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comprehensive analysis on how English Language Teaching coursebooks
promote teaching pronunciation in Portuguese Public Schools, 2022

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TESE DE DOUTORAMENTO

*A comprehensive analysis on how English Language
Teaching coursebooks promote teaching pronunciation
in Portuguese public schools*

Carlos Júlio Lindade Rodrigues

2022

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EIDO
Escola Internacional
de Doutoramento

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Carlos Júlio Lindade Rodrigues

TESE DE DOUTORAMENTO

A comprehensive analysis on how English Language Teaching coursebooks
promote teaching pronunciation in Portuguese public schools

Dirixida pola doutora: María Esperanza Rama Martínez

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INDEX

<i>Resumen</i>	VII
List of Abbreviations	XIII
List of Figures	XV
List of Images	XVII
List of Tables	XX

PART 1

Introduction	2
--------------	---

CHAPTER 1: ENGLISH LANGUAGE TEACHING

1. English Language Teaching	8
1.1. An overview of main ELT methods and approaches	12
1.1.1. Grammar-Translation Method	13
1.1.2. Direct Method	18
1.1.3. Audiolingual Method	21
1.1.4. Humanistic Approaches	26
1.1.4.1. The Silent Way	27
1.1.4.2. Suggestopedia	30
1.2.4.3. Community Language Learning	31
1.1.4.4. Total Physical Response	33
1.1.5. Communicative Language Teaching	34
1.2. The Post-Method era	40
1.3. Closing thoughts	42

CHAPTER 2: PRONUNCIATION AND ELT

2. Pronunciation and ELT	45
2.1. Pronunciation in ELT	45

Index

2.2. Factors that affect the learning and teaching of pronunciation	50
2.3. Approaches, techniques and materials for teaching pronunciation	55
2.4. English as a Lingua Franca and pronunciation	68
2.5. Current and future directions in pronunciation research	76
CHAPTER 3: ELT IN PORTUGUESE PUBLIC SCHOOLS	
3. ELT in Portuguese Public Schools	80
3.1. General guidelines for teaching pronunciation in the Portuguese curriculum	84
3.2. Changes in Portuguese ELT since the publication of the CEFR (2001)	86
3.3. Current changes in Portuguese ELT	101
3.4. National exams and spoken assessment	106
3.5. Professional Development and ELT	109
CHAPTER 4: MATERIAL DEVELOPMENT	
4. Material Development	116
4.1. Material Development in Portugal	124
4.1.1. Material evaluation in Portugal	131
4.2. Current trends in Material Development	141
4.3. Material Development and pronunciation	146
PART 2	
CHAPTER 5: MAIN STUDY 1 – ANALYSIS OF ELT COURSEBOOKS REGARDING PRONUNCIATION	
5. Analysis of ELT Coursebooks Regarding Pronunciation	152
5.1. Statement of purpose	153
5.2. Data collection	154
5.2.1. Materials	154
5.2.2. Methods and procedures	161
5.3. Data analysis	162

5.3.1. General presence of pronunciation in Portuguese coursebooks used in the 2020-2021 school year per learning cycle	162
5.3.2. General discussion of pronunciation in Portuguese coursebooks used in the 2020-2021 school year per learning cycle	172
5.3.3. General presence of pronunciation in Portuguese coursebooks used in the 2010-2011 school year per learning cycle	177
5.3.4. General discussion of pronunciation in Portuguese coursebooks used in the 2010-2011 school year	186
5.3.5. A look towards the future of pronunciation in ELT coursebooks.	193
5.4. Key findings	197

CHAPTER 6: MAIN STUDY 2 – ANALYSIS OF TEACHERS’ PERCEPTION OF TEACHING AND LEARNING PRONUNCIATION IN PORTUGAL

6. Analysis of Teacher’s Perception of Teaching and Learning Pronunciation in Portugal	202
6.1. Statement of purpose	202
6.2. Data collection	206
6.2.1. Participants	206
6.2.2. Questionnaire	206
6.2.3. Interviews	208
6.3. Questionnaires: general results, analysis and discussion	209
6.3.1. Profile of subjects	209
6.3.2. Subjects’ views regarding materials, presence and importance of pronunciation	221
6.3.2.1 Coursebook-related information	223
6.3.2.2 Task-related information	228
6.3.2.3 Teaching pronunciation	232
6.4. Interviews: General results, analysis and discussion	245
6.5. Key findings	270

CHAPTER 7: REMEDIAL STRATEGIES TO PROMOTE PRONUNCIATION INSTRUCTION

7. Remedial Strategies to Promote Pronunciation Instruction	273
7.1. Remedial activities in previous research	275
7.2. Suggestions for ELT authors	289
7.2.1. Games	289
7.2.2. Songs and poems	293
7.2.3. New technologies	297
7.2.4. Tongue twisters	301
7.2.5. Role plays, dialogues and simulations	305
7.2.6. TV programmes	309
7.2.7. Written materials	313
7.2.8. Summary	314
7.3. Suggestions for practitioners	316
7.4. Remedial activities for the COVID-19 generation	325
7.4.1. WhatsApp	327
7.4.1.1 WhatsApp-based tasks	328
7.4.2. TikTok	332
7.4.2.1. TikTok-based tasks	334
7.4.3. Instagram	338
7.4.3.1. Instagram-based tasks	340
7.4.4. Other resources	343
7.4.4.1. YouTube	345
7.4.4.2. YouGlish	346
7.4.4.3. Inogolo	348
7.4.4.4. Audacity	349
7.4.4.5. Padlet	350
7.4.4.6. Wordwall	351
7.4.4.7. Flipgrid	351

7.5. Closing thoughts	352
CHAPTER 8: CONCLUSIONS	
8. Conclusions	355
8.1. General summary and conclusions	355
8.2. Recommendation for future research	368
8.3. Final reflection	370
REFERENCES	372
ANNEXES	
Annex 1 – Components of method according to Richards and Rodgers	411
Annex 2 – Language method according to Sánchez (2000: 17)	412
Annex 3 – Grammar Translation Method according to Abadía (2000: 39)	413
Annex 4 – Direct Method according to Abadía (2000: 57)	414
Annex 5 – Audiolingual Method according to Abadía (2000: 72)	415
Annex 6 – Portuguese education system	417
Annex 7 – Pronunciation goals for second and third cycles	418
Annex 8 – Spoken production framework (2001)	419
Annex 9 – Listening comprehension framework (2001)	420
Annex 10 – Teacher training sessions (2015)	421
Annex 11 – 9 th grade listening domain (2013)	422
Annex 12 – Assessment criteria for Part D (speaking) – English National Exam (2020)	423
Annex 13 – Research in the field of MD (RCAAP, December 2020)	424
Annex 14 – Portuguese master programmes related to ELT (2018)	427
Annex 15 – Ordinance no. 11421/2014	429
Annex 16 – Data collection for year 3 coursebooks (2020/2021)	430
Annex 17 – Data collection for year 4 coursebooks (2020/2021)	431
Annex 18 – Data collection for year 5 coursebooks (2020/2021)	432

Index

Annex 19 – Data collection for year 6 coursebooks (2020/2021)	434
Annex 20 – Data collection for year 7 coursebooks (2020/2021)	436
Annex 21 – Data collection for year 8 coursebooks (2020/2021)	439
Annex 22 – Data collection for year 9 coursebooks (2020/2021)	441
Annex 23 – Data collection for year 5 coursebooks (2011/2012)	445
Annex 24 – Data collection for year 6 coursebooks (2011/2012)	447
Annex 25 – Data collection for year 7 coursebooks (2011/2012)	450
Annex 26 – Data collection for year 8 coursebooks (2011/2012)	454
Annex 27 – Data collection for year 9 coursebooks (2011/2012)	456
Annex 28 – Data collection for year 7 coursebooks (2021/2022)	458
Annex 29 – Teachers' questionnaire	460
Annex 30 – Reasons why teachers do not find pronunciation important	464
Annex 31 – Reasons why teachers find pronunciation important	465
Annex 32 – Extent to which pronunciation should change	472
Annex 33 – Interview with Curricular Goals author, Eulália Duarte (August 2018)	477
Annex 34 – Interview with APPI President, Alberto Gaspar (September 2018)	480
Annex 35 – Interview with Professor Nicholas Hurst, Faculty of Letters of the University of Porto (September 2018)	485
Annex 36 – Assessment criteria for the intermediate testing project (2013)	488
Annex 37 – Wrong words exercise: Beyoncé – pretty Hurts	489
Annex 38 – Shepard's pie recipe	491

RESUMEN

El papel de la pronunciación en *ELT* (Enseñanza del Idioma Inglés) ha cambiado varias veces a lo largo de los últimos dos siglos: de ser completamente ignorado en el Método Gramática-Traducción a estar más tarde a la vanguardia de la instrucción durante el Método Audiolingual/oral, para luego ser referido como "el huérfano" (Derwing y Munro 2005, Gilbert 2010) durante el Enfoque Comunicativo; su énfasis está fuertemente relacionado con los métodos y enfoques de enseñanza (Brown 2007, Celce-Murcia 2010). Sin embargo, no hay evidencia de cómo se enseña la pronunciación del inglés en la escuela pública portuguesa, si es que se enseña formalmente. En un sentido amplio, esta investigación se propone responder a 3 preguntas clave: ¿Qué papel tiene la pronunciación en los libros de texto de *EFL* utilizados en Portugal? ¿Qué método y/o técnica(s) se está(n) utilizando para enseñar la pronunciación? Y ¿Cómo debería ser la enseñanza de la pronunciación según las tendencias más recientes de desarrollo de materiales didácticos y enseñanza de la pronunciación? Para ello, se identificará el papel que juega la pronunciación en Portugal, considerando cuidadosamente cómo se presenta en el currículum portugués, en los libros de texto de *ELT*, y cómo los profesores de *ELT* portugueses perciben la instrucción de la pronunciación. Para contestar a estas cuestiones, esta investigación tiene como objetivos generales discutir la relación entre el rol de la enseñanza de la pronunciación en el aula de *ELT*, los libros de texto y el desarrollo de materiales didácticos en Portugal. Para desarrollar los objetivos generales de la investigación, se han fijado los siguientes objetivos específicos: a) analizar los 108 libros de texto utilizados en las escuelas públicas portuguesas para la enseñanza/aprendizaje del inglés como lengua extranjera, durante los cursos lectivos 2011/2012 y 2020/2021 e inventariar y clasificar las actividades de pronunciación por libro; b) correlacionar los resultados con los métodos y técnicas de enseñanza de la pronunciación; c) establecer un puente entre el desarrollo de materiales, los métodos y técnicas de enseñanza de la pronunciación; d) recopilar datos y analizar la percepción del personal docente con respecto a los recursos didácticos compartidos; y e) delinear un enfoque correctivo para la instrucción de la pronunciación durante y después de la pandemia de COVID-19.

Para poder alcanzar estos objetivos, el cuerpo principal de la investigación se centrará, por una parte, en la revisión de las contribuciones literarias sobre la enseñanza del inglés como lengua extranjera; la enseñanza de la pronunciación dentro de un marco *ELT*; el papel del *ELT* en el currículum portugués; el desarrollo de materiales, y la

Resumen

enseñanza de inglés en las escuelas públicas portuguesas. Por otra parte, se ocupará del análisis de los libros de texto utilizados en las escuelas públicas portuguesas de 3º a 9º curso, y del análisis de la percepción del profesorado sobre la pronunciación y el diseño de nuevas estrategias correctivas para la enseñanza de la pronunciación. La metodología de la teoría fundamentada inspirará el marco en el cual se cuantificarán y categorizarán las tareas de pronunciación. La combinación de diferentes técnicas y herramientas analíticas culminará en una triangulación metodológica que permitirá la interpretación de los datos recopilados y dará credibilidad a los resultados. Los resultados del análisis y las contribuciones más recientes de la Lingüística Aplicada a la enseñanza de la pronunciación proporcionarán el marco en el que se crearán recursos didácticos para las/los estudiantes de los niveles A1, A2 y B1 de inglés, adaptados a las especificidades del alumnado portugués.

El Capítulo 1 describe los diferentes métodos y enfoques que han influido en la enseñanza del idioma inglés. Esto implica un recorrido por el Método Gramática-Traducción, el Método Directo, el Método Audiolingual, los enfoques Humanísticos, y la Enseñanza Comunicativa de la lengua, así como consideraciones sobre la era Post-Método y reflexiones sobre la enseñanza de la pronunciación en relación con los métodos y enfoques mencionados. El Capítulo 2 revisa la literatura clave sobre la enseñanza de la pronunciación y su papel en *ELT*. Brinda una visión particular de los factores que afectan a la enseñanza y aprendizaje de la pronunciación, revisa el sistema fonológico del inglés en comparación con el portugués europeo, e indica las direcciones actuales y futuras en la investigación de la pronunciación. El Capítulo 3 explora *ELT* en las escuelas públicas portuguesas. Al establecer su origen, se exponen consideraciones sobre el papel de la pronunciación en el currículo portugués en cuatro momentos clave: en el currículo de los años 90, a principios de la década de 2000, en una fase dominada por las metas curriculares (2013-2016), y desde 2017, que es un período dominado por la introducción del perfil del alumnado al final de la educación obligatoria y los aprendizajes esenciales de cada área curricular. El capítulo también incluye consideraciones sobre el desarrollo profesional en el contexto portugués. El Capítulo 4 proporciona información sobre el desarrollo de materiales didácticos, presentando no solo una descripción general de la literatura, sino también detalles de cómo se desarrollan los materiales en Portugal y, en última instancia, cómo se evalúan para uso oficial. Este capítulo termina proporcionando un puente entre el desarrollo del material y la pronunciación. Los capítulos restantes forman la Parte II, que comprende dos estudios diseñados y realizados en torno a los materiales de *ELT* y entre los profesionales de *ELT* que trabajan en las escuelas públicas portuguesas. En este

sentido, el Capítulo 5 presenta la primera parte del estudio, donde se analizan 108 libros de texto y se examina en qué medida incluyen instrucciones de pronunciación. Este análisis considera los materiales utilizados en 2011-2012 y 2020-2021. También ofrece una descripción general de los nuevos libros de texto que se utilizarán por primera vez en el año escolar 2021-2022. De forma resumida, el Capítulo 5 lleva a la conclusión de que el enfoque principal de los libros de texto de *ELT* en Portugal está en las habilidades receptivas, específicamente en escuchar, y en su mayoría las actividades se centran en escuchar y repetir, o alguna variación de las mismas (escuchar y subrayar/marcar el acento). Estos libros de texto presentan un enfoque muy conservador y un descuido muy significativo de la instrucción de la pronunciación, ya que el 52,5% de los libros de texto de 2020-2021 no incluyen ninguna forma de instrucción de pronunciación explícita. Sin embargo, en comparación con la generación de libros de texto de 2011-2012, los libros de texto que sí incluyen tareas de pronunciación explícita la presentan en mayor número. Teniendo en cuenta la mirada hacia la nueva generación de libros de texto para el 7º curso, es de gran preocupación atestiguar una fuerte disminución en la cantidad de ejercicios incluidos, así como una reducción de los libros de texto globales, que en el pasado tenían una presencia más consistente de tareas de pronunciación (88,2% en 2011-2012 y 60% en 2020-2021) que los libros de producción local, donde la presencia de la pronunciación era inferior al 30% (22,2% en 2011-2012 y 29,7% en 2020-2021). Hasta ahora, la información esbozada parece validar la afirmación de Adrian Underhill (2005) de que la pronunciación es la Cenicienta de la enseñanza de idiomas o la “huérfana” según Derwing y Munro (2005) y Gilbert (2010).

El Capítulo 6 se centra en la segunda parte del estudio, que analiza la percepción de los docentes sobre la enseñanza de la pronunciación y trata los aportes de tres entrevistas separadas con actores influyentes de *ELT* en Portugal. Por un lado, identifica las opiniones de los profesores de *ELT* en Portugal con respecto al papel que la pronunciación tiene actualmente en sus clases y materiales didácticos. El perfil general de los participantes muestra docentes mujeres (más del 90%); de 46 años o más, que trabajan en la zona norte de Portugal (28,5%), en el área metropolitana de Lisboa (20,7%) o en la Región Autónoma de las Azores (19,6%). El 34,2 por ciento tiene formación de posgrado y la inmensa mayoría (93%) son hablantes nativos de portugués. Además, el 50 por ciento enseña secundaria (alumnado de 13 a 15 años) y la gran mayoría (más del 90%) son profesionales experimentados con más de 10 años de experiencia (60,7% de los sujetos tienen más de 20 años de experiencia).

En cuanto a la opinión de los sujetos sobre los materiales, así como la presencia e importancia de la pronunciación, aproximadamente el 90 por ciento de los

Resumen

encuestados utiliza libros de texto en su práctica docente, lo que coincide con estudios previos (por ejemplo, López-Barrios y Villanueva de Debat 2014: 48), y tienden a preferir materiales producidos localmente a los globales (46% de los participantes usan libros de texto del grupo Porto Editora). La abrumadora preferencia por los libros de texto producidos localmente sobre los globales puede indicar un resultado preocupante, dado que se ha establecido que en el conjunto actual de libros de texto (2020-2021) solo el 29,7 por ciento de los materiales producidos localmente incluyen contenido explícito relacionado con la enseñanza de la pronunciación, cuando representan el 66 por ciento del total de libros de texto de *ELT*, lo que confirma el papel secundario que juega la pronunciación.

En lo referente a la información relacionada con las tareas en el libro de texto, resulta sorprendente que el 13,5 por ciento de los encuestados argumente que la pronunciación se presenta 3 o más veces por unidad cuando el Capítulo 5 evidencia que ningún libro de texto publicado para instrucción oficial ofrece una cantidad tan abundante de ejercicios. Este resultado probablemente indique una posible confusión entre las tareas de pronunciación y los ejercicios generales de expresión e interacción oral. A la vista de que una gran cantidad de sujetos indicaron que sus libros de texto presentan ejercicios centrados en la pronunciación una vez por unidad (36,5%) y dos veces por unidad (22%), se llevó a cabo un análisis individualizado de los cuestionarios que reveló que el 25,1 por ciento ofrecieron información incorrecta con respecto a las características de los materiales utilizados, lo que nuevamente podría sugerir que la identificación errónea apunta a una necesidad de capacitación docente en este campo.

En cuanto a las opiniones de los participantes sobre lo que constituye el enfoque más común de la práctica de la pronunciación, los resultados muestran un marcado contraste con lo revelado en el Capítulo 5. En realidad, genera cierta preocupación comprobar la discrepancia entre el 68,8 por ciento de los participantes que indicaron que el enfoque de la pronunciación en los libros de texto de *EFL* está en la entonación, cuando un mero 8,3 por ciento de actividades se refiere a los patrones de entonación.

Por lo que concierne a la percepción de los profesores sobre la importancia de la pronunciación, no hay duda de que la gran mayoría de los sujetos (90,4%) cree que enseñar pronunciación es importante. De hecho, estos resultados están en sintonía con los resultados de Kanellou (2011) para la enseñanza de la pronunciación en Grecia y de Calvo (2015) en España. Sin embargo, no queda claro por qué hay un 48,7 por ciento de docentes que utilizan libros de texto que no presentan esta habilidad. El análisis y la reflexión sobre este tema sugieren que el profesorado portugués comparte la creencia de que “la enseñanza de la pronunciación juega un papel muy importante o crucial en

la vida de su alumnado en casi todos los contextos y situaciones” (Darcy 2018: 16; traducción propia), pero no tienen claro el razonamiento que justifica esta importancia, cuya evidencia queda mostrada con los resultados presentados anteriormente. Tal división podría estar directamente relacionada con la falta de formación en este campo y el uso de materiales que no dedican una adecuada atención a la enseñanza de la pronunciación de forma integrada, adaptada a las necesidades del usuario según su L1.

Los datos obtenidos de las entrevistas también arrojan ideas importantes a destacar sobre los diferentes puntos de vista sobre el plan de estudios general de *ELT* en Portugal y el papel de la pronunciación. A partir de la década de 1990, los cambios introducidos se hicieron, aparentemente, de manera *ad hoc*, en su mayoría sostenidos por motivaciones políticas y los objetivos de los hacedores de políticas, y no liderados por la investigación académica sobre *ELT*. En todo caso, la ausencia de pronunciación en el plan de estudios oficial se debe a las creencias de las/los autoras/es y no a la investigación sobre la enseñanza de la pronunciación o las necesidades generales del estudiantado europeo de inglés como lengua extranjera. Existe una aparente indiferencia hacia la literatura del inglés como idioma internacional, la inteligibilidad internacional y las contribuciones generales que resultaron de Jenkins (2000) y la investigación posterior. En general, los hallazgos de los capítulos 5 y 6 sugieren un futuro bastante sombrío para la pronunciación.

Por último, el Capítulo 7 presenta diferentes estrategias para abordar e implementar enfoques contemporáneos para la enseñanza y el aprendizaje de la pronunciación, que resultan de las conclusiones proporcionadas al final de los dos capítulos anteriores. En otras palabras, este capítulo describe actividades de recuperación para la enseñanza de la pronunciación, en particular aquellas que requieren el uso de las TIC y un enfoque de habilidades múltiples. Mientras el trabajo de Calvo (2015) sugiere ejercicios de recuperación que incluyen el uso de juegos (como Cluedo o Trivial), canciones y poemas, nuevas tecnologías (como programas de radio, podcasts o blogs), trabalenguas, juegos de rol, diálogos y simulaciones, programas de televisión (tanto series como películas) y material escrito (como recetas, menús o folletos de viaje), el Capítulo 7 propone un enfoque de enseñanza de la pronunciación basado en tareas, en el que se debe realizar una tarea e integrarla en un contexto de enseñanza mixto en el que se utilizan teléfonos móviles y aplicaciones para permitir un aula invertida cuando sea necesario, y así maximizar la personalización, la creatividad y la comunicación. WhatsApp, TikTok e Instagram son las redes sociales preferidas para facilitar este enfoque. Además, se sugieren otros recursos digitales para el trabajo de recuperación en lecciones tanto asincrónicas como sincrónicas, y en muchas

Resumen

circunstancias se proponen enfoques para ser utilizados en combinación con las aplicaciones de las redes sociales presentadas.

El Capítulo 8 proporciona el resumen general y las conclusiones de la tesis y también propone áreas potenciales para futuras investigaciones, así como una reflexión final. Posteriormente a la conclusión, el lector encontrará una serie de anexos que presentan, entre otras informaciones, documentos que han sido citados en el original portugués, transcripciones de entrevistas, la base de datos utilizada para recopilar información sobre los libros de texto analizados, entre otros.

Ahora que el inglés es el idioma dominante de la comunicación global, la enseñanza de la pronunciación requiere una investigación detallada para establecer prioridades y fomentar más investigaciones. Los resultados de este estudio informan cuán importante es la pronunciación en cada grado y libro de texto en el sistema escolar portugués; establece el papel que desempeña la pronunciación de acuerdo con el profesorado de inglés como lengua extranjera y los expertos en *ELT*, compartiendo preocupaciones sobre la percepción dispar que ambos grupos tienen de esta sub-habilidad; y arroja luz sobre lo fragmentado que está el aprendizaje de habilidades como leer, escribir, escuchar y hablar. Esta tesis también intenta ofrecer una contribución significativa a los futuros materiales de aprendizaje de idiomas, proporcionando una idea del inglés que se está enseñando al alumnado de Portugal del siglo XXI y comprendiendo la idoneidad de las tareas de pronunciación en relación con el nivel de aprendizaje y la edad.

Palabras-clave

Lingüística Aplicada a la Enseñanza del Inglés, Enseñanza del Inglés como Lengua Extranjera, libros de texto, pronunciación

LIST OF ABBREVIATIONS

A1	Beginner level of the Common European Framework of Reference
A2	Elementary level of the Common European Framework of Reference
AE	American English
AG	Alberto Gaspar
ALM	Audiolingual Method
APPI	Associação Portuguesa de Professores de Inglês
B1	Intermediate level of the Common European Framework of Reference
B2	Upper-intermediate level of the Common European Framework of Reference
BE	British English
BENC	Basic Education National Curriculum
C1	Advanced level of the Common European Framework of Reference
C2	Proficiency level of the Common European Framework of Reference
CAPT	Computer-assisted pronunciation teaching
CEFR	Common European Framework of Reference
CBLT	Competency-Based Language Teaching
CLIL	Content and Language Integrated Learning
CLL	Community Language Learning
CLT	Communicative Language Teaching
ED	Eulália Duarte
EFL	English as a Foreign Language
ELF	English as a Lingua Franca
ESL	English as a Second Language
FL	Foreign Language
GTM	Grammar Translation Method
IPA	International Phonetic Association/International Phonetic Alphabet

List of Abbreviations

L1	First Language
L2	Second Language
LFC	Lingua Franca Core
MA	Master of Arts
ME	Ministry of Education
NH	Nicolas Hurst
NNS	Non-native speaker
NS	Native speaker
OECD	Organisation for Economic Co-operation and Development
PhD	Doctor of Philosophy
RP	Received Pronunciation
TBLT	Task-Based Language Teaching
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English to Speakers of Other Languages
TPR	Total Physical Response

LIST OF FIGURES

Figure 1. Presence of explicit pronunciation exercises in ELT coursebooks from grades 3 to 9 (2020-2021)	170
Figure 2. Presence of explicit pronunciation exercises in local vs. global coursebooks (2020-2021)	171
Figure 3. Presence of explicit pronunciation exercises in ELT coursebooks from grades 3 to 9 (2011-2012)	184
Figure 4. Comparative overview of the presence of explicit pronunciation presence over time (2011-12 vs. 2020-21)	185
Figure 5. Presence of explicit pronunciation in local vs. global coursebooks (2011-2012)	186
Figure 6. Comparative overview of the most common pronunciation activities over time (2011-12 vs. 2020-21)	188
Figure 7. Presence of explicit pronunciation in new grade 7 coursebooks over time	195
Figure 8. Subjects currently teaching EFL	209
Figure 9. Age of subjects	212
Figure 10. Gender of subjects	214
Figure 11. Region where subjects teach	215
Figure 12. Highest qualification of subjects	217
Figure 13. L1 of subjects	218
Figure 14. Age range of learners	219
Figure 15. Years of teaching experience	220
Figure 16. Use of ELT coursebooks	223
Figure 17. Use of local or global coursebooks	224
Figure 18. Most frequently used coursebooks	226
Figure 19. Presence of pronunciation-centred activities	227
Figure 20. Number of pronunciation activities per unit	228
Figure 21. Pronunciation focus	230

List of Figures

Figure 22. Type of pronunciation task	231
Figure 23. Importance of pronunciation instruction	233
Figure 24. Reasons why teachers do not find pronunciation important	234
Figure 25. Reasons why teachers find pronunciation important	237
Figure 26. Achievement of different learner goals	241
Figure 27. Importance of change in pronunciation instruction	243
Figure 28. How should pronunciation instruction change?	244

LIST OF IMAGES

Image 1. Timeline of teaching methods	12
Image 2. Example of a Japanese GTM coursebook	16
Image 3. Example of a Polish GTM coursebook	16
Image 4. Example of a Direct Method coursebook	20
Image 5. Example of an Audiolingual coursebook	25
Image 6. Gattegno's original sound-colour chart for English	28
Image 7. Gattegno's fifteen coloured words chart	29
Image 8. Example of a Communicative Language Teaching coursebook	38
Image 9. Example of a minimal-pair drill worksheet	61
Image 10. Braj Kachru's (1985) three circles of English	72
Image 11. IELTS Speaking assessment criteria (adapted)	74
Image 12. Trinity College London's ISE II sample assessment scale	74
Image 13. Year 3 coursebooks (2015)	155
Image 14. Year 4 coursebooks (2016)	156
Image 15. Year 5 coursebooks (2017)	157
Image 16. Year 6 coursebooks (2018)	157
Image 17. Year 7 coursebooks (2012)	158
Image 18. Year 8 coursebooks (2014)	158
Image 19. Year 9 coursebooks (2015)	159
Image 20. New year 7 coursebooks (2021)	193
Image 21. Round-up board game	289
Image 22. Round-up lesson plan	290
Image 23. Picasso's game	291
Image 24. Picasso's game lesson plan	292
Image 25. Bullying song	293
Image 26. Bullying song lesson plan	294

List of Images

Image 27. The “Veggy” Lion poem	295
Image 28. The “Veggy” Lion poem lesson plan	296
Image 29. Writing an informal letter	298
Image 30. Writing an informal letter lesson plan	299
Image 31. Creating a glog	300
Image 32. Creating a glog lesson plan	301
Image 33. Tongue twister	302
Image 34. Tongue twister lesson plan	302
Image 35. Speaking	303
Image 36. Speaking lesson plan	304
Image 37. Role-play	305
Image 38. Role-play lesson plan	306
Image 39. Giving directions in Edinburgh	307
Image 40. Giving directions in Edinburgh lesson plan	308
Image 41. Mr. Bean	310
Image 42. Mr. Bean lesson plan	311
Image 43. My big fat Greek wedding	311
Image 44. My big fat Greek wedding lesson plan	312
Image 45. Create a brochure	313
Image 46. Create a brochure lesson plan outline	314
Image 47. The task-feedback circle	319
Image 48. TikTok duet feature	337
Image 49. Pronunciation maze	341
Image 50. Word of the week	341
Image 51. Quote of the week	342
Image 52. YouGlish sample search	346
Image 53. Example of a search result in Inogolo	348
Image 54. Overview of Audacity’s interface	349

List of Images

Image 55. Example of a Padlet board	350
Image 56. Example of a Wordwall activity	351
Image 57. Examples of Flipgrid activities	352

LIST OF TABLES

Table 1. Method according to Sánchez (2000)	10
Table 2. Outline of the Grammar-Translation Method	14
Table 3. Outline of the Direct Method	19
Table 4. Outline of the Audiolingual Method	23
Table 5. Factors that Influence the learning and teaching of pronunciation	54
Table 6. Traditional v. research-based approaches for pronunciation	56
Table 7. Traditional v. current approaches for pronunciation	57
Table 8. Traditional and modern techniques for teaching and learning pronunciation	60
Table 9. Traditional and modern materials/resources for teaching and learning pronunciation	68
Table 10. Pronunciation targets for teaching EFL and ELF	71
Table 11. Intelligibility, Comprehensibility and Accentedness	75
Table 12. Pedagogical research themes	77
Table 13. Overview of the Portuguese educational system	82
Table 14. Pronunciation goals for 2 nd cycle	84
Table 15. Pronunciation goals for 3 rd cycle	85
Table 16. Spoken production framework	88
Table 17. Listening comprehension framework	89
Table 18. Ninth grade listening domain	92
Table 19. Levels of proficiency to be achieved in the 2 nd and 3 rd cycles of Basic Education according to the global scale of the CEFR (2001)	93
Table 20. Levels of proficiency to be achieved in the 1 st , 2 nd and 3 rd cycles of Basic Education and Secondary Education according to the Global Scale of the CEFR	94
Table 21. Assessment scales (Pronunciation) Cambridge A2 Key exam	98
Table 22. Assessment criteria for Part D (speaking)–English national exam (2020)	108

Table 23. Contexts of use of Global and Local coursebooks	123
Table 24. Coursebook selection calendar	136
Table 25. Most frequently named pronunciation teaching books	148
Table 26. Coursebook selection by year	155
Table 27. Overview of coursebooks per cycle and per year (2020-2021)	160
Table 28. Overview of pronunciation presence in 1 st cycle coursebooks 2020-2021	163
Table 29. Overview of pronunciation presence in 2 nd cycle coursebooks 2020-2021	165
Table 30. Overview of pronunciation presence in 3 rd cycle coursebooks 2020-2021	167
Table 31. Overview of coursebooks (2020-2021)	168
Table 32. Overview of pronunciation activities in 2020-2021 coursebooks	173
Table 33. Pronunciation focus of 2020-2021 coursebooks	175
Table 34. Overview of coursebooks per cycle and per year (2011-2012)	179
Table 35. Overview of pronunciation presence in 2 nd cycle coursebooks 2011-2012	180
Table 36. Overview of pronunciation presence in 3 rd cycle coursebooks 2011-2012	182
Table 37. Comparative overview of pronunciation presence over time (2011-2012 vs. 2020-2021)	183
Table 38. Variation among 2011-2012 and 2020-2021 coursebooks	183
Table 39. Overview of pronunciation activities 2011-2012 coursebooks	187
Table 40. Pronunciation focus of 2011-2012 coursebooks	191
Table 41. Comparative pronunciation focus over time (2011-2021 vs. 2020-2021)	192
Table 42. New ELT coursebooks for the 2021-2022 school year	194
Table 43. Overview of pronunciation presence in 7 th grade coursebooks (2021-2022)	194

List of Tables

Table 44. Variation among year 7 coursebooks over time (2011-2012 vs. 2020-2021 vs. 2021-2022)	195
Table 45. Overview of pronunciation activities in year 7 coursebooks over time	196
Table 46. Most common activities in ELT coursebooks 2020-2021 vs. 2011-2012	199
Table 47. Number of educators teaching FLs in the 2018/2019 school year	210
Table 48. Profile of participants who currently teach EFL in Portugal	211
Table 49. Portuguese EFL instructors by age groups in the 2018/2019 school year	212
Table 50. Portuguese EFL instructors by gender in the 2018/2019 school year	214
Table 51. Portuguese EFL instructors by region in the 2018/2019 school year	216
Table 52. Portuguese EFL instructors' academic qualification in 2018/2019	217
Table 53. Overview of subjects' input on coursebooks and pronunciation	222
Table 54. Publishers operating in Portugal 2020-2021	225
Table 55. Implicit and explicit language instruction	236
Table 56. Input from interview question 1	246
Table 57. Input from interview question 2	248
Table 58. Input from interview question 3	250
Table 59. Input from interview question 4	254
Table 60. Input from interview question 5	255
Table 61. Input from interview question 6	256
Table 62. Input from interview question 7	258
Table 63. Input from interview question 8	260
Table 64. Input from interview question 9	261
Table 65. Global results from the Key for Schools exam (2013/2014)	263
Table 66. Input from interview question 10	265
Table 67. Input from interview question 11	268
Table 68. <i>Cluedo teaching</i> outline	276
Table 69. <i>Trivial teaching</i> outline	277

Table 70. <i>Wrong words</i> outline	278
Table 71. <i>Search for a song and poem that contains...</i> outline	279
Table 72. <i>Becoming radio presenters and podcast creators</i> outline	280
Table 73. <i>Blog busters</i> outline	281
Table 74. <i>Tongue twisters</i> outline	282
Table 75. <i>Role-plays, dialogues and simulations</i> outline	282
Table 76. <i>TV producers</i> outline	283
Table 77. <i>Constant switching the channel game</i> outline	284
Table 78. <i>Audio-visual translation project</i> outline	285
Table 79. <i>British-food week</i> outline	285
Table 80. <i>Menu-makers</i> outline	287
Table 81. <i>Making travelling brochures</i> outline	287
Table 82. Active listening framework	318
Table 83. Example of a task-based lesson sequence	322
Table 84. <i>Can I come to the party?</i> outline	329
Table 85. Tongue twisters	330
Table 86. <i>Calling choices</i> outline	330
Table 87. <i>Human computer</i> outline	331
Table 88. Sample list of songs for pronunciation instruction	335

PART 1

INTRODUCTION

In a globalised postmodern world, educational systems in the western hemisphere are in a constant state of adjustment. There is a never-ending analysis and modernisation of the contents and skills taught in the classroom and a broad expectation that such changes will empower learners to face the challenges of a rapid-changing society and economy, an economy difficult to predict in the short term and virtually impossible to envisage in the long term. Among the generic skill set necessary to acquire new knowledge and ultimately join the workforce, English Language Teaching (henceforth ELT) plays a key role as it has joined the ranks of the basic subjects of national curricula from lower-primary onwards (see Graddol 2006).

