



Do you speak English? EFL teachers' and students' perceptions and their pronunciation needs and practices.

¿Hablas inglés? Percepciones, necesidades y prácticas relativas a la pronunciación de profesores y estudiantes de inglés como lengua extranjera

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Abstract: The practice of pronunciation in the classroom setting is essential for the development of oral skills. This study aims to explore pronunciation practice, teaching and learning in EFL in Spain. A students' sample (n = 494) and a teachers' sample (n = 127) were collected from the preuniversity stage (PU = Compulsory and Non-compulsory Secondary Education) and university stage (UN) in Spain. Their responses were analysed according to four dimensions: (i) contents and their difficulties; (ii) type of activities; (iii) oral skills practice; and (iv) perceptions. The main outcomes revealed that i) rhythm was the least practised aspect in the EFL classroom in both stages; ii) both stages' students considered that they never practised with songs, while teachers indicated that it was one of the most frequent activities; iii) oral skills practice scored higher in UN teachers and students than in the PU teacher and student group; iv) classtime devoted to phonetics and pronunciation was regarded as insufficient by the two teacher groups but only by UN students. Drawing on relevant research, the authors also provide insights and make recommendations for EFL teachers concerning English phonetics and pronunciation.

Keywords: pronunciation - phonetics - English as a foreign language - perceptions - language teaching

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Resumen: La práctica de la pronunciación en el aula es esencial para el desarrollo de las destrezas orales. Este estudio pretende explorar la práctica, la enseñanza y el aprendizaje de la pronunciación en la enseñanza de inglés como lengua extranjera en España. Se recogió una muestra de estudiantes (n = 494) y otra de profesores (n = 127) de la etapa preuniversitaria (EP = Educación Secundaria Obligatoria y no Educación Secundaria Obligatoria) y de la etapa universitaria (UN) en España. Sus respuestas se analizaron según cuatro dimensiones: (i) contenidos y sus dificultades; (ii) tipo de actividades; (iii) práctica de destrezas orales; y (iv) percepciones. Los principales resultados revelan que i) el ritmo era el aspecto menos practicado en el aula de EFL en ambas etapas; ii) los alumnos de ambas etapas consideraban que nunca practicaban con canciones, mientras que los profesores indicaron que era una de las actividades más frecuentes; iii) la práctica de destrezas orales obtuvo una puntuación más alta en los profesores y alumnos de UN que en el grupo de profesores y alumnos de PU; iv) el tiempo de clase dedicado a la fonética y la pronunciación fue considerado insuficiente por los dos grupos de profesores, pero sólo por parte de los alumnos de UN. Basándose en publicaciones relevantes y los resultados obtenidos, los autores también aportan ideas y recomendaciones sobre la fonética y la pronunciación del inglés para los profesores de inglés como lengua extranjera.

Palabras clave: pronunciación – fonética- Inglés como lengua extranjera- percepciones- enseñanza de idiomas.

1. Introduction

Pronunciation is a contributing element to successful oral communication. Furthermore, when it comes to using a foreign language (FL), correct pronunciation, involving both segmental and suprasegmental features, becomes the communicative key for successful interaction between speakers. Research shows that native speakers of a target language (in this case, English) can decode the utterances of non-native speakers when the latter pronounce appropriately, even if their grammar and vocabulary are less than accurate (Diaz, 2017; Pourhosein Gilakjani, 2016).

It is also widely reported that English pronunciation can be the cause of much anxiety for learners who are otherwise reasonably fluent in the language (see, for instance, Goodwin, 2001). Some reasons for this can be attributed to the English language itself; for instance, it comprises forty-four phonemes and only twenty-six letters (Cook, 2001).

In this vein, learners of English are likely to find that the correspondence between spelling and pronunciation is baffling. The very concept of syllable length is difficult to grasp for native speakers of languages where all syllables are roughly the same length; likewise, such crucial areas of spoken English as reduced speech are usually a source of problems for non-native speakers (Goodwin, 2001).

Other problems have to do with the first language of English as a Foreign Language (EFL) learners. Cases in point are the difficulties of native speakers of German to distinguish between voiced and unvoiced consonants, the problems that native speakers of Cantonese have with pronouncing final voiced consonants or the difficulties that Japanese learners have in perceiving syllable length and pitch differences (Cook, 2001; Díaz, 2017). Likewise, according to several international comparative studies like Programme for International Student Assessment (PISA), the EF English Proficiency Index (EF EPI), the European Survey on Language Competences (ESLC), and Progress in International Reading Literacy Study (PIRLS), Spanish EFL learners are the European students with the biggest English skill gaps, particularly regarding phonetics and pronunciation (but also in reading and comprehension), recommending educational innovations and wider exposure to Anglophone inputs. Specifically, experimental work has shown that Spanish EFL learners have a hard time identifying and producing English vowel contrasts (e.g., /i:/ - /ɪ/, /æ/ - /ɑ:/, /ɒ/ - /ɔ/ - /ʌ/, /ʊ/ - /u:/), obstruent voicing, plosive aspiration, and consonant clusters (Gómez & Sánchez, 2016; Gorba & Cebrián, 2021; Iverson & Evans, 2007; 2009; Ortega-Llebaria *et al.*, 2001).

This could lead us to expect that phonetics and pronunciation training would be given great relevance in the EFL classroom. Nevertheless, this is not always the case for different reasons. As the behaviouristic approach to FL, teaching fell from favour and was replaced by the communicative approach, pronunciation became deemphasized (Fraser, 2000); the assumption was that the former focus on linguistic aspects — including segmental aspects of phonetics— did not contribute to the development of the communicative skill. This view has had far-reaching consequences on the way that EFL is taught, with many instructors happy to let linguistic mistakes pass if they are not perceived to be detrimental to communication (Yokomoto, 2017). This has prompted scholars to refer to the teaching of pronunciation by such eloquent labels as “the neglected orphan” of EFL, “the Cinderella area” or “the lost ring of the chain” (Gajewska, 2021, p. 22).

It became clear, eventually, that a few of the assumptions associated to the early development of the communicative approach are not tenable: in the case of pronunciation, it is just not enough to be exposed to the language at an early age. On the contrary, it seems apparent that phonetics training is necessary if correct pronunciation is to be achieved (Aliaga-García, 2007). This, in turn, introduces the question of what exactly constitutes correct pronunciation. Traditionally, correct pronunciation was assumed to be native-like pronunciation, in much the same way as the teaching of EFL was geared towards communication with English native speakers (ENS). However, the increase in the number of English non-native speakers (ENNS) has beclouded the issue, given that situations where English is spoken amongst ENNS are more and more frequent. This suggests that native-like pronunciation —often an unrealistic expectation (Murphy, 2014)— may not be as central as it once was.

