



UNIVERSITAT DE  
BARCELONA

**Pablo Martínez Portugues**

---

On accentedness, intelligibility and  
comprehension: a pronunciation project

**TREBALL FINAL DE GRAU**

Universitat de Barcelona

Facultat d'Educació

Tutora: Ann Elizabeth Wilson Daily

Curs 2019-2020

6 crèdits

Barcelona, 3 de juny, 2020

---

# Abstract

Accentedness is a normal feature in any second language student. It is along with speech intelligibility and comprehension, one of the key features of L2 communication and speech production (Tracey & Murray, 2001). In spite of this, there's a lack of pronunciation practice in the Catalan Curriculum. Students do not work on their pronunciation skills directly and other equally important aspects are prioritized. The main objective of this final degree thesis is to create a pronunciation assessment and improvement project. It is designed to be conducted in grade six classrooms of different Catalan schools. This project takes into consideration the phonological features of speech of Spanish and/or Catalan native speakers and both the assessment test and the planned activities are designed to assess and improve both these general aspects of pronunciation and the linguistic nuances of these particular speakers.

**Key words:** English as a second language, pronunciation, intelligibility, comprehension, accentedness

Els accents són un aspecte normal present en la majoria d'estudiants de qualsevol segona llengua. És, juntament amb la intel·ligibilitat i la comprensió del discurs produït, un dels aspectes clau a l'hora de comunicar-se utilitzant aquesta segona llengua (Tracey & Murray, 2001). Tot i això, a les escoles catalanes hi ha una mancança a nivell de currículum en aquest aspecte. La pronunciació no es treballa directament i es prioritzen altres aspectes. L'objectiu principal d'aquest treball de final és la creació d'un projecte d'avaluació i millora dels aspectes comunicatius relacionats amb la pronunciació d'alumnes de sisè de primària d'escoles catalanes. El projecte té en consideració els aspectes fonològics d'aquests alumnes amb el castellà i/o el català com a llengua materna o L1, i tant els barems d'avaluació com les activitats estan dissenyades per avaluar i millorar tant els aspectes generals de la pronunciació com aquestes idiosincràcies lingüístiques.

**Paraules clau.** Angles com a llengua estrangera, pronunciació, intel·ligibilitat, comprensió, accent

---

# Index

1. Introduction and material	3
1.1. Objectives of the intervention/material	14
2. Methodology.....	14
2.1. Sample Schools.....	14
3.2. Operational Variables.....	15
3.3. Objectives of the study.....	16
3.4. Data collection proposal.....	16
3.5. Data analysis proposal.....	17
3.6. Hypothesis.....	17
3.7. Limitations.....	17
2. Bibliographical references.....	19
3. Apendix	21
5.1. Appendix A: Created material.....	21
5.2. Appendix B: Main articles .....	56

## 1. Introduction and material

Foreign accents are a completely normal feature of any language learner (Tracey & Murray, 2001). According to these authors, although mutual intelligibility is of paramount concern for learners and teachers of English as a second language, the majority of ESL learners argued that culminating their learning process with the acquisition of a native-like pronunciation was an utterly desirable goal (Derwing, 2003).

It is well-known that the English language shows no clear correspondence between its sounds and spelling, whereas Spanish does (Leahy, 1980). The Spanish language features five phonemic monophthongs, and considering that RP English has twelve of them, this might influence Spanish ESL learners negatively, tending to counteract some of the main distinctions of the English vowels (Flege, Munro & Fox, 1994; Fox, Flege & Munro, 1995; García Lecumberri & Cenoz, 1997; Cenoz & García Lecumberri, 1997, as cited in Cenoz & Garcia Lecumberri, 1999). Moreover, because of the phonotactics and suprasegmental system difference amongst the two languages, developing an intelligible pronunciation might be challenging for Spanish ESL learners (Cruttenden 1994, Roach 1991, as cited in García Lecumberri 1999).

Being pronunciation and intelligibility such key elements of language acquisition, it would make sense that the Catalan primary education curriculum in Modern Foreign Languages included competences on these aspects, but it does not (Departament d'Ensenyament, 2015). This capstone project will provide the Spanish and Catalan teachers of English with an activity designed to analyse and evaluate their students' pronunciation, providing guidelines, activities and resources for further work of those aspects to improve in class. This is a project proposal, the results have not been tested in real class scenarios. The project will be designed to be carried out in year 6 classrooms of different Catalan schools. The project will last five weeks and the initial assessment test will be conducted at the end of the project to test its effect.

After considering different assessing methods (ACTFL Oral Proficiency Interview, Imitation Test, Open interviews, Structured Interviews, Semi structured interviews, Completion test, Improvised interview), it was decided to use two methods: a semi-

structured interview and an Imitation test. By answering the questions of the semi-structured interview, the participants are forced to rely on their impromptu and unrehearsed speech (Morley, 1991). The purpose of this type of assessment method will be to obtain a speech sample of several minutes regardless of the topic for further analysis (Roigé, Estrada & Beltran, 1999). This will allow for the suprasegmental features of speech to be assessed (Morley, 1991). The assessment will be conducted by a panel of experts formed by native speakers and non-native speakers proficient users of English, in order to minimise any researcher bias. An interrater reliability test between the different members of the panel of experts' scoring will be conducted so the reliability of the assessment activity is trustworthy. Moreover, by requiring the participants to repeat utterances of different stress and intonation in the Imitation test, the researcher will be able to assess the segmental features of their speech (Henning, 1983).

The assessment will be conducted through a variety of assessment tables. After completing all of them, the researcher will be able to produce a written report on the participant's pronunciation level, highlighting the general intelligibility level, segmental and suprasegmental features of speech that must be improved and typical L1 features in speech.

- Initial assessment methodology
  - o Semi-structured interview

This first assessment method will be conducted by the main researcher. The whole process will be recorded for further analysis and transcription. The researcher will have a guide with some suggested questions, but he can propose new prompt questions such as follow-up questions if the participant stops producing impromptu speech or the already proposed questions do not produce the desired effect on the participant (Leech, 2002). If the participant gets off topic, the researcher should bring them back to the issue. The primary focus should stay on the participant, for the main goal of the interview is to produce impromptu speech, and the researcher should stay as distant as possible. This can be made possible if the questions asked are simple, clear and open (Morley, 1991). Silence should be taken into account and it should not be avoided, for it is an essential part of the speech (Poland & Pederson, 1998).

Table 1. *Initial interview*. Questions can be modified.

Interview section	Example
Introduction	<p>A brief introduction should be conducted for the participant to start talking in English and get comfortable with it. The researcher can ask some questions just to ease the participant into the actual interview.</p> <ul style="list-style-type: none"> <li>- <i>How are you today?</i></li> <li>- <i>What did you have for breakfast?</i></li> <li>- <i>Do you play any sport?</i></li> </ul>
Question 1	<ul style="list-style-type: none"> <li>- <i>What are your plans for this summer?</i></li> </ul>
Question 2	<p>The researcher could keep on asking about the participant's summer plans if he or she shows interest and keeps producing impromptu speech. If not, he should ask the next question.</p> <ul style="list-style-type: none"> <li>- <i>If you could have a superpower, what would it be?</i></li> </ul>
Question 3	<p>The researcher could keep on asking about the participant's superpower if he or she shows interest and keeps producing impromptu speech. If not, he should ask the next question.</p> <ul style="list-style-type: none"> <li>- <i>If you were president for one day, what would you change and why?</i></li> </ul>
Prompt questions (optional)	<p>If the participant has talked for more than four minutes in total, the researcher should wrap up the interview and conclude it directly. However, if the participant is reluctant to speak, the researcher could ask some prompt questions for the participant to speak, so enough oral data for the analysis can be collected.</p> <ul style="list-style-type: none"> <li>- <i>If you opened a store, what would you sell?</i></li> <li>- <i>Pretend you are a chef, and tell me about your restaurant. What foods do you serve?</i></li> <li>- <i>If you were a teacher and you could teach your students anything at all, what would it be?</i></li> </ul>
Conclusion	<p>The researcher could ask the participant if he or she has any question. Afterwards, the interview would be concluded.</p>

- Imitation test

The second assessment method will only include initial researcher intervention and the participant will follow through a self-guided evaluation. The whole process will be recorded for further analysis and transcription. The researcher will provide the participant with a virtual interactive activity. The participant will be shown different sentences and words with their correspondent recordings. After reading the sentence/word and their correspondent recording, the participant will have to record himself imitating the utterance. The ability to imitate and mirror has been proved to exert a significant influence on second language pronunciation (Suter, 1976; Purcell & Suter, 1980; Thompson, 1991, as cited in Cenoz & Garcia Lecumberri, 1999). The sentences and words recordings will be produced by different English speakers: two female Canadians, two male Canadians, two female Americans, one male American, two female British, two male British, two female Irish, one male Irish, one female Welsh, two male Germans (NNS but users of ELF), two male Spanish and two female Spanish. There is not a solely accent focus, for intelligibility is the main focus regardless of the accent when communicating (Tracey & Murray, 2005).

Table 2. *Imitation test (I)*. Sentences and word clusters students will have to imitate and its theoretical principle.

Sentence	Theoretical principle	Citation
<p><i>The dog was <u>barking</u> in the parking.</i></p> <p><i><u>Darling</u>, could you pass me the <u>garlic</u> powder, please?</i></p>	Although native Spanish speakers of English develop phonetic categories for English /ba/, /da/ and /ga/, they are significantly shorter because of how much their L2 input was likely to be Spanish-accented.	Emil Flege and Eefting (1986)
<p><i>Those <u>potatoes</u> are fresh.</i></p> <p><i>I don't like these <u>tomatoes</u>.</i></p> <p><i>The <u>key</u> is consistence and discipline.</i></p>	Although native Spanish speakers of English develop phonetic categories for English /p <sup>h</sup> /, /t <sup>h</sup> / and /k <sup>h</sup> /, they do not realize /p, t, k/ authentically because of how much their L2 input was likely to be Spanish-accented.	Emil Flege and Eefting (1986)
<p><i>I once had a <u>sheep</u> who liked to play with my <u>ship</u>.</i></p> <p><i>Please, take a <u>seat</u> and <u>sit</u> down.</i></p>	Both /i:/ vs /ɪ/ correspond to Spanish/Catalan /i/, so these sounds are confused.	Smith and Swan (2002). <i>Learner English. A teacher's guide to interference and other</i>