While economic factors might justify the overall presence of ELT in European schools, there are also political developments that have encouraged significant advances in the field of ELT. Since 2001, the Common European Framework of Reference for languages (also known as CEFR) has provided

a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. (Graddol 2006: 1)

While the CEFR set out to provide straightforward objectives and promote transparency among courses, syllabuses and qualifications in order to enhance co-operations among European countries (but not exclusively), it also employs the concept of 'can do' statements which allow language learners to progressively acknowledge their achievements. Parallel documents such as the *Language Portfolio* (2001) clearly outline such goals by providing a framework designed to record a learner's experience and successes in language learning.

The CEFR drew heavily on the countless contributions of the field of Applied Linguistics.¹ Regarding this field, Cook (2003: 5) defines Applied Linguistics as "the academic discipline concerned with the relation of knowledge about language to decision

¹ Namely bilingualism, multilingualism, contrastive linguistics, language assessment, language pedagogy, second language acquisition, etc. Over the years, the need for Applied Linguistics has extensively been documented by authors such as Pennycook (2004), Davies (2007), Kaplan (2010), Simpson (2013), Cook (2016), and Hall (2018), among others.

Introduction

making in the real world". However, a more ostensive view was proposed by Spolsky (2005: 36):

[T]he definition of a field can reasonably be explored by looking at the professionals involved in its study [...] Applied Linguistics [is now] a cover term for a sizeable group of semi-autonomous disciplines, each dividing its parentage and allegiances between the formal study of language and other relevant fields, and each working to develop its own methodologies and principles.

Nowadays, comparative studies have become an integral part of any field of study, particularly in established sub-fields such as Contrastive Linguistics, which may serve as an important tool for language acquisition, providing important insights in areas of syntax or pronunciation, which have gained significant interest in recent years. Additionally, new fields have become visible within the Applied Linguistics umbrella. This is the case of Material Development, which Tomlinson (2001a) argues is a field of study and a practical undertaking. In language teaching, the main aspects and issues in Material Development were extensively covered in *Developing Material for Language Teaching* (Tomlinson 2003), a relatively recent contribution used in postgraduate courses in Applied Linguistics, teacher training courses, new publications and by applied linguists. Such developments suggest the way that ELT practices are evolving to meet new social, political and economic expectations.

Of particular personal interest is the role of ELT materials in supporting the continuous development of pronunciation skills in lessons centred on spoken production or spoken interaction. First, it is important to mention a distinction between speaking and pronunciation as they are sometimes wrongly applied interchangeably. Fraser (2000) argues that speaking sub-skills include vocabulary, grammar, and pragmatics; however, pronunciation is by far the most important. She further claims (2000: 7) that "with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas". Its importance is also clearly reflected in the CEFR (2001: 153), which explores how learners may develop their ability to pronounce a language, suggesting it may be accomplished

- a. simply by exposure to authentic spoken utterances;
- b. by chorused imitation of:
 - i) the teacher;
 - ii) audio-recorded native speakers;
 - iii) video-recorded native speakers;
- c. by individualised language laboratory work;

- d. by reading aloud phonetically weighted textual material;
- e. by ear-training and phonetic drilling;
- f. as d) and e) but with the use of phonetically transcribed texts;
- g. by explicit phonetic training [...];
- h. by learning orthoepic conventions (i.e. how to pronounce written forms);
- i. by some combination of the above.

More recently, in the *CEFR Companion Volume with New Descriptors* (2018), the phonological scales were replaced² and further emphasis is given to intelligibility, which is referred to as a key factor for discriminating between levels. In spite of its importance, the teaching of pronunciation has been documented as neglected by ELT professionals for numerous reasons: pronunciation tasks are also often regarded as time-consuming (Szpyra 2014); there is evidence of insufficient teacher training in teaching pronunciation (Foote, Holby and Derwing 2011, Derwing and Munro 2014); absence of assessment frameworks to evaluate students' pronunciation (MacDonald 2002); lack of suitable teaching materials (MacDonald 2002, Chela-Flores 2008); and connected to this, Moubarik (2003) and Hancock's (2014) contention that ELT coursebooks pay little attention to pronunciation.

Considering the above, a personal motivation for this thesis is the belief that the teaching and learning of pronunciation within the ELT curriculum used in the Portuguese educational system is on the verge of extinction. Given my experience as an English language teacher, teacher-trainer and coursebook co-author specifically for the Portuguese market, I have observed the lack of emphasis given to this particular skill in ELT materials, particularly those made in Portugal by Portuguese authors. I have also found no evidence of professional development courses in this field and, from a material development standpoint, pronunciation is not a priority for publishers nor editors in general. It is my principle that language acquisition is more meaningful and complete when learners understand the use of pronunciation. Research-wise, Portugal is devoid of contemporary studies on the role of pronunciation acquisition by the Portuguese learner of English, as will be explained on several occasions. Additionally, Material

² According to the 2018 version,

[i]n language teaching, the phonological control of an idealised native speaker has traditionally been seen as the target, with accent being seen as a marker of poor phonological control. The focus on accent and on accuracy instead of on intelligibility has been detrimental to the development of the teaching of pronunciation. Idealised models that ignore the retention of accent lack consideration for context, sociolinguistic aspects and learners' needs. The current scale seemed to reinforce such views and for this reason, the scale was redeveloped from scratch. (ibid.: 134)

Introduction

Development as an area of interest has also been widely neglected by researchers, having only one significant contribution been published, namely Hurst's (2014) PhD thesis on *Cultural Representation in Portuguese–Produced ELT Coursebooks (1981–2006)*. From a foreign perspective, Calvo's (2015) PhD research on *The Teaching and Learning of English Pronunciation in Spain: an Analysis and Appraisal of Students' and Teachers' Views and Teaching Materials* might represent the closest published work to this work, since the author considers both how pronunciation is represented in coursebooks (which will be presented in Chapter 5) and also considers teachers' and learners' perceptions towards the importance of pronunciation in language acquisition (in this work only teacher perception is considered and is featured in Chapter 6). Also relevant is Kanellou's (2011) *The Place and Practice of Pronunciation Teaching in the Context of the EFL Classroom in Thessaloniki, Greece* and Crofton-Martin's (2015) *Students' and Teachers' Perception of the Role of Pronunciation in the EFL Classroom*.

In a broad sense, this research sets out to respond 3 key questions: What role does pronunciation have in EFL coursebooks used in Portugal? Which method and or technique is being used to teach pronunciation? What should pronunciation teaching look like according to the most recent trends of material development and pronunciation teaching? To do so, it will identify the role that pronunciation plays in Portugal, carefully considering how it is presented in the Portuguese curriculum, in ELT coursebooks and how Portuguese ELT teachers perceive pronunciation instruction. For this purpose, 108 coursebooks approved for official instruction in Portuguese public were studied, which led to the inventory and categorization of pronunciation activities and the correlation of the results with pronunciation teaching methods and techniques. Bridges between material development and pronunciation teaching methods and techniques were established and data on teachers' perception regarding the overall teaching of pronunciation allowed conclusions to be drawn and inspired the outline of teaching resources based on the most recent trends for the teaching of pronunciation.

Provided these specific goals, the thesis is organised in a total of seven chapters. Part I is constituted by four chapters which are focused on providing a theoretical framework on ELT, pronunciation, the Portuguese curriculum and Material Development, which will enable a proper context for the research of Part II. Chapter 1 outlines the different methods and approaches that have influenced English Language teaching. This implies an overview of the Grammar-Translation Method, the Direct Method, the Audiolingual Method, the Humanistic Approaches, Communicative Language Teaching, as well as considerations regarding the Post-Method era and reflections regarding pronunciation instruction in relation to the aforementioned methods and approaches.

Chapter 2 reviews key literature regarding pronunciation instruction and its role in ELT. It provides particular insight into the factors that affect the teaching and learning of pronunciation, the English phonological system compared to European Portuguese and it indicates current and future directions in pronunciation research. Chapter 3 explores ELT in Portuguese public schools. By establishing its origin, considerations are provided regarding the role of pronunciation in the Portuguese curriculum in four key moments: in the 90s, in the early 2000s, in a phase dominated by curricular goals (2013-2016), and since 2017, which is a period dominated by the introduction of essential learning guidelines. The chapter also includes considerations regarding professional development within the Portuguese context. Chapter 4 provides insights regarding material development, featuring not only an overview of literature, but also details of how materials are developed in Portugal and ultimately evaluated for official use. This chapter ends by providing a bridge between material development and pronunciation. The remaining chapters form Part II, which comprises the two main studies designed and carried out around ELT materials and among ELT professionals working in Portuguese public schools. In this sense, Chapter 5 presents the first part of the study, which overviews 108 coursebooks and focuses on the extent to which they feature pronunciation instruction. This analysis considers materials used within 2011-2012 and 2020-2021. It also offers an overview of new textbooks that will be used for the first time in the 2021-2022 school year. Chapter 6 centres on the second part of the study, which discusses teachers' perception of pronunciation instruction and deals with the input from three separate interviews with influential ELT stakeholders in Portugal. Lastly, Chapter 7 presents different strategies to address and implement contemporary approaches to teaching and learning pronunciation, which result from the conclusions provided by the end of the previous two chapters. In other words, this chapter outlines remedial activities for pronunciation instruction, particularly those that require the use of ICT and a multi-skill approach. Chapter 8 provides the general summary and conclusions of the thesis and also proposes potential areas for future research as well as a final reflection. After the conclusion, the reader will find a series of annexes which feature, among other information, documents that have been quoted in the original Portuguese, transcriptions of interviews, the database used to compile information regarding the coursebooks analysed, among others.

Overall, it is my hope that this research will potentially offer insights in the areas we can indeed intervene in and make more informed decisions, providing a much-needed contribution to a field that is lacking studies in Portugal and inspire others to carry on researching this topic.

CHAPTER 1: ENGLISH LANGUAGE TEACHING

1. ENGLISH LANGUAGE TEACHING

“The English language is a work in progress. Have fun with it.”

Jonathan Culver

Many people dedicated to teaching foreign languages (henceforth FL) surely share the following statement by Castro (1994: 187): "no one knows exactly how a language is learned, despite all the research and all the theories formulated on the subject". Graddol (2006: 82) presents a similar point of view:

there is no single way of teaching English, no single way of learning English, no single motive of doing so, no single way of assessing a coursebook, no single way of assessing proficiency and, indeed, no single variety of English which provides the target of learning. It is tempting, but unhelpful, to say there are as many combinations of these as there are learners and teachers. The proliferation of acronyms in ELT reflects this diversity.

In the history of teaching, different theories have appeared that have tried to explain how you learn. These have given rise to different approaches, some of which have been the basis of teaching methods. For example, at the base of the Audiolingual Method we find Skinner's (1974) behaviourist theory where a FL is learned through mechanisms of repetition, structural mastery and immediate correction of errors (Brown 2007). Edward Anthony (1963) defines *method* as an overall plan for systematic presentation of language based on a selected approach, which is a set of assumptions dealing with the nature of language, learning and teaching; it is followed by techniques which are specific classroom activities consistent with a method, and therefore in harmony with an approach. Later, Richards and Rodgers, in 1982, refer to method as an umbrella term that integrates theory and practice. According to these authors, the entire method of teaching/learning a FL can be described from the analysis of its three constituent elements: *approach*, *design* and *procedure*.³ The *approach* is a particular way of understanding teaching/learning and refers to the theoretical principles on:

- a. the nature of the language: what is understood by linguistic competence, what are the basic units of the linguistic structure (what to teach).
- b. the theory of language learning: theory about the cognitive and psycholinguistic processes that allow the learning of the language. These processes determine the methodological principles and teaching practices

³ See Annex 1 for the diagram proposed by Richards and Rodgers (2014) to outline the three elements.

that allow it to be successful or not (how to teach).

Secondly, the *design* links theory with practice and takes into account:

- a. objectives of the method (general and specific);
- b. types of learning/teaching activity;
- c. student roles and teacher roles;
- d. role of teaching materials;
- e. program model or syllabus (linguistic/non-linguistic content and its organization).

Lastly, the *procedure* refers to the operation of the class, resources in terms of time and space, interaction models and activities that are used to develop the contents within the established theoretical framework, tactics and strategies of students and teachers in the application of the method.

According to this model, a method is related to an approach determined by the underlying theories, its organization is conditioned by a particular design, and it is put into practice through the procedure. That is to say, teachers can develop their own teaching procedures starting from a theory about the nature of the language and/or a specific theory about learning (approach). An approach may or may not lead to a method, as the approach does not necessarily determine a procedure and theory does not dictate specific teaching techniques and activities. Since the Audiolingual Method, methods are oriented either towards linguistics (what to teach) or towards the theory of learning (how to teach). Sánchez (2000: 17) argues that a language method is a whole that implicates the variables presented in Table 1.⁴

⁴ Translated by the author from the original Spanish. See Annex 2 for the original text.

Theoretical component:	linguistic theory (nature of the language) psychological theory (principles of learning) pedagogical theory (teaching principles) sociological theory (contextual, educational, geographical conditions...) economic principles applied to the management and planning of teaching, in the classroom.
Content:	elements that constitute the object of teaching and learning (objectives): - elements of linguistic code (morphology, syntax, vocabulary, graphic system, sound system). - pragmatic elements (sociolinguistic, psycholinguistic, contextual, ...). - elements of planning and management of the content offered.
Activities (implementation):	- pedagogical elements in design. - psychological elements to determine procedures (age, challenge, interaction, ...). - motivating elements. - procedural elements related to the pragmatic and sociolinguistic context. - elements of planning and management of classroom activities (order, sequencing, coherence...).

Table 1. Method according to Sánchez (2000: 17)

Another important contribution comes from Brown (2007: 17), who provides a clear distinction between method, approach and methodology, concepts which are, at times, used as synonyms:

Method: A generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviours and secondarily with such features as linguistics and subject-matter objectives, sequencing, and materials. They are sometimes –but not always– thought of as being broadly applicable to a variety of audiences in a variety of contexts.

Approach: Theoretically well-informed positions and beliefs about the nature of language, the nature of learning, and the applicability of both to pedagogical settings.

Methodology: Pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in “how to teach” are methodological.

Considering the above and taking into account the models of Neuner and Hunfeld (1993), methods (and approaches) evolve over time as changes occur in:

- learning theories;
- our conceptions of language and the didactic approaches that linguistic currents provide;

- programs and curricula;
- the role of the teacher and the student;
- politics and society.

In fact, a method must result from a symbiosis between the materials that are taught, the teacher and the student(s). However, and as will be presented in Part II of this thesis, there is a huge contradiction between what teachers actually do in class and what they say they want to do. For the purpose of this thesis, a method is best summarized in Sánchez's words (2000: 29):⁵

A method is understood to be a set made of:

- a theoretical base that derives from coherent convictions and beliefs [...];
- a list of (linguistic) elements selected according to the previous theoretical basis. These elements will constitute the teaching and learning objectives;
- a set of appropriate techniques to achieve the proposed objectives.

Hall (2018: 87) in his book *Exploring English Language Teaching* provides an important reflection on the topic of method, considering that the debate around this topic has developed in significant and multiple directions over the years.

[O]ver the course of the twentieth century for ELT in particular, and long before for language teaching and learning in general, a variety of methods emerged. A number of differing accounts attempt to explain this 'profusion' of approaches, each with its own particular perspective on the past. While most accounts suggest that it is possible to trace the emergence of methods in sequence over time (albeit offering differing reasons for why this happened), more recent and radical interpretations suggest that these narratives simply stereotype the past and create a 'mythology' around methods.

To fully understand this study and the research featured in the following chapters and particularly in Part II, it is crucial to further understand how English Language Teaching (henceforth ELT) has evolved throughout the years. Considering Celce-Murcia's (2001), Brown's (2007), Larsen-Freeman and Anderson's (2011), Richards and Rodgers' (2014), and Hall's (2018) contributions (among others), the following sections

⁵ Translated by the author from the original Spanish:

por un método se entiende un conjunto integrado por: una base teórica que deriva de convicciones y creencias coherentes [...]; un elenco de elementos (lingüísticos) seleccionados de acuerdo con la base teórica anterior. Estos elementos constituirán los objetivos de enseñanza y aprendizaje; un conjunto de técnicas adecuadas para lograr los objetivos propuestos.

will feature the main learning methods (and approaches) used for instruction and attempt to present an outline regarding the characteristics of the materials used with each method/approach. Afterwards, a discussion of the role of methods in a Post-Method era will be presented. Considering the timeline featured below, Section 1.2.1 discusses the Grammar-Translation Method, also known as the Classical Method; Section 1.2.2 addresses the Direct Method, which focuses on the importance of speaking; Section 1.2.3 covers the Audiolingual Method, which is referred to as the first modern methodology; Section 1.2.4 presents different Humanistic Approaches, i.e., a range of holistic methods applied to language learning such as Community Language Learning and Total Physical Response; Section 1.2.5 highlights Communicative Language Teaching, still considered the current dominant method; Section 1.3 discusses the Post-Method era and suggests learner-, teacher- and curriculum-centered approaches as three new trends that promote –to different extents– Principled Eclecticism, as in adjusting the method/approach to the learner, teacher or curriculum and not the learner, teacher or curriculum to the method/approach.

1.1. An overview of main ELT methods and approaches

Using a methodology in the language classroom is equivalent to choosing a certain path for teaching. Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence. The following timeline, featured in *TJ Taylor Blog*,⁶ allows the reader to visualize the primary methods and approaches used within an ELT context.

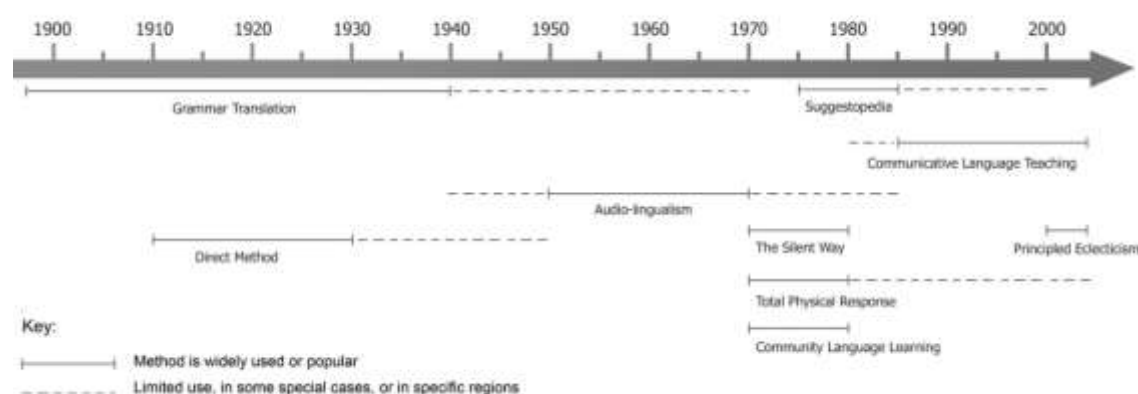


Image 1. Timeline of teaching methods (*TJ Taylor Blog*)

⁶ <https://blog.tjtaylor.net/content/uploads/teaching-methods-timeline-large.png> (accessed February 15th, 2021).

Although in theory the methodological evolution of FL teaching may appear linear, in practice methods and approaches overlap over time. Very different methodological currents have coexisted and coexist at the same time. Such a retrospective provides an overview of different interpretations of the best way to teach a FL or, in the words of Brown (2007: 18), “a sketch of the changing winds and shifting sands of language teaching over the years”.

Celce-Murcia (2001), Larsen-Freeman and Anderson (2011), and Richards and Rodgers (2014) provide a contemporary review of language teaching principles and techniques that have heavily guided the overview presented in the next section. These different methods and approaches did not occur by chance but “in response to changing geopolitical circumstances and social attitudes and values, as well as to shifts in fashion in linguistics” (Cook 2003: 30). As it will become clear, their development has been cumulative, progressive and relatively linear.

1.1.1. Grammar-Translation Method

The Grammar-Translation Method (henceforth GTM) dominated FL teaching from 1840 to 1940 (Richards and Rodgers 2014). It emerged from the teaching of classical languages such as Latin. However, Brown (2007: 18) argues that although the classical method of FL teaching became to be known the GTM, there was little to distinguish grammar-translation from what had gone on in the FL classroom for centuries. This is also asserted by Stern (1983: 453): “grammar and translation in language teaching has existed through the ages [...] much of the original Grammar-Translation literature emerged from Germany”. Hall (2018: 91) explains that this particular method requires learners to focus on individual grammar points, which are taught deductively, and focuses on written accuracy over oral fluency (which is not a feature of the GTM). Language is often presented on a word/sentence level; however, longer texts are also present. Celce-Murcia (2001), who also regards GTM as an extension of the approach used to teach classical languages to modern ones, listed the major characteristics of this method:

- a. Instruction is given in the native language of the students.
- b. There is little use of the target language for communication.
- c. Focus is on grammatical parsing, i.e., the form and inflection of words.
- d. There is early reading of difficult texts.
- e. A typical exercise is to translate sentences from the target language into the mother tongue (or vice versa).
- f. The result of this approach is usually an inability on the part of the student to use the language for communication.

- g. The teacher does not have to be able to speak the target language. (ibid.: 6)

Provided the characteristics of the GTM, it is obvious that little or no attention is given to pronunciation. In this context, language is studied in order to develop intellectual abilities, and the study of grammar itself becomes the purpose of learning. Considering Abadía's (2000) contribution, which follows Richard and Rodgers' original 1982 model (presented above to analyse the three constituent elements of a method), Table 2 outlines the key aspects of the GTM.

Language concept:	Language is a set of grammatical rules and exceptions. The basis of linguistic description is the written language. The language is seen as a "building" that is built by systematically fitting the different bricks of the language, according to logical rules. A language is mastered when you acquire all the grammatical knowledge. The mother tongue is the reference system in learning the FL.
Learning concept:	Grammar learning follows a deductive process: a rule is presented, studied, and then practiced in the individual sentence translation exercises. In other words, the language is learned through the chaining of a multitude of isolated rules that are analysed and memorized. The lexicon appears decontextualized. Learning language supposes a disciplined intellectual formation, an education towards orderly thought.
Design:	<p>Objectives: the student is able to translate.</p> <p>Program model: the selection and organization of the contents is carried out according to grammatical criteria.</p> <p>Typology of activities: mainly translation exercises, some conjugation exercises, reading aloud.</p> <p>Role of the learner: receives from the teacher the grammatical knowledge that he/she must memorize. Individual learning. Passive attitude.</p> <p>Role of the teacher: he/she is the protagonist of the student's learning. His/Her role is to provide language skills. It is convenient that he/she knows the L1 of the learners.</p> <p>Role of materials: teaching and learning revolves around the textbook, the only material used. The communicative exchange (if any) between the teacher and the student always has the textbook as a reference.</p>
Procedures:	Class techniques, practices and observed behaviours: the rules that govern the FL are explained through comparison with the mother tongue, the learners memorize them and the practice is carried out through translation. There is no interaction between teacher and student, or among learners. Language errors are considered as something negative and must be corrected immediately. This method tends to create frustration for students and requires little effort from teachers.

Table 2: Outline of the Grammar-Translation Method (Abadía 2000: 39)⁷

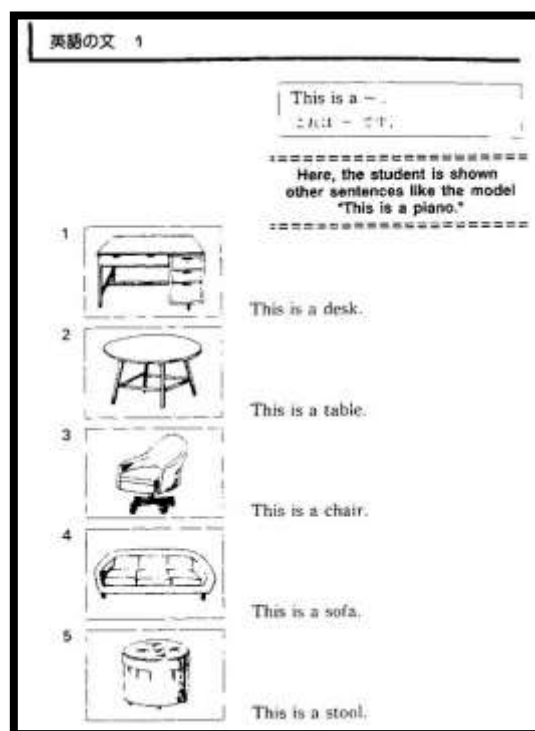
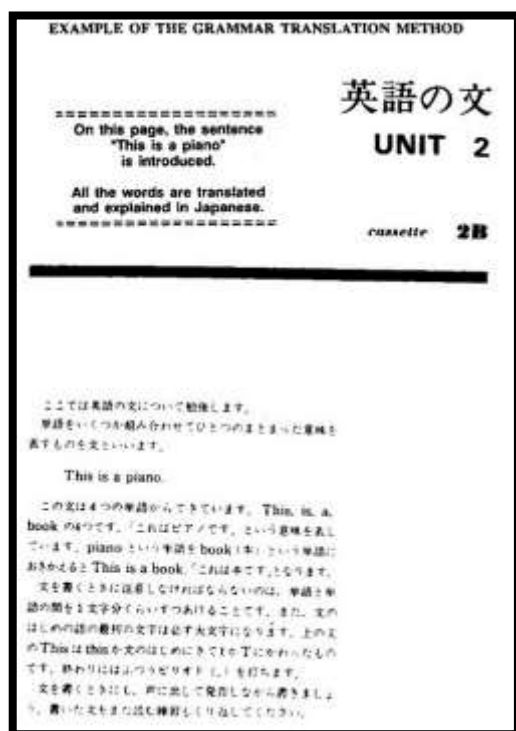
⁷ Translated by the author from the original Spanish. See Annex 3 for the original text.

Given the above and the aims of this research, it is important to consider how the GTM was translated in coursebooks. However, finding an adequate sample is not an easy task. Ultimately, the work featured in the *Humanity Development Library 2.0*⁸ and Hall (2018) provide appropriate examples even though only the latter example was designed for the European context. The first set of sample pages are based on a Japanese junior high school coursebook. It highlights key aspects mentioned above, specifically:

- Learning the rule by studying sample sentences.
- Translating sentences exemplifying the rule into the FL.

By presenting the sentence pattern "This is a...", the learner reads the explanation of the pattern in the L1 and studies the example sentences provided. Afterwards, the student practices the pattern by translating parallel sentences from the L1. Lastly, there is further information regarding the grammatical structure of the sentence. These examples also demonstrate that there is very little use of the FL as a medium for instruction and how the discussion in the coursebook (and likely in the classroom) is conducted in the L1.

The second example presents verbs of the second conjugation for learners of Polish. It initially presents an overview of the grammatical rule and follows with translation exercises.



⁸ <https://tinyurl.com/3azfezt4> (accessed February 15th, 2021).