The goal of acquiring native-like pronunciation, or nativeness principle, is increasingly challenged by the intelligibility principle, i.e., the idea that pronunciation must be practiced to avoid errors that might jeopardize the intelligibility of the utterance, whilst other, subtler or less relevant aspects can be overlooked (Gajewska, 2021). A plausible definition of what constitutes intelligibility is “spoken English in which an accent, if present, is not distracting to the listener” (Goodwin, 2001, p. 118). Although this definition seems straightforward, it is not without difficulties.

The first problem is that “listener” is a very general concept (Gajewska, 2021). Not distracting the listener will mean very different things depending on whether that listener is an ENS or not and, if not, whether s/he is proficient in the language or not. Murphy (2014), for one, refers to proficient listeners, which seems the most sensible option. In their study, Gooch et al. (2016) used native speakers as judges of non-native speakers' pronunciation. But others have used non-native speakers or both NS and NNSs (Gallardo del Puerto et al., 2015). The second issue is that, even if we opt for the intelligibility principle and assume that the listener will be a proficient ENNS, there is no agreement regarding which are the critical elements for intelligibility. The best-known attempt is probably Jenkins's (2000, 2002) LFC, or lingua franca core, which purports to include those elements which are essential for intelligibility and, simultaneously, teachable. Nonetheless, LFC has come under criticism as being insufficiently grounded (Gajewska, 2021; Szpyra-Kozłowska, 2015; Yokomoto, 2017). The third problem is that, despite arguments to the contrary, it is not at all infrequent for learners to aspire to

native-like accuracy (Derwing & Munro, 2009). In other words, despite the status of English as a world-wide *lingua franca*, it seems that reports on the demise of the nativeness principle are a bit farfetched.

The above suggests that there is a need for and an interest in explicit pronunciation teaching (Yokomoto, 2017): the difficulty lies in choosing which aspects should be addressed. Some studies argue that suprasegmental aspects have more of an influence on intelligibility than segmental aspects (Diaz, 2017), suggesting that attention should focus on them in keeping with the basic tenets of communicative language teaching (Yang, 2021). Other scholars, in turn, emphasise the importance of accent for an intelligible English pronunciation (Derwing and Munro, 2009), while the general trend seems to be that a balance must be found between segmental and suprasegmental aspects (Goodwin, 2001; Gajewska, 2021; Gómez & Sánchez, 2016).

Turning to activity types, Fraser (2000), for instance, addresses the need for four types: conversation, drilling, expert guidance, and critical listening. In the case of prosody and intonation, Maidment (2007) suggests intonation dictation, reading from a text and description of patterns, noting that each of these requires specific assessment methods. Likewise, Mestre Segarra (2017) focuses on three aspects: intonation, word stress and requests, while Gómez & Sánchez (2016) and Albiladi (2019) propose a variety of activities to increase the EFL students' awareness of stress, rhythm and intonation, as well as of the sound inventory of English and the sound-to-spelling correspondences and vice versa.

Despite the evergrowing literature on English phonetics and pronunciation, comparatively much fewer studies have assessed the pronunciation and phonetic instruction practices used in the EFL classroom, reporting the perceptions of teachers and students towards this important component of English language training (Buss, 2015; Calvo, 2013, 2016) and digital resources (Castillo et al., 2023).

Accordingly, the main objective of this paper was to explore pronunciation practice, teaching and learning in EFL in Spain. Based on this general objective, other sub-goals (SGs) were established:

- To know the aspects of pronunciation practised in class (SG1).
- To investigate the activities carried out in class related to pronunciation (SG2).

- To verify the actual oral English skills trained in class. (SG3).
- To explore the views of students and teachers around different aspects related to pronunciation (SG4).

2. Method

This study is framed within the observational quantitative paradigm (Sáez, 2017). The results are not meant to be generalized; rather, they are meant to approach user opinion and serve as a springboard for potential changes and the development of further material. A descriptive investigation is conducted for this using a questionnaire (McMillan & Schumacher, 2005).

2.1. Participants

Two samples from the different agents (students and teachers) were collected within the project “Teaching the sounds of English to L2 and L3 learners in digital learning environments” (PID2019-105678RB-C21). This is an unintentional probabilistic sample since it has been obtained randomly by sending an online questionnaire to students and teachers from all over the country (Spain). Table 1 shows the distribution of frequencies according to the educational stage and sex.

A total of 494 students were collected: 160 pre-university students (PU students) and 334 university students (UN students). From this sample, only 13 respondents did not indicate their sex, so they preferred to mark the “other” option (7 PU and 6 UN), representing 2.63% of the student’s sample. A total of 127 teachers participated in the survey (51 PU teachers and 76 UN teachers). All PU teachers and PU students taught or studied English as a foreign language. At the university, teachers and students are part of study programs related to the English language, such as the Degree in English Philology, Degree in Modern Languages, Degree in Translation, and Interpretation (English), Studies on English and Classic Languages, Double Degree in Hispanic Philology and English Studies. In all cases, the participation of female participants was higher than that of male ones.

PU male students represented 42.50% (n=68) and PU female 53.13% (n=85), whilst the percentage for UN male students was 20.06% (n=67) and for UN female 78.14% (n=261). PU students’ mean age was 16.36 years, with a minimum age of 13 and a maximum of 58.

UN students' ages range between 18 and 43 (mean age = 22.27). The standard deviation of PU students was 4.692 and of UN students 3.471, which shows that the age of the respondents is more homogeneous.

Male teachers represented 13.73% of PU teachers (n=7), while the percentage increased to 39.47% of UN teachers (n=51). The mean age for PU teachers was 41.92 years (ranging between 26 and 59), while for UN teachers the mean age was 48.30 years (between 25 and 67). In this sample, teachers were also asked about their teaching experience (in years), the mean being 12.96 years for PU teachers (ranging from 0 to 32), and 18.53 years of experience for UN teachers (ranging from 1 to 37).

Table 1. Distribution of the two samples (teachers and students) according to sex and educational stage.

Educational stage		Students		Teachers	
		N	%	N	%
PU	Male	68	42.5	7	13.73
	Female	85	53.13	44	86.27
	Non-specified	7	4.40		
	Total	160	100	51	100
UN	Male	67	20.06	30	39.47
	Female	261	78.14	46	60.53
	Non-specified	6	1.79		
	Total	334	100	76	100

2.2. Instruments

The data were collected through two different questionnaires: one for teachers and another for students. Both questionnaires included questions related to sociodemographic information and four other dimensions containing questions to respond to the four specific objectives: Dimension 1. Phonetics aspects practised and their difficulties (SG1); Dimension 2. Activities to practise phonetics/pronunciation (SG2); Dimension 3. English oral practice (SG3); Dimension 4. Perceptions (SG4) (see Annex Table 1).

