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***ESL/EFL PRONUNCIATION
TEACHING: A LITERATURE
REVIEW AND INVESTIGATION
INTO BEST PRACTICES***

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0. RESUMEN

El aprendizaje de una lengua extranjera implica el dominio de destrezas que permiten a los hablantes comunicarse de forma efectiva e inteligible. Muchos estudios ofrecen perspectivas sobre aspectos discretos o técnicas individuales de la pronunciación; por otro lado, ciertos materiales incluyen una visión global de las prácticas de pronunciación pero algunas de ellas carecen de un trasfondo empírico. Este trabajo examina evidencias de diversos estudios para así proponer buenas prácticas docentes para la pronunciación. Para ello se identificaron, utilizando palabras clave, un total de 522 artículos publicados desde el año 2000 en bases de datos relevantes. Tras realizar un análisis más exhaustivo, se agruparon 56 estudios que cumplían con los criterios de relevancia, rigor y publicación reciente. Las prácticas incluidas en estos estudios señalan la necesidad de la enseñanza explícita, los beneficios de las tecnologías, la utilidad de la dramatización e imitación de sonidos y la importancia de dominio afectivo.

Palabras clave: enseñanza del inglés, pronunciación, rendimiento, práctica basada en la evidencia.

ABSTRACT

Foreign language learning entails the mastery of written and oral skills which enable the speaker to communicate in an effective and intelligible way. Many studies offer insights into how discrete aspects of pronunciation may be enhanced or individual techniques used; teaching manuals, on the other hand, may incorporate a global vision pronunciation practices but may not necessarily base guidelines on empirical evidence. This dissertation examines the evidence from research and aims to compile best practices in pronunciation teaching and learning. To complete this study a total of 522 articles published from the year 2000 were identified using keyword searches in relevant data-bases. After two rounds of further analysis, 56 studies were found to meet the cut-off criteria of recency, relevance and rigor. The selected studies pointed to the need for explicit instruction, the benefits of computer-assisted pronunciation training, the usefulness of drama and mimicking and concerns within the affective domain.

Key words: English language teaching, pronunciation, performance, evidence-based practices.

1. INTRODUCTION

The most important feature inherent to human beings is the ability to communicate messages which are related to different aspects of life. From an early age we learn to respond to sounds used by adults, then we imitate the sound patterns and we make sounds of speech. A constant exposure to the spoken language, together with a need to convey communication leads to the acquisition of spoken language. When we talk about native acquisition of language we regard it as achieved naturally. However, when it comes to learning a foreign language, it happens in an artificial way because we are generally not exposed to it on a regular and natural way, which makes its acquisition more complicated.

Bloch and Trager (1942: 13) outlined that “Everyone who is not deaf or idiotic has fully mastered his native language by the end of his fifth year no matter how difficult or complex it may be to foreigners”. The truth is that the validity of this statement depends on what the authors mean by mastering a language. By the time they are five years old, children have mastered many grammatical structures, but not all of them. They make many mistakes and have a limited knowledge of words. What they have mastered is the sound system of his native language, to the point that it is used in an automatic and natural manner. When this children start to learn another language they is likely to impose his native sound system on the new language.

2. LITERATURE REVIEW ON ESL/EFL PRONUNCIATION TEACHING

2.1 ESL/EFL Pronunciation teaching and learning

The role of pronunciation has been a subject of discussion throughout the years. While some authors show their arguments against the explicit teaching of pronunciation (Burrill 1985, Krashen 1982), other authors seem to have a different view on pronunciation teaching. Studies carried out by Couper (2003), Derwing, Munro, and Wiebe (1997, 1998), Macdonald, Yule, and Powers (1994) and Perlmutter (1989) suggest that pronunciation teaching can improve L2 learners' oral productions for ESL and EFL learners.

Reservations towards pronunciation teaching had grounds on the critical period hypothesis (Lenneberg 1967), which will be explained in the next section, and the idea that pronunciation teaching is already acquired naturally and its instruction is detrimental to the students (Jones 1997). Those authors who question pronunciation teaching claim that the factors affecting second language pronunciation cannot be affected by guided practice and the teaching of formal rules (Krashen, 1982). Purcell and Suter (1985) presented a study which suggests that the factors which affect the acquisition of L2 phonology "seem to be those which teachers have the least influence on" (1985:285). Purcell and Suter go on to affirm that teachers "seem to have very little to do with how well our students pronounced English" (1985:285).

There is therefore lack of agreement about the role of pronunciation teaching and learning in the field of English as a foreign language (EFL) and English as a second language (ESL). Calvo Benzie (2013) holds that pronunciation teaching, unlike other areas of language, such as grammar, reading and vocabulary, as been given an irregular importance over the years. Similarly, Levis (2005) points out that the history of English pronunciation teaching is a matter of extremes. Whereas its role was irrelevant during the times of the grammar translation method and the Natural approach (Krashen 1982), it grew in popularity with the development of the direct method (Jones 1997). Nowadays the raise of the communication function has brought pronunciation teaching back into the scene (Brazil et al., 1980, Brown and Yule 1983).

Pronunciation teaching materials have also experienced important variations throughout the years. Jones (1997) points out that despite the fact that pronunciation

teaching materials have changed in the last years, moving from the pronunciation of isolated sounds to connective speech, many teaching techniques still rely on behavioral-related notions in the fields of second language acquisition (sound discrimination and drills). These materials intend to include communicative aspects of pronunciation. However, they fail to do it in a communicative manner (Jones 1997). Many of these materials include activities which resemble to the ones included in the audio-lingual approach from the 1950s (Bowen and Marks 1992, Bowler and Cunningham 1991), which relied on sentences and words devoid of any context.

Following Jones (1997), many materials have tried to integrate perception and production in pronunciation training. In their books, Gilbert (1984, 1993) and Rogerson and Gilbert (1990) include pronunciation and listening comprehension courses. Other materials have started to give importance to modalities such as visual and kinesthetic through the use of pictures and gestures, similar to the procedure of Total Physical Response approach (Acton, 1984; Gilbert, 1993; Pennington, 1996) as noted in Jones (1997).

Apart from the discrepancies regarding pronunciation teaching materials, teachers need to face other constraints related to their own training. Calvo Benzie (2013) also notes that, according to Dixo and Pow (2000), many EFL teachers do not feel confident enough to teach pronunciation since they themselves feel that they have not received enough training to do so at university and perceive pronunciation learning as a time consuming activity both for the students and themselves.

Along these lines, Hismanoglu (2010) suggests that studies done by Brown (1992), Claire (1993), Fraser (2000), and Yates (2001) determine that teachers who take part in ESL classes (namely adult) encounter some difficulties selecting those pronunciation aspects to be learnt by their students, and have noted that many language teachers are inclined to avoid dealing with pronunciation in that they lack confidence, skills, and knowledge. Hismanoglu (2010) affirms that other aspects such as curricula, methodology and the lack of appropriate materials create problems of the teaching and learning in this field. Wei (2006) includes a quote by Dalton (2002) on this respect: "We are comfortable teaching reading, writing, listening and to a degree, general oral skills, but when it comes to pronunciation we often lack the basic knowledge of articulatory phonetics to offer our students anything more than rudimentary (and often unhelpful) advice "(Dalton, 2002).

Fries (1965) noted that when somebody is trying to learn a new language, the main problem that they encounter is not the mastering of new words, but that of new sounds. According to Fries, the learner should not concentrate on learning new words but to master the new phonological system, together with the intonation, rhythms and structure of the new language.

The truth is that for many ESL/EFL learners, English pronunciation is a complicated skill to achieve. The complexity of English pronunciation learning is also affected by other factors (Calvo Benzie 2013):

- Phonological contrasts between English and Spanish: whereas English has twelve vowels, Spanish only has five. Other differences are the lack of aspiration in Spanish of the English sounds /p, t, k/. This feature is a very important obstacle that students need to overcome. There are also some typical English sounds which are not present in Spanish: /əə, ʌ, ɪ/.
- Lack of consistency between spelling and pronunciation in English: A diphthong such as <au> can represent several sounds in English: **s**ausage, **L**aura and **ca**ught. There are even cases like resta**u**rant in which this spelling is not pronounced. The spelling <au> in Spanish will always be pronounced as the diphthong /au/.

It is then important that, when teaching or learning pronunciation, teachers and students learn how to focus on the aspects that are relevant in order to achieve an intelligible communication. If a student does not achieve a completely correct pronunciation of allophones he will be understood regardless of his foreign accent. However, both the teacher and the student should work into mastering the English phonemes as if he fails to do so he could be misunderstood (/ræn/; /ræŋ/).

Similarly, Gilbert (2008) states that when it comes to teaching and practicing consonant sounds, teachers should focus on the most important consonants. Those sounds which require the closest attention are those at the end of words because they give crucial grammar cues, normally spelt with s or d, (e.g., books/bags, paid/passed). Gilbert (2008) suggests different ways to help students distinguish final consonants is teaching them to differentiate stop and continuant sounds. In a stop sound the air flow starts in

the mouth, but in a continuous sound it can be continued out of it. He provides the example of *but*, which ends in a stop, and *bus*, which ends in a continuant.

It is then clear that it is not necessary for the student to learn all the allophones of the language but to distinguish the phonemes correctly. Following Jones (1972), those speech sounds that belong to the same phoneme do not differentiate one word from another. Therefore, the failure of a foreign speaker to distinguish them can cause him/her to speak with a foreign accent but it will not make the words unintelligible. However, if the student confuses phonemes he /she will also confuse words. Teachers should bear this aspect in mind in order to help students to effectively communicate without the need of sounding native-like.

The fact that English is an hybrid language partially Germanic and partially Romance can be seen as an advantage as far as vocabulary acquisition is concerned as Spanish students are familiar with many words that are written in identical or very similar way in both languages. However, this can be a disadvantage when it comes to phonetics and phonology as Spanish students will pronounce these morphemes using Spanish phonemes in words like company or discover. This is why it is important that teachers make students aware of this.

These factors, together with the lack of training on pronunciation that many teachers have, provokes a marginalization of pronunciation teaching in EFL classrooms in Spain (Calvo Benzies 2013), despite the fact that pronunciation is a very important feature within foreign language learning as it has a direct effect the learner's communicative competence. Calvo Benzies (2013) carried out a survey-based study on pronunciation teaching in Spanish education, in which Calvo Benzies (2013) includes a survey carried out in 2012 using the English Pronunciation Teaching in Europe Survey (EPTiES). The survey gathered some relevant data:

- Lack of exposure to English outside school.
- Pronunciation is not practiced enough in the classroom.
- The materials used (CD, DVD, Textbooks), are not appropriate, as they include unnnatural English.
- Teacher's training regarding pronunciation is very limited.
- Students do not want to obtain a native like accent in general.

-Even though the model practiced is Received Pronunciation model, students tend to prefer the General American model.

Before identifying the factors that influence the acquisition of L2 pronunciation it is important to know the features that are included in the pronunciation system of a given language. These features are grouped into segmental (vowels and consonants) and suprasegmental (stress, rhythm, intonation) features. Traditionally, segmental features have been given a more important role in the textbooks and in the classroom. However, teachers need to be also aware of the importance that suprasegmental features, related to intonation, stress and rhythm, have in the ability that students have to effectively communicate in the foreign language. By using the proper intonation and stress, students can avoid many communicative misunderstandings.

2.2 Factors affecting the learning of ESL/EL pronunciation

Research studies carried out in the literature suggests that those who start to learn English after their school years will have serious difficulties in acquiring pronunciation, being the degree of difficulty increased with age (Kellerman 1995, Lenneberg 1967, Scovel 1998). Many EFL adult students feel that it is very difficult for them to get familiar with sounds unknown to them. The main problem that second language learners have is that they need to change a pattern for their first language that they have internalized in childhood and adopt a completely different one. It is then necessary for the teachers and the students to find ways that help learners to get used to these different sound patterns (Scovel 1998).

ESL/EFL Learners, regardless of their age, who start learning a foreign language is surrounded by a number of factors that will have a direct effect on the way in which the different components of this language (for the purpose of this work pronunciation) are learned and acquired. Some of these factors are related to the own characteristics of the learners whereas others have to do with the context in which the learning takes place.

2.2.1 Age

One of the main problems confronting researchers of second language acquisition is whether adults can ever acquire native-like competence in a second language. The fact of whether age is decisive in order to successfully learn a foreign language has created much debate and controversy and it has been the excuse for many researches in the field of second language learning and acquisition.

Back in 1967, Lenneberg (1967:5) stated that “any attempt to learn a language, both first or second, which takes place beyond puberty, will be fruitless”. This is what he referred to as the critical period. Likewise, Kellerman (1995) pointed out that second language acquisition is something reserved for children who start learning at a relatively early age. In this same line, Bongaerts et al. (1997) affirmed that those learners who started to learn a language before the critical period were likely to speak the language in a native like manner only if they were exposed to a high amount of input. Scovel (1998) also claimed the existence of a critical period directly affecting the learning of pronunciation. He explains this affirmation with the following words “pronunciation is the only aspect of language that requires a neuromuscular bases”.

As noted in Bongaerts et al. (1997), Scovel (1998) stated that those learners starting to learn a foreign language after the age of twelve will not be able to speak like a native unless the learner has an extraordinary cognitive capacity for learning languages. This is due to the fact that as the person matures, its brain becomes less “flexible” and makes L2 learning more difficult (Scovel 1988).

Johnson and Newport (1989) suggested two possible hypotheses to explain the idea of critical period: in their first one they claimed that humans have a better capacity for learning languages in their first period of their life. If they do not activate this capacity it will be reduced and even disappear during this time. If, on the other hand, the capacity is exercised, the person’s human abilities will remain throughout life. In their second hypothesis Johnson and Newport (1989) still claim that humans have a better capacity for languages in their first period of life but this capacity decreases as they get older.

Jones (1997) pointed out that several studies supported the idea that children have a better capacity than adults when it comes to learning the pronunciation of a second or a foreign language (Asher and Garcia 1969, Scovel 1969, Siegler *et al.* 1975).

