intelligibility. As Levis (2018) states, these features are both segmental (in the phoneme level) and suprasegmental features (rhythm, intonation) as well as other connected areas such as fluency, rate, voice, quality and loudness (p. 35-41). These features should be given importance as they influence what the meaning and the interpretation of the communicative message is.

However, when facing intelligibility, several challenges are found. It has to be taken into account that intelligibility is not the same as mastering pronunciation; it is the fact that speakers can make themselves understandable compensating phonological lack of accuracy with factors like grammar, lexicography and non-verbal communication.

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Wong (1993) argues there is a relationship between pronunciation and listening comprehension. Pronunciation is primordial in communication as when listening, there may be an inability to understand if the speaker lacks of sufficient pronunciation proficiency so that they cannot make themselves intelligible. Therefore, intonation and rhythm should be given a focus in the instruction of pronunciation. In the same way, when teaching these pronunciation features, the speakers are trained as listeners as well; they would be able to understand the speech accurately. Furthermore, Wong (1987) demonstrated that pronunciation teaching can influence in the reading and spelling areas. Thus, pronunciation learning has several positive effects for the students beyond the boundaries of speaking.

Another issue is also found referring to communicative teaching. Celce-Murcia et al. (2010) note that the concept of a syllabus is closely related with the method or methods chosen to teach. Among the different methodologies, the communicative approach has communication as the main goal, with optional accuracy and tolerance to pronunciation mistakes. Nevertheless, for the correct creation of a syllabus, there are a number of variables that need to be taken into account (linguistic, setting, learner, institutional and methodological) so that the syllabi can be accurately applied to the context of teaching.

Furthermore, we have the issue of which direction of teaching it should be taken when referring to pronunciation. We encounter two ways of doing it, as Pennington (2019) explains, which are referred as 'Top-down' and 'Bottom-up. The first states that pronunciation teaching should start from the suprasegmental features and go down to the segmental ones, going from a sentence orientation to a word orientation. On the other hand, the 'bottom-up' orientation begins with the teaching of the segmental features and goes up to the prosodic ones. The point of this distinction is that when teaching pronunciation we have to be aware that there are two different ways, whether we take an orientation or another.

In Pennington (2021), there are several recommendations on where the focus of teaching pronunciation should be put. This includes not to follow "standard practices for teaching pronunciation as a focus on-form" (page 17) as the main point. She suggests using "contextualised imitative pronunciation", in which we put the students on a context and make them imitate the pronunciation of a reference (for example, shadowing, roleplay, mirroring,…). Moreover, she advises pronunciation teaching

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should start at the first stages of L2 learning and the requirement of a proper methodology in teaching pronunciation for beginners, as pronunciation should not be only dealt with in the advanced stages, but should be worked on since the beginning to avoid fossilization. Lastly, it is very important to remember that intelligibility is related not only with speaking, but also with listening. As a result, taking into account the importance on the role of the teacher in teaching pronunciation, it is also fundamental in the listening area; this is called "'interactional competence' defined on the language learner as both speaker and listener"(Pennington, 2021, page 18). Anyway, the role of the teacher and its correct training is essential to achieve the goal of intelligible pronunciation.

Concluding that pronunciation should be included in the language curriculum, the importance of the role of the teacher, and the need of an appropriate methodology, it should be wondered how to apply this to the classes; what should be taught in pronunciation class? What strategies should be used? (Morley, 1991)

Wei (2006) stated that the lack of instruction strategies for the teaching pronunciation makes the teacher not confident enough to teach it. Additionally, Dalton (2002) denounces that teacher sometimes do not have enough knowledge in order to help students with pronunciation. Therefore, the teachers need proper training as well as good strategies in order to correctly teach pronunciation and help their students.

Morley (1991) identified some changes in how to teach pronunciation that are necessary. Some of these changes are focused on individuals (what strategies fit each student better), focused on the communicative approach (apart from form), giving more attention to the areas that are not grammar (discourse, semantics,…), focus on a functional use, not on formal perfection. In the ESL (English as a Second Language), these changes are included and they conclude in one idea: "pronunciation could not be taught as a set of rules but instead as part of an overall system of communication" (Wei, 2006, p. 5).

Firstly, it should be set what contents of pronunciation should be taken into consideration. As Wei (2006) remarks "A pronunciation class should not include much more sound contrast in words, pronunciation of consonants and vowels" (p.7), which means there are other factors we should consider that have high importance when teaching pronunciation. She gathers the most relevant parts:

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1. Intonation: It is defined by the Random House Unabridged English Dictionary as "the pattern or melody of pitch changes in connected speech" or "the pitch pattern of a sentence" and Scarcella and Oxford (1994) and Wong(1993) agree that it adds grammatical features to the sentence. These grammatical functions reflect the speakers' position in the conversation: his/her involvement, his/her desire to intervene, or the invitation to the others to talk. According to Firth (1992), teachers should check if students use the correct intonation patterns in order to communicate effectively. "Are the students using appropriate intonation patterns? Are yes/no questions signalled through the use of rising/falling intonation? Is falling intonation used with wh-questions? Are the students changing pitch at the major stressed word in the sentence?" (Wei, 2006, p. 8, Firth, 1992)

2. Stress and Rhythm: as Scarcella and Oxford (1994) states "stress contributes to rhythm" in the way that the stress patterns in the sentence are what provides with the "musical flow" of the sentence. These rhythmic patterns are based on the stressed syllables. Going back to Firth (1992), we should focus on how to differentiate the stressed and unstressed syllables, and how to appropriately apply this to the sentence so that the rhythm is adequate.