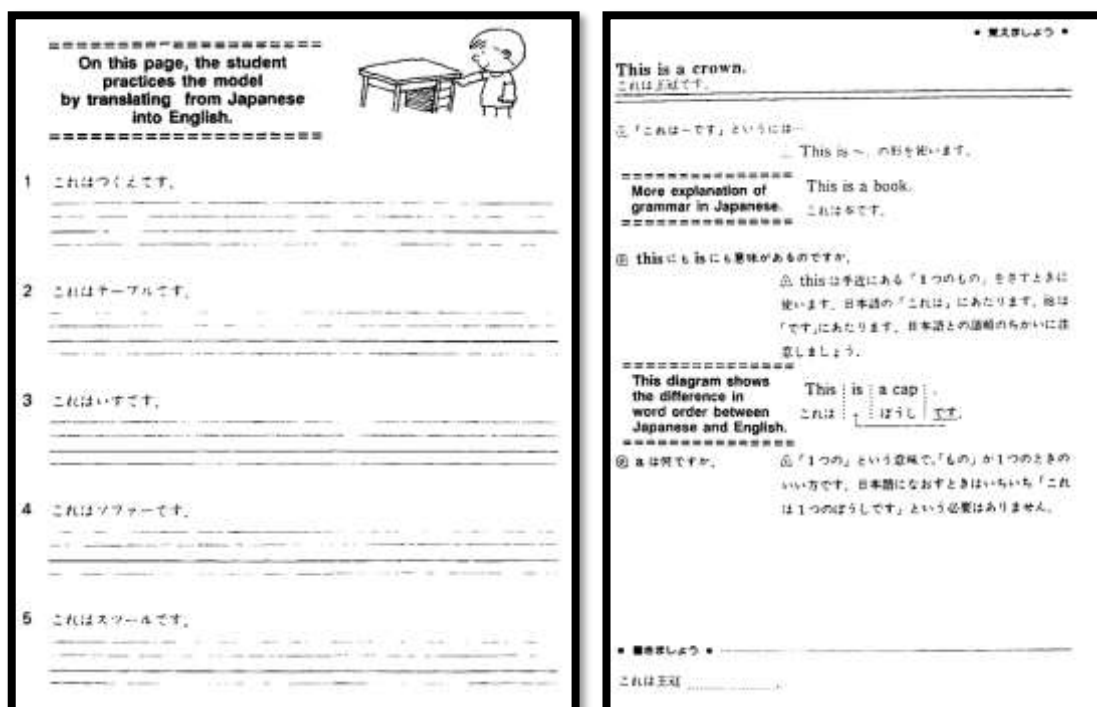


Image 2. Example of a Japanese GTM coursebook⁹

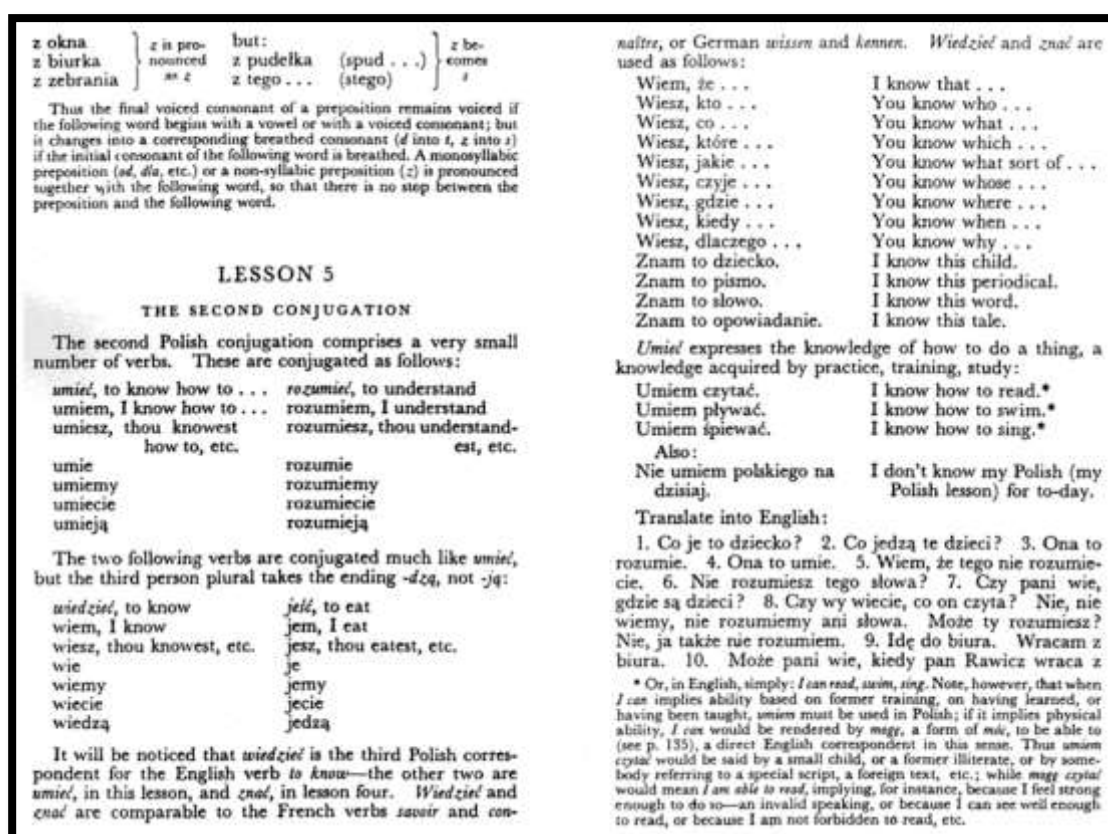


Image 3. Example of a Polish GTM coursebook¹⁰

⁹ Grolier English Study Course, Book 1. Connecticut: Grolier International, Inc.

¹⁰ Teach Yourself Polish. Lincolnwood, IL: Ntc Pub Group.

One of the major criticisms that the GTM has to face is that it does not directly teach the learner how to use the language outside of the classroom (Cook 2016: 263). However, it is understandable that this method remained popular among language instruction as it requires few specialized skills on the part of the instructor (Brown 2007: 19). Additionally, grammar and translation tests are easy to prepare and objectively scored. Standardized FL tests today still fail to truly assess communicative abilities.¹¹ In an article regarding GTM in the Arab World,¹² Assalahi (2013) maintains that “grammar instruction [...] is dominated by a teacher-centred, forms-focused approach where the target is comprehension of discrete rules and production of correct forms rather than communication or meaningful language”. However, in a different contribution regarding GTM, Abdulla-All-Mijan (2018: 42) suggests that there are still benefits:

As students and teachers' native language is Bangla and their second language is English [...] teaching through translation and with grammatical rules becomes easy and beneficial. Furthermore, it is observed by the researcher that, due to lack of an English-speaking community, it is difficult for pupils to learn English through other modern methods [...]. A comparison of both the structure of L1 and L2 gives them ample understanding of the ideas. Here Grammar-Translation proved an entrance road for the students to enter the world of English.

It should be noted that, despite having been used as a medium for instruction for many decades and its presence in middle eastern countries, the GTM has no contemporary advocates in western countries in opposition to more contemporary methods such as Task-Based Language Learning or Content-Based Integrated Learning. There is “no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology or educational theory” (Richard and Rodgers 2014: 7).¹³ A lesson according to the GTM consists of learning words and rules by heart. The learner is convinced that if he or she has learned the rule and has been able to apply it in a written exercise, he or she knows how to use it correctly; thus, the student is guaranteed to be able to generate correct sentences/texts. It is this false expectation that leads to frustrations when the learner realizes that he or she does not know how to integrate this passive grammatical knowledge into the practical use of the FL being learnt.

¹¹ See https://www.ets.org/Media/Research/pdf/RD_Connections14.pdf and http://litu.tu.ac.th/FLLT2013/www.fllt2013.org/private_folder/Proceeding/856.pdf (accessed February 15th, 2021).

¹² <http://www.academypublication.com/issues/past/tpls/vol03/04/06.pdf> (accessed February 15th, 2021).

¹³ I have not found relevant studies relating GTM to linguistic, psychological or pedagogical research.

1.1.2. Direct Method

The Direct Method was a reaction to Grammar-Translation. It draws heavily on the belief that learning a FL is similar to acquiring a L1: lots of oral interaction, spontaneous use of the language, no translation between L1 and FL, and little or no analysis of grammatical rules (Brown 2007, Hall 2018). Brown (2007: 22) argues that this method

[e]njoyed considerable popularity at the beginning of the twentieth century. It was most widely accepted in private language schools where students were highly motivated and where native-speaking teachers could be employed. One of the best known of its popularisers was Charles Berlitz (who never used the term Direct Method and chose instead to call his method the Berlitz Method). [...]

But almost any “method” can succeed when clients are willing to pay high prices for small classes, individual attention, and intensive study. The Direct Method did not do well in public education, where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use. Moreover, the Direct Method was criticised for its weak theoretical foundations. Its success may have been more a factor of the skill and personality of the teacher than of the methodology itself.

Celce-Murcia (2001), who also argues that the Direct Method is a reaction to the GTM but ultimately failed to instruct communicative competent learners in the FL, listed the major characteristics of the Direct Method:

- a. No use of the mother tongue is permitted (i.e., the teacher does not need to know the students’ native language).
- b. Lessons begin with dialogues and anecdotes in modern conversational style.
- c. Actions and pictures are used to make meanings clear.
- d. Grammar is learned inductively.
- e. Literary texts are read for pleasure and are not analysed grammatically.
- f. The target culture is also taught inductively.
- g. The teacher must be a native speaker or have nativelike proficiency in the target language. (ibid.: 6)

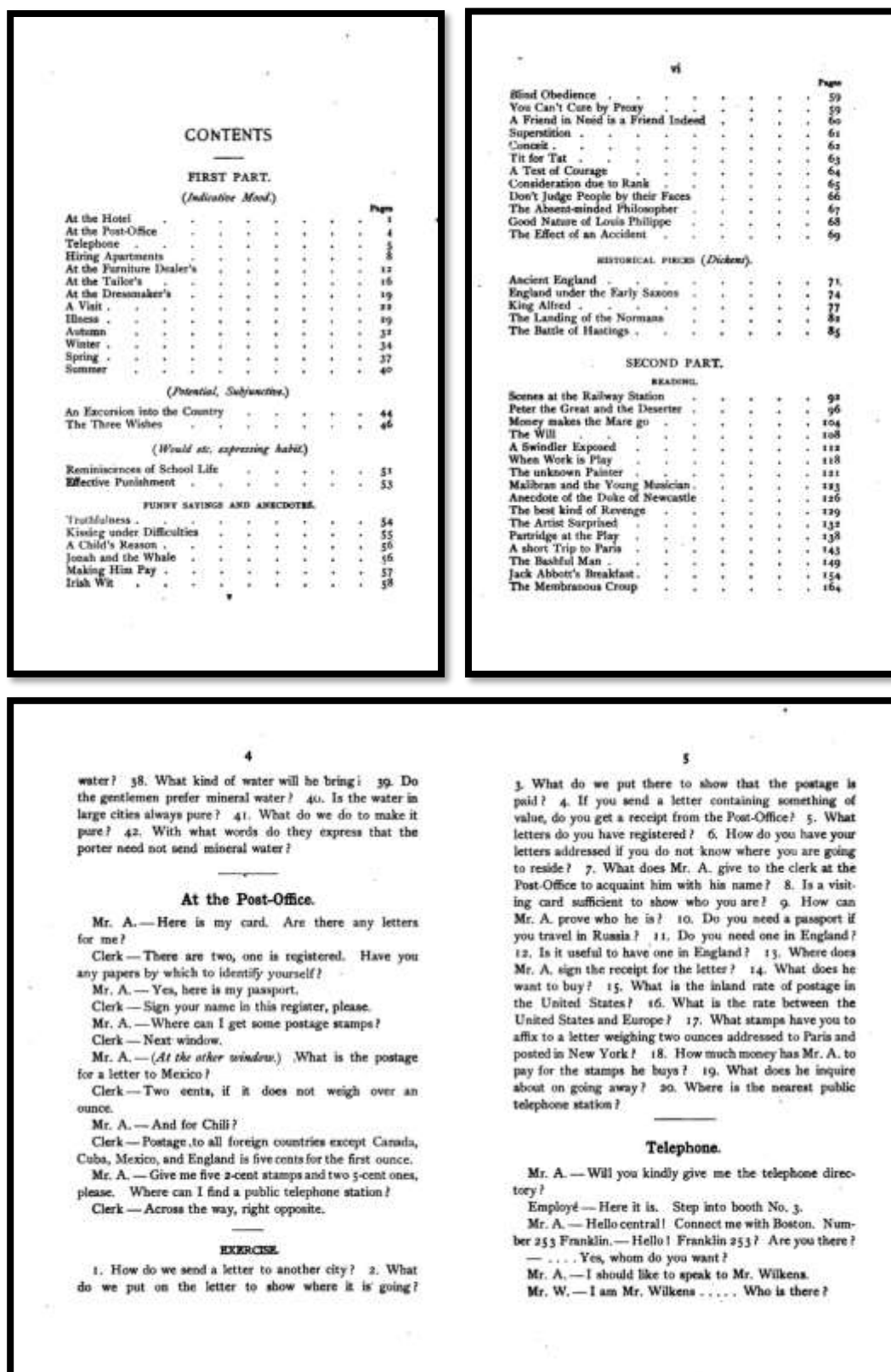
Hall (2018) reiterates that classes based upon the Direct Method tradition are small, use only the L2 as both a means of communication and instruction, are dominated by speaking and listening and involve little grammar analysis. The same author also claims that, “theoretically, the approach is also underpinned by a belief that language teaching should be based around phonetics and accurate pronunciation” (ibid.: 95). Table 3 below summarizes the constituent elements of this method:

Language concept:	Teaching is oriented towards colloquial oral language. Phonetics begins to play an important role. The grammar is formulated with examples and rules, these are then offered as an assessment and summary of the acquisition process.
Learning concept:	Learning a FL is seen as a process that, in principle, can be compared to the acquisition of the L1. A FL is not learned through a conscious revision of the grammatical rules and their use in translation, but through the imitation (listen-repeat) of a linguistic model (the teacher). Memorizing examples of sentences and short dialogues in the FL (by means of an illustration, for example), or the guided or free representation, are characteristics of the Direct Method learning procedure. The lexicon is learned above all by association. The learning concept of the Direct Method is characterized by being imitative, associative and inductive.
Design:	<p>Objectives: to develop the ability to understand and be understood in the language being learned. Get the student to start thinking in the new language and build a new linguistic system independent of that of his/her L1.</p> <p>Program model: in the selection of vocabulary and grammar points relevant to conversation, the criterion of colloquial frequency is applied. The order in which they are introduced is determined by the need to explain all selected elements of the language without resorting to translation, and to present situations in a gradual increase in complexity.</p> <p>Typology of activities: the main tool of the method is the question. Illustrations or objects are used to convey meaning.</p> <p>Role of the learner: must participate actively answering questions.</p> <p>Role of the teacher: "the essential factor of teaching" and the real protagonist of the class.</p> <p>Role of materials: coursebooks are for reference only. The teacher must have initiative to create interaction in the classroom, therefore, in the case of the Berlitz Method, a complete training in the method is received before classroom teaching.</p>
Procedures:	Class techniques, practices and observed behaviours: the learning of both vocabulary and grammar is carried out through visual denials, associations of ideas, examples and analogical operations. Comparison with the L1 and translation disappear from teaching. Correction of errors is usually done at the moment they occur.

Table 3: Outline of the Direct Method (Abadía 2000: 57)¹⁴

Considering the above, countless coursebooks were designed to translate these principles. The following example of the Direct Method is from the Berlitz approach. The contents page points out how the textbook will allow the learner to understand and how the language works without any lengthy grammatical explanations. Dialogues are used to expose the student to the FL, and particular focus is given to chunks of language. Lessons throughout the coursebook are repetitive and the presentation itself is not as appealing as contemporary materials, as the entire series is presented in black and white and lacks any consideration to the learner's L1.

¹⁴ Translated by the author from the original Spanish. See Annex 4 for the original text.

Image 4. Example of a Direct Method coursebook¹⁵

¹⁵ Originally printed in 1915. *The Berlitz Method for Teaching Modern Languages – English Part, Second Book*. New York: Eliborn Classics.

The decline of the use of the Direct Method both in Europe and in the United States has been set towards the end of the first quarter of the twentieth century (Brown 2007). While it is clear that this method brought changes and ended the hegemony of the GTM, it is apparent that it failed because it was difficult to generalize in public schools where factors such as the presence of large groups per classroom and the impossibility to exclusively hire native speakers to teach conditioned its generalization. While this method is still used in private classes or in individual teaching, where learners are commonly motivated and where native teachers are usually hired to teach, it is important to remember that the acquisition of the L1 is very different from learning a FL. Additionally, strict adherence to the principles of the method can become counter-productive, since the teacher is forced to provide unnecessary workarounds or vague explanations to avoid the L1. Authors such as Abadía (2000) also suggest that this method does not allow a systematic and structured learning of the language. The need for a more solid theoretical basis has been considered one of the reasons that yielded the advent of the Audiolingual Method:

[T]o some, the Direct Method was the product of 'enlightened amateurism', and theorists from the emerging field of Applied Linguistics argued that a much stronger theoretical basis was needed upon which to develop language teaching methods and practices. Ultimately, this would lead to Audiolingualism (or the Audiolingual Method) in the US and the *Oral Approach* in the UK. It is the former that was, and is, far more influential within ELT. (Hall 2018: 96)¹⁶

1.1.3. Audiolingual Method

The Audiolingual Method (henceforth ALM) results from a number of contextual and theoretical factors. First, World War II required US troops to become orally proficient in the languages of both their allies and their enemies.

The languages taught ranged from European languages such as French and German and Asian languages such as Japanese and Korean and the Army Method, as it became known, focused on oral/aural work and pronunciation, realized through drills and conversation practice, with small groups of motivated learners and native speaker teachers. (Hall 2018: 97)

¹⁶ Brown (2007: 22) explains that the Direct Method was more successful in Europe than in the USA since it was easier to find FL teachers and easier to find opportunities to use FL skills.

Brown (2007: 23) reiterates that the “Army Method” focused on oral/aural work particularly “pronunciation and pattern drills and conversation practice with virtually no focus on grammar translation found in traditional classes”. It was only in the 1950s that it became to be known as the ALM. This method was firmly grounded in structural linguistics (e.g. Bloomfield 1933) and behavioural psychology (e.g. Skinner 1957).¹⁷

While the ALM draws from the Direct Method but adds features from structural linguistics and behavioural psychology, authors such as Celce-Murcia (2001: 7) suggest the following list as the main characteristics of this method:

- a. Lessons begin with dialogues.
- b. Mimicry and memorization are used, based on the assumption that language is habit formation.
- c. Grammatical structures are sequenced and rules are taught inductively.
- d. Skills are sequenced: listening, speaking — reading, writing postponed.
- e. Pronunciation is stressed from the beginning. Vocabulary is severely limited in initial stages.
- f. A great effort is made to prevent learner errors.
- g. Language is often manipulated without regard to meaning or context.
- h. The teacher must be proficient only in the structures, vocabulary, etc. that he or she is teaching since learning activities and materials are carefully controlled.

Following the previously mentioned three-part outline, Abadía (2000: 72) offers the following framework regarding this method:

¹⁷ Within linguistics, structuralism holds that language can be broken into constituent parts such as phonemes, morphemes, and words which can provide structures and combine to produce phrases, clauses and sentences. Structuralism prioritizes spoken over written language. Hall (2018: 98) suggests:

Following a clearly behaviourist approach to learning, ‘good habits’ are formed as new language is presented through set phrases and scripted dialogues that are repeated and drilled until memorized. In other words, learners are required to respond to a stimulus, with correct answers being reinforced. There is very little or no grammatical explanation in the audiolingual classroom – learning takes place inductively. The focus of classes is on accuracy and the avoidance of errors, learners having to master a structure before they can move on to the next one. Because the learners’ L1 is regarded as a potential source of ‘bad’ habits (due to interference), the class takes place in the learners’ L2 and typically makes use of audio recording, language labs and visual aids.

Linguistic theory:	The theory about the nature of the language underlying audiolingualism is structural linguistics (represented by Bloomfield and Lado). Language is made up of a set of structures, and its analysis is handled by phonology (pronunciation, stress, intonation, etc.), morphology (formation of words, prefixes and suffixes, compound words etc.) and syntax (relation and order of elements in the sentence between sentences). Linguistic phenomena are inductively analysed, and the object of analysis is the oral language, not the written one. In the situational approach, the structures and the lexicon, as well as the use of the language, are linked to a situational context.
Learning theory:	The ALM is based on the behavioural conception of learning: learning a language is to form linguistic habits through repetition (mechanical process). For Skinner, representative of behaviourism, linguistic behaviour is explained through the “stimulus → responses → reinforcement” model. In the Situational Approach, learning is enhanced by studying speech in context.
Design:	Objectives: first, oral skills (oral expression and listening comprehension). Oral ability is considered equivalent to correct pronunciation and grammar, and the ability to be able to respond quickly and correctly in oral communication situations.
	Program model: the starting point is a linguistic program that contains the key points of the phonology, morphology and syntax of the language, organized according to their order of presentation. These points may be derived, in part, from the contrastive analysis of the mother tongue and the target language.
	Typology of activities: dialogues and pattern drills are part of classroom practice. The dialogues, which represent contextualized structures in communicative situations, are repeated and memorized. The structures are practiced by means of drills (repetition exercises, substitution, transformation, etc.). In the Situational approach, activities are added that aim to practice creativity in oral expression. It is about transferring what has been learned to similar situations.
	Role of the learner: plays a reactive role: responds to stimuli. The student does not participate in making decisions about his/her learning and, especially at the beginning, does not always understand the meaning of what he/she repeats.
	Role of the teacher: plays a central and active role: is responsible for modelling the language, correcting and controlling the learning steps. He/She should vary the activities to keep the attention of the students.
Procedures:	Class techniques, practices and observed behaviours: in class the FL is used, whenever possible. Translation or use of the students' L1 is discouraged. The dialogues are memorized little by little and are read aloud in chorus and individually. Structures are learned through practice of sound samples, order, and form, rather than explanation. The vocabulary is studied only within a context. Correction of grammatical or pronunciation errors is direct and immediate.

Table 4: Outline of the Audiolingual Method (Abadía 2000: 72)¹⁸

¹⁸ Translated by the author from the original Spanish. See Annex 5 for the original text.

ALM was firmly rooted in respectable theoretical perspectives of the time and enjoyed many years of popularity, and adaptations of this method are still present in contemporary approaches (Brown 2007: 23).


As with the previous methods, it is relevant to see how coursebooks featured this method. According to the work featured in the *Humanity Development Library 2.0.*,¹⁹ the following examples of an audiolingual textbook are from *English for Today*. In the sample pages, the sentence pattern "This/that is a ..." is presented, along with the corresponding yes/no questions and answers ("Is this/that a... ? Yes, it is./No, it's not"). The lesson is centred first on the presentation of the model sentence and followed by a series of oral drills which practice the model. In this context, the meaning of the sentences is conveyed through the images. After drilling, it is expected that the learner is able to express his/her own ideas. Nevertheless, from experience as FL teacher, it is difficult to find a student who has learned English solely through this approach. Students who find learning the FL difficult struggle to extract the abstract sentence pattern from the model and the proposed drilling of sentences. They ultimately learn very little unless the teacher supplements the activity with input from the L1 as in explanations regarding the sentence and vocabulary.

EXAMPLE OF THE AUDIOLINGUAL METHOD

Unit 1 DESCRIBING THINGS AND PEOPLE

Lesson One

THINGS IN THE SCHOOL



I **This is a book. That's a door.**
This is a book, and that's a door.

1.1 Practice statements with *This is a (book)* and *That's a (door)*. Use the pictures above or objects in the classroom.

book box chair door map pencil picture table wall window a and is that this that + is = that's	1. book a book This is a book. 2. box _____ 3. chair _____ 4. pencil _____ 5. table _____ 6. door a door That's a door. 7. map _____ 8. picture _____ 9. window _____ 10. wall _____
---	--

1.2 Practice statements with *This is a (book)*, and *that's a (door)*.

book/door

1. This is a book, and that's a door.

chair/map

2. _____

pencil/picture

3. _____

table/window

4. _____

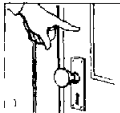
box/wall

5. _____


**II Is this/that a book? Yes, it is.
Is this/that a chair? No, it's not.**

1.3 Practice "yes-no questions" with *Is this/that a (book)?* and the short answers *Yes, it is* and *No, it's not*. Use the pictures and objects in the classroom. S1 means "Speaker 1" (may be student, group, row, etc.).


it + is = it's



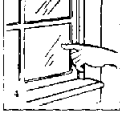
S1: Is this a door?
S2: Yes, it is.



S1: Is this a map?
S2: No, it's not.



S1: Is this a picture?
S2: Yes, it is.



S1: Is this a window?
S2: Yes, it is.

¹⁹ <https://tinyurl.com/3azfezt4> (accessed February 15th, 2021).

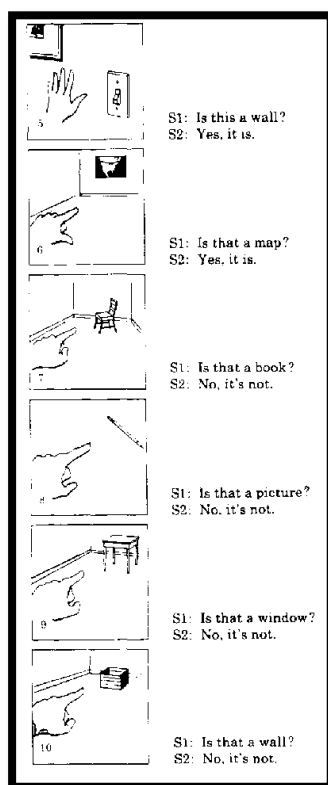


Image 5. Example of an audiolingual coursebook²⁰

The ALM was heavily criticized due to its ultimate failure to teach long-term communicative proficiency (Rivers 1964). According to Brown (2007: 24), “language was not really acquired through a process of habit formation and overlearning, [...] errors were not necessarily to be avoided at all costs, and [...] structural linguistics did not tell us everything about language that we needed to know”. As presented above, this method is more interested in the form (in the linguistic structures) than in the use of the language and conceives the learning of the FL as a process of formation of linguistic habits. Oral practice is reduced to a mechanical task with which it is intended to internalize grammatical structures and vocabulary. With his theory of Generative Grammar, Chomsky (1966, 1967) raised the theoretical critique of ALM: the fundamental properties of language derive from innate aspects of the mind and from the way in which human beings process experiences through language. As for the learning theory, the behaviourist method of language acquisition “stimulus - response - reinforcement” neglects the cognitive and creative potential of the learner. Ultimately, the material presented in class is of little relevance in real-life situations. ALM lessons are repetitive and the proposed language drills do not necessarily resemble the actual use of the language. However, just like the Direct Method, ALM survives in ELT today as textbooks

²⁰ *English for Today*, Book 1, edited by William R. Slager. New York: McGraw-Hill Book Company, 1972.

still present drill-based and dialogue-building activities as well as highlight a general emphasis on practice. Nevertheless, combined with more recent advances to FL teaching, it is rather an approach or a methodology than a method (Hall 2018).

1.1.4. Humanistic Approaches

The decade of 1970s was historically significant because research in L2 learning and teaching grew significantly, “from an offshoot of linguistics to a discipline in its own right. As more scholars specialized their efforts in L2 language acquisition studies, our knowledge of how people learn languages inside and outside the classroom mushroomed” (Brown 2007: 24). Additionally, a number of innovative methods were created also due to the contributions of educational theory and psychology. Hall (2018: 99) argues that “a paradigm shift towards humanistic (and ‘more humane’) teaching methods emerged partially as a reaction to the de-humanizing ‘science’ of audiolingualism, but also as part of the late 1960s and 1970s social unrest and student protest”. Celce-Murcia (2001), who also regards the Humanistic Approaches as a reaction to the general lack of affective considerations in the Audiolingual Method, outlines the major characteristics of this approach as follows:

- a. Respect is emphasized for the individual (each student, the teacher) and for his or her feelings.
- b. Communication that is meaningful to the learner is emphasized.
- c. Instruction involves much work in pairs and small groups.
- d. Class atmosphere is viewed as more important than materials or methods.
- e. Peer support and interaction are viewed as necessary for learning.
- f. Learning a foreign language is viewed as a self-realization experience.
- g. The teacher is a counselor or facilitator.
- h. The teacher should be proficient in the target language and the student’s native language since translation may be used heavily in the initial stages to help students feel at ease; later it is gradually phased out. (ibid.: 7)

Humanistic language teaching embodies a set of progressive educational values and beliefs about learners, learning and overall purpose of education. The following subsections will feature the four main methods from this era: The Silent Way, Suggestopedia, Community Language Learning and Total Physical Response.

1.1.4.1. The Silent Way

The Silent Way was created by Caleb Gattegno²¹ and, as the name suggests, it uses silence as a teaching method. Gattegno based the method on his own educational theories rather than using an existing and published theory (Cook 2016). This method was characterized by its problem-solving approach to learning. The theory of learning has been summarized as follows (Richards and Rodgers 2014: 291):

Learning is facilitated:

- if the learner discovers or creates rather than remembers and repeats what is to be learned.
- by accompanying (mediating) physical objects.
- by problem solving involving the material to be learned.

Teachers were instructed to resist spelling everything out or aiding learners who struggled at first. Learners should work out a solution. The method typically utilized colourful wall charts and a set of cuisenaire rods²² as the main classroom materials:

The rods were used to introduce vocabulary (colours, numbers, adjectives [long, short, and so on]), verbs (give, take, pick up, drop), and syntax (tense, comparatives, pluralization, word order and the like). The teacher provided single-word stimuli and short phrases and sentences once or twice, and then the students refined their understanding and pronunciation among themselves with minimal corrective feedback from the teacher. The charts introduced pronunciation models, grammatical paradigms, and the like. (Brown 2007: 29)

The following images present Gattegno's original sound-colour chart and a word chart for English (Gattegno 1985). Image 6 was introduced early on to teach pronunciation and word stress. This large rectangular wall chart contains all the vowel and consonant sounds of a target language in small colored rectangles. The upper half of the chart depicts the vowels. The primary vowels are represented by one color each, the diphthongs by two colors. The consonants are located in the bottom half of the chart and are divided from the vowels by a solid line.

²¹ Gattegno introduced the method in 1963 in his book *Teaching Foreign Languages in Schools: The Silent Way*.

²² Small coloured rods of varying lengths. See https://en.wikipedia.org/wiki/Cuisenaire_rods for an overview of this teaching tool.