However, studies fail to prove this belief and several researchers have provided evidence that proves the opposite (Neufeld 1980, Tarone, 1978). Snow and Hoefnagel-Hohle (1978) carried out a study which concluded that adults were actually better than children at discriminating sounds discrimination, especially in the first stages of learning,

Regarding the critical period, Flege (1999) noted that the results of studies "were inconsistent with the expectations generated by the critical period hypothesis" (p. 174) and claimed that the hypothesis was difficult to test. It is then not clear that there is evidence to support the critical period theory, at least in first language acquisition. The existence of the critical period is used by many researchers to justify the difference in performances made by adult and young L2 learners. This hypothesis, however, should not be applied in the same way to those adult students who are trying to learn a language, as there are other factors such as motivation and attitude that could help adult students even overcome those obstacles related to age. Pennington (1995:102) stated that adults and teenagers have skills such as "ability to compare and contrast and recognize patterns in speech" which children do not possess.

There is no doubt that students who decide to start learning a language in their adulthood will have to work very hard to be able to communicate in that language. However, it is important that these students are aware not only of their limitations but also of their positive aspects. Adult students have been exposed to the learning of a language for a longer period of time. This is an extremely valuable tool for them, as they can apply that previous exposure to the new language being learnt when possible.

Adult learners of second and foreign languages often need to face the issue of language fossilization. According to ZhaoHong (2004), those learners who start learning a second language up to the age of ten, the language learning process can turn out to be rather slow and difficult even in talented L2 learners. This phenomenon was referred to by Selinker (1972) as fossilization or as incompleteness by Schachter (1990). Fossilization includes aspects of the second language that are related to the native speaker norm do not longer develop, or other features which come back in the learner's speech under certain conditions Hyltenstam (1988).

Despite the research carried out regarding the relationship between age and L2 acquisition, it is not clear whether it would be possible for talented learners (both adults and teenagers) to learn to speak a L2 without a foreign accent. There is also a high

degree of uncertainty as to when exactly the foreign accent starts to be reproduced. (Fledge J *et al.*1999).

2.2.2 Gender

It is a common belief that females are more adept at learning languages than men. Hariri (2012) states that researches carried out regarding the influence of gender in the acquisition of pronunciation are limited and more research should be done on this field. Bradley (1988:51), as noted in Hariri (2012), stated that "linguistic variation associated exclusively with gender found today involves gender-preferential rather than gender exclusive differences". Hariri carried out a study aimed to determine whether gender influence pronunciation accuracy and establish on which fields of pronunciation accuracy male/female learners do better, among other questions. Simpson (2003) developed a study in which he investigated the relation between peak velocity, movement duration and diphthong duration. According to the results, males produced shorter sentences than women, who attempted to understand speech segments more completely and worked into pronouncing words more clearly.

However, a study carried out by Sardegna (2010), which explored the long-term effects of training international graduate students with pronunciation learning strategies shows different findings. The participants, men and women, maintained a significant improvement over time regardless of their native language or gender.

Madden and Moore (1997) designed a study to establish possible differences between their male and female participants but no statistically significant differences were found between male and female responses regarding their views on pronunciation within this particular group of language learners. The findings showed a general tendency, however, that men showed a slightly higher level of anxiety about pronunciation, more of them were unsatisfied with their own level of proficiency, more found that their pronunciation irritated native speakers, and more were disinclined to have their pronunciation corrected outside of class.

The studies on the effect of gender in pronunciation learning seem to differ in their results. Most of them, however, conclude that there is no considerable difference between gender and the ability to learn a language with the exception of the fact that females produce more accurate and clear consonants than males but it does not prove

a superiority of females in pronunciation accuracy. According to these studies, there is no significant difference between learning languages in men and women and there is no need to design or adapt different programs for their language learning programs.

2.2.3 *Learner's first and second language (L1 & L2)*

Some studies (Kroll & Stuart 1994, Williams 1994) have suggested that a person who is able to speak two languages at the same time establishes various word connections both in their first and second language. Many researchers have become interested about the question of whether people speaking two languages can do so without experiencing continual influence. This is what is known as cognitive control.

However, these word connections can also take the form of interferences. Mae Antrim (2008) makes review of different definitions of the concept of language interference made by several authors: for Krashen (1982), interference means pouring the surface structure from the first language to the second language. Interestingly, Dulay et al. (1982) see this process as a habit. Ellis adds a more conscious part on the process of interference distinguishing between errors and mistakes.

As Jones (1997) states, the point to which interlanguage phonology is affected by L1 transfer is a topic that has caused much debate. He also notes that the influence of learners' native language on their pronunciation is not more important than other areas of language use, but simply more noticeable. Tarone (1978) suggested that there is a general tendency in language acquisition to reduce complex forms through the use of overgeneralization and avoidance.

Kranke and Christison (1983) put forward the fact that interference from L1 has a more important effect on the learning of second language sound system than in other systems. This statement can be account for those pronunciation teaching materials which deal with contrastive analysis in some of their sections (Baker 1977, Bowler and Cunningham 1991, Kenworthy 1987, O'Connor and Fletcher 1989) as noted in Jones (1997). It is important that teachers are trained in both the first and the second language so that they can identify the problematic areas and help the students overcome them.

Following Kenworthy, (1987) and Tarone (1978), the fact that students do L1 transfer should not be regarded as negative (Jones 1997), but as a natural and valuable strategy in the process of the acquisition of the L2 sound system. Jones suggests the practice of activities which make learners aware of the differences between L1 and L2 systems as well as and the L2 system and the student's own interlanguage. These practices might be more beneficial and less demotivating than error correction. Likewise, Jenkins (2000) suggested that there is no justification for referring to an item as an error if the majority of the English speakers in the world produce and understand an error.

Maken and Ferguson (1987) relate second language acquisition to the reactivation of universal phonological processes. Therefore, aspects like overgeneralization and experimentation would indicate that the process of building a phonological system "is not an automatic one, but rather an active one" (Maken and Ferguson, 1987:17), as noted in Jones (1997).

2.2.4 Motivation

Motivation plays a major role in L2 learning. Gardner (1985:10) defined motivation as 'the combination of desire and effort to achieve the goal of learning a language plus favorable attitude toward learning the usage'. The degree and nature of motivation are therefore strictly related to the learners own characteristics. A great deal of research has been dedicated to the role of motivation in foreign language learning, especially in the last decades. Dornyei (1994), made a clarifying explanation of the role of motivation. According to him, motivation is one of the most important in the acquisition of L2 and foreign languages. Dornyei (1994) stated that the process of L2 learning not only means mastering new information but also including some personality and social components. This is where external factors such as motivation are integrated.

Some authors distinguish between extrinsic and intrinsic motivation Deci and Ryan (1985) Dornyei (1994). The former has to do with the fact that the person receives some kind of reward (a students wishing to get good grades) whereas the latter is more related to the learners' own reasons to learn a language. Extrinsic motivation normally prevails in the academic context of schools and high schools (Deci and Ryan 1985) whereas intrinsic motivation is more common in adult education. The fact that young learners feel in a way "forced/obliged" to learn a foreign language makes them get

easily unmotivated. In Dornyei's (1994) words, "extrinsic motivation has traditionally been seen as something that can undermine intrinsic motivation".

Foreign language teachers need then to work towards turning their students into intrinsically motivated learners who see second language acquisition as a way to enrich themselves both academically and personally (get promoted in a job, study abroad, interact with other people). However, Bandura and Schunk (1981) argue that formal assessments can also act as motivators in language learning in that they help learners mark their own progress.

This point of view could be valid for those students which have a high degree of intrinsic motivation. Oxford and Shearin (1994) point out that the goals established should be concrete but easy to achieve and accepted by students, and should be provided with feedback about progress. It is also decisive that the instructor provides the student's with a positive reinforcement during the learning process so that the learners' self efficacy, that is, their own judgment of is/her ability to perform an action is fully developed and the impact of failure is not as important (Dornyei 1994). Students who are highly motivated still have to struggle with certain parts of language, which makes them feel unmotivated and even frustrated. Authors like Dornyei (1994) or Clément (1985) emphasizes the importance of building the students' self-confidence as a way to boost their motivation for language learning. Dornyei (1994) summarizes the three main variables that are related to motivation in course related motivational aspects, related to the syllabus, the teaching materials etc, the teacher related motivational aspects, those which have to do with the teacher's style, personality and rapport with students and group related motivational aspects, link with the aspects of the group of students.

Once a brief literature review related to motivation has been done, the question that foreign language teachers seem to ask themselves is: *How to motivate our students?*. But before finding ways to motivate our students it is of high importance that teachers take time to get to know their students. Teachers need to thoroughly take into account the circumstances that surround their group of students. A classroom of adult students will more likely show a better predisposition to actively learn than a group of secondary level teenagers. Other factors such as students' previous exposure to language and available tools for learning are important in order to foresee their level of motivation.

Dornyei (1994) bases his strategies to promote motivation on Oxford and Shearin (1994). Dornyei divides these strategies into three different levels.

- **Language level:** he suggests including cultural and social aspects of the language so that students are aware not only of the cultures differences but also similarities. It is also important to bear in mind the situation and context in which the L2 might be useful and why.
- **Learner level:** help learner's develop their self confidence by providing them with positive and constructive feedback. They need to know that they are able to do it (showing them what they can do rather than what they cannot do) (Dornyei 1994) and they are not alone in the learning process. By making our students comfortable in the classroom teachers will be able to reduce their levels of anxiety and the impact of failure on them. In this sense error treatment plays a decisive role. Teachers need to clarify that errors are a sign of improvement and that they are a step forward rather than backward.
- **Learning situation level:** make the syllabus of the course relevant by basing it on needs analysis. Increase the attractiveness of the course content by using authentic materials that are within students' grasp and promote their learning autonomy. The selection of these materials will be discussed with students. Arouse and sustain curiosity and attention by introducing unexpected, novel, unfamiliar, and even paradoxical events, Facilitate student satisfaction by allowing students to create finished products that they can perform or display, encouraging them to be proud of themselves and motivate them. Teachers should try to be empathic, congruent, accepting and adopt the role of facilitator. Minimize the detrimental effect of evaluation on intrinsic motivation. Promote the development of group cohesion and enhance relations among learners by creating class-room situations in which students can get to know each other and share genuine personal information (feelings, fears, desires, etc.) and foster collaborative learning.

2.3 Pedagogical issues in pronunciation teaching

Many researchers agree about the fact that pronunciation instruction is important in order to improve intelligibility (Derwing *et al.* 1998, Morley 1991, Prator 1971) as noted in Darcy, Ewert and Lidster (2012). However, pronunciation teaching has been and still is the Cinderella of many curricula around the world (Dalton 1997, Kelly 1969) as mentioned in Thanasoulas (2000).

Calvo Benzies (2013) includes the reflections of Underhill (2010) about the fact that that unlike other parts of speech, the methods used in pronunciation teaching have stayed the same and have been relegated to a second place:" I suggest that pronunciation is still rooted in an essentially behaviorist paradigm of listen, identify, discriminate and repeat. [...] teachers do their best to integrate pronunciation but for many it remains a supplement to the main diet of most lessons, often relegated in lessons and course books "(Underhill 2010) as cited in Calvo Benzies (2013).

According to Wei (2006), one of the reasons why pronunciation is ignored in the field of ESL/EFL teaching has to do with the fact that there are not enough English pronunciation teaching strategies/ techniques and materials available to teachers in the classroom. He makes a thorough literature review of the most important strategies for teaching the different phonetic and phonological components (rhythm, stress, intonation, pronunciation).

All the previous aspects being considered, it is clear that pronunciation should have a place in the EFL curriculum, even at the first stages. Scarcella & Oxford (1994) outline that pronunciation should be taught to second language students by means of a variety of activities and practice. Following Morley (1991), the emphasis should be put in what and how pronunciation skills should be taught in a EFL class.

In this context full of apparent difficulties for EFL/ ESL students when it comes to learn English pronunciation, teachers feel urged to work into the best teaching ways to help students learn to pronounce the foreign language in an efficient way. In the last decades several studies have been conducted in order to determine EFL teachers' preferences in the teaching of pronunciation.

Traditionally, there have been three main approaches regarding pronunciation teaching which integrate traditional methods with modern strategies (Hismanoglu 2010): the intuitive-imitative approach, used in the 60s, 70s, and 80s in the context of the audio-lingual method; the analytic-linguistic approach, which relied on phonemic charts, minimal pair distinction or accent modification; and the integrative approach, which includes pronunciation learning within communicative skills (Celce-Murcia 1996, Chen 2007). A summary of these and others pronunciation teaching approaches made by Celce Murcia is included in Appendix 1.

Madden and Moore (1997) outline that pronunciation learning is often simplified to mean the mastery of phonetic/phonemic sounds of a language. Teachers and students assume that teaching/learning pronunciation is a matter of practicing the production of consonants and vowels. Despite the fact that that phonetics at the segmental level is certainly crucial in pronunciation, suprasegmental features, such as stress and intonation, are equally important.

Hismanoglu (2010) holds that the integrative approach regards pronunciation as part of communication and not as a mere isolated practice. Suprasegmental aspects of pronunciation such as stress, rhythm and intonation are given a higher importance as well. Pronunciation is then learnt with the aim to meet the learners' particular needs.

Morley (1994) suggests a model in which part of pronunciation instruction is focused on linguistic competence through practice of segmentals and suprasegmentals, and the other part focuses on the development of discourse, sociolinguistics, and strategic competence by means of the use of language for communicative purposes. Celce-Murcia (1996) summarizes several pronunciation teaching approaches, which are presented in Appendix 1 (based on Celce-Murcia, Brinton and Goodwin 1996).