3. Consonants and Vowels: we should focus on the articulation of the different vowels and consonants properly, taking into account their position within the word, which affects the way of articulation.

Therefore, as summarized by Wei (2006) the fundamental contents of the class;

> "In a pronunciation class, what we need to cover are intonation, stress (word level stress, sentence level stress, linking), rhythm, consonants (substitution, omission, articulation, clusters and linking) and vowels (substitution, articulation, length, reduction and linking)" (p. 9).

However, it should not be forgotten that the explained features of pronunciation should be taught from the point of view of intelligibility; not trying to reach perfect native pronunciation, but teaching the students the meaningful characters and forms of speech so they can communicate properly, as the CV explains:

> "In language teaching, the phonological control of an idealised native speaker has traditionally been seen as the target, with accent being seen as a marker of poor phonological control. The focus on accent and on accuracy instead of on intelligibility has been detrimental to the

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development of the teaching of pronunciation. Idealised models that ignore the retention of accent lack consideration for context, sociolinguistic aspects and learners' needs" (p.134)

This idea was covered by Scarcella and Oxford (1994) when she made a comparison between the traditional approach that was used and the research-based approach which is nowadays taken in consideration. In this comparison, they included the following ideas mentioned before: pronunciation teaching should be focused in communication, so the learning should be enough for communication purpose. Therefore, the classes should be concentrated in stress and intonation rather than sounds and the phonetic descriptions should be used only when necessary, not as a main teaching tool.

Wei (2006) collected different teaching techniques in order to teach pronunciation, based on the different areas that have been mentioned above:

1. Intonation:
    a. Draw pitch lines/curves: in sentences, indicate the rising or falling intonation with a line.
    b. Arrows: instead of drawing a line, just draw an arrow where the pitch changes (up or down).
    c. Musical scores: put a number to indicate how the intonation is in each part of the sentence. For example, low would be 1, medium would be 2 and high would be 3.
2. Stress and rhythm
    a. Word stress: indicate the stress in each word with:
        i. Visual effects: in a word, we emphasise the stress by underlining, capitalizing, colouring the stressed syllable; we use any visual effect we want.
        ii. Rubber bands: with a rubber band between two fingers and stretch it in the stressed syllable but shortened it during in the others.
        iii. Sound for rhythm: tapping, clapping or using rhythm instruments, in the strong syllable, we use a strong beat while in the others we give weak beats.
    b. Sentence stress
        i. Content words: find content words in a sentence and underline them; these words will be usually stressed.

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        ii. Rhymes: use nursery rhymes and apply its rhythm in everyday sentences.

    c. Linking

        i. Chain pictures: use chains in sentences to indicate how it would be pronounced and where the linking would appear.

        ii. Curved lines: draw a curved line in the words they need to be linked.

3. Consonants

    a. Song lyrics: read song lyrics from popular songs out loud to practice the consonants

    b. Numbers: it will be useful to read them, paying attention to the consonants.

4. Vowels

    a. Rubber bands: pull them longer or shorter to indicate long and short vowels in words

    b. Mirrors: pronouncing the vowels in front of a mirror, so that they see the shape of their lips

Isabelle Darcy, Brian Rocca and Zoie Hancock (2020) conducted a study which reached the conclusion that pronunciation is not given enough attention in English courses if there is not specific task designed for it. This study also suggested that it should be a promising outcoming to integrate the pronunciation teaching in the listening and speaking skills.

In fact, Pennington (2021) states the major points that have not been significantly given attention on the research of this issue. These matters include adding teaching pronunciation as main part of the teaching English curriculum, not just as a mere addition to a "existing learning curriculum"; to change the traditional methodology focused on form by communicative instructional methods in the design of lessons; and how to apply the instruction of pronunciation in the early stages of language learning, not only on the advanced level, with the purpose of avoiding communicative problems (e.g. fossilisation, which happens when some errors or mistakes are not corrected and become a habit in the speakers' discourse among others).

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4.2. RELEVANT DOCUMENTS: CEFR, CV AND BOECYL

In 2001, the CEFR published a document describing phonology control. Although this publication improved some aspects in the teaching of pronunciation, there were still progressions that needed to be clarified. For instance, the current scale progression was more focused on accuracy in the accent than on intelligibility. Therefore, it had to be rebuilt in the CV (2018) and it ended up being divided in three main categories of teaching pronunciation: overall phonological control, sound articulation and prosodic features.

The overall phonological control involves intelligibility as the main point which is affected by the control of both sounds and prosodic features, and the influence of the other language of the speaker.

The sound articulation area focuses on the articulation of sounds, how clear and precise can be articulated by the speaker.

The prosodic features include the control of stress, intonation and rhythm so they are correctly used when uttering a message.

The CV includes a table divided in these three areas of knowledge and how they advance with the different levels established. With these new changes, the level in pronunciation is progressively improved and it fits with the reality of learning the language.