		<i>problems</i> . Cambridge University Press.
<p>The <u>hat</u> shop is not <u>far</u> away from here. You just have to walk all the way <u>up</u>.</p> <p>Please, put that <u>cat</u> away from my <u>cart</u>.</p> <p>You should <u>cut</u> all the leaves if you want it to grow strong.</p>	The /ɑ:/, /æ/ and /ʌ/ sounds correspond to Spanish/Catalan /a/, so the three sounds are pronounced the same way.	Smith and Swan (2002). <i>Learner English. A teacher's guide to interference and other problems</i> . Cambridge University Press.
<p>The baby is <u>caught</u> in the <u>cot</u>.</p> <p>There's a stain <u>on</u> the <u>door</u>.</p>	Both /ɔ:/ vs /ɒ/ correspond to Spanish/Catalan /o/, so these sounds are confused.	Smith and Swan (2002). <i>Learner English. A teacher's guide to interference and other problems</i> . Cambridge University Press.
<p>There is a kid drowning in the <u>pool</u>!</p> <p>I can <u>pull</u> some strings if you need the document urgently.</p>	Both /u:/ vs /ʊ/ correspond to Spanish/Catalan /u/, so these sounds are confused.	Smith and Swan (2002). <i>Learner English. A teacher's guide to interference and other problems</i> . Cambridge University Press.
<u>Her</u> friend is a <u>teacher</u> .	Both /ɜ:/ vs /ə/ do not have a similar Spanish vowel.	Morley (1991)
These three <u>pens</u> are worth 50 <u>pence</u> .	Spanish speakers use /s/ instead of /z/. However, Catalan speakers have this /z/ vs. /s/ distinction, so it is not a problem for them.	Smith and Swan (2002). <i>Learner English. A teacher's guide to interference and other problems</i> . Cambridge University Press.
<p>The first thing I learnt in Spanish were the <u>vowels</u>.</p> <p>Drinking water and eating vegetables keep your <u>bowels</u> healthy.</p>	Spanish and Catalan have only one sound for English /b/ and /v/. Therefore, there is confusion	Smith and Swan (2002). <i>Learner English. A teacher's guide to interference and other problems</i> . Cambridge University Press.
We have <u>four</u> <u>bars</u> in my town.	In Spanish and Catalan, the /r/ is always pronounced in all position, and this is carried over onto English.	Smith and Swan (2002). <i>Learner English. A teacher's guide to interference and other</i>



		<i>problems</i> . Cambridge University Press.
<i>I am a <u>Spanish student</u> from <u>Stockholm</u>.</i>  <i>Should I <u>stay</u> or should I go?</i>	The sound /s/ plus another consonant never occurs in Spanish/Catalan.	Smith and Swan (2002). <i>Learner English. A teacher's guide to interference and other problems</i> . Cambridge University Press.
<i>I <u>asked</u> you to <u>answer</u> your <u>friend's</u> request.</i>	In Spanish and Catalan, words are pronounced letter by letter, because spelling and pronunciation are closely related.	Smith and Swan (2002). <i>Learner English. A teacher's guide to interference and other problems</i> . Cambridge University Press.

Spanish speakers rely on Spanish pronunciation of English words (Leahy, 1980). Therefore most of the single words shown will be Spanish and/or Catalan cognates with different cognate patterns. Practicing this will also help them improve their reading and comprehension skills (Nagy & García & Durgunoğlu & Hancin-Bhatt, 1993).

Table 3. *Imitation Test (II)*. Spanish-English cognate words with different cognate patterns.

<b>Cognate pattern</b>	<b>English Cognates</b>
English cognate without spelling changes.	<i>Metro, hospital, idea, escape, lava, visa, sociable, inevitable, funeral, adult, original, cereal, horrible and motor.</i>
English cognate without the Spanish ending (-ar, -er and -ir).	<i>Adopt, calm, control, limit, invert and insist.</i>
English cognates that change -ción to -tion.	<i>Action, celebration, procrastination, condition, fiction, nation and aviation.</i>
English cognates that delete the final -o.	<i>Academic, alcoholic, domestic, panic and organic.</i>
English cognates that change the Spanish -ar to -ate.	<i>Accelerate, activate, estimate, calculate, celebrate, communicate, cooperate and decorate.</i>
English cognates that delete the -o of Spanish words ending with -ismo.	<i>Communism, organism and mechanism.</i>
English cognates that delete the -a of Spanish words ending with -ista.	<i>Idealist, socialist, tourist, dentist and list.</i>
English cognates that change the Spanish -ía to -y.	<i>Academy, harmony, glory, galaxy, family, agency, battery and biology.</i>

False cognates.	<i>Realise, grab, support, constipated, large, familiar, fabric, choke, advertise and lecture.</i>
-----------------	--

- Assessment of the initial assessment activity

Three assessment tables were created to evaluate the students' speech production. The first one is an adaption from *The Pronunciation Component in Teaching English to Speakers of Other Languages* by Joan Morley (1991). It will be used to assess the participant's speech production and its intelligibility. The researcher will use this table's results to comment on the participant general level of intelligibility on the final assessment report.

Table 4. *Speech Production Assessment Table*. Adaption from *The Pronunciation Component in Teaching English to Speakers of Other Languages* by Joan Morley (1991).

<b>Level</b>	<b>Description</b>	<b>Impact on Communication</b>
<b>1</b>	Speech is basically unintelligible; only an occasional word/phrase can be recognised.	Accent preludes functional oral communication.
<b>2</b>	Speech is largely unintelligible; great listener effort is required; constant repetitions and verifications are required.	Accent causes severe interference with oral communication.
<b>3</b>	Speech is reasonably intelligible, but significant listener effort is required due to speaker's pronunciation/grammatical errors which cause listener distraction and impede communication; ongoing need for repetitions and verifications.	Accent causes frequent interference with communication through the combined effect of the individual features of mispronunciation and the global impact of the variant speech pattern.
<b>4</b>	Speech is largely intelligible; while sound and prosodic variances from NS norm are obvious, listeners can understand if they concentrate on the message.	Accent causes interference primarily at the distraction level; listener's attention is often diverted away from the content to focus instead on the novelty of the speech pattern.
<b>5</b>	Speech is fully intelligible; occasional sound and prosodic variances from NS norm are present but not seriously distracting to listener.	Accent causes little interference; speech is fully functional for effective communication.

<b>6</b>	Speech is “near-native”; only from minimal features of divergence from NS can be detected; near-native sound and prosodic patterning.	Accent is virtually non-existent.
----------	---	-----------------------------------

The second assessment table will evaluate the suprasegmental features of the participant’s speech. Each assessed item (stress, rhythm, assimilation, elision, linking and intonation) will be classified into four different levels, being 1= complete lack of that aspect in the participant’s speech and 4= accent is virtual non-existent.

Table 5. Excerpt of the suprasegmental features of the participant's speech assessment table.

Level	Description	Impact on communication
<b>Stress</b>		
<b>1</b>	No stress is given to single words nor whole sentences.	Comprehensibility is extremely difficult and the listener has to focus really hard to understand the utterance.
<b>2</b>	Stress is given to single words, but when uttering full sentences, this stress is misplaced.	The participant is able to produce correctly stressed single words, but the purpose of his words is misunderstood due to his misplacing of stress in full sentences.
<b>3</b>	Stress is properly pronounced in both single words and whole sentences. There are occasional sound variances from NS speech.	Stress causes little interference; speech is fully functional for effective communication.
<b>4</b>	Speech is “native-like”, only from minimal stress features of divergence from NS can be detected; near-native stress patterning.	Accent is virtual non-existent.

The third and final assessment table will evaluate the segmental features of the participant’s speech. This table assesses all the characteristics that Spanish/Catalan speakers of English might have in their speech, thus being the longest of the three tables.

Table 6. Excerpt of the segmental features of the participant's speech assessment table

Level	Description	Impact on Communication
<b>Shortness in /ba, da, ga/ phonemes</b>		
<b>1</b>	The phonemes /ba, da, ga/ are significantly shorter in length.	Accent causes interference with oral communication. Although the disruption of this feature is not as

		noticeable as others, it can cause confusion.
2	The participant utters /ba, da, ga/ correctly but sometimes they are mispronounced.	Accent causes little interference, but the mistakes often divert away the focus of the speaker.
3	The phonemes /ba, da, ga/ have an adequate native-like length.	Accent is virtual non-existent.
<b>Difference between /p, t, k/ and /p<sup>h</sup>, t<sup>h</sup>, k<sup>h</sup>/ phonemes</b>		
1	The phonemes /p <sup>h</sup> , t <sup>h</sup> , k <sup>h</sup> / lack their characteristic affricative manner and they sound like /p, t, k/	Accent causes interference with oral communication. Although the disruption of this feature is not as noticeable as others, it can cause confusion.
2	The participant utters /p <sup>h</sup> , t <sup>h</sup> , k <sup>h</sup> / correctly but sometimes they are mispronounced.	Accent causes little interference, but the mistakes often divert away the focus of the speaker.
3	The phonemes /p <sup>h</sup> , t <sup>h</sup> , k <sup>h</sup> / are correctly pronounced.	Accent is virtual non-existent.

- Proposed activities

After assessing the students' level of pronunciation, the researcher elaborates a report with those areas and/or features of speech that have to be improved. For each suprasegmental feature assessed there are three proposed activities: one elementary activity to introduce the feature, one intermediate activity to correct the students' mistakes and one advanced activity aimed to achieve native-like pronunciation. For each segmental feature assessed there is one proposed activity designed to correct and improve it. Moreover, there are three activities to work on cognate words as well. The difference in the amount of activities between suprasegmental and segmental features of speech relies on the fact that suprasegmental elements of speech play a primary role in pronunciation and intelligibility (Morley, 1991), and the main goal of any pronunciation task should be to improve intelligibility (Tracey & Murray, 2005).

On the following table you will find a list of all the activities designed to work on cognates and suprasegmental features of speech.

Table 7. Table with the list of activities on cognates and suprasegmental features

<b>Activities on cognates and Suprasegmental features of speech</b>		
<b>Feature</b>	<b>Level</b>	<b>Activity name</b>
<b>Cognates</b>	Elementary	<i>Identifying English-Spanish cognates</i>
	Intermediate	<i>Computer-based spaced repetition learning activity</i>
	Advanced	<i>Identifying false English-Spanish cognates</i>
<b>Stress</b>	Elementary	Demonstrating stress and syllable length
	Intermediate	Stress Families
	Advanced	Different stress, different meaning
<b>Rhythm</b>	Elementary	Natural and unnatural English
	Intermediate	Fill in the gap using natural rhythm
	Advanced	Shadowing
<b>Assimilation, elision and linking</b>	Elementary	Learning the IPA
	Intermediate	Phonetic Battleship
	Advanced	Hollywood sound changes
<b>Intonation</b>	Elementary	Prominent and non-prominent words
	Intermediate	Where's my tonic?
	Advanced	The rise and the fall of the English language

On the following table you will find a list of all the activities designed to work on segmental features of speech.

Table 8. Table with the list of activities on segmental features

<b>Activities on segmental features of speech</b>	
<b>Feature</b>	<b>Activity name</b>
<b>/ba, da, ga/</b>	<i>The /ba, da, ga/ length</i>
<b>/p, t, k/ vs /p<sup>h</sup>, t<sup>h</sup>, k<sup>h</sup>/</b>	<i>The /p<sup>h</sup>, t<sup>h</sup>, k<sup>h</sup>/ length</i>
<b>/i:/ and /ɪ/</b>	<i>There's a sheep on the ship</i>
<b>/ɑ:/, /æ/ and /ʌ/</b>	<i>The cat in my car cut me!</i>

/ɔ:/ vs /ɒ/	<i>Stop on the spot</i>
/u:/ vs /ʊ/	<i>The pool is full!</i>
<b>The /s/ at the beginning of a word followed by a consonant</b>	<i>The Spanish Speaker</i>
/ɜ:/ vs /ə/	<i>Why English Is So Hard To Learn</i>
<b>/s/ instead of /z/</b>	<i>Real eyes, realise, real lies</i>
<b>/b/ vs /v/</b>	<i>Very red berry</i>
<b>/r/ sound pronunciation</b>	<i>Tongue is key</i>

On the following table you can see an example of an activity plan, specifically the intermediate level activity on cognate words.