Traditionally, many linguistics and researches have suggested practices such as reading of short passages or dialogues, reading aloud/recitation, tongue twisters, and games to acquire the pronunciation skill. Cheng (1998) recommends the provision of meaningful materials to students by choosing several articles of various styles from the student textbooks to use as models for practicing linking, rhythm, stress or intonation. Cheng (1998) also suggested using songs, games and tongue twisters as they can increase student motivation in a pronunciation class, which is a highly significant factor

in pronunciation. Assessing students' progress is a crucial factor in maintaining students' motivation and making the learning meaningful.

Scarcella and Oxford (1994) gather several techniques aimed at teaching pronunciation. These strategies are listed as follows: self-monitoring, tutorial sessions and self-study, modeling and individual correction, communication activities, written versions of oral presentations, computer-assisted language learning, explanations, utilization of known sounds, and incorporation of novel elements, communication strategies and affective strategies.

Lin, Fan and Chen (1995), on their part, present their strategies to teach pronunciation in four parts: intonation, stress and rhythm, consonants and vowels. Cheng (1998) recommend the following strategies to teach pronunciation. They are providing meaningful materials, using songs, games and tongue twisters and assessing students' progress. Noll & Collins (2002) show their strategies in pronunciation error correction as finger correction strategies, and using mime and gesture strategies

Wei (2002) makes a summary of some pronunciation teaching techniques suggested by several researches covering both segmental and suprasegmental features:

- **Intonation:** It is a very important feature in English as it allows learners to convey different meanings as they talk. According to Gilbert (1994), "intonation in English helps the person who is listening to follow". In this same line, Lin, Fan and Chen (1995) note that many L2 and FL students, when listening to English, pay more attention to sounds, vocabulary and grammar and less attention to pitch changes. It is common to find that many students' English sounds monotonous. Lin, Fan and Chen (1995) suggest some strategies including drawing pitch lines/curves or arrows and using musical scores. Drawing arrows to spot changes in pitch is a simple but effective strategy.
- **Stress and rhythm:** Lin, Fan and Chen (1995) divide them in several groups: Word stress can be highlighted by coloring or underlining the syllable which is stressed. They also suggest stretching a rubber band between the two thumbs while saying a word. The band stretches during the stressed syllable but leave it short during other syllables. As for sentence stress, Lin et al. (1995) propose to circle or underline content words in a sentence and give these words

extra emphasis when saying the sentence. Linking is another aspect about English language which is often forgotten but which is important in order to ensure communication's intelligibility (Gilbert 1993) and Mortimer (1997). Lin et al. suggest using curved lines to indicate the letters that need to be linked together.

- **Consonants:** There are several strategies to teach consonants. Lin, Fan and Chen (1995) offer some activities that can be easily implemented in the classroom: teachers can ask students to read song lyrics aloud to practice final consonants telephone numbers.
- **Vowels.** Lin, Fan and Chen (1995) also suggest the use of rubber bands to make the difference between short and long vowels.

The truth about these and other techniques is that whereas certain students can benefit from these techniques, others do not learn the pronunciation of the other language easily from them (Hismanoglu 2010). For this reason, new pronunciation teaching techniques related to other fields such as drama and psychology are being created and developed: fluency-building activities as well as accuracy-oriented exercises, appeals to multi-sensory modes of learning, adaptation of authentic materials, and the use of instructional technology in the teaching of pronunciation (Celce-Murcia 1996) as noted in Hismanoglu (2010).

The development of software and new form of technologies in the shape of computers, digital cameras, projectors, word processing, databases, spreadsheets, drawing/graphics programs, website development, electronic references, discussion groups/list servers, has also contributed to the modernization of pronunciation teaching techniques (Muir-Herzig 2004).

2.3.1 Tolerance level. Which English should we teach?

As Levis (2005) mentions two paradigms which have had an influence on pronunciation research over the years. The nativeness principle, relevant before the 60s, promoted the adoption of a native-like pronunciation whereas the intelligibility principle claimed that learners simply need to be understandable while speaking a foreign language.

The relevance of the nativeness principle influence decreased as it was shown that the ability to speak like a native speaker seemed to occur before adulthood (Lenneberg 1967, Scovel 1995). Therefore, it was concluded that aiming for nativeness was unrealistic.

Along these lines, (Munro and Derwing 1999) noted that it was possible to effectively communicate even if foreign accents are strong. Therefore, foreign accents would not affect communication or comprehension.

According to Jones (1997), psychological and sociological aspects have not been given enough attention in pronunciation teaching materials. The way an individual pronounces a language that is being learned is related to his or her personality and emotional state at a particular time (Dowd *et al.* 1990). Learners' own reasons for learning a second or a foreign language can also determine the extent to which learners want to sound native or not. This is why teachers should take into consideration the purposes that lead students to learn a language. In Jones' opinion, those learners who plan to have a large amount of interaction with native speakers in professional contexts will have different needs and expectations than learners who plan to use the language primarily for informal communication with other non-native speakers. This features fostered the creation of what is known as English for specific purposes (ESP).

Some authors have attempted to include student-centered learning in their activities. (Bowen and Marks 1992, Kenworthy 1987 and Morley 1979) presented several questionnaires in which they asked learners about their perceptions towards non-native like pronunciation of their native language as well as their impressions after listening to several recordings of speakers coming from different linguistic backgrounds.

The new context in which English language is used has raised some doubts about whether academic institutions should change the way English is learned and taught at school from the traditional native-like model to a language which is regarded as an international communication code . As Graddol (2006) points out, the number of English native speakers is dramatically falling and announces that "English is not the only show in town" (page 62). Likewise, Widdowson (1994), affirms (that English language no longer belongs to native-speakers, but to its speakers.

David Graddol (1997) quotes Gus Hooke's comments made in 1996: 'For those who don't like change, best either to be born before 1800 or hang on to about 2050. For those who love change, the ideal time to be alive is 1995 to 2010'. The truth is that we are immersed in a society which is continually changing in different aspects and languages are also influenced by these evolutions. In this same line, Tanabe (2003) points out that many people talk about EGL (English as a Global Language) but nobody know exactly what it is. It is then a phenomenon which is apparently taking place in our society but whose content is vague and unclear.

In one of her articles, Jenkins (2005) notes that the emergence of different 'versions' of international English has forced to reconsider the use of native-like pronunciation models in English language teaching. Jenkins (2005) carried out a research project about the implementation of an international approach to English pronunciation in which she interviewed several teachers of English coming from different countries. Jenkins (2005) focuses on these teachers' views regarding the adoption and teaching of native and foreign accent, past personal experiences with English and the adoption of an international version of English language. The participants' views on some aspects were similar whereas in other aspects they adopted different positions. Most of them agreed on the idea that speaking English with a foreign language would reinforce their own identity but they would not teach English as an international language because it would not be regarded as correct by students and parents.

Regarding native accents, Jenkins (2000) suggests that they are probably not the easiest or most appropriate when communication is taking place between non-native speakers. In Jenkins' view, it is important for teachers and linguists to select those pronunciation features that are relevant in order to enable communication between native and non-native speakers of English. These features do not normally coincide with those which are important to a native speaker. Alptekin (2002) regards native rules as utopian, unrealistic and constraining.

Jenkins (2000) carried out a research in which she analyzed several interactions between non-native speakers of English. The aim of this research was to identify those features of native English pronunciation that are essential in order to produce an intelligible pronunciation and those which are not. Jenkins gathered the findings to establish a common pronunciation teaching system known as the Lingua Franca Core (2000, 2002): all the English consonants are important except for 'th' sounds as in 'thin'

and 'this', consonant clusters are important at the beginning and in the middle of words, not at the end, the contrast between long and short vowels is important ('sit' and seat'), nuclear (or tonic) stress is also essential as it can add meaning.

Jenkins (2000) points out that certain pronunciation aspects commonly seen in the classroom do not contribute to intelligibility in the context of EIL interactions. According to Jenkins, the aspects that should be given highest importance by teachers due to their relevance are: vowel quality, weak forms or assimilation. Aspects such as word stress, pitch movement and stress timing should be also considered as they are, in Jenkins' (2000) view, relevant as they facilitate intelligibility and help foreign accents be more appropriate.

Jenkins (2000) goes on to suggest that those learners who are learning English to use the language in an international context with non native speakers of English should have access to a pronunciation model which is closer to EIL intelligibility than traditional ones. This would break with the assumption that students should adopt an accent close to that of a native speaker. Similarly, McKay (2002) argues that the teaching and learning of an international language like English should be different from the teaching and learning of any other second or foreign language.

It is also important, in Jenkins' (2000) view, that students get accustomed to listening to non-native accents of English so that it is easier for them to understand other speakers who have not learned to make use of the core features. English textbooks offer recordings which include people using accents close to native accents models and which generally sound unnatural. Therefore students try to adopt an unrealistic speaking model that it is very commonly difficult to achieve, making them feel frustrated and demotivated.

Adopting the EIL teaching and learning model would make it necessary for teachers and students to implement a series of modifications in the teaching and learning context: Coskum (2011) mention some suggestions made by Snow et al. (2006) which included the restructuration of teacher education programs which are close to the variations of English language, the exposure of teachers and learners to different varieties of English (both native and non native) and the integration of methodologies that reflect the students' actual needs and interests.

2.3.2 Learners' perceptions and their role in pronunciation learning

As it has been previously stated in a previous section, it is important for EFL/ESL teachers not only to carefully choose those materials which are appropriate for their students but it is not less important to pay close attention to the students' needs by listening to their perceptions and impressions about pronunciation. Teachers need to integrate students in the teaching/learning process and establish a positive educational rapport with them.

In Derwing and Rossiter' view (2001), little attention has been paid to second language students' needs and the best ways of overcoming communication problems. By means of a research project, they analyzed the viewpoints of several adult ESL learners with different mother tongues with regard to their pronunciation difficulties and the strategies they used when they encountered communication obstacles. Derwing and Rossiter (2001) conclude that the vast majority of pronunciation problems were segmental, that is, related to vowels and consonants. Regarding the strategies which were most commonly used when they had not been understood were paraphrase, self repetition, writing/spelling.

Derwing and Rossiter (2001) analyze the students' answers according to the participants' first language groups and levels. Students were also asked whether they felt they had any control over their pronunciation or not and if their accents were affected by the communicative context. Those who reported being able to control their accents also recounted how they did so. The learners' responses also suggested that either they were not getting instruction or they are not benefiting from it. Derwing and Rossiter (2001) attribute this situation to two facts: most ESL teachers have not training in teaching pronunciation and the context of a classroom with students from numerous first language backgrounds may discourage teachers from introducing pronunciation lessons. They also concluded that the best approach for teachers to help students with their pronunciation is to teach pronunciation, but if teachers lack or they are reluctant to it, then they should at least pay attention to communication strategies.

Madden and Moore (1997) suggested a study to investigate students' experiences in pronunciation and their perceptions of the definition and importance of good pronunciation. They also intended to identify possible differences between groups, such as gender, major areas of study, and nationalities. Results concluded that

although the majority of the students studied intonation and stress, the dominant teaching technique was the pattern drill, with almost no practice of language in context. A great percentage of participants went on to define good pronunciation as "sounding like a native speaker", which according to Madden and Moore (1997) suggests an adherence to a more traditional view.

The majority of respondents considered pronunciation an important factor in being a proficient speaker of English. However, few of them were satisfied with their pronunciation knowledge at the time of the study. An overwhelming, mostly women number of students wanted corrective feedback in and out of class. Men showed certain reluctance to being corrected by other speakers.

3. COMPILATION OF GOOD PRACTICES ON PRONUNCIATION TEACHING

3.1. Methods

3.1.1. Overview

The aim of this study is to identify high-quality empirical articles which point to definite measures to guide teaching professionals in research-based measures which can have a positive effect on pronunciation performance. In order to identify evidence of good pronunciation measures, the search for articles took place by using keywords in the Educational Resources Information Center (ERIC) and in ProQuest; this was complemented by a search on the databases of individual language-learning journals in order to ensure that major articles were not omitted.

3.1.2. Criteria for study selection

The main criteria for the search included those of recency, relevance and rigour. In the first case, in order to limit the scope and ensure that the focus would take into account the most research, the cut-off point for selected studies was that of those published from the year 2000 onwards. In order to ensure relevance, the keywords employed in the search of abstracts and/or titles using the ERIC and ProQuest databases were 'English pronunciation' and simply 'pronunciation' in language teaching and learning journals. Selected studies would also be required to contain elements which could be

applied to international students of English, as opposed to individual national groups. For the studies to be rigorous, only peer-reviewed papers were admitted. Additionally, in order to avoid a focus on possible anecdotal evidence, performance measures and measures based on the affective domain (anxiety and motivation) were only admitted when there were at least 20 participants; when statistics were presented of a standard deviation over 50%, these studies would also be omitted (see Slavin and Lake, 2008).

3.1.3. Initial selection of studies

In total, there were 522 results for 'English pronunciation' in abstracts from peer-reviewed journals in the ERIC database and in ProQuest.

3.1.4. Final selection of studies

From the review of the abstracts obtained during the first stage of selection, a more detailed study of the articles took place in a meeting between two researchers in order to obtain preliminary list of studies which fulfilled the cut-off criteria. This initial list totalled 170 articles, which, after further reviews, was reduced to 56.

4. RESULTS:

In order to carry out the present compilation of good practices related to ESL/EFL pronunciation learning/teaching, a total of 64 articles about different aspects of EFL/ESL pronunciation teaching and learning were revised and examined. The objective was to select those articles which included relevant studies carried out on the field ESL/EFL of pronunciation teaching which included a minimum of 20 participants. A triangulation was then done with the objective of selecting those articles which complied with the previous requirements. Once this specific selection was done, the initial number of studies was reduced to 56.

The studies revised for the purpose of the present work dealt with different aspects linked to EFL/ESL pronunciation teaching and learning. We can group them in the following categories:

4.1 Computer assisted pronunciation

Even though computer technology has been used in the field of language learning and teaching since the 1960s, this use has gained more importance only in the last decade. Computer Assisted Language Learning (CALL) has gone through different changes since the 1970s in the type of technology and activities provided, and the main objectives of teaching and learning (Seferolu 2005).