	OVERALL PHONOLOGICAL CONTROL	SOUND ARTICULATION	PROSODIC FEATURES
C2	Can employ the full range of phonological features in the target language with a high level of control – including prosodic features such as word and sentence stress, rhythm and intonation – so that the finer points of his/her message are clear and precise. Intelligibility and effective conveyance of and enhancement of meaning are not affected in any way by features of accent that may be retained from other language(s).	Can articulate virtually all the sounds of the target language with clarity and precision.	Can exploit prosodic features (e.g. stress, rhythm and intonation) appropriately and effectively in order to convey finer shades of meaning (e.g. to differentiate and emphasise).
C1	Can employ the full range of phonological features in the target	Can articulate virtually all of the sounds of the target	Can produce smooth, intelligible spoken

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	language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility.	language with a high degree of control. He/she can usually self-correct if he/she noticeably mispronounces a sound.	discourse with only occasional lapses in control of stress, rhythm and/or intonation, which do not affect intelligibility or effectiveness. Can vary intonation and place stress correctly in order to express precisely what he/she means to say.
B2	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.	Can articulate a high proportion of the sounds in the target language clearly in extended stretches of production; is intelligible throughout, despite a few systematic mispronunciations. Can generalise from his/her repertoire to predict the phonological features of most unfamiliar words (e.g. word stress) with reasonable accuracy (e.g. whilst reading).	Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message he/she intends to convey, though with some influence from other languages he/she speaks.
B1	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.	Is generally intelligible throughout, despite regular mispronunciation of individual sounds and words he/she is less familiar with.	Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks.
A2	Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.	Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds. Systematic mispronunciation of phonemes does not hinder intelligibility, provided the interlocutor makes an effort to recognise and adjust to the influence of the speaker's language background on pronunciation.	Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks. Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.

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A1	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	Can reproduce sounds in the target language if carefully guided. Can articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g. by repeating correctly and by eliciting repetition of new sounds).	Can use the prosodic features of a limited repertoire of simple words and phrases intelligibly, in spite of a very strong influence on stress, rhythm, and/or intonation from other language(s) he/she speaks; his/her interlocutor needs to be collaborative.

Table 1: Companion Volume (2018)

In our case, we focus on the English teaching as the Second Language in Spanish Secondary education schools, specifically in the region of Castilla y León. Thus, we focus in the BOECYL (2015). The section of Second Language (p. 183) is divided on the four years of Secondary education as well as in the four different skills of English teaching (Speaking, Listening, Reading and Writing). In the Speaking area, the requirements on pronunciation are explained, which increase with the advancing of the years, being more specific, and having as a main purpose intelligibility and clarity. However, in the contents part, the issues described are very simple and general, even repeated in some cases, without giving the teachers much orientation. Also, the focus on prosodic features and fluidity is only taken into account in the last year of Secondary education.

Year	Contents	Assessment criteria
First	Identification of some phonetic symbols with the pronunciation of some frequently used phonemes. Production of basic patterns of word and sentence rhythm, intonation and stress.	To pronounce and intonate simple messages clearly intelligibly, even if foreign accents are sometimes evident or sporadic non- impeding mispronunciations are committed, and interlocutors may require having messages repeated from time to time.
	Pronunciation of special hardship phonemes.	To pronounce and intonate simple messages clearly

Second	Pronunciation of contracted forms Pronunciation of verb tense endings Production of basic patterns of word and sentence rhythm, intonation and stress.	intelligibly, even if foreign accents are sometimes evident or sporadic non- impeding mispronunciations are committed, and interlocutors may require having messages repeated from time to time.
Third	Pronunciation of special hardship phonemes. Production of different patterns of a word and a sentence rhythm, intonation and stress.	To pronounce and intonate simple messages clearly intelligibly, even if foreign accents are sometimes evident or sporadic non- impeding mispronunciations are committed, and interlocutors may require having messages repeated from time to time.
Fourth	Deepening in the use of phonetic symbols. Pronunciation of special hardship phonemes. Autonomous production of different patterns of word and sentence rhythm intonation and stress	To pronounce and intonate simple messages clearly intelligibly, even though interlocutors may need to have messages containing infrequent words or structures repeated, in the articulation of which non-impeding mistakes may be committed.

Table 2: Avellón (2021), based on the BOECYL (2015)

All in all, the main importance is that all these vague criteria are correctly applied to the students in class so that they achieve intelligibility.

5. METHODOLOGY

Having revised the theoretical aspects of teaching pronunciation, it is crucial to know which aspects are actually implemented in classes. As Spanish learners of English as a Second Language, the contents and the assessment criteria are compiled in the previously explained document, the BOECYL (2015), specific for the region of Castilla y León in Spain. This document lacks from the concrete and correctly explained orientation, providing general criteria, which will be followed to make the different curricula of the Secondary education schools.

5.1. PRIORITIES OF PRONUNCIATION LESSON: ERROR CORRECTION

According to Huang Jing , Hao Xiaodong & Liu Yu (2016), there is a different in meaning between error and mistake. In an error, "the student either does not have the appropriate knowledge, or has some false knowledge"(Johnson, 1987, p. 90), while in a mistake, "it may be a lack of processing ability"(Johnson, 1987, p. 90). However, it is not necessary to distinguish them when teaching language. Therefore, in this dissertation, they would be treated interchangeably.