Firstly, both instruments were sent to a committee of experts in the area composed of teachers from different educational stages (secondary and higher education) and specialised in EFL or ESL to carry out a content validation following the guidelines

set by Cabero & Llorente (2013) and Robles & Rojas (2015). Through email, they were sent a letter introducing the study and they were asked to assess the relevance and understanding of each question of the two questionnaires using a Likert-type scale of 5 values (Matas, 2018). Next, to improve the questionnaire, a pilot phase was carried out, maintaining the principles of Dörnyei & Taguchi (2010).

2.3. Procedure

The data were collected through questionnaires created in Google Forms that included the objectives of the study and the approval of the informed consent. First, PU and UN teachers were contacted and invited to participate. Second, they were administered the teachers' questionnaire and asked to distribute the students' questionnaire among their students. Both forms were available from April to June 2021. The information extracted by the participants from both questionnaires were exported into Excel and then to the SPSS statistical package (v. 22).

Descriptive analysis was carried out with both databases: teachers and students. The matrix was then segmented by considering the variable of the educational stage to have a more precise overview of both student's and teachers' voices depending on the educational stage to which they belonged. Both samples presented a normal distribution. In addition, the parametric statistical test T student was performed to find out if there were significant differences between the means according to the educational stage. The means obtained in the different subdimensions of dimensions 1 and 2 were used as test variables.

3. Results

3.1. Dimension 1. Phonetics aspects practised and their difficulties

Under the umbrella of this first dimension, two questions were posed to students (1.1.S. and 1.2.S.) and one to teachers (1.1.T.). The first question type asked students was single selection: *Do you think that Spanish native speakers have problems with English phonetics/pronunciation?* (1.1.S.). The four possible answers were: 1) Yes. I think they have problems with sounds; 2) Yes. I think they have problems with intonation, rhythm, and accent; 3) Yes. I think they have problems with all previous aspects; and 4) No, I don't.

Both groups of students (PU and UN) agreed with option 3, that is, they think that the main difficulties for native speakers of Spanish are related to both segmental and suprasegmental features (PU students = 50% and UN students = 74.55%). The percentages for options 2 (suprasegmental features) and 1 (segmental features) dropped in both groups, being slightly higher in PU students (21.88% for option 2 and 18.13% for 1) when compared to UN students (15.57% for option 2 and 8.98% for 1). Finally, option 4 scored very low, there being very few students who believed that Spanish learners have no problems at all with English phonetics (PU = 10%; UN = 0.90%).

The other question posed to students (1.2.S.) was measured with a 5-point Likert scale (1 being never and 5 always) to determine the frequency with which they practised certain aspects in the English class. In both groups, the aspect with a higher percentage in 'never' option was 5) Rhythm: 18.13% of PU students and 33.53% of UN students, while the aspect with the lowest percentage in 'never' in both groups was 6) Words and sentences (0.63% of PU students and 8.38% of UN students).

On the opposite side ('always' option), the most practised aspect according to students was 6) Words and sentences (PU = 43.13%; UN = 28.44%). However, the aspects registering the lowest percentage for 'always' frequency differed depending on the educational stage: 10% of PU students for 2) Consonant sounds; and 4.19% of UN students for 5) Rhythm.

Table 2 collects the results according to educational stage and highlights in greyish colour the highest percentage of frequency in the students' responses.

Table 2. Phonetics aspects worked on in the English class according to students.

1.2.S. English aspects			never	hardly ever	sometimes	frequently	always
1) Vowel sounds	PU	N	20	37	55	30	18
		%	12.50	23.13	34.38	18.75	11.25
	UN	N	84	72	85	66	27
		%	25.15	21.56	25.45	19.76	8.08
2) Consonant sounds	PU	N	24	43	52	25	16
		%	15.00	26.88	32.50	15.63	10.00
	UN	N	80	81	87	62	24
		%	23.95	24.25	26.05	18.56	7.19
3) Intonation	PU	N	12	42	37	37	32
		%	7.50	26.25	23.13	23.13	20.00
	UN	N	67	88	82	66	31
		%	20.06	26.35	24.55	19.76	9.28
4) Stress	PU	N	16	40	45	34	25
		%	10.00	25.00	28.13	21.25	15.63
	UN	N	73	89	86	61	25
		%	21.86	26.65	25.75	18.26	7.49
5) Rhythm	PU	N	29	37	46	29	19
		%	18.13	23.13	28.75	18.13	11.88
	UN	N	112	106	70	32	14
		%	33.53	31.74	20.96	9.58	4.19
6) Words and sentences	PU	N	1	14	30	46	69
		%	0.63	8.75	18.75	28.75	43.13
	UN	N	28	24	77	110	95
		%	8.38	7.19	23.05	32.93	28.44
7) Grapheme and pronunciation correspondence	PU	N	7	20	39	48	46
		%	4.38	12.50	24.38	30.00	28.75
	UN	N	47	53	74	97	63
		%	14.07	15.87	22.16	29.04	18.86

The teachers' question regarding dimension 1 was towards indicating the level of difficulty (1 being Not difficult and 5 Very difficult) they believed their students had with some aspects of phonetics (1.1.T.). In both groups of teachers (see Table 3), the aspects 1) Acquisition of vowel sounds and 4) Phoneme (pronunciation) – grapheme (orthography) correspondence did not score for the 'Not difficult' option. Besides, other aspects not marked with the 'Not difficult' option were found: 3) Intonation (PU teachers) and 8) Accent in spoken chain (UN teachers).

The aspect considered 'Extremely difficult' was 5) Transcription for PU teachers (56.86%) and 6) Rhythm (35.53%) for UN teachers. Besides, both groups of teachers believed that 1) Acquisition of vowel sounds was extremely difficult for their students (PU = 35.29%; UN = 35.53%). This aspect was also the most frequent answer in the option of 'Very difficult' for PU teachers (45.10%), whilst the highest percentage in that 'Very difficult' option for UN teachers was found in 8) Accent in spoken chain (48.68%).

The distribution of frequencies among the teachers of both stages was very similar for the extreme options. PU teachers seemed to be slightly more optimistic since the percentage obtained in 'Not difficult' and 'A bit difficult' options was 13.97% while the percentage for UN teachers was lower: 10.03%. On the opposite side, the percentages for 'Very difficult' and 'Extremely difficult' options were 65.93% in UN teachers and 60.29% in PU teachers.

Table 3. Difficult aspects in phonetics according to teachers.