Nowadays, computer-assisted learning is spreading within English Foreign Language and English Second Language and pronunciation is no exception. In the last decades, many academic works have been dedicated to the pronunciation learning through the use of computers, what it is known as computer-assisted pronunciation learning. Several studies have been also conducted in an attempt to determine the extent to which this type of learning is effective or not.

Al-Khuda (2012) developed a study which purposefully sampled a group of university students using computer-assisted pronunciation software. Participants who used computer software significantly improved their pronunciation performance as opposed to those who used print traditional materials, who did not show significant improvement. Hismanoglu (2012) identifies the difficulties that word stress patterns cause to Turkish EFL advanced learners and tries to determine whether Internet-based pronunciation lessons are more effective than traditional pronunciation lessons. The participants in this study were university students doing a bachelor's degree in teaching EFL. After being trained using a computer assisted program, participants commenced to pronounce correctly the primary stress on compound nouns, adjectives and verbs more accurately than they did before. These students' performance was more positive than those who received traditional pronunciation lessons. The author suggests doing additional research to assess whether the impact of Internet-based video lessons is short-term or long-lasting.

A similar study is suggested by Damar (2014), who examines the effects of videos on the development of English stress and intonation of university students. The test group was given a list of videos and an online tutoring program and related assignments as a supplement to a 3-hour Listening and Pronunciation course each week, while the control group, attended only the classes and did the regular assignments. Findings indicate that videos were much more effective in improving the EFL learners' ability to

produce and perceive different stress and intonation patterns in words, phrases and sentences than through the online tutoring programs. The findings also reveal that the students feel more comfortable themselves in a self-study for the improvement of intonation and stress in English.

In the field of accent reduction, Seferolu (2005) developed a quasi-experimental study to establish whether accent reduction software in advanced English language classes at university resulted in improvements in their pronunciation performance at the segmental and suprasegmental levels. The control group received a traditional instruction while the experimental group's instruction was based on accent reduction software. The post test showed significant differences in favour of the experimental group. This study concluded that technology has a lot to offer in (EFL) contexts where natural target language input is not abundant, and EFL learners should have exposure and practice/ interaction opportunities in the target language by using specifically designed software programs.

The use of computer assisted learning has also fostered the development of studies that compare the effectiveness of this type of learning to the learning lead by teachers. Neri et al. (2008) try to determine whether a computer assisted pronunciation training system (automatic speech recognition) can help EFL young learners improve pronunciation skills at a level comparable to the one achieved through traditional teacher-led training. The pronunciation quality of isolated words improved importantly for both groups, who also improved in pronunciation quality of words that were considered particularly difficult to pronounce. The study concluded the use of computer-assisted pronunciation training system with a automatic speech recognition component can produce short term improvements in pronunciation that are comparable to those achieved by means of more traditional, teacher-led pronunciation training.

One of the advantages of Computer Assisted Pronunciation teaching (CAPT) is that it facilitates collaboration among peer students. Luo (2014) carries out a study which combines oral reading and peer review to improve pronunciation of university students. As well as traditional in-class instruction, students were provided with a short passage together with a recording read by a native speaker, which they practiced at home. Then, they posted their own recording to an online discussion board. Every student listened to the recordings of three classmates, supplying feedback through the discussion board. Two control groups received only in-class instruction without the

recording and posting assignments. Results show that the integration of the computer assisted technique was enabled students' to reduce pronunciation problems compared to only in-class instruction. Students who participated in peer review improved to the same extent, regardless of whether they had received additional feedback from the teacher.

Young et al. (2014) explore the potential of integrating game strategies with automatic speech recognition technologies to provide learners with individual opportunities for English pronunciation learning. The study concludes that game playing promotes learners' educative engagement, and that learners of different levels of learning achievement are active in learning together while practicing their oral speaking in the stress-free environment, which promotes cooperative learning. It can also reduce learners' language speaking anxiety and to provide flexible chances for individual students to do self-speaking practice within the given limited teaching time.

Lai et al. (2007) present an experiment about a multimedia learning system divided into high and low achievers with the objective of enhancing their English pronunciation which uses specific models to analyze phonetic structures, identify and capture pronunciation errors. The study shows that the system improves student's mastery level for learning and helps them to obtain more achievement for English pronunciation learning. Lai et al. (2007) suggest that teachers can employ this system to quickly obtain student's pronunciation results in pronunciation, intonation, rhythm, and volume.

CAPT can also be extended to a specific group of professionals. Khurana and Huang (2013) present a study aimed at evaluating the efficacy of an accent reduction program to address these communications problems of international medical researchers. The results hint that the provision of appropriate training with the objective to help non-native English speakers communicate is effective both in the linguistic level (the participants felt better about their ability to communicate) but also in the personal level (they showed a more positive attitude and considered it was easier for others to understand them).

However, CAPT can also present some limitations depending on the participants or the setting in which this kind of teaching is implemented. Sun (2012) examines the effectiveness and learners' perceived gains of extensive speaking practice in voice blogs among college students. The results indicate that students generally perceived

improvements in their speaking proficiency. However, there was no significant positive change in their pronunciation, language complexity, fluency, or accuracy. The results corroborate previous studies that the personal and authentic nature of blogging might encourage students to focus more on meaning expression, rather than accuracy. It is therefore important that teachers are aware not only of the opportunities but also the limitations that CAPT presents so they can choose the programs and techniques that are most efficient and appropriate for their students.

Kim (2006) examined whether automatic speech recognition software used to teach English pronunciation was reliable or not. Results showed that even though this type of software was less accurate than human analysis, it could be used for student practice with certain aspects of pronunciation.

4.2 Music

Even though the subject of multiple intelligences is relatively recent, it has gained popularity in the past years. Gardner's (1983) model of multiple intelligences can be used for learning and teaching. By introducing music into pronunciation teaching/learning, students may learn the correct placement of stress and accents on syllables and words through the use of rhymes, chants and song while also improving the pace and cadence of the subject language.

Following Wu and Mc. Mahon (2014), musical intelligence has similar structures to language (Gardner 1983; Stokes 2008), that is why adoption of a musical intelligence approach may benefit the pronunciation and accent of Chinese third level students. In order to test it, they developed a case study investigates the use of musical intelligence to improve the English pronunciation of EFL Chinese students. This study used a high- or low-pitch musical note recording and playback to emphasize any stressed or non-stressed syllable. Most of the respondents from the survey agreed music can help produce native speech when learning the English language. Moreover, the study also suggests that musical intelligence students in the experimental group improved more than nonmusical intelligence students in the same music group.

Milovanov et al. (2004) developed a study aimed at assessing second language production and discrimination skills in the context of musical aptitude among EFL adults. Findings show that the totality of the performed well in the phonemic

discrimination task. Interestingly, those participants with better musical aptitude were able to pronounce English better than the participants less musically gifted. The results, hint that there is a connection between musical and linguistic skills.

In this same line, Milovanov (2008) suggested a study to establish the relationship between musical aptitude and second language pronunciation skills in elementary school children and investigate whether children with better performance in foreign language production represent musical sound features in the preattentive level of neural processing more accurately than children with less-advanced. The results of the behavioral tests showed that children with good linguistic skills showed more pronounced sound change evoked activation with the music stimuli than children with less accurate linguistic skills. Taken together, the results imply that musical and linguistic skills could partly be based on shared neural mechanisms.

Morani and Sharokhi (2014) designed a study to find out whether music can improve the ability of EFL students aged 9-12 in segmental and suprasegmental pronunciation or not. The students were enrolled in a control or an experimental group. The instructor read aloud several songs to the students, who tried to memorize them. Results showed that music had a more direct effect on pronunciation, intonation and stress recognition. Therefore, it was established that by using music, students are able to learn suprasegmentals better.

Similarly, Kit- Fong (2013) carried out a study where participants, 5- 7 year-old native Cantonese-Chinese speakers learning English as a second language and Putonghua as a second dialect, were exposed to Putonghua songs as part of their EFL training. These songs sounds improved the children's Putonghua accent in a story read-aloud task, whereas hearing English songs yielded no measurable analogous benefit. The results suggests that occasional ambient indirect input, even if only from song audios rather live speakers, can help young children acquire a better phonology. It is however unclear how well the present findings generalize to second-language phonology acquisition.

Dos Reis and Hazan (2011) presented a study with beginner level adults to evaluate a new vowel notation system which uses concepts borrowed from musical notes representations and is also linked to the acoustic characteristics of vowel sounds (Speechant). The group trained using this system showed greater improvements in

pronunciation than the control group and it may be useful in educational contexts in which foreign languages are taught without technological support. The authors suggest assessing this system with a wider range of students taught with different didactic approaches and using a broader range of materials than the small set of sentences used in this study.

Quintana Lara (2014) investigated the effects of Acoustic Spectrographic Instruction (through physical representations of speech sounds) on the production of the English phonological contrast /i/ and /I/. The results of production tasks showed that Acoustic Spectrographic Instruction significantly improved pronunciation of both vowels. Taken together, the results of these three experiments lend support to the use of acoustic features of speech and spectrography in English segmental acquisition.

4.3 Drama and mimicking

Maley and Duff (1984) stated that short dramatization could help EFL/ESL learners to contextualize the language and learn in a more meaningful and realistic way. They stated that "Our minds are attached to our bodies and viceversa" (1982:6).

Noland and Patterson (2000) presented an action research study which analyzed the perceptions and actions of EFL students with different ages and levels regarding the use of short skits in the classroom. After performing their skits to a live audience, students overcame their fear of speaking English, their ability to work in teams and communicative awareness increased. They were able to communicate in a real communicative context and their pronunciation and vocabulary knowledge were favoured. This study reveals that the students' anxiety was considerably reduced while performing the skits and overcame their fear of speaking in English. Students were motivated about this experiment and suggested the possibility of writing their own scripts in further studies. They only complained about the fact of not being able to effectively communicate at times but the overall opinion was positive and enriching.

Mora et al. (2013) carried out a study regarding the use of mimicking in the learning of pronunciation of EFL. This study investigated Spanish-speaking learners' awareness of a non-distinctive phonetic difference between Spanish and English through a delayed mimicry paradigm. The participants produced the speech samples, and a group of listeners rated the speech samples for degree of accentedness. The study has shown

that a foreign-accent-mimicking task may be used successfully to access learners' implicit knowledge about non-distinctive phonetic differences between L1 and L2 allophonic variants of phonological segments, and to assess learners' awareness of such phonetic differences, which are hardly verbalisable explicitly.

4.4 Affective domain

Foreign language learning, especially pronunciation learning, involves strong positive and negative emotions. Pronunciation errors may lead to hypersensitivity and self-consciousness on the part of students, regardless of their age. Because of this they may not perform their real phonetic and phonological competence. These facts are linked to Guiora's (1991) language ego theory, according to which the students' success in pronunciation is directly linked to their permeability of linguistic ego. Bielska and Gabrys (2013) carried out a study to determine the impact of adult's learning self-concept on their acquisition of ESL pronunciation.

Baker and Trofimovich (2006) investigated whether individual differences in learners' age of arrival and length of residence in a country where a (L2) is spoken determine L2 vowel perception and production tasks in English. Results demonstrated that the ability to accurately hear one's own productions may underlie, at least for some learners, accurate L2 production. Overall, results suggested that self-perception is an important factor in determining the perception-production link and indicated that self-perception may have implications for L2 speech learning.

Smit (2002) carried out a study to describe a motivation test given to EFL students in and their motivational factors, which were investigated in relation to their interaction with the students' achievements in the pronunciation course. Results hinted that learning success is linked to the module-independent factors of students' proficiency before the course and their willingness to work on changing their pronunciation.

Kessler (2010) compared the characteristics of fluency of graduate students' student audio journals recorded in a lab and mobile audio devices during ten weeks. Students chose the environment in which they recorded these journals, provided that they recorded at least once in the audio laboratory and at least once using the mobile audio devices. The majority chose to record using MP3 player as students confessed to feel self-conscious and felt anxious in the laboratory, particularly when others around them

were not speaking. This impacted their fluency significantly. Conversely, when using the digital alternative, students could choose to work at a time and space that was convenient and comfortable for them. It was then concluded that allowing students to choose where they record their speaking tasks does in fact result in more success for the students.

Awan et al. (2010) designed a questionnaire using Foreign Language Classroom Anxiety Scale administered to EFL university students. Speaking in front of others is the biggest cause of anxiety and pronunciation was also a major concern. It was therefore suggested that classroom environments should be encouraging and motivating and that teachers should carefully deal with those situations which provoke anxiety.

4.5 Explicit and form-focused instruction

In the last decades student centered learning approaches are becoming very popular. Explicit instruction is an approach that relies on effective, meaningful and direct teaching. Goeke (2008) stated that this kind of instruction should be used for appropriate purposes and in response to student's individual and collective needs. Learning in general should be meaningful and purposeful. Learners, who have opportunities throughout the lesson to self-monitor and direct their own learning and participation, are active participants in the learning process and the teacher constantly monitors understanding to make sure students are deriving meaning from instruction. Instructors make sure that they provide students with clear strategies for accomplishing a task, as this will enable them to perform with greater success.

Goeke (2008) points out that students should be taught how to generalize a strategy so they can use it in different levels and stages. This concept of explicit instruction can be applied to many different areas of knowledge and EFL/ESL is not an exception. Many authors have done research directed to assess and suggest ways of teaching and learning and pay a closer attention to the role of students in the learning process.

There has been a great deal of debate around the degree to which teachers need to direct learners' attention to understanding grammar while focusing on the need to communicate. On the one hand, there are those who advocate minimal to no interruption in communication, limiting attention to grammar by means of corrective feedback (Doughty and Varela 1998); on the other, there are those who claim separate

attention to grammar and subsequent integration of the knowledge in the communicative activity (DeKeyser 1998). These divergences have been included in Long's (1988, 1991) proposal that grammar instruction may be of two types: 'focus on form' and 'focus on forms'. The former refers to drawing students' attention to linguistic elements as they appear in lessons whose focus is on meaning or communication.' (Long1991). The latter is related to the traditional teaching of discrete points of grammar in separate lessons.

