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*“A SET OF ACTIVITIES TO INTEGRATE ENGLISH PRONUNCIATION  
TO THE COMMUNICATIVE LANGUAGE TEACHING APPROACH FOR  
CHILEAN HIGHSCHOOL STUDENTS , IN A PRACTICAL AND  
EFFECTIVE WAY.”*

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## **RESUMEN:**

En el entorno de la enseñanza del Inglés a nivel escolar en nuestro país, existe una amplia tendencia por parte de los profesores a orientar la enseñanza de la pronunciación del idioma hacia la emulación de las variedades consideradas Estándar Received Pronunciation (R.P.) y General American, estudios recientes en el área concluyen que esta concepción ofrece mayores dificultades para los estudiantes, proponiendo establecer un nuevo estándar llamado Lingua Franca Core, reforzando las prioridades comunicativas por sobre la precisión en la pronunciación. La presente investigación pretende ofrecer un set de actividades que fomenten el uso de este estándar para la pronunciación contextualizándolo a la realidad nacional.

## **ABSTRACT:**

In the environment of English Teaching as a Foreign Language in schools of our country, there is a wide tendency from teachers to try to make students to emulate the varieties of the language which are considered standard, being these Received Pronunciation and General American. Recent research in the area proves that these conceptions offer more difficulties for the students, in order to solve that a new standard called Lingua Franca Core is proposed, reinforcing the communicative purpose over the correctness in pronunciation. The present research intends to offer a set of activities focused on this standard contextualizing it with the national reality.

## **INTRODUCTION**

We are living a historical period in which the English language has reached such an expansion, that might be called the universal language with which to develop the most aspects of contemporary life. This is the reason why its integration in education has increased considerably through the implementation of reform plans and programs in the field of English as a foreign language, pointing to the development of Chile as a bilingual country in the short term.

However, in an effort to accomplish a communicative purpose in short time, it has been ignored the proper handling of the phonetics of the language itself in the classroom, favoring thus the teaching of grammar or vocabulary acquisition in the current environment of the Communicative Language Teaching (CLT) approach.

This research argues that properly executed spoken language is a fundamental aspect of communication that allows speakers to establish a more concrete link between two or more participants in real communicative situations, therefore considers that the lack of emphasis on the teaching of pronunciation is incorrect. Phonetics plays an important role in the process of acquiring a foreign language, which influences many elements both in the communication itself and the process of learning the target language, even being an important variable in the level of trust students can achieve on this new language.

This research is aimed at offering a set of activities to support the teaching of English pronunciation at the Communicative Language Teaching approach in an effective and practical way, contextualizing it to the students needs and using the Lingua Franca Core approach to pronunciation.

## METHODOLOGY AND OBJECTIVES

### Description:

The methodology proposed in this seminar will aim to develop a set of activities and supporting material that enables the effective integration of the teaching of pronunciation within the Communicative Language Teaching Approach to make easier the purpose of learning functional English as a Foreign Language.

This objective is understood in the following way, as a general objective for the seminar:

- **To develop a set of activities aimed at improving the pronunciation of English as a foreign language among students of the 4 levels of high school.**

To reach this objective first, we need to analyze and provide the following specific objectives:

- **Gather documentation related to the Lingua Franca Core model of pronunciation, its importance and application in the classroom.**
- **To create activities and supporting material suitable to be contextualized and used as a tool to teach English pronunciation under the LFC model.**

This supporting material that is focused on secondary education, will include, strategies and tools for students that reinforce oral production development. The mentioned material will be divided into different levels of complexity with activities of drilling and listening which are:

- ELEMENTARY
- INTERMEDIATE
- ADVANCED

All three levels are based on different topics dealt in English classes such as meeting people, relationships, hobbies and free time, discovering places or houses, bussines, traveling, cooking, daily routines.

The mentioned project will be divided into three main stages. The first one basically consists of the collection of data, needed for teaching phonetics from the "Lingua Franca Core" point of view that is, at this stage will be collected all information of general or specific interest about what should be taught by the teacher, for the student to generate an effective oral production. The second stage aims the selection of the information collected, and the discrimination itself to select the data to each level. The final phase will target the development of all activities, tools and supporting materials according to the level established by the two previous stages.

At the end of the three previous stages, will be considered as a final step, a revision of each phase, with the purpose of, fulfilling the objectives set at the beginning of the seminar and not miss details that may be relevant at the time to give the necessary focus on the project.

## CHAPTER I: ANTECEDENTS

### 1.1 TEACHING PRONUNCIATION THROUGH HISTORY

The teaching of pronunciation has changed through the history of the teaching of English as a second or foreign language in its different approaches, in both importance and methodologies.

According to Jones (in Richards and Renandya, 2002), pronunciation was completely ignored in the Grammar-Translation approach, it was first considered as an aspect to be taught in the Direct Method in the 1920's reaching its highest peak in importance during the 1940's with the Audiolingual Method and losing its relevance again in the early 1980's with Natural Approach and the Communicative Language Teaching Approach.

During the early Grammar-Translation Approach, the teaching of pronunciation was completely ignored, especially considering that the aim of the approach was to understand the written language, as well of the students being capable of producing written text not speaking, this is because the Grammar-Translation Approach is intended to emulate the way in which languages like Latin, were taught, and those languages were not spoken languages at that time (Brown, 2000).

In the early XX century the raise of the Direct Method changed the way in which Foreign and Second Languages were taught, considering the emulation of the native speakers a crucial factor to develop proficiency in the use and accuracy of the target language primarily using intensive and extensive repetition as a key factor (González and Romero, 2003).

In the middle 40's the Audiolingual Method, offers a new perspective on the teaching of pronunciation, centering its practice around it and being the first approach to teach it formally. Many authors (Richards and Rodgers, 1988; Morley, 1991; González and Romero, 2003) identify the importance that this approach gives to the point, teaching it since the very beginning of the process.



In this method it was considered that the only way to develop a communicative competence in the target language was to have a high level of accuracy in both grammar and pronunciation, setting them with the highest priority among the other features of the target language.

Since the 1960's there has been a decrease in the attention paid on the subject. It has been criticized the way in which pronunciation was being taught, questioning the possibility of being "teachable" in a formal and explicit way (this being one of the main characteristics of the Audiolingual Method). In the end it was considered that pronunciation was not the most appropriate mechanism to acquire the target language.

In the 1980's new ways to understand the teaching of foreign languages appeared in the form of the Natural Approach and the Communicative Language Teaching Approach.

On one hand, the Natural Approach considers that the rules of the language's system may be acquired in a natural and predictable order, in this way the Natural Approach states that the student shall listen to the target language for a significant amount of time in order to internalize the rules and systems of the language as well as the phonological features, thus, when the students start to communicate by themselves using the target language, their pronunciation would be very good without receiving formal instruction about it. (Krashen y Terrel, 1983)

On the other hand, the Communicative Language Teaching Approach (from now on, CLT) is the current standard for foreign language teaching since its first appearance (Gonzalez y Romero. 2003), promotes the communicative purpose, according to Savignon (1991), the main purpose of CLT is "...develop a functional competence in L2, through the participation of the learners in communicative situations." (p. 210). But the development of this competence does not exclude the explicit instruction of grammar (as it is in the Natural Approach), including it in its theory.

Authors like González y Romero (2003) state that in an effort to emphasize the communicative value of the language, many programs as well as teacher's practices are misinterpreting the theory of the approach by completely excluding grammar and pronunciation or just focusing on grammar, or just not knowing where to focus.

## 1.2 WHY TEACHERS DO NOT TEACH PRONUNCIATION?

Various authors had put their attention on this subject and considering several reasons, according to Poch, 1992; Bartolí, 2005; and Usó, 2008, there are certain beliefs that teachers use to not to include pronunciation in their programs and lessons.

- “To teach pronunciation you need a specialist in phonetics.”
- “What really matters is grammar and vocabulary; students may improve their pronunciation by spending some time in the target language's country.”
- “The best way to learn pronunciation is to use computers with specialized software, considering that it provides a individualized instruction as well as a wide range of accents and contexts to use in listening.”

This belief makes the teaching of pronunciation a secondary aspect for teachers according to Poch, (1992) these are not more than prejudices, considering that for teaching pronunciation you do not need a specialist, but only the knowledge of a few basic concepts of the field and having a good pronunciation to be used as a model. Concerning the use of computers, Derwing and Munro (2005) state that using software is not as effective as lots of teachers may think.

There are some methodological conceptions that work against the teaching of pronunciation, according to González and Romero (2003), the exclusion and minimization of the attention paid to the pronunciation under the lights of CLT in the way in which the approach has been applied, especially

considering the methodological strategies designed to enforce oral communication.

In most of those strategies the teaching of pronunciation has been skipped because it is considered to be too complex, particularly when discussing the manners and places of articulation and the amount of time which is necessary as well as being considered unpractical and unteachable. Some other teachers state that the teaching pronunciation in the CLT environment is a way to go back to the old practices with repetitions, explanations and rules without any context and representing the opposite of the spirit of CLT.

### **1.3 ENGLISH AS A GLOBAL LANGUAGE**

The fact that the world is almost totally connected nowadays, thanks to the easy access to mass media, has increased the necessity of an international language. This is probably what English has become, a global code, the target language of those who need to interact with people from countries with different mother tongues.