Table 9. *Intermediate Cognate Activity. Based on the computer-based spaced repetition method using the Anki app.*

<b>Title</b>	Computer-based spaced repetition learning activity
<b>Activity Level</b>	Intermediate
<b>Focus</b>	To create digital flashcards with cognate words and to reinforce the daily use of the app.
<b>Time</b>	60 minutes
<b>Procedure</b>	<p>Students will use the free computer-based flashcard program <i>Anki</i>, which has been proved to help ESL learners improve their vocabulary (Cennet, 2019). Several studies show that flashcard learning is of paramount importance for students to memorize large number of words in a short period of time (Fitzpatrick, Al-Qarni &amp; Meara, 2008). Moreover, it has been demonstrated that learners transfer this flashcard learning into regular language usage (Elgort, 2007).</p> <ol style="list-style-type: none"> <li>1. Each student will have previously created an online Anki account, so they can practice wherever they want. Using this account, they will create a flashcard for every word in their cognate word bank.</li> <li>2. On each flashcard, they will record the correct pronunciation of the selected word, along with its phonetic transcription and its meaning. Images can be included.</li> <li>3. When all the flashcards are created, they will be encouraged to work for 15 minutes every day on their flashcards.</li> </ol>

For each activity there are different resources and tools that have been designed as well. On the following section you can see the material created for the previous activity.

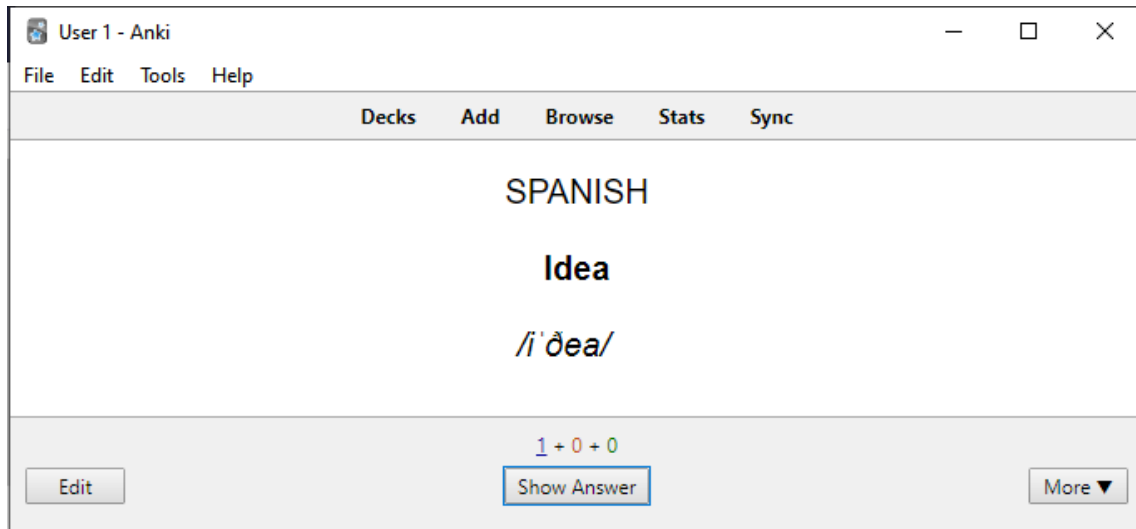


Figure 9. Side A of the cognate Anki Flashcard.

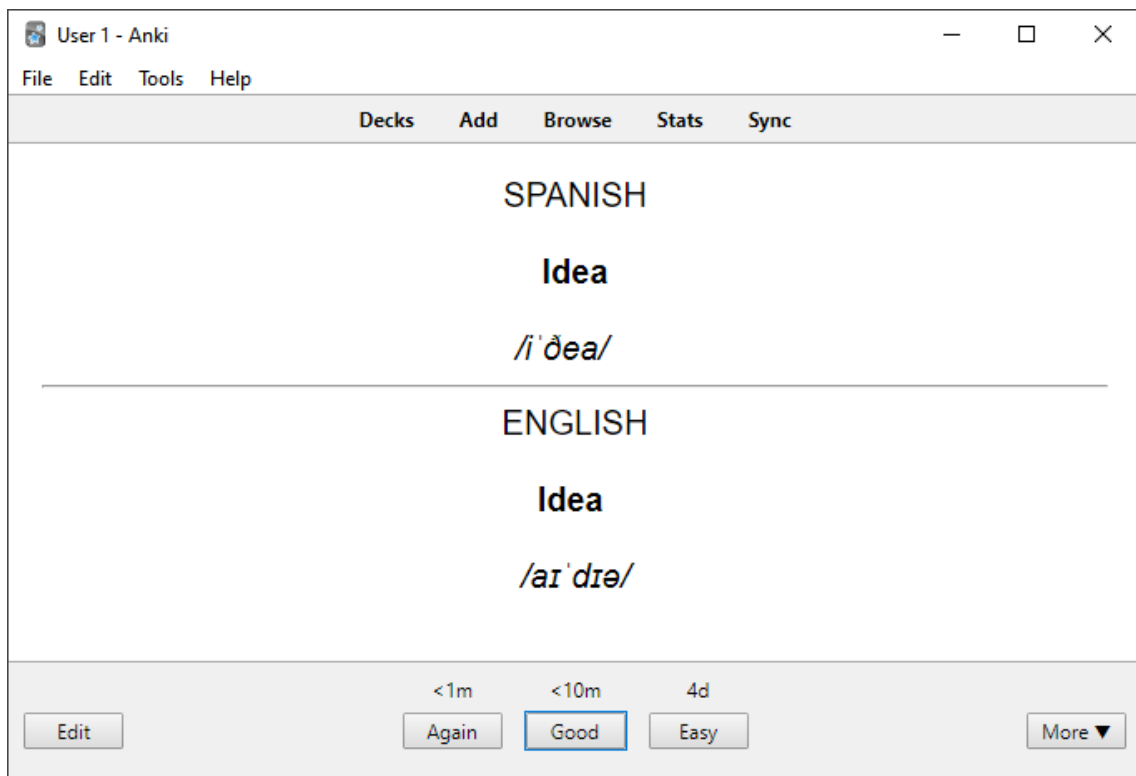


Figure 10.. Side B of the cognate Anki Flashcard.

All the activities and the external resources designed for this project can be found in the annexes section.

### 1.1. Objectives of the intervention/material

The main objectives of the material is to create a series of activities for grade six English teachers to conduct in class that will allow them to evaluate their student's level of pronunciation, to create a series of activities for grade six English teachers to conduct in class designed to allow each student to improve in those areas where his or her pronunciation can be improved, and to create a series of activities for teachers to conduct in class designed to allow each student to improve their speech intelligibility, accentedness and comprehensibility.

## 2. Methodology

### 2.1. Sample Schools

This research project has been planned to be conducted in thirteen different schools, each of them unique in their way. Schools were selected upon the socioeconomic level of the students' families and considering if they were public (state schools) or private schools.

Table 11. *Table with all the schools selected for the project, along with control schools with similar characteristics*

<b>Relevant aspects to highlight from each school</b>	<b>Control</b>	<b>Experimental</b>
Public School with low socioeconomic level families.	Institut Escola La Mina (Sant Adrià de Besòs) Escola La Minerva (Calella)	Escola Joan Maragall (Arenys de Mar) Escola Misericordia (Canet de Mar) Escola Sant Martí (Arenys de Mar)
Public School with average socioeconomic level families	Escola Montpalau (Pineda) Escola Montserrat (Premià de Mar)	Escola Turó del Drac (Canet de Mar) Escola Ocata (El Masnou)
Public School with high socioeconomic level families	Escola Poeta Foix (Sarrià, Barcelona) Escola Pompeu Fabra (Vallirana)	Escola Orlandai (Sarrià, Barcelona) Escola Abat Oliva (Sant Hipòlit de Voltregà)
Private School with low socioeconomic level families	Institut Escola La presentació (Arenys de Mar)	Escola Yglesias (Canet de Mar) L'Arboç (Mataró)



	Escola Sagrat Cor (El Masnou)	
Private School with average socioeconomic level families	Escola Pia de Calella (Calella) Escolàpies El Masnou (El Masnou)	Escola Santa Rosa de Lima (Canet de Mar) Dominiques Vallirana (Vallirana)
Private School with high socioeconomic level families	Escola La Farga (Sant Cugat del Valles) Escola Decroly (Barcelona)	Escola Waldorf (Vallgorguina) Escola Betània-Patmos (Barcelona)

## 2.2. Operational variables

The operational variables have been divided in two categories: in class extraneous variables and out of class extraneous variables. Pronunciation is not only affected by in class input but by many other variables. These variables are extraneous, because although they will be taken into account in the study, they may affect changes attributed to independent variables (Kumat, 1999). All these variables cannot be controlled and the results of the project might be affected by them.

Although the project will be designed so each student receives an individual and personal assessment and feedback, by controlling these aspects we can improve the accuracy of the post-assessment activities.

There are four in class extraneous variables that will be controlled. These are the pronunciation quality of the in class English Teacher, the actual school English program and the hours of English classes per week, the student/teacher ratio and the previous emphasis on in class pronunciation.

There are seven out of class extraneous variables that will be controlled. These are the gender of the students, their family socioeconomic situation, any after school English classes either as private lessons or in academies, the pronunciation quality of these private lessons/ academy teacher, any external native input (native speaker family members), the usage of English as a Lingua Franca in everyday situations and last but not least the attendance of English Summer Camps.

### 2.3. Objectives of the study

Because the proposed study has not been conducted in a real life scenario and the results are yet to be tested, the objectives of the study are to determine if the activities improve students' pronunciation through the analysis of segmental and suprasegmental features of speech, and to determine if the activities designed improve students' intelligibility, accentedness and comprehensibility.

### 2.4. Data collection proposal

The assessment activity itself is the data collection method used to gather all the initial information required for the researcher to elaborate the first pronunciation report. These initial assessment methods are a semi-structured interview and an Imitation test. Both these methods will be recorded in video so the panel of experts formed by native speakers and non-native speakers proficient users of English can review the students' speech production and features of speech.

A questionnaire will be sent to every students' family for them to fill out. In this questionnaire the families will have to provide information about their socioeconomic situation, any after school English classes taken by their son or daughter, any external English input, the usage of English as Lingua Franca in everyday situations and the attendance of English Summer Camps.

### 2.5. Data analysis proposal

When the data is collected using the abovementioned methods, the panel of experts will create a report based on each aspect and feature assessed in the initial assessment activity. Each student will work on every aspect mentioned in his or her report through the activities proposal. After completing all the activities, the student will take the initial assessment test once again. The answers will be recorded.

The panel of experts will then compare both recordings, paying especial attention to the features of speech each student had to improve. After analysing the data, a final report will be written. In this report, the final result will indicate the changes and/or improvements that the student has underwent, his or her final pronunciation level and the features that still have to be improved. The grades given will be statistically compared used a two-way (socioeconomic situation and whereas if the school attended is private or

public) ANOVA test with replication. The levels or groups of the studied independent variable would be three: low socioeconomic level, average socioeconomic level and high socioeconomic level

## 2.6. Hypothesis

Grade 6 students who undergo this project will improve their speech intelligibility, accentedness and comprehension.

## 2.7. Limitations

As it was mentioned before, pronunciation is not only affected by in class input but by many other variables. Most of this variables are extraneous. They will be measured, but there is an intrinsic difficulty in controlling all the external input a student can receive from the outside world, and therefore this aspect will provide us with slightly misleading results.

Moreover, the activities proposed have not been tested in real scenarios. They are based on theoretical principles that have been proved, so the activities should be tested to check their veracity.