Murray J. Munro, Tracey M. Derwing (2015) made a list of priorities that should be taken into account when teaching pronunciation in class. They provide a table which includes the priority and the implementation in a non-hierarchical way:

Focus priority	Implementation
(1) Emphasis on local phonological structures that enhance global intelligibility and comprehensibility	(1) Effective, efficient classroom management
(2) Priorities supported by empirical evidence	(2) Appropriate attention to discourse, utterance, and word levels
(3) Priorities based on sound theoretical grounds	
(3) Satisfactory balance of communicative and formS-focused activities	(3) Satisfactory balance of communicative and formS-focused activities

(4) Emphasis on problems that do not resolve on their own (5) Coverage of errors shared by most students in class (6) Individualized assessment	

Table 3: Murray J. Munro, Tracey M. Derwing (2015)

In order to focus on priority 1, it is necessary the existence of empirical studies (priority 2) and "sound theoretical grounds" (priority 3) that already compile the structures that enhance these two properties (which are supposed to be the base of the pronunciation teaching). Therefore, they state that it is very difficult to pay attention to certain structures more than others with the limited information and time.

They point out the importance of putting an emphasis on the students errors, both the ones that are more generic and the ones that the students cannot resolve on their own. Murray J. Munro, Tracey M. Derwing (2015) agree that:

> "To ensure the most effective use of time, it is best to direct the most attention to pronunciation problems that are unlikely to resolve themselves in the long run without explicit intervention (focus Priority 4) and to devote class time to difficulties that are shared by many or all students in the class (focus Priority 5)" (p. 392)

Correcting errors can be done with the whole class, including problems that the majority of students may have. However, they also give importance to individual assessment, which means working in pairs or in small groups, sometimes with the teacher, so the individual errors of each student can be addressed.

> "While shared problems may be addressed through whole-class activities, for idiosyncratic difficulties, students may benefit more from rotating through several work stations in the classroom, completing work independently or with each other, and spending some of that time directly with the teacher in a small group of students who share similar problems"(p. 392)

We need to consider that pronunciation has multiple levels that affect intelligibility: discourse-level, utterances, and word-level. According to Murray J. Munro, Tracey M. Derwing (2015) the best errors to be covered as a whole class are in the suprasegmental area; it is usually problematic for ESL learners. Specially crucial, they consider, is the discourse level, as it involves intonation, needed to express the idiosyncratic aspects of the speaker in the discourse.

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5.2.　　OTHER ASPECTS TO BE TAKEN INTO ACCOUNT

Another aspect that should be discussed is the form focus way of teaching. It had been argued before the necessity to focus on intelligibility by the communicative method, which has been a major progress in the pronunciation teaching panorama. Nevertheless, Murray J. Munro, Tracey M. Derwing (2015) present the distinction between formS-focused and form-focused, which have been discussed for grammar issues. The difference is the following: "While formS-focused instruction draws students' attention to specific structural details of decontextualized language, form-focused instruction addresses language issues within meaningful interaction; students are encouraged to "discover" regularities within the language." (p. 393). This means that it may be necessary to include form in teaching pronunciation for the purpose of intelligibility, as depending of the pronunciation of the segments, or of the prosodic features of the sentence, an utterance may be expressing two completely different meanings. For instance, intonation plays a major role, as it is not the same to say "This is yours?" than "This is yours". In the first one, the intonation indicates it is a question and in the second one, it is a statement.

Focusing on the ESL of Spanish speakers, the BOECYL (2015) does not compile many of these ideas. The different levels of pronunciation seem to appear only in the last year of Secondary Education, which may lead to fossilization for the lack of teaching of the prosodic features in the early stages. It is also much focused on form, and on learning the phoneme symbols, which are unnecessary for intelligible communication.

As the BOECYL (2015) is very generic, and still, as well as the CV, a completely theoretical document, the responsibility of how to apply the theoretical, sometimes vague, requirements is on the teachers and how they design their syllabi. Nevertheless, survey data reveals that a large number of English language instructors haven't actually undergone professional training in these fields, according to Foote, Holtby, & Derwing (2011) Consequently, they cannot correctly teach pronunciation to their students and correct them accurately. When this lack of training is added to the limited time, it ends up in pronunciation being an addition to the curriculum which is vaguely taught, even though it is a major issue in spoken communication.

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6. ANALYSIS

6.1. SPANISH COMMON DIFFICULTIES ON PRONUNCIATION

As it was stated before, Murray J. Munro, Tracey M. Derwing (2015) agreed that one of the focus priorities was to correct student errors: the ones that they cannot correct by themselves, and the ones that are generic for most of the class. Since we are focusing on ESL Spanish speakers, the most accurate view is to focus on the most common mistakes Spanish students make, always having intelligibility and comprehensibility as a priority.

Firstly, we should divide the different levels of speech: there is phoneme level, word level and discourse level (segmental features and prosodic features). In the previous part, it was argued that the most recommendable level to be corrected was the discourse level, which, in fact, it is not taken enough attention in the BOECYL (2015). These prosodic features (intonation, stress and rhythm) are of main importance to achieve accurate communication, as Brazil, Coulthard and Jhons (1980) pointed, they reflect what the speakers attitude towards the conversation is (the role they play, how involve they are, the desire to intervene, or their feelings) and what they want to communicate. Nevertheless, segmental features are also crucial for communication as, the pronunciation of one phoneme or another can lead to misunderstandings. For example, the pronunciation of "cat" /kæt/ and "cut" /kʌt/ differ only in one phoneme.