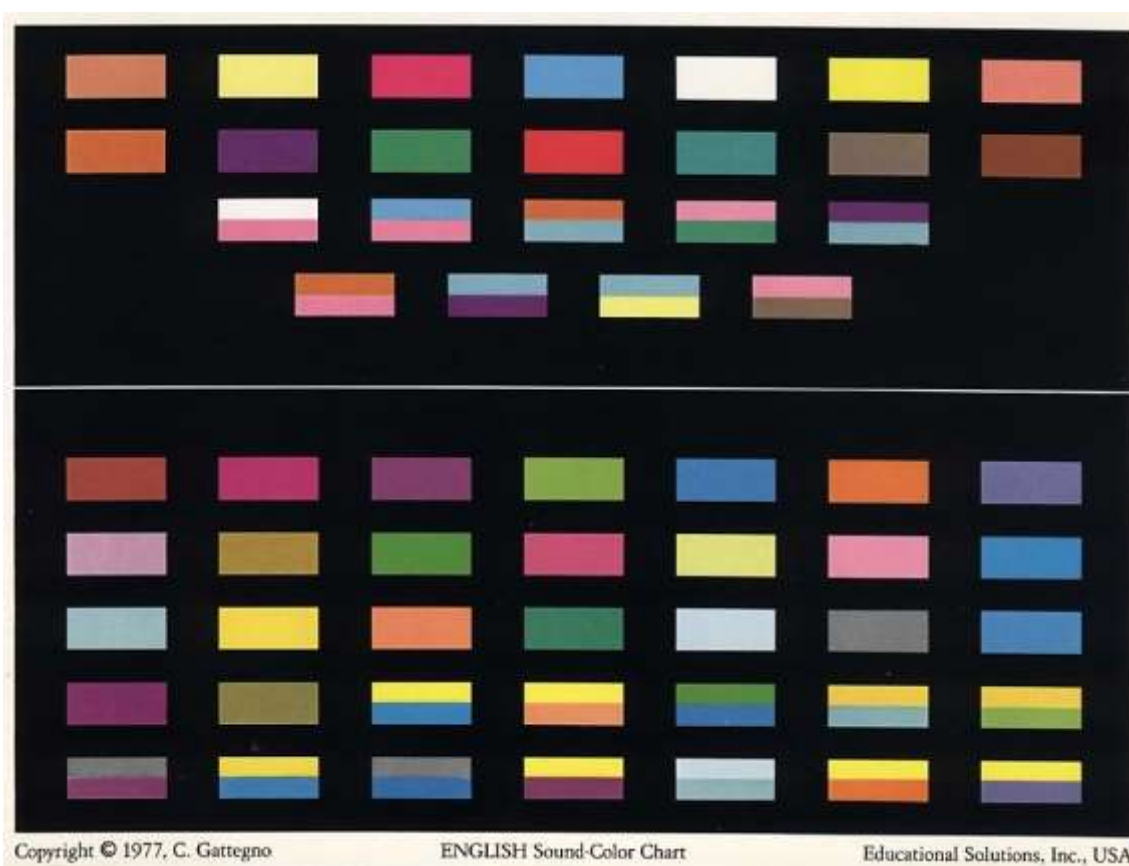


Image 6. Gattegno's original sound-colour chart for English²³

Image 7 presents the first of fifteen coloured word charts used in Gattegno's Silent Way language teaching. The word chart was designed to enable the teacher to remain silent while students work out pronunciation by themselves.

²³ https://en.wikipedia.org/wiki/Silent_Way#/media/File:Silent_Way_English_sound-color_chart.jpg (accessed February 25th, 2021).

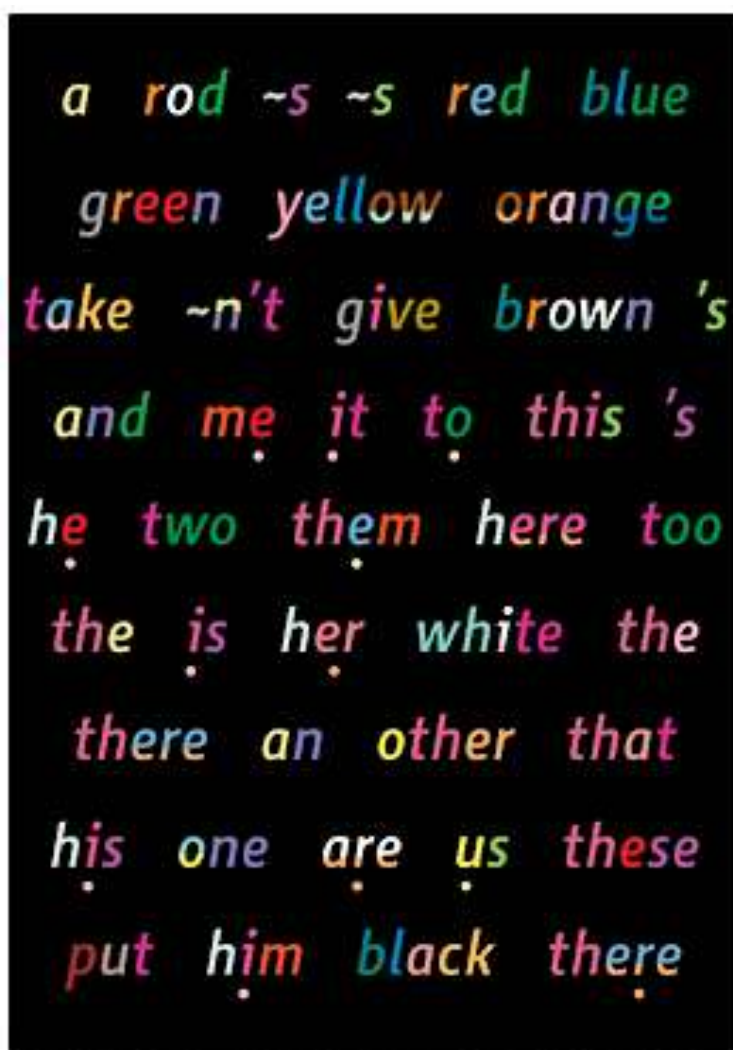


Image 7. Gattegno's fifteen coloured word chart²⁴

Just as the previous language methods, the Silent Way faced its share of criticism. On the one hand, the teacher was too distant to encourage a communicative atmosphere. On the other, learners often require more guidance and overt feedback than the method allows. Additionally, after a few lessons, the rods and charts are not sufficient to support language acquisition, and other materials must be introduced, at which point the Silent Way classroom looks like any other FL context. Although not widely practiced, the influence of this method is more generally reflected in the development of discovery learning activities where learners work things out for themselves (Hall 2018: 101), particularly in the area of teaching pronunciation (Underhill 2005). According to Byram (2000), as of the early 2000s the Silent Way was only used in a very reduced number of classrooms.

²⁴ https://en.wikipedia.org/wiki/Silent_Way#/media/File:Silent_Way_Word_chart_1,_American_English.png (accessed February 25th, 2021).

1.1.4.2. Suggestopedia

Suggestopedia²⁵ was developed by the Bulgarian psychotherapist Georgi Lozanov (1979). He contended that “the human brain could process great quantities of material if given the right conditions for learning” (Brown 2007: 27). Lozanov ultimately believed that people are able to learn much more than they give themselves credit for since learners often believe that learning a FL is an extremely difficult task.

Drawing from insights from soviet psychological research on extrasensory perceptions and from yoga, Lozanoz created a method for learning that capitalized on relaxed states of mind for maximum retention of material. Music was central to his method. Baroque music, with its 60 beats per minutes and its specific rhythm, created the kind of “relaxed concentration” that led to “superlearning”. According to Lozanov, during the soft playing of baroque music, one can take in tremendous quantities of material due to an increase in alpha brain waves and a decrease in blood pressure and pulse rate. In applications of Suggestopedia to FL learning, Lozanov and his followers experimented with the presentation of vocabulary, readings, dialogues, role plays, drama and a variety of other typical classroom activities. Some of the classroom methodology was not particularly unique. The primary difference lay in a significant proportion of activity carried out in soft, comfortable seats in relaxed states of consciousness. Students were encouraged to be as “childlike” as possible, yielding all authority to the teacher and sometimes assuming the roles (and names) of native speakers of the FL. Students thus became “suggestible”. (Brown 2007: 27)

Many authors, such as Harmer (2001) and Orosz (2017), consider that physical surroundings and atmosphere in classrooms are vital factors to make sure that the learners feel comfortable and confident, and various techniques, including art and music, are used by the trained teachers. A lesson following Lozanov’s Suggestopedia method consists of three phases: deciphering, concert session (memorization moment), and elaboration.²⁶ In the first phase the teacher introduces the content of the lesson. In most materials the text is on the left half of the page with a translation on the right half. The second phase consists of an active and passive session. In the active session, the teacher reads the text at a normal speed, sometimes intoning some words, and the students follow. In the passive session, the students relax and listen to the teacher reading the text calmly. Baroque music is played in the background. In the final phase,

²⁵ Suggestopedia is a portmanteau of the words “suggestion” and “pedagogy”.

²⁶ More recent versions of the method suggest four stages instead of three, adding a production stage after the elaboration phase. See the suggestopedic cycle of instruction: http://www.lozanov.org/index.php?option=com_content&view=article&id=51&Itemid=68&lang=bq (accessed February 25th, 2021).

learners apply what they learned through dramatization, songs, and games (Rustipa 2011).

As seen with the previous methods, Suggestopedia shared a considerable number of criticisms. Scovel (1979: 265) refers to Suggestopedia as a "pseudo-science". It strongly depends on the trust that students develop towards the method by simply believing that it works. Baur (1984: 294) argues that the students only receive input by listening, reading and musical-emotional backing, while other important factors of language acquisition are being neglected (such factors include an overall dismissal of learning styles and little to no focus towards writing skills). Other researchers such as Schiffler (1992) have suggested the exaggerated expectations promoted by some publications regarding the method. Nevertheless, and contrary to the Silent Way, Suggestopedia has yielded different versions over the years and has still some relevance today. In 2015, Paulo Sergio Negrete (2021) suggested he had corrected the negative aspects of Suggestopedia and claimed that his book *Suggestopedia/Neuropedia – Theory and Practical Application in TEFL Courses* features new discoveries in the field of neuroeducation.²⁷

1.2.4.3. Community Language Learning

Community Language Learning (henceforth CLL) was developed by Charles Arthur Curran, a Jesuit priest and Professor of psychology at Loyola University of Chicago and counselling specialist. Curran (1972) actually called CLL the "Counselling-learning" model and learners in classroom were regarded as a "group" and not a "class", as a group in need of certain therapy/counselling (Brown 2007). Brown (ibid.: 26) describes a CLL lesson as follows:

The group of clients (for instance, beginning learners of English), having first established in their native language (say, Japanese) an interpersonal relationship and trust, were seated in a circle with the counsellor (teacher) on the outside of the circle. When one of the clients wishes to say something to the group or to an individual, he or she said it in the native language (Japanese) and the counsellor translated the utterance back to the learner in the L2 (English). The learner then repeated that English sentence as accurately as possible. Another client responded in Japanese; the utterance was translated by the counsellor into English; the client repeated it; and the conversation continued. If possible, the conversation was taped for later listening, and at the end of each session, the learner inductively attempted together to glean information about the new

²⁷ The author claims to have been trained by Dr. Lozanov.

language. If desirable, the counsellor might take a more directive role and provide some explanation of certain linguistic rules or items.

While learners might struggle during many initial sessions, Curran believed that learners would progressively be able to share words and phrases in the FL without support of the counsellor and possibly achieve spoken fluency after many months/years. CLL reflected Carl Rogers's view of education, whose principles have been summarized from Rogers and Freiberg (1994) work:

1. Significant learning takes place when the subject matter is relevant to the personal interests of the student.
2. Learning which is threatening to the self (e.g., new attitudes or perspectives) is more easily assimilated when external threats are at a minimum.
3. Learning proceeds faster when the threat to the self is low.
4. Self-initiated learning is the most lasting and pervasive.²⁸

The above principles were combined with the dynamics of counselling where clients shift from dependence and helplessness to independence and self-assurance. The learners determine the content of the lesson by means of meaningful conversations in which they discuss real messages. Ultimately, there is no syllabus or textbook to follow.

CLL is often criticized on three accounts. The first concerns the counsellor, who must be highly proficient in both the L1 and the FL to be able to provide impromptu translations during the group session. Additionally, learners often benefit from a balance of inductive and deductive learning and this method relies solely on inductive learning. Lastly, as the sessions progress, the counsellor becomes too non-directive and both Brown (2007) and Richards and Rodgers (2014) agree that learners require assertive directions.

Considering my experience as a FL teacher and teacher trainer, CLL as described above will likely frighten teachers as it requires the individual to demonstrate a high level of proficiency while being unable to follow a pre-determined number of activities suggested by a coursebook. However, considering the generalization of the Internet and the prominence of social networks, the underlying principles of CLL are far from dead. There is currently a vast number of online communities where learners can learn languages by direct or indirect communication, and this is definitely a field that has

²⁸ <https://www.instructionaldesign.org/theories/experiential-learning/> (accessed February 25th, 2021).

attracted the attention of researchers such as Dornyei (2001).²⁹ Although the original format of CLL does not actually exist, the theoretical principles live on today.

1.1.4.4. Total Physical Response

Total Physical Response (henceforth TPR) was developed by James Asher (1977), a Professor emeritus of psychology at San Jose State University, and is based on the coordination of language and physical movement. Asher observed that most of the interactions that young children experience with parents or other adults are combined with both verbal and physical aspects (Byram 2000). He also noted that young children typically spend a long time listening to language before speaking. Based on this premise, he presented three hypotheses about learning a FL:

- The bio program: [...] Asher sees first and second language learning as parallel processes. Second language teaching and learning should reflect the naturalistic processes of first language learning. Asher sees three processes as central. (a) Children develop listening competence before they develop that ability to speak. [...] (b) Children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands. (c) Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it. [...]
- Brain lateralization: Asher sees TPR as directed to right-brain learning, whereas most second language teaching methods are directed to left-brain learning. [...] When a sufficient amount of right-hemisphere learning has taken place, the left hemisphere will be triggered to produce language and to initiate other, more abstract language processes.
- Reduction of stress: an important condition for successful language learning in the absence of stress. [...] By focusing on meaning interpreted through movement, rather than on language forms studied in the abstract, the learner is said to be liberated from self-conscious and stressful situations and is able to devote full energy to learning. (Richards and Rodgers 2014: 279-280)

In short, the instructor would give commands in the target language and learners would respond with whole-body actions. Students are not forced to speak. Instead, teachers wait until students acquire enough language through listening that they start to speak spontaneously. A lesson designed around this framework would be organized around vocabulary and grammar even though they are taught inductively. According to

²⁹ <https://www.teachingenglish.org.uk/blogs/nelson-arditto/online-learning-communities> (accessed February 26th, 2021).

Richards and Rodgers (2014: 282), instructors limit the number of new vocabulary items presented to students at any one time in order to help them differentiate the new words from those previously learned, and to facilitate integration with their existing language knowledge. Asher suggests that students can learn between twelve and thirty-six words for every hour of instruction, depending on their language level and class size. While drills using the imperative are the mainstay of TPR classes, teachers can use other activities as well. Some other typical activities are role plays and slide presentations. TPR makes frequent use of realia. As the lessons become more complex, the teacher might also use material like pictures, slides or word charts (Richards and Rogers 2014: 283). This led to the commercialization of TPR kits for sentences that include objects and scenery not accessible in the classroom.

In like fashion to the above humanistic approaches, TPR had its share of criticism:

TPR had its limitations. It seemed to be especially effective in the beginning levels of language proficiency, but it lost its distinctiveness as learners advanced in their competence. In a TPR classroom, after students overcame the fear of speaking out, classroom conversations and other activities proceeded as in almost any other communicative language classroom. In TPR reading and writing activities, students are limited to spinning off from the oral work in the classroom. [...] But soon learners' needs for spontaneity and unrehearsed language must be met. (Brown 2007: 31)

While TPR has a significant impact on comprehension, particularly on what Asher (1969: 5) refers to as “listening fluency”, other language skills are supposed to be learned later on, which requires the teacher to use TPR in combination with other approaches and methods (Richards and Rogers 2014: 285). Knight (2001: 154) adds to this discussion by arguing that TPR is rarely used beyond beginner level, likely because there are significant limitations regarding how much one can learn from being told to stand up or sit down. The same author holds that TPR is very teacher-centred and requires the learner to be a passive language user. Nevertheless, regardless of this criticism, TPR is still very present today in classrooms with (very) young learners and is clearly used under a communicative framework.

1.1.5. Communicative Language Teaching

Communicative Language Teaching (henceforth CLT), also known as the Communicative Approach, emerged in Europe and the USA in the 1970s. It became the dominant approach within western ELT and applied linguistics in the late twentieth

century (Hall 2018). CLT switched from traditional language teaching emphasis on grammar and the teacher-centred classroom to the active use of authentic language in learning and acquisition (Byram 1989). CLT focuses on giving students the skills to be able to communicate, and to do so it places less emphasis on learning grammar and more on obtaining native-speaker-like fluency and pronunciation. Students are assessed on their level of communicative competence rather than on their explicit knowledge. David Nunan famously (1991: 279) listed five key elements to the communicative approach:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.

While CLT moves from teaching language as individual linguistic structures to teaching learners how to use language effectively when communicating or, in other words, moves from linguistic competence to communicative competence, Hall (2018: 103) claims that

[c]ommunicative competence essentially suggests that teaching learners to form grammatically correct sentence is not enough; learners also need to be able to use language appropriately in a variety of settings and situations, and with a variety of speakers. Hence, in essence, the goal of CLT is to teach 'real-life' language.

In addition to this goal CLT is especially concerned with how to teach the language [...].

Thus, CLT emphasizes meaning and 'genuine' communication in the classroom, communication itself being the central process and focus of the ELT classroom. Communicative syllabuses have thus evolved from their original notional-functional focus to concentrate on what is done in the classroom, i.e. learning processes.

Brown (2007: 46) offers seven interconnected characteristics as a description of CLT:


1. **Overall goals.** CLT suggests a focus on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine (grammatical, discourse) aspects of language with the pragmatic (functional, sociolinguistic, strategic) aspects.

2. **Relationship of form and functions.** Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but remain as important components of language that enable the learner to accomplish those purposes.
3. **Fluency and accuracy.** A focus on students' "flow" of comprehension and production and a focus on the formal accuracy of production are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use. At other times the students will be encouraged to attend the correctness. Part of the teacher's responsibility is to offer appropriate corrective feedback on learners' errors.
4. **Focus on real-world contexts.** Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.
5. **Autonomy and strategic involvement.** Students are given opportunities to focus on their own learning process through raising their awareness of their own styles of learning (strengths, weaknesses, preferences) and through the development of appropriate strategies for production and comprehension. Such awareness and action will help to develop autonomous learners capable of continuing to learn the language beyond the classroom and the course.
6. **Teacher roles.** The role of the teacher is that of facilitator and guide, not an all-knowing font of knowledge. The teacher is an empathetic "coach" who values the students' linguistic development. Students are encouraged to construct meaning through genuine linguistic interaction with other students and with the teacher.
7. **Student roles.** Students in a CLT class are active participants in their own process. Learner-centred, cooperative, collaborative learning is emphasized, but not at the expense of appropriate teacher-centred activity.

The above characteristics outline a significant departure from the previously mentioned methods/approaches: there is less emphasis on the presentation and discussion of grammatical rules; authentic language is used as a medium to build fluency; more spontaneity during language activities and importance is placed on the development of a strategic competence, which is a significant shift away from the language teaching/learning from previous decades. It is also worth noting that CLT provides significant challenges for non-native language teachers since providing grammatical explanations is much simpler than managing dialogues, discussions and other communicative activities (Brown 2007: 47).

Materials play an important role in CLT. They provide the basis for communication among the learners. According to Richards and Rodgers (2014), there are three basic types of material: text-based materials, task-based materials (not to be confused with Task-Based Learning) and realia. According to the work featured in the *Humanity Development Library 2.0*,³⁰ the example below highlights a standard CLT textbook. On the sample page, one can observe how *this* and *that* are presented to the learner as adjectives: *this chair*, *that sofa*. A typical communicative textbook lesson consists of a series of one-page segments, followed by a one-page summary of the vocabulary and grammatical points taught in the segments. In each segment, students are given a model conversation on a useful subject. To practice the model, several situations are set up in which students are given the information they need to create variations on the model. As a final step, students are instructed to provide their own information as they create further conversations on the model.

Where Do You Want This Sofa?



A. Where do you want this sofa?
B. That sofa? Hmm. Put it in the living room.
A. And how about these chairs?
B. Those chairs? Let me see. Please put them in the dining room.

³⁰ <https://tinyurl.com/3azfezt4> (accessed February 25th, 2021).



Image 8. Example of a Communicative Language Teaching coursebook³¹

Over the years CLT has received a significant amount of criticism. Cook (2016: 277) argues that this approach to learning is *laissez-faire* and suggests that this can lead to the idea that any activity in the classroom is justifiable if it allows learners to communicate. Hall (2018: 104) builds on this by adding that “many communicative activities are not, in fact, anymore ‘genuine’ than activities put forward by other methods”. Nevertheless, perhaps one of the most prominent critics was Michael Swan, who in 1985 published a two-part article called “A critical look at the Communicative Approach” in the *ELT Journal*. While in the first part Swan points out the major contributions of CLT, he also underlines its shortcomings, pointing out how instructors often do not “ask how much of the teaching is (a) new to the students and (b) relevant to their needs”.³² In part two,³³ Swan suggests that a major issue with CLT is how to integrate functional, notional, situational, topical, phonological, lexical, structural, skills syllabuses into one sensible teaching programme. He also argues that:

a good language course is likely to include lessons which concentrate on particular structures, lessons which deal with areas of vocabulary, lessons on functions, situation-based lessons,

³¹ *Express Ways: English for Communication, Book 1* by Steven J. Molinsky and Bill Bliss. Prentice-Hall, Inc., 1988.

³² <https://academic.oup.com/eltj/article-abstract/39/1/2/488669?redirectedFrom=PDF> (accessed February 30th, 2021).

³³ <https://academic.oup.com/eltj/article-abstract/39/2/76/443215?redirectedFrom=PDF> (accessed February 30th, 2021).

pronunciation lessons, lessons on productive and receptive skills, and several other kinds of components [...] reconciling a large number of different and often conflicting priorities. (Swan 1985: 81)

Swan also points out that the learners already know how to perform numerous communicative functions in their L1 and that is what they need to learn in the FL. Perhaps CLT is more of an approach than a highly structured method (Richards and Rodgers 2014: 105) and, while there are many variations of CLT, authors such as Rashtchi and Keyvanfar (2007) argue that CLT presents the impression that its procedures are more appropriate for intermediate and advanced students. What all the variations have in common is that the focus on form is considered less important than language use. Students are taught sentences and vocabulary appropriate to situations they find themselves in. In this kind of approach, model sentences and grammatical explanation and practice are built in, but they are secondary to the major purpose of communication. Richards and Rodgers (2014: 81) explain that within the current approaches and methods of FL teaching many aspects of CLT have been used to support others such as Content and Language Integrated Learning (CLIL), which focuses on merging content and language, and Competency-Based Language Teaching (CBLT) and Task-Based Language Teaching (TBLT), approaches that aim to replace conventional language-focused syllabuses with one organized around communicative tasks as units of teaching and learning. Waters (2012) corroborates such a view by exploring how CLT has taken the form of TBLT for some language teaching professionals, while for others it has assumed the form of CLIL, while for some it is yet reflected in Dogme ELT.³⁴ Richards and Rodgers (2014: 382) conclude:

Approaches such as CLT [...] and CLIL are characterized by a variety of interpretations as to how the principles can be applied. Because of this level of flexibility and the possibility of varying interpretations and application, approaches tend to have a long shelf life. They allow for individual interpretation and application. They can be revised and updated over time as new practices emerge. On the other hand, a method such as Audiolingualism or Community Language Learning refers to a specific instructional design or system based on a particular theory of language and of language learning. It contains detailed specifications of content, roles of teachers and learners, and teaching procedures and techniques. It is relatively fixed in time and there is generally little scope for individual interpretation. [...] Compared to approaches, methods

³⁴ This refers to a materials-light, conversation-driven approach to teaching proposed by Scott Thornbury in the year 2000. See: <http://nebula.wsimg.com/fa3dc70521483b645f4b932209f9db17?AccessKeyId=186A535D1BA4FC995A73&disposition=0&alloworigin=1> (accessed August 26th, 2018). Such a view will be revisited and further explored in chapters 3 and 7.

tend to have a relatively short shelf life. [...] The heyday of methods – particularly the “innovative” or “designer methods” – can be considered to have lasted up till the late 1980s.

Recalling the introduction of this chapter, and considering everything presented to this point, perhaps Harmer (1991: 31) was very right when he wrote “[n]o one knows exactly how people learn languages although a great deal of research has been done into the subject”.

1.3. The Post-Method era

When discussing methods, teachers often –and quite realistically– suggest there is no such thing as a “best method” (Hall 2018: 111). Prabhu (1990), who has done important and influential research in this field, suggests there are two arguments to sustain this idea: first, the best method depends on context and, second, every method has value to a point. The same author goes on by stating that attempting to find the best method through comparison is futile since much of the work that is done in the classroom is planned by the teacher according to his or her teaching context, experience and subjective understanding of teaching. This is referred to by Prabhu as the “teacher’s sense of plausibility” (1990: 172). Such a conceptualization may lead a teacher to mix different methods and provide a more eclectic methodology to language teaching. Applied linguists such as Allwright (1991) have referred to this as the “Post-Method Condition” or, in the words of Kumaravadivelu (1994, 2006, 2012), “Beyond Methods”. Rivers (1981) argues that an initial form of “Post-Method” practice was identified as “Principled Eclecticism”. Building on this, Hall (2018: 113) explains that “teachers purposefully plan and adapt their classroom procedures by absorbing practices from a variety of methods and use for specific and appropriate purposes”. Kumaravadivelu (2006) has furthered the post-method discourse by suggesting a three-dimensional system based on *particularity*, *practicality* and *possibility* that takes into account the teachers’ sense of plausibility and critical concerns within ELT:

- teachers act in a context-sensitive, location-specific manner, recognizing the social, linguistic and cultural background of their learners (i.e., particularity);
- the superiority of theorists over teachers is broken, with teachers encouraged to theorize from their own practices and put into practice their own theories (i.e., practicality);
- the social-political consciousness of learners is addressed in the classroom, ‘as a catalyst for identity formation and social transformation’ (i.e., possibility:). (ibid.: 59)

Hall (2018: 114) argues that it is apparent that the Post-Method debate “envisages teachers assuming an ‘enhanced’ role, with freedom of power to make informed decisions based on local and contextual expertise”. However, teachers are only too often confronted by a pre-determined curriculum set by policy players at different levels who have very specific agendas and expectations and are often unaware of the social and cultural realities that teachers and learners face daily. Abkari (2008) suggests that not all teachers have the ability to provide the level of decision-making that Post-Method requires, and adds that the “death of methods” does not necessarily mean the rise of Post-Method but the affirmation of a textbook-defined practice. In the words of the same author, “Post-Method must become more responsible and practical to be able to win the trust of practitioners [...]” (ibid.: 114). Ultimately, Post-Method

does not seem to offer a different way of conceptualizing classroom practice compared to Method, whereby the realities of teachers’ classroom practices, and how these practices emerge from the interrelationship of teachers’ knowledge, beliefs and contexts, are recognized as a starting point for understanding teachers’ classroom methodologies. (ibid.: 115)

While the debate unfolds, ELT methodological dilemmas will depend on each teacher’s “sense of plausibility” regarding how English should be taught/learned. Additionally, Richards and Rodgers’ (2014: 384) views on the future of ELT highlight how the factors that have influenced language teaching/learning in the past are expected to do so in the future. Such trends include:

- Government policy directives
- Trends in the profession
- Guru-led innovations
- Responses to technology
- Influences from academic disciplines
- Research influences
- Learner-based innovations
- Crossover educational trends
- Crossover from other disciplines

Considering the above, it is likely that, within the Post-Method umbrella, approaches towards language teaching will heavily focus on the learner, who is at the centre of all theories of teaching, on the teacher, who is in charge of deciding how

language instruction will occur within a specific context, and on the curriculum, which understandably translates a series of assumptions regarding what is learned and what outcomes are expected.

1.4. Closing thoughts

Reflecting on the methods and approaches featured throughout this chapter, it is evident that pronunciation was initially present in the Direct Method, where it was taught through intuition and imitation. Learners imitated a model –the teacher or a recording– and did their best to approximate the model through imitation and repetition. Afterwards, it was a predominant feature of Audiolingualism, where it was taught explicitly from the start. As in the Direct Method classroom, the teacher or a recording models a sound, a word, or an utterance and the students imitate or repeat.³⁵ Among the Humanistic Approaches, pronunciation was present in Asher's (1977) TPR, where learning focused intensively on listening prior to speaking. The initial focus on listening without pressure to speak gave the learners the opportunity to internalize the target sound system in a naturalistic way, mimicking how learners acquire their L1. Like Audiolingualism, the Silent Way can be characterized by the attention paid to accuracy of production of both the sounds and structures of the target language from the very initial stage of instruction. Not only are individual sounds stressed from the very first day of a Silent Way class, but learners' attention is focused on how words combine in phrases –on how linking, stress, and intonation all form the production of an utterance. The main difference between Audiolingualism and the Silent Way is that in the latter learner attention is focused on the sound system without having to learn a phonetic alphabet or a body of explicit linguistic information. Within CLL it is relevant to consider two techniques that were central to this approach: the audiotape recorder and the human computer technique. In Celce-Murcia et al. (2001: 7) these techniques are described as follows:

First, the audiotape recorder not only captures what is said in the student-generated utterances but also provides a way for students to distance themselves from what was said, so they can focus on

³⁵ According to Gómez and Toruño (2013: 13),

the teacher also makes use of information from phonetics, such as a visual transcription system (modified IPA or some other system) or charts that demonstrate the articulation of sounds, he often uses a technique derived from the notion of contrast in structural linguistics: the minimal pair drill–drills that use words that differ by a single sound in the same position. For instance, sheep – ship, green – grin, Did you at least get the list? Types of minimal-pair training: a) Word drills: sheep – ship green – grin, b) Sentence drills: b-1) Syntagmatic drills (contrast within a sentence) Don't sit in that seat. Did you at least get the list?

how it was said and compare their pronunciation with that of the counselor. Second, the human computer technique, which gives no overt correction of pronunciation, allows the student to initiate pronunciation practice by selecting the item(s) to practice and deciding the amount of repetition needed. In this way, students are able to approximate the target pronunciation to the extent that they desire. Thus the teaching approach is intuitive and imitative as in the Direct Method, but its exact content and the extent to which practice takes place are controlled by the learner/client rather than the teacher or textbook.

Regarding the role of pronunciation in CLT, Levis and Sonsaat (2017: 267) argue that with the rise of CLT from the early 1970s to the early 1990s came the decline of pronunciation in language teaching.

Questions of the value of pronunciation instruction triggered numerous discussions during the early CLT era, yet written claims that pronunciation should not be taught were rare. Instead, the shifting paradigm left little room for pronunciation teaching as it had been practiced. For example, the lack of certainty about the value of error correction, suggestions that errors be skipped during communicative activities (Brown & Yule, 1983), or not corrected at all for certain proficiency levels (Krashen & Terrell, 1983) seemed to imply that pronunciation teaching was incompatible with CLT practice. Another issue was that with few notable exceptions almost no one knew what it would be like to teach pronunciation communicatively (Murphy & Baker, 2015). Celce-Murcia (1983, 1987) noted that teaching pronunciation communicatively was entering uncharted waters, especially for suprasegmentals. Writers such as Pica (1984, 1991), Morley (1987) and Kenworthy (1987) explored what it meant to teach pronunciation communicatively, but what communicative pronunciation teaching would look like remained uncertain. The paradigm had shifted, and not knowing how pronunciation could be integrated made CLT look like the evil stepmother of this 'Cinderella' story. In reality, there was no villain, just a product (pronunciation) that had lost its relevance in a new type of language teaching market. What had been essential now seemed extraneous [...]. (ibid.: 269)

The overall principles of CLT help explain the decline of pronunciation in language teaching, considering that communicative competence is regarded as the ultimate goal of language learning and its focus promoted fluency over accuracy (ibid.: 270). Today, pronunciation teaching is different from what it was at the beginning of the CLT era as there is a growing number of empirical research being published in this field. Such issues will be explored in the next chapter which will provide the literature review specific to pronunciation instruction. Nevertheless, and despite the many changes observed among methods and approaches, the field of L2 and FL teaching will certainly be a turmoil of theories, ideas and practices throughout the 21st century.

CHAPTER 2: PRONUNCIATION AND ELT

2. PRONUNCIATION AND ELT

“English is a countable noun. There are many Englishes.”