There might be the case of students whose L1 is not Spanish or Catalan but another language. By undertaking this project their English pronunciation would probably improve because after all they will be having their features assessed and worked on. However, the test was designed to evaluate specific features of the speech that Catalan and Spanish speakers have problems with, so it will not be as effective.

There is also the case of students with a third L1, which would influence their L2 production.

# Bibliographical references

Tracey M., & Murray J. (2012). Second Language Accent and Pronunciation Teaching: A Research-Based Approach. *TESOL Quarterly*. 379- 397

Leahy, R. M. (1980). A Practical Approach for Teaching ESL Pronunciation Base on Distinctive Feature Analysis. *TESOL Quarterly*, 14(2), 209-218

Cenoz, J., & Garcia Lecumberri, M. (1999). The acquisition of English pronunciation: learners' view, *International Journal of Applied Linguistics*, 9 (1). 3-18

Generalitat de Catalunya, Departament d'Ensenyament (2015). Competències Bàsiques de l'àmbit lingüístic. *Direcció General d'Educació Infantil i Primària*.

Morley, J. (1991). The Pronunciation Component in Teaching English to Speakers of Other Languages- *TESOL Quarterly*. 481- 520

Roigé, X., Ventura, X. R. & Estrada, F. (1999). *Tècniques d'investigació en antropologia social*. 153. Edicions Universitat de Barcelona.

Henning, G. (1983). Oral Proficiency Testing: Comparative Validities Of Interview, Imitation, And Completion Methods- *Language Learning*, 33 (3). 315-332

Leech, B. (2002). Asking Questions: Techniques for Semistructured Interviews. *Political Science and Politics*, 9 (1). 665-668

Poland B., & Pederson, A (1998). Reading Between the Lines: Interpreting Silences in Qualitative Research. *Qualitative Inquiry*, 4 (2). 293.

Emil Flege, J. & Eefting, W. (1986). Production and perception of English stops by native Spanish speakers. *Journal of Phonetics*, 15, 67-83

Smith & Swan (2002). *Learner English. A Teacher's Guide To Interference and other problems.* Cambridge University Press. 90-112

Nagy, W., Durgunoglu, A., & Hancin-Bhatt, B. (1993). Cross language transfer of phonological awareness. *Journal of Educational Psychology*, 85. 453-465

Cennet, A. (2019). Integrating a Computer-Based Flashcard Program into Academic Vocabulary Learning. *TOJET*, 18 (1). 44-62

Elgort, I. (2007). L2 Vocabulary Learning From Reading: Explicit and Tacit Lexical Knowledge and the Role of Learner and Item Variables. *Language Learning*, 64 (2).

**Pablo Martínez Portugues**

---

Appendix A

Interview section	Example
Introduction	<p>A brief introduction should be conducted for the participant to start talking in English and get comfortable with it. The researcher can ask some questions just to ease the participant into the actual interview.</p> <ul style="list-style-type: none"> <li>- <i>How are you today?</i></li> <li>- <i>What did you have for breakfast?</i></li> <li>- <i>Do you play any sport?</i></li> </ul>
Question 1	<ul style="list-style-type: none"> <li>- <i>What are your plans for this summer?</i></li> </ul>
Question 2	<p>The researcher could keep on asking about the participant's summer plans if he or she shows interest and keeps producing impromptu speech. If not, he should ask the next question.</p> <ul style="list-style-type: none"> <li>- <i>If you could have a superpower, what would it be?</i></li> </ul>
Question 3	<p>The researcher could keep on asking about the participant's superpower if he or she shows interest and keeps producing impromptu speech. If not, he should ask the next question.</p> <ul style="list-style-type: none"> <li>- <i>If you were president for one day, what would you change and why?</i></li> </ul>
Prompt questions (optional)	<p>If the participant has talked for more than four minutes in total, the researcher should wrap up the interview and conclude it directly. However, if the participant is reluctant to speak, the researcher could ask some prompt questions for the participant to speak, so enough oral data for the analysis can be collected.</p> <ul style="list-style-type: none"> <li>- <i>If you opened a store, what would you sell?</i></li> <li>- <i>Pretend you are a chef, and tell me about your restaurant. What foods do you serve?</i></li> <li>- <i>If you were a teacher and you could teach your students anything at all, what would it be?</i></li> </ul>
Conclusion	<p>The researcher could ask the participant if he or she has any question. Afterwards, the interview would be concluded.</p>

Sentence	Theoretical principle	Citation
<p>The dog was <u>barking</u> in the parking.</p> <p><u>Darling</u>, could you pass me the <u>garlic</u> powder, please?</p>	<p>Although native Spanish speakers of English develop phonetic categories for English /ba/, /da/ and /ga/, they are significantly shorter because of how much their L2 input was likely to be Spanish-accented.</p>	<p>Emil Flege and Eefting (1986)</p>
<p>Those <u>potatoes</u> are fresh.</p> <p>I don't like these <u>tomatoes</u>.</p> <p>The <u>key</u> is consistence and discipline.</p>	<p>Although native Spanish speakers of English develop phonetic categories for English /p<sup>h</sup>/, /t<sup>h</sup>/ and /k<sup>h</sup>/, they do not realize /p, t, k/ authentically because of how much their L2 input was likely to be Spanish-accented.</p>	<p>Emil Flege and Eefting (1986)</p>
<p>I once had a <u>sheep</u> who liked to play with my <u>ship</u>.</p> <p>Please, take a <u>seat</u> and <u>sit</u> down.</p>	<p>Both /i:/ vs /ɪ/ correspond to Spanish/Catalan /i/, so these sounds are confused.</p>	<p>Smith and Swan (2002). <i>Learner English. A teacher's guide to interference and other problems.</i> Cambridge University Press.</p>
<p>The <u>hat</u> shop is not <u>far</u> away from here. You just have to walk all the way <u>up</u>.</p> <p>Please, put that <u>cat</u> away from my <u>cart</u>.</p> <p>You should <u>cut</u> all the leaves if you want it to grow strong.</p>	<p>The /ɑ:/, /æ/ and /ʌ/ sounds correspond to Spanish/Catalan /a/, so the three sounds are pronounced the same way.</p>	<p>Smith and Swan (2002). <i>Learner English. A teacher's guide to interference and other problems.</i> Cambridge University Press.</p>
<p>The baby is <u>caught</u> in the <u>cot</u>.</p> <p>There's a stain <u>on</u> the <u>door</u>.</p>	<p>Both /ɔ:/ vs /ɒ/ correspond to Spanish/Catalan /o/, so these sounds are confused.</p>	<p>Smith and Swan (2002). <i>Learner English. A teacher's guide to interference and other problems.</i> Cambridge University Press.</p>
<p>There is a kid drowning in the <u>pool</u>!</p> <p>I can <u>pull</u> some strings if you need the document urgently.</p>	<p>Both /u:/ vs /ʊ/ correspond to Spanish/Catalan /u/, so these sounds are confused.</p>	<p>Smith and Swan (2002). <i>Learner English. A teacher's guide to interference and other problems.</i> Cambridge University Press.</p>



<i>Her friend is a <u>teacher</u>.</i>	Both /ɜ:/ vs /ə/ do not have a similar Spanish vowel.	Morley (1991)
<i>These three <u>pens</u> are worth 50 <u>pence</u>.</i>	Spanish speakers use /s/ instead of /z/. However, Catalan speakers have this /z/ vs. /s/ distinction, so it is not a problem for them.	Smith and Swan (2002). <i>Learner English. A teacher's guide to interference and other problems.</i> Cambridge University Press.
<i>The first thing I learnt in Spanish were the <u>vowels</u>.</i>  <i>Drinking water and eating vegetables keep your <u>bowels</u> healthy.</i>	Spanish and Catalan have only one sound for English /b/ and /v/. Therefore, there is confusion	Smith and Swan (2002). <i>Learner English. A teacher's guide to interference and other problems.</i> Cambridge University Press.
<i>We have <u>four bars</u> in my town.</i>	In Spanish and Catalan, the /r/ is always pronounced in all position, and this is carried over onto English.	Smith and Swan (2002). <i>Learner English. A teacher's guide to interference and other problems.</i> Cambridge University Press.
<i>I am a <u>Spanish student</u> from <u>Stockholm</u>.</i>  <i>Should I <u>stay</u> or should I go?</i>	The sound /s/ plus another consonant never occurs in Spanish/Catalan.	Smith and Swan (2002). <i>Learner English. A teacher's guide to interference and other problems.</i> Cambridge University Press.
<i>I <u>asked</u> you to <u>answer</u> your <u>friend's</u> request.</i>	In Spanish and Catalan, words are pronounced letter by letter, because spelling and pronunciation are closely related.	Smith and Swan (2002). <i>Learner English. A teacher's guide to interference and other problems.</i> Cambridge University Press.

<b>Cognate pattern</b>	<b>English Cognates</b>
English cognate without spelling changes.	<i>Metro, hospital, idea, escape, lava, visa, sociable, inevitable, funeral, adult, original, cereal, horrible and motor.</i>
English cognate without the Spanish ending (-ar, -er and -ir).	<i>Adopt, calm, control, limit, invert and insist.</i>
English cognates that change -ción to -tion.	<i>Action, celebration, procrastination, condition, fiction, nation and aviation.</i>
English cognates that delete the final -o.	<i>Academic, alcoholic, domestic, panic and organic.</i>
English cognates that change the Spanish -ar to -ate.	<i>Accelerate, activate, estimate, calculate, celebrate, communicate, cooperate and decorate.</i>
English cognates that delete the -o of Spanish words ending with -ismo.	<i>Communism, organism and mechanism.</i>
English cognates that delete the -a of Spanish words ending with -ista.	<i>Idealist, socialist, tourist, dentist and list.</i>
English cognates that change the Spanish -ía to -y.	<i>Academy, harmony, glory, galaxy, family, agency, battery and biology.</i>
False cognates.	<i>Realise, grab, support, constipated, large, familiar, fabric, choke, advertise and lecture.</i>

Level	Description	Impact on communication
<b>Stress</b>		
1	No stress is given to single words nor whole sentences.	Comprehensibility is extremely difficult and the listener has to focus really hard to understand the utterance.
2	Stress is given to single words, but when uttering full sentences, this stress is misplaced.	The participant is able to produce correctly stressed single words, but the purpose of his words is misunderstood due to his misplacing of stress in full sentences.
3	Stress is properly pronounced in both single words and whole sentences. There are occasional sound variances from NS speech.	Stress causes little interference; speech is fully functional for effective communication.
4	Speech is “native-like”, only from minimal stress features of divergence from NS can be detected; near-native stress patterning.	Accent is virtual non-existent.
<b>Rhythm</b>		
1	There is no sentence rhythm.	Comprehensibility is extremely difficult and the listener has to focus really hard to understand the utterance.
2	The sentence rhythm produced by the participant resembles the one of his or her L1.	The participant is able to produce sentences with rhythm, but because they resemble his or her L1, the message can be misunderstood.
3	There is a correct sentence rhythm most of the time, but the participant makes rhythm mistakes.	Rhythm causes little interference; speech is fully functional for effective communication.
4	Speech is “native-like”, only from minimal rhythm features of divergence from NS can be detected; near-native rhythm patterning.	Accent is virtual non-existent.
<b>Assimilation</b>		
1	There is no use of assimilation and each word phoneme is produced individually.	The participants sounds as if he was uttering each word isolated from the others. Difficulty in understanding the whole message.
2	There is use of assimilation, but most of the time it is wrongly used and/or not used when it had to be used.	The participant’s speech sounds odd, as if it was clipped. Difficulty in understanding the whole message.
3	There is use of assimilation, correctly used most of the time.	The participant’s speech is perfectly understandable, although sometimes it can sound a little bit odd.
4	The use of assimilation is the participant’s speech is perfect.	Accent is virtual non-existent.
<b>Elision</b>		
1	There is no use of elision and each word cluster is produced individually.	The participants sounds as if he was uttering each word cluster really slow. Difficulty in understanding the whole message.
2	There is use of elision, but most of the time it is wrongly used and/or not used when it had to be used.	The participant’s speech sounds odd, as if it was slowed. Difficulty in understanding the whole message.