In the framework of a general discussion of diversification of language education policies, the need emerged to single out the “question” of the role of English teaching/learning for separate treatment. This problem has long been recognized as crucial for implementing any kind of diversified language teaching. At the Innsbruck Conference on “Linguistic diversity for democratic citizenship in Europe” (10-12 May 1999), the Language Policy Division was specifically asked to produce discussion papers on this particular aspect of language policy. So that, an intense debate was opened about the 'International English' and the way it relates to European language teaching policies and the position these take vis-à-vis what is widely perceived as the 'tyrannosaurus rex' of languages, English (Swales 1997).

In order to contextualize the debate it was necessary to define the term “International English” not just as a simple definition, but the impact it has over the linguistic issues. 'International English' can be read as shorthand for

'English as an international language' (EIL). The longer term is, however, though more unwieldy, more precise because it highlights the international use of English rather than suggesting, wrongly, that there is one clearly distinguishable, unitary variety called 'International English; McKay (2002), in her book entitled *Teaching English as an International Language*, also makes use of the shorthand term and defines it like this:

*“International English is used by native speakers of English and bilingual users of English for cross-cultural communication. International English can be used both in a local sense between speakers of diverse cultures and languages within one country and in a global sense between speakers from different countries.”*

This means, of course, that in addition to English learnt by speakers from the Expanding Circle, the uses of English internationally include speakers of English as a native language (ENL) / English as a mother tongue (EMT) in all its dialects (i.e. Kachru's Inner Circle), as well as speakers of New Englishes/World Englishes/ indigenised/nativized varieties (i.e. Kachru's Outer Circle; for a comprehensive overview see McArthur 1998): wherever English is chosen as the preferred option for cross-cultural communication, it can be referred to as EIL.

Other denominations used more or less interchangeably with EIL include:

- English as a lingua franca: (e.g. Gnutzmann 2000)
- English as a global language (e.g. Crystal 1997)
- English as a world language (e.g. Mair, in press)
- English as a medium of intercultural communication (e.g. Meierkord 1996)

Obviously, the various additions to 'English' in all of the above terms serve to indicate that something is in operation here that requires the signalling of a difference from the default conception of a language, namely the code and conventions employed by its native speakers.

These terms variously emphasize what are perceived as relevant aspects of the use of English in different contexts and for different purposes, but what they have in common is that they signal some sort of recognition that in the use of EIL conditions hold which are different from situations when a language is clearly associated with its native speakers and its place of origin, whether it is spoken by those native speakers or by people who have learnt it as a foreign language: different attitudes and expectations (should) prevail, and different norms (should) apply.

Brumfit's book *Individual Freedom in Language Teaching: Helping Learners to Develop a Dialect of their Own* (2001) is concerned with second, foreign, and mother tongue teaching rather than with English in particular, but one chapter is dedicated to teaching English as a world language.

The massive spread of English teaching in the years after the war led to the position that is now true: that the English language no longer belongs numerically to speakers of English as a mother tongue, or first language current estimations count non-native speakers/native speakers at 3 to 1 (Crystal 1995) . The ownership ,which is meant the power to adapt and change of any language in effect rests with the people who use it, whether they are multilingual or monolingual.

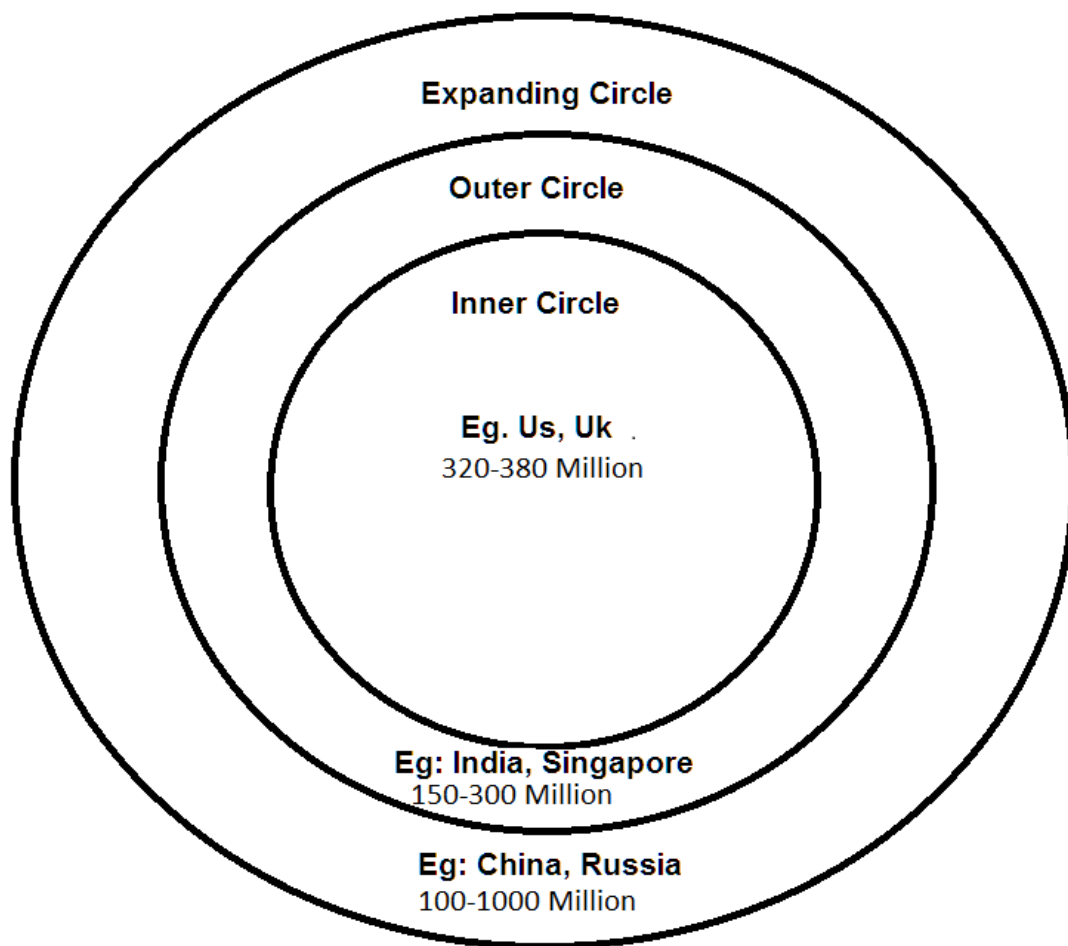
*“The major advances in sociolinguistic research over the past fifty years indicate clearly the extent to which languages are shaped by their use. And for English, the current competent users of English number up to seven hundred million, living in every continent of whom less than half are native speakers. Statistically, native speakers are in a minority for language use, and thus in practice for language change, for language maintenance,*

*and for the ideologies and beliefs associated with the language – at least in so far as non-native speakers use the language for a wide range of public and personal needs. (Brumfit 2001)”*.

This extract highlights the historically unique position of English in the world, the fact that non-native users of English now outnumber native speakers and the argument that the power to adapt and change the language rests with the people who use it. It reminds us that English is used by plurilingual and monolingual people alike (but obviously, due to the numerical predominance of non-native speakers, the plurilinguals outnumber the monolinguals), and, lastly, that it is the non-native speakers of English who will be the main agents in the ways English is used, is maintained, and changes, and who will shape the ideologies and beliefs associated with it.

Previously we made some references to the work of Braj Kachru (1985) concerning and dividing the use of English into three concentric circles:

- The inner circle, which belongs to countries that use English as L1.
- The outer circle, whose members are countries that use English as a second language in official settings within the same country.
- The Expanding Circle, whose members are countries that use English as a foreign language without official use within the same country, but international communication.



Kachru's concentric circles

Crystal (1995) and Macaulay (1988) have expressed that the traditional patterns of pronunciation (RP) have suffered so many changes that the number of people who use it is diminishing. Having this, it is unlikely that students of English as international language have ever made contact with it, therefore, it is irrational to have this model as the one learners should imitate. Plus, David Crystal (1995) suggests that a standard Scottish accent might be a better model in education.

According to Jenkins (2006a), there should not be major problems with the retention of some features of accent or pronunciation of the mother tongue when the main objective is the use of English for International Communication.

In the learning process of a language it is important to distinguish when some aspects retained in the pronunciation of a speaker of English as a second language are characteristic of the mother tongue and part of speaker's fluent speech, or just a state in the learning process, which could not have come to an adequate level of intelligibility for effective communication.

There are two main varieties of English that enjoy a certain degree of prestige, and are considered standard as well as a model to teach English by many teachers.

These varieties are: Received Pronunciation (RP), which represents the English language accent and register spoken in the southern part of England and General American (GA) or Standard American English (SAE) which is often pointed as a Midwestern generalized accent from the United States, both of these varieties are easily found in newscasters from both countries.

Some researchers have pointed that there is a need of "creating" a new standard for pronunciation considering that most of the interaction in L2 performed by learners are with other people whose mother tongue is other than English, is in this context where Lingua Franca Core appears.