Avellón (2021) compiled some of these mistakes, dividing them into three types: first, English phonemes that do not exist in Spanish; second, phonemes that exist in English and Spanish but with differences in articulation; thirdly, the use of Spanish grapho-phonemic correspondences. She bases on the fact that the Spanish and English phonology are very different, which makes an impact on the L1 speakers of Spanish. In each case, the Spanish speakers tend to solve these differences with different strategies:

- Type 1 mistakes: substitute the non-existent English phoneme in Spanish by a similar Spanish one
- Type 2 mistakes: there are mispronunciations in the articulation of theses shared phonemes, as they have slight differences in the placing of the mouth organs
- Type 3 mistakes: the L1 speakers of Spanish use the grapho-phonemic correspondences in Spanish, based on the fact that Spanish is a phonetic language (as opposed to English)

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Taking into account these three types of mistakes and the cause of them, Avellón (2021) compiles the main segmental mistakes the learners of the L2 have. In this way, she explains which phonemes cause difficulties and the reason why they do it.

In the case of vowels, there are twelve English vowel phonemes while Spanish only has five vowel phonemes, so "L1 speakers of Spanish usually simplify them by pronouncing English words using the most similar vowel sounds available in the Spanish vowel system." (Avellón, 2021, p. 6). However, the most relevant cases rely in the phonemes /ə/ /ɜː/ /ɔː/ /ɒ/. In the case of these phonemes, the Spanish speakers tend to pronounce the correspondent grapheme. For example, when pronouncing English /ə/, as it corresponds with graphemes, *a, e, o* or *u,* it is transferred to /a/, /e/, /o/, /u/, relatively. It happens in the same way with the other vowels.

English vowels substituted	Associated graphemes	Spanish vowels
/ɑː/	a	/a/
/ʌ/	o, u	/a/
/æ/	a	/a/
/e/	e	/e/
/ɜː/	i, o, u	/e/
/ə/	a, e, o, u	/a/ /e/ /o/ /u/
/iː/	i, ee	/i/
/ɪ/	i	/i/
/ɒː/	a, o	/a/ /o/
/ɔː/	o	/o/
/ʊ/	u	/u/
/uː/	oo, u	/u/

Table 4: Avellón (2021)

Examples:

(1) Green (/ˈgriːn/) → */ˈgrin/

(2) Sit (/ˈsɪt/) → */ˈsit/

(3) Bird (/ˈbɜːd/) → */ˈberd/

(4) Sun (/ˈsʌn/) → */ˈsan/

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(Avellón, 2021)

Concerning the different diphthongs in English, the L1 Spanish speakers have trouble pronouncing some of these diphthongs as the corresponding phoneme does not exist in Spanish. Therefore, they transfer them to a Spanish equivalence, creating type 1 mistakes. According to Monroy Casas (1980, 2012), Gallardo del Puerto (2005), Estebas Vilaplana (2009), closing diphthongs do not create any problem related to intelligibility, as the transference to the Spanish equivalent will not cause any misunderstandings. However, it may be necessary to pay attention to centring diphthongs /ɪə/,/eə/ and /ʊə/ which are pronounced as /ía/, /ea/ and /úa/, as Avellón (2021) states.

Examples:

(5) May (/ˈmeɪ/) → */ˈmei/

(6) Lie (/ˈlaɪ/) → */ˈlai/

(7) Low (/ˈləʊ/) → */ˈloṷ/

(8) Mouse (/ˈmaʊs/) → */ˈmaṷs/

(9) Clear (/ˈklɪə/) → */ˈklíaɾ/

(10)   Care (/ˈkeə/) → */ˈkear/

(Avellón, 2021)

Lastly, regarding the consonants, due to the difference in how to pronounce the consonants, types 1,2 and 3 mistakes can be found, as Avellón (2021) indicates.

- Firstly, the pronunciation of plosives usually lacks from the aspiration before a stressed vowel. Moreover, phonemes /t/ and /d/ are transferred towards Spanish: less tense and dentoalveolar.
- The articulation of the affricate /dʒ/ is transferred to diverse Spanish sounds depending on its place within the word and the grapho-phonemic correspondence.
  Example:

(11) Job (/ˈdʒɒb/) → */ˈʎob/ or /ˈjob/

(12) Garage (/ˈgærɪdʒ/) → */ˈgaritʃ/

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- When pronouncing English nasal /ŋ/, L1 Spanish speakers are influenced by the spelling to mispronounce it as a Spanish /ŋ/ followed by a /x/.

  Example:

  (13) Going (/ˈɡɔɪŋ/) → */ˈɡoiŋx/

- The fricatives tend to be struggling for the L1 speakers of Spanish. The sound /v/ is pronounced as a Spanish /b/, but at the end of a word tends to be transferred to a Spanish /f/. The sound /ð/ does not exist in Spanish, and it is usually articulated as a Spanish /d/. Concerning sound /z/, it is influenced by the spelling "the letter "z" corresponds to /θ/, and the letter "s" to /s/ in Spanish" (Avellón, 2021, p.17); sounds /ʃ/ and /ʒ/ are pronounced as the Spanish /s/; the English /h/ is often articulated as the Spanish /x/, since the sound does not exist in English, and it is the most similar one.

  Examples:

  (14) Vital (/ˈvaɪtəl/) → */ˈbaital/

  (15) Live (/ˈliv/) → */ˈlif/

  (16) The (/ˈðə/) → */ˈde/

  (17) Lazy (/ˈleɪzi/) → */ˈleisi/

  (18) Zoo (/ˈzuː/) → */ˈθu/

  (19) Nose (/ˈnəʊz/) → */ˈnous/

  (20) She (/ˈʃiː/) → */ˈsi/

  (21) Vision (/ˈvɪʒən/) → */ˈbision/

  (22) He (/ˈhiː/) → */ˈxi/

- Moving to the approximants, there are also difficulties regarding their articulation: the English /r/ tends to be pronounced as the Spanish /r/ or Spanish /ɾ/, depending on the position of the grapheme in the sentence (if in Spanish it is pronounced as a double "r" or as a single "r"). Furthermore, Spanish speakers usually articulate the English /j/ as either the Spanish /j/ or /ʎ/, since they are similar to the English sound and they correspond with the grapheme. Lastly, the /w/ tends to be articulated as the Spanish /g/ followed by /u/.