Scrivener 2011: 118

The previous chapter delivered a general overview of the evolution of the main ELT methods and approaches, providing insights about where pronunciation played a significant part. Considering this, it is feasible to argue that the role of pronunciation in ELT³⁶ has changed numerous times throughout the past two centuries: from being completely ignored in the GTM (19th–early 20th century), to later being the forefront of instruction during the Audiolingual/Oral Method (1940’s – 1950’s), to playing a smaller role during the Humanistic Approaches (1960’s – 1970’s) and later being referred to as “the orphan” (Derwing and Munro 2005, Gilbert 2010) and “the Cinderella of language teaching” (Underhill 2005) during the Communicative Approach (1980’s to the present-day).³⁷ In short, its overall emphasis is heavily connected with teaching methods and approaches (Brown 2007, Celce-Murcia 2010).

This chapter will deal with important issues regarding learning and teaching pronunciation, substantiating the research featured in Part II. Section 2.1 outlines pronunciation within the scope of ELT. Section 2.2 focuses particularly on the factors that affect the acquisition of pronunciation, such as the learner’s L1, age, innate phonetic ability and motivation, among others. Section 2.3 explores past and present approaches, techniques and materials for instruction. Section 2.4 addresses the role of English as a Lingua Franca and its implications regarding pronunciation, providing important insights that have resulted from Jenkin’s (2000) seminal work in this field. Lastly, Section 2.5 reports on current and future directions in pronunciation research, stressing the need for more longitudinal studies.

2.1. Pronunciation in ELT

Defining the role of pronunciation within ELT and establishing its importance is somewhat of a herculean task as it is much more than the production of English sounds. Perhaps Celce-Murcia et al.’s (2010: 279) account is adequate within an ELT context:

³⁶ ELT in the Portuguese public school system dates back to 1836 and through Guerra’s (2009) contributions we know today that it only gained a significant role after 1947, when a massive reform of the educational system placed English as one of the frontrunners, right after French. The next chapter will focus on outlining these issues up to the present day.

³⁷ Nevertheless, a similar comparison had earlier been made by other authors (e.g. Kelly 1969).

“pronunciation is the salient feature of our language competence. It is the lens through which we are viewed in each interaction we have”. However, accounts on the importance of pronunciation are numerous. For instance, David Crystal (2019) explores numerous issues concerning this skill, specifically those regarding intelligibility and identity. When exploring its complexity and importance, Crystal suggests that

[p]ronunciation is not like other main areas of spoken language such as grammar or vocabulary. [...] But every word, every sentence has to be pronounced, so if you don't like the vowels and consonants of an accent, or the way someone drops consonants, stresses words, or intones a sentence, there's no escape. Pronunciation is always there. [...] It's often thought that the only function of pronunciation is to facilitate intelligibility; but it's also there to express personal and group identity. (ibid. 7–8)

Crystal's view is relatively close to Fraser's (2000) argument on the importance of pronunciation. She explores the role of intelligibility in communication suggesting that it impacts how the speaker is perceived by others:

Being able to speak English of course includes a number of sub-skills, involving vocabulary, grammar, pragmatics, etc. However, by far, the most important of these skills is pronunciation; with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, a speaker can be very difficult to understand despite accuracy in other areas. Pronunciation is the aspect that most affects how the speaker is judged by others, and how they are formally assessed in other skills. (ibid.: 7)

Other researchers such as Gilner (2008: 93), reinforcing the work of Morley (1991), have also proposed that pronunciation is a key aspect of the communicative competence which can influence the speaker's desire to use the language (Guiora, Brannon and Dull 1972) and impact the quantity and quality of input received as well as the output produced (Fraser 2002). While it is hard to repudiate the importance of pronunciation as an overarching skill that fosters learner proficiency in any FL, for learners in general poor pronunciation represents a barrier to successful language acquisition and –according to Derwing, Rossiter and Munro (2002)– pronunciation accuracy may highlight aspects such as social status or even result in social and/or professional discrimination. In fact, in the modern globalized world, EFL learners are required to grasp proper pronunciation skills in order to live, explore, and work in English-speaking nations with relative ease. Considering the above, most language experts and

researchers agree that comprehensible/intelligible pronunciation³⁸ is a recurring factor of successful language learners and considered necessary by students (Zemanova 2007).

In recent years, authors such as Grant (2014: VIII) have argued that “the teaching of pronunciation is surrounded by myths that have very little to no basis in empirical research”. Drawing on the research of Murphy (1997), Breitzkreutz, Derwing and Rossiter (2001), Macdonald (2002) and Foote, Holtby and Derwing (2011), Grant reasons that many ELT instructors lack the confidence, skills and knowledge to teach pronunciation and suggests that the relative shortage of information regarding pronunciation in the L2 literature when compared with other language skills such as grammar and vocabulary promotes a void in reliable information. Such an argument easily characterizes the Portuguese context which is devoid of comparative studies between both languages in this particular field. However, for Grant (2014: IX) the most serious problem with pronunciation myths is:

they shape the way teachers teach and can lead to counterproductive teaching practices. For example, when teachers assume that pronunciation is mostly an individual consonant and vowel sounds, they spend limited class time teaching all of the sounds as opposed to prioritizing and teaching the features that most impact overall intelligibility. And when teachers believe that the majority of adult learners are fossilized, class time devoted to pronunciation is likely to be negligible.

Ultimately, pronunciation should have an important role because it empowers learners to communicate meaningfully with other people, exchanging ideas, opinions, feelings and emotions, creating human relationships and developing individual identity (Hughes 2010). As we live in a context where L2 English speakers outnumber those for whom it is a L1 and English is a lingua franca for communication³⁹ (Jenkins 2000), pronunciation should certainly be a cornerstone of ELT.

Underhill (2010)⁴⁰ argues that there are four reasons to teach pronunciation, suggesting how it connects to all language skills:

- 1. Pronunciation applies to all four skills.** Pronunciation is not just part of speaking aloud. Pronunciation is active whenever the inner voice is active, when rehearsing a phrase internally, when writing, and even when thinking. And remembering a phone number. Pronunciation is active even when reading silently. In

³⁸ These notions will be further explored in this chapter.

³⁹ We are constantly bombarded by songs, podcasts, films, etc in English.

⁴⁰ See Adrian Underhill's Pronunciation Site: <https://www.adrianunderhill.com/> (accessed August 2nd, 2021).

fact pronunciation is active during all 4 skills as well as during thinking and remembering.

2. **Pronunciation improves listening.** The mouth teaches the ear. Learning pronunciation 'in the mouth' improves discrimination 'in the ear'. Pronunciation is in the ear as well as the mouth. According to the behaviourist view of language learning the ear teaches the mouth, so that listening comes before speaking. But the mouth also teaches the ear. You know this from when you have learned to make a new pronunciation and suddenly you find you can *hear it* clearly. Or when you have learnt to say a rapid colloquial expression such as *wassatime* (what's the time) or *owjado* (how d'you do) or *angonamini* (hang on a minute) and find you can suddenly hear it clearly. What the mouth can say becomes accessible to the ear to hear.
3. **Pronunciation is the physical aspect of language.** It is the result of muscular coordination, and is not so different from learning dance, or other physical learning. Grammar, vocabulary and meaning are often taught cognitively, but pronunciation is physical. Use the natural muscular memory of the body to provide memory hooks for words and phrases. And to provide the experience of living the language and bringing it to life.
4. **Pronunciation affects self esteem.** The impact of feeling a more competent speaker and a more competent listener gives a sense of capability, a taste of potential mastery. All learners are capable of modifying their pronunciation in order to be better understood, to better understand, and perhaps to better enjoy the new language. Learners often have a good sense of areas of L2 pronunciation they are avoiding. When they find that even the teacher does not know how to help them they may feel it is an impossible task [...]

In his renowned book *Sound Foundations – Learning and Teaching Pronunciation*, Underhill (2005) also suggests there are three levels of pronunciation, which allows the teacher to scaffold between individual sounds and connected speech during any lesson.⁴¹ Level one, the sound stage, implies the sounds/phonemes and their variants of the new language. This implies an awareness of how sounds are produced and the manipulation of the learner's vocal musculature and its relation to what is heard. This empowers the user with the ability to change and modify the production of different sounds. Level two, the word stage, relates to spoken words in isolation. The author explains that words spoken in isolation consist of a flow of sound which is different from the sum of the individual phonemes. Neighbouring sounds modify each other as the vocal muscles join them together and take short cuts. While it is important to be familiar

⁴¹ Underhill (2005) believes that the three-level division provides an important alternative to the traditional separation between segmentals and suprasegmentals.

with reduced ways of pronouncing words in connected speech, this level heavily emphasizes word stress, an important factor to reach what Underhill refers to as *comfortable intelligibility*.⁴² Finally, level three, connected speech, regards that words flow together to make a stream of speech that is different from the sum of the individual words. Level three stresses the importance of intonation which “overlays the utterance with a second energy profile, this time across groups of words, helping the speaker convey their relationship to their words, their meaning and their listeners” (ibid.: XI).

The above framework allows the language instructor to keep in mind *the whole* when attending to the parts and *the parts* while working with the whole. This implies that when facing an issue at level three (connected speech), teachers can draw from level two to work on words or word order or, if necessary, focus on level one and address crucial pronunciations within the words and to enhance some individual sounds that make a difference, allowing one to re-contextualise that new awareness at the connected speech level. Considering that pronunciation is more than ‘correctness’, more than obsessively teaching and learning Received Pronunciation⁴³ or General American (henceforth RP and GA, respectively) and more than sounds and stress and intonation, Underhill’s goal of comfortable intelligibility is in tune with my personal goals as a language teacher and a keystone of the research that is featured in Part II of this thesis.

In a nutshell, to be competent in the English language, speech intelligibility is no longer a luxury but an outward means to show that one understands language for proper communication (Derwing and Munro 2015); moreover, “pronunciation is the embodiment of language, it brings life to language and language to life”.⁴⁴ The following sections will explore issues regarding factors that impede proper pronunciation acquisition (2.2); approaches, techniques and materials for pronunciation instruction (2.3); overview of teaching the pronunciation of English as a Lingua Franca (2.4); and current and future directions regarding pronunciation research (2.5).

⁴² The concept of comfortable intelligibility may shift slightly depending on the researcher. For instance, Kenworthy (1987) outlines this notion as learning and teaching a more hybrid and internationally grounded version of pronunciation. With the publication of Jenkins’ (2000) work on Lingua Franca Core, comfortable intelligibility is achieved via the set of pronunciation goals given their reduced number and more realistic set objectives. For the purpose of this thesis, this concept is used as an umbrella term for all these principles.

⁴³ For the purpose of this research, Received Pronunciation (RP) will be used in favour of General British or Standard Southern British, as it is the most commonly used designation among Portuguese teachers and referred to in the Portuguese curriculum.

⁴⁴ <https://www.adrianunderhill.com/2015/11/14/comfortable-intelligibility-1/> (accessed August 2nd, 2021).

2.2. Factors that affect the learning and teaching of pronunciation

Alonso (2016:16) prompts that the effect of the learner's L1 on the acquisition of a FL or a L2 has been a long-debated issue in the area of second language acquisition. However, there is a general consensus among academics that younger learners tend to present fewer issues with FL acquisition (e.g. Wei 2006, Brown 2007, Darcy, Ewert and Lidster 2012, among others) and suggest that learners, regardless of age, should focus on pronunciation from the beginning of the learning process. Wei (2006: 3) argues that when exposure to pronunciation does not happen at an early stage, learners will “find that they can improve all aspects of their proficiency in English except their pronunciation”, suggesting that pronunciation-related issues may become “impossible to eradicate” or, in other words, fossilized.

Building on the research of Kenworthy (1987), Brown (2007) presents six variables that affect pronunciation. All six factors suggest that learners who really aim to can ultimately learn to pronounce clearly and comprehensibly.

1. **Native language.** Clearly, the native language is the most influential factor affecting a learner's pronunciation [...]. If you are familiar with the sound system of a learner's native language, you will be better able to diagnose student difficulties. Many L1-L2 carryovers can be overcome through a focused awareness and effort on the learner's part.⁴⁵
2. **Age.** Generally speaking, children under the age of puberty stand an excellent chance of “sounding like a native” if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a “foreign accent”, there is no particular advantage attributed to age. A 50-year-old can be successful as an 18-year-old if all other factors are equal. [...]
3. **Exposure.** It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being “with the people.” Research seems to support the notion that the quality and intensity of exposure are more important than mere length of time. [...]
4. **Innate phonetic ability.** Often referred to as having an “ear” for language, some people manifest a phonetic coding ability that others do not. In many cases, if a person had had exposure to a foreign language as a child, this “knack” is present whether the early language is remembered or not. Others are simply more attuned to phonetic discrimination. Some people would have you believe that you either have such a knack, or you don't. [...] if pronunciation seems to be naturally difficult for some students, they should not despair; with some effort and concentration, they can improve their competence.

⁴⁵ The phonological distance between L1 and L2 will be discussed later in this chapter.

5. **Identity and language ego.** Yet another influence is one's attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers. Learners need to be reminded of the importance of positive attitude toward the people who speak the language (if such a target is identifiable), but more important, students need to become aware of – and not afraid of – the second identity that may be emerging within them.
6. **Motivation and concern for good pronunciation.** Some learners are not particularly concerned about their pronunciation, while others are. The extent to which learners intrinsic motivation propels them towards improvement will be perhaps the strongest influence of all six of the factors in this list. If that motivation and concern are high, then the necessary effort will be expended in pursuit of goals. You can help learners to perceive or develop that motivation by showing, among other things, how clarity of speech is significant in shaping their self-image and, ultimately, in reaching some of their higher goals. (ibid.: 340–341)

Brown's (2007) contribution is broadly corroborated by Celce-Murcia et al. (2010: 18), who suggest that "if adults are capable of acquiring a high degree of pronunciation in a L2 but are more impeded in their acquisition of target-language phonology by non-linguistic factors than are children, then we need to build into courses more fluency and confidence building activities". Such a view entails the importance of the learner's personal goals, attitudes and motivation and –according to Scovel (1988)– the need to redefine the goal of the pronunciation class or activity from perfect accuracy to comfortable intelligibility. Alosno (2016: 8) suggests that "the L1 is not the enemy, teachers should use it as it can facilitate positive transfer and it can also help internalize new concepts." Given that the L1 is present in the learner's mind, it can be used in different ways in the classroom. However, Celce-Murcia et al. (2010: 19) also suggest that the ideal case for exposure is an early total immersion instructional context. Building on research from Harada (2007), they demonstrate that English-speaking adults who had attended a Japanese immersion program in childhood "retained their L2 pronunciation abilities even many years later, which suggests that once a phonetic category has been established in childhood, it can be retained thereafter even when L2 input decreases markedly".

The same authors also revisit Carroll's (1962, 1981) research regarding language aptitude, particularly:

1. Phonemic coding ability: the capacity to discriminate and code foreign sounds such that they can be recalled.

2. Grammatical sensitivity: the ability to analyse language and figure out rules.
3. Inductive language-learning ability: the capacity to pick up language through exposure.
4. Memory: the amount of rote learning activity needed to internalize something (a new sound, a lexical item, a grammatical rule, the pronunciation or spelling of a word, etc.). (Celce-Murcia et al. 2010: 20)

While considering some learners as “fairly balanced” in all four traits, Celce-Murcia et al. (2010: 19) suggest that a learner who is weak in his or her phonemic coding ability would “have much more difficulty achieving a readily intelligible pronunciation than those with a high aptitude in this domain”. The same authors go on by suggesting that “teachers (and pronunciation syllabuses) need to be sensitive to such learner differences and not expect all learners to achieve the same level of success in the same amount of time” (ibid.). Nevertheless, the compilation of variables influencing the acquisition of a L2 or FL phonology is extremely complex considering the amount of subjectiveness that regard variables like the learner’s personality⁴⁶ or their motivation.⁴⁷

The above four motives are learner-related factors. However, other variables should be considered. Overviewing the factors affecting EFL learners’ English pronunciation, Gilakjani (2012) reiterates issues such as attitude, exposure, and motivation, but suggests that there are other factors such as those based on the overall teaching, shifting the focus from the learner to the instructor. Pennington and Rogerson-Revell (2019: 173) propose that many teachers and researchers are aware that much less pronunciation occurs in classrooms than optimal and believe that pronunciation “gets too small a piece of the language teaching pie”, as presented by Levis (2007: 197).

Pennington and Rogerson-Revell (2019: 173) explore teacher beliefs and knowledge related to pronunciation, explaining that pronunciation is presented less frequently than other language skills, frequently due to the lack of training in pronunciation instruction and overall quality of teaching materials:

Surveys have confirmed that much less classroom time is devoted to pronunciation than to other areas of language learning, despite the importance that many learners place on pronunciation and the

⁴⁶ Guiora, Brannon and Dull (1972: 114) explore issues regarding personality, which is at the very core of the language-learning process. They suggest that “[s]peaking a foreign language entails the radical operation of learning and manipulating a new grammar, syntax, and vocabulary and, at the extreme limits of proficiency, modifying one of the basic modes of identification by the self and others, the way we sound”. They maintain that accent, or pronunciation, is a unique feature of language performance.

⁴⁷ Moyer (1999) found that motivation was the most important factor in explaining the good but nonnative pronunciation of twenty-four advanced graduate learners.

fact that research shows that more time spent plays off in better results (Lee, Jang, & Plonsky, 2015). [...] At present, however, many language teachers feel underprepared, in terms of knowledge and skills, to teach pronunciation and recognize a need for more systematic professional development and better teaching resources to support them (Henderson et al., 2012; MacDonald, 2002; Thomson, 2011).

Not only is the scarcity of professional development in this field an issue but, according to Derwing and Munro (2005: 384), “teachers show a great deal of confusion about what is possible and what is desirable in pronunciation instruction”. Considering learners’ goals, Derwing (2008: 348) argues that “the primary aim of the pronunciation instructor should be improved intelligibility within the context in which the learners find themselves as opposed to general accent reduction”. Chapter 6 of this thesis will explore if Portuguese EFL teachers share a similar concern.

Derwing and Munro (2015) offer six teacher-related tips to further inform instructors on how to help their learners improve their overall pronunciation. The first one concerns perception: “the teacher’s role in fostering new pronunciation skills is to first determine whether the speakers can perceive the target and whether they can distinguish between the target and their speech”. The second tip centres on the role of corrective feedback. They reason that to defossilize speech patterns that interfere with intelligibility and/or comprehensibility, teachers should present “a combination of metalinguistic feedback, explaining the nature of the error in question, and recasts, giving the student a model to imitate”. The third tip regards choosing the right focus as in prioritizing the issues that will best address the intelligibility of the learners. The fourth tip respects the use of authentic language.⁴⁸ They postulate that

[t]o become effective communicators, language learners need to understand speech as it is used in ordinary interactions. While it is not necessary for them to use reduced speech exactly as native speakers do, to be easily understood they should be able to produce connected utterances in ways that do not lead to ambiguity. (ibid.: 49)

The final two tips concern making a judicious use of technology and not waiting for fossilization to happen. Regarding the first, technology presents a tremendous advantage for learners to practice their skills inside and outside of the classroom, but

⁴⁸ As will be outlined in Chapter 7, sources of authentic language are widely available online either from video platforms like Vimeo or YouTube or streaming platforms like Amazon Prime or Netflix, serving as catalysts for explicit explanations, as well as providing opportunities for learners to mirror the speaker.

there is little point in encouraging learners to use technology without guidance. With regard to preventing fossilization, the authors recall that the development of a learner's L2 phonological system takes place within the first year, suggesting that "an explicit focus on pronunciation in language classes, based on intelligibility priorities during that first year, may help learners become sufficiently comprehensible [...]". Given my experience as a teacher and teacher trainer, and considering the Portuguese teaching context (which will be outlined in the following chapter), the above tips could widely improve overall pronunciation instruction in Portugal, as will be outlined in Part II.

The following table, based on Szpyra's (2014) work, offers a comprehensive compilation of learner- and teacher-centred factors that influence the learning and teaching of pronunciation:

EFL Learner-Related Factors	EFL Teacher-Related Factors
<ul style="list-style-type: none"> • Age • Anxiety • Attitude • Cognitive and learning styles • Exposure to English outside the classroom • Gender • Goals, expectations, needs and preferences • Involvement in pronunciation practice (also outside the classroom) • L1 • Language aptitude (including phonetic and analytic abilities) • Motivation • Personality • Socio-cultural factors (cultural identity and attitude toward the target language and its speakers) • The amount and type of prior pronunciation instruction 	<ul style="list-style-type: none"> • Motivation • Personality • Quality of teacher's English pronunciation • Teacher training • Teacher's attitude to the role of pronunciation • Teacher's experience as a language learner • Teacher's involvement in instruction (e.g. sensitivity to learners' phonetic needs and their individual pronunciation problems, and the amount of time the teacher is willing to devote to them) • Teaching skills such as diagnosing learners' pronunciation difficulties or designing adequate activities to overcome such activities, familiarity with different pronunciation teaching techniques and activities

Table 5. Factors that influence the learning and teaching of pronunciation (Szpyra 2014: 41–45)

It is worth noting that there is yet another factor that may heavily influence the role pronunciation has in the classroom as is the level of integration of English pronunciation in the curriculum. Such a view is outlined by Alghazo (2015: 316), who argues that "[o]ne of the main contextual factors negatively affecting the development of pronunciation abilities of EFL learners relates to the 'often-unchanging' curriculum design and the 'blind' choice of teaching materials without regard to students' needs and goals". The author further states that

[t]he role curricula play in the development of language proficiency is undoubtedly crucial. They determine the amount of attention and

focus given to each language area in a program. In the specific area of pronunciation, the curriculum reflects the extent to which the skill is integrated into other language classes – by considering the number of subjects devoted to pronunciation – and the extent to which the area is addressed in accordance with the advancements of theories and research findings – by looking at the aspects covered. As Derwing and Munro (2005) convincingly argue, it is essential that curricula of language programs “be grounded in research findings” (p. 391) and that critical evaluation of such curricula on the basis of research developments be frequently required in order to improve the level of instruction and ultimately gain better outcomes. (ibid.: 319)

The above corroborates MacDonald’s (2002) work, who found that pronunciation did not have a position within the overall curricula examined in his study,⁴⁹ or findings reported by Breitzkreutz, Derwing and Rossiter (2001) in Canada and Nair, Krishnasamy and de Mello (2006) in Malaysia. Contextual factors like the ones mentioned above lead to institutional decisions, which are made based on the curriculum structure and design, which also influence the design of teaching materials. Derwing (2010), who argues that appropriate curriculum designs represent one of the features of effective pronunciation teaching and learning, requires this thesis to consider the overall presence of pronunciation in the Portuguese curriculum, which will be addressed in the next chapter and in Part II.

2.3. Approaches, techniques and materials for teaching pronunciation

Traditionally, the role of the classroom teacher is to manage the classroom in a manner that meets the individual needs of each student in the class. Borg (2003: 81) postulates that “instructors are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs”. However, behind each teacher and learning context are different beliefs regarding pronunciation instruction and, ultimately, when pronunciation is object of explicit or implicit teaching, there are different approaches, techniques and materials to be used. Hismanoglu (2010) considers that teachers, in general, like to use both classical and authentic pronunciation approaches in their teaching practices. According to Brown (2007: 339),

[c]urrent approaches to pronunciation contrast starkly with the early approaches. Rather than attempting only to build a learner’s

⁴⁹ The result of MacDonald’s (2002) study was explained to have added to teachers’ lack of training and overall circumvention of teaching pronunciation.

articulatory competence from the bottom up, and simply as the mastery of a list of phonemes and allophones, a top down approach is now taken in which the most relevant features of pronunciation – stress, rhythm and intonation – are given high priority. Instead of teaching only the role of articulation within words, or at best, phrases, we teach its role in a whole stream of discourse.

Grant (2014: 5) corroborates Brown’s argument regarding pronunciation teaching approaches adding that “because of the interrelatedness between pronunciation and skills like speaking and listening, experts agree that pronunciation can no longer be taught in a “vacuum” apart from other segments of the curriculum”. Such a view provides an informed look at present-day approaches to pronunciation instruction, providing a clear distinction between traditional and current approaches to teaching pronunciation and updating older contributions, such as proposed by Scarcella and Oxford (1994: 225), which did not account for factors such as language teacher background or curriculum choices. Table 6 outlines the differences between these approaches.

	Traditional approaches	Current approaches
Aim	Native-like pronunciation	Intelligibility
Focus	Exclusively on individual sounds (segmental aspects)	Both segmental and suprasegmental aspects
Type of activities	Drills of isolated words	Activities with communicative action
Phonetic description	Important part of pronunciation classes	Only provided when completely necessary

Table 6. Traditional vs. research-based approaches to pronunciation instruction (Scarcella and Oxford 1994: 225)

Table 7 provides a more complete comparison among older and modern approaches highlighting the shift towards more obtainable teaching and learning goals that change depending on teaching context and the learner’s ambitions and objectives.

	Traditional approaches	Current approaches
Learner goals	Perfect, native-like pronunciation	Comfortable intelligibility
Speech features	All segments (consonant and vowel sounds)	Selected segmentals and suprasegmentals (stress, rhythm and intonation) based on need and context
Practice formats	Decontextualised drills	Controlled aural-oral drills as well as semi-communicative and communicative practice formats
Language background of teachers	Native-speaking teachers	Native-speaking and proficient non-native speaking teachers
Speaking models	Native-speaker models	Variety of models and standards depending on the listener, context and purpose
Curriculum choices	Stand-alone courses isolated from the rest of the curriculum	Stand-alone courses or integrated into other content or skill areas, often listening and speaking

Table 7. Traditional vs. current approaches to pronunciation instruction (Grant 2014: 6)

In a chapter reviewing the teaching of pronunciation, Calvo (2015: 78) suggests most approaches fall into the following categories:

- 1) Approaches in which teachers participate in the teaching and acquisition processes of their students by explaining a number of features of pronunciation, exemplifying sounds, words, carrying out different pronunciation activities in class, etc. In other words, approaches in which the teacher has an active role; and,
- 2) Approaches in which teachers have a more secondary function in the sense that students have to learn about pronunciation on their own and teachers only take part in the learning process when it is totally necessary.

However, the proposed categories may also promote a reflection regarding the role of explicit or implicit pronunciation instruction. Gordon and Darcy (2016) found that explicit language learning instruction resulted in improved comprehensibility, whereas Lappin-Fortin and Rye (2014) and Lappin-Fortin (2018) found that in implicit learning pronunciation mistakes increased and comprehensibility decreased. The challenge thus rests on the way teachers handle explicit teaching so that learners get to learn in a supported way how to pronounce. Ghorbani et al. (2016: 9) share our belief that explicit pronunciation in ELT engages learners in tasks that help them focus their attention primarily on this skill: “Explicit teaching takes place when there is no distraction of the

mind on other parts of language teaching, such as grammar. However, implicit pronunciation teaching occurs when the mind is concentrated elsewhere” (ibid.: 9). Similarly, Derwing and Munro (2005: 355) argue that “students learning L2 pronunciation benefit from being explicitly taught phonological form to help them notice the difference between their own productions and those of proficient speakers in the L2 community”. Hancock (2018) reminds that pronunciation learning requires personalized and active learning as it is a physical activity where learners need to see and comprehend the movement of muscles including how lips, jaw and tongue play in the course of pronunciation.

Regarding the different approaches related to pronunciation teaching, Celce-Murcia et al. (2010) famously postulated three different directions for instruction: the intuitive–imitative, the analytic–linguistic, and the integrative approach. Firstly, the intuitive–imitative approach is used to teach pronunciation based on the learner’s ability to listen and imitate the sounds and rhythm of the target language without giving any explicit information. According to this approach, it is assumed that there are always native listeners in the process. Secondly, the analytic–linguistic approach uses the charts of vocal tracts and the phonetic alphabet in imitation, listening and production as supplementary materials. In this approach, the teacher should make clear different aspects of pronunciation such as the position of the tongue, manner and place of articulation (Roohani 2013). Last, the integrative approach mainly focuses on the suprasegmentals of stress, rhythm and intonation, as it is necessary to practice them in discourse beyond the phoneme and word level (ibid.). For Lee (2008: 1), pronunciation in the scope of this approach is integrated into meaningful task-based activities. In other words, pronunciation is considered as an integral component of communication rather than an isolated drill. Thus, pronunciation is practiced in meaningful task-based activities that may facilitate its acquisition. Within this approach, authors such as Morley (1994) postulate that pronunciation teaching aims to develop intelligible speech and to communicate in the target language. To sum up, in the intuitive-imitative approach, technological devices are used to facilitate learning, whereas in the analytic-linguistic approach pronunciation is learned explicitly with the help of vowel charts and the phonetic alphabet. Finally, in the integrative approach, pronunciation is viewed as an integral component of communication.

Pennington and Rogerson-Revell (2019: 187) offer an alternative order and focus of instruction favouring a top-down over a bottom-up approach as well as discussing the advantages of using prosodic vs. segmental features:

Traditionally, pronunciation materials or syllabi start with the smallest elements, that is, individual phonemes, and work up towards larger elements such as word stress, features of connected speech, and intonation. However, such a linear approach can make it hard for learners to get the bigger picture or to understand how the various elements fit together or interrelate. Alternatively, the teacher can start by introducing prosodic aspects of pronunciation as key to production and perception of speech. The teacher might, for example, start by explaining that the syllable is central to pronunciation and that the combination of syllables, each containing a vowel, creates the typical rhythmic patterns of English with its alternating stress–unstressed pattern. [...]

A related issue regarding the organization of pronunciation teaching content is what to emphasize, whether to adopt a traditional, bottom-up or micro-level phoneme-based segmental orientation, possibly as the exclusive approach or possibly as an initial stage leading to work on prosody, or a top-down macro-level orientation emphasizing suprasegmental or prosodic aspects such as rhythm, prominence, and intonation, as advocated in Pennington (1989), either as the initial or only focus of pronunciation instruction. Some researchers (e.g., Levis, 2005; Saito, 2014) suggest that segmental features may be easier to teach and learn, while others claim that focusing on suprasegmentals is more effective (Hahn, 2004) as well as more efficient in the sense that work on prosody also impacts segmentals (Pennington, 1989), as shown, for example, in the work of Hardison (2004).

As in all-teaching scenarios, decisions must consider what is the best way to teach and how students learn overall. However, some research (e.g. Lee et al. 2015) suggests that pronunciation instruction is most effective when both segmental and suprasegmental features are presented. As for pronunciation techniques, Celce-Murcia et al. (2010) also reviewed the traditional techniques that have been used to teach pronunciation during the different teaching methods/approaches outlined in the previous chapter. According to the authors, the following were the most popular:

- Listen and imitate
- Phonetic training
- Minimal pair drills
- Contextualised minimal pairs
- Visual aids
- Tongue twisters
- Developmental approximation drills
- Practice of vowel shifts related to affixation
- Reading aloud/recitation
- Recordings of learners' production (ibid.: 8–10)

Similarly, Tergujeff (2010: 194) classifies pronunciation teaching into eight types, specifically:

1. Phonetic training
2. Reading aloud
3. Listen and repeat
4. Rules and instructions
5. Rhyme and verse
6. Awareness-raising activities
7. Spelling and dictation
8. Ear training

Considering the similarities between both proposals, the following table reproduces a compilation presented by Calvo (2015: 80) regarding the traditional and modern techniques in pronunciation instruction, which allows a relevant comparison between techniques:

Techniques used for teaching pronunciation	
Traditional techniques	Modern techniques
<ul style="list-style-type: none"> • Drills: <ul style="list-style-type: none"> ○ minimal-pair drills ○ listen and imitate/listen and repeat drills • Phonetic training and phonetic transcriptions • Dictations • Discriminations • Reading aloud/recitation 	<ul style="list-style-type: none"> • Speaking tasks: <ul style="list-style-type: none"> ○ debates ○ interviews ○ describing photos ○ oral presentations • Dialogues, role-plays and simulations • Games and quizzes • Sound associations • Drawing contrasts and comparisons • Nonsense words • Relaxation activities

Table 8. Traditional and modern techniques for teaching and learning pronunciation (Calvo 2015: 80)

Among the traditional techniques outlined above perhaps the most recognizable for the FL teachers are drills. This technique was very common in the Audio-lingual approach;⁵⁰ it aimed “to help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice” (Celce-Murcia et al. 2010: 9). This approach requires learners to listen to a model –usually provided by the instructor– and repeat what is presented (Tice 2004). Drills are still a common feature of contemporary ELT coursebooks (see Gómez-Rodríguez 2010 and Mishan 2021).