In the recent years, many authors have developed studies aimed at assessing the results provided by the practice of explicit and focus on form teaching. For the purpose of this work several of these studies have been examined and presented. Chen (2008) carried out a study to assess the ability university Chinese students to evaluate their own oral performance in English. With the help of practice and positive feedback, students were able to progress and achieve the learning objectives.

Derwing et al. (2014) proposed a pronunciation training program to ESL speakers who had worked together in an English speaking environment for 19 years. The participants benefited from focused instruction in an authentic classroom. However, no difference was noted in fluency, and accent was perceived to be stronger in one posttest. The findings from this study suggest that further work along similar lines is warranted.

Saito (2013) assessed the impact of recasts combined with form-focused instruction in relation to development of second language speech perception and production of English /R/ by a group of Japanese ESL distributed in three groups. The results indicate that focused on form instruction impacts various domains of L2 speech learning processes (perception, controlled, and spontaneous production) and recasts promote learners' attentional shift away from lexical units as a whole to phonetic aspects of second language speech (i.e., vocabulary to sound learning).

Sheen (2006) presented a study to establish the relationship between different characteristics of recasts and learner uptake/repair. The results of the study show that reduced/partial recasts were much more frequent than non-reduced recasts. The findings of the study determined that the more explicit recasts are, the more potentially salient they become and thus the more effective they are likely to be. This study, then, challenges the view in the literature that recasts constitute an implicit form of corrective feedback. Therefore, this study shows some of the limitations of recasts.

Thomson (2012) designed a study aimed at training Mandarin speakers to better perceive ten English vowels. Learners' ability to identify English vowels significantly improved in the training context and in one novel phonetic context. Training did not transfer to a third phonetic context. A further posttest indicated that improvement was maintained for one month after training was completed, although in the absence of training, no further improvement was found.

Ian and Wu (2013) put forward a study that tests both communicative teaching methods' renderings of pronunciation pedagogy and a form-focused instruction which is less used in pronunciation pedagogy. The participants' task is to read a short discourse with stimuli embedded inside. Results showed that the focus-on form method is more effective at least in the presented participants to improve segmental pronunciation performance. The findings also suggested that pronunciation teaching can be better assisted by form-focused learning rather than a communication context because of its ability to capture both temporal and spectral errors in speech.

Iverson *et al.* (2012) examine whether high-variability auditory training on natural speech can benefit experienced ESL speakers who already are exposed to natural variability in their daily use of English. The results demonstrated that both groups learned to similar degrees, suggesting that training provides a type of learning that is distinct from that obtained in more naturalistic situations. It was then concluded that it is then not the exposure alone to natural variable speech that improves performance in auditory training. There is some aspect of the focused attention to phonetic differences in an identification task that improves L2 vowel perception, in a way that supplements the learning that they experience while using the language.

Couper (2006) developed a study aimed at establishing the immediate effect of instruction on specific forms in second language pronunciation to immigrants attending a high-intermediate level English class and the extent to which gains were retained over time. The average error rate importantly dropped in the immediate post-test, and rose slightly in the delayed post-test. It was concluded that proper focused instruction can lead to changes in learners' phonological interlanguage even where this may appear to have fossilized. This study showed limitations: the explanation of syllables was clearly not understood and the practice activities were not exactly communicative, except that they did involve genuine cross-cultural communication about pronunciation.

In a similar line, Couper (2006) designed an action research project which investigated the value of systematically and explicitly incorporating a pronunciation syllabus within the overall syllabus of post-intermediate students. The results showed that important improvements were made, and that learners believed both that teachers should teach pronunciation, and that the particular approach taken here had been of value.

Linebaugh and Roche (2013) implemented a study to establish whether teaching learners how to produce English phonemes can lead to an improvement in their aural ability. Results showed that participants were better at correctly identifying which member of a minimal pair they heard (*pack* or *back*, for example), whereas simply providing focused aural exposure to those sounds did not lead to similar improvement. This suggests that for sounds that are difficult for learners, complementing exposure as advocated by the intuitive-imitative approach with articulatory training may produce the best results in terms of segmental discrimination and ultimately target language production.

He (2011), on his part, suggested a cross-sectional study to explore university learners' metacognition in EFL pronunciation learning and the effectiveness of helping them to improve their pronunciation by using metacognitive instructions by means of interviews and questionnaires, pre test and post tests. The study proved the effectiveness of metacognitive instruction for raising learners' metacognitive awareness in pronunciation learning as the students' pronunciation proficiency was increased. The study also determined that suprasegmental features are better learned by students on their own.

Fotovatnia and Omid (2013) analyzed the effects of exposure to the visual medium on learning pronunciation and word stress of a group of students. Results of the study determined that exposure to visual medium has an effect on learning word stress of L2 learners but it was not effective in learning pronunciation of the learners, maybe due to lack of proper feedback on the part of teacher or computer. However, students had positive attitude towards using computer as a visual aid to teach pronunciation and word stress. The authors also pointed out that, with regard to pronunciation learning, computer as a visual medium may not be used as a tutor and it can be used as a tool and the teacher's presence will be more necessary as a facilitator.

5. CONCLUSIONS

In this investigation, the aim has been to identify those studies which provide empirical evidence of potentially beneficial pedagogical practices with regards to pronunciation. It is necessary, however, to indicate that there are a number of limitations to the final conclusions which may be extracted. Perhaps the most important of these limitations is the fact that the selection criteria of studies has meant the exclusion of a number of in-depth enquiries which could support the results obtained and provide further information. It is possible, then, that an extension of this research could benefit from the inclusion of this type of work. Nevertheless, it would appear that we could tentatively suggest a number of considerations that could be useful for teachers of English.

Factors such as age, learners' L1 or gender have been traditionally regarded as important in the acquisition not only ESL pronunciation but also other skills. However, research has not shown much evidence that support the relevance of the aforementioned factors. Some research has even contradicted the original belief for these factors.

As Levis (2005) points out, pronunciation research and pedagogy have been influenced by two contradictory principles, the *nativeness principle* and the *intelligibility principle*. The former suggests that it is desirable to adopt a native accent whereas the latter establishes that it is possible to effectively communicate even if the speaker has a noticeable foreign accent. Therefore, there is not clear connection between accent and effective understanding (Munro and Derwing 1999).

The new communicative scenario in which English language is used raises some doubts as to whether academic institutions should modify the traditional way in which EFL/ESL are learned and taught and turn it into an international language which has its own international communication code. From this new communicative context it seems admissible that teachers and linguists will need to select which pronunciation features are relevant in order to establish an understanding when non-native speakers of English communicate with each other. These are the elements which contribute to intelligibility and which should be then prioritized by teachers.

Adapting the students learning to the multiple intelligences can turn into an enriching and positive way to teach ESL pronunciation: using music and songs (Al-khuda 2012, Dos Reis and Hazan 2011, Kit-Fong 2013, Milovanov 2004, 2008, Moradi and Shahrokhi 2014, Wu and McMahon 2014); games and mimicking (Mora et al. 2013) can increase students' motivation in a pronunciation class, which is a highly significant factor in pronunciation. Dramatization can also help EFL/ESL learners to contextualize the language and learn in a more meaningful and realistic way (Maley and Duff 1984). By producing skits, for instance, students can overcome their fear of speaking English, and their ability to work in teams and communicative awareness is increased (Nolan and Patterson 2000). Foreign-accent mimicking tasks may be used to successfully increase learners' implicit knowledge about non-distinctive phonetic differences between L1 and L2 phonetic differences as well (Mora et al. 2013).

New technologies are also a useful tool to help ESL students learn aspects of English pronunciation. Several studies have proved that computer based pronunciation can be more effective than traditional one (Hismanoglu 2010, Luo 2014, Neri et al. 2008, Seferolu 2005), even in the area of accent reduction (Khurana and Huang 2013) and speech recognition (2006). Displaying videos in the classroom can also help EFL learners' ability to produce and perceive different stress and intonation patterns in words, phrases and sentences Damar (2014). Results show that the integration of CAPT techniques was superior in reducing students' pronunciation problems compared to only in-class instruction. It is however uncertain whether this progress is long term. Even though there are then many possibilities available to teachers regarding the use of new technologies, they should carefully choose the ones which are suitable to the students' needs and characteristics and be aware of their possible limitations (Sun 2012).

The use of games is also a valuable tool in EFL pronunciation learning as it promotes learners' educative engagement, allowing them to be active in learning together while practicing their oral speaking in the stress-free environment, which promotes cooperative learning (Young et al. 2014).

It is also necessary for teachers to take into consideration the purposes that lead students to learn a second or a foreign language. In Jones' (1997) opinion, those learners who plan to have a large amount of interaction with native speakers in professional contexts will have different needs and expectations than learners who plan to use the language primarily for informal communication with other non-native

speakers. The students' needs should also have a place in ESL/EFL pronunciation instruction. Teachers, by listening to their perceptions and impressions about pronunciation, need to integrate students in the teaching/learning process and establish a positive educational rapport with them. Learners must turn into active participants in the learning process and the teacher constantly monitors understanding to make sure students are deriving meaning from instruction. Instructors make sure that they provide students with clear strategies for accomplishing a task, as this will enable them perform with greater success.

Not less important is the need to pay attention to the students' feelings during the learning process. Taking care of the affective domain of learners and helping them to identify those strategies that work better for them can positively contribute to the teaching and learning process (Baker and Trofimovich 2006). The factor of motivation, however, has proved to play a determinant role in the acquisition of pronunciation (Smith 2002). Teachers should work towards turning their students into intrinsically motivated learners who see second language acquisition as a way to enrich themselves both academically and personally (get promoted in a job, study abroad, interact with other people). It is also decisive that the instructor provides the student's with a positive reinforcement during the learning process so that the learners' self efficacy, that is, their own judgment of is/her ability to perform an action is fully developed and the impact of failure is not as important. Self-perception is an important factor in determining the perception-production link and indicated that self-perception may have implications for L2 speech learning.

Along these lines, teachers need to make sure that they provide students with a motivating teaching atmosphere carefully choosing the place in which the instruction will take place (Kessler 2010). By doing so, the students' performance and willingness to learn will be more positive. It was therefore suggested that classroom environments should be encouraging and motivating and that teachers should carefully deal with those situations which provoke anxiety (Awan *et al.* 2010).

Explicit and focus on form instruction can also contribute to the better learning of pronunciation. With the help of practice and positive feedback, students were able to progress and achieve the learning objectives established (Chen 2008). Focused on form instruction impacts various domains of L2 speech learning processes (perception, controlled, and spontaneous production) and recasts promote learners' attentional shift

away from lexical units as a whole to phonetic aspects of second language speech (Ian and Wu 2013, Iverson *et al.* 2012, Saito 2013). Proper focused instruction can lead to changes in learners' phonological interlanguage even where this may seem to have fossilized (Couper 2006).

Research has shown that, as with other components of language, there is not a perfectly effective method or technique for teaching pronunciation (McDonald 1994, Pennington 1986). Following Madden and Moore (1997), studies on pronunciation suggest that what is most desirable is an approach that combines a communicative, discourse-based approach to language instruction, with sensitive and effective attention to the full range of components that make up pronunciation and an understanding of the value of pronunciation as "a dynamic component of conversational fluency" (Knowles 1995, Pennington 1986:212).

Pronunciation, then, is a crucial yet sometimes underdeveloped area of language learning, and one which requires attention, practice and explicit training. This element of communicative competence is also one in which we need to embark on further research, taking into account the developments in technologies, the fundamental role of the affective domain and the value that areas such as music and drama may play.

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APPENDIX 1

STUDIES ON ESL/ EFL PRONUNCIATION

REFERENCE	TYPE OF STUDY	MAIN FINDINGS RELATED TO THE STUDY
Chen, Y. (2008). Learning to self-assess oral performance in English: A longitudinal case study. <i>Language Teaching Research</i> 12,2 (2008); pp. 235–262	To assess the ability of 28 Chinese students from a University in Taiwan to evaluate their own oral performance in English.	With the help of practice and positive feedback, students were able to progress and achieve the learning objectives.
Dewing, T and Rossiter, M. (2002). ESL learners' perceptions of their pronunciation needs and strategies. University of Alberta, Edmonton, Alberta, System 30 (2002) pp. 155–166	To examine pronunciation from the viewpoint of adult ESL students Adult immigrant students of (ESL) with different age, first language backgrounds and level regarding their difficulties in pronunciation.	There is a mismatch between the learners' attitudes and perceptions and current practice in pronunciation instruction, particularly with respect to suprasegmentals. The L2 learners' responses suggest that they are either not getting instruction or, if they are, they are not benefiting from it.
Derwing T., Munro M., Foote J., Waugh E., Fleming J. (2014). Opening the Window on Comprehensible Pronunciation After 19 Years: A Workplace Training Study. <i>Language Learning</i> 64:3, September 2014, pp. 526–548 526	Pronunciation training program to ESL speakers who have worked together in an English speaking environment for 19 years	The participants benefited from focused instruction in an authentic classroom. However, no difference was noted in fluency, and accent was perceived to be stronger in one posttest. The findings from this study suggest that further work along similar lines is warranted.
Lefkowitz N. and Hedgcock J. (2002). Sound barriers: influences of social prestige, peer pressure and teacher (dis)approval on FL oral performance. <i>Language Teaching Research</i> 6,3 (2002); pp. 223–244	Adult, monolingual FL learners. Examine how oral performance is affected by the degree to which they associate prestige with classmate and teacher (dis)approval. Eleven recorded sessions, ethnographic documents, questionnaires.	There are striking differences between learners' perceptions and their observed production, reflecting a concern for social status and solidarity. Finally, results show a tendency to inflate oral performance self-assessments, which may conceal learners' inability to notice mismatches between their production and target norms.
Mennim, P. (2007) Long-term effects of noticing on oral output. <i>Language Teaching Research</i> 11,3 (2007); pp. 265–280	The study focuses on an <i>academic presentation course</i> for first-year students at a private Japanese university. The students were aged between 18 and 20. Identify the effects of classroom exercises that encourage noticing and conscious attention to form, which were part of a university EFL oral presentation course in Japan.	The paper describes an initial analysis of the tracking of two students' noticing and subsequent use of a non-count noun, which presented them with difficulties at the start of the year. Nine months later their accuracy in the use of this word was much improved. The paper considers how the students' noticing of the word might have related to this improvement.

