

Spanish EFL University Students' Views on the Teaching of Pronunciation: A Survey-Based Study

Yolanda Joy Calvo Benzies

Students who complete a BA in English Language and Literature are expected to be competent in the four main language skills, should be able to comprehend and produce both written and oral texts and also have an in-depth knowledge in other areas, including pronunciation. English pronunciation is considered one of the most difficult skills to acquire and develop for Spanish learners of English, so it should be taught systematically at different levels of proficiency, even the most advanced. However, pronunciation is still rather neglected in EFL teaching, and although research has been carried out on this topic, very few studies take into consideration students' views on pronunciation teaching. This study is part of a project¹ that aims to identify the current role of pronunciation in the *Grado en Lengua y Literatura Inglesas* degree, according to the actual students' views. The results obtained indicate that, although students generally believe the teaching of pronunciation to be crucial, it only plays a minor role in their EFL classes and teaching materials.

1. Introduction

English pronunciation is considered to be one of the most difficult skills to acquire and develop (Martínez-Flor et al. 2006; Aliaga García 2007). This may be due to a number of factors, e.g. the irregular correspondence between spelling and pronunciation and the impact on the learning process of factors such as age, motivation and amount of exposure to the L2. However, the importance of sounds for effective communication means that foreign language teachers need to emphasise pronunciation teaching in their classes (Hariri 2012).

Spanish learners of English encounter further problems when learning pronunciation, due to the lack of phonological similarities between the two languages;² to the irregular correspondence between spelling and pronunciation in English vs. the transparent orthographic system of Spanish;³ and a limited amount of exposure to English outside the EFL classroom. Due to these problems, it would be reasonable to expect pronunciation to be emphasised in EFL teaching to Spanish native speakers at all levels of proficiency. However, several studies have shown that pronunciation still has a minor part in EFL classes in Spain.

Some studies have emphasised the views and perspectives of EFL teachers and/or learners in Spain on different aspects of pronunciation teaching. Henderson et al. (2012, 2013) took

¹ I am grateful to the following institutions for their generous financial support: Galician Ministry of Education (Grant I2C 2011-2014), European Regional Development Fund, Autonomous Government of Galicia (Grants CN2011/011 and CN2012/081). The research reported here is part of a wider project targeting the views of students and teachers in Compulsory Secondary Education (Years 1 and 4), Post-Compulsory Secondary Education (Year 2) and various years of undergraduate foreign language studies.

² For instance, English has twelve vowels whereas standard Castilian Spanish only has five. Other differences are the lack of aspiration in Spanish words with /p, t, k/, or the total absence of some vocalic and consonantal sounds in Spanish, i.e. /ə, ʌ, dʒ, ɪ/.

³ A spelling such as <au> can represent different sounds in English, as in *sausage*, *Laura* and *caught*. Moreover, there are cases like *restaurant* in which this spelling is not pronounced at all. On the other hand, the spelling <au> in Spanish will always be pronounced as the diphthong /aʊ/, for example in *Laura*, *bautizo* and *auditorio*.

into account EFL teachers' views in seven European countries, including Spain. To do so, they used the *English Pronunciation Teaching in Europe Survey* (EPTiES), which targets several aspects of teaching pronunciation. The main results of their studies can be summarised as follows:

- There is a lack of exposure to English outside the classroom; moreover, students have few opportunities to practise this language outside their EFL lessons.
- The main teaching methods used are recognising phonetic symbols and ear-training activities.
- Pronunciation is only practised in 25% of weekly sessions; however, some of the teachers would like to emphasise this language area in up to 50% of the weekly hours.
- The main materials used are textbooks, CDs, DVDs and some websites for language learning, while mailing lists, podcasts, social media, blogs and forums are not employed.
- There are no language labs in the majority of educational centres.
- As for assessment, teachers tend to evaluate their students' pronunciation abilities both during and at the end of a course using oral performance, oral exams, listening tasks, questions and reading-aloud activities.
- Teachers received limited training in pronunciation, generally a 1-year university course.
- Spanish students do not want to sound native-like; teachers confirmed that they focus on the RP model of English for both receptive and productive work but believe their students prefer the General American variety.

Similarly, Nowacka (2012) carried out a survey-based study of the views of EFL university students of three European countries (Italy, Poland and Spain). Her results indicate that students believe it is important to have a good pronunciation and wish to sound native-like; that their pronunciation has improved thanks to "listening to authentic English, practical phonetics instruction, imitating authentic speech as well as through contacts with native speakers" (Nowacka 2012: 55); and that they study pronunciation on their own by reading aloud, imitating authentic speech from different media, listening to and watching programmes, drilling and using material such as books, tapes and dictionaries.