#### **1.4 LINGUA FRANCA CORE**

This rapid expansion in the number of non-native speakers around the world has made more frequent the use of the lingua franca in international contexts. This socio-linguistic change in the use of English has resulted in the emergence of new varieties of international English, with clear changes in the regulatory models in all grammatical aspects of language (House 1999; Gnutzmann 2000, 2001 and 2004 Seidlhofer, Wood 2005). This fact has led some experts question themselves whether there is a need to establish a standard or not, and if the changes can become so large that non-native speakers may not be able to understand (Quirk 1990, Widdowson 1997; Bamgbose 1998, Trudgill 1998, Jenkins & Seidlhofer 2001, among others).



To avoid this, Jenkins was asked in 2000 to investigate how non-natives really talk. And so, with the empirical data be able to obtain, on one hand, to show how the lack of communication between non-natives could be due to a lack of intelligibility based on a phonological issue, and secondly, identify the variables that have caused this lack of communication. She also studied two factors involved in the communication of EIL, such as the processing of contextual clues and the use of adaptation strategies.

The material analyzed was obtained from the recording of couples and groups involved in multilingual communication tasks. Extracted from those times when there was a failure or disruption of communication due to a phonological question. Subsequently, the production and perception of non-native partners was analyzed to get the most frequent phonological features, and in each case, estimate the relative contribution of the speaker or the listener to the problem. Her research, therefore, was based on analysis of the two established models, RP and GA, but only to find out which elements of the pronunciation of these varieties were essential for intelligible speech from non-native speakers of English, and which were not.

As a way to limit this difference, Jenkins (2000) proposes the "Lingua Franca Core" (LFC) with intelligible phonological aspects in international communication, based on some of her studies with groups of students of different native languages. Jenkins identified some features of pronunciation that could cause problems in intelligibility, especially due to the transfer from the mother tongue, and proposed replacing these transferred traits, by an approach that could be internationally intelligible to other speakers of English as a foreign language.

The investigation resulted in the development of the Lingua Franca Core, which objective was to be a pedagogical guide for teaching pronunciation to look for phonological intelligibility of English in use as an international language. In the LFC, the elements or items that regularly cause a lack of communication are called core or essential (core items) for EIL. Moreover, those items that differ from native accents but do not cause a lack of

communication is called peripheral (non-core items), and are considered examples of regional varieties of the L2 (English and Spanish, for example), and therefore comparable to other varieties, such as Australian English, among others.

Another aspect that could cause problems of unintelligibility in a socio-linguistic knowledge is the degree of common socio-cultural partners. Thus, the fact that the speakers are from very different cultures, may represent a degree of inconvenience in the mutual linguistic understanding, but this aspect will not be considered due to the fact that the acquisition of cultural background is not part of the process of learning English as an international language.

LFC includes the aspects that Jenkins based on the data collected in her research considers suitable and compulsory to be thought in order to develop a communicative competence and intelligibility in non-native/non-native environments as well as non-native/native ones; these elements corresponds to both segmental and suprasegmental features of the spoken English language, Jenkins also listed some elements that shall not be thought in LFC, because of being too complex, to the point of being considered unteachable.

## **1.5 CORE FEATURES OF LINGUA FRANCA CORE**

In this chapter the core features of LFC will be listed, and the reasons why they are considered part of the core according to Jenkins (2000) will be explained, aspects concerning other important themes to this research will also be listed here.

### **1.5.1 Segmental features**

#### **1.5.1.1 Consonant Sounds**

The LFC includes all the consonant sounds, except the pair of sounds dental fricative / θ / and / ð /, which could be omitted because the typical

replacement of these sounds, usually variants dental / t / and / d / respectively, did not seem to cause problems of understanding the pronunciation of English as international language.

The LFC omits the use of dark sound velarized syllabic / l / ([ɫ]) in words like "people", or before a consonant sound in words like "mild". This sound is rather replaced by the clear sound / l / or even the sound / ʊ / syllable, without causing problems of intelligibility between speakers of English as a second or foreign language.

The LFC maintains the phonetic feature extraction [h], after the strong plosives / p /, / t /, / k / in initial position in order to avoid being confused with weak plosives / b /, / d /, / g /.

In the case of sound / r / for the LFC, it is preferred variant retroflex approximant Rhotic pronounced as [ɻ], rather than after alveolar approximant [ɹ] RP accent, because it is easier to be produced and understood, specially for beginners which need a clearer input for successful understanding.

Another phonetic feature included in the LFC is the distinction between strong and weak consonant sounds ("Lenis" and "Fortis") regarding the duration of the vowel that precedes them. This results in shortening any vowel preceding a strong-position consonant (eg "let") and keep the length of the vowel before a weak position consonant (eg, "led"), as this is simple and easy in a learning situation.

In regarding to "clusters" (combination of consonant sounds in a same syllable), the addition of a sound in an initial cluster, like the case of the epenthetic / e / it is likely not to cause troubles of understanding in a non stressed syllable: e.g. / espɪ:k /. However, the suppression of a sound in an initial cluster may cause serious problems of intelligibility. In regarding to final clusters, the elision of a sound can be produced, specially / t / or / d / in the middle of three consonants, as, for instance, in "facts" / fæktz / and "finds" / faɪnz /, without implying a problem of intelligibility, but if the sound following the

omitted sound is a vowel sound, as in “strict order”, this could produce intelligibility.

Is excluded from LFC the standard pronunciation of “GA” for the intervocalic cluster “nt”, before a non stressed syllable where the /t/ sound tends to be omitted in words as “printer”, “twenty” according to the principle of avoiding unnecessary complications and because of the problems of understanding that can be produced in English as International Language.

There are some approaches to RP or GA transferred from the first language (L1) that are excluded from the LFC due to the confusion they could cause.

These are:

- Use of sound [β] for / b / in the pronunciation of Spanish.
- Use of sound [ϕ] for / h / before / u: / in the case of "who", or / f / in the case of "football" and the use of sound [ω] by / w / in the case of "wood" in Japanese pronunciation.
- Replacement of the sound / n / in position after a vowel nasalization of the vowel that precedes it. This is in Japanese, for example the word "go" pronounced as [væ̃].
- Use of sound [x] / h / in Greek and Spanish.

### 1.5.1.2 Vowel Sounds

In relation to the vowel sounds, there are two aspects to be noted:

- Quantity (prolongation of the vowel sounds)
- Quality (position of the tongue and lips)

For LFC, the quantity is more important than quality in the production of vowel sounds, because the quality of the vowel sounds varies greatly between different varieties of English, while the amount is more stable. Therefore, LFC maintains the contrasts in prolonging the vowel sounds, and is permissible in quality regional variants, except for the sound / ɜ: / which should remain stable due to its replacement by the sound / ɑ: / would tend to cause problems of understanding

Diphthongs are reduced from eight to five, omitting / iə /, / eə /, / uə /, being replaced by the sound schwa [ə]

### **1.5.2 Supra segmental features**

In general terms some weak forms are preferably omitted of lexical prepositions such as "to" and "for", the pronouns "her" "you", etc., some auxiliary as "have" and "do", because these forms are not essential to understanding the EIL (English as international language) and strong forms are preferred as they do not produce any specific problem of intelligibility.

The features of connected speech are not important for clear understanding. Although they may be excluded from the LFC, should be taught in scenarios EIL with purposes of receptivity.

In LFC, not much importance to the accentuation of the words is given because this trait rarely causes problems of understanding. Should only give some general rules because of the implications in the accentuation of the nucleus.

The emphasis of the nucleus is the feature to consider in order to achieve a good understanding of EIL since most of the problems related with phonological intelligibility at the intonation should be the nuclear accent misplaced.

### 1.5.3 Articulatory Features

Articulatory features such as stress, the shape of the tongue, the position of the lips, etc., are a holistic factor in the production of EIL and are not related with individual characteristics of the system of pronunciation. Due to the fact that languages differ in their articulation, it is important to acquire certain phonological features of L2 (second language) to facilitate the production of some sounds that are important for understanding international use.

The voice quality and phonation may also affect intelligibility. Regardless of the pronunciation, in the Jenkins database some specific characteristics such as voices harsh, guttural, off, soft, etc., were less intelligible, while the sharp, crisp voices were understood more easily.

EIL is used mostly in communication between speakers of English as a foreign language, then to its use is not strictly based on rules.

The realization of the half opens vowel / ə / can change its position and become more rounded or less depending on the phonological environment. The highest opening vocal / a / may vary its position depending on environment.

## **CHAPTER II: CONCEPTUAL DEFINITIONS**

### **2.1 LFC implications when teaching pronunciation**

The application of the LFC is a prior contrastive analysis of the two languages in question to find out what are the areas in which we work, what are the high priority (L1-specific) working with the pronunciation. However, regardless of the language in question, the LFC carries the following points that are summarized below.

#### **2.1.1 New goal in teaching pronunciation**

If the goal in the EIL is intelligibility, maintaining the national identity, the goal of the practise should be to acquire a good non-native accent , as long as this accent contains all the essential features of the LFC.

#### **2.1.2 New model of pronunciation**

In International English the native accent is not the most intelligible to the non-native, therefore, we must rethink the role of GA and RP as models in teaching pronunciation. According to Jenkins model of pronunciation in the classroom must be non-native teacher, for the reasons explained below.