⁵⁰ It is still present in today’s textbooks as presented in Calvo’s (2015) research and also present in Portuguese coursebooks, as Part II will reveal.

Pronunciation and ELT

One of the most common variations of the mentioned drills are the minimal-pair drills. This technique presents words with different meanings that are identical except for one sound segment that occurs in the same place in the string (Tuan 2010; Fromkin, Rodman and Hyams 2019). The following figure aims to have students circle the word they hear, as in *fan* or *van*, which exemplifies the existence of a phonemic contrast between the two sounds.

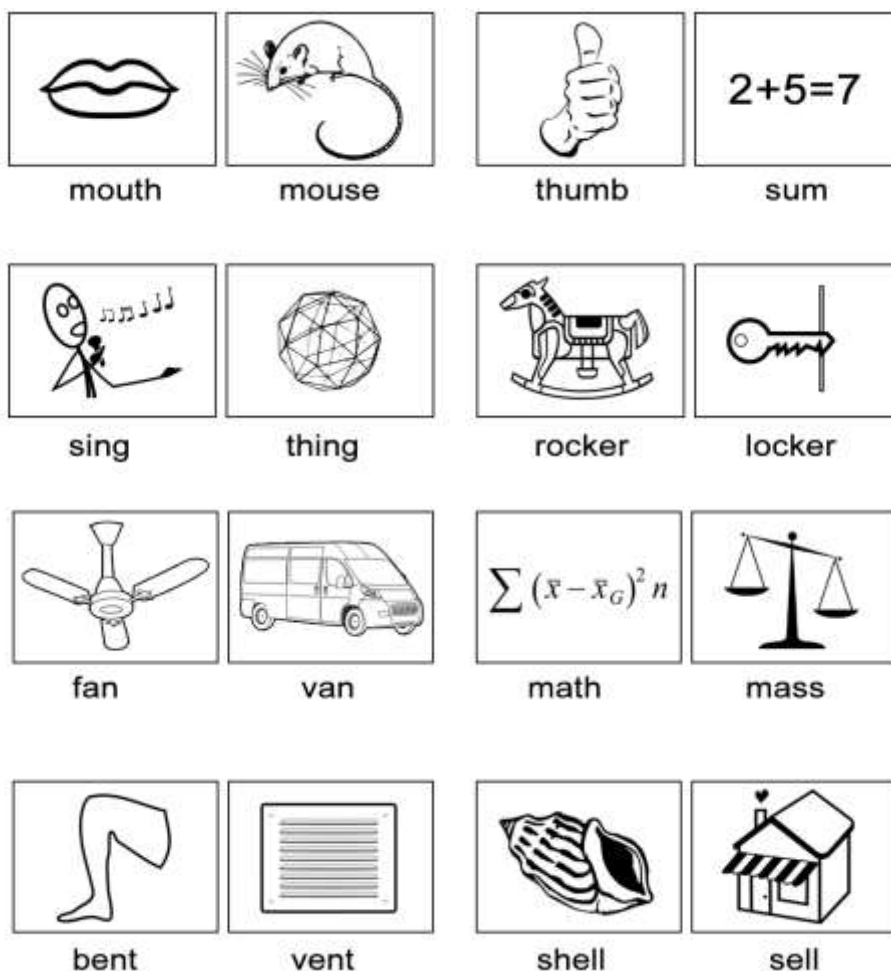


Image 9. Example of a minimal-pair drill worksheet⁵¹

An older example, such as presented by Bowen (1972: 93), exemplifies contextualized pronunciation teaching, which can illustrate the meaning contrast of phonemes such as /ɛ/ and /æ/ in *pen* and *pan*, respectively:

This pen leaks. (Then don't write with it.)

This pan leaks. (Then don't cook with it.)

⁵¹ Minimal Pairs Picture Worksheet as featured in ALL ESL: <https://allesl.com/minimal-pairs-pictures-worksheet/> (accessed August 6th, 2021).

Ultimately, minimal-pair drills can help students differentiate and pronounce words that have similar sound and practice their accuracy and fluency in reading aloud as well as their overall oral ability.

The other frequent variation in drills is the *listen and imitate* or *listen and repeat* instruction. Not only are these drills present in pronunciation guidebooks (e.g. Hewings' (1993) *Pronunciation Tasks* or Hancock's (1995) *Pronunciation Games*) but they are also present in many general ELT coursebooks featured in Chapter 5 and mentioned in documents such as the CEFR (2001, 2018). Examples of these activities will be featured and analysed in Chapter 7.

Another traditional technique is *phonetic training* which is “the use of articulatory descriptions, articulatory diagrams, and a phonetic alphabet” (Celce-Murcia et al. 2010: 9). Mompean (2005: 1) proposes two stages in phonetic instruction: the introductory stage where teachers introduce a phonetic symbol (or a set of symbols) and the post-introductory stage where learners are consolidating their knowledge of the symbols and use them in tasks such as “provide the phonetic transcription of the following words or sentence or read the following transcription(s) aloud”. Such a technique can allow teachers to focus learners' attention on different segmental and suprasegmental features. Though some teachers perceive them as an essential part of pronunciation instruction, some others view them as excessively theoretical and a waste of time (Mompean and Fouz-González 2020).

Although being categorized in the traditional section, since they were widely used during the Audio-lingual Method, dictations represent an activity that gather a wide range of consensus. Authors such as Laroy (1995), Blanche (2004), Hadfield and Hadfield (2008), McCrocklin (2014, 2019a) and Brown (2021) recommend the use of dictations in the ELT classroom. In fact, most sections of books, textbooks, newspapers, magazines, broadcasts, plays, screenplays, poems, speeches, or songs can be used as a source for dictation (Blanche 2004). This technique can be used to teach listening and writing and be used to teach both segmental and suprasegmental features as well as stress and intonation. Other advantages are its ease of use, usefulness due to the feedback provided, and heightened awareness of pronunciation issues (McCrocklin 2019b). Yet another advantage of dictation is that it provides a good way “of helping learners to recognize how words are connected in speech” (Hadfield and Hadfield 2008: 61).

Another traditional technique is *discrimination*. Discrimination tasks imply

identifying/discriminating words with particular sounds, a word with a different sound from a group of words (typically called odd word out tasks in the language classroom), or differences related to word

or sentence stress or intonational patterns among several sentences. (Calvo 2015: 86)

Considering the above, a discrimination task might require a learner to underline words containing the target sounds in a conversation, sentence or word; classify words according to a specific target sound; identify the incorrect word; or even have learners decide which words contain different varieties of English as in GA vs. RP or others.

Lastly, the reading-aloud/recitation technique is described by Celce-Murcia et al. (2010: 10) as involving “passage or scripts for learners to practice and then read aloud, focusing on stress, timing, and intonation.” Such a task may be completed using a variety of sources such as poems or dialogues. Nowadays such activities can be done using mobile technology, for instance, and sharing the recording with the learner’s peers and teacher.

Among the modern techniques, it is important to note that contemporary materials give a greater prominence to listening and speaking skills than to reading and writing (Tomlinson 2013). Additionally, coursebooks are heavily influenced by the CEFR (2001, 2018) and often reflect tasks that are inspired by the overall listening comprehension and spoken production/interaction scales, which consequently are quite easy to link to the modern techniques mentioned above. For instance, debates are explicitly mentioned with regard to listening as a member of a live audience scale: “[c]an follow most lectures, discussions and debates with relative ease” (2018: 57). Interviews are also mentioned among the receptive framework of the CEFR, which states “[l]istening to audio media and recordings involves broadcast media and recorded materials including messages, weather forecasts, narrated stories, news bulletins, interviews and documentaries” (2018: 59). On the other hand, oral presentations are heavily reflected in the overall production scales, as in “[c]an give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples” (2018: 69). Within the productive activities, role-plays and games are referred to by the CEFR (2001: 138) as motivating techniques to achieve broader communicative objectives. In short, it is feasible for teachers to focus on their learners’ pronunciation through listening and speaking tasks as varied as debates, interviews, games, role plays, descriptions and oral presentations (see Calvo 2015: 88). For instance, dialogues⁵² can be used to guide learners to focus on certain

⁵² Brown (2007: 329) discusses the role of dialogues and focuses on transactional and interpersonal dialogues. The first have a more negotiative nature, while the other has the purpose of maintaining social relationships instead of the transmission of facts and information. These dialogues are trickier for learners

segmental and suprasegmental features as well as features such as contrastive stress and intonation. Role-plays, on the other hand, are usually based on dialogues and place learners in scenarios where they pretend to be different people, while in simulations the students act as themselves. Hancock (2020: 86) suggests that these activities are ideal “for aspects of pronunciation which are very dependent on context”. Both can either be improvised or memorized and provide an outlet to introduce drama in the ELT classroom, an activity that has been documented to offer clear advantages for language learning in as much as it helps learners to overcome embarrassment:

Rather than create dialogues to highlight specific pronunciation points, you can go the opposite way and be more opportunistic. Find short drama scripts which already exist (see, for example, *The Drama Book*⁵³) and scan the text to see what opportunities there are for pronunciation work.

As well as being valuable for learning, drama can be motivating. Speaking in role can help learners to overcome embarrassment. For example, learners may feel embarrassed to use English-sounding intonation. However, if they have a role to ‘hide’ behind, they can practice without feeling that it reflects badly on their own true selves. (Hancock 2020: 87)

Games are also regarded as modern techniques for raising awareness of rules and patterns in pronunciation. Marks and Bowen (2012) suggest that traditional games (e.g. hangman, scrabble, Simon Says) can be adapted for pronunciation instruction. Perhaps the most popular reference in this field is Hancock’s (1995) *Pronunciation Games*, which features among the most outstanding activities the following: making tracks, crosswords, mazes and battleships.⁵⁴

Recently, Berry (2021) has explored the impact of a mobile game (Spaceteam ESL) to enhance learner pronunciation. It is a well-known fact that mobile phones have become widely popular throughout the world empowering the user with greater access to information technology and positively impacting their education (McGrail 2005). More specifically, these devices provide enhanced opportunities for learner-centered teaching and consequently improving students’ results (Drexler 2010, Green 2016). In the case of Spaceteam ESL, Berry (2021: 10) highlights its motivating nature:

A language learning classroom that includes video games is more engaging and motivating. It encourages students to view language learning as something they can enjoy doing and not as a tedious

as they may involve factors such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm or a covert agenda.

⁵³ Savage, Alice. 2019. *The Drama Book*. Branford: Alphabet Publishing.

⁵⁴ See Calvo (2015: 92) for a review of the book.

task. Using video games in the classroom can encourage students to use video games “in the wild” — that is, in their daily, out-of-class life. This would help to move students towards becoming lifelong learners. [...]

The nature of the gameplay requires or forces players to speak to their teammates in a clear and concise manner without any hesitation. This motivates players to speak in such a way that their teammates can understand them. To articulate themselves well, they need to pronounce words well enough to be understood.

Other insights from using Spaceteam ESL for pronunciation practice is its practical use. As Spaceteam ESL can be played on mobile phones, the game can be played anywhere and at any time. [...]

Ultimately, and regardless of the format, games are valuable teaching elements. A successful game is effective because it has clear relevance to the materials/topics studied in class; it is appropriate to all elements of the class; it fits the specific time allocated by the instructor; and, ultimately, the enjoyment of the learners is increased through their engagement with the language (see Simpson 2019⁵⁵ for further benefits).

The review of techniques for pronunciation teaching has so far focused on traditional techniques and only half of the modern techniques depicted in Table 8 above. Attention centers now on the remaining set, namely, sound association, drawing contrasts and comparisons, nonsense words and relaxation activities. Sound association is considered to be beneficial for learners of English due to the irregular correspondence between English spelling and pronunciation; however, given some learners’ limited knowledge regarding spelling, it is not recommendable for very young learners, aged 3 to 6 (Calvo 2015: 93). Like many aspects of pronunciation instruction, there is not a one-size-fits-all solution.

Regarding drawing contrasts and comparisons, its designation is quite self-explanatory. This technique implies drawing comparisons and contrasts with the learner’s L1 or other FL that the student is familiar with. Nonsense words imply using such words in order to help learners better understand intonational patterns (Lane 2010). Such an activity may provide a challenging language activity, particularly if instructors repeat made-up words two or three times, and learners do not have the ability to associate them with real words. Finally, as for relaxation activities, Laroy (1995: 15) suggests that “since producing sounds is intimately linked with our bodies, the way we breathe, and the way we use our muscles, it must have an influence on the way we feel and the way we look”. It is his belief that such a state of relaxation would allow to breathe

⁵⁵ <https://sl.sabanciuniv.edu/sl-blogs/using-games-language-classroom> (accessed August 8th, 2021).

properly in order to learn better and faster. Perhaps in the 21st-century ELT classroom the issue is not exactly related to achieving a state of relaxation but establishing a climate of trust and affection that would encourage learners to participate in pronunciation-centered activities without hesitation. Chapter 7 will further explore the topic of pronunciation techniques as it aims to outline potential remedial activities for the Portuguese ELT classroom.

Concerning pronunciation teaching materials, these have a paramount role in shaping and reinforcing the quality of pronunciation teaching and learning (Purwanto (2019)). Within the inventory of language teaching materials, the textbook assumes a central role as it is expected to reflect the curriculum while presenting adequate teaching/learning practices⁵⁶ (see Tomlinson (2012) and Levis and Sonsaat (2016)), progressively increasing teacher dependency on these materials due to variables such as reluctance, skepticism or insufficient training in this field (Derwing and Munro 2005, 2015). Nevertheless, Derwing and Munro (2015: 7) argue that “just thirty years ago, very few supports were available to teachers of pronunciation”. While textbooks for language acquisition have existed for over two hundred years (Hurst 2015),⁵⁷ materials specifically designed for pronunciation instruction are a more recent development:

A major push in materials development came with the Audiolingual Method of teaching, which appeared in the mid-20th century and revolutionized language pedagogy, especially North America. The method, based on behavioral psychology, emphasized oral/aural skills, requiring learners to listen to native speaker models and imitate them as closely as possible, in accordance with the naiveness principle. A variety of drills were used to teach pronunciation grammatical structure implicitly, rather than through explanations and rules. Audiolingual teaching took advantage of post World War II advancements in science, technology and manufacturing, which made audio recording devices, projectors and, eventually, the language laboratory widely accessible. Learner textbooks were accompanied by AV materials such as filmstrips, records, and tapes that could be used in teacher-fronted lessons as well as for individual practice in the lab. (Derwing and Munro 2015: 21)

Within the post-war context, Derwing and Munro (2015) suggest that materials reflected that any eventual difficulty in language acquisition was a result of cross-linguistic interference of the learner’s L1 and contrastive analysis between both languages provided an inventory of information that would allow one to predict possible

⁵⁶ Chapter 4 will explore this topic in detail.

⁵⁷ Chapter 4 will also explore this topic in full.

areas of difficulty. In this context, materials reflected the technique listen and repeat while avoiding explanations or explicit rules. In more recent decades, particularly with the generalization of CLT, textbooks reflected a de-emphasis on this skill, considering it unteachable and that “learners would acquire whatever skills they needed through simple exposure to the L2” (ibid.: 22). Nevertheless, one of the most influential publications from this era, Judy Gilbert’s (1984) *Clear Speech*, provided particular emphasis on connected speech and a wide range of exercises that avoid the uninteresting listen and repeat.

Newer technological resources for pronunciation instruction have the potential to keep learners interested, presenting meaningful contexts (as suggested previously with Spaceteam ESL) which would be impossible to obtain with rote drills. Derwing and Munro (2015: 23) consider the analogue tape recorder “perhaps the single most important 20th century technological innovation for pronunciation teaching”.⁵⁸ Prior to this, the teacher served widely as a model for oral or aural instruction and learners did not have an outlet to record and listen to their own voices. Another innovation was the language laboratory which was highly motivated by a growing interest in pronunciation. These labs allowed learners to hear model speakers and then record, play back and re-record their own productions. Afterwards, Bell and Howell’s *Language Master System* (used in the 60s and 70s) provided a portable recorder/player ideal for small groups or individual instruction. Today’s digital technologies have greatly lengthened the boundaries and possibilities for pronunciation teaching, hence the use of apps, blog, podcasts, etc. mentioned above. Current devices allow high quality recordings and playbacks (see Olle Kjellin (2015) *Quality Practise Pronunciation with Audacity – The Best Method!*) and future innovations include advances in automated pronunciation assessment and feedback with individually tailored instruction, and possibly aural/oral interactions in virtual worlds that promote improved speaking skills (Derwing and Munro 2015). Walker (2014) postulates that modern technologies have the potential to bring pronunciation instruction to a new phase. Ultimately, they can allow learners to:

- work at their own speed in a time and place that suits them;
- practise as often (repetitively) as they want;
- access a huge range of accents to improve listening skills;
- make their own recordings and send them to a teacher for marking and feedback.

Today’s technologies also allow teachers to give individualised feedback. This is especially meaningful if the teacher includes advice on how to correct problems. But for the moment, as stand-

⁵⁸ According to Derwing and Munro (2015: 23) devices for recording and playing back speech were not readily available to the general public until after World War II.

alone learning devices, especially in terms of self-directed tuition, current technologies do not do everything a trained teacher does. (ibid.: 31)

Nevertheless, the innovative benefits of new technology are yet to be widely studied. It is possible that current and future resources might further link pronunciation instruction with listening comprehension and other language skills, and ultimately promote meaningful pronunciation practice. With the teacher acting more as a 'speech coach', the feedback given to learners can encourage learners to improve their pronunciation, matching their expectations and motivations and allowing them to reach their goals in a meaningful way.

In like manner to Table 9 on teaching pronunciation techniques, the following table presents an outline regarding the traditional and modern materials/resources in pronunciation instruction, which allows a relevant comparison between older and more contemporary materials and resources. However, because this thesis aims to analyse coursebooks, Chapter 7 will further reflect on the role of traditional and modern materials and resources.

Materials/Resources used for teaching pronunciation	
Traditional materials/resources	Modern materials/resources
<ul style="list-style-type: none"> • Charts • Rods • Tongue twisters • Dictionaries • Posters • Poems and jazz chants 	<ul style="list-style-type: none"> • Songs, music and recordings • Jokes • Stories, comics, magazines and newspapers • Pictures, photos and flashcards • TV programmes, shows, films, series, documentaries • New technologies <ul style="list-style-type: none"> ○ Radio programmes and podcasts ○ Apps ○ Software ○ Blogs • Other resources: journals and scientific associations.

Table 9. Traditional and modern materials/resources for teaching and learning pronunciation (Calvo 2015: 80)

2.4. English as a Lingua Franca and pronunciation

The term *lingua franca* was first used to “denote the pidgin that was employed for commerce in the ports of the eastern Mediterranean during the Middle Ages” (Walker 2010: 6). Hence, English is not the first lingua franca but it is the first language to be

used for global communication. Being used by a far greater number of non-native speakers of English than native speakers (henceforth NNSs and NSs, respectively)⁵⁹ (Graddol 2006), English as a Lingua Franca (henceforth ELF)⁶⁰ can be understood as "any use of English among speakers of different first languages for whom English is the communicative medium of choice and often the only option" (Seidlhofer 2011: 7). Overall, ELF represents a community of users of English which are predominantly NNSs. NSs are not excluded from this community, but they cannot impose their own set of norms or expect the community to conform to NSs' expectations (Walker 2010).⁶¹

Building on the research based on the Vienna-Oxford International Corpus of English, Seidlhofer (2004, 2007) has found that ELF users regularly

- do not use the third-person singular present tense –s marking but use the same form for all persons (*I like, she like*)
- use the relative pronouns *who* and *which* interchangeably instead of *who* for humans and *which* for non-humans (as in *things who* and *people which*)
- omit definite and indefinite articles where they are obligatory in Standard English, or insert them where they do not occur in Standard English (e.g. *they have a respect for all, he is very good person*)
- pluralize nouns that do not have plural forms in Standard English (*informations, knowledges, advices*)
- use the demonstrative *this* with both singular and plural nouns (*this country, this countries*)
- extend the uses of certain 'general' verbs to cover more meanings than in Standard English, especially *make*, but also *do, have, put, take* (*make sport, make a discussion, put attention*) (Seidlhofer 2007: 92)

While the above highlights that grammar and lexis patterns in ELF do not conform with standard norms, they are completely regular in ELF interactions and are not an obstacle to successful communication. Future knowledge of ELF patterns could enable teachers to re-define their overall goals in English language teaching (Walker 2010: 8).

⁵⁹ According to the 2021 edition of *Ethnologue*, English has currently 369.9 million speakers as an L1 and 978.8 million speakers as an L2, summing up to a total of 1.348 billion speakers.

⁶⁰ ELF is also referred to as English as an International Language, English as a Global Language or Global English.

⁶¹ Walker (2010: 7) argues that "the norms of use of ELF are determined by its users. As teacher trainers, trainee teachers, practicing teachers or as learners, we need to know what these norms are so as to be able to make use of them".

Within this context, Jenkins (2000) was able to propose a relatively small number of pronunciation points that were key for intelligibility. She suggests that the four areas in Lingua Franca Core (henceforth LFC) are:

- an approximation to most RP/GA consonants
- the appropriate treatment of consonant clusters
- length differences between vowels
- the placement of nuclear (sentence) stress

Considering the above areas, it is evident that LFC does not accommodate with traditional priorities for pronunciation instruction such as schwa, weak forms, rhythm, and tones. It follows that the workload in achieving competence in the items of LFC is going to be lighter than that needed to successfully complete a native-speaker oriented pronunciation programme (Walker 2010). Zoghbor (2011) corroborates the above in an article regarding the increasing practicality of teaching pronunciation of ELF and mentions that the models adopted in teaching the pronunciation of English are generally derived from older varieties of English, these being for the most part from GA and RP English varieties. The author recalls the generally agreed pronunciation targets for EFL learners and compares such work with Jenkins' work (2005: 147):

Jenkins (2000) identified empirically which phonological features are implicated in the breakdown in NS-NNS communication. The contents of the traditional ELF pronunciation syllabus above were then revised in light of the empirical findings. Those features which were more likely to cause breakdown in communication were considered and recommended to be introduced in classrooms while other features were excluded. [...]

The LFC has been unsatisfactorily presented as an unrecognizable construct that is inapplicable in English classrooms. While it is basically the inventory of phonological features which are the minimum required to result in intelligible speech, Sobkowiak (2005) described it as a 'standard', Llorca (2004) described it as a 'variety', while others called it a 'model', for example Trudgill (2005), Dauer (2005), and Smit (2005) [...]. (Zoghbor's 2011: 285–286)

Jenkins (2000, 2002a) proposed a list of features which are seemingly the minimum standard to result in intelligible communication among NNS and should form the basis upon which the pronunciation syllabus of learners of English as ELF should be designed. The following table outlines traditional pronunciation targets for teaching EFL and contemporary ELF goals:

Pronunciation and ELT

#	A	B	C	D
	Aspects of pronunciation	EFL targets	Influence on intelligibility	ELF targets
1	The consonantal inventory	All sounds	✓ But not all	All sounds except /θ/and /ð/
		RP-non rhotic /r/ GA rhotic /r/	✓ But not all	Rhotic /r/ only
		RP intervocalic [t] GA intervocalic [t]	✓ But not all	Intervocalic [t] only
2	Phonetic requirements	Rarely specified	✓ But not all	Aspiration after /p/, /t/ and /k/. Appropriate vowel length before fortis/lenis consonants.
3	Consonant cluster	All word positions	✓ But not all	Word initially, word medially
4	Vowel quantity	Long-short contrast	✓	Long-short contrast
5	Vowel quality	Close to RP or GA	X	L2 (consistent) regional qualities
6	Weak forms	Essential	X	Unhelpful to intelligibility
7	Features of connected speech	All	X	Inconsequential or unhelpful
8	Stress-timed rhythm	Important	X	Does not exist
9	Word stress	Critical	X	Unnecessary/can reduce flexibility
10	Nuclear (tonic) stress	Important	✓	Critical

Table 10. Pronunciation targets for teaching EFL and ELF (Jenkins 2005: 147)

Column C of the above table indicates the phonological features of the traditional EFL syllabus which should or should not cause breakdown in communication and, accordingly, column D details the features of the LFC. Unfortunately, there is no published research regarding these goals in the European Portuguese ELT context, nor attempts to understand if the proposed goals are adequate for European Portuguese learners.⁶² Nevertheless, scarcity of ELF textbooks might be a major obstacle against implementing the LFC syllabus (but see Zoghbor 2011). It will be possible to understand via the analysis of the ELT coursebooks used in Portugal (Chapter 5) if ELF is addressed and if the proposed targets are present or disregarded in these materials.

It is also relevant to explore in this section the concepts of *variation* in language use, *intelligibility*, *comprehensibility*, and *accentedness* as they are heavily connected to

⁶² Although according to Buss (2015) there has been a growing number of academic contributions regarding beliefs and practices of Brazilian ELF teachers.

contemporary research in this field. First, *variation*⁶³ refers to the way speakers of a language use it in quite different ways. Without variation languages would not actually serve their speakers' needs. Variation is most commonly associated with spoken language, and varies due to factors such as geographical distance, social contact, creativity, or self-renewal as a language evolves to meet the needs of new users (Wardhaugh 2006). Walker⁶⁴ also points out that “[v]ariation also comes about because of contact between different languages. English spoken by a Russian–L1 user will be different to English spoken by those whose L1 is Spanish, French, Korean or Chinese, particularly in terms of pronunciation”. The most influential model of the spread of English is Braj Kachru's (1985, 1992) model of World Englishes. In this model the spread of English is presented in terms of three concentric circles: the Inner Circle, the Outer Circle, and the Expanding Circle. The Inner Circle represents the traditional historical and sociolinguistic bases of English in regions where it is now used as an L1: the United Kingdom, the United States, Australia, New Zealand, Ireland, anglophone Canada, South Africa, and some of the Caribbean territories. The outer circle reflects the spread of the language through imperial expansion by Great Britain in Asia and Africa. In these regions, English is not the L1 but functions as a useful lingua franca between ethnic and language groups. Lastly, the expanding circle includes countries where English plays no historical or governmental role, but where it is nevertheless widely used as a medium of international communication.

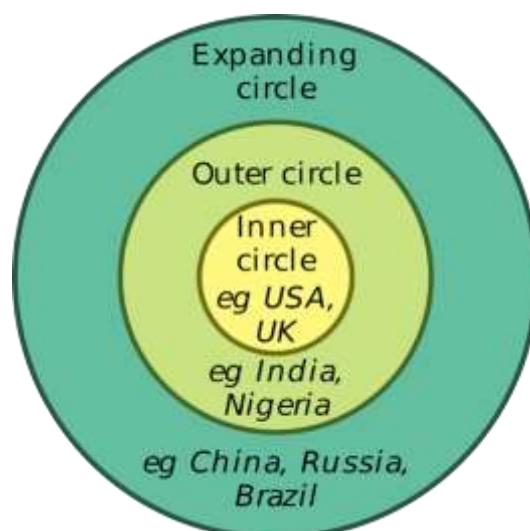


Image 10. Braj Kachru's (1985) three circles of English

⁶³ Studies of language variation and its correlation with sociological categories, such as William Labov's 1963 paper "The social motivation of a sound change", led to the foundation of sociolinguistics as a subfield of linguistics.

⁶⁴ <https://englishglobalcom.wordpress.com/2021/04/19/variation/> (accessed August 10th, 2021).

In short, variation is a linguistic fact of life, especially for ELF.⁶⁵ As accent variation among NSs is seen as natural and these speakers are not asked to unify towards a single, standard accent, NNSs of English (i.e. the majority of its users today) should be given the same rights as NSs to speak the language with different accents. It should not be automatically assumed that NNSs' accent variation is a threat to variables such as *intelligibility* whilst NS variation is not.

Regarding *intelligibility*, Walker in his blog⁶⁶ suggests that intelligibility is the main focus of pronunciation teaching in the 21st century. In earlier research, Larry Smith and Cecil Nelson (1985) situated intelligibility within a three-way construct that also involved comprehensibility and interpretability. For these researchers, intelligibility referred to the recognition of words and utterances in the speech flow. In 2005, Derwing and Munro revisited the three-way construct in their three types of spoken language understanding (see Table 11) and referred to intelligibility as the listener's ability to recognize individual words and phrases, similarly to what was presented previously by Smith and Nelson (1985). In Jenkin's (2000) work, intelligibility was examined among NNSs and outlined the pronunciation priorities mentioned previously in hopes of achieving high levels of intelligibility among the learners of the languages. In more recent research, Levis (2018: 16) postulates that "intelligibility means both the extent to which a speaker is understandable, and whether the particular words used by a speaker are successfully decoded". Nevertheless, intelligibility overlaps with *comprehensibility* and *accentedness* (Munro and Derwing 2005).

The first researcher to use the term *comprehensibility* was Larry Smith (1992), as he tried to disentangle the results of research he had done earlier in order to measure the intelligibility of different NS and NNS Englishes.⁶⁷ The concept concerns the "listeners' overall sense of how easy speech is to understand and highlights the difficulties in speech processing [...]" (Levis 2018: 16). Both *intelligibility* and *comprehensibility* are being incorporated in assessment scales⁶⁸ of international exams such as IELTS⁶⁹ and Trinity College London's ISE II:⁷⁰

⁶⁵ <https://englishglobalcom.wordpress.com/2021/04/19/variation/> (accessed August 10th, 2021).

⁶⁶ <https://englishglobalcom.wordpress.com/2020/05/31/intelligibility/> (accessed August 10th, 2021).

⁶⁷ <https://englishglobalcom.wordpress.com/2020/04/19/comprehensibility/> (Accessed August 10th, 2021).

⁶⁸ As will be featured in Chapter 4, these features are not explicit in Portuguese national exams such as the *Exame Final Nacional de Inglês, prova 550*.

⁶⁹ <https://www.ielts.org/-/media/publications/guide-for-teachers/ielts-guide-for-teachers-uk.ashx> (accessed August 10th, 2021).

⁷⁰ <https://www.trinitycollege.com/resource/?id=6292> (accessed August 10th, 2021).