This paper offers a small contribution in the same direction, through an extensive analysis of Spanish university EFL students' views on the role of pronunciation in their EFL classes and teaching materials. It is based on feedback from Spanish/Galician EFL students enrolled in a BA in English Studies at the University of Santiago de Compostela.⁴ My research questions are:

- What amount and type of exposure do students have to English outside the classroom?
- What are the students' attitudes to teaching/learning pronunciation?
- What is the current role of pronunciation in their EFL classes?
- What are their preferences and main difficulties in learning pronunciation?
- What is the role of pronunciation in their teaching materials?

At the end of this paper, I will briefly compare the results of this study to the literature discussed above.

2. Methodology

2.1. Participants

A total of 222 students participated in this study. They were all enrolled in the new 4-year university degree course in English Language and Literature (*Grado en Lengua y Literatura*

⁴ Santiago de Compostela is the capital of Galicia, a bilingual region in the north-west of Spain. Two official languages are spoken: standard Castilian Spanish (*castellano*) and Galician (*gallego*).

Inglesas) at the University of Santiago de Compostela: 164 were female and 58 were male; the mean age of students was 18 years, 8 months.

2.2. Research material

Participants were asked to fill out a 51-item questionnaire, mostly consisting of multiple-choice questions or questions on a Likert scale of 1-5. There were also a few open items in which the participants had to write complete answers. Filling out the questionnaire took them approximately 15 minutes.

The questionnaire was divided into seven sections linked to the research questions mentioned above, with the exception of the first one (see Tables 1-4 for examples of such items). They focused respectively on: personal data; English outside the classroom; general opinions on the importance of pronunciation and its teaching; attitudes to pronunciation and its teaching; the current situation of pronunciation teaching in EFL classes; problems and preferences regarding pronunciation; and EFL textbooks.

3. Results

3.1. English outside the classroom

Over 40% of participants stated that they only practised English outside their university classes *Sometimes*, followed by approximately 20% who opted for *Hardly ever*. The activities they most frequently claimed to carry out in English outside EFL lessons were: listening to music; using the Internet to view websites and consult dictionaries; reading; talking to native speakers; and watching films. In contrast, the students admitted that they *Never* or *Hardly ever* practised the following activities in English outside their university modules: writing emails, poems, stories or letters; and talking to their friends in English.

	<i>Never</i>	<i>Hardly ever</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>	<i>No answer</i>
<i>Use outside the classroom</i>	16 (7.21%)	47 (21.17%)	101 (45.50%)	46 (20.72%)	12 (5.41%)	-
<i>Watching films</i>	13 (5.86%)	55 (24.77%)	70 (31.53%)	50 (22.52%)	25 (11.26%)	9 (4.05%)
<i>Listening to music</i>	1 (0.45%)	1 (0.45%)	6 (2.70%)	59 (26.58%)	149 (67.12%)	6 (2.70%)
<i>Talking to friends</i>	75 (33.78%)	84 (37.84%)	36 (16.22%)	10 (4.50%)	4 (1.80%)	13 (5.86%)
<i>Talking to native speakers</i>	43 (19.37%)	61 (27.48%)	65 (29.28%)	19 (8.56%)	18 (8.11%)	16 (7.21%)
<i>Reading</i>	10 (4.50%)	39 (17.57%)	90 (40.54%)	58 (26.13%)	18 (8.11%)	7 (3.15%)
<i>Writing</i>	60 (27.03%)	59 (26.58%)	52 (23.42)	29 (13.06%)	5 (2.25%)	11 (4.95%)
<i>Using the Internet</i>	5 (2.25%)	16 (7.21%)	39 (17.57%)	94 (42.34%)	59 (26.58%)	9 (4.05%)

Table 1. English outside the classroom: frequency and activities (highest % for each item is highlighted).

More than half of the participants confirmed they had attended (or were attending) language schools or other private institutions outside their EFL classes (cf. Table 2).⁵ As for their motivation for this, the two options that were the most highly rated were *To practise spoken English* and *To practise aspects of English grammar*. The three options that obtained fewest choices were *To practise written English*, *To practise English pronunciation* and *To reinforce the syllabus/topics dealt with at high-school*.