  Examples:

  (23) Rice (/ˈraɪs/) → */ˈrais/

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(24) Sorry (/ˈsɒri/) → */ˈsori/

(25) Camera (/ˈkæmərə/) → */ˈkameɾa/

(26) Ear (/ˈɪə/) → */ˈíaɾ/

(27) You (/ˈjuː/) → */ˈju/ or */ʎu/

(28) Water (/ˈwɔːtə/) → */ˈgwateɾ/

Type of consonant	English consonant	Spanish sound(s) transferred
Affricate	/dʒ/	/ʎ/, /j/, or /tʃ/
Fricative	/v/	/b/ or /f/
	/ð/	/d/
	/z/	/θ/ or /s/
	/ʃ/	/s/
	/ʒ/	/s/
	/h/	/x/
Approximant	/w/	/gu/

Table 5: Avellón (2021)

These mistakes can be corrected and worked in class. It is crucial to take into account that in many contexts, these mispronunciations can lead to lack of intelligibility and comprehensibility in the students when speaking to a non-Spanish English speaker.

Seidlhofer (2001) suggested that there are two main points in the learning of pronunciation: the representation of the speaker's identity and intelligibility. In this way it is essential to have a good pronunciation, not only for the sake of being understood and to communicate, but because it reflects the speaker as part of a community as well as its own identity. However, to reach this level of pronunciation, it is necessary to put a focus in the area it is usually overlooked: the suprasegmentals (intonation, stress and rhythm).

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Regarding stress, it is referred as the basis of rhythm, so that the stressed and unstressed syllables within a word or a sentence create its rhythm. There are two types of stress: on the syllable and word-stress.

Otero et al (2017) state that "Stress on the syllable refers to the fact that every syllable has a peak, followed by certain sounds depending on the rules of the language" (p. 139). However, word-stress is based on the fact that within a word there are stressed and unstressed syllables which create the word stress pattern. Based on the differences in word stress, Gómez (2011) compiles the main pronunciation difficulties for Spanish in each part of the syllable, which are the following:

- When the nucleus of a syllable is not a syllable or the nucleus is a /ə/, Spanish tend to add a vowel in correspondence to Spanish;
- The presence of <s> at the beginning of a cluster at the onset of the syllable is problematic as Spanish end usually add a Spanish /e/ before the /s/, creating a new syllable;
- Related with the coda, there is an existence of loanwords, which are the words with an implosive consonant coda and which tend to be handled in two ways: by not pronouncing the last consonant, or by adapting it to Spanish (either adding a final vowel or using a Spanish phoneme.

Rhythm patters differ greatly in English and Spanish. According to Kelly (2000), there are syllabled-time languages ("syllables follow each other at identical time intervals", p.40) and stressed-time languages ("stress [tends to occur] at equal intervals", so the syllables or shortened or lengthened to fit these intervals). The great difference between Spanish and English in the area of rhythm is that the first one is a syllabled-time language and the second a stress-time language.

The intonation feature is essential for intelligibility. In his study, Ramírez (2006) tried to show that intonation is more related with communicative understanding that with a mere issue of accent:

> "On the contrary, this research has proved that the non-native English intonation patterns examined affect the structure of the information transmitted. In fact, the analysis of the data suggests cues to understanding why the utterances produced by the Spanish learners of English may give the impression of being to a certain extent communicatively confusing." (p. 26)

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This happens due to the different intonation features English and Spanish have, in which we can find the following problems. Firstly, to express focus of information in a sentence, English and Spanish languages use a different intonational pattern. Secondly, Spanish speakers do a "marked final lowering" which makes every pitch peak lower and lower. Therefore, for English speakers it is problematic to find the pitch peaks and the nuclear pitch accent. Thirdly, Ramírez (2006) agrees that "Non-native speakers tend to prefer to place the prominence at the end of the intonation unit", which refers to the fact that Spanish has a different speech distribution and division. As a result, English non-native speakers require more time to process their utterances. Ramírez (2006) concludes that the main issue is that Spanish speakers transfer their intonational patterns when speaking English.

This study suggests the necessity to have a focus on the intonational area as well as in other prosodic features. In spite of this, Ramírez (2006) pointed that "improvement in non-native speaker comprehensibility is more likely to occur with improvement in prosodic proficiency than with a sole focus on correction of phonemic errors" (p. 27).

In this part, some of the problematics for Spanish learners of English have been briefly compiled. Regardless of this, it is essential to see what are the common mistakes of each student taught in every case. We should not forget that every student is different and needs individual attention, as Murray J. Munro, Tracey M. Derwing (2015) suggest. On the other hand, as Ramírez (2006) has previously indicated, in order to improve intelligibility and comprehensibility, the prosodic features have to be improved, which cannot be reached with only objective of correcting errors. In addition, Otero et al. (2017) stated that "there are strong arguments to believe that pronunciation instruction in the L2 should be part of the language teaching program as we have already seen" (p. 141), as this teaching would be beneficial for intelligibility and comprehensibility.