3	There is use of elision, correctly used most of the time.	The participant's speech is perfectly understandable, although sometimes it can be a little slow-paced.
4	The use of elision in the participant's speech is perfect.	Accent is virtual non-existent.
<b>Linking (Liaison)</b>		
1	There is no use of linking and each word cluster is produced phoneme by phoneme.	The participant sounds as if he was uttering each word cluster isolated from the others. Difficulty in understanding the whole message.
2	There is use of linking, but most of the time it is wrongly used and/or not used when it had to be used.	The participant's speech sounds odd, as if it was clipped. Difficulty in understanding the whole message.
3	There is use of linking, correctly used most of the time.	The participant's speech is perfectly understandable, although sometimes it can sound a little bit odd.
4	The use of linking in the participant's speech is perfect.	Accent is virtual non-existent.
<b>Intonation</b>		
1	There is no sentence intonation.	The participant's perlocutionary act of his speech is not achieved due to the lack of intonation.
2	The sentence intonation produced by the participant resembles the one of his or her L1.	The participant is able to produce sentences with intonation, but because they resemble his or her L1, the message can be misunderstood.
3	There is a correct sentence intonation most of the time, but the participant makes rhythm mistakes.	Intonation causes little interference; speech is fully functional for effective communication. The perlocutionary act of speech is usually achieved.
4	Speech is "native-like", only from minimal intonation features of divergence from NS can be detected; near-native rhythm patterning.	Accent is virtual non-existent.

<b>Level</b>	<b>Description</b>	<b>Impact on Communication</b>
<b>1</b>	Speech is basically unintelligible; only an occasional word/phrase can be recognised.	Accent precludes functional oral communication.
<b>2</b>	Speech is largely unintelligible; great listener effort is required; constant repetitions and verifications are required.	Accent causes severe interference with oral communication.
<b>3</b>	Speech is reasonably intelligible, but significant listener effort is required due to speaker's pronunciation/grammatical errors which cause listener distraction and impede communication; ongoing need for repetitions and verifications.	Accent causes frequent interference with communication through the combined effect of the individual features of mispronunciation and the global impact of the variant speech pattern.
<b>4</b>	Speech is largely intelligible; while sound and prosodic variances from NS norm are obvious, listeners can understand if they concentrate on the message.	Accent causes interference primarily at the distraction level; listener's attention is often diverted away from the content to focus instead on the novelty of the speech pattern.
<b>5</b>	Speech is fully intelligible; occasional sound and prosodic variances from NS norm are present but not seriously distracting to listener.	Accent causes little interference; speech is fully functional for effective communication.
<b>6</b>	Speech is "near-native"; only from minimal features of divergence from NS can be detected; near-native sound and prosodic patterning.	Accent is virtually non-existent.

Level	Description	Impact on Communication
<b>Shortness in /ba, da, ga/ phonemes</b>		
1	The phonemes /ba, da, ga/ are significantly shorter in length.	Accent causes interference with oral communication. Although the disruption of this feature is not as noticeable as others, it can cause confusion.
2	The participant utters /ba, da, ga/ correctly but sometimes they are mispronounced.	Accent causes little interference, but the mistakes often divert away the focus of the speaker.
3	The phonemes /ba, da, ga/ have an adequate native-like length.	Accent is virtual non-existent.
<b>Difference between /p, t, k/ and /p<sup>h</sup>, t<sup>h</sup>, k<sup>h</sup>/ phonemes</b>		
1	The phonemes /p <sup>h</sup> , t <sup>h</sup> , k <sup>h</sup> / lack their characteristic affricative manner and they sound like /p, t, k/	Accent causes interference with oral communication. Although the disruption of this feature is not as noticeable as others, it can cause confusion.
2	The participant utters /p <sup>h</sup> , t <sup>h</sup> , k <sup>h</sup> / correctly but sometimes they are mispronounced.	Accent causes little interference, but the mistakes often divert away the focus of the speaker.
3	The phonemes /p <sup>h</sup> , t <sup>h</sup> , k <sup>h</sup> / are correctly pronounced.	Accent is virtual non-existent.
<b>Use of /i:/ and /ɪ/</b>		
1	Both /i:/ and /ɪ/ are pronounced like the Catalan/Spanish /i/.	Accent causes interference with oral communication. Although the disruption of this feature is not as noticeable as others, it can cause confusion.
2	The participant knows the difference between /i:/ and /ɪ/, but he/she does not use it correctly most of the time.	Accent causes little interference, but the mistakes often divert away the focus of the speaker. There might be a confusion when uttering minimal pairs.
3	The phonemes /i:/ and /ɪ/ are used correctly.	Accent is virtual non-existent.
<b>Use of /ɑ:, æ, ʌ/</b>		
1	The /ɑ:, æ, ʌ/ sounds are all pronounced equally as /a/.	Accent causes interference with oral communication. Although the disruption of this feature is not as noticeable as others, it can cause confusion.
2	The participants uses some of the /ɑ:, æ, ʌ/ phonemes, but sometimes they are wrongly used.	Accent causes little interference, but the mistakes often divert away the focus of the speaker.
3	The /ɑ:, æ, ʌ/ are correctly pronounced.	Accent is virtual non-existent.

<b>Use of /ɔ:/ and /ɒ/</b>		
<b>1</b>	Both /ɔ:/ and /ɒ/ are pronounced like the Catalan/Spanish /o/.	Accent causes interference with oral communication. Although the disruption of this feature is not as noticeable as others, it can cause confusion.
<b>2</b>	The participant knows the difference between /ɔ:/ and /ɒ/, but he/she does not use it correctly most of the time.	Accent causes little interference, but the mistakes often divert away the focus of the speaker. There might be a confusion when uttering minimal pairs.
<b>3</b>	The phonemes /ɔ:/ and /ɒ/ are used correctly.	Accent is virtual non-existent.
<b>Use of /u:/ and /ʊ/</b>		
<b>1</b>	Both /u:/ and /ʊ/ are pronounced like the Catalan/Spanish /u/.	Accent causes interference with oral communication. Although the disruption of this feature is not as noticeable as others, it can cause confusion.
<b>2</b>	The participant knows the difference between /u:/ and /ʊ/, but he/she does not use it correctly most of the time.	Accent causes little interference, but the mistakes often divert away the focus of the speaker. There might be a confusion when uttering minimal pairs.
<b>3</b>	The phonemes /u:/ and /ʊ/ are used correctly.	Accent is virtual non-existent.
<b>Use of /ɜ:/ and /ə/</b>		
<b>1</b>	Both /ɜ:/ and /ə/ are pronounced like the Spanish /e/.	Accent causes interference with oral communication. Although the disruption of this feature is not as noticeable as others, it can cause confusion.
<b>2</b>	The participant knows the difference between /ɜ:/ and /ə/, but he/she does not use it correctly most of the time.	Accent causes little interference, but the mistakes often divert away the focus of the speaker. There might be a confusion when uttering minimal pairs.
<b>3</b>	The phonemes /ɜ:/ and /ə/ are used correctly.	Accent is virtual non-existent.
<b>Presence of the phoneme /k/ after the sound /ŋ/</b>		
<b>1</b>	There is an absence of the phoneme /k/ after the phoneme /ŋ/.	Accent causes interference with oral communication.
<b>2</b>	The phoneme /k/ after the phoneme /ŋ/ is correctly used during the imitation task, but not during the impromptu speech.	Accent causes little interference, but the mistakes often divert away the focus of the speaker.
<b>3</b>	The phoneme /k/ is correctly pronounced.	Accent is virtual non-existent.

<b>Use of /s /instead of /z/</b>		
<b>1</b>	The participant uses /s/ instead of /z/.	Accent causes interference with oral communication. Although the disruption of this feature is not as noticeable as others, it can cause confusion.
<b>2</b>	The phonemes /s/ and /z/ are correctly used during the imitation task, but not during the impromptu speech.	Accent causes little interference, but the mistakes often divert away the focus of the speaker. There might be a confusion when uttering minimal pairs.
<b>3</b>	The phonemes /s/ and /z/ are correctly used most of the time.	Accent is virtual non-existent.
<b>Pronunciation of the /r/ phoneme</b>		
<b>1</b>	The /r/ phoneme is always pronounced with an alveolar tap like in the Spanish word <i>caro</i> or <i>pero</i> .	Accent causes severe interference with oral communication. The listener has to make a huge effort to understand what's being said. The accent origin can be easily recognized, being this feature a typical characteristic of Spanish speakers of English.
<b>2</b>	The /r/ phoneme is pronounced like the English /r/ most of the time, but it is always pronounced even when it does not have to be pronounced.	Accent causes little interference, but the mistakes often divert away the focus of the speaker.
<b>3</b>	The /r/ phoneme is properly pronounced only when needed. Note that this might change depending on the dialectal variety of the speaker. E.g. British and American pronunciation.	Spanish/Catalan accent is virtual non-existent, although due to the dialectal variety a native-like accent can be noticed.
<b>Difference between /b/ and /v/</b>		
<b>1</b>	All the /v/ sounds are pronounced like /b/.	Accent causes interference with oral communication. Although the disruption of this feature is not as noticeable as others, it can cause confusion.
<b>2</b>	There is a difference between /b/ and /v/ when the participant imitates other English speakers, but not during impromptu speech.	Accent causes little interference, but the mistakes often divert away the focus of the speaker. There might be confusion when pronouncing minimal pairs, like in <i>vowels</i> and <i>bowels</i> .
<b>3</b>	The participant uses /b/ and /v/ correctly most of the time.	Accent is virtual non-existent.
<b>Use of /s/ followed by another consonant at the beginning of a word</b>		
<b>1</b>	The participant always adds an /e/ phoneme at the beginning of a	Accent causes interference with oral communication. The accent



	word starting with s and a consonant.	origin can be easily recognized, being this feature a typical characteristic of Spanish speakers of English.
2	The /s/+ consonant phoneme is correctly used most of the time, although when using impromptu speech the participant makes some mistakes	Accent causes little interference, but the mistakes often divert away the focus of the speaker.
3	The phoneme /s/ + consonant is pronounced as it sounds, without adding the /e/ sound at the beginning.	Accent is virtual non-existent.
<b>Effect of spelling in pronunciation</b>		
1	Words are pronounced letter by letter.	Accent causes severe interference with oral communication. The listener has to make a huge effort to understand what's being said.
2	Words are pronounced correctly despite its spelling, although there are some occasional mistakes like in words ending in -ed.	Accent causes little interference, but the mistakes often divert away the focus of the speaker.
3	Spelling does not affect the participant's pronunciation.	Accent is virtual non-existent.