	Yes	No
<i>Attendance of lessons outside the EFL classroom</i>	126 (56.76%)	96 (43.24%)
<i>To help me with syllabus/topics in my EFL classes</i>	50 (22.52%)	172 (77.48%)
<i>To practise English grammar</i>	71 (31.98%)	151 (68.02%)
<i>To practise written English</i>	62 (27.93%)	160 (72.07%)
<i>To practise spoken English</i>	82 (36.94%)	140 (63.06%)
<i>To practise English pronunciation</i>	54 (24.32%)	168 (75.68%)

Table 2. Attendance of private lessons and reasons.

3.2. Attitudes to English pronunciation and its teaching

Overall, these students held positive views on pronunciation and its teaching (Table 3). Over 70% *Totally agreed* that learning how to pronounce English correctly is important; the majority *Totally agreed* that they would like to speak English fluently, *Disagreed* with the claim that ‘Enough time is devoted to the teaching of pronunciation’ and considered that speaking English would be useful for them in the future.

	<i>T. disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>T. agree</i>	<i>No answer</i>
<i>Learning how to pronounce correctly in English is important</i>	2 (0.90%)	-	5 (2.25%)	54 (24.32%)	160 (72.07%)	1 (0.45%)
<i>I would like to speak fluent English</i>	-	1 (0.45%)	4 (1.80%)	14 (6.31%)	199 (89.64%)	4 (1.80%)
<i>Enough time is devoted to pronunciation</i>	19 (8.56%)	84 (37.84%)	74 (33.33%)	31 (13.96%)	4 (1.80%)	1 (0.45%)
<i>Knowing how to speak English will be useful for me in the future</i>	-	1 (0.45%)	2 (0.90%)	29 (13.06%)	192 (86.49%)	-
<i>Speaking in English is difficult</i>	22 (9.91%)	52 (23.42%)	107 (48.20%)	31 (13.96%)	9 (4.05%)	1 (0.45%)
<i>English pronunciation is difficult</i>	10 (4.50%)	46 (20.72%)	83 (37.39%)	62 (27.93%)	20 (9.01%)	1 (0.45%)
<i>Speaking English with a native accent is important</i>	11 (4.95%)	46 (20.72%)	82 (36.94%)	53 (23.87%)	29 (13.06%)	1 (0.45%)
<i>My English pronunciation has improved in recent years</i>	5 (2.25%)	3 (1.35%)	20 (9.01%)	80 (36.04%)	113 (50.90%)	1 (0.45%)
<i>I have problems to express myself fluently in English</i>	14 (6.31%)	47 (21.17%)	52 (23.42%)	69 (31.08%)	39 (17.57%)	1 (0.45%)

⁵ The percentages in the right column were obtained by adding the total number of students that gave a negative answer to the item ‘Have you ever been to an academy or had private lessons of English outside the Faculty?’ (96 students) to the number claiming they had or were attending private lessons outside their EFL university classroom but did not select any of the specific reasons for doing so provided in the questionnaire.

<i>I have problems with English pronunciation</i>	20 (9.01%)	69 (31.08%)	58 (26.13%)	56 (25.23%)	18 (8.11%)	1 (0.45%)
<i>I feel shy when speaking English</i>	40 (18.02%)	49 (22.07%)	51 (22.97%)	48 (21.62%)	33 (14.86%)	1 (0.45%)
<i>The same importance is not given to oral skills and to reading</i>	5 (2.25%)	21 (9.46%)	54 (24.32%)	77 (34.68%)	63 (28.38%)	2 (0.90%)
<i>The same importance is not given to oral skills and to writing</i>	5 (2.25%)	23 (10.36%)	58 (26.13%)	65 (29.28%)	69 (31.08%)	2 (0.90%)
<i>The same importance is not given to oral skills and to grammar</i>	5 (2.25%)	17 (7.66%)	47 (21.17%)	70 (31.53%)	81 (36.49%)	2 (0.90%)
<i>The same importance is given to oral skills and to vocabulary</i>	6 (2.70%)	22 (9.91%)	61 (27.48%)	65 (29.28%)	66 (29.73%)	2 (0.90%)

Table 3. Students' perspectives and attitudes towards English pronunciation and its teaching.