Band	Fluency and coherence	Pronunciation
9	<ul style="list-style-type: none"> Speaks fluently with only rare repetition or self correction; any hesitation is content-related rather than to find words or grammar Speaks coherently with fully appropriate cohesive features Develops topics fully and appropriately 	<ul style="list-style-type: none"> Uses a full range of pronunciation features with precision and subtlety Sustains flexible use of features throughout Is effortless to understand
8	<ul style="list-style-type: none"> Speaks fluently with only occasional repetition or self-correction; hesitation is usually content related and only rarely to search for language Develops topics coherently and appropriately 	<ul style="list-style-type: none"> Uses a wide range of pronunciation features Sustains flexible use of features, with only occasional lapses Is easy to understand throughout; L1 accent has minimal effect on intelligibility

Image 11. IELTS Speaking assessment criteria (sample)

Score	Communicative effectiveness	Interactive listening	Language control	Delivery
	<ul style="list-style-type: none"> Task fulfilment Appropriacy of contributions /turn-taking Repair strategies 	<ul style="list-style-type: none"> Comprehension and relevant response Level of understanding Speech rate of examiner interventions Speed and accuracy of response 	<ul style="list-style-type: none"> Range Accuracy/precision Effects of inaccuracies 	<ul style="list-style-type: none"> Intelligibility Lexical stress/intonation Fluency Effects on the listener
4	<ul style="list-style-type: none"> Fulfils the task very well Initiates and responds with effective turn-taking Effectively maintains and develops the interaction Solves communication problems naturally, if any 	<ul style="list-style-type: none"> Understands all interventions on a first hearing Interprets examiner's aims and viewpoints accurately by making links with earlier information Makes immediate and relevant responses 	<ul style="list-style-type: none"> Uses a wide range of grammatical structures/ lexis flexibly to deal with topics at this level Consistently shows a high level of grammatical accuracy and lexical precision Errors do not impede communication 	<ul style="list-style-type: none"> Clearly intelligible Uses focal stress and intonation effectively Speaks promptly and fluently Requires no careful listening
3	<ul style="list-style-type: none"> Fulfils the task appropriately Initiates and responds appropriately Maintains and develops the interaction appropriately (eg expanding and developing ideas, and showing understanding of what the examiner said) Deals with communication problems well 	<ul style="list-style-type: none"> Understands most interventions on a first hearing Interprets examiner's aims and viewpoints accurately Makes prompt and relevant response 	<ul style="list-style-type: none"> Uses an appropriate range of grammatical structures/ lexis to deal with topics at this level Shows a relatively high level of grammatical accuracy and lexical precision Errors do not impede communication 	<ul style="list-style-type: none"> Clearly intelligible despite some use of non-standard phonemes Uses focal stress and intonation appropriately Generally speaks promptly and fluently – occasionally affected by some hesitancy Requires almost no careful listening

Image 12. Trinity College London's ISE II speaking and listening rating scale (sample)

Lastly, *accentedness* is the degree of difference between speech and a local or reference accent (Munro and Derwing 2005). *Accentedness* plays an important role due to its “connection to whether speech is understandable and its potential usefulness in assessing spoken language” (Levis 2018: 17). An accent can interfere with intelligibility since speakers can be perfectly intelligible while featuring a strong accent.

All in all, Derwing and Munro's (2005) three-way construct involving intelligibility, comprehensibility and *accentedness* may be summarized as follows:

Term	Definition
Intelligibility	The extent to which a listener actually understands an utterance
Comprehensibility	A listener's perception of how difficult it is to understand an utterance
Accentedness	A listener's perception of how different a speaker's accent is from that of the L1 community

Table 11. Intelligibility, comprehensibility and accentedness according to Derwing and Munro (2005)

Walker (2010: 61–69) has identified several benefits of using a LFC approach to pronunciation. The first advantage concerns the lighter workload that stems from not working with a native speaker-orientated pronunciation syllabus, which would allow additional practice for LFC items as well as focusing on those aspects that concern intelligibility. The second gain regards the increased progress and achievability of an ELF approach. Following Walker (2010), competence in the LFC becomes “a gateway to new skills, such as learning to accommodate your pronunciation to your interlocutor or learning to deal with accent variation” (ibid.: 63). The same author refers to traditional EFL syllabus as largely unteachable, providing examples of how difficult it is to teach dental fricatives, vowel quality and nuclear stress placement. The LFC is more feasible, and achievability promotes a sense of progress in language acquisition.

The third and fourth benefits refer to accent addition instead of accent reduction. It is also suggested that in ELF communication, RP and GA do not represent an ideal, since NS accents do not have special status in ELF because they are not necessarily as intelligible as NNS accents in lingua franca situations. Furthermore, accent addition implies features of the learners' L1 that do not impact negatively on intelligibility (ibid.). Because of this feature, speakers can retain their identity which may consequently boost the speaker's confidence.

The fifth advantage concerns the learners' L1, which is presented as something positive that may ultimately facilitate learning. In fact, “teachers can deliberately use the learner's mother-tongue pronunciation to help learners attain a good command of the features in the LFC” (ibid.: 68). Such an advantage works best in monolingual countries such as Portugal.

The last benefit regards NNS as instructors, which implies that a NNS teacher is potentially a better instructor due to 4 variables: performance, knowledge, experience and effectiveness. A NS instructor can model his or her accent in class, but since NS accent is not an EFL goal, this is not an actual advantage. Instead, a NNS teacher

represents a realistic and achievable role-model. Also, an ELF approach with a monolingual class works best when the instructor has phonological knowledge of both L1 and L2. This empowers the NNS teacher to be more assertive when teaching pronunciation. Personal experience also constitutes an important NNS asset since it allows the instructor to better understand the physical and psychological difficulties in acquiring L2 pronunciation. NS teachers often do not have such awareness. Finally, regarding effectiveness, “non-native speakers frequently know which approximations or variations on the LFC will prove intelligible internationally, and which will not” (ibid.: 68). Ultimately, the best ELF pronunciation instructor is the bilingual teacher who is a speaker of both English and the learners’ L1 and has a clear understanding of both phonological systems.

Overall, ELF has caused ripples as EFL instructors are further encouraged to focus on various language skills other than just promoting the mastery of grammar and vocabulary (Lopes and Cecilia 2019). ELF is an increasingly popular topic in Applied Linguistics which has raised a dynamic discussion regarding the role of intelligibility in ELT (Levis 2018). Considering the benefits of the ELF approach to pronunciation, it is important to investigate in the upcoming chapters if such features are present in the Portuguese curriculum as well as in the ELT coursebooks used in Portugal.

2.5. Current and future directions in pronunciation research

While this chapter has outlined different approaches, techniques and materials and the importance of intelligible pronunciation in communication, it is imperative to acknowledge the current status of pronunciation research and provide a look ahead to future areas. Previous research on the L2 acquisition of English pronunciation tended to focus on the acquisition of individual vowel and consonant phonemes. Later research has dealt with learners’ acquisition of intonation, rhythm, connected speech, and voice quality settings as well as intelligibility and the Lingua Franca Core and metaphonological awareness (Celce-Murcia et al. 2010). Pennington and Rogerson-Revell (2019) provide a more grounded and updated state of the art. These authors argue there is an increasing body of research and practice specifically focused on pronunciation.⁷¹ They go on to postulate that “at a general level, it is possible to relate research in pronunciation and practice to three broad questions: *what to teach*, *why to teach* and *how to teach* effectively” (ibid.:

⁷¹ Pennington and Rogerson-Revell (2019: 402) also note that “the field of applied phonology, particularly researching the teaching and learning of pronunciation, is relatively new and just started to crystalize into some investigative orientations and directions, such as the research on pronunciation in contexts of EFL, international business and other ESP contexts [...]”

402). The authors provide the following table in order to present the areas of enquiry that may impact research.

Pedagogical research themes	
Questions	Focus
<ul style="list-style-type: none"> • What aspects of pronunciation to teach • Why teach pronunciation • How to teach pronunciation effectively • What are teachers' and learners' conceptions, beliefs, and attitudes towards pronunciation 	<ul style="list-style-type: none"> • <i>Content</i> – Functional load, ELF, intelligibility, segmental/suprasegmental aspects, pragmatic and social functions • <i>Aims & Purposes</i> – Learner needs/wants, achievable goals, appropriate models • <i>Approaches</i> – Effectiveness studies, top-down and bottom-up approaches, FFI proprioception CAPT and individualization, autonomous or integrated approach • <i>Psychological Context</i> – Knowledge of pronunciation features and their impact (lexical, grammatical, and communicative), myths and misconceptions, role of accent, identity, teaching/learning style, willingness to communicate

Table 12. Pedagogical research themes according to Pennington and Rogerson-Revell (2019: 403)

Regarding the first area, Pennington and Rogerson-Revell suggest there are limited links between research in areas of intelligibility, functional load, ELF and the pragmatic and social functions of pronunciation and areas of instructional practice and material in pronunciation teaching. The authors also suggest that a similar link can be established between the question *why teach pronunciation* and relating learner needs, goals and outcomes. The authors also highlight aspects of pronunciation that “go beyond intelligibility per se to affect communicative dynamics and audience impact more broadly as part of what needs to be taught” (ibid.: 404). Questions regarding what aspects of pronunciation to teach and how to teach them depending on the learner’s context should also be object of attention. Additionally, the authors suggest further attention in the field of assessment specifically those regarding what and how is assessed and how effectively assessment is carried out in both human and machine ratings of pronunciation. Furthermore, these researchers have supported what other authors (e.g. Gilbert 2008, Schwartz et al 1991, Thompson, Taylor and Gray 2001, Wrembel 2001) have stressed regarding the importance of incorporating the findings of other disciplines such as psychology, neurolinguistics, technology, and multiple intelligence in teaching English pronunciation.

Other authors such as Derwing and Munro (2015) provide a more straightforward contribution suggesting two general themes for future research, particularly the fact that

accent is partially independent of comprehensibility and intelligibility and that comprehensibility and intelligibility are more important to successful communication, proposing more detailed probing among these three speech dimensions. The same researchers further outline the need for more longitudinal studies, similarly to other areas of L2 acquisition, pointing out how such studies allow closer examinations of the specificities of phonetic learning, better understanding the acquisition process. Additionally, such studies allow “the possibility of establishing the long-term effect of interventions on learners’ pronunciation performance” (ibid.). Lastly, Derwing and Munro (2015) argue for the need of research regarding the learners of other languages besides English since generalizations made for learners of English do not necessarily apply to others. In numerous areas of research, there is an urgent need to bridge the gap between research and teaching practices (Levis 2007), which means that teachers have to intuitively decide which pronunciation features have the greatest effect and which are learnable in a classroom context. As Pennington and Rogerson-Revell (2019: 450) point out, “teachers have limited awareness of significant findings which can influence their decisions regarding pronunciation teaching, goals and priorities, and approaches and methods”. Alternatively, researchers may have a limited view of the realities of pronunciation in classrooms and real-world settings, thus “limiting the applicability, generalizability and validity of their findings” (ibid.: 450), which implies the need of a two-way synergy among research and practice that could lead to a body of reliable and valid research findings for pronunciation.

In conclusion, various variables play a role in the learning and teaching of L2 pronunciation in EFL contexts. Some factors regard the teaching process such as teachers’ expertise and training, teaching materials and strategies, and teaching approaches. However, other variables such as the learner’s background, goals and motivation as well as contextual factors such as national curricular policies and institutional adaptations of the curriculum present a significant feature that hinder teaching and learning pronunciation. Regardless of these constraints, I strongly believe that the benefits of teaching pronunciation explicitly, integrating a pronunciation sub-syllabus within the overall course syllabus, is a valuable roadmap in empowering learners in achieving a high level of intelligibility in English. As mentioned earlier, the next chapter will present an overview of ELT in the Portuguese context.

CHAPTER 3: ELT IN PORTUGUESE PUBLIC SCHOOLS

3. ELT IN PORTUGUESE PUBLIC SCHOOLS

“Education is what remains after one has forgotten what one has learned in school.”

Albert Einstein

The preceding chapter has provided insights into contemporary targets for pronunciation instruction when considering ELT. However, to be able to make further considerations regarding ELT and the role of pronunciation in Portugal, it is necessary to understand how the Portuguese curriculum is structured and establish the role ELT plays in this context. Therefore, this chapter outlines the Portuguese educational system in Section 3.1 and identifies the general guidelines for pronunciation instruction from the mid-90s to the present date in Section 3.2. Afterwards, Section 3.3. explores the ongoing changes within the Portuguese curriculum and considers its implication for ELT in Portugal. Section 3.4. delves into the role of pronunciation in spoken assessment scales, particularly those used for the English national exam, which grants learners the possibility to conclude their high school education and also apply for studies in higher education. Section 3.5. reflects on the importance of professional development and later provides specific insights regarding its importance for the Portuguese ELT instructor, which will ultimately inform if there is a need for teacher training in this field.

From the 40s onwards, the Portuguese educational system changed many times. The 1973 reform, also known as the Veiga Simão⁷² reform, added a school year to the secondary level and revised the English programme within the secondary level and meant it to “provide students with a tool of communication and culture which could give them the opportunity to interact with people from other countries and other languages” (Guerra 2009: 13), a clear nod towards the communicative approach.

In October 1986, the Portuguese Parliament approved the Comprehensive Law of the Educational System (Law 46/1986 of October 14th) which establishes the general framework for the Portuguese educational system, a law that still provides the pillars of today’s school. It was this law that made it compulsory to study until the 9th grade, leaving Secondary Education as an option for those who, for example, wished to attend higher education.⁷³

⁷² José Veiga Simão was a Full Professor at the University of Coimbra and attempted to democratize the Portuguese educational system even before the end of the dictatorship. He went on to serve a distinguished career in politics fulfilling the role of an ambassador in the US, member of parliament, minister of industry and energy and minister of defense.

⁷³ In Portugal, higher education is the responsibility of the Ministry of Science, Technology and Higher Education (*Ministério da Ciência, Tecnologia e Ensino Superior* - MCTES), which is also responsible for

In 1991, a new reform establishes the reorganization of curricula across all levels. This is particularly relevant for this thesis, because this new English programme in Basic Education later motivated many of the changes that took place in the 2000s. Nevertheless, the programme was a huge innovation at the time. While English in the 1st cycle would only formally be introduced almost twenty years later, the curriculum for the 2nd (1996)⁷⁴ and 3rd (1997)⁷⁵ cycles⁷⁶ presented the English language as⁷⁷

a potential area for self-expression that serves interpersonal relations and social interaction. As a determinant of personal socialization and self-worth, it allows the individual to develop awareness of himself and others, translate attitudes and values, access knowledge and demonstrate skills. (Ministry of Education 1996: 5)

The programme sets the communicative paradigm at the very centre, using it as a theoretical-conceptual framework of methodological guidelines for teachers who ultimately led learners in achieving a very clear set of objectives defined specifically for the English language. According to the authors, who are not identified by the Ministry of Education, the English curriculum favours⁷⁸

- a balanced development of all domains of the learner's personality, the intrapersonal, the interpersonal and the intellectual;
- language acquisition that integrates both new and previously acquired structures and concepts, stimulating a constant reflection on the learning process that best suits the learners' cognitive style;

defining and implementing policies affecting the National Science and Technology System. The Ministry of Education (*Ministério da Educação* - ME) is the governmental department responsible for defining, coordinating, implementing and evaluating national policy regarding the educational system (pre-school, basic, upper secondary and out-of-school education), as well as for articulating education policy with qualification and vocational training policies.

⁷⁴ The 2nd cycle covers grades 5 and 6.

⁷⁵ The 3rd cycle comprises grades 7, 8 and 9.

⁷⁶ Both documents have the same structure and introduction. The only difference are the contents per level.

⁷⁷ Translated by the author from the original Portuguese text:

Espaço potencial de expressão do eu que serve as relações interpessoais e as realizações de interação social. Enquanto fator determinante da socialização e valorização pessoal, ela permite ao indivíduo desenvolver a consciência de si próprio e dos outros, traduzir atitudes e valores, aceder ao conhecimento e demonstrar capacidades.

⁷⁸ Translated by the author from the original Portuguese text:

Favorece o desenvolvimento equilibrado de todos os domínios da personalidade do aprendente, o intrapessoal, o interpessoal e o intelectual; privilegia aquisições que integram o novo em estruturas e conceitos anteriormente adquiridos, estimulando uma reflexão constante sobre os processos que mais se adequam ao estilo cognitivos do aprendentes; valoriza a dimensão sociocultural da língua, no pressuposto de que ela é o repositório de identidades individuais e coletivas.

- the socio-cultural domain of language, on the assumption that it is the repository of individual and collective identities. (Ministry of Education 1996: 6)

As Portugal suffered a high dropout rate in the late 90s and early 00s (Decree-Law no. 176/2012 of August 2nd), it is compulsory to study until the 12th grade or the age of 18.⁷⁹ The following table outlines the current educational system.⁸⁰

Level		School year	Age
Preschool		---	3 – 6 years
Basic Education	1 st cycle	1 st – 4 th	6 – 10 years
	2 nd cycle	5 th – 6 th	10 – 12 years
	3 rd cycle	7 th – 9 th	12 – 15 years
Secondary Education	Scientific / humanistic courses	10 th – 12 th	15 – 18 years
	Technological courses		
	Specialised artistic courses		
	Professional		

Table 13. Overview of the Portuguese educational system

Within this system, the school network is organised into school clusters, which have with their own administration and management bodies. They are made up of pre-school establishments, plus one or more teaching levels and cycles that share a common pedagogical project. According to the most recent overview presented by Eurydice (2022), the Ministry of Education is responsible for managing the network of pre-school establishments, as well as basic and upper secondary schools. The report goes on by explaining:

School clusters enjoy some autonomy in terms of pedagogy, managing teaching schedules and non-teaching staff. A number of recently implemented reforms have extended cluster autonomy to

⁷⁹ According to the EU Agency for Fundamental Rights, in August 2018 only 6 member countries offer compulsory education up to age 18: Belgium, Latvia, Poland, Portugal, Romania and Sweden. <https://fra.europa.eu/en/publication/2017/mapping-minimum-age-requirements/compulsory-schooling> (accessed July 5th, 2018).

⁸⁰ See Annex 6 for a more detailed outline of the Portuguese educational system.

curriculum management (Decree-Law no. 55/2018, 6th July), promoting decentralisation, assigning responsibilities to municipalities regarding investment, equipment and the maintenance of school buildings, provision of meals in establishments and management of non-teaching staff (Decree-Law no. 21/2019, 30th January).

In the Autonomous Regions of the Azores and Madeira, the regional governments are responsible for defining national education policy in terms of a regional plan and managing human, material and financial resources, via the respective Regional Secretariats for Education.⁸¹

Considering the overall importance of ELT in Portugal and around the world, It is obvious from the contributions of authors such as Adrian Underhill, Brian Tomlinson, Dat Bao, Jeremy Harmer, Jim Scrivener, Penny Ur, Scott Thornbury (and many others), as well as from personal experience as an English language teacher, that learning a FL lies in a dynamic of self-construction that implies the development of all valences of the learner's personality: thinking, acting, feeling and creating. Learning a FL under the above-mentioned programme combines linguistic competence with personal and social development:⁸²

- It combines linguistic competence and personal and social development;
- it creates opportunities for the development of written and oral communication;
- it educates for the importance of sounds and rhythms and highlights the value of words and phrasal structures;
- it promotes reflection regarding how language works;
- it promotes intellectual and metacognitive processes;
- it facilitates multi-disciplinary approaches;
- it stimulates self-confidence;
- it promotes comprehension of and respect for different foreign cultures.

The following pages will allow this study to shed a light on how the Portuguese educational system has presented pronunciation from the mid 90s to the present date.

⁸¹ https://eacea.ec.europa.eu/national-policies/eurydice/content/portugal_en (accessed February 20th, 2022).

⁸² Translated by the author from the original Portuguese text:

Combina competência linguística e desenvolvimento pessoal e social; cria oportunidades para o desenvolvimento de competências de comunicação oral e escrita; educa a sensibilidade a sons e a ritmos e evidencia o valor das palavras e das estruturas frásicas; promove a reflexão sobre o funcionamento da língua; exercita processos intelectuais e metacognitivos; materializa abordagens multidisciplinares; estimula a autoconfiança; desenvolve a compreensão e o respeito por universos socioculturais diferenciados.

3.1. General guideline for teaching pronunciation in the Portuguese curriculum

The 90s English programme was very detailed and presented comprehensive goals for every grade/level. In the case of pronunciation, Tables 14 and 15 show that both second and 3rd cycles share very similar aims. Such aims include familiarizing the learner with the sounds of the English language, identifying pronunciation changes and different forms of accentuation, recognizing different forms of word stress, promoting the notion of rhythm, among other goals.

Grade 5	Grade 6
Pronunciation	
<ul style="list-style-type: none"> • Recognizes, even if not systematically, basic sounds of the English language (phonetic transcription and pronunciation): Vowels and Consonants. 	
<ul style="list-style-type: none"> • Identifies pronunciation changes in connected speech. 	
<ul style="list-style-type: none"> • Distinguishes, although not systematically, intonation patterns within the types of sentences provided for in the program. 	
<ul style="list-style-type: none"> • Identifies different forms of accentuation. 	
<ul style="list-style-type: none"> • Recognizes the communicative significance of different forms of stressing words. 	
<ul style="list-style-type: none"> • Becomes familiar with the notion of rhythm. 	

Table 14. Pronunciation goals for 2nd cycle (1996: 21)⁸³

⁸³ Translated by the author from the original Portuguese text. See Annex 7 for original source.

Grade 7	Grade 8	Grade 9
Pronunciation		
<ul style="list-style-type: none"> Recognizes, although not systematically, basic sounds of the English language (phonetic transcription and pronunciation): vowels, consonants and diphthongs. 	<ul style="list-style-type: none"> Recognizes and distinguishes basic sounds of the English language (phonetic transcription and pronunciation): vowels, consonants and diphthongs. 	<ul style="list-style-type: none"> Distinguishes sounds from the English language (phonetic transcription and pronunciation): vowels, consonants and diphthongs.
<ul style="list-style-type: none"> Identifies pronunciation changes in connected speech. 	<ul style="list-style-type: none"> Identifies and distinguishes pronunciation changes in connected speech. 	<ul style="list-style-type: none"> Identifies and distinguishes pronunciation changes in connected speech.
<ul style="list-style-type: none"> Distinguishes, although not systematically, intonation patterns within the types of sentences provided for in the program. 	<ul style="list-style-type: none"> Distinguishes intonation patterns within the types of sentences provided for in the program. 	<ul style="list-style-type: none"> Distinguishes intonation patterns within the types of sentences provided for in the program.
<ul style="list-style-type: none"> Identifies and distinguishes different forms of accentuation. 	<ul style="list-style-type: none"> Identifies and distinguishes different forms of accentuation. 	<ul style="list-style-type: none"> Distinguishes different forms of accentuation.
<ul style="list-style-type: none"> Recognizes the communicative significance of different forms of stressing words. 	<ul style="list-style-type: none"> Recognizes the communicative significance of different forms of stressing words. 	<ul style="list-style-type: none"> Recognizes the communicative significance of different forms of stressing words.
<ul style="list-style-type: none"> Becomes familiar with the notion of rhythm within the types of sentences provided for in the English program. 	<ul style="list-style-type: none"> Matches the rhythm to the types of sentences provided for in the English program. 	<ul style="list-style-type: none"> Matches the rhythm to the types of sentences provided for in the English program.

Table 15. Pronunciation goals for the 3rd cycle (1997: 27)⁸⁴

Considering the above tables, it is clear that there is no progression within the 2nd cycle. However, this is not the case in the 3rd cycle. For instance, from the eighth to the 9th grade, learners are expected to move from recognizing vowels, consonants and diphthongs to distinguishing them. Evidence of progression is also present in connected speech as learners move from identifying pronunciation changes in connected speech to identifying and distinguishing them in the 8th grade. The same progression is also evident in the third descriptor, as learners move from not distinguishing systematically intonation patterns in the 7th grade to being expected to do so in the 8th grade. Minor progression is present among different forms of accentuation as learners are expected to advance from identifying and distinguishing accentuation to purely distinguishing these forms in the 9th grade. However, there is no evident progression regarding the descriptors designed for different forms of word stress. Lastly, learners are expected to

⁸⁴ Translated by the author from the original Portuguese text. See Annex 8 for original source.

move from becoming familiar with the notion of rhythm in the 7th grade to matching rhythm to types of sentences in the 8th grade.

In a nutshell, while the 90s programme was considered innovative for its time by experienced Portuguese ELT teachers (Mata and Saldanha 2001), because it presented interesting methodological suggestions for the ELT classroom and specific guidelines for assessment, it lacked the flexibility that was later introduced by CEFR (2001), namely, no global scales, no performance descriptors, just listed objectives per year. Another issue with this programme was its density. Given the time allocated to teaching English in Portuguese public schools, many teachers felt it was impossible to cover every aspect of the curriculum, hence so many teachers relied (and still rely) on coursebooks, which present ready-made compromises that are meant to facilitate teaching.

3.2. Changes in Portuguese ELT since the publication of the CEFR (2001)

As mentioned above, the Portuguese ELT programme was designed and generalized in the 90s. Nonetheless, every time there is a legislative election in Portugal, a reform of the educational system will be underway. This was no exception in 2001 when another massive reform took place throughout the country. Decree-Law 6/2001 of January 18th established the “fundamental and structural competences in the development of a national curriculum in each learning cycle, the achievement competences and the types of educational experience to be provided to all students” (Guerra 2009: 14).

This particular reorganization, in comparison with others, was designed around a participated study of Basic School Education which started in the 1996/1997 school year. The study indicated several problems, specifically the high dropout rate in the second and 3rd cycles, seriously damaging the Government’s aim to promote nine years of mandatory education. The high dropout rate was partially explained by the vast range of students’ diversity and the weak articulation between the 1st, 2nd and 3rd cycles, but these issues were the tip of the iceberg.

Guerra (2009: 15) argues that “curriculum guidelines had been provided through lengthy prescriptive syllabi, organized by subjects and school years, thus contributing to excessively uniform pedagogical practices and impoverished contents and methodologies”. Considering that the curriculum should not be understood as a set of strict prescriptive guidelines, the role of teachers had to be re-examined. In the words of Abrantes (2001: 43), “teachers are not transmission belts between syllabi or ready-made textbooks and the learners. Teachers are professionals who identify and interpret educational problems and look for solutions within the national guidelines”. Abrantes’

position alone could easily relate to Scott Thornbury's Dogme ELT. Thornbury (2009) argues for the need to go beyond the standard pedagogical methods. Jo Bertrand from the BBC Council Paris keenly summarizes Dogme⁸⁵ as:

- The thinking behind it is that students learn when they feel involved and interested in the subject.
- If the material they use is not relevant to them then the likelihood they will retain any information is slim.
- The solution within Dogme basically consists of removing all irrelevant material to enhance learning. It involves in fact removing all material.
- A Dogme classroom is a textbook free zone. To a certain extent we could say that a Dogme space is a classroom free zone as we know it.

The Basic Education National Curriculum (2001; henceforth BENC) offered redefined guidelines, reinforcing the bonds between learning cycles and the inclusion of new learning areas: civic education, project area and assisted study; the mandatory experimental teaching of exact sciences; the development and promotion of arts education for citizenship; the consolidation of the core curriculum regarding the L1 and Mathematics; and –the relevant aspect for this thesis– a thorough examination of the teaching of modern languages (specifically English, French, German and Spanish).

Article 7 of Decree-Law 6/2001 is particularly relevant for ELT in Portugal because it allowed 1st-cycle schools to offer an introduction to English (or another FL), provided the emphasis was on oral skills and the school had the appropriate resources to promote the subject. At this stage, the learning of a FL becomes increasingly compulsory in the 2nd and 3rd cycles, giving a particular concern to fluency and adequacy in the 3rd cycle.

A detailed analysis of the BENC (2001) reveals several references to the CEFR (2001). On the one hand, the BENC (2001: 25) heavily details the need to promote plurilingual and pluricultural competencies within FL education provided the increasing exchanges among EU member states. From a methodological perspective, it suggests that teachers should plan their classes considering the language skills they wish to develop with their learners, while articulating these skills with the contents featured in the 90s curriculum, which is surprising given the mismatch among terminology used in both documents. Additionally, the 90s curriculum was not built around the aims of the CEFR (2001), creating concern among teachers on how this articulation was to be implemented. The BENC (2001) guidelines further explain that in a second stage the

⁸⁵ <https://www.teachingenglish.org.uk/article/dogme-a-teachers-view> (accessed July 10th, 2018).

teacher should organize teaching units according to the socio-economic background of each group.

A search of the BENC (2001) for a pronunciation framework yields no reference to it. The document revolves around the development of a communicative competence as the following two tables illustrate:

2nd and 3rd cycles – Communicative Competence	
Production	
SPEAK/PRODUCE written texts corresponding to specific communication needs	
Expected performances by the end of the 2nd cycle	Expected performances by the end of the 3rd cycle
<ul style="list-style-type: none"> • Share episodes/daily life events from topics and/or linguistic elements. • Describe, with the aim of sharing, objects, places, characters, with or without visual or linguistic support. • Reproduce/Recreate spiels, riddles, proverbs, anecdotes, songs. • Adjust communicative behaviours considering: <ul style="list-style-type: none"> ○ the characteristics of the society and culture of the communities that use the language. ○ affinities/differences between the culture of the learner and the foreign culture. 	<ul style="list-style-type: none"> • Share episodes/daily life events. (FL I) • Share episodes/daily life events from topics and/or linguistic elements. (FL II) • Describe, with the aim of sharing, objects, places, characters. (FL I) • Describe, with the aim of sharing, objects, places, characters, with or without visual or linguistic support. (FL II) • Reproduce/Recreate spiels, riddles, proverbs, anecdotes, songs. (FL I & II) • Adjust communicative behaviours (FL I & II) considering: <ul style="list-style-type: none"> ○ the characteristics of the society and culture of the communities that use the language. ○ affinities/differences between the culture of the learner and the foreign culture.
Learning processes throughout basic education	
<ul style="list-style-type: none"> • Characterize the context of the communicative act with anticipation of possible reactions from the audience. • Select, in the set of available knowledge, statements, linguistic structures and words necessary for communicative performances. • Compensate for insufficiencies through the use of mimes, gestures, intonation, lexical substitutions. • Assess the level of adequacy of the performance of communicative intentions. 	

Table 16. Spoken production framework (2001: 47)⁸⁶

⁸⁶ Translation by the author from the original Portuguese text. See Annex 8 for original source.

2nd and 3rd cycles – Communicative Competence	
Comprehension	
Listen/View diverse oral and audio-visual texts suited for the student’s intellectual, socio-affective and linguistic development	
Expected performance by the end of the 2nd cycle	Expected performance by the end of the 3rd cycle
<ul style="list-style-type: none"> • Identify an action/task from the instructions (school activity, culinary recipe). • Identify information, according to a specific goal, through an audio or video informative text (advertisements, weather updates...). • Identify information, according to a specific goal, based on dialogues about normal daily activities. • Identify information in short telephone messages. • Identify a character, an object, a place from a description through an audio or video text about a character, a city, an object. • Recognize the characteristics of the society and culture of the communities that use the language. • Recognize affinities/differences between the culture of the learner and the foreign culture. 	<ul style="list-style-type: none"> • Identify an action/task from the instructions (school activity, use of an object, culinary recipe). (FL I & II) • Identify information, according to a specific goal, through an informative audio or video text (advertisements, news, program, weather updates...). (FL I & II) • Identify information, according to a specific goal, based on dialogues about normal daily activities. (FL I & II) • Identify information in telephone messages. (FL I & II) • Identify a character, an object, a place from a description through an audio or video text about a character, a city, an object. (FL I & II) • Identify, in an oral narrative the sequence of events, the characters, the setting and its characteristics. (FL I) • Recognize, in an oral narrative the main events and characters. (FL II) • Identify the characteristics of the society and culture of the communities that use the language. (FL I) • Recognize the characteristics of the society and culture of the communities that use the language. (FL II) • Establish affinities/differences between the culture of the learner and the foreign culture. (FL I) • Recognize affinities/differences between the culture of the learner and the foreign culture. (FL II)
Learning processes throughout basic education	
<ul style="list-style-type: none"> • Use previous knowledge on the subject for the formulation of hypotheses regarding meaning. • Associate written characteristics to the subject and the type of text. • Associate linguistic units of the text or provided by the teacher (lexicon, grammatical structures, semantic categories) to the main and secondary ideas. • Deduce the meaning of unknown words and grammatical structures from the context, from the morphological analysis of words and from analogy/contrast with the mother tongue. • Relate elements of the text that allow to confirm hypotheses regarding meaning (lexical elements used in the reference to a character, to an object, to an action...). • Avoid focusing on the meaning of words that are not essential to understand the text. • Check the correctness of the hypotheses formulated. • Review formulated hypotheses, if necessary. 	