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6.2. ISSUES REGARDING THE TEACHING OF PRONUNCIATION: PROPOSAL OF ENHANCEMENT

Regarding Spanish educational system, Strevens (1987) explained there are four elements which explained the reason why language teaching and learning success or fail:

(1) first, community of the public deciding which languages are learnt and the public in charge of administrating and organising the language teaching;

(2) secondly, the language teaching profession, which deals with language learning an teaching and sets up some principles to follow;

(3) the teacher, who acts as a guide for the students in learning and has certain skills;

(4) the learner, to whom the learning process is adapted, depending on their qualities.

Taking into account these elements, he created a list with factors that influence on a positive or a negative outcome of the learning process. Among the "below-average achievement" list, we find several interesting factors, such as unrealistic aims and objectives, and syllabus (or not even a syllabus), not a good management of time or intensity of training, as well as insufficient teacher training and poor materials. As we can see, these chosen factors are related with the curricula, syllabi and the way teachers are trained. Moreover, Morales Gálvez et al. (2000) made a list of aims, contents and recommendations that are common for most countries in Europe in the field of language learning. In this list, we can find the following ideas: as objective, communication is the main purpose for language learning and within the contents, as it is related with language use, we have phonetics applied to communication (specifically, accent, rhythm and intonation).

Therefore, we could consider the importance of having curricula and syllabi with suitable objectives and which have communication as the ending purpose. For this reason, it is crucial to have phonetics (a proper pronunciation area) as part of the contents of these curricula and syllabi. "Pronunciation, an area that even if it is part of oral production deserves some further consideration, as it is crucial in the development of communicative skills and as it has been traditionally neglected" (Otero et al, 2017, p. 137). As Celce-Murcia et al (2010) notes, the syllabus is the "road map" which guides

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the teachers to appropriate and effective instruction. Never should be forgotten that the syllabus is based on a global document: the learning curriculum.

In the region of Castilla y León (Spain), the BOECYL (2015) has been addressed before. This document is of major importance, since it is the base of teaching in this region. It includes the contents, the evaluation criteria and the standards of learning of each subject, including second language. As it was explained before, there are four skills to be developed (Listening, Reading, Writing and Speaking) in the four years of Spanish Secondary education, each one with different information according to the students' progress.

However, the pronunciation area is vaguely covered as a part of the Speaking skill. Since this document is the base for every syllabus of English subject in every Secondary education school of Castilla y León, it should be given more relevance to the pronunciation area. Therefore, it is fundamental to include in the pronunciation area of the table specific guidelines to follow: contents that should be acquired in each year and the evaluation criteria of this area. Never to be forgotten the fact that pronunciation teaching and learning has as a main objective which is the accurate communication and understanding (intelligibility).

There are several issues that may be taken into account in order to enhance the pronunciation part of such an important document as the BOECYL (2015). Firstly, as well as in the other parts, the detailed description of the contents and the standards of learning, explaining the progressive development in pronunciation during the four years. "These loose guidelines have a negative impact on English pronunciation teaching, causing teachers to underemphasise it and to focus on the most thoroughly detailed contents, namely grammar and written skills."(Avellón, 2021, p. 3) In order to accurately guide teachers and other members of the education community, it may be desirable to give more details about what is expected to teach, learn and evaluate. For instance, regarding the speaking area, we can find a detailed description of the contents, including the strategies of production (planning the message, producing it with adequacy, coherence and other factors), as well as adaptation to situations and contexts, and lexical and syntactic requirements. The evaluation criteria are equally descriptive, based on the contents. This kind of structure is what may be necessary for the pronunciation teaching.

As Pennington (2021) asserted, teaching pronunciation should be considered "a central aspect of a language learning curriculum", not simply "as an 'add-on'. Therefore, it may be recommendable to have a distinction between the speaking and the pronunciation areas, so that it is clearly seen they are different elements which need to be put a focus individually.

The diverse parts of pronunciation that should be taken into account have been described before. However, in the BOECYL (2015), the prosodic features are highly disregarded in the early years. Pennington (2021), as it had been mentioned before, pointed out the importance of having pronunciation taught from the early stages of the learning process. The prosodic features are essential for communication, according to Ramírez (2006), and they should be paid attention even from the first years of learning. Intonation, rhythm and stress have been proven to affect accurate communication. Therefore, the detailed description of this area aiming the learning of prosodic features may be convenient, without forgetting to follow a progressive learning during the years, which regarding pronunciation, is not clearly developed in the BOECYL (2015).

Nevertheless, "concerning the second aspect, that of intelligibility, it must be pointed out that for most scholars this is the ultimate role of pronunciation –since acquiring a native-like pronunciation is not attainable or even desirable for everyone" (Otero et al, 2017, p. 140), and it should be graded from this point of view. Therefore, a content such as "identification of some phonetic symbols" (BOECYL, 2015, p. 186) may be considered unnecessary. Learning the phonetic symbols does not reach communication, but it is a focus on the form of some decontextualised phonemes, according to Murray J. Munro, Tracey M. Derwing (2015).

The BOECYL (2015) already covers this idea of intelligibility in the evaluation criteria. For example, it makes very clear that, specially in the early stages, pronunciation and intonation should not be perfect as far as they do not interrupt communication. In the last courses, this idea is still clear; communication is a crucial factor in pronunciation teaching.