As for more personal opinions and factors, the following results were found:

- The option that obtained the highest number of votes in the 'Speaking in English is difficult' and 'English pronunciation is difficult' items was *Neutral*; however, it seems that English pronunciation is considered to be slightly more difficult than general speaking for these students, since the second preferred option was *I disagree* for speaking, vs. *I agree* when asked about the degree of difficulty of English pronunciation.
- Overall, students believed that speaking English with a native accent was important.
- They considered that their English pronunciation had improved in the last few years.
- They admitted having problems with fluency, not with pronunciation.
- They had different opinions concerning the statement 'I feel shy when speaking in English', since around a fifth of participants each chose the options *Neutral*, *I agree*, or *I disagree*.
- The participants in this study believed that oral skills (i.e. speaking and listening) are not given equal importance as the teaching of grammar and vocabulary, reading and writing. When comparing oral skills and reading, nearly 35% agreed that they are not given the same importance. When comparing the role of oral skills and that of grammar, writing and vocabulary, approximately thirty percent of the participants *totally agreed* that listening and speaking are not given the same importance as to the other language skills.

3.3. The role of pronunciation in EFL classes

Table 4 below shows that, according to nearly 80% of students, their EFL teachers *Always* use English in the classroom; however, around 40% indicated that they and their classmates speak English only *Sometimes*.

Students often practise speaking in their EFL classes, whereas their views concerning the frequency of pronunciation activities were quite negative, with around 30% confirming that such practice took place only *Sometimes*.

Similarly, they acknowledged they were assessed on their pronunciation abilities on fewer occasions than on their speaking skills, since most of them claimed they had fewer pronunciation exams than oral ones: for around 28% claimed speaking exams were *Sometimes* carried out, whereas for 50% pronunciation exams were *Hardly ever* or *Never* carried out.

Regarding the types of activities their EFL teachers offer in order to practise pronunciation, 'Repeating words and sentences' obtained the highest score. The remaining types of task in the questionnaire (i.e. songs, games, and computer programs and the Internet) were *Hardly ever* or *Never* used in their classes to practise pronunciation.

Finally, concerning error correction, nearly 40% of participants confirmed that their teachers *Always* correct their pronunciation mistakes and over 65% stated that they *Always* want to be corrected. It seems that the only method teachers use to correct such mistakes is

‘Listen and repeat’, while the remaining correction methods in the questionnaire (i.e. writing the phonetic transcription on the blackboard, making lists with the mispronounced words and using pronunciation dictionaries) are *Never* used.

	<i>Never</i>	<i>Hardly ever</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>	<i>No answer</i>
<i>The teacher speaks in English in the classroom</i>	1 (0.45%)	1 (0.45%)	6 (2.70%)	37 (16.6%)	177 (79.73%)	-
<i>My classmates and I speak English in the classroom</i>	17 (7.66%)	48 (21.62%)	87 (39.19%)	56 (25.23%)	14 (6.31%)	-
<i>Frequency of speaking activities</i>	6 (2.70%)	13 (5.86%)	43 (19.37%)	92 (41.44%)	66 (29.73%)	2 (0.90%)
<i>Frequency of pronunciation activities</i>	24 (10.81%)	63 (28.38%)	70 (31.53%)	46 (20.72%)	19 (8.56%)	-
<i>We have speaking exams</i>	24 (10.81%)	34 (15.32%)	61 (27.48%)	43 (19.37%)	55 (24.77%)	5 (2.25%)
<i>We have pronunciation exams</i>	62 (27.93%)	62 (27.93%)	49 (22.07%)	32 (14.41%)	11 (4.95%)	6 (2.70%)
<i>We repeat words or small sentences</i>	37 (16.6%)	43 (19.37%)	56 (25.23%)	54 (24.32%)	32 (14.41%)	-
<i>The teacher brings songs</i>	110 (49.55%)	69 (31.08%)	24 (10.81%)	12 (5.41%)	6 (2.70%)	1 (0.45%)
<i>We play games</i>	109 (49.10%)	69 (31.08%)	28 (12.61%)	10 (4.50%)	4 (1.80%)	2 (0.90%)
<i>We use computer programs and the Internet</i>	78 (35.14%)	42 (18.92%)	48 (21.62%)	35 (15.77%)	19 (8.56%)	-
<i>The teacher corrects our pronunciation mistakes</i>	6 (2.70%)	20 (9.01%)	40 (18.02%)	73 (32.88%)	83 (37.39%)	-
<i>I like to be corrected</i>	2 (0.90%)	3 (1.35%)	11 (4.95%)	51 (22.97%)	155 (69.82%)	-
<i>Tells us to listen to and repeat the correct pronunciation</i>	12 (5.41%)	20 (9.01%)	35 (15.7%)	107 (48.20%)	95 (42.79%)	2 (0.90%)
<i>Writes the phonetic transcription on the blackboard</i>	99 (44.59%)	49 (22.07%)	34 (15.32%)	22 (9.91%)	13 (5.86%)	5 (2.25%)
<i>Tells us to write lists of words</i>	173 (77.93%)	32 (14.41%)	7 (3.15%)	4 (1.8%)	1 (0.45%)	5 (2.25%)
<i>Tells us to look for words in the dictionary</i>	140 (63.06%)	38 (17.12%)	23 (10.36%)	14 (6.31%)	2 (0.90%)	5 (2.25%)

Table 4. Students’ views on the role of pronunciation in their EFL classes.