Saito, K. and Lyster, R. Effects of Form-Focused Instruction and Corrective Feedback on L2 Pronunciation Development of /r/ by Japanese Learners of English. <i>Language Learning</i> 62:2, June 2012, pp. 595–633	To investigate the value of form focused instruction, which investigated the acquisitional value of form-focused instruction (FFI) with and without corrective feedback (CF) of the pronunciation development of 65 Japanese learners of English.	The results showed that: F3 values of the FFI + CF group significantly declined after the intervention, not only at a controlled-speech level but also a spontaneous-speech level, regardless of following vowel contexts; there was a change in F3 values of the FFI-only group and the control group was not statistically significant; and the generalizability of FFI to novel tokens remained unclear.
Saito K. (2013). The Acquisitional Value of Recasts in Instructed Second Language Speech Learning: Teaching the Perception and Production of English /r/ to Adult Japanese Learners. <i>Language Learning</i> 63:3, September 2013, pp. 499–529	The impact of recasts together with form-focused instruction in relation to development of second language speech perception and production of English /r/ by forty-five Japanese ESL, who learners were distributed in three groups (FFI recasts, FFI only, and Control) and received four hours of communicatively oriented lessons.	The results indicate that (a) FFI itself impacts various domains of L2 speech learning processes (perception, controlled, and spontaneous production) and (b) recasts promote learners' attentional shift away from lexical units as a whole to phonetic aspects of second language speech (i.e., vocabulary to sound learning).
Sheen, Y. (2006) Exploring the relationship between characteristics of recasts and learner uptake. <i>Language Teaching Research</i> 10,4 (2006); pp. 361–392	To establish the relationship between different characteristics of recasts and learner uptake/repair. Two native-speaking teachers, one with two years and the other with five years of teaching experience. Their 24 students were aged from 18 to 21, and most of them were in an undergraduate programme or a college-prep course	The results of the study show that reduced/partial recasts were much more frequent (66%) than non-reduced recasts. Recasts can vary in how implicit/explicit they are and the more explicit recasts are, the more potentially salient they become and thus the more effective they are likely to be. This study, then, challenges the view in the literature that recasts constitute an implicit form of corrective feedback.
Thomson ,R. (2012) Improving L2 Listeners' Perception of English Vowels: A Computer-Mediated Approach. <i>Language Learning</i> 62:4, December 2012, pp. 1231–1258	To train 26 Mandarin speakers to better perceive ten English vowels	Learners' ability to identify English vowels significantly improved in the training context and in one novel phonetic context. Training did not transfer to a third phonetic context. A delayed posttest indicated that improvement was maintained for one month after training was completed, although in the absence of training, no further improvement was found
Hismanoglu, H. (2012). An investigation of pronunciation learning strategies of Advanced EFL learners. <i>Hacettepe Üniversitesi Eğitim Fakültesi Dergisi (H. U. Journal of Education)</i> 43: pp. 246-257	Identify the problem that word stress patterns cause to Turkish EFL learners and determine whether Internet-based pronunciation lesson is more effective than traditional pronunciation lessons. The participants were in the freshman year of a four-year program leading to a bachelor's degree in teaching EFL	Participants commenced to accurately pronounce the primary stress on the first, last, penultimate and ante-penultimate syllables as well as on compound nouns, adjectives and verbs more accurately than they did before. These students were superior to those trained in traditional pronunciation lessons. Additional research is also required to assess whether the impact of Internet-based video lessons is short-term or long-lasting.
Young, S.-S.-C., & Wang, Y.-H. (2014). The Game Embedded CALL System to Facilitate English Vocabulary Acquisition and Pronunciation. <i>Educational Technology & Society</i>, 17 (3), pp. 239–251.	To explore the potential of integrating game strategies with automatic speech recognition technologies to provide learners with individual opportunities for English pronunciation learning. Fifty two learners from Taiwan participated in this experiment, divided into an experimental group (E.G.) and a control group (C.G.).	Game playing promotes learners' educative engagement, and that learners of different levels of learning achievement are active in learning together while practicing their oral speaking in the stress-free environment. In sum, the GeCALL system is an educative aid that could reduce learners' language speaking anxiety and to provide flexible chances for individual students to do self-speaking practice within the given limited teaching time.

Wu, L. and McMahon, M. (2014) . Adopting a musical intelligence and e-Learning approach to improve the English language pronunciation of Chinese students. <i>AI & Soc</i> 29:pp. 231–240	Case study investigates the use of musical intelligence to improve the English pronunciation of eleven Chinese third level students. Five of them in the control group with a traditional pronunciation learning approach, another six students in the focus group using the musical intelligence e-Learning approach.	Chinese English language students have more improvements with a music approach and most of the respondents from the survey agreed music can help produce native speech when learning the English language. The case study also suggests musical intelligence students in the music focus group improved more than nonmusical intelligence students in the same music group.
Trofimovich, P et al. (2012). A Frequency-Based Approach to L2 Phonological Learning: Teacher Input and Student Output in an Intensive ESL Context. <i>TESOL Quarterly</i> Volume 46, Issue 1, _pp. 176–186.	Large-scale longitudinal project investigating intensive English as a second language (ESL) programs in the French speaking province of Quebec. Relationship between teacher input and student output with respect to /ð/, a difficult target for French learners of English	The distribution of English /ð/ in student output was similar to the profile of /ð/ in teacher talk and that both matched the frequency properties of a BNC-based sample. In both teacher talk and learner output, /ð/ tokens were restricted to a handful of high frequency types and varied similarly as a function of the preceding phonetic context. We also found a relationship between learner accuracy and the frequency profiles of teacher talk, such that changes in learners' accuracy over time (gains or losses) were restricted to contextual instances of /ð/ with the highest frequency of occurrence.
Trofimovich ,P., Lightbown , M., Halter, R., Song H. (2012) <i>The Development of L2 Pronunciation in a Listening and Reading Program</i>. Cambridge University Press.	We report the results of a 2-year longitudinal comparison of grade 3 and grade 4 ESL learners in an experimental, comprehension-based program and those in a regular language learning program. to examine the extent to which sustained, long-term comprehension practice in both listening and reading can help develop learners' second language (L2) pronunciation	The students generally succeeded in being able to sound as accurate and just about as fluent and easy to understand as those whose learning was guided by a teacher in a more traditional program. (unable to identify precisely which aspects of the program contributed to this learning: emphasis on comprehension before production, large quantities of engaging listening and reading materials, high-quality low classroom anxiety, or a focus on independence).
Tominaga, Y. (2011). An analysis of English pronunciation of Japanese learners: From the viewpoint of EIL. <i>Journal of Pan-Pacific Association of Applied Linguistics</i>, 15(2), pp. 45-57.	The objective of this second research is to examine to what extent the evaluation of the pronunciation of the eight Japanese students by non-native speaker raters is different from that of native speaker raters (8 SPL) and (3 NSE). High school students.	English, rhythm and fluency should be given emphasis because it is possible that these items contribute to the understanding of Main Idea and Details. Strictly speaking, the importance of Rhythm was found in that Rhythm is the most contributory factor for fluency. (the list of unnatural words for the non-native raters in this research and evaluation sheets of Main Idea, Details, and Overall Impression on which pronunciation exerts influence on pronunciation were not analyzed).
Tominaga, Y. (2009). An analysis of successful pronunciation learners: in search of effective factors on pronunciation teaching. <i>Journal of Pan-Pacific Association of Applied Linguistics</i>, 13(1), 127-140.	The paper attempts to analyze 6 Successful Foreign Language Learners (SFL), focusing on their study history. They were selected through a 2004 Intra-school English recitation contest. 3 researches in 1.	Therefore, what can be considered more important is the fact that none of the senior high school SPL had informal instruction. This might mean that these SPL have found their own strategies outside of informal instruction.

Gallardo, F., García, M.L., Gómez, E. (2014). The assessment of foreign accent and its communicative effects by naïve native judges vs. experienced non-native judges. <i>International Journal of Applied Linguistics</i>.	To ascertain the reliability differences between two very dissimilar types of listener, naïve native judges (NJs) and linguistically trained non-native judges (NNJs), when evaluating FA and its potential communicative effects, namely comprehensibility and irritation, in English.	Native and non-native judges, even if employing different methods, may be equally capable of performing FA evaluations. This implies that the large number of non-native instructors who are in charge of teaching foreign languages in formal instructional settings, provided they have sufficient training and linguistic/phonetic knowledge, may act as efficient pronunciation judges. The only notable difference between the listener groups was the evaluation of FA comprehensibility – NNJs perceived speakers' accents to be more comprehensible than NJs, probably as a consequence of their sharing the speakers' L1s and of their experience with their FA.
Sun, Y., (2012) Examining the Effectiveness of Extensive Speaking Practice via Voice Blogs in a Foreign Language Learning Context. <i>CALICO Journal</i>, 29(3), p-p 494-506.	To examine the effectiveness of extensive speaking practice on speaking performance in voice blogs, and learners' perceived gains in extensive speaking practice via voice blogs. 46 college students learning English as a foreign language in Taiwan	The results indicate that students generally perceived improvements in their speaking proficiency. However, there was no significant positive change in their pronunciation, language complexity, fluency, or accuracy. The results corroborate previous studies that the personal and authentic nature of blogging might encourage students to focus more on meaning expression, rather than accuracy.
Seferolu, G. (2005) Improving students' pronunciation through accent reduction software. <i>British Journal of Educational Technology</i> Vol 36 No 2 pp. 303–316	Quasi-experimental study to find out whether accent reduction software in advanced English language classes at university resulted in improvements in students' pronunciation at the segmental and suprasegmental levels. The control group received a traditional instruction while the experimental group instruction was based on a accent reduction software.	Technology has a lot to offer in (EFL) contexts where natural target language input is scarce., and EFL learners may be provided with exposure and practice/ interaction opportunities in the target language through specifically designed software programs. Pretest scores of both groups showed no significant differences. The posttest, however, showed significant differences in favour of the experimental group.
Kissling, E. (2013). Teaching Pronunciation: Is Explicit Phonetics Instruction Beneficial for FL Learners? <i>The Modern Language Journal</i>, 97, p. 3.	The study reports on the pronunciation gains that 95 students made after receiving either explicit instruction in Spanish phonetics or a more implicit treatment with similar input, practice, and feedback. It included consonants that are problematic for English speakers learning Spanish: stop consonants (/p, t, k/), approximants ([b, ð, ʝ]), and rhotics (/ , r/).	Learners' production was measured in a pretest, posttest, delayed posttest design using a word list reading task. Learners in both groups improved their pronunciation equally, suggesting that it might be the input, practice, and/or feedback included in pronunciation instruction, rather than the explicit phonetics lessons, that are most facilitative of improvement in pronunciation

Saito, K. (2012). Effects of Instruction on L2 Pronunciation Development: A Synthesis of 15 Quasi Experimental Intervention Studies. TESOL QUARTERLY Vol. 46, No. 4	Determine whether instruction is effective in L2 pronunciation development and if this effectivity changes depending on the focus of instruction (segmentals vs suprasegmentals), type of instruction (focus on form vs. focus on forms), or type of outcome measures (controlled vs. spontaneous production).	Instruction is effective not only for improving segmental and suprasegmental aspects of L2 sounds but also for enhancing listeners' comprehensibility. Two studies did not demonstrate clear improvement, arguably because of the brevity of instruction. As for focus of instruction receiving both types of instruction improved their L2 pronunciation performance. Type of instruction can be an important variable, especially in terms of instructional effectiveness on students' pronunciation performance at different levels. Further research needs to develop more valid outcome measures to investigate the use of pronunciation features.
Quintana-Lara, M. (2014). Effect of Acoustic Spectrographic Instruction on production of English /i/ and /I/ by Spanish pre-service English teachers. Computer Assisted Language Learning, 2014 Vol. 27, No. 3, pp. 207-227.	This study investigates the effects of Acoustic Spectrographic Instruction on the production of the English phonological contrast /i/ and /I/. Participants were 26 pre-service non-native English teachers, 16 in the experimental group and 10 in the control group during two weeks.	The results of production tasks show that Acoustic Spectrographic Instruction significantly improved pronunciation of both vowels. Data from perceptual identification also indicate pronunciation improvement of both vowels, particularly for English /I/. Taken together, the results of these three experiments lend support to the use of acoustic features of speech and spectrography in English segmental acquisition.
Nolan, R; Patterson, R., (2000). Curtains, lights: Using skits to teach English to Spanish-speaking adolescents and adults. <i>Journal of Adolescent & Adult Literacy</i>; 44, 1; ProQuest, p. 6	The four month action research study analyzed the perceptions and actions of EFL students with different ages and levels regarding the use of short skits in the classroom.	After presenting their skits to a live audience, students overcame their fear of speaking English, their ability to work in teams and communicative awareness increased, They could communicate in a real communicative context and their pronunciation and vocabulary knowledge were favoured. Students also felt that it could have been a good idea to be able to write their own scripts and complained about not being able to effectively communicate at times.
Neri, A, Ornella, M., Gerossa, M., Giuliani, D. (2008). The effectiveness of computer assisted pronunciation training for foreign language learning by children. Computer Assisted Language Learning Vol. 21, No. 5, pp. 393-408.	This study investigates whether a computer assisted pronunciation training system (automatic speech recognition) can help EFL young learners (11 years old) improve pronunciation skills at a level comparable to that achieved through traditional teacher-led training.	Pronunciation quality of isolated words improved significantly for both groups, who also improved in pronunciation quality of words that were considered particularly difficult to pronounce likely to have been unknown to them prior to the training. Training with a computer-assisted pronunciation training system with a simple automatic speech recognition component can produce short term improvements in pronunciation that are comparable to those achieved by means of more traditional, teacher-led pronunciation training.
Moradi, F. and Shahrokhi, M. (2014). The Effect of Listening to Music on Iranian Children's Segmental and Suprasegmental Pronunciation. <i>English Language Teaching</i>; Vol. 7, n. 6;	To find out whether children learning English by music can improve the ability of 30 female elementary EFL students aged 9-12 in segmental and suprasegmental pronunciation or not according to three hypothesis. The students were enrolled in either a control or a experimental group. The teacher read the songs and the students repeated after her and tried to memorize them	After comparing the pretest and the posttest, results showed that music had a better effect on pronunciation and intonation and stress pattern recognition; that is, the students in the experimental group had a better performance in these areas than the control group. Therefore, the three proposed hypotheses were safely rejected, and it was concluded that using music can push students to learn suprasegmentals better.