In the last year, as a result of the progress, there are some contents related with the pronunciation of difficult phonemes and knowledge of the symbols. Before, it was indicated the idea that some segments may cause mispronunciations and confusions. Nevertheless, this does not happen in all the cases. Thus, intelligibility should be the

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main focus in the guidelines of pronunciation, that is, the teaching of pronunciation should have communication and intelligibility as the final objective. The non-necessity of the accent is mentioned in the first year of the BOECYL, and it is an idea that should be reflected in the contents as it does in the criteria. Getting a native accent is not primordial, but being intelligible and able to communicate is.

Hence, there are several factors that can be enhanced regarding the BOECYL (2015).

- A detailed description of the contents and criteria with a progression within the years so that they are used as a guide;
- A distinctive area for pronunciation, so it is treated as a central factor of teaching;
- The introduction of prosodic features as a focus of the early stages of learning;
- The avoidance of the form of phonemes and its symbols, if they do not have a communicative purpose
- Communication and intelligibility, not native accent, as the goal of teaching

These suggestions look forward to an enhancement of pronunciation teaching, with the purpose of intelligibility among learners. With accurate guidelines to follow, teachers and Secondary education schools can create appropriate syllabi.

In addition to this, the difficulties and most current errors among L1 Spanish speakers (which compiled above) should be considered when teaching pronunciation. In this way, they can be put an emphasis and the problems can be solved before they fossilize. Murray J. Munro, Tracey M. Derwing (2015) agree on these:

> To ensure the most effective use of time, it is best to direct the most attention to pronunciation problems that are unlikely to resolve themselves in the long run without explicit intervention (focus Priority 4) and to devote class time to difficulties that are shared by many or all students in the class (focus Priority 5). (p. 412)

On the other hand, there are several issues that need to be solved for the sake of satisfactory language teaching. These issues include teacher training, and time management of the courses, so time can be dedicated to the teaching of pronunciation. "Inadequate teacher training" is considered by Otero (2017) et al as a "factor associated with below-average achievement" (p.119). Therefore, there is a lack of confidence to teach pronunciation and they decide to just avoid it; Dalton (2002) explain:

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"We are comfortable teaching reading, writing, listening and to a degree, general oral skills, but when it comes to pronunciation we often lack the basic knowledge of articulatory phonetics (not difficult to acquire) to offer our students anything more than rudimentary (and often unhelpful) advice such as, 'it sounds like this: uuuh'"(p. 72)

Moreover, there is still a lack of materials to teach pronunciation. Morley (1991) concluded one of the problems regarding teaching pronunciation was there is still a need to continue developing materials (activities, tasks, methodologies and techniques) to teach pronunciation.

These external factors added to the vague guidelines of the BOECYL (2015) form the issues that still need to be addressed regarding teaching pronunciation in Spain. With the review of these matters, the pronunciation teaching panorama could be enhanced.

The CV (2018) was written in order to deal with the aspects that required an updating. Among these updates, there is an attention put in intelligibility, being the accent less important, since communication is the final goal. For this reason, there is a need for assessment criteria that focus on intelligibility, as well as a requirement for teacher instruction in the matter of pronunciation.

With the CV (2018), the new scales informed the different curricula on what the patterns to follow are. It clearly provides the diverse levels and states a distinction between phonological control and language proficiency, being the first one based on intelligibility. This base for an appropriate curriculum supports teachers. Moreover, it orientates teacher education with the purpose that they have the resources to teach pronunciation correctly.

These new factors are the base of English teaching and should be pursued and taken into account in Second Language teaching of pronunciation in Spain.

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7. CONCLUSION

Pronunciation teaching has undergone a major development in the latter years, specially since the publication of the CV(2018). Several approaches were accepted, thanks to the empirical studies and research on this topic. The CV (2018) clearly stated that pronunciation should be addressed from a communicative point of view, never should be forgotten that intelligibility is the main goal of pronunciation. This idea leaves aside pronunciation proficiency as well as the native accent purpose.

With this development, the areas of pronunciation were clarified, dividing them in the segmental features (vowels and consonants) and suprasegmental features (intonation, stress and rhythm). In this way, the basic contents of a pronunciation class were given form. However, how to teach these areas of pronunciation? Wei (2006) collected some techniques. Nevertheless, after these advancements, there are still issues that need to be covered.

In this dissertation, teaching pronunciation was addressed in Spanish secondary education, so not only the CV (2018) was reviewed, but also BOECYL (2015) was taken into account, as it is the document which guides teaching in the region of Castilla y León. When comparing Spanish phonemic system with English one, there are multiple differences. For this reason, as Murray J. Munro, Tracey M. Derwing (2015) states as a priority correcting errors, difficulties and mistakes in each area of pronunciation have been compiled. In this way, error correction would be adapted to the specific context of Spanish speakers who are learning English pronunciation.

On the other hand, the BOECYL has been discussed as vague and too much general, so that it is difficult to know which aspects of pronunciation should be addressed in each year. This document is crucial to guide teachers in the development of the syllabus and their English pronunciation teaching. Therefore, there is a need for more specific and descriptive guidelines regarding teaching pronunciation in the BOECYL; in this dissertation there has been a proposal of aspects for enhancement. Also, the CV is a document that needs to be very much taken into account when reviewing the BOECYL.

After all these major progress in teaching pronunciation, we should continue to develop this area with teacher training and descriptive guidelines. With the goal of communicating and intelligibility as our main objective, pronunciation teaching will

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keep improving for the learners to achieve the better communicative level possible in the English language.

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