3.4. Students’ preferences and difficulties

Students were first asked to choose from a list of activities (i.e. oral production, games, repetitions, written productions, computer programs, songs, reading aloud, identifications) the ones they preferred to use when practising English pronunciation. The three options that obtained the highest percentage of votes were: listening to or singing songs; listening to and repeating words or sentences; reading aloud. Over 25% percent of participants also chose phonetic transcriptions, computer programs and the internet, listening to the textbook CD, role-plays and dialogues and oral productions.

The main difficulties mentioned were: lack of correspondence between English spelling and pronunciation; vowels; consonantal clusters; lack of fluency; intonation; stress; rhythm; diphthongs; *-ed* verb endings. Finally, they stated that they had experienced the two main varieties of Standard English through music, since the singers and bands they listened to had a *British English* or *American English* pronunciation. Moreover, nearly 60% of participants confirmed that they preferred and understood better the *British variety* of English.

3.5. EFL textbooks

Generally speaking, the participants had negative attitudes to the role of pronunciation in their EFL textbooks. Over 30% confirmed that their textbooks had *Hardly any* pronunciation activities; and approximately a third considered that the pronunciation activities in their textbooks *Hardly ever* helped them improve their pronunciation.

Overall, students would like to have ‘Other types of pronunciation activities’ in their EFL textbooks. More than half considered the pronunciation activities in their textbooks rather repetitive, mainly listening to the textbook CD, listening and repeating tasks, reading-aloud exercises and phonetic transcription. They claimed that their books generally lacked other types of activities, such as songs, role-plays and dialogues, identifications, matching, written and oral productions, computer programs and the Internet.

4. Discussion and conclusions

The results of this study indicate that, based on the views of Spanish students enrolled in a BA in English Language and Literature, the role of pronunciation in EFL classes is still insufficient. The students have positive attitudes to the teaching and learning of English pronunciation: knowing how to pronounce English correctly is relevant for them, although a high number stated that it is difficult to acquire; they would like to speak the language fluently; they admit that speaking English will be relevant for them in future.

Nevertheless, their views on the actual role of pronunciation in their EFL classes and teaching materials are rather negative for the following reasons:

- It seems that perceptive skills are emphasized more than productive ones, in other words the students are constantly exposed to listening to English (their teachers always use this language in the classroom) but lack enough opportunities to produce the oral language, as they only speak English themselves occasionally, in their EFL classes.
- They consider that not enough time is devoted to the teaching and learning of pronunciation in their EFL classes at university.
- Other skills and language areas (e.g. reading, writing, vocabulary and grammar) still receive more attention and dedication than oral skills.
- The range of pronunciation activities suggested by the teacher is monotonous (mainly listening and repeating tasks), with almost no songs, games or use of computer programs and the Internet.
- The students are very rarely tested for their pronunciation skills.
- The method used by their teacher to correct their mistakes is also monotonous (i.e. listening to the correct pronunciation and repeating it), whereas phonetic transcriptions, pronunciation dictionaries and making lists of difficult words to pronounce are hardly ever used.
- They believe their EFL textbook contains insufficient pronunciation tasks; the ones that are included have a repetitive format and fail to help them improve their pronunciation.
- They would like their books to include other types of pronunciation activities.

The results obtained in this study generally appear to support the findings of earlier research conducted in several European countries. First of all, our students confirmed that there is a lack of exposure to English outside the EFL classroom; secondly, they claim that insufficient time is devoted to pronunciation. We could therefore infer they would like to have more time to practise this skill, in agreement with the views of the Spanish teachers surveyed by Henderson et al. (2013). Lastly, modern teaching materials, such as blogs, podcasts and social media are still not used in the classroom.