#### **2.1.3 New method of teaching the pronunciation of EIL**

To be performed it should carry out a radical change in three areas:

i . The re-education of the teacher: This has to make an informed decision on the model pronunciation they teach, depending on the context in which they teach English and the use to which it will give.

ii . The evaluation of pronunciation: it can not be adjusted correctly to the phonological rules and native's intelligibility, and must be judged by non-native preferably another learner's L1. What should be assessed is related to aspects

or essential features of the LFC. It should also evaluate the acquisition of the essential elements of LFC by the learner and their ability to adapt their pronunciation according to the interlocutor in order to achieve a mutually intelligible pronunciation.

iii . The status of non-native teacher is intimately related to the purpose of practicing pronunciation. If the objective is to acquire a good non-native accent based on the essential elements of the LFC, the non-native teacher is trained as legitimately as it is the native. In fact, it can be the perfect teacher, according to Jenkins (2000) and Seidlhofer (1999), because, among other reasons, it is a bilingual fluent speaker, his/her interlanguage has incorporated all the elements or essential items LFC and, therefore, is internationally intelligible. Moreover, as he/she shares the L1 of their students, his/her language can serve as a model because it contains features or regional characteristics of English as L2.

#### **2.1.4 Redefining the concept of error**

The LFC phonological error is defined according to the effect that causes the internationally intelligibility, considering what can actually be taught in the classroom to speakers of English as L2.

#### **2.1.5 New terminology**

In the case of English as international language, its speakers are not foreigners but international speakers and the community target is not native but an international one in which all participants are full members. Therefore, the terms 'native' and 'non-native', is no longer valid since it assumes that the Anglo-speaking is the reference, and whose dichotomy cause negative perceptions of non-native. There are many proposals (Rampton 1990), Jenkins proposes 'monolingual speakers of 'English' versus' bilingual speaker of English '(which would include the English who speak another language fluently and non-natives speak English fluently).



### **2.1.6 New Materials**

Most of the accents that learners hear is through material on the RP or GA, which are based on the corpus of native speaker use. Ideally, specific materials are used for displaying non-native accents of English for learners in order to prepare them for further situations. However, until there are no published specific materials, the teacher must either adapt existing or create his own.

### **2.1.7 New attitudes towards language**

The mother tongue of the learner should not be an obstacle to achieving the objectives, but rather the basis on which progress and a way to reach new goals of pronunciation, because ultimately, it is a matter of accent reduction but adding to his accent, nuclear LFC items while developing adaptive skills.

### **2.1.8 New attitude towards the emphasis on L2**

The variety of English and Spanish has some special characteristics that have to be ashamed or that no other speaker (native or not native English) may be neglected if it is aware that he also belongs to another variety.

## **2.2 Phonological systems**

It is important for the purposes of this research to include and analyze the Standard English phonological system as described by Finch and Ortiz (1982) with the aim of having a clear picture of the phonemes that are included in LFC as well as the articulatory details. This has 24 consonant phonemes and 12 vowel phonemes distinct, not considering diphthongs.

### 2.2.1 Consonant system

articulation point	bilabial		Labio-dental		dental		Alveolar		Post-alveolar		palatal		velar		glottal	
	Voiceless	voiced	Voiceless	voiced	Voiceless	voiced	Voiceless	voiced	Voiceless	voiced	Voiceless	voiced	Voiceless	voiced	Voiceless	voiced
Nasals	/m/						/n/						/ŋ/			
Plosives	/p/						/t/						/k/			
	/b/						/d/						/g/			
Affricates									/tʃ/							
									/dʒ/							
Fricatives			/f/		/θ/		/s/		/ʃ/						/h/	
			/v/		/ð/		/z/		/ʒ/							
Approximants									/ɹ/		/j/		/w/			
Laterals									/l/							

### 2.2.2 Vowel system

Position	previous		Central		later	
Prolongation	Long	short	Long	short	Long	short
Apertura	/i:/	/i/			/u:/	/ʊ/

### 2.2.3 Phonological system of Spanish in Chile

According to Godoy Sáez (1999) and Morales Pettorino (2003), the phonological system of Spanish from Chile no major differences with the features of pronunciation of the mainland system.

The cultured Spanish of the Iberian Peninsula has 19 consonants and 5 vowels phonemes, while the phonological system of Spanish in Chile, consists of 17 consonants and 5 vowels sounds.

The first difference is due to the characteristic of "lisp" in Chilean Spanish, which results in dull dental fricative sound / θ / is not phonemic in the repertoire, being replaced by the equivalent alveolar / s / words such as "brush", "plum", "shoe", "socket".

The second difference is the tendency to "yeísmo" which excludes the alveolar approximant sound sound / λ /, which is usually replaced by a continuous beep soundpalatal / y / ("key") or its African counterpart [and] in absolute initial position or when it occurs after a nasal or lateral ("l," "locked", the "yoke"), or the yod [j] in intervocalic position in rapid or careless speech ("horse") (Pettorino Morales, 2003).

However, some phonemes are conducted in Chilean Spanish as allophonic variants free of other phonemes. This is the case of sound dull glottal fricative [h] is not included in the phonemic repertoire, but is performed as a variant of the phoneme / s / when it occurs in syllable-final or word, such as "hands" / lahmanoh /. Another case is the sound dull palatal fricative [ʃ], which occurs as a free equivalent variant affricate [tʃ] in the vulgar speech of some people. For example, "Chile" / Cile / o / file /.

In conclusion, the phonological system of Spanish in Chile, with reference to Morales Pettorino (2003) as it follows:

Place of articulation	Labial		Dental		Alveolar		Palatal		Velar		Glottal	
Manner of articulation	Voiceless	voiced	Voiceless	voiced	Voiceless	voiced	Voiceless	voiced	Voiceless	voiced	Voiceless	voiced
Nasals	/m/				/n/				/ɲ/			
interrupted Obstruent	/p/	/b/	/t/				/ç/	/y/	/k/	/g/		
Continuous Obstruent	/f/	/b/	/d/		/s/		/ʃ/*		/x/	/g/	/h/*	
Lateral					/l/							
tap					/r/							
trill					/r̄/							

The phonemes in red /b/, /d/, /y/, /g/ maybe be performed as a continuous or interrupted obstruent, depending on the phonological environment.

The phonemes in red with an asterisk (\*) /ʃ/, /h/, are performed as a free variation of phonemes /ç/ and /s/ respectively in Chilean Spanish.

### 2.2.3.1 Vocalic system

Front	Central	Back
Closed	/i/	/u/
Mid	/e/	/o/
Open	/a/	

### 2.2.3.2 Considerations after the comparison of phonological systems

Noting phonological systems, one might predict some qualities that would eventually cause problems of intelligibility according to Carlos Anseta (2009).

Spanish speakers from Chile might have problems in the production of feature strong aspiration of plosives in initial position, because it is a trait that does not exist in Spanish language.

The phonemes / v / and / b / could be made without distinction by speakers of Spanish in Chile because the two sounds represented by the graphemes “v” and “b” respectively, there are not two distinct phonemes, however allophonic variants of the same phoneme occur according to specific phonological environment.

Dental fricative voiceless sound / θ / is not part of the phonemes in Chilean Spanish.

Alveolar fricative voiced sound / z / is a phoneme in Spanish from Chile, so it can be done as the equivalent voiceless / s / which is part of both phonological systems.

Spanish speakers could make the post-alveolar fricative voiceless sound / ʃ / as equivalent affricate / tʃ /, as in the Spanish of Chile, allophonic variants exist as a free speech, and not as a phoneme.

Also the differentiation between post-alveolar affricate sounds / dʒ / and palatal approximant / j / could cause some problems of intelligibility, because in Spanish, these are allophonic variants of the same phoneme, so its pronunciation could be equal.

Another feature that may cause problems of intelligibility is the realization of the prolongation (/ : /) of some vowel sounds of both languages to be a feature not included in the mother tongue of both groups of subjects.

Also the differentiation in the production of vowel sounds as / æ /, /ʌ/ and / ɑ: / may cause unintelligibility between two groups of speakers, because in the repertoire of any of the two languages exist as phonemes.

### **CHAPTER III: ACTIVITIES FOR EACH LEVEL**

After a cautious research and evaluation of each of the activities proposed by the members of this seminar, the following set of activities is proposed as a possibility to be applied with the aim of including the teaching of pronunciation to the CLT approach using the LFC as a model to define errors and the necessities of communication for learners.

## **3.1 Elementary Listening Activities**



### **Activity 1: At a pub**

**Objective:** To Improve English pronunciation using a real communicative situation.

**Level:** elementary.

**Time:** 45 minutes.

### **Listen carefully and repeat**

#### **SCRIPT 1:**

It's my round. Jo, what you having?

Erm...I'll have a glass of red wine please John.

Maria?

Er... just water please?

Are you sure you don't want anything a little stronger? How about a beer or a glass of wine?

Go on then, I'll..... a small beer.

Great...er....yes mate, please mate, er... half of lager, glass of red wine and I'll have a pint of Guinness.

That's er...£6.50 please.

There you go. Thank you...and £3.50 change.

Cheers!