<b>Title</b>	Identifying English-Spanish cognates
<b>Activity Level</b>	Elementary
<b>Focus</b>	To identify the pronunciation differences between English-Spanish cognate words and to create a cognate word bank.
<b>Time</b>	45 minutes
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Students will be asked to brainstorm individually about common English words that have a Spanish cognate. Each student will have to write down at least 20 cognates.</li> <li>2. After completing the individual task, the students will have to make groups of four and share their cognates. Each member of the group will have assigned a specific role: <i>the false-friend checker</i>, <i>the spelling master</i>, <i>the pronunciation master</i> and <i>the secretary</i>. The <i>false-friend checker</i> will have to look for the meaning of each said word, in case any student found a false friend word (like the Spanish <i>pie</i> and the Catalan <i>molest</i>). The <i>spelling master</i> will use a dictionary to check if the cognates are correctly written and there is no spelling mistake. The <i>pronunciation master</i> will check each word's pronunciation using an online dictionary. The <i>secretary</i> will write down each cognate after every other member of the group has done its task and meaning, spelling and pronunciation have been verified.</li> <li>3. Every group will share with the rest of the class their words, and each secretary will have to write down every word.</li> <li>4. At the end of the session, each group should have a cognate word bank with the most common English-Spanish cognates.</li> </ol>

<b>Title</b>	Computer-based spaced repetition learning activity
<b>Activity Level</b>	Intermediate
<b>Focus</b>	To create digital flashcards with cognate words and to reinforce the daily use of the app.
<b>Time</b>	60 minutes
<b>Procedure</b>	<p>Students will use the free computer-based flashcard program <i>Anki</i>, which has been proved to help ESL learners improve their vocabulary (Cennet, 2019). Several studies show that flashcard learning is of paramount importance for students to memorize large number of words in a short period of time (Fitzpatrick, Al-Qarni &amp; Meara, 2008). Moreover, it has been demonstrated that learners transfer this flashcard learning into regular language usage (Elgort, 2007).</p> <ol style="list-style-type: none"> <li>4. Each student will have previously created an online Anki account, so they can practice wherever they want. Using this account, they will create a flashcard for every word in their cognate word bank.</li> </ol>

	<ol style="list-style-type: none"> <li>5. On each flashcard, they will record the correct pronunciation of the selected word, along with its phonetic transcription and its meaning. Images can be included.</li> <li>6. When all the flashcards are created, they will be encouraged to work for 15 minutes every day on their flashcards.</li> </ol>
--	--

<b>Title</b>	Identifying false English-Spanish cognates
<b>Activity Level</b>	Advanced
<b>Focus</b>	To identify false English-Spanish cognates, to create a false-cognate word bank and its correspondent <i>Anki</i> flashcard.
<b>Time</b>	45 minutes
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Students will be asked to brainstorm individually about English words that have a false Spanish cognate.</li> <li>2. After completing the individual task, the students will have to make groups of four and share their false cognates. Each member of the group will have assigned a specific role: <i>the false-friend checker</i>, <i>the spelling master</i>, <i>the pronunciation master</i> and <i>the secretary</i>. The <i>false-friend checker</i> will have to look for the meaning of each said word, in case any student found a real cognate. The <i>spelling master</i> will use a dictionary to check if the false cognates are correctly written and there is no spelling mistake. The <i>pronunciation master</i> will check each word's pronunciation using an online dictionary. The <i>secretary</i> will write down each false cognate after every other member of the group has done its task and meaning, spelling and pronunciation have been verified.</li> <li>3. Every group will share with the rest of the class their words, and each secretary will have to write down every word.</li> <li>4. At the end of the session, each group should have a false cognate word bank with the most common false English-Spanish cognates. This word bank will be shorter than the cognate word bank.</li> <li>5. After creating the false cognates word bank, each student will be encouraged to convert those false cognates into flashcards using the previous method. Students should create another deck of cards so cognates and false cognates are not confused.</li> </ol>

<b>Title</b>	Demonstrating stress and syllable length
<b>Activity Level</b>	Elementary
<b>Focus</b>	To identify the stressed syllables in commonly mispronounced words and to demonstrate the increase in length of stressed syllables compared to unstressed syllables.
<b>Time</b>	25 minutes
<b>Procedure</b>	After assessing the students' pronunciation, the researcher elaborates a word bank with words that had a stress mistake. To these words, the

	<p>researcher adds common mispronounced words in English. These words must be familiar to students.</p> <ol style="list-style-type: none"> <li>1. The researcher will say different words with more than one syllable out loud in class. As the researcher says each word, he or she does a short quiet clap when pronouncing the unstressed syllables, and a loud long clap when pronouncing the stressed syllable.</li> <li>2. Students must repeat each word afterwards, clapping along.</li> <li>3. After practicing those words mispronounced by the students in their assessment test, the researcher will write on the blackboard some common mispronounced words in English. E.g. Adversary, advertisement, disastrous, etc. One student utters one word aloud and the next one has to utter that word and the next one.</li> </ol>
--	---

<b>Title</b>	Stress Families
<b>Activity Level</b>	Intermediate
<b>Focus</b>	To identify stress patterns and to classify words according to their stress pattern.
<b>Time</b>	20-30 minutes
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. The researcher will write on the whiteboard 30 familiar words and 10 new words with more than one syllable. Below the words, the researcher will draw a table with the following stress patterns: oO, Oo, ooO, oOo, Ooo, etc.</li> <li>2. The students will have to classify each word according to its stress pattern. There might be more than one correct answer.</li> <li>3. When every student is finished, each stress family column should be completed.</li> </ol>

<b>Title</b>	Different stress, different meaning
<b>Activity Level</b>	Advanced
<b>Focus</b>	To identify words with different meaning depending on their stress pattern.
<b>Time</b>	45 minutes
<b>Procedure</b>	<p>There are tons of homograph words in English. Two words with the same spelling but different meaning depending on where the stress syllables is located. Being able to identify these stress patterns and pronounce them properly can help our students achieve native-like pronunciation.</p> <ol style="list-style-type: none"> <li>1. Students will be shown different sentences with homograph word in them. E.g. <i>I kept a <b>record</b> of your results and I know who the winner is.</i> <i>I am going to <b>record</b> you while you speak so we can assess your pronunciation.</i></li> </ol>

	<p>Students will be asked to tell the difference between the two homographs. They will see how stress can change the meaning of a word and its part of speech.</p> <ol style="list-style-type: none"> <li>2. Afterwards, the students will be given a sheet with different sentences. These sentences will have homograph words, and they will have to underline the stressed syllable (or syllables).</li> <li>3. Each student will say out loud a sentence, and the sheet will be corrected as a group.</li> </ol>
--	--

<b>Title</b>	Natural and unnatural English
<b>Activity Level</b>	Elementary
<b>Focus</b>	To identify correct natural rhythm patterns and to get familiarised with natural rhythm patterns.
<b>Time</b>	20-30 minutes
<b>Procedure</b>	<p>This is a dictation activity, so it could be part of a Use of English activity.</p> <ol style="list-style-type: none"> <li>1. The teacher will dictate a text and the student will have to copy on a sheet of paper what is being dictated.</li> <li>2. During the dictation, the teacher will use an unnatural rhythm pattern when pronouncing some sentences. This might affect the students' accuracy when writing down the dictation.</li> <li>3. When the dictation is done, it will be repeated a second time, now with correct rhythm patterns. Most of the students might change their answers.</li> <li>4. When correcting the dictation activity, the teacher will ask the students about the changes they made on their second attempt. This will prove how having an unnatural rhythm pattern can taint our communicative intention.</li> </ol>

<b>Title</b>	Fill in the gap using natural rhythm
<b>Activity Level</b>	Intermediate
<b>Focus</b>	To work on natural rhythm sentence production
<b>Time</b>	20 minutes
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Students will be given sentences with gaps in them and only the stressed words written. E.g. <i>How...your brother...right now?</i></li> <li>2. Students will have to fill these gaps with unstressed words, practicing the difference in speech production between stressed and unstressed words. E.g. <i>How is your brother doing right now?</i></li> <li>3. Students then will be asked to read out loud their sentences, exaggerating the rhythm pattern so the whole class can notice the difference between each word cluster.</li> </ol>

<b>Title</b>	Shadowing
<b>Activity Level</b>	Advanced
<b>Focus</b>	To shadow and mirror native speakers speech
<b>Time</b>	30 minutes
<b>Procedure</b>	<p>Shadowing is an activity where students imitate a presented speech as closely and accurately as possible (Luo, Shimomura, Minematsu, Yamauchi &amp; Hirose, 2008). It has been proved to improve various aspects of second language learners' pronunciation, being intonation and correct rhythm production among them (Foote &amp; McDonough, 2017).</p> <ol style="list-style-type: none"> <li>1. Each student will have to choose an excerpt from a native speaker speech, e.g. a movie dialogue, a YouTube video, etc. This excerpt has to be 30 seconds long.</li> <li>2. Each student will have to shadow the speaker of her selected excerpt, trying to imitate him or her accurately, focusing especially on the speaker's rhythm.</li> <li>3. The researcher will give each student guidelines on how to achieve the native speaker pronunciation or dialect.</li> <li>4. Practice at home will be encouraged, and after weeks of practicing, each student will have to represent his or her excerpt in front of the whole class.</li> </ol>

<b>Title</b>	Learning the IPA
<b>Activity Level</b>	Elementary
<b>Focus</b>	To get acquainted with the International Phonemic Alphabet.
<b>Time</b>	60 minutes
<b>Procedure</b>	<p>A brief introduction to the IPA was decided to be conducted as an activity because the concepts of assimilation, elision and linking can be hard to grasp for L2 learners. By providing them with the IPA chart, they can use it as a tool to transcript different speeches. This will help them identify assimilation, elision and linking if their listening skills are not developed enough to do so.</p> <ol style="list-style-type: none"> <li>1. Students will be given their own IPA chart with familiar word examples for each sound. Moreover, each student will be provided with an <a href="#">interactive IPA</a> so they can listen to the sounds represented in their charts.</li> <li>2. Each student will be shared an Anki deck of cards with different words and sounds underlined. With the help of their IPA chart, they have to choose which sound is being uttered.</li> </ol>

<b>Title</b>	Phonetic Battleship
<b>Activity Level</b>	Intermediate
<b>Focus</b>	To recap their previous knowledge about phonetics and to get introduced to assimilation, elision and linking.
<b>Time</b>	60 minutes
<b>Procedure</b>	<p>Before starting the lesson, students will be introduced to the concept of assimilation, elision and linking.</p> <ol style="list-style-type: none"> <li>1. Students will be handed a phonetic Battleship map. The researcher will proceed to explain the game.</li> <li>2. Students will make groups of two, and each student will have a phonetic Battleship map different from each other. One student will have to create words or word clusters and to pronounce them using one of the previously mentioned sound changes (assimilation, elision and linking), and his or her partner will have to guess which sound change he or she is using.</li> <li>3. If the student got the answer right, his or her partner must block that square. The student that gets all his squares blocked loses.</li> </ol>


<b>Title</b>	Hollywood sound changes
<b>Activity Level</b>	Advanced
<b>Focus</b>	To identify sound changes in native speakers speech and to imitate them.
<b>Time</b>	60 minutes
<b>Procedure</b>	<p>The students can use the same excerpt they used in the advanced activity of the rhythm section or choose another one if their previous excerpt lacked of assimilation, elision and linking.</p> <ol style="list-style-type: none"> <li>1. Each student will have to choose an excerpt from a native speaker speech, e.g. a movie dialogue, a YouTube video, etc. This excerpt has to be 30 seconds long.</li> <li>2. Each student will have to identify any assimilation, elision and linking and shadow the speaker of her selected excerpt, trying to imitate him or her accurately.</li> <li>3. The researcher will give each student guidelines on how to achieve the native speaker pronunciation or dialect.</li> <li>4. Practice at home will be encouraged, and after weeks of practicing, each student will have to represent his or her excerpt in front of the whole class.</li> </ol>