Mora, J., Rochdi, Y., Kivisto, H.(2013). Mimicking accented speech as L2 phonological awareness. <i>Language Awareness</i>, Vol. 23, Nos. 1–2, pp. 57–75.	This study investigated Spanish-speaking learners' awareness of a non-distinctive phonetic difference between Spanish and English through a delayed mimicry paradigm. A group of 28 talkers produced the speech samples, and a group 28 listeners rated the speech samples for degree of accentedness. The speakers were a group of 23 Spanish-speaking EFL learners and five native speakers of English and the listeners were group of 14 native speakers of Spanish and a group of 14 native speakers of English	The present study has shown that a foreign-accent-mimicking task may be used successfully to access learners' implicit knowledge about non-distinctive phonetic differences between L1 and L2 allophonic variants of phonological segments, and to assess learners' awareness of such phonetic differences, which are hardly verbalisable explicitly.
Milovanov, R. et al. (2008). Musical aptitude and second language pronunciation skills in school-aged children: Neural and behavioral evidence. <i>Brain research. Volume 1194, 15. pp. 81–89.</i>	To examine the relationship between musical aptitude and second language pronunciation skills in Finnish elementary school children and investigate whether children with better performance in foreign language production represent musical sound features in the preattentive level of neural processing more accurately than children with less-advanced.	The results of the behavioral tests showed that children with good linguistic skills showed more pronounced sound change evoked activation with the music stimuli than children with less accurate linguistic skills. Taken together, the results imply that musical and linguistic skills could partly be based on shared neural mechanisms.
Milovanov, R. et al. (2004). Foreign language pronunciation skills and musical aptitude: A study of Finnish adults with higher education. <i>Learning and Individual Differences . Volume 20, pp. 56–60.</i>	Study carried out in university settings in south-western Finland aimed at examining second language production and discrimination skills in the light of musical aptitude among 46 Finnish young adults. There were three types of tests used in this study: a pronunciation test, a phonemic listening discrimination task, and the Seashore test as an index of the musical aptitude.	All the participants performed equally well in the phonemic listening discrimination task. However, the participants with higher musical aptitude were able to pronounce English better than the participants with less musical aptitude. The results, therefore, imply that musical and linguistic skills are connected. However, since phoneme quantity (duration) carries semantic information in a quantity language such as Finnish in terms of word comprehension (Milovanov et al., 2009), we cannot rule out a profound training effect as a second cause for the Seashore duration test results.
Luo, B. (2014). Evaluating a computer-assisted pronunciation training (CAPT) technique for efficient classroom instruction.	This study investigates a CAPT combining oral reading with peer review to improve pronunciation of 55 Taiwanese English major students. As well as traditional in-class instruction, students were given a short passage every week along with a recording read by a native speaker, which they practiced at home. Then, they posted their own recording to an online discussion board. Every student listened to the recordings of three classmates, supplying feedback through the discussion board. Two control groups received only in-class instruction without the recording and posting assignments.	Results show that the integration of the CAPT technique was superior in reducing students' pronunciation problems compared to only in-class instruction. This study revealed that students who participated in peer review improved to the same extent, regardless of whether they had received additional feedback from the teacher on their recordings or not. However, what did matter was the amount of comments given to classmates. This study could not show if students' learning gains were solely due to the extra time students spent preparing the recordings or if the review process also had a positive effects other than motivating students to produce better recordings.

Ian, Y, Wu, M. (2013). Application of Form-Focused Instruction in English Pronunciation: Examples from Mandarin Learners. <i>Creative Education</i>. Vol.4, No.9, pp. 29-34.	The study tests both communicative teaching methods' renderings of pronunciation pedagogy and a form-focused instruction which is less used in pronunciation pedagogy. The experiment group and control group (ten adult students of Master of Arts in Translation program), were given 15 minutes of CLT and FonF instructions about the English /r/ cluster respectively. Before and after the instruction, a pre-test and a post-test were done for both groups. Their task is to read a short discourse with stimuli embedded inside.	Results showed that the focus-on form method is more effective at least in the presented participants to improve segmental pronunciation performance. Pronunciation teaching can be better assisted by form-focused learning rather than a communication context because of its ability to capture both temporal and spectral errors in speech.
Lai et al. (2007) A Multimedia Learning System Using HMMs to Improve Phonemic Awareness for English Pronunciation.	To present an informal experiment about a multimedia learning system that is directed at 32 children (divided into high and low achievers) with the aim of enhancing their English pronunciation which uses Hidden Markov Models to analyze phonetic structures, identify and capture pronunciation errors.	It helped the low achieving group to significantly improve not only their English pronunciation but their spelling and reading abilities. There are no significant differences between the high achievement group and the low achievement group in pronunciation and reading, but there is significant difference in spelling. After the training of phonemic awareness for the low achievement students, they make progress in pronunciation and reading, but not make significance progress in spelling.
Lai, Y.-S., Tsai, H.-H., & Yu, P.-T. (2009). A Multimedia English Learning System Using HMMs to Improve Phonemic Awareness for English Learning. <i>Educational Technology & Society</i>, 12 (3), pp. 266–281.	Proposal of a multimedia English learning (MEL) system, based on Hidden Markov Models and mastery theory strategy, for teaching students with the aim of enhancing their English phonetic awareness and pronunciation. Adoption of a quasi-experimental study including 120 third-graders, aged 9-10, from an elementary school (a experimental and control group are established).	The results showed that the experimental group with low phonemic awareness performed significantly better than the control group in the English Achievement Test. Therefore, the MEL system improve student's mastery level for learning and help them to obtain more achievement for English pronunciation learning. Teachers can employ the MEL system to quickly obtain student's pronunciation results in pronunciation, intonation, rhythm, and volume. When students repeatedly practice pronunciations, the MEL system can interactively provide concrete feedbacks. The MEL system can be readily incorporated into e-Learning environments to perform asynchronous learning so that students can practice pronunciation outside school.
Kit-Fong, T. (2013). Songs as Ambient Language Input in Phonology Acquisition. <i>Language Learning and Development</i>, 9:3, pp. 266-277.	The present study describes ambient hearing experience for 126 5- 7 year-old native Cantonese-Chinese speakers learning English as a second language and Putonghua as a second dialect.	Hearing Putonghua songs as ambient sounds improved the children's Putonghua accent in a story read-aloud task, whereas hearing English songs yielded no measurable analogous benefit. The present experiment suggests that occasional ambient indirect input, even if only from song audios rather live speakers, can help young children acquire a better phonology. It remains to be seen how well the present findings generalize to second-language phonology acquisition. No measurable benefits of such enrichment were detected for children learning a second language (English) not closely related to their first language (Cantonese).

Kim, I. (2006). Automatic Speech Recognition: Reliability and Pedagogical Implications for Teaching Pronunciation. <i>Educational Technology & Society</i>, 9 (1), pp. 322-334.	The study examines the reliability of automatic speech recognition software used to teach English Pronunciation to 36 EFL Korean students at university level, focusing on one particular piece of software. The ASR software analysis of their production (repeating 15 sentences) was then compared to pronunciation scores determined by native English speaking (NES) instructors.	Although the correlation coefficient for intonation was nearly zero, indicating that ASR technology is still not as accurate as human analysis, the software may be very useful for student practice with aspects of pronunciation. One major reason for this weak correlation originates in the varying pitch uttered by different people. Since <i>FluSpeak</i> measures the percentage of the similarity of L2 speakers' intonation pattern to that of the native English speakers, whose pitch varies naturally, one may assume that its score is likely to be unreliable
Khurana, P. and Huang, E., (2013) Efficacy of Accent Modification Training for International Medical Professionals, <i>Journal of University Teaching & Learning Practice</i>, 10(2)	This study assessed the efficacy of an accent reduction program provided to IMGs and 82 international medical researchers (IMRs) to address these communications problems.	The results suggest that appropriate and focused training directed at improving the communication skills of non-native English speakers is highly effective. Accent modification, international medical graduates. Statistical analysis of the participants' self-evaluations suggests that, at the end of the training, the participants noted improvement in the speed and volume of their speech and in their ability to pronounce words distinctly, stress words or syllables more accurately and use body language and facial expressions appropriately. Additionally, after the course, the participants felt better about their ability to communicate: they had fewer negative feelings and believed they were better understood by others.
Kennedy, S. and Trofimovich, P. (2010) Language awareness and second language pronunciation: a classroom study, <i>Language Awareness</i>, 19:3, pp. 171-185.	Relationship between the quality of (L2) 10 university level learners' language awareness (dialogue journal entries) and the quality of their L2 pronunciation (listener-based ratings of accentedness, comprehensibility, and fluency) (for a period of 13 weeks).	There was a link between the students' pronunciation ratings and the number of qualitative (not quantitative) language awareness comments, such that higher pronunciation ratings were associated with a greater number of qualitative language awareness comments. Those students who produced the most qualitative language awareness comments were those who reported the largest amount of L2 listening done outside of class. We discuss the results in light of the role of language awareness in L2 pronunciation learning.
Jenkins, J. (2005). Implementing an International Approach to English Pronunciation: The Role of Teacher Attitudes and Identity. <i>TESOL Quarterly</i>, Vol. 39, No. 3, pp. 535-543.	In-depth interview method in which the participants', eight NNS from different countries, answer several questions regarding their attitude to their own English accent, past experiences on accent attitudes and the teaching of ELF accents.	Similarities in attitude across the eight participants, despite their differences in L1, teaching experience, and knowledge of ELF, which may offer insights into teachers' perspectives on ELF pronunciation as well as indicate factors that require further exploration before its pedagogic feasibility can be fully evaluated. Teachers from the expanding circle desire to use their accented English to express their identity. Past experiences, both classroom and social, factors in their present situation, and their assessment of their future chances of success may combine to affect their attitudes to English at the deeper level.

Iverson, P., Pinet, M., Evans, B. (2012). Auditory training for experienced and inexperienced second-language learners: Native French speakers learning English vowels. <i>Applied Psycholinguistics</i> 33, pp. 145–160	To examine whether high-variability auditory training on natural speech can benefit experienced second-language English speakers who already are exposed to natural variability in their daily use of English. Participants were 36 native speakers of French, experienced and less experienced and were given production and perception tests.	The results demonstrated that both groups learned to similar degrees, suggesting that training provides a type of learning that is distinct from that obtained in more naturalistic situations. It is then not the exposure alone to natural variable speech that improves performance in auditory training. There is some aspect of the focused attention to phonetic differences in an identification task that improves L2 vowel perception, in a way that supplements the learning that they experience while using the language.
Fotovatnia, Z., Omidi, M. (2013). The Effect of Exposure to the Visual Medium on Learning Pronunciation and Word Stress of L2 Learners. <i>Theory and Practice in Language Studies</i>, Vol. 3, No. 5, pp. 769-775.	Analyze the effect of exposure to the visual medium on learning pronunciation and word stress of 30 junior high school students divided into an experimental and a control group of 15 each. They were given a pretest, training and a posttest just to the experimental group.	Exposure to visual medium has an effect on learning word stress of L2 learners but it was not effective in learning pronunciation of the learners, maybe due to lack of proper feedback on the part of teacher or computer. However, students had positive attitude towards using computer as a visual aid to teach pronunciation and word stress. With regard to pronunciation learning computer as a visual medium may not be used as a tutor and it can be used as a tool and the teacher's presence will be more necessary as a facilitator.
Dos Reis, J., Hazan, V. (2011). Speechchant: a vowel notation system to teach English pronunciation. <i>ELT Journal</i> Volume 66/2	To evaluate a new vowel notation system (Speechchant: use concepts borrowed from the representation of musical notes and is also linked to the acoustic characteristics of vowel sounds) aimed at aiding the teaching of English pronunciation of adults aged 22- 58 who attended four different 'beginner' classes of EFL.	The group taught using the Speechchant system showed greater improvements in pronunciation than the control group. Speechchant may be an especially useful aid to pronunciation teaching in situations in which foreign languages are taught without the benefit of technological support. Positive opinions of participants. Speechchant needs to be evaluated with a wider range of students taught with different didactic approaches; it is also necessary to obtain formal ratings using a broader range of materials than the small set of sentences used here, and to assess learners' pronunciation in spontaneous speech in addition to read sentences.
Damar, E. (2014). Task-Based Video Use for the Improvement of English Stress and Intonation <i>Journal of Educational and Social Research</i>, Vol. 4 No.2.	Examine the effects of videos on the development of English stress and intonation of 44 EFL learners in Turkish university for 11 weeks. The test group was given a list of videos and an online tutoring program and related assignments as a supplement to a 3-hour Listening and Pronunciation course each week, while the control group, were requested to attend only the classes and do the regular assignments. Pre tests, posttest and questionnaire.	The findings of the study indicate that videos were much more effective in improving the EFL learners' ability to produce and perceive different stress and intonation patterns in words, phrases and sentences than through the online tutoring programs. The findings also reveal that the students feel more comfortable themselves in a self-study for the improvement of intonation and stress in English.
Couper, G. (2006). The short and long-term effects of pronunciation instruction. <i>Prospect</i> Vol. 21, N. 1	Determining the immediate effect of instruction on specific forms in second language (L2) pronunciation to New Zealand immigrants attending a high-intermediate level English class and the extent to which gains were retained over time and integrated into phonological competence through a series of short input and practice	The average error rate dropped from 19.9% to 5.5% in the immediate post-test, and rose slightly to 7.5 % in the delayed post-test. Appropriately focused instruction can lead to changes in learners' phonological interlanguage even where this may appear to have fossilized. Deficiencies: the explanation of syllables was clearly not understood and the practice activities were not exactly communicative, except that they did involve