## **Activity 2: Traveling**

**Objective:** To Improve English pronunciation in a real communicative situation.

**Level:** elementary.

**Time:** 45 minutes

**Listen carefully and repeat**

**SCRIPT 2:**

### **Transcription**

Hello is that...Erm...North East Airlines? Yes sir, how can I help you?

Oh erm I'm phoning to confirm my flight to Paris this afternoon at 5.30.

Can I have your name please sir? Yes, it's Lopez. L-O-P-E-Z. Carlos Lopez.

Just a second Mr. Lopez... Yes, flight number NE 389 to Paris. Departing at

5.30. Uh-huh...Erm...is there a delay? No, the flight is on time at the moment,

but check in time is one hour before take off. Okay, thank you. You're welcome.

### **Activity 3: Meeting people**

**Objective:** To Improve English pronunciation in a real communicative situation.

**Level:** elementary.

**Time:** 45 minutes

**Listen carefully and repeat**

#### **SCRIPT 3:**

Hi I'm Craig. Oh. Hello, I'm Steph. Nice to meet you. This is my husband, Terry.

Nice to meet you Terry.

How's it going Craig?

Alright thanks.

### **Activity 4: Describing places**

**Objective:** To Improve English pronunciation in a real communicative situation.

**Level:** elementary.

**Time:** 45 minutes

**Listen carefully and repeat**

**SCRIPT 4:**

My name is Terry, I live in Spain. I'm an immigrant from England he..he..he!  
Shut up, you're putting me off! Erm I live in er.. a large villa, with large grounds.  
We occupy the upper part of the villa. We have two bedrooms, lounge, naya,  
one bathroom and one en-suite. Er... the walls are very thick. It's hot; it contains  
the heat, and excludes the cold. Erm... the garden is tended by my wife,  
Stephanie. Er... we have a swimming pool. We've been living in Spain for about  
five years. We like it very much. We don't have any animals.

## **Activity 5: Describing places**

**Objective:** To Improve English pronunciation in a real communicative situation.

**Level:** elementary.

**Time:** 45 minutes

**Listen carefully and repeat**

### **SCRIPT 7:**

Hello, my name's Kevin. I live in a town called Menai Bridge in North Wales. I used to live here with my children and it's quite a large house with 3 bedrooms. Now I'm living alone I'm looking for something a little smaller. I've got a nice garden in the front, which has a lawn, shrubs and hedges. From the upstairs I can see the Menai Straits and one of the bridges that comes to our island. I like the big window in the front, which lets in the evening sun, but I don't like the horizontal rain in winter.

## **Activity 6: Describing a house**

**Objective:** To Improve English pronunciation in a real communicative situation.

**Level:** elementary.

**Time:** 45 minutes

**Listen carefully and repeat**

### **SCRIPT 6:**

Hello, my name is Stephanie, and I live in a villa in Spain. We have two bedrooms, two bathrooms, a small kitchen and a nice lounge. The furniture is very Spanish, because when we left England we left all our English furniture there. It's very light and bright. The garden is very beautiful, and we also have a lovely swimming pool. I spend a lot of time in the garden looking after the plants and making sure everything is tidy.

## **Activity 7: Describing a house**

**Objective:** To Improve English pronunciation in a real communicative situation.

**Level:** elementary.

**Time:** 45 minutes

**Listen carefully and repeat**

### **SCRIPT 7:**

Hello, my name is Frances. I live in Spain, in a villa in an area called Moraira.

We live in a little place called Villatel. We have a lovely villa, a split-level villa, with my daughter and her husband living upstairs, and we live downstairs.

We have two bedrooms, one bathroom, kitchen, lounge and a naya. We have a beautiful garden that my daughter tends, a lovely swimming pool, with loads of animals round the pool, and we have views of the grape vines over the hills. I like living in Spain very much. I like the climate, the people are very nice, and we eat out quite a lot. We find the food is very good here, and very reasonable to eat in this area.

### **Activity 8: Describing a house**

**Objective:** To Improve English pronunciation in a real communicative situation.

**Level:** elementary.

**Time:** 45 minutes

**Listen carefully and repeat**

#### **SCRIPT 8:**

I live in a house that once was a brewery where... erm... beer was made. Er... it's no longer made there but lots are drunk and... erm yeah so lucky today I'm sober so I can tell you about my house. Er... we live in a village called Orset, erm... about twenty miles east of London, in the county of Essex in England. Erm... the house is quite small because it was built about two hundred and fifty years ago when people were smaller then, so I understand. Unfortunately, I'm six foot three, and I often bang my head, and erm...yeah, really the door frame should be made larger, or I should move, one of the two...erm.. We've yet to decide what to do. I'm just gonna have to live with bumps on my head at the moment. The bedrooms...erm... are three in number. Unfortunately the bathroom is on the ground floor. When I was a child, the bathroom was always on the first floor, so when I first moved there, it got a little bit confusing when I wanted to go to the toilet in the middle of the night. But, these things you have to live with, also with bumps on your head. So now I'm very careful when I wake up at night. We have three bedrooms upstairs, bathroom, as I say, downstairs...erm... a lounge and a dining room – both small, but...erm. Comfortable and sunny. When it does when the sun is out in England.



Unfortunately a lot of the time it's grey, so the rooms are grey, but it would be nice if it's sunny.....

**Objective:** To Improve English pronunciation in a real communicative situation.

**Level:** elementary.

**Time:** 45 minutes

**Listen carefully and repeat**

**SCRIPT 9:**

Hello Andie, welcome, what do you do for a living? I'm a social worker. Really?  
Erm..what do you like about your job? Erm..I like working with families and kids.  
Ah-huh..and is there anything you dislike about it? It's very stressful. Why is it stressful? Because we have to fill out a lot of papers, and because it's very serious work. Right. Er...do you speak any other languages? Spanish. Really? Really! And...erm...do you use your Spanish for your job? Yes every day, actually. I work with a lot of Spanish speaking families. And it's a big asset that I speak Spanish in my job. Hmm...okay. And finally, if you were not a social worker, what do you think you would like to do, as a career change? I have no idea. Maybe...erm...oh gosh...maybe teaching or erm...oh... policy. I'd like to work in policy. Right, thank you very much. You're welcome.

**Activity 10: Sports**

**Objective:** To Improve English pronunciation in a real communicative situation.

**Level:** elementary.

**Time:** 45 minutes

**Listen carefully and repeat**

**SCRIPT 10:**

Well, hasn't been such a good season for the football this year, has it?

No. Well, last year West Brom. Got promoted, and this year they got relegated.

And then I come to Valencia. I go and watch Valencia Club de Football play Barcelona. To see if they can enough points for Champions League and guess what? No points! 3-1. three penalties. What a terrible game! Oh dear me! Not my year for football. Maybe next year. Yes, let's look forward to next year.

## **3.2 Intermediate Listening Exercises**

## Activity 1: Steph On Cooking

**Objective:** To Improve English pronunciation using a real situation of communication.

**Level:** intermediate.

**Time:** 45 minutes.

**Listen carefully and repeat**

**SCRIPT 1:**

- Steph, welcome to our show. How long have you been living in Spain?
- *We've been living here just over five years now.*
- And where did you live before?
- *We lived right in the centre of London.*
- Uh ha, and can you tell us what differences there are between Spanish cooking and cooking?
- *Well, personally for me I find Spanish cooking is much healthier. Their ingredients are much better. They have more flavour, and they use a lot of olive oil, so this is very healthy.*
- I see, and do you think that your cooking has become more Spanish since you moved here?
- *Yes, because obviously you're used to the ingredients that are available in the supermarkets and also the markets, and it's fresh and has a lot of flavour.*
- What's your favourite Spanish dish, Steph?
- *Ooo, I would say paella because that is very healthy, and I also love the tortilla.*

- Do you prefer cooking erm.. at home, or eating out in restaurants?
- *Well, I love cooking, but I must be honest and say that when you eat out in restaurants there's obviously not much work there.*
- So no washing up, Stephanie
- *Exactly!*
- Okay, and er.. would you like to open your own restaurant one day?
- *I think now I'm too old, but it would have been very nice perhaps many years ago.*

## **Activity 2: Steph and El Tel on Cinema**

**Objective:** To Improve English pronunciation using a real situation of communication.

**Level:** intermediate.

**Time:** 45 minutes.

**Listen the interview with Steph y 'El Tel', then hear it again and repeat following the intonation patterns.**

## **SCRIPT 2**

Hello Steph and El Tel, thank you for joining us. I'd like to ask you about films and cinema. Do you go to the cinema often?

No, we don't.

Well we used to when we lived in England.

Do you prefer **going** to the cinema, or **watching** films on video at home?

I prefer, personally, **going** to the cinema, because I believe there are certain films that come over better when you see them in a **large** cinema, sound etc.

What about you Tel?

Totally the opposite. It's so much **easier** and more **comfortable** to sit at home.

There are many different film genres, for example science fiction, action/adventure, comedy, romance. What's your **personal favourite** ?

My **personal favourite** would be drama along the lines of 'Basic Instinct'.

And mine would be a **nice** film where I can cry.

How do you think the old black and white films of the forties and fifties **compare with** modern day blockbusters?

For their time, the films of the forties and fifties were **excellent**. But try **to compare** to today's technology, there isn't anything **to compare**. It's so superior today.