<b>Title</b>	Prominent and non-prominent words
<b>Activity Level</b>	Elementary
<b>Focus</b>	To identify prominent and non-prominent words in order to raise awareness about intonation.
<b>Time</b>	20-30 minutes
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. The researcher will ask the students if they know who agent 007 is. If they do know, he or she will ask one of them how he introduces himself in all his movies. My NAME'S BOND, JAMES Bond.</li> <li>2. Afterwards, the researcher will say the same sentence but changing the intonation, so students can notice it sounds awkward. Then, students will have to stand up and present themselves as if they were Agent 007, using the same structure and intonation pattern. E.g. My NAME's herNANdez, PEdro herNANdez.</li> <li>3. Students then work in pairs. They have to come up with common questions and answers using this same sentence pattern and underline the prominent and non-prominent words. The researcher can use the term <i>to stress</i> so it is easier for the students to understand. E.g. WHERE's the PLAYground? It's AWAY, FAR away.</li> </ol>

<b>Title</b>	Where's my tonic?
<b>Activity Level</b>	Intermediate
<b>Focus</b>	To identify and produce tonic words.
<b>Time</b>	30 minutes
<b>Procedure</b>	<p>In every properly intonated sentence, there is one word or sounds that stands out dramatically compared to the other words. It is what we call a tonic word.</p> <ol style="list-style-type: none"> <li>1. The researcher will utter the following sentence out loud, first placing the stress in the "so" and then in the "am". I am SO excited for you. I AM so excited for you.</li> <li>2. Then he or she will ask the students about the change in meaning. In the first one, by being <i>so</i> the tonic word, the excitement is emphasised. However, in the second one, by being the <i>am</i> the tonic word, it seems as if the speaker was trying to say that indeed he or she is excited, making sure nobody thinks otherwise.</li> <li>3. After the explanation, students work in pairs, trying to come up with sentences where the tonic word can be changed. If a pair struggles to find sentences, the researcher can give them</li> </ol>



	<p>sentences written down in a piece of paper so they find where the intonation change can be.</p> <p>E.g. <i>What is that?</i></p> <p><i>She isn't coming to my birthday party.</i></p>
--	--

<b>Title</b>	The rise and the fall of the English language
<b>Activity Level</b>	Advanced
<b>Focus</b>	To identify the different tones that English (RP) has: rise, fall, fall-rise and level.
<b>Time</b>	30 minutes
<b>Procedure</b>	<ol style="list-style-type: none"> <li>The researcher will draw on the blackboard the following lines, emulating the tones:            </li> <li>Then, he or she will give an example for each tone           <p><i>When does the class <u>start</u> ?</i></p> <p><i>That is <u>wonderful</u></i></p> <p><i>I'll try to do <u>that</u> now</i></p> <p><i>My brother lives <u>there</u></i></p> </li> <li>Then the students will have to find an excerpt from a speech (it can be the one they chose for the shadowing activity), transcribe it and print it. Then, while listening to the speaker, they have to draw the tone line of each sentence.</li> </ol>

<b>Title</b>	The /ba, da, ga/ lenght
<b>Focus</b>	To raise awareness of the importance of sound length when pronouncing the /ba, da, ga/ sounds.
<b>Time</b>	45 minutes
<b>Procedure</b>	Spanish speakers of English develop phonetic categories for English /ba/, /da/ and /ga/, but these are pronounced significantly shorter because of their L1 input (Emil Flege & Eefting, 1986). In this activity, the students will be able to spot the difference between a correct pronunciation of the /ba, da, ga/ sounds and an L1 influenced pronunciation.

	<ol style="list-style-type: none"> <li>Each student will be shown his or her recordings of the sentences <i>The dog was <u>barking</u> in the parking</i> and <i><u>Darling</u>, could you please pass me the <u>garlic</u> powder, please?</i>.</li> <li>They will listen to the correct recordings of the same sentences, and then they will be asked to spot the main difference between their /ba, da, ga/ pronunciation from the native speaker.</li> <li>When they realise that sound length is the main difference between the two speeches, they will be asked to record themselves uttering the following words.             /ba/: <i>banjo, barky, bambi, barry, blanket, bargain</i>            /da/: <i>dad, dada, daddy, daffodils, dash</i>            /pa/: <i>pantry, paddle, pardon, palace, packet.</i></li> <li>Then, the students will work in pairs, comparing each other's recordings and then comparing them to native speakers' ones.</li> </ol>
--	--

<b>Title</b>	The /ba, da, ga/ length
<b>Focus</b>	To raise awareness of the students' L1 input when pronouncing /p <sup>h</sup> , t <sup>h</sup> , k <sup>h</sup> / sounds.
<b>Time</b>	45 minutes
<b>Procedure</b>	<p>Spanish speakers of English do develop phonetic categories for English /p<sup>h</sup>, t<sup>h</sup>, k<sup>h</sup>/, but their L1 influence is so strong they are pronounced as /p, t, k/ (Emil Flege &amp; Eefting, 1986). In this activity, students will be able to compare their recordings and to spot the difference between a native-like pronunciation and a heavily Spanish influenced one.</p> <ol style="list-style-type: none"> <li>Each student will be shown his or her recordings of the sentences <i>Those <u>potatoes</u> are fresh, I don't like these <u>tomatoes</u></i> and <i>The <u>key</u> is consistence and discipline</i></li> <li>They will listen to the correct recordings of the same sentences, and then they will be asked to spot the main difference between their /p<sup>h</sup>, t<sup>h</sup>, k<sup>h</sup>/ sounds from the native speaker.</li> <li>When they realise that their sounds lack the glottal h sound, they will be asked to record themselves uttering the following words            /p<sup>h</sup>/: <i>pumpkin, popcorn, pig, pizza, pen</i>            /t<sup>h</sup>/: <i>teen, teach, tap, tip, town, toe</i>            /k<sup>h</sup>/: <i>ketchup, king, kayak, kick, koala, kiwi</i></li> </ol>

	4. Then, the students will work in pairs, comparing each other's recordings and then comparing them to native speakers' ones.
--	---

<b>Title</b>	There's a sheep on the ship
<b>Focus</b>	To clarify the difference between the /i:/ sound and the /ɪ/ sound .
<b>Time</b>	45 minutes
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. The researcher will stand in front of the whole class, and then he will say the following sentences:  <i>There's a sheep on the ship!</i>  <i>He has two seats, a blue one and a red one. He sits on the red seat.</i>  <i>He threw his beans to the bins.</i>  <i>Lick the leak, please.</i>  <i>Can you pass me that sheet?</i></li> <li>2. Then the students will have to draw on a piece of paper what they understood from the researcher.</li> <li>3. After every student is done, the drawings will be compared. There will be sheep on ships, beans in bins and a man sitting on a red seat. And there will be ships on sheep, bins on beans and tongues with leaks.</li> <li>4. The researcher will then introduce the /i:/ vs /ɪ/ vowels. He or she will make sure every student is able to spot the sound difference between the two of them.</li> <li>5. Then each student will have to utter each sound and come with an example.</li> </ol>

<b>Title</b>	The cat in my car cut me!
<b>Focus</b>	To clarify the difference between the /ɑ:/, the /æ/ and the /ʌ/ sound.
<b>Time</b>	45 minutes
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. The students will be given a word bank with words containing the /ɑ:/, /æ/ and /ʌ/ sounds. Then, they will be given a table with three columns, with a sound on each column. Each column will have an example. Hat for /ɑ:/, far for /æ/ and up for /ʌ/.</li> <li>2. The researcher will say each example word out loud.</li> <li>3. Then, working in groups of four, the students will have to classify each word in its correct column. They can use an online dictionary but they cannot look for the word's phonetic transcription.</li> <li>4. When every group is done, the whole class will go over it.</li> </ol>

<b>Title</b>	Stop on the spot
<b>Focus</b>	To clarify the difference between the /ɔ:/ sound and the /ɒ/ sound .
<b>Time</b>	45 minutes
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. The researcher will stand in front of the whole class, and then he will say the following sentences, asking the students to write down those words containing an /o/ sound. <i>I almost bought a horse with a fork inside.</i> <i>Stop, there's a hot spot there.</i> <i>I might be wrong, but you're not strong nor warm.</i></li> <li>2. After every student is done, the teacher will draw two columns on the blackboard: one with the /ɔ:/ symbol and the other one with the /ɒ/. Then, he or she will introduce the phonetic difference between the two symbols and will give some examples.</li> <li>3. Students then will have to classify each word on its correct column.</li> </ol>

<b>Title</b>	The pool is full!
<b>Focus</b>	To raise awareness of the importance of sound length difference between /u:/ and /ʊ/
<b>Time</b>	45 minutes
<b>Procedure</b>	<p>Although there are some English accents that do not differentiate between the /u:/ versus the /ʊ/ sounds (Scottish mainly), there is a length difference between these two sounds. However, Spanish and Catalan speakers of English fail to produce this length sound because the absence of it in their L1.</p> <ol style="list-style-type: none"> <li>1. The researcher will write the following words on the blackboard: <i>Schoolbook, footstool, tubular, bulletproof.</i> These words have both the /u:/ and the /ʊ/ sound.</li> <li>2. He or she will then ask the students to say them out loud, focusing in the difference between the two /u/ sounds. If they cannot see the difference by themselves, the teacher will help them spot it.</li> <li>3. Then, the sings /u:/ and /ʊ/ will be written on the blackboard, and each kid will have to think of a word to write on each column. They will be asked to say it exaggerating the difference, so everybody can see it.</li> <li>4. Then, working in groups of three, the students will have to spot the word that sounds different than the others in the following word sequences: <i>rude- book-true- through- who-moon- you- grew</i> <i>cook- foot- wool- soup- food- good- book- would</i></li> </ol>

<b>Title</b>	The Spanish Speaker
<b>Focus</b>	To raise awareness of the importance of avoiding any vowel sound at the beginning of a word that starts with an /s/ sound and followed by another consonant.
<b>Time</b>	45 minutes
<b>Procedure</b>	<p>The following mistake is so typical in Spanish and Catalan speakers of English that the students themselves will be able to differentiate the L1 of a speaker just by identifying this feature.</p> <ol style="list-style-type: none"> <li>1. The researcher will play different tracks, ten in total. The students will be told that all the speakers are non-native speakers of English, so they do have an accent.</li> <li>2. The students will have to identify those speakers than have Spanish or Catalan as their L1.</li> <li>3. After the previous task is done, the concept of initial vowel deletion of words that start with a /s/ sound and followed by another consonant will be introduced.</li> <li>4. The students will make groups of four, and they will do a drill exercise to practice this feature <ol style="list-style-type: none"> <li>a. One student will read out loud the following text, and his or her classmates have to press a buzzer every time he adds a vowel sound on a word starting with an /s/ sound and followed by a consonant.  <i>The typical <b>Spanish speaker</b> of English <b>studies</b> this language for six years. As a <b>starter student</b>, he is <b>scandalous</b>. His <b>spouse</b> likes to <b>spot</b> his <b>spelling</b> mistakes, and in <b>spite</b> of that, he <b>spills</b> the beans. His <b>special sport</b> is <b>skating</b>, but he likes <b>sprinting</b>. In <b>spring</b>, his flowers <b>sprouted</b> and he <b>spread</b> the rumour that he was <b>spinning</b> some yarns.</i> </li> </ol> </li> </ol>