	sessions included in the regular teaching over a period of two weeks.	genuine cross-cultural communication about pronunciation
Couper, G. (2006). The value of an explicit pronunciation syllabus in ESOL teaching. <i>Prospect Vol. 18, No. 3.</i>	Action research project which investigated the value of systematically and explicitly incorporating a pronunciation syllabus within the overall syllabus of a full-time post-intermediate level ESOL course of 15 students. The effectiveness of the syllabus was examined through pre- and post-course tests of pronunciation and through a survey of students' reactions to the syllabus and their beliefs regarding the teaching and learning of pronunciation.	The results showed that clear gains were made, and that learners believed both that teachers should teach pronunciation, and that the particular approach taken here had been of value. However, it would be useful to know more about the effects of different types and amounts of instruction on different types of learners in different learning situations.
Baker, W. and Trofimovich, T. (2006). Perceptual paths to accurate production of L2 vowels: The role of individual differences. <i>IRAL 44</i>, pp. 231–250.	To investigate whether individual differences in learners' age of arrival and length of residence in a country where a (L2) is spoken determine the relationship between L2 perception and production. 40 Korean learners of English and 10 native English speakers participated in vowel perception and production tasks in English	The relationship between perception and production depended on learners' AOA, not LOR. In the second experiment, the same participants took part in a vowel perception task in which they judged the accuracy of their own production of English vowels. Results demonstrated that the ability to accurately hear one's own productions, may underlie, at least for some learners, accurate L2 production. Overall, results suggested that self-perception is an important factor in determining the perception-production link and indicated that self-perception may have implications for L2 speech learning.
Smit, U. (2002). The interaction of motivation and achievement. <i>IRAL, International Review of Applied Linguistics in Language Teaching</i>; 40, 2; pg. 89-116.	Description of a motivation test given to 141 EFL students in 1997 and their motivational factors, which were investigated in relation to their interaction with the students' achievements in the pronunciation course.	Learning success is linked to the module-independent factors of students' proficiency before the course and their willingness to work on changing their pronunciation.
Linebaugh, G. and Roche, T. (2013). Learning to hear by learning to speak: the effect of articulatory training on Arab learners' English phonemic discrimination.	To establish if teaching learners how to produce English phonemes can lead to an improvement in their aural ability. English pronunciation teaching within an (EIL) framework.	Explicit articulatory training in the production of two problematic sounds, /p/ and /b/, improves learners' ability to discriminate between the two. Following articulatory training, participants were better at correctly identifying which member of a minimal pair they heard (<i>pack</i> or <i>back</i> , for example), whereas simply providing focused aural exposure to those sounds did not lead to similar improvement. This suggests that for sounds that are difficult for learners, complementing exposure as advocated by the intuitive-imitative approach with articulatory training may produce the best results in terms of segmental discrimination and ultimately target language production. We also point to evidence that accuracy in segmental production is especially relevant in the EIL context.

Greg Kessler (2010) Fluency and anxiety in self-access speaking tasks: The influence of environment, Computer Assisted Language Learning, 23:4, pp. 361-375.	Comparisons of characteristics of fluency of 40 graduate students student audio journals recorded in a lab and mobile audio devices during ten weeks. Students chose the environment in which they recorded these journals, provided that they recorded at least once in the audio laboratory and at least once using the mobile audio devices. The frequency of preferred recording environment was observed.	(38 of 40) chose to record using MP3 players. Students were self-conscious and felt anxious in the laboratory, particularly when others around them were not speaking. This impacted their fluency significantly. Conversely, when using the digital alternative, students could choose to work at a time and space that was convenient and comfortable for them. Allowing students flexibility in choosing where they record their speaking tasks does in fact result in more success for the students.
Engwell, O., Balter, O. (2007). Pronunciation feedback from real and visual teachers. Computer Assisted Language Learning Vol. 20, No. 3, July 2007, pp. 235 – 262.	To summarise how pronunciation feedback on the phoneme level should be given in (CAPT) in order to be effective. (literature survey of feedback in the language classroom, interviews with language teachers and classrooms observations)	General agreement on how feedback on pronunciation errors should be given. Human teacher – learner interaction is vastly more effective than current CAPT pedagogy. Pronunciation training software may be improved by studying how feedback is distributed in the language classroom. Particular focus should be paid to how classroom feedback may be transferred and adapted to individualised pronunciation training with computers.
Wei	A review of articles on strategies for teaching pronunciation: specific strategies or techniques on how to teach these components including intonation, stress (word stress and sentence stress) and rhythm, consonants (phonemes) and vowels (phonemes).	To train ESL teachers with very specific kind of background in applied English phonetics and phonology, develop pronunciation/speech activities, tasks, materials methodologies and techniques, controlled studies of changes in learner pronunciation patterns as the result of specific instructional procedures, research into aspects of second language phonology, overcome the problem of limited research literature on teaching pronunciation or strategies on teaching pronunciation.
He, L. (2011) Metacognition in EFL pronunciation learning among Chinese tertiary learners. Applied Language Learning, Vol.21, N 1 and 2, pp. 1-27.	Cross-sectional study to explore Chinese university learners' metacognition in EFL pronunciation learning and the effectiveness of helping them to improve their pronunciation by using metacognitive instructions. (interviews and questionnaires, pre test and post tests)	Effectiveness of metacognitive instruction for raising learners' metacognitive awareness in pronunciation learning. The students' pronunciation proficiency was increased. Suprasegmental features are better learned by students on their own. Further research is required by means of correlational, replication ,regretional and longitudinal studies,

Dewing, T. and Munro, M. (2005). Second Language Accent and Pronunciation Teaching: A Research-Based Approach. <i>TESOL QUARTERLY</i> Vol. 39, No. 3, pp. 375-	Research to enhance our knowledge of the nature of foreign accents and their effects on communication and describe several problem areas and identify some misconceptions about pronunciation instruction. (ESL) contexts such as North America, Australia, Britain, and New Zealand, where English is the language of the majority and where mutual intelligibility is a crucial concern.	Mutual intelligibility is the paramount concern for second language learners; however, ESL learners have to make themselves understood to a wide range of interlocutors. Research can help teachers and learners set realistic goals. In communicatively oriented ESL settings, improved intelligibility is generally identified by pedagogical specialists as the most important outcome of pronunciation instruction (Abercrombie 1949), Gilbert (1980), Pennington and Richards (1986), Crawford (1987), and Morley (1991). Though all learners should be encouraged to reach their full potential, which may well exceed the minimum required for basic intelligibility, it may do more harm than good for teachers to lead learners to believe that they will eventually achieve native pronunciation or to encourage them to expend time and energy working toward a goal that they are unlikely to achieve. Harmer (2001), who asserts that "it would be churlish to deny them [L2 students] such an objective". Evidence suggests that acquiring pronunciation is no different from acquiring syntax in this respect—students need help noticing what they are doing (Flege & Wang, 1989). Teacher preparation programs should provide ESL teachers with sufficient background to enable them to assess their students' pronunciation problems and to critically evaluate research findings, materials.
Field, J. Intelligibility and the Listener: the role of lexical stress. A Research-Based Approach. <i>TESOL QUARTERLY</i> Vol. 39, No. 3 pp. 399-420.	The materials were played to two groups of participants: one NL (secondary school students aged 15 with similar ability levels). They were asked to listen to and transcribe one set of the recorded items. None of them reported any hearing difficulties. The NNL were ESL students at two leading schools. They heard a voice saying words with different stress and they wrote them down.	Decrease in intelligibility when stress is shifted to an unstressed syllable without an accompanying change of quality. Where the stress shift was accompanied by a change of vowel quality (from weak to full), the loss of intelligibility was considerably less marked. Intelligibility is much more frequently impaired when lexical stress is shifted to the right than when it is shifted to the left. Within the two groups, the responses were very consistent. Lexical stress should be an area of concern for pronunciation teachers,
Sifakis, N. and Sougari, A. (2005). Pronunciation Issues and EIL Pedagogy in the Periphery: A Survey of Greek State School Teachers' Beliefs. <i>TESOL QUARTERLY</i> Vol. 39, No. 3 pp. 467-488.	Survey of 421 Greek EFL teachers' attitudes about pronunciation-specific issues and the possible links between pronunciation teaching, (EIL), the identity of (NNSs) and the extent to which these teachers are awareness of EIL related matters.	Our research has shown that Greek EFL teachers' norm-bound views on pronunciation teaching are influenced by (a) their natural role as the legal guardians of the English language with respect to their learners (and the wider community); (b) their immediate identification of any language with its native speakers, something which is reinforced by the country's diglossia and recent immigrant inflow; and (c) their lack of awareness of issues related to the international spread of English.
Gatbonton, E., Trofimovich, P., Magid, M. (2005). Learners' Ethnic Group Affiliation and L2 Pronunciation Accuracy: A Sociolinguistic Investigation. <i>TESOL QUARTERLY</i> Vol. 39, No. 3 pp. 489-511.	Relationship between ethnic group affiliation and (L2) pronunciation accuracy defined here as native-like. L2 learners from two ethnic groups (Francophone and Chinese in Quebec) in two different sociopolitical contexts (conflictual and nonconflictual) listening to fellow learners speak an L2.	Relationship between learners' L2 accent and perceived affiliation to their home ethnic group, suggesting that learners treat their peers' L2 accent as an indicator of these peers' degree of ethnic affiliation. Need to consider group-engendered factors in understanding the acquisition of accuracy in L2 pronunciation.

Golombek, P. and Rehn Jordan, M. (2005). Becoming “Black Lambs” Not “Parrots.” <i>TESOL QUARTERLY</i> Vol. 39, No. 3 pp.513-533.	How do international speakers of English assert their identities as legitimate teachers of English given the privileged position of the native speaker. Case studies of two students from Taiwan studying a master of arts.	Teachers had multiple and conflicting identities as legitimate speakers and teachers of English. These teachers also recognized that they had other means, besides native-like pronunciation, to establish their legitimacy. The value of teacher education lies in its ability to offer alternative discourses, for example <i>multicompetence</i>.
Levis, J. (2005). Changing Contexts and Shifting Paradigms in Pronunciation Teaching. <i>TESOL QUARTERLY</i> Vol. 39, No. 3., pp. 369-377.	Review of the changes and perceptions related to pronunciation teaching.	The nativeness principle holds that it is both possible and desirable to achieve native-like pronunciation in a foreign language. The intelligibility principle recognizes that communication can be remarkably successful when foreign accents are noticeable or even strong, that there is no clear correlation between accent and understanding. Jenkins argues that her approach supports EIL (also called ELF, or English as a lingua franca) communication, but her recommendations have caused pronunciation teachers in all contexts to revisit their beliefs about intelligibility and the primacy of suprasegmentals. Published materials rely on these accents for examples, giving a skewed view of pronunciation that may not serve learners’ communicative needs. Accent is influenced not only by biological timetables but also by sociolinguistic realities.

APPENDIX 2

COMPILATION OF THE MOST RELEVANT LANGUAGE LEARNING APPROACHES

YEARS	APPROACH	<u>CHARACTERISTICS</u>
The late 1800s and early 1900s	Direct Method	Teachers provided students with a model for native like speech. By listening and then imitating the modeler, students improved their pronunciation.
(1940s- 1950s)	Audiolingual Method	Years Approach Definition n USA, Oral Approach in Britain Pronunciation was taught explicitly from the start. Learners imitated or repeated after their teacher or a recording model. Teachers used a visual transcription system or articulation chart. Technique: minimal pair drill
(1960s)	Cognitive Approach	This de-emphasized pronunciation in favor of grammar and vocabulary because (a) it was assumed that native like pronunciation was an unrealistic objective and could not be achieved and (b) time would be better spent on teaching more learnable items, such as grammatical structures and words.
(1970s)	Silent Way	The learners focused on the sound system without having to learn a phonetic alphabet or explicit linguistic information. Attention was on the accuracy of sounds and structure of the target language from the very beginning. Tools: sound-color chart, the Fidel charts, word charts, and color rods.
	Community Language Learning	The pronunciation syllabus was primarily student initiated and designed. Students decided what they wanted to practise and used the teacher as a resource. The approach was intuitive and imitative
Mid-late 1970s (1980s-today)	Communicative approach	The ultimate goal was communication. Teaching pronunciation was urgent and intelligible pronunciation was seen as necessary in oral communication. The techniques used to teach pronunciation were: listening and imitating, phonetic training, minimal pair drills, contextualized minimal pairs, visual aids, tongue twisters, developmental approximation drills, practice of vowel shifts and stress shifts related by affixation, reading aloud/recitation, recordings of learners' production
20th century More recent	Grammar-translation and reading based Approaches	Oral communication was not the primary goal of language instruction. Therefore, little attention was given to speaking, and almost none to pronunciation.
	Total Physical Response	Students would begin to speak when they were ready. They were expected to make errors in the initial stage and teachers were tolerant of them.
	Natural Approach	The initial focus on listening without pressure to speak gave the learners the opportunity to internalize the target sound system.
Today	New directions	New thoughts from other fields, such as drama, psychology, and speech pathology. Techniques: the use of fluency-building activities, accuracy oriented exercises, appeals to multisensory modes of learning, adaptation of authentic materials, and use of instructional technology in the teaching of pronunciation

From: Celce Murcia, M., Brinton, D. (1996). Teaching pronunciation: A Reference for Teachers of English to Speakers of Other Languages. Cambridge University Press.