I **agree** totally.

Steph, is there one particular film that you could see over and over again, a personal favourite?

I think, with me, it would **probably** be a Disney cartoon, for example, 'Lady And The Tramp', or maybe 'The Jungle Book'.

And Tel?



Mine would be more **action**, along the lines of 'Terminator 2'. Difficult to name another one that comes close to that for my feelings.

And what about erm... your favourite actors and actresses?

My favourite actor at the moment would be Michael Douglas.

And I think mine would **possibly** be Tom Cruise.

And what about the most **attractive** or sexiest?

I think Halle Berry is a very very **attractive** woman

And I like **older men**, so I would go for Sean Connery.

Sean Connery, good choice. Okay, thank you very much for your time.

### **ACTIVITY 3: Pam's House**

**Objective:** To Improve English pronunciation using a real situation of communication.

**Level:** intermediate.

**Time:** 45 minutes.

**Listen and repeat.**

### **SCRIPT 3**

My name is Pam and I live in a house in Maidstone in Kent, which is in England.

We have five rooms downstairs and five rooms upstairs.

Downstairs we have a kitchen, a living-room, which is adjoined to the dining-room, a study and also an entrance hall.

Upstairs we have two main bedrooms, bathroom en-suite, separate bathroom and a dressing- room.

We have quite a large garden at the back, and at the front we have an ..er.. area purely for parking.

There are two people who live in the house, my husband Jim and myself.

As for furniture, we have, in the dining-room, a large dining-room table, and in the living-room we have a settee and two armchairs and a television, and in the

study my husband likes to work on the computer, so we have a separate computer there and his area where he use...erm... P.C. and also a separate television.

Why I like it is, although the house is the Maidstone main town centre, it is very close to the town and also to motorways to allow me to get to work.

I like it very much. Thank you.

#### **ACTIVITY 4: Dee's House**

**Objective:** To Improve English pronunciation using a real situation of communication

**Level:** intermediate

**Time:** 45 minutes

**Listen to Dee describing her house, and repeat following the intonation patterns.**

#### **SCRIPT 4**

I live in a terraced house near Penny Lane in Liverpool. It was built about a hundred years ago. It looks small from the outside, but it's actually quite large inside. It has eleven rooms including five bedrooms and two bathrooms.

Unfortunately, there's no front or back garden only a back yard; concrete, not grass. I live with Rob and Karen, my two lodgers. And soon Chris, my boyfriend, will be moving in, too. Don't forget Ruby, my black and white cat.

We live near lots of shops, pubs, restaurants and banks. My home is quite comfortable, colourful and untidy. Lots of my furniture is old or antique, and some is very modern and up-to-date, especially my brand new kitchen.

#### **ACTIVITY 5: Fran On Gambling**

**Objective:** To Improve English pronunciation using a real situation of communication.

**Level:** intermediate.

**Time:** 45 minutes.

**You're going to listen to Fran speaking about gambling.**

**Listen and practise pronunciation by repeating the text.**

### **SCRIPT 5**

- Fran, welcome to our show. You used to be a very heavy casino **gambler**. What did you used to play at the casino?
  
- Well, I **wouldn't** say I was a very heavy gambler. I used to love gambling, and I used to play roulette. French roulette and American roulette.
  
- I see, and how many different casinos did you used to go to in London?
  
- Well, I don't think there's many that I haven't been to in London. There was about three in the centre of London.
  
- 
  
- Ah huh... and Fran, did you go **anywhere** else to gamble?

- Yes, all over. I went to West Cliff, which is in Essex, Bournemouth, which is in Sussex. But I've never really played roulette abroad.

- Fran, what did you enjoy about gambling? Wh...what was the **attraction** for you?

-

- Well, it gave you a sense of **excitement**. When they used to spin the wheel. It was adrenalin, really.

- Did you go alone?

-

- Sometimes. Sometimes I used to go with friends, and I used to take my mother and my sister. When I was sitting of an **evening** feeling very bored, I just used to go on my own then.

-

- And how much money could you lose in one evening, Fran?

- Ahh, that would be telling...depending on how much I had on me at the time. Well if I was to say £5 , you'd call me **a liar**, so I won't say.

- And what's the most you've ever won?

-

- If my husband's not listening, about £200 I would believe.

- Do you miss gambling now, Fran?

-

- No, not at all. I've settled myself in Spain, and believe it or not I used to go gambling in England about three or four times a week and now I just don't think of it. It just doesn't **appeal** to me anymore, and I just wonder how I used go all those years ago.

-

- So tell me, what do you do with your time now?

-

- Not a lot, actually. I do a bit of **reading**, a bit of housework, a bit of cooking, we go out quite a bit, we go out during the day **shopping**, and coffee, well...I've just settled myself, there's not a lot you can do really except look after the home.

-

- Well, thank you very much for joining us Fran, and good luck with the future.

- Thank you

## **ACTIVITY 6: Emilio On English**

**Listen and practise pronunciation by repeating the text.**

**Objective:** To Improve English pronunciation using a real situation of communication.

**Level:** intermediate.

**Time:** 45 minutes.

### **SCRIPT 6**

Hello Emilio, welcome to our show. Can you tell me Emilio, how long have you been studying English?

- Well...erm...I've been studying English from when I was thirteen years old, but there...there was a great gap until I went back to studying English again when I was twenty-eight. I took some classes again, and from this time I've been studying by myself.

- I see, and how have you managed to learn by yourself? What systems have you used?

- Mmm...I...I don't really know. I...I like...er... reading a lot, in fact it's very difficult to...to...find people that can speak with me, because my



life...is...erm...it's not easy to find people, er...so I try to read and watch English TV and...er... things like that.

- Uh-huh. Have you taken any formal courses?

- Oh yes, yes, as I mentioned before, I..I took a short three-month course studying English in an academy.

- It must have been very difficult learning by yourself so many years.

-Yes, that's true. In the beginning I...I was a little bit lost because...er... everything seemed very difficult. Erm...There were many...many stages in my learning. But...er...well, I am very interesting in...in the English language. I find it quite interesting for me and, well I like languages in general.

- Uh-huh, and what do you do to keep in touch with English, to keep in contact with the language?

- Well, first of all I..I live with my ears wide open, and...erm...I try to pay attention to every piece of news I hear in English, and...er...every sentence I see in newspapers, or I hear in a terrace or walking in the street, and I try to..to watch English TV programmes as often as possible, or..or watch DVD's or something ...this kind...well, this is my method.

- I see, and how do you learn vocabulary, Emilio?

- Vocabulary, in fact, for me is curiosity of life. Er...I...I always want to...to know...er... the way...er...some words...er... are said in another language, so it's curiosity. Er...I like to read. I...I think reading is the...the key for this...this way to..to achieve...er...vocabulary. When I find a new expression I try to...to picture this new word, and I go to the dictionary and look it up...or...and I try to remember it. And...er...I write it and look at it several times, because sometimes you need to go to the dictionary several times, not only once.

- I see, and finally Emilio, do you have and advice for people who are studying with Mansion Ingles?

- Well, my advice is...er... be constant...erm... very keen on English and look...er... for subjects that you are really interested in. And not to stop! Er..not to yield, Sometimes it's due to the topics, not..not the English in itself, so you have to find your own subjects you're interested in, the subject that you..you are really interested. This is my advice.

- That's very helpful. Thank you very much for your time.

-Thank you to you.

## **ACTIVITY 7: Innes On Pubs**

**Objective:** To Improve English pronunciation using a real situation of communication.

**Level:** intermediate.

**Time:** 45 minutes.

**Listen to an interview with Innes and practise pronunciation.**

### **SCRIPT 7**

Hello Innes, welcome back to our show. I'd like to ask you one or two things about...erm...British pubs. What time do pubs open in Britain?

Well thank you for inviting me again Craig. Erm...normally, pubs open at eleven o'clock in the morning...erm...and are open throughout the day until eleven o'clock in the evening. Some do close between three and five o'clock to give the landlord a rest, but on the main it's for twelve hours.

And who exactly is the landlord Innes?

In England...er... either the ...the...owner, or the person who runs the pub is classed as a landlord, and...erm...he's the person to see if there's a problem or..erm..th..th..their job is really to make you as welcome as possible.

I see, and what is the atmosphere like in these British pubs?

Each pub is different and that... that's the great thing. You can travel from the top of the country to the south of the country, and everywhere you go there is different type of atmosphere. Erm...in certain pubs it's very lively with loud music, erm...sometimes live music with real bands playing. Other times it's very quiet, sedate, people playing cards, dominoes is a popular game, bingo, a variety of different pastimes. But on the main it's a...a gathering place for people...erm... within their local communities.

I see, and how much would a beer cost these days in an English pub?

Again it...it differs, if you're in the centre of a main... er... city such as London, the price of beer can range to three pounds, three pounds fifty for a pint - we still work in the imperial sizes - erm... whereas if you're into the country...erm... sometimes you...you pay two pounds, two pounds ten for a pint of beer.

## **ACTIVITY 8: Celebrations**

**Objective:** To Improve English pronunciation using a real situation of communication

**Level:** intermediate

**Time:** 45 minutes

**Listen to the recording and repeat.**

### **SCRIPT 8**

- Hello Ruben, welcome to our show.