Table 17. Listening comprehension framework (2001: 47)⁸⁷

⁸⁷ Translation by the author from the original Portuguese text. See Annex 9 for original source.

Considering the impact and implications of this reform, it is particularly noteworthy that the Government decided to promote a new framework while neglecting to present an updated programme simultaneously. Additionally, even though the BENC (2001) input for FL education was inspired by the CEFR (2001), the articulation with the 90s curriculum would prove difficult and perhaps unknowingly pushed back pronunciation to a very subsidiary position.

From 2011 to 2015, during the centre-right administration of Prime Minister Pedro Passos Coelho, many changes were made to the educational system which heavily impacted ELT. To begin, two very significant changes came from Ordinance no. 5306/2012 of April 18th, which sets out the development of curricular goals, and Government Order no. 17169/2011 of December 23rd, according to which the goals aim to clarify the priorities of a dense curriculum from the 90s. With a Ministry fully dedicated to “update” the curriculum made under the supervision of the main party of the opposition (the Socialist Party), on May 13th, 2013, the 2nd and 3rd cycles English curriculum (still from the 90s) were supplemented by curricular goals designed by a team of 3 ELT professionals: a university professor from the University of the Algarve and a middle and a high school teacher from the public sector.

The authors of these goals tackled for the first time the mismatch between a programme from the 90s and the CEFR (2001). In the essence of these new goals was a reference document for teaching, learning and assessing, in order to promote a stronger communicative competence.⁸⁸ Besides the CEFR (2001), other documents were taken into consideration by the authors, such as the European Language Portfolio (ELP) and the Autobiography of Intercultural Encounters since, according to the authors, the articulation of these documents promoted an appropriate framework to monitor learning and promote education of cultural diversity.

Although the above process seems to be very straightforward, some notes should be taken into consideration to understand future changes to the curricular goals and comprehend the analysis that will be presented later on. First, before 2014, learning English in Portuguese primary schools was optional and resulted directly from the 2001 reform mentioned above. In addition, in the 5th grade, teachers would encounter learners with 4 years (or more) of knowledge of the English language and learners with no knowledge whatsoever, which created a very complex situation for teachers, further broadening the notion of a mixed-ability classroom.⁸⁹

⁸⁸ German, French and Spanish were not included in this reform process.

⁸⁹ According to Chapman and King (2003), a mixed-ability classroom consists of a group of learners with differing levels, learning styles, interest, and skills. This provides a significant challenge for teachers to

Second, the Portuguese Decree-Law no. 139/2012 of July 5th created a complex situation for schools, as it granted autonomy for schools to manage the weekly workload of the FL. Some schools decided to offer 2 classes of English per week in the 8th or 9th grade and others 3 classes, while having to teach exactly the same curriculum. The curricular goals attempted to address this issue by advising users to be “flexible” while putting them into practice.

Third, there was a significant gap between learning goals from grade 6 (2nd cycle) to grade 7 (3rd cycle). The curricular goals attempted to address this issue by promoting a stronger articulation of learning outcomes (an ongoing issue in Portugal), reflecting the CEFR and the time allocated to learn English in school.

Taking into consideration the above, and as a personal note, the curricular goals caused a panic in many schools because teachers did not receive proper training sessions regarding the changes these curricular goals implied in teaching, learning and, in particular, assessing. In fact, it is not very common for the Government to provide specific training sessions to in-service teachers every time there is a reform, as doing so would prove costly and time-consuming. The few training sessions that did take place were in the form of small seminars promoted by Portuguese ELT publishers.⁹⁰

Looking closer at the curricular goals, several considerations must be made regarding their organization and structure. On the one hand, the document obeyed a common structure to all areas that were considered in this reform –Portuguese, Maths, English, History, Geography, Science, Chemistry, Art and ICT (see Government Order no. 17169/2011, of December 23rd)– presenting three key organizational aspects: domains, objectives and performance descriptors. The authors of this original version of the document (2013)⁹¹ explain that the reference domains defined for each school year translate an understanding that FL learning should value comprehension, expression and interaction, both in spoken and written language, which is a clear influence of many documents such as the CEFR (2001), the European Language Portfolio (2001), the core inventory for general English by the British Council/EQUALS (2011) and the ALTE ‘can

prepare their lessons in order to ensure that all their students benefit from the lesson. This is particularly a challenge for the language instructors who are not equipped with the required skills and teaching methods to deal with mixed-ability classes (Ansari, 2013). Nevertheless, there has been a growing number of contributions regarding classroom differentiation (see Tomlinson 2001b, 2013 and Pirozzo 2014) which provide insights about teaching in a diverse classroom and road maps to help students attain academic success.

⁹⁰ Three-hour training sessions took place in Lisbon on the 28th of February 2015; in Coimbra on the 7th of March 2015; and in Porto on the 21st of March 2015. I participated in these sessions as a teacher-trainer. See Annex 10 for certificate.

⁹¹ A clarification of what is meant by the original version of the document will be provided later.

do' statements, among others. Learning outcomes are consolidated gradually through the articulation of seven domains: Listening, Reading, Spoken Interaction, Spoken Production, Writing, Intercultural Domain, and Lexis and Grammar. The following is an example extracted from the 9th grade listening domain:

English curricular goals – 3 rd cycle	
9th grade	
The objectives and descriptors indicated in each school year should, whenever necessary, continue to be used in subsequent years.	
Profile - B1 (CEFR)	
Domain – Listening (L9)	
Objectives:	
1. Understand discourses produced clearly.	2. Understand different types of audio/ audio-visual text as long as appropriate to the student's level.
Descriptors:	
1. Follow guidelines and information in some detail. 2. Follow a brief presentation as long as the topic is familiar. 3. Identify forms of formal and informal address. 4. Distinguish non-offensive/offensive forms of address.	1. Follow the main aspects in programs on familiar issues. 2. Follow simple instructions (cooking programs, DIY).

Table 18. 9th grade listening domain (2013)⁹²

The above table illustrates an issue with the curricular goals. There is not a balanced number of descriptors for each domain and often the descriptors appear to be interchangeable among objectives. In the introduction to the document (2013: 6)⁹³ the authors explain the difference between descriptors and objectives:

The descriptors define what students should be able to do to reach the objectives presented in the different reference domains. In some descriptors, examples are presented, in brackets, which aim to

⁹² Translation by the author from the original Portuguese text. See Annex 11 for original source.

⁹³ Translation by the author from the original Portuguese text.

Os descritores definem o que os alunos devem ser capazes de fazer, concretizando os objetivos apresentados nos diferentes domínios de referência. Em alguns descritores, apresentam-se exemplos, entre parêntesis, que visam clarificar o que se pretende, mas não vinculam o professor aos exemplos dados.

Os objetivos e descritores indicados em cada ano de escolaridade devem, sempre que necessários, continuar a ser mobilizados em anos subsequentes. Atingidas as metas essenciais e havendo condições temporais para ir mais além, cabe ao professor decidir por onde e como prosseguir.

clarify what is intended, but do not link the teacher to the examples given.

The objectives and descriptors indicated in each school year must, whenever necessary, continue to be used in subsequent years. Once the essential goals are reached and there are temporal conditions to go further, it is up to the teacher to decide where and how to proceed.

However, the document does not provide an explanation for the lack of a clear balance among descriptors. In fact, this could grant a greater importance to some objectives over others, which could lead teachers to privilege some domains (skills) over others.⁹⁴ Nevertheless, the English curricular goals reflected the CEFR (2001) and were considerably different from the 90s programme where only five domains were considered: Language, Production and Interpretation of texts, Socio-cultural Awareness, Extensive Reading, and Attitudes and Skills. While different, this framework was closer to what the BENC (2001) framework set out to do over ten years prior to this reform. With curricular goals in place, proficiency levels according to the CEFR global scale were assigned as follows:

Independent user (Threshold)	B1	9 th
Basic user (Waystage)	A2+	8 th
	A2	7 th
Basic user (Breakthrough)	A1+	6 th
	A1	5 th

Table 19. Levels of proficiency to be achieved in the 2nd and 3rd cycles of Basic Education according to the global scale of the CEFR (2001)

These curricular goals, referred previously as the original goals, required an update after 2014 to reflect the introduction of compulsory ELT from grade 3 (introduced by Decree-Law no. 176/2014 of December 12th). While the decision not to introduce English since grade 1 might be justified by financial reasons, it is widely known that the Council of Europe has recommended teaching two FLs from an early age since 2002.⁹⁵

⁹⁴ In an informal conversation with BENC co-author Eulália Duarte in Faro, I was not able to obtain a clear explanation.

⁹⁵ Prior to 2014, English was taught in primary schools as a non-compulsory extra-curricular activity, run by private companies, parents or part of local governmental projects.

In this sense, Decree-Law no. 260-A/2014 of December 15th presented an updated outline of the proficiency levels per year from grade 3 to 12 (even though English is not compulsory after grade 9). On the 31st July 2015 a new version of the curricular goals was approved and published. Days later, Government Order no. 9442/2015 of August 19th outlined how these new goals would co-exist simultaneously with the old ones. The structure of the new goals was exactly the same, but a higher proficiency level is reached earlier, namely one year earlier (B1 in the 8th grade as opposed to the 9th grade; A2 in the 6th grade, not in the 7th).

Independent user (Vantage)	B2+	12 th
	B2	11 th
Independent user (Threshold)	B1+	10 th
	B1/B1+	9 th
	B1	8 th
Basic user (Waystage)	A2+	7 th
	A2	6 th
Basic user (Breakthrough)	A1+	5 th
	A1	3 rd & 4 th

Table 20. Levels of proficiency to be achieved in the 1st, 2nd and 3rd cycles of Basic Education and Secondary Education according to the Global Scale of the CEFR

Regardless of how many versions of the document there were, the feeling that predominates among the ELT teaching community is that the curricular goals completely replaced the 90s curriculum,⁹⁶ even though they are used by many professionals as a mere checklist regarding what has been taught and what will ensue.⁹⁷ To be rigorous, this framework is a mere outline of objectives and does not have the range of details to replace the 90s programme.

⁹⁶ Coursebooks and teacher kits referred solely to the curricular goals, providing detailed notes for teachers and informal teacher training sessions; official professional development courses were orientated on the operationalization of the goals, as well as numerous sessions for the APPI conference, etc.

⁹⁷ As a coursebook author, we know first-hand that these goals are used as a checklist. The editor confirms that the coursebook reflects every domain, objective and descriptor. If any are left out, authors are asked to either reformulate a specific section or create a new one. This was also evident during the coursebook's certification process, an essential step to recognize the textbook by the Ministry of Education.

While revising the 2015 curricular goals in order to better understand how pronunciation is presented in the Portuguese curriculum, considerable concern has arisen on how the authors translated the CEFR phonological guidelines (2001: 116) to this framework. Having scanned the document for the noun “pronunciation” no results appeared. In a second attempt the verb “pronounce” was used as a keyword, which provided some results. The first mention appears in the 5th-grade reading domain, specifically in descriptor number one: “Pronounce words clearly enough to be understood” (2015: 6).⁹⁸ It later appears in the spoken production domain, specifically in the 3rd grade, in descriptor number three: “Pronounce, with some clarity, familiar words”.⁹⁹ Afterwards, it appears for a second time in the second descriptor for the 5th grade: “Pronounce familiar expressions and sentences correctly”.¹⁰⁰ Lastly, it appears in the 9th grade, in descriptor number ten: “(Re)producing previously prepared oral texts, with proper pronunciation and intonation” (2015: 10).¹⁰¹ This initial analysis is nothing but alarming. There is no apparent consistency in the promotion of pronunciation as a skill throughout the different levels.

In a new attempt to understand how pronunciation is present in the Portuguese curriculum and in hopes of finding evidence of pronunciation disguised among the different domains, a page-by-page analysis was conducted. In light of this, features of phonology were found mainly in the listening and spoken production domains. The 3rd grade listening domain presents the objective “understand sounds, intonations and rhythms of the language” (2015: 4)¹⁰² and the following descriptors: “1. Identify different sounds and intonations in the FL compared to the L1; 2. Identify rhythms in rhymes, chants and songs in audio and audio-visual recordings”.¹⁰³ Both objective and descriptors clearly suggest the need to develop a phonological competence in the early stages of English language learning (level A1).

Regarding the spoken production domain, grade 3 learners are confronted with the following objective: “Produce, with help, sounds, intonations and rhythms of the language” (2015: 10).¹⁰⁴ This objective is followed by four descriptors: “1. Repeat the letters of the alphabet; 2. Repeat familiar and memorized sounds and words; 3. Pronounce familiar words with some clarity; 4. Repeat rhymes, chants and songs heard

Translation by the author from the original Portuguese text:

⁹⁸ *Pronunciar as palavras de forma suficientemente clara para serem entendidas.*

⁹⁹ *Pronunciar, com alguma clareza, palavras conhecidas.*

¹⁰⁰ *Pronunciar, com correção, expressões e frases familiares.”*

¹⁰¹ *(Re)produzir textos orais, previamente preparados, com pronúncia e entoação adequadas.*

¹⁰² *Compreender sons, entoações e ritmos da língua.*

¹⁰³ *Identificar sons e entoações diferentes na língua estrangeira por comparação com a língua materna; identificar ritmos em rimas, chants e canções em gravações áudio e audiovisuais.*

¹⁰⁴ *Produzir, com ajuda, sons, entoações e ritmos da língua.*

in audio and audio-visual media”.¹⁰⁵ In grade 4 learners are faced with the following objective: “Produce sounds, intonations and rhythms of the language”.¹⁰⁶ This objective is followed by a sole descriptor: “1. Say rhymes, chants and sing songs”.¹⁰⁷ In grade 5 learners are confronted with another objective: “Properly produce sounds, intonations and rhythms of the language”.¹⁰⁸ This is followed by three descriptors: “1. Articulate sounds of the English language that do not exist in the mother tongue (*cheese, think, three*); 2. Pronounce familiar expressions and sentences with correctness; 3. Use proper intonation in simple, familiar sentences (statements, questions and exclamations)”.¹⁰⁹ Lastly, in grade 9, learners are confronted with the following objective: “(Re)produce previously prepared oral texts, with proper pronunciation and intonation”.¹¹⁰

The above domains, objectives and descriptors deserve careful consideration. From grades 3 to five, which cover level A1 (CEFR 2001), the curricular goals present objectives and descriptors to develop phonetic and phonological skills. For instance, in grade 5, descriptor one and two focus on segmental objectives, the first emphasizes the pronunciation of individual sounds in words in isolation and the latter underlines the articulation of words in the context of connected speech. The third descriptor deals with intonation, one of the areas of suprasegmental phonology. However, from grades 6 to eight, none of these issues are addressed, causing concern regarding the progressive acquisition and mastery of this skill. Additionally, if this particular skill is neglected throughout three years, how prepared will learners be to deal with the 9th-grade objective “(re)produce previously prepared oral texts, with proper pronunciation and intonation”? While pronunciation is not meant to only deal with the articulation of sounds and words in isolation, it is my belief that further objectives and descriptors should be added after grade 5.

An analysis of the CEFR (2001) to better understand how phonological skills relate to the Portuguese curricular goals reveals no regard to this issue in the Portuguese curriculum, as the authors did not follow the proposed guidelines and did not replace them with an alternative. The issue could have been forgotten, neglected or even

¹⁰⁵ 1. Repetir as letras do alfabeto; 2. Repetir sons e vocábulos conhecidos e memorizados; 3. Pronunciar, com alguma clareza, palavras conhecidas; 4. Repetir rimas, chants e canções ouvidos em meios áudio e audiovisuais.

¹⁰⁶ Produzir sons, entoações e ritmos da língua.

¹⁰⁷ Dizer rimas, chants e cantar canções.

¹⁰⁸ Produzir corretamente sons, entoações e ritmos da língua.

¹⁰⁹ 1. Articular sons da língua inglesa não existentes na língua materna (*cheese, think, three*); 2. Pronunciar, com correção, expressões e frases familiares; 3. Usar a entoação adequada em frases simples e conhecidas (*afirmações, perguntas e exclamações*).

¹¹⁰ (Re)produzir textos orais, previamente preparados, com pronúncia e entoação adequadas.”

accidentally overlooked. An email interview with Curricular Goals author Eulália Duarte¹¹¹ was conducted during September 2018 to provide further context.¹¹²

According to this interview, and when asked if the 90s curriculum became expired after the publication of the CEFR (2001), the author states that, “as the curriculum goals are set out in all the new textbooks, the 90's curriculum has been generally forgotten”. This reply suggests that what is featured in the coursebook is what is meant to be taught, regardless of the curriculum. When asked what criteria were taken into consideration to decide which contents of the 90s curriculum would be featured in the curricular goals, the answer was: “the criteria was quite personal”. While there are always personal preferences in the many aspects of our professional or even personal lives, no apparent study was done previous to this project to inform the authors’ decisions. Furthermore, when asked why the curricular goals did not highlight systematic objectives/descriptors aimed at the development of pronunciation skills the answer is: “This would be extremely hard to define, as there are so many accents. Also, working ourselves in the public schools, we find that some teachers cannot themselves follow the formal emphasis”. This second remark provides reason for concern. Apparently, pronunciation instruction is understood as the teaching of accents. While unexpected, this view is rather limited and even reductive. Having given this interview thorough reflection, it is challenging to envisage how students are expected to become fully intelligible users of the English language in a fast-paced digital world. Lastly, when asked why pronunciation instruction has lost its role in the classroom, the reply focused on accent intelligibility:

As more and more people speak English all over the world, it is becoming more difficult to make pronunciation a key language skill. There are some nationalities that find it very hard to pronounce words correctly: the French and Spanish for example.

When I did the course for examiner for the Key for School exams, I was asked to evaluate the pronunciation of a Spanish and German candidate. I couldn't get it right! I always gave the Spaniard a higher mark when I should have been giving the German candidate the higher mark. When the correct marking scheme was explained, it was because the German was easier to understand. Being Portuguese, I could understand the Spaniard quite well and better than I could understand the German. Obviously, the English examiner understood the German better. As you can see, pronunciation vs. communication is tricky. But I do feel it is important. I don't like to hear, in the listening exercises, Portuguese children pronouncing the words incorrectly.

¹¹¹ Eulália Duarte retired from teaching during the 2020-2021 school year. Previously, she was an English language teacher in Agrupamento de Escolas Padre João Coelho Cabanita, Loulé (Portugal).

¹¹² See Annex 33 for the full interview.

Considering this last reply, it is even clearer that pronunciation is believed to be strongly connected to accent and that the importance of pronunciation instruction is viewed from a rather reductive perspective. On the one hand, the author appears to offer a rather confusing relation between accent and intelligibility. From a simplistic standpoint, intelligibility is a measure of how comprehensible speech is in given conditions. What the author describes in her reply is indeed how intelligible learners of English are depending on their nationality. Regardless of the role of the L1 in L2 or FL acquisition, intelligibility is taken into consideration in the revised version of the CEFR (2018). How much it would have impacted the design of the curricular goals is impossible to determine. Additionally, the author highlights pronunciation as something that deals with the articulation of words in isolation, when this type of language exams does not solely present assessment criteria on that level. For instance, speaking assessment in the Cambridge A2 Key exam presents the following assessment scale for pronunciation:¹¹³

A2	Pronunciation
5	Is mostly intelligible and has some control of phonological features at both utterance and word level.
4	<i>Performance shares features of bands 3 and 5.</i>
3	Is mostly intelligible, despite limited control of phonological features.
2	<i>Performance shares features of bands 1 and 3.</i>
1	Has very limited control of phonological features and is often unintelligible.

Table 21. Assessment scales (Pronunciation) Cambridge A2 Key exam

In order to obtain further insights on this issue, the same interview questions were used some days later in an email interview with Alberto Gaspar,¹¹⁴ former teacher and President of the Portuguese Association of English Teachers,¹¹⁵ commonly known as APPI, and Professor Nicholas Hurst¹¹⁶ of the Faculty of Letters of the University of Oporto, teacher trainer, supervisor of pre-service teachers and coursebook consultant. In this context, Gaspar's contribution was very informative and extremely relevant. When asked if the 90s curriculum was expired due to the generalization of the CEFR (2001), he states that

¹¹³ <https://www.cambridgeenglish.org/images/168617-assessing-speaking-performance-at-level-a2.pdf> (accessed August 19th, 2020).

¹¹⁴ See Annex 34 for the full interview.

¹¹⁵ Alberto Gaspar has been President of APPI since 1998.

¹¹⁶ See Annex 35 for the full interview.

APPI has never considered the 1996 curriculum expired after the 2001 publication and generalization of the CEFR. Although designed in a pre-CEFR era, APPI keeps considering this syllabus/curriculum as a valuable reference for classroom teachers, learners and parents; an object of permanent, helpful assistance for teaching and learning the language and the culture(s) of speakers of Anglo-Saxon extraction.

This particular view contradicts Duarte's perspective, who clearly believed the 90s curriculum was outdated. However, Hurst believes that the "Portuguese curricula documents would benefit from a complete overhaul, starting from primary level. They lack coherence at various points along the educational path". Although critical, this view does highlight a certain urgency to look at the curricula as a whole and not as independent blocks depending on level or cycle.

When asked for the reason of the lack of emphasis on pronunciation skills after level A1 (5th grade), Gaspar's contribution is very straightforward, bringing several reasons to the fore:

It is a fact that language pronunciation teaching has been downplayed for years, which may account for the lack of formal emphasis on it after grade 5. The reasons may be multifarious. They may range from lack of time to do so when there are so many fronts to fight on in the classroom –grammar, vocabulary, listening, reading comprehension...; of teachers being short of preparation to do so properly; of teachers not granting the same credit to prosody as they do to other aspects of language teaching; and-you-name-it, to teachers believing that learners will somehow get "the beat" after listening to so much omnipresent English around them in the media, the Net, etc.

While different, Hurst's contribution is also very relevant as it critically reflects on the lack of presence of pronunciation-centred activities in Portuguese coursebooks, a contribution informed by his own experience as a coursebook consultant for Portuguese publishers:

I think there are several problems here. One would be that publishers do not want to provide materials that make teachers feel uncomfortable; so, they avoid activities where the teacher may have to act as a pronunciation model or where the teachers have to use tapes/CDs when the school might not have the required hardware (or the teacher may not want to use it). Another reason might be rooted in the 'native speaker fallacy' which would invalidate the 'non-native speaker teacher' as the 'right' person to be dealing with pronunciation. Another reason might be that PT learners are assumed to be 'good at' pronunciation (due to out-of-school/non-

school input) and therefore do not need any practice at pronunciation.

This particular view may corroborate the input outlined in Part II. Chela-Flores (2001) refers to three main hardships in teaching pronunciation that have a close relation to the above-mentioned reply: insufficient time in class, mistargeting lessons to intermediate and advanced students, and lack of awareness by students and teachers about the connection between teaching pronunciation and effective aural-oral communication. The evidence that suggests pronunciation is the lost language skill seems to be increasing at this stage. Additionally, when asked what must change for pronunciation to be considered a key language skill, Gaspar further emphasizes the fragile state of pronunciation in the ELT classroom suggesting the need to include it during routine classroom activities:

Teaching pronunciation has been assumed, more or less overtly, as the lost ring in the chain of language teaching. Speaking whatever language with an accent has been praised in international forums – e.g. ‘*a Europa dos sotaques*’– like the European Parliament. Accents are a fact of life in world communication; speaking a language with a wrong pronunciation is a thoroughly different thing never to be excused at school! I don’t think the situation in Portugal is different from other countries. On the one hand teaching for communication meaning and successful understanding to sustain an interaction involves teaching pronunciation consistently; on the other hand, classroom teachers must be aware of the need to train their students for either native-like accents or accented fluency! I think there is a long way to walk towards having the teaching of pronunciation not as an exception in classroom teaching but as a daily task to see to, even for a brief moment, and brought out by common situations such as reading aloud; preparing for a debate where rational and affective ingredients are called for (pron, stress, intonation all together); telling a story; playing roles, etc. And also “explicit situations” as teaching e.g. the 5–6 words where the h is silent against the number of them where the h is not silent!

Hurst also highlights the delicate state of pronunciation and suggests its subsidiary role in the forthcoming future:

I would say that pronunciation will not become a ‘key skill’ in the case of ELT in Portugal; it will remain a ‘sub-skill’ that get dealt with occasionally at the level of individual sounds in relation to specific language points (e.g. how to pronounce regular past simple endings, or plurals of nouns or suchlike). This will only change if the Portuguese system finally shakes off its dependence on a foreign language as an object of ‘study’ rather than viewing language as a social instrument (theory of language); in addition, what teaching ‘means’ needs to embrace the concept of the ‘co-construction of

knowledge' rather than the outdated model of 'transmission of knowledge' that persists (theory of learning).

Perhaps if the curricular goals team had had more time to conduct research on a national level and had had access to national and international consultants, the results of such a research could have promoted the design of a very different document. However, Duarte's contribution brings to the fore that there was a lack of research input in the preparation of the curricular goals. Additionally, the personal beliefs of the authors, such as considering pronunciation instruction as the teaching of accents, sanctioned some very questionable decisions. The current framework impacted material design, language teaching and professional development. While Gaspar's contribution provides a different view, perhaps the Ministry of Education took too long in adapting the 90s programme to reflect CEFR (2001), the status quo on a European level. The change came too late and was made without sufficient research in the field of ELT in Portugal.

3.3. Current changes in Portuguese ELT

As seen above, neither the 2001 nor the 2012 reform replaced the 90s English programme, but rather updated the framework within which teachers should teach, providing objectives and descriptors in an attempt to resemble European guidelines but failing to offer a holistic change. 18 years later, the framework within which teachers are expected to work is changing again, and –to a certain extent– these changes resemble the goals of the 2001 reform.

Current changes in Portugal result from the conclusion that the current world poses new challenges to education (Cosme 2018). Scientific and technological knowledge develops at such an intense pace that it presents new daily challenges on a global scale. For instance, issues related to identity and security, sustainability, interculturality, innovation and creativity have never been debated so heavily, hence the urge to teach new competences where students acquire multiple literacies that allow them to respond to the unpredictable demands of a digital and global economy (Cosme 2018).

In 2017 the Ministry of Education published Government Order no. 5907/2017 of July 5th that promulgated the curricular autonomy and flexibility project, which was developed as a pilot project in approximately 230 schools. After this one-year project phase, Decree-Law no. 55/2018 of July 6th was published, which extended and institutionalized the project. This generalization will evidently be reflected in ELT.

The current redefinition of the curricula of Basic and Secondary Education began with the construction of a curricular referent based on the design of two documents: The Profile of Students Exiting Compulsory Schooling (Martins, et al 2017)¹¹⁷ and Essential Learning (Decree-Law no. 55/2018, of July 6th). On the one hand, the Profile of Students Exiting Compulsory Schooling is a reference document for the organization of the entire educational system when considering and substantiating what is relevant, appropriate and feasible to find significant guidance. This document, which builds on the input of the 2016 World Economic Forum, considers the following three sets of competencies for the 21st century: (1) *foundational literacies*, that is, crucial competencies that students must apply to achieve day-to-day goals such as literacy, numeracy, scientific literacy, ICT literacy, financial literacy, and cultural and civic literacy; (2) *competencies*, i.e., students' approaches to complex challenges, such as critical thinking and problem solving, creativity, communication and collaboration; and (3) *character*, which refers to students' approaches to the changes they face, such as curiosity, initiative, persistence, adaptability, leadership, and social and cultural awareness. Parallel documents such as the Essential Learning guidelines (published by school level and subject) also integrates a three-set principle. In this case the basic elements are: (1) *knowledge*: "what students should know", that is, "the contents of disciplinary knowledge that are structured, indispensable, articulated, consistently relevant and meaningful"; (2) *capabilities*: "cognitive processes that students must activate to acquire knowledge"; in other words, "actions necessary to learn"; and (3) *attitudes*: to know what to do with the knowledge of a given discipline or subject area, articulated with the transversal knowledge of the various disciplines (Roldão, Peralta and Martins 2017: 8). According to article 19 of Decree-Law no. 55/2018 of July 6th, the articulation between the Essential Learning and the Profile of the Students Exiting the Compulsory Schooling implies the definition of priorities, which aim to promote¹¹⁸

¹¹⁷ https://dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf (accessed January 5th, 2019).

¹¹⁸ Translated by the author from Portuguese. Original quote:

- a) *A valorização das artes, das ciências, do desporto, das humanidades, das tecnologias de informação e comunicação, e do trabalho prático e experimental, bem como a integração das componentes de natureza regional e da comunidade local;*
- b) *A aquisição e desenvolvimento de competências de pesquisa, avaliação, reflexão, mobilização crítica e autónoma de informação, com vista à resolução de problemas e ao reforço da autoestima dos alunos;*
- c) *A promoção de experiências de comunicação e expressão em língua portuguesa e em línguas estrangeiras nas modalidades oral, escrita, visual e multimodal;*

- a) the arts, sciences, sports, the humanities, information and communication technologies and practical and experimental work, as well as the integration of regional and community elements.
- b) the acquisition and development of research, assessment, reflection, critical and autonomous mobilization of information with problem solving and reinforcement of students' self-esteem.
- c) communication experiences in Portuguese and FLs in oral, written, visual and multimodal modalities.
- d) the exercise of active citizenship, of social participation, in contexts of sharing and collaboration and confrontation of ideas on matters of the present.
- e) the implementation of project work as a medium focused on the role of students as authors, providing significant learning.

To meet the challenge of promoting quality learning that stimulates the development of higher-level skills, the educational policy measures set forth in Decree-Law no. 55/2018 of July 6th assume the centrality of schools, teachers and of students as a starting point for the management of the curriculum in a flexible and contextualized way. It is in this context that ELT may assume a central role. Within this context, schools may promote “Areas of Curricular Autonomy”, which are “areas of confluence of interdisciplinary work and/or of curricular articulation” (idem.: 2030), within which English can play a very important role since it can merge with one or several disciplines and provide a CLIL-style experience.

However, considering the above and acknowledging that the current changes are here to stay, some considerations are due here. The Essential Learning guidelines, which catered for English from grades 3 to 9, are heavily based on the curricular goals from the previous reform. When analysing the document for objectives or descriptors that included the word “pronunciation”, only 2 mentions were found. In grade 5 the document references that learners should pronounce correctly. In grade 9 the document requires that learners should pronounce adequately, not formally mentioning any other aspects. Again, there is a lack of objectives and descriptors to facilitate a clear progression between grades and further inform instructors and material designers.

d) O exercício da cidadania ativa, de participação social, em contextos de partilha e de colaboração e de confronto de ideias sobre matérias da atualidade;

e) A implementação do trabalho de projeto como dinâmica centrada no papel dos alunos enquanto autores, proporcionando aprendizagens significativas.

Although the current framework is clearly based on international scientific contributions, and has involved researchers from many Portuguese universities, the Essential Learning documents repackaged the previously analysed curricular goals and did not cater national studies to better inform what Essential Learning within an ELT context in Portugal should be. This explains why the same issues regarding the teaching of pronunciation as a skill remain. The Eulália Duarte and Alberto Gaspar interviews have evinced that the curricular goals team was not involved in the update to Essential Learning. However, Gaspar has indicated that APPI was involved:

As to the Profile of students leaving compulsory education¹¹⁹ APPI and the other teacher associations and scientific societies¹²⁰ met with the Ministry of Education between September 2017 and March 2018 to exchange views on both the aims and conceptions of such a document. And yes, APPI was involved in