However, some of the results in this paper contradict the previous studies including Spanish participants:

- For Henderson et al. (2013), Spanish teachers mainly use ear-training activities and expect their students to recognise phonetic transcriptions; instead, the participants in this study stated that their EFL teachers only use listen and repeat tasks.
- Our students stated they were very rarely assessed for pronunciation, whereas the EFL teachers in Henderson et al. (2013) frequently evaluate their students' pronunciation abilities, both during and at the end of the course.
- According to Henderson et al. (2012), EFL teachers claim their students do not wish to sound native-like; instead, our participants agreed with those in Nowacks (2012), since both groups of students aim to acquire a native-like accent.
- Finally, the results obtained in this study do not coincide with those in Henderson et al. (2012), where EFL teachers confirmed they generally emphasise RP, i.e. the British standard variety, although they believed their students would prefer the General American standard; instead, most of our students stated that they prefer and better understand the British variety.

In the light of these findings, it is unclear whether the guidelines in the Common European Framework (Council of Europe 2001), advocating an integration of the four language skills by devoting the same amount of time and attention to each skill, are being implemented in Spanish universities. The results presented here suggest that a lot more remains to be done.

One of the aims of the 4-year BA degree is to train students to become EFL teachers, but so far they seem to lack the necessary amount of exposure to become proficient in the oral skills. Consequently, one could question whether these teacher-trainees will feel comfortable enough in the future to teach their pupils the skills needed to become intelligible, accurate and fluent oral communicators and thus to be understood by both native and non-native speakers of English. Three main changes are still necessary in the Spanish educational system to improve the teaching of pronunciation in undergraduate EFL classes: (a) students need to comprehend and produce more spoken English; (b) the pronunciation activities present in their textbooks should change in terms of frequency and format in order to make the students and teachers more motivated; (c) pronunciation should be tested and taken into consideration in final grades.

Fortunately, there are currently many resources and materials available for pronunciation teaching (songs, dialogues, podcasts, TV series, documentaries, smartphone apps, voice editing programmes, board games and computer games). Introducing some of these into university classes could help to fill the current learning gap produced by the repetitive pronunciation tasks used in EFL textbooks.

The evidence reported in this paper is from a single university in north-west Spain; however, its implications are of interest also for other regions and educational levels. As mentioned, the plan is to analyse also the views of EFL students and teachers in secondary schools in order to assess the role of pronunciation at different stages of education. Such views are essential to the success of any language classroom and should be carefully taken into account.

References

- Aliaga García, C. (2007). The role of phonetic training in L2 speech learning. *Proceedings of the Phonetics Teaching and Learning Conference (PTLC2007)*. University College London. Available at <http://www.phon.ucl.ac.uk/ptlc/ptlc2007_web_procindex.html>.
- Council of Europe (ed.) (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press.
- Hariri, M. (2012). A review of literature: a gender-based study of pronunciation accuracy. *Research Journal of Applied Sciences, Engineering and Technology* 22, 4861-4864.

- Henderson, A., Frost, D., Tergujeff, E., Kautzsch, A., Murphy, D., Kirkova-Naskova, A., Waniek-Klimczak, E., Levey, D., Cunningham, U., & Curnick, L. (2012). The English pronunciation teaching in Europe survey: selected results. *Research in Language 10*, 5-27.
- Henderson, A., Frost, D., Tergujeff, E., Kautzsch, A., Kirkova-Naskova, A., Waniek-Klimczak, E., Levey, D., Cunningham, U., & Curnick, L. (2013). English pronunciation teaching in Europe survey: factors inside and outside the classroom. In Mompeán, J.A., & Fouz, J. (eds) *Proceedings of the Third International Conference on English Pronunciation: Issues & Practices (EPIP3)*. Murcia: Universidad de Murcia, 36-40.
- Martínez-Flor, A., Usó-Juan, E., & Alcón Soler, E. (2006). Towards acquiring communicative competence through speaking. In Usó-Juan, E., & Martínez-Flor, A. (eds) *Current Trends in the Development and Teaching of the Four Language Skills*. Berlin: Mouton de Gruyter, 139-157.
- Nowacka, M. (2012). Questionnaire-based pronunciation studies: Italian, Spanish and Polish students' views on their English pronunciation. *Research in Language 10*, 43-61.
-

Yolanda Joy Calvo Benzies is a second-year doctoral student in English Studies at the University of Santiago de Compostela (Spain), supervised by Dr Ignacio Palacios Martínez. Her main academic interest is the teaching of pronunciation and speaking in EFL classrooms. In February-May 2013 she completed a research stay at the University of Reading's Department of English Language and Applied Linguistics. Email: yolandajoy.calvo@rai.usc.es.