- *Thank you very much.*

- Ruben, you live in Valencia, you're sixteen years old and you were born in Valencia. How many Fallas festivals have you seen?

- *I've seen sixteen festivals since I was born.*

- Can you tell us what happens at Fallas Ruben? What is Fallas about?

- *At Fallas, everybody throws fireworks, some groups of people build comic statues made of wood and paper and they have jokes on them. All the*

*people party in the streets and on the last night they burn everything, all the statues.*

- Approximately how many tourists visit Valencia during Fallas each year?

- *Oh a lot, I think about a million of them.*

- Uhha, and what do you like and dislike about Fallas?

- *I like Fallas because it is a holiday, but I dislike that everybody use fireworks and they make lot of noise.*

- What do you usually do during Fallas?

- *I go out with my friends and I throw fireworks, but my friends also go to special Fallas clubs to be with other people and have parties.*

- Well, I hope that you enjoy Fallas this year Ruben.

- *Thanks*

- Thank you for joining us.

- *See you soon.*

## **ACTIVITY 9: Sports**

**Objective:** To Improve English pronunciation using a real situation of communication.

**Level:** intermediate.

**Time:** 45 minutes.

**Listen the recording and repeat.**

What do you know about the game of snooker? Here is an interview with world famous snooker player 'El Tel'.

### **SCRIPT 9**

**M.I.** Welcome to our show. El Tel is here today to talk to us about the game of snooker. So Tel, can you briefly how the game is played?

**E.T.** The game is played on a table about four times the of a pool table. There are twenty-two balls involved in the game. Fifteen are red, six colours, and one cue ball. The cue ball is the ball that you strike to hit the other balls.

**M.I.** That ball is white, isn't it Terry?

**E.T.** That ball is white, yes. The colours, if you want me to them are yellow, green, brown, blue, pink, black. Rising from two points up to seven.

**M.I.** Okay. And how long does a snooker game last, more or less?

**E.T.** Well, when I play about five minutes because I'm very .

**M.I.** I see. And tell us about the angles involved, because it's quite isn't it?

**E.T.** It takes a lot of training or experience to assess the use of angles at the game. It is very very .

**M.I.** Why do you enjoy the game Tel?

**E.T.** Because I'm good at it.

**M.I.** I see. Do you think it's a good spectator sport, or is it quite to watch on television?

**E.T.** I can be boring if you've got...if you're watching the wrong players. If you're watching people like Alex Higgins, Jimmy White. Very very very entertaining.

**M.I.** You've won many competitions Tel, do you think it's a game?

**E.T.** For me, , no.

**M.I.** And what's the difference between snooker and the pub games we see, for



example pool or billiards?

**E.T.** Snooker, because of the amount of balls involved in the game, you must pot a red ball first, and then you can pot a ball. And in between each colour you must pot a red.

**M.I.** I see, and erm ... do you miss playing the game Tel?

**E.T.** At this stage in my, no.

**M.I.** Well, thank you very much, and thank you for your time.

## **ACTIVITY 10: Ice Hockey**

**Objective:** To Improve English pronunciation using a real situation of communication.

**Level:** intermediate.

**Time:** 45 minutes.

**Listen to Danny speaking about ice hockey and repeat what you hear.**

### **SCRIPT 10**

Ice hockey is a very exiting fast moving game. There are six players on a side, which means there are three forwards, two defence men and a goalie. I think it's similar to soccer, but more intense and faster, because it's played on ice which is a fast-moving surface.

The game lasts sixty minutes, and there are three periods of twenty minutes each.

Some people don't like hockey criticize it for being too violent because you're allowed to hit the other players under certain conditions. Not random violence, but the person...the player carrying the puck he can, what's called 'check him', and that's kind of like hitting him, but there's only certain ways you can hit him. And there's...erm... a tendency for fighting, but it's only some...some teams are more violent than others and it's just part of the game. If...if a player 'checks'

another player illegally he gets a penalty, and that means he's taken off the ice for two minutes, or maybe even five minutes, and the other team will have a man advantage, and that would be called a 'power play' . And obviously if you're in a power play, you're having a good chance of scoring a goal. So that minimises the violence.

Hockey is most popular in North America, in...in... Canada but also very popular in the northern part of the U.S.A. ...erm...the boarder states. But it's also very popular in certain other...er...countries in Europe. It's very popular in Sweden, Finland, Russia, the Czech Republic...erm...Belarus Many of these countries are equal to ...er..Canada, United States in popularity.

### **3.3 Advanced Listening Exercises**

### **Activity 1: Pets**

**Objective:** To Improve English pronunciation using a real situation of communication.

**Level:** Advanced.

**Time:** 60 minutes.

**Listen and Repeat the following exercise about the history of Innes's pet called Bo.**

#### **SCRIPT 1:**

- Welcome once again Innes. Erm.... you live in the English countryside. Do you have any pets?

- Yes Craig, I have erm... one baby cat, erm... called Bo, named after Bo Didley, the jazz singer.

- Right... erm... tell us about Bo, Innes.

- Well, Bo is er.... a bit of a rascal as... as it happens...erm... because we live in the countryside, he.... he.... does like to wander out in the fields, and he is a bit of a hunter which is... is a bit unfortunate for the local wildlife, because he usually brings them home to us; rabbits, erm mice, a variety of birds...

- Dead or alive?

- Er... sometimes dead, er.... but sometimes we have live birds flying around our lounge, which can be rather difficult, but it wakes you up very quickly.

- So erm.... how long have you had Bo? How long has Bo lived with you?

- Er.... Bo's been with us... er... for about three years now, er...we were a bit concerned the other day, actually. He... he came home, and...erm... he... he was limping. And... erm... we'd just woken up, and wondered what was wrong

with him, he...he...he wouldn't be picked up, and we thought at one stage that he'd been hit by a car. Erm... he had slight blood on his shoulder and, as I say, had a nasty limp.

We put him into the cat box and took him to the vets.

Erm... the vet said, 'Well, we won't be able to see you for two to three hours.'

I said, 'Well, I...I think Bo's been hit by a car. Can we see someone immediately?'

Erm... the veterinaries rushed around and said, 'Oh, we didn't realise that the cat had been hit by a car.' ... and we... we finally went in to see the vet.

Erm... the cat then came out of the box, attacked the vet, and the... it didn't...

- So what was wrong with the cat? Why did the cat attack the vet?

- Well, absolutely nothing, I think it just wanted some affection that morning and...and he's learnt that if he limps, everybody runs around after him.

- And the blood?

- Oh, I don't know. I think it was probably a dead rat or something.

But it was all very... all very embarrassing, and... and the vets erm... threw us out and said, 'There's nothing wrong with your cat at all'

- Did they charge you?

- Unfortunately, yes.

- How much?

- Erm... Thirty pounds.

- Oh Dear!

- Oh dear indeed!

## Activity 2: Car complaint

**Objective:** To Improve English pronunciation using a real situation of communication.

**Level:** advanced.

**Time:** 60 minutes.

**Listen and Repeat the following exercise about a situation of a car complaint.**

### SCRIPT 2:

- Thank you for calling Hesner's T. Towing. How may I help you?

- I just picked up my '92 Accord from your lot, and there is a huge turd in the back seat.

-A huge turd?

-Yes.

- And there's...there's what in the back seat?

- A...a... turd. A piece of...a big-assed human turd in the back seat of my car.

- Ma'am I assure you our guys do not take a dump in your car. If you want to bring that car back and we'll take a look at it.

- You...oh you wanna take a look at it? My car is fine; it's that big-assed turd in the back seat.

- Okay, what would you like me to do?

- I ....Okay, how about I go over to your house and piss a loaf on your couch?

How about that?

- Ma'am, what would you like me to do to fix the situation?

- I want somebody to come over here, get this turd off my back seat...

- That's not going to happen.
- ...leave....my car...What do ya mean 'that's not going to happen'?
- You can bring the car here and we can take a look at it.
- I am. I'm gonna bring it back there, you know what I'm gonna do? I'm gonna take a dump in every last car you got there. I'm gonna pee on your counter. I'm gonna do it all.
- Okay ma'am.
- Show you how it feels.
- Okay ma'am.
- Y'know what? You sound like a big burly man, it probably came out your ass.
- Oh...yeah...I...I...I don't make it a habit of going out and taking a dump in the car.
- How much do you weigh?
- Er...about four hundred pounds.
- That's your turd. That's your...
- That's my turd huh?
- Yes
- It came from a four hundred pound man, huh?
- That's from a four hundred pound man. Either that or a gorilla. I'm driving this car right to my lawyer's office, and I'm gonna let the whole world see...you gonna be on the news this evening buddy. I'm gonna get Seven on my side, watch. You gonna be on the news.
- Can you describe the...the...the I mean, what does it look like?



- You know what it is, it came out your ass. What the hell is...what kind a...asking me what color. I tell you what, it smells ungodly, that's what it smells like. It smells like you sold your ass to the devil...that came from the pits of hell.

- Well, how big is it? How long is it?