<b>Title</b>	Why English Is So Hard To Learn
<b>Focus</b>	To clarify the difference between the /ɜ:/ and the /ə/ (schwa) sound and to spot the schwa in unstressed words
<b>Time</b>	60 minutes
<b>Procedure</b>	<p>Before starting the lesson, the researcher will explain to the students the main sound difference between the /ɜ:/ and the /ə/ sound. Spanish speakers and some speakers of Catalan do not have a correspondent sound for these two phonemes, hence the previous explanation.</p> <ol style="list-style-type: none"> <li>1. Once the difference has been explained, the students will gather in groups of three. Each member of the group will have to brainstorm individually and propose words containing the sound /ɜ:/ .</li> <li>2. Each member of the group will have assigned a specific role: <i>the spelling master, the pronunciation master and the secretary</i>. The <i>pronunciation master</i> will check each word's</li> </ol>

	<p>pronunciation using an online dictionary, checking if the proposed word contains a /ɜ:/. The <i>spelling master</i> will use a dictionary to dictate the correct spelling of the word, and the <i>secretary</i> will write down each word.</p> <p>After this introducing activity, the students will be handed a copy of the poem “English” by T.S. Watt. Some volunteers will try to read it out loud, without previous rehearsal. Once the poem has been read, the students will go back to working in groups of three.</p> <ol style="list-style-type: none"> <li>1. Now they have to find all the /ɜ:/ and schwas in the poem, marking them down. The researcher can help those groups that struggle, for the poem can be a little bit tricky.</li> <li>2. After all the required phonemes have been spotted, the poem will be read again. This time, whoever recites the poem will be asked to focus specially on the /ɜ:/ and /ə/ sounds.</li> <li>3. If the reciter makes a mistake, he will lose his turn and the next student will give it a go.</li> </ol>
--	---

<b>Title</b>	Real eyes, realise, real lies
<b>Focus</b>	To clarify the difference between the /s/ and the /z/ sounds through minimal pairs
<b>Time</b>	60 minutes
<b>Procedure</b>	<p>The students will be shown the following sentences.</p> <ul style="list-style-type: none"> <li>- <i>What’s the <b>price</b> of that red <b>prize</b>?</i></li> <li>- <i>You throw the <b>dice</b>, she <b>dies</b>.</i></li> <li>- <i>My youngest <b>niece</b> has green <b>knees</b>.</i></li> <li>- <i>He’s so cold it seems he has <b>ice</b> in his <b>eyes</b>.</i></li> <li>- <i>Stop telling <b>lies</b>, you’re full of <b>lice</b>!</i></li> </ul> <ol style="list-style-type: none"> <li>1. Students will be asked to read the previous sentences out loud, and they probably will not be able to spot the difference. Here the researcher will explain the difference between the /s/ sound and the /z/ sound. Catalan speakers might know this difference because it exists in Catalan as well (<i>s sorda/ s sonora</i>), but Spanish speakers might need a little bit of extra time.</li> <li>2. Then, the students will be given flashcards with minimal pairs and their correspondent sounds.</li> <li>3. Two baskets with the phonemes /s/ and /z/ respectively will be placed in front of the classroom. Then, in turns, the teacher will shout a single word (<i>purse!</i>) and the students who have the flashcard with that word have to stand up and hastily put the flashcard on its correct basket.</li> </ol>

	<p>4. If a student does this incorrectly, he will have to write down on the blackboard the word he would have if the sound on his or her basket happened to be the correct one (<i>purrs</i>).</p>
--	--

<b>Title</b>	Very red berry
<b>Focus</b>	To clarify the difference between the /b/ and the /v/ sounds through minimal pairs
<b>Time</b>	60 minutes
<b>Procedure</b>	<p>The students will be shown the following sentences.</p> <ul style="list-style-type: none"> <li>- <i>We saw a <b>bat</b> sneak into mom's <b>vat</b>!</i></li> <li>- <i>You cannot <b>vote</b> if you don't owe a <b>boat</b>.</i></li> <li>- <i>In this shop they sell the <b>best vest</b> in the world.</i></li> <li>- <i>Use your new <b>verbs</b> with supreme <b>verve</b>.</i></li> </ul> <ol style="list-style-type: none"> <li>1. Students will be asked to read the previous sentences out loud, and they probably will not be able to spot the difference. Here the researcher will explain the difference between the /b/ sound and the /v/ sound. Although in the examples students were given minimal pairs to make them see the difference, the researcher here can pronounce the word <i>very</i> with an initial /v/ sound and then with a /b/ so students see the difference.</li> <li>2. Then, the students will be given flashcards with minimal pairs and their correspondent sounds.</li> <li>3. Two baskets with the phonemes /b/ and /v/ respectively will be placed in front of the classroom. Then, in turns, the teacher will shout a single word (<i>vowel!</i>) and the students who have the flashcard with that word have to stand up and hastily put the flashcard on its correct basket.</li> <li>4. If a student does this incorrectly, he will have to write down on the blackboard the word he would have if the sound on his or her basket happened to be the correct one (<i>bowel</i>).</li> </ol>

<b>Title</b>	Tongue is key
<b>Focus</b>	To exemplify the difference in the position of the tongue between the Spanish /r/ and the English RP /r/
<b>Time</b>	60 minutes
<b>Procedure</b>	Most Spanish students that mispronounce the English /r/ sound use their Spanish /r/ instead. If they are not shown the difference between the two sounds, this mistake can be carried through.

In this activity, the researcher will use a scale model of the tongue to exemplify the difference between the two sounds.

1. Students will make groups of four. Each group will be given some red modelling clay and a scale model of the human skull, jaws included.
2. Students will be asked then to craft a tongue out of the red modelling clay.
3. When each group has their tongues, they will place it inside the scale.
4. Then, the researcher will write two words on the blackboard.  
*Rápido* and *right*
5. Students then will be asked to read both words, and they will see the difference between the two /r/ sounds. Then, they will be asked to focus on their tongue position when pronouncing both sounds.
6. They will have to exemplify their tongue position with their modelling clay tongue.
7. Then they will do pronunciation drills with the sound /r/ in Spanish and English and they will have to use their scale tongue to indicate which sound is being pronounced.



Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

# Stress

## Elementary Activity

Word bank with common stress mistakes words

- Photograph
- Refugee
- Address
- Dialogue
- Different
- Question
- History
- Story
- Telephone
- Photography
- Hotel
- Introduce
- Receipt
- Thirteen
- Tomato
- Magazine
- Present
- Environment
- Adversary
- Advertisement
- Disastrous
- Paper

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

# Stress

## Intermediate Activity

Word bank with different stress patterns

- Television
- Strenght
- Direct
- Potato
- Understand
- Pathway
- Graphical
- Democracy
- Lesson
- Notebook
- Amazing
- Fleixibility
- Playground
- Dessert
- Idea
- Runners
- Jumper
- Jersey
- Sweets
- Wizard
- Tolerance
- Aggressive

oo	Oo	ooO	oOo
Ooo	O	ooOo	oooO

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

# Stress

## Advanced Activity

Sentences with homograph words

- Johnny is a football **addict**.
- If you keep watching football, you will get **addicted** to it.
  
- The two countries were in **conflict**.
- The versions that the students gave me do not **conflict**.
  
- What my father said to me today felt like an **insult**.
- Please Mike, do not **insult** me.
  
- Your exam was **perfect**!
- We need to **perfect** your skills before the exam.
  
- My friend gave me a nice **present** for Christmas.
- Let me **present** you your new classmates.
  
- There was a **protest** against climate change.
- I want to **protest** about the state of my town's streets.
  
- I kept a **record** of your results and I know who the winner is.
- I am going to **record** you while you speak so we can assess your pronunciation.
  
- The **content** of your project is fine, keep up!
- She was eating a posicle, looking very **content**.

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

# Rhythm

## Elementary Activity

Text with wrong pronunciation

Words to mispronounce are underlined.

- “You are here to learn the subtle science and exact art of potion-making. As there is little foolish wand-waving here, many of you will hardly believe this is magic. I don't expect you will really understand the beauty of the softly simmering cauldron with its shimmering fumes, the delicate power of liquids that creep through human veins, bewitching the mind, ensnaring the senses. . . I can teach you how to bottle fame, brew glory, even stopper death — if you aren't as big a bunch of dunderheads as I usually have to teach.”

— J.K. Rowling, Harry Potter and the Sorcerer's Stone

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

# Rhythm

## Intermediate Activity

Missing key words

- How...your brother...right now?
- When.... your mother....to town?
- Are....ready.....today?
- Where.....the watch.....here?
- How long....playing the guitar?
- Would ... mind...taking care.....next week?
- Why ..... a bat.....closet?
- How many.....of class.....left?
- I want .....wife.
- My sister.....years.....
- Congratulations.....achievement .

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
 SECTION: \_\_\_\_\_ SCORE: \_\_\_\_\_

o o o o  
 o o  
 o o  
 o o  
 o o

# THE PHONETIC BATTLESHIP

. . .  
 . . .  
 . . .  
 . . .

Aye, sailors! You must draw five ships on your map. Beware of pirates, and make sure nobody sees where you have put your ships. These ships may be drawn inside any free square.

	Hand	Cup	Meet	Good	Social
Life					
Luck					
Bag		X	X		
Size			X		
Shake		X			X

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

# **/ɑ:/, /æ/ and /ʌ/**

## **Pronunciation Activity**

Word bank with common /ɑ:/, /æ/ and /ʌ/ words

- Last
- Chapter
- Cut
- Cat
- Uncle
- Car
- Cousin
- Chance
- Money
- Cabin
- Far
- Country
- Grandfather
- Ashes
- Planted
- Land
- Ham
- Answer
- Laughter
- Ankle
- Crash
- Crush



**Pablo Martínez Portugues**

---

Appendix B

- Emil Flege, J. & Eefting, W. (1986). Production and perception of English stops by native Spanish speakers. *Journal of Phonetics*, 15, 67-83
- Cenoz, J., & Garcia Lecumberri, M. (1999). The acquisition of English pronunciation: learners' view, *International Journal of Applied Linguistics*, 9 (1). 3-18
- Murat S, Seferoglu G., Cagiltay K., (2009). Mobile Assisted Language Learning: English Pronunciation at Learners' Fingertips- *Eurasian Journal of Educational Research*, 34, 97- 114
- Tracey M., & Murray J. (2012) Second Language Accent and Pronunciation Teaching: A Research-Based Approach. *TESOL Quarterly*. 379- 397
- Morley, J. (1991) The Pronunciation Component in Teaching English to Speakers of Other Languages- *TESOL Quarterly*. 481- 520
- M. Levis J. (2005). Changing Contexts and Shifting Paradigms in Pronunciation Teaching. *TESOL Quarterly* 39 (1), 369- 377
- Murphy, J. M. (1991). Oral Communication in TESOL: Integrating Speaking, Listening, and Pronunciation. *TESOL Quarterly*, 25 (1), 51 – 75
- Jenkins, J. (2005). Implementing an International Approach to English Pronunciation: The Role of Teacher Attitudes and Identity. *TESOL Quarterly*, 39 (3), 535- 544
- Zutell, J., & Allen, V. (1988). The English Spelling Strategies of Spanish-Speaking Bilingual Children. *TESOL Quarterly*, 22(2), 333- 342
- Leahy, R. M. (1980). A Practical Approach for Teaching ESL Pronunciation Base on Distinctive Feature Analysis. *TESOL Quarterly*, 14(2), 209-218