I.I.T. Degree of difficulty towards the		Not difficult	a bit difficult	difficult	very difficult	extremely difficult	
1) Acquisition of vowel sounds	PU	N	2	8	23	18	
		%	3.92	15.69	45.10	35.29	
	UN	N	1	12	36	27	
		%	1.32	15.79	47.37	35.53	
2) Acquisition of consonant sounds	PU	N	11	16	19	4	
		%	1.96	21.57	31.37	37.25	7.84
	UN	N	14	36	23	2	
		%	1.32	18.42	47.37	30.26	2.63
3) Intonation	PU	N	7	18	9	17	
		%	13.73	35.29	17.65	33.33	
	UN	N	4	14	31	26	
		%	1.32	5.26	18.42	40.79	34.21
4) Phoneme (pronunciation) - grapheme (orthography) correspondence	PU	N	3	18	20	10	
		%	5.88	35.29	39.22	19.61	
	UN	N	6	24	34	12	
		%	7.89	31.58	44.74	15.79	
5) Transcription	PU	N	2	3	7	10	29
		%	3.92	5.88	13.73	19.61	56.86
	UN	N	4	15	30	26	
		%	1.32	5.26	19.74	39.47	34.21
6) Rhythm	PU	N	4	14	15	16	
		%	3.92	7.84	27.45	29.41	31.37
	UN	N	5	11	32	27	
		%	1.32	6.58	14.47	42.11	35.53
7) Tonic accent in the word	PU	N	13	12	18	7	
		%	1.96	25.49	23.53	35.29	13.73
	UN	N	16	25	30	4	
		%	1.32	21.05	32.89	39.47	5.26
8) Accent in spoken chain	PU	N	7	12	17	14	
		%	1.96	13.73	23.53	33.33	27.45
	UN	N	6	9	37	24	
		%	7.89	11.84	48.68	31.58	

To find out if there were significant differences between the means provided in each subdimension and the type of educational stage, we performed a T student. Table 4 illustrates the means of every sub-dimension according to the educational stage (PU and UN). The PU students' sample scored higher means when compared to the other sample of students (see item 1.2.S). This coincides with the greatest difficulty reported by PU teachers when compared to the with respect to UN teachers.

Table 4. Subdimension 1 means, standard deviations and standard error of the mean in both educational stages.

Sub-dimensions		N	Mean	SD	Standard error of the mean
1.2. S.	PU	160	3.2214	.92649	.07325
	UN	334	2.8105	.95532	.05227
1.1. T	PU	51	4.3946	1.09212	.15293
	UN	76	4.5033	.95197	.10920

The result of Levene's test of sample variances showed that the level of significance of F was >0.05 in both cases, so we did not reject null hypothesis for equality of variances and we assumed that variances were equal and could continue with t student. The significance level of t was <0.05 in the case of the 1.2.S ($p=0.000$) (see Table 5). In this case, we rejected null hypothesis of means, showing, therefore, the statistical difference between the value obtained for the English aspects worked on in the English class (1.2.S.) and the educational stage. However, for the sub-dimension 1.1.T, that referred to the difficult aspects in phonetics according to teachers, the t value was $0.553 > 0.05$ confirming null hypothesis of equality of means.

Table 5. T Student for grouping variable “educational stage”

		Levene's test of variances quality		T student for equality of means				
		F	Sig.	t	df	Sig. (bilateral)	Means dif.	Statistical error dif.
1.2. S.	Equal variances assumed	.084	.771	4.517	492	.000	.41091	.09096
	Equal variances not assumed			4.566	322.291	.000	.41091	.08998
1.1. T	Equal variances assumed	.973	.526	-.594	125	.553	-.10868	.18289
	Equal variances not assumed			-.578	97.148	.564	-.10868	.18791

3.2. Dimension 2. Activities to practise phonetics/pronunciation

In this dimension, one question was posed to students (item 2.1.S.), and another to teachers (2.1.T.). The questions were related to the type of activities from both perspectives (teachers and students). Students were asked about the frequency (1 being never and 5 always) with which they practised some activities related to phonetics/pronunciation in English (see Table 6). The activities that most students declared not to have practised at all in class ('never' option) were 1) Songs (PU = 52.50%; UN = 57.78%) and 6) Activities, for example, recordings from students (PU = 59.38%; UN = 55.69%). The third most marked type of activity in 'never' option in both groups of students was 2) Activities from specialized software (PU = 38.13%; UN = 42.81%).

On the opposite side, the highest percentages for the 'always' option were found in 7) Reading aloud (PU = 38.13%; UN = 22.16%). This is followed by 8) Repetition of words and sequences, but just by PU students (26%), it is marked as 'sometimes' by UN students (24.85%).

The overall percentage of both stages was very similar, only slightly different in the 'always' option: 14.24% in PU and 8.42% in UN. Almost half of the students stated that they never or hardly ever did any of the activities from the list, concretely, 48.76% of PU students and 57.97% of UN students.

Table 6. Frequencies and percentages towards activities related to phonetics/ pronunciation according to students' responses.

2.1.S. Indicate the frequency with which you do activities like		never	hardly ever	sometimes	frequently	always
1) Songs	PU	N 84	21	26	19	10
		% 52.50	13.13	16.25	11.88	6.25
	UN	N 193	76	48	10	7
		% 57.78	22.75	14.37	2.99	2.10
2) Activities from specialized software	PU	N 61	41	30	16	12
		% 38.13	25.63	18.75	10.00	7.50
	UN	N 143	70	72	37	12
		% 42.81	20.96	21.56	11.08	3.59
3) Activities from the Internet	PU	N 34	41	40	26	19
		% 21.25	25.63	25.00	16.25	11.88
	UN	N 65	55	104	78	32
		% 19.46	16.47	31.14	23.35	9.58
4) Identification and production of sounds and sequences	PU	N 29	40	43	31	17
		% 18.13	25.00	26.88	19.38	10.63
	UN	N 82	93	77	55	27
		% 24.55	27.84	23.05	16.47	8.08
5) Activities with the phonics method	PU	N 39	41	49	18	13
		% 24.38	25.63	30.63	11.25	8.13
	UN	N 121	81	70	35	27
		% 36.23	24.25	20.96	10.48	8.08
6) Activities as for example recordings from students	PU	N 95	24	13	18	10
		% 59.38	15.00	8.13	11.25	6.25
	UN	N 186	68	39	25	16
		% 55.69	20.36	11.68	7.49	4.79
7) Reading aloud	PU	N 14	15	35	35	61
		% 8.75	9.38	21.88	21.88	38.13
	UN	N 32	36	69	123	74
		% 9.58	10.78	20.66	36.83	22.16
8) Repetition of words and sequences	PU	N 18	30	32	37	43
		% 11.25	18.75	20.00	23.13	26.88
	UN	N 72	63	83	79	37
		% 21.56	18.86	24.85	23.65	11.08
9) Phoneme transcription	PU	N 36	39	44	21	20
		% 22.50	24.38	27.50	13.13	12.50
	UN	N 140	79	46	33	36
		% 41.92	23.65	13.77	9.88	10.78

Regarding teachers' responses as to the activities they practised in class (2.1.T.), it should be noted that the answers from both stages differed. The use of songs seemed to be the most frequent answer of PU teachers (76.47%) whilst in UN teachers the percentage was lower (51.32%). According to UN teachers' answers, the type of activities with the highest percentage was 6) Internet resources (73.68%), this being lower for PU teachers' practice (66.67%). The second most practised type of activity according to PU teachers was 3) Listening and repetition of words and sentences (72.55%), whilst for UN teachers the second most marked was 2) Exercises of identification and production of sounds and sequences (71.05%).

On the contrary, PU teachers tended to hardly use 5) Specialised software (1.96%), this being also the type of activities with the lowest percentage in UN teachers (27.63%). Figure 1 below shows all the percentages emerging from EFL teachers' answers regarding item 2.1.T. of the questionnaire:

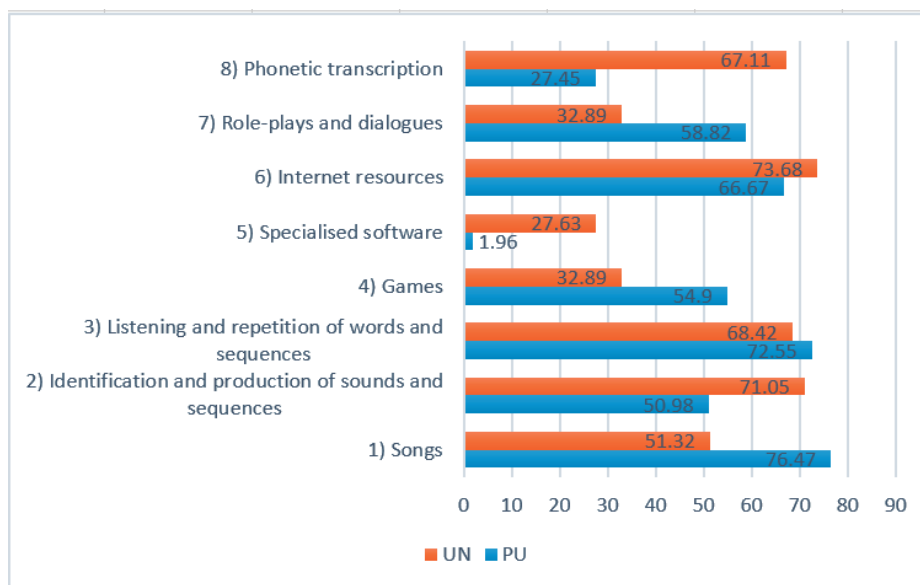


Figure 1. Activities used by teachers to practise English phonetics/pronunciation (item 2.1.T.).

T student for independent samples was also measured in Dimension 2 with the categorical variable “educational stage”. The means of every sub-dimension according to educational stage (PU and UN) were very similar in both cases (see Table 7). The PU students’ and teachers’ sample scored higher means when compared to the other sample of students and teachers.

Table 7. Sub-dimension 2 means, standard deviations and standard error of the mean in both educational stages

Subdimensions		N	Mean	SD	Standard error of the mean
2.1.S.	PU	160	2.6660	.89076	.07042
	UN	334	2.4418	.68661	.03757
2.1.T	PU	51	1.6593	.22091	.03093
	UN	76	1.6431	.27966	.03208

Table 8 showed that the result of Levene's test of sample variances was equal because the level of significance of F was >0.05 . For students' means in 2.1.S, the significance level of T student was <0.05 ($p=0.002$). Thus, we rejected the null hypothesis of means and concluded that there was a statistical difference between the value obtained for activities related to phonetics/pronunciation (2.1.S.) and the educational stage. However, in the case of teachers (2.1.T.) the t value was $0.348 > 0.05$, confirming, then, the null hypothesis of equality of means.

Table 8. T Student for grouping variable “educational stage”

			Levene's test of variances quality		T student for equality of means				
			F	Sig.	t	df	Sig. (bilateral)	Means dif.	Statistical error dif.
2.1.S.	Equal variances assumed		12.647	.571	3.074	492	.002	.22419	.07294
	Equal variances not assumed				2.809	252.618	.005	.22419	.07982
2.1.T	Equal variances assumed		1.616	.606	.348	125	.729	.01622	.04666
	Equal variances not assumed				.364	121.608	.716	.01622	.04456

3.3. Dimension 3. English oral practice

Some questions were posed to the two samples of participants regarding the use of oral English (3.1.S., 3.2.S., 3.3.S. and 3.1.T.). Students were asked about the percentage of time they estimated English was used in the English class (3.1.S.). A very high percentage of UN students (88.32%) indicated from 75 to 100%, while the percentage of those indicating that English was never employed was almost insignificant (0.60%). In contrast, the percentage of PU students was lower than in the other group (31.25%) for 75 to 100% of the time used for oral practice in English in class, whilst 2.50% of PU students declared not to have used it at all in their lessons. Therefore, for this stage, their mother tongue (Spanish) seemed to intermingle with English in class.

Students were also asked if they usually interacted in English in their EFL subject (3.2.S.) (See Table 9). In this case, the trend of greater use of English in UN students was repeated, since more than half marked the ‘frequently’ or ‘always’ options (a total of 63.47%, of which 29.14% was for ‘always’ and 34.33% for ‘frequently’ options). Moreover, PU students’ answers displayed lower percentages (10.63% for ‘always’, and 33.13% for ‘frequently’).

Related to the previous question, students in both stages were required to indicate the reason why they marked 'never', 'hardly ever', or 'sometimes' (3.3.S.). They were given a list of reasons (see Table 1). The three main reasons for PU students were *I fear to fail / make mistakes* (26.25%), *My level of English is not adequate* (23.75%), and *I feel embarrassed when I am with my partners / friends* (18.13%). The most frequent reason for UN students was *It makes me feel anxious* (20.36%), coinciding their second and third reasons with PU students' frequent answers for this: *I fear to fail / make mistakes* (18.86%) and *I feel embarrassed when I am with my partners / friends* (17.96%). Other reasons detected by both groups of students were *I am not interested in it / do not like it so much*, *English is not taught properly*, *Not all the teachers interact*, *Only when it is my turn*, and *Other partners need more practice than me*, but these statements scored very low in PU and UN groups.

Teachers were asked to indicate the frequency with which they practised oral English in some statements (3.1.T.). In statement 1) *You speak English in your classes*, a very high percentage of UN teachers (89.47%) marked 'always', while in the PU teachers, the percentage dropped to half of them (54.9%). When it comes to indicating if their students used English to communicate orally in class (statement 2), 52.63% of UN teachers and 23.53% of PU teachers indicated 'always'.

It should be noted that more than half of PU teachers (50.98%) never included pronunciation issues in exams (statement 4), which contrasted with the results of UN teachers, who declared they always included some pronunciation issues in exams (40.79%).

Table 9. Use of oral English according to teachers' responses.

3.1.T. Indicate the frequency with which...		Never	hardly ever	sometimes	often	always	
1) Speak English in your classes	PU	n	1	4	18	28	
		%	1.96	7.84	35.29	54.9	
	UN	n	1	1	6	68	
		%	1.32	1.32	7.89	89.47	
2) Your students speak English in your classes	PU	n	12	13	14	12	
		%	23.53	25.49	27.45	23.53	
	UN	n	1	9	26	40	
		%	1.32	11.84	34.21	52.63	
3) You use pronunciation activities	PU	n	3	9	17	18	4
		%	5.88	17.65	33.33	35.29	7.84
	UN	n	6	10	12	15	33
		%	7.89	13.16	15.79	19.74	43.42
4) You include pronunciation issues in your exams	PU	n	26	10	7	4	4
		%	50.98	19.61	13.73	7.84	7.84
	UN	n	19	5	10	11	31
		%	25	6.58	13.16	14.47	40.79
5) You explain English phonetics/pronunciation included in other activities	PU	n	3	9	16	11	12
		%	5.88	17.65	31.37	21.57	23.53
	UN	n	5	5	20	18	28
		%	6.58	6.58	26.32	23.68	36.84
6) You correct pronunciation mistakes of your students	PU	n	3	7	19	22	
		%	5.88	13.73	37.25	43.14	
	UN	n	2	4	10	27	33
		%	2.63	5.26	13.16	35.53	43.42

3.4. Dimension 4. Perceptions

Finally, we were interested in analysing both teachers' and students' perceptions of phonetic/pronunciation practices (see Table 10). The students were asked if the time devoted to pronunciation in class was enough when compared to other content in the English syllabus (4.1.S.). On the one hand, a great majority of UN students considered they do not devote enough time to phonetics/pronunciation practices (82.04%), which is surprising because they are taking degrees related to the study of English. Only 11.98% agreed with the time devoted to it, and 5.99% did not know. On the other hand, the percentage of PU students scored higher in those who agreed with the time (43.75%), whilst 38.75% considered the time was not enough, and 17.50% did not know.

Teachers' perceptions were detected by measuring with a 5-point Likert scale based on their agreement towards a series of statements. Most teachers in both groups strongly disagree or disagree with the statement 1) *Enough time is devoted to the teaching of phonetics/*

pronunciation of English in class compared to the time devoted to the teaching of other skills (PU = 66.67%; UN = 68.42% for disagreement side).

Regarding the specific phonetic aspects in their teaching practice, it is striking how in 8) and 9) the responses in agreement scored very low: a total of 7.84% of PU teachers and 19.73% of UN teachers agreed or agreed that they devoted enough time to sounds (segmental aspects), whilst only 5.88% of PU teachers and 9.21% agreed that they devoted enough time to the teaching of rhythm or intonation (suprasegmental aspects). An aspect in which they mostly agreed was 10), that is, *devoting more time to segmental aspects over suprasegmental ones* (PU = 41.18%; UN = 53.95%).

Regarding 2) *Spanish native speakers usually have problems with phonetics/pronunciation of English*, a very high percentage of the teachers agreed or strongly agreed (PU = 82.35%; UN = 75%). This is following the difficulties they believed their students had from question 1.1.T. in dimension 1. In statement 5) *Phonetics/pronunciation difficulties must be studied in the classroom*, almost all of them agreed or strongly agreed (PU = 74.51%; UN = 84.21%). In statement 7), teachers also believed they knew *how to assist their students to overcome their difficulties in phonetics/pronunciation* (PU = 66.67%; UN = 77.63%). However, in 7), it is surprising that more than a quarter of teachers from both groups marked the option 'Not disagree/not agree' (PU = 31.37%; UN = 35.53%); thus, they did not firmly agree that they know their students' expectations towards phonetics/pronunciation.

In 3) teachers seemed to agree or strongly agree with *their goal to assist their students to have a clear and understandable pronunciation* (PU = 88.23%; UN = 88.15%). However, in 4) less than half the teachers considered that *their goal was to assist their students to pronounce as a native speaker* (PU = 43.14%; UN = 47.37%).

Finally, teachers were asked in 11) *if it was easy to find resources to teach or learn suprasegmental aspects*. The answers differed between the groups, as only 25.49% of PU teachers agreed or strongly agreed, and around half of UN teachers found those resources easy to collect (53.95%).

Table 10. Agreement or disagreement towards statements related to teachers' perceptions.

4.1.T. Indicate your degree of agreement regarding		Strongly disagree	Disagree	Not disagree, not agree	Agree	Strongly agree
1) Enough time is devoted to the teaching of phonetics/pronunciation of English in class compared to the teaching time devoted to other skills	PU	n 12 % 23.53	22 43.14	13 25.49	3 5.88	1 1.96
	UN	n 22 % 28.95	30 39.47	14 18.42	9 11.84	1 1.32
2) Native speakers usually have problems with phonetics/pronunciation of English.	PU	n 1 % 1.96	3 5.88	5 9.8	15 29.41	27 52.94
	UN	n 1 % 1.32	3 3.95	15 19.74	20 26.32	37 48.68
3) My goal as an EFL teacher is to assist students for a successful, clear and understandable pronunciation.	PU	n 2 % 3.92		4 7.84	17 33.33	28 54.9
	UN	n %	3 3.95	6 7.89	23 30.26	44 57.89
4) My goal as an EFL teacher is to assist students to pronounce as a native speaker.	PU	n 4 % 7.84	6 11.76	19 37.25	13 25.49	9 17.65
	UN	n 7 % 9.21	10 13.16	23 30.26	28 36.84	8 10.53
5) Phonetics/pronunciation difficulties must be studied in the classroom.	PU	n 2 % 3.92		11 21.57	15 29.41	23 45.1
	UN	n %		12 15.79	27 35.53	37 48.68
6) As an EFL teacher, I know how to assist my students to overcome the difficulties in phonetics/pronunciation.	PU	n 3 % 5.88	5 9.8	9 17.65	22 43.14	12 23.53
	UN	n 1 % 1.32	4 5.26	12 15.79	23 30.26	36 47.37
7) I know the expectations of my students regarding phonetics/pronunciation.	PU	n 5 % 9.8	6 11.76	16 31.37	16 31.37	8 15.69
	UN	n 1 % 1.32	8 10.53	27 35.53	28 36.84	12 15.79
8) We devote enough time to the teaching of sounds (segmental aspects).	PU	n 12 % 23.53	20 39.22	15 29.41	3 5.88	1 1.96
	UN	n 17 % 22.37	20 26.32	24 31.58	11 14.47	4 5.26
9) We devote enough time to the teaching of rhythm, intonation (suprasegmental aspects).	PU	n 16 % 31.37	20 39.22	12 23.53	2 3.92	1 1.96
	UN	n 35 % 46.05	22 28.95	12 15.79	5 6.58	2 2.63
10) We devote more time to segmental aspects over suprasegmental.	PU	n 5 % 9.8	8 15.69	17 33.33	13 25.49	8 15.69
	UN	n 4 % 5.26	11 14.47	20 26.32	27 35.53	14 18.42
11) It is easy to find resources to teach/learn suprasegmental aspects (rhythm, intonation...) of English language.	PU	n 10 % 19.61	12 23.53	16 31.37	10 19.61	3 5.88
	UN	n 4 % 5.26	11 14.47	20 26.32	27 35.53	14 18.42

4. Discussion

According to the responses to the questionnaires, both groups of students (50% in PU and 74.55% in UN) believed that Spanish learners of English usually **encounter troubles** in both segmental and suprasegmental features. Very few reported no problems at all. This result contradicts prior findings suggesting that Spanish EFL university learners find suprasegmental features to be more difficult to learn than segmental ones (Cenoz and García Lecumberri, 1999).

The **least practised aspects** in class, according to students, have to do with suprasegmental features, specifically rhythm (PU = 18.13% and UN = 33.53%). Furthermore, the same applies to the other two components of English prosody. Intonation was hardly ever practised in class in both groups (PU = 26.25%; UN = 26.35%), the 'Never' option scoring also relatively high in UN students (20.06%). Similarly, stress was barely practised in PU (25%) and UN (26.65%) classes, the 'Never' option being again lower in the UN students' group (21.86%).

Now turning to the teachers' views, both groups considered that the acquisition of vowel sounds (belonging to segmental features) was extremely difficult or very difficult (scoring a total of 80.39% for PU teachers and 82.9% for UN teachers). This might explain why they focused more on segmental features and less on suprasegmental ones, according to the responses of students. This is in line with studies in which instructors of English for non-native speakers declared that they emphasised segmental features over suprasegmental ones (Burns, 2006; Buss, 2013).

However, as already noted in the Introduction, suprasegmental features should deserve more presence in the pronunciation practice in the classroom as they are essential to intelligibility and, resultingly, are key to improving pronunciation and communication skills (Chela-Flores, 2001, 2003; Tanner & Landon, 2009).

This is also the impression of teachers, as they devoted more time to segmental over suprasegmental features (PU = 41.18%; UN = 53.95%), recognising that they do not devote enough time to the latter (PU = 70.59%; UN = 75%). The percentage of UN teachers is surprising as they considered it easy to find resources to practise intonation, rhythm or stress (53.95%).

As for the **types of activities**, the highest percentage of 'Never option' was found in Songs in more than half of students from both groups (PU = 52.50% and PU = 57.78%).

It is important to note that, according to the literature, the use of songs contributes to the natural acquisition of sounds integrating an element of entertainment (Brown, 2006). This same conclusion was reached by Calvo (2013) in her study, in which around half of the undergraduate participants declared that their teachers never brought songs to practise pronunciation in class. However, our students' result contrasts with our teachers' responses, as most of them declared that they use songs for pronunciation/phonetics practice (76.47% in PU and 51.32% in UN).

The most practised activities according to students were Reading aloud (38.13% in PU students for the always option and 36.83% in UN students for the frequently option) as well as Repetition of words and sentences in 26.88% in the always option for PU students. Both types of activities have proved to be effective for acquiring correct pronunciation because learners are concentrated and, therefore, conscious of the patterns they are pronouncing, and because it reinforces graphemic-phonemic correspondence (Gibson, 2008; Gómez & Sánchez, 2016; Kelly, 2000); it is a technique preferred by ELF or ESL teachers (Buss, 2013; Hismanoglu & Hismanoglu, 2010). In the UN students' group, no other significant percentages were found on the side of the most practised activities, apart from reading aloud. We found it surprising that one of the least practised activities was Phoneme transcription (UN = 41.92%), considering that the totality of students at the university was taking a degree related to the English language.

Regarding activities from Internet resources, UN students declared that they sometimes (31.14%) or frequently (23.35%) use them for practice, whilst around half of PU students (46.88%) indicated that they never or hardly ever employed them. In the teachers' view, a high percentage of both groups defended the inclusion of internet activities for practising pronunciation/phonetics, this being greater in the UN (73.68%) than in PU (66.67%). The advent of **digital technologies like Computer Assisted Language Learning (CALL) or Computer-Assisted Pronunciation Training (CAPT)** tools has proved to be efficient means for learners to improve their perceptive and/or productive (supra) segmental skills (Calvo, 2017; Kruk & Pawlak, 2021; Kim, 2012; Luo, 2016; Mompean & Fouz-González, 2016). Furthermore, CALL and CAPT tools have proved to be crucial in the COVID-19 pandemic during which online teaching has become a necessity (Dennis, 2020).

Finally, regarding perceptions, a great majority of UN students considered they do not devote enough time to phonetics/pronunciation practice (82.04%), which is surprising

considering that they are taking degrees related to the study of English. Only 11.98% agreed with the time devoted to it, and 5.99% did not know. Calvo (2013) obtained the same conclusion in her UN students' survey, but the frequency of students declaring this was half of them and not such a high percentage as the one found in our study.

On the contrary, the percentages of PU students were not so unlike. Particularly, in this case, those agreeing with the time scored higher (43.75%), but they are very closely followed by those who did not consider that the time was enough for this issue (38.75%). Perhaps this might be because UN students are more aware of the importance of phonetics and of introducing activities in class. Nevertheless, when asked about teachers' perceptions, 66.67% of PU teachers and 68.42% of UN teachers stated that not enough time was devoted to the teaching of phonetics/pronunciation of English in class in comparison with the time devoted to the other linguistic skills.

Regarding what to teach, a clear and intelligible pronunciation or a native-like accent, both groups of teachers agreed or strongly agreed on a non-native speaker model, but one that is clear and intelligible (PU = 88.23%; UN = 88.15%) when compared to the percentage obtained in the native English speaker model (PU = 43.14%; UN = 47.37%). These outcomes are in line with studies defending the non-native English speaker model but in favour of intelligible and comprehensible pronunciation (Murphy, 2014). Although some previous investigations reported on students' beliefs which favoured the native model, the results concluded that students did not notice differences or claimed that both models have unique attributes (Levis et al., 2017; Mahboob, 2004).

5. Conclusions

Regarding the different goals established at the beginning of the study, we highlight the following outcomes.

Our SG1 was *To know the aspects of phonetics practised in class*. Students from both stages, PU and UN, declared that rhythm was the least practised aspect in the EFL classroom, while the most practised was found in exercises with words and sentences. As far as the teachers' answers towards the difficulty they thought their students had, their beliefs revealed that the most difficult aspect for their students in both stages was the acquisition of vowel sounds and phoneme and grapheme correspondence. Other beliefs towards the difficulties of their students were encountered in transcription,

in the case of PU, and rhythm, in the case of UN. This last result coincided with the least practised aspect, according to students, which denoted that it seems that teachers did not practise this aspect at all in UN classrooms, but they recognised the difficulty encountered by their students.

The SG2, *To investigate the activities carried out in class to practise phonetics*, was explored in the data thrown in Dimension 2. The activities using songs or the activity using recordings from students were never practised according to more than half of both student groups. In stark contrast, the most frequent activity in class implied the use of songs according to more than half of teachers of both stages, being, indeed, higher in the PU stage (more than 75%). The answers given by the students in these two first dimensions varied depending on whether they were PU or UN students, while no statistically significant differences were detected in the group of teachers.

As for our SG3, *To verify the actual oral English in class*, UN students (almost 90%) confirmed that oral English was used in 75-100% of the EFL class, while the PU percentage dropped to less than half of the students (around 30%). Besides, students were asked about their frequency of oral practice in English; those declaring 'never' or 'hardly ever' justified their answers with some reasons. The most popular reason for PU was *I fear to fail* while for UN students' reason *It makes me feel anxious*. PU and UN teachers were also asked about the use of oral English practice in class: a very high percentage of UN teachers (almost 90%) recognised speaking always in class, while PU teachers' percentage was lower (around half of them).

Finally, the SG4, *To give voice to students and teachers around different aspects related to phonetics*, was analysed in the last dimension questions of the questionnaires. UN students' perceptions (around 80%) towards the time devoted to pronunciation/phonetics in English was insufficient. The perception of PU students in this respect was balanced: around 43% considered adequate the time, while around 38% did not. Teachers' perceptions (almost 70% in both stages) were also in the line of not considering adequate the time devoted to pronunciation/phonetics of English in comparison with the time devoted to other aspects of English. Among other issues in which the teachers agreed or strongly agreed were that phonetics/pronunciation must be studied in the classroom; they considered they knew how to assist their students when having difficulties in phonetics/pronunciation; they assisted their students to have a clear and understandable pronunciation rather than a native-speaker one.

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Annex

Table 1. Categorisation of data collection

	Dimension	Response type	Scale
Sample	Dimension 1. Phonetics aspects practised and their difficulties (SG1)		
Students	1.1.S. Do you think that Spanish native speakers (as first or second language) have problems with English phonetics/pronunciation?	Closed	Single selection
Students	1.2.S. In English language class, indicate how often you practice the following aspects (1. Never - 5 always) 1) Vowel sounds 2) Consonant sounds 3) Intonation 4) Stress 5) Rhythm 6) Words and sentences 7) Grapheme and pronunciation correspondence	Closed	Likert (1-5)
Teachers	1.1.T. Indicate the degree of difficulty of your students in terms of (1. No difficulty- 5. Very difficult) 1) Acquisition of vowel sounds 2) Acquisition of consonant sounds 3) Intonation 4) Phoneme (pronunciation) - grapheme (orthography) correspondence. 5) Transcription 6) Rhythm 7) Tonic accent in the word 8) Accent in spoken chain	Closed	Likert (1-5)
	Dimension 2. Activities to practise phonetics/pronunciation (SG2)		
Students	2.1.S. In English language class, indicate how often you do the following activities (1. never-5. always) 1) Songs. 2) Activities from specialised software. 3) Activities from the Internet. 4) Identification and production of sounds and sequences. 5) Activities with the phonics method. 6) Activities, for example, recordings from students. 7) Reading aloud. 8) Repetition of words and sequences. 9) Phoneme transcription.	Closed	Likert (1-5)
Teachers	2.1.T. What activities do you use to practise English phonetics/pronunciation? 1) Songs. 2) Identification and production of sounds and sequences. 3) Listening and repetition of words and sequences. 4) Games. 5) Specialised software. 6) Internet resources. 7) Role-plays and dialogues. 8) Phonetic transcription.	Closed & open	Multiple choice

Dimension 3. English oral practice (SG3)			
Students	3.1.S. What percentage of the time is English used in English language class?	Closed	Scale (0 to 100)
Students	3.2.S. Do you interact in English on a regular basis in the English language course? (1. never-5. always)	Closed	Likert (1-5)
Students	3.3.S. If you have answered never, almost never or sometimes in the previous one, indicate why. 1) My level of English is not adequate 2) It makes me feel anxious 3) I don't consider it necessary 4) I fear to fail/make mistakes 5) I fear negative consequences from the teacher 6) The class is given in Spanish 7) I feel embarrassed when I am with my partners/friends 8) Other (indicate which one)	Closed & open	Multiple choice
Teachers	3.1.T. Indicate the frequency with which... (1. never – 5. always) 1) You speak English in your classes. 2) Your students speak English in your classes. 3) You use pronunciation activities. 4) You include pronunciation issues in your exams. 5) You explain English phonetics/pronunciation included in other activities. 6) You correct pronunciation mistakes of your students.	Closed	Likert (1-5)
Dimension 4. Perceptions (SG4)			
Students	4.1.S. Do you think that the time devoted to pronunciation in class is enough regarding other content? 1) Yes, I do. 2) No, I don't. 3) I do not know.	Closed	Single selection
Teachers	4.1.T. Indicate your degree of agreement regarding: (1. strongly disagree - 5. strongly agree) 1) Enough time is devoted to the teaching of phonetics/pronunciation of English in the classroom compared to the teaching time devoted to other skills. 2) Spanish native speakers usually have problems with phonetics/pronunciation of English. 3) My goal as an EFL teacher is to assist students for a successful, clear and understandable pronunciation. 4) My goal as an EFL teacher is to assist students to pronounce as a native speaker. 5) Phonetics/pronunciation difficulties must be studied in the classroom. 6) As an EFL teacher, I know how to assist my students to overcome the difficulties in phonetics/pronunciation. 7) I know the expectations of my students regarding phonetics/pronunciation. 8) We devote enough time to the teaching of sounds (segmental aspects). 9) We devote enough time to the teaching of rhythm, intonation (suprasegmental aspects). 10) We devote more time to segmental features over suprasegmental ones. 11) It is easy to find resources to teach/learn supra-segmental features (rhythm, intonation...) of English language.	Closed	Likert (1-5)