- It's about as long as my arm. I don't think it's fun....why y'all...this is not funny. I got a damn two by four in my back seat. Y'know I think...I think this is a racial shit too. That's what this is...uh-huh. Little kids are running away from it. I'm glad y'all find this funny.

- Ha...ha...Okay

- Er...wha...you probably piss on the steering wheels too, don't you?

- Alright, alright. How...how long does it look like it's been sitting there?

- Steam is coming off of it, Okay?

- Ste...steam is coming off of it?

- Yes.

- I am taking...this...it's a fresh turd.

- Okay. What you need to do is you need to bring that turd back, and we'll match it up, we have a line up, we'll match it up with the...er...with the other turds that we have.

- Well what you need to do is learn how to use a toilet.

- Are you saying that you're not gonna bring the turd back to me?

- No. You know what?

- Just a sample?

- No. I'm starting to like it.

- You gonna keep it as a pet?

- I gonna keep it, 'cos it's a nice lo....you know what? It's a nice conversation piece.

- Okay, cool.

- Okay?

### **Activity 3: English food**

**Objective:** To Improve English pronunciation using a real situation of communication.

**Level:** advanced

**Time:** 60 minutes

**Listen and Repeat the following interview which describes the food in England.**

#### **SCRIPT 3:**

- M.I. Innes. Today I'd like to ask you about food.

- Innes. Yeah gladly, fire away.

- M.I. English food...erm... has a reputation of not being very popular worldwide. What do you think on that subject?

- Innes. It's definitely an acquired taste,...erm... certainly now ...tha...the food in England's much more cosmopolitan...err... the...the Indian ...em...influence, the Chinese, ...th...the Italian, all of this type of food...erm...is...is now being introduced in England and has become part of our culture as well.

- M.I. But if we limit it to English food only, what's your favourite English... er... dish, Innes?

- Innes. Personally, pork pies.

- M.I. Do you make them at home?

- Innes. no... no....er....it's.... it's a special...er...mix of...erm... pretty much the off cuts of pork, mixed in...er... into a pastry base.

- M.I. Well that sounds interesting. Are there any other types of food that you like from England?

- Innes. Erm...black pudding is particularly nice.

- M.I. And please tell us. What is black pudding?

- Innes. Black pudding is a type of, shall we say a sausage,...erm...made from...er...congealed blood from bulls.

- M.I. I see. And the good old English fish 'n' chips is still popular, Do you like it?

- Innes. Very much so. Erm...unfortunately now the ...er...the cod stocks have been er...have been depleted and the price is very expensive...er...but no, if I...if I can afford it, very much so.

- M.I. And what is your favourite foreign food?

- Innes. It would have to be curry, after the pubs shut.

- M.I. Well, thank you very much.

- Innes. Thank you for asking me again Craig.

#### **Activity 4: Betsy's Project**

**Objective:** To Improve English pronunciation using a real situation of communication.

**Level:** advanced

**Time:** 60 minutes

**Listen and Repeat the following exercise about betsy's plans for opening a business.**

#### **SCRIPT 4:**

- I'm here with ... er... Betsy... erm... who's from America. Hello Betsy

- Hi!

- I'd like to ask you about... erm... your business plans for opening a business in Ann Arbor.

Erm... why did you decide to do that? And can you tell us... erm... what your plans were?

- I had come back to Michigan to found a non-profit called Locomotion to raise awareness about links between environmental toxins and things like cancer. And I did that for three years. And what people really wanted wasn't so much the science, they wanted immediate strategies to reduce toxins in there.

- And what sort of toxins are we speaking about here?

- Hmm...airborne, from all the manufacturing around Detroit, or waterborne, you know whatever seeps into the water table. Things in consumer . Erm...so I thought if I open a store and provided a variety of paints, for example, with no volatile compounds, or adhesives, or mattresses that didn't off gas, flame retardants, that they .

- And are people a...aware of these dangers in...in society by these products, or is it something new?
- Well... I think it's kind of not so new but not everybody's aware of it, which is why, having spent three pounding everybody on the head about it... erm... they were more or less ready. I thought.
- So, where do you go from here, w...what are your plans f...for the future? As far as this is concerned. Are you just drop it?
- I'm put it on the shelf and wait until I meet the right person or people with the same interests, and who would be capable of giving me financial.
- Okay well good luck for the future.
- Thank you so much.

### **Activity 5: Job**

**Objective:** To Improve English pronunciation using a real situation of communication.

**Level:** advanced

**Time:** 60 minutes

**Listen and Repeat the following exercise about the job description done by Innes.**

#### **SCRIPT 5:**

Hello Innes. Welcome

Hello Craig, how are you?

Very well thank you.

Good, good, good.

What do you do for a living?

Erm...I'm a chartered surveyor, Craig.

I see, and ...erm...is that in London?

Erm...just outside of London in...in a place called Essex.

So what does a chartered surveyor do in Essex. Can you tell us about a typical day?

My job's quite strange really...erm...if someone in England decides to buy a house, erm...they employ me to look at the house and tell them if there are any repairs needed, mainly.

I see. Did you have to study for a long time for this job?

Erm...a very long time indeed Craig. Erm...fortunately that's now over, and erm...my main job is now inspecting houses.

Do you get a company car?

Erm... I'm very fortunate, yes I get a company car because a lot of...a lot of the time I'm driving on the roads.

How much...erm... holiday do they give you...er... every year?

Erm...because I've been at the company for a number of years, I get five weeks holiday a year.

So, what do you think is the best thing about your job, is it the car, the holidays...?

No, it's...it's in my mind being a detective. Looking at the house where the owners are trying to cover up the defects for obvious reasons.

Why...why would the owners try to cover up the defects?

Because they're trying to sell their house, and they want the buyer to think their house is in very very good condition.

Uh ha

My job is to...erm...if possible...erm...find any repairs that are covered, or not known to the buyers.

I see. Erm...what's the worst thing about your job?

Erm...the worst thing about my job is looking in people's drains, or down their toilets.

I see. If you were not a chartered surveyor, what would you like to do?

Th...S...a very good question, Craig. Erm...ideally I'd like to be a golfer like Tiger Woods or a professional fly fisherman.

Well, good luck with both of those.

I'm grateful for that Craigy



## Activity 6: Travelling

**Objective:** To Improve English pronunciation using a real situation of communication.

**Level:** advanced

**Time:** 60 minutes

**Listen and Repeat the following exercise about a description of what were the countries I visited by Innes.**

### SCRIPT 6:

- Innes, welcome back once again. You have recently returned ...erm... with your wife from travelling around the world. Erm... how long did you go for?

- Erm...in total...erm...approximately nine months. We left in June and returned in March.

- Right, and which countries did you visit?

- Erm...if you just go quickly, we started in Canada, ...er... then to New Zealand, then Australia, then Hong Kong and across to Thailand through Malaysia, Singapore, India and Nepal.

- I see, quite a journey! And from all the countries, which one surprised you the most, Innes? Which one was not as you thought it would be?

- Obviously India and Nepal are very...they're very, very different to England and...er... were amazing, but personally I found that New Zealand was so different purely because the amount of people surprised me. There were...there were none! Erm... as I said before, but India, I think for the difference to...to... England...er... was amazing.

- Tell us what the...er... the best thing that happened was.

- In my...there was many, many very very good things,and ...erm... it's difficult to say one particular point in time, but probably a very large rainbow trout in New Zealand, and ...er... spending a long time to fi..., and then finally catching it, great!

- I see. And what was the worst thing during the trip, Innes?

- Again while I was fishing...er... in Canada this time, a ...er... black bear surprised me and then chased me along the...the... river bank.

- A black bear?

- A black bear. A big one!

- Is there one place that you would like to go back to?

- Erm... I...I think again New Zealand, because when we were there it was their winter, and I'd like to go in the summer time.

- So, are you thinking of going travelling again?

- We spent so much money last time, that it's gonna take a long time to save it up again, and to pay the debts off that we ran up the last time, but yes, very much, so if I can.

- Right, well, thank you for joining us.

- Thank you again for inviting me Craig!

# **ANNEX**

### EVALUATION RUBRIC

The following rubric shall be used as a tool to evaluate students overall performance in all levels, teachers are allowed to change them or adapt them to their own needs.

Criteria	Level of Accomplishment			
	Good (4)	Average (3)	Poor (2)	Bad (1)
Listening	The student understands clearly the idea and vocabulary present in the dialogue	The student understands most of the contents of the dialogue, having problems with some uncommon words	The student have problems understanding words, including some of common use, but in the end has a clear idea of the main subject and events of the dialogue	The student is unable to understand words of the dialogue and is unable to get the main idea or subject
Pronunciation according to the LFC model	The student produces most of words consistently well.	The student produces many of the words correctly, showing mistakes in complex words or uncommon ones.	The student produces the words but including many mistakes in words of common use, the content is still recognizable.	The student fails at producing the dialogue, the content is mostly unintelligible.
Fluency	The student is capable of copying the melody, rhythm and intention of the dialogue	The student is capable of copying the melody and the intention of the dialogue, but the rhythm seems doubtful and clumsy	The student is capable of copying the melody of the dialogue but the intention seems wrong and the rhythm is doubtful and clumsy	The student is unable to copy the melody rhythm or intention of the dialogue, the meaning is lost, leading to misunderstandings.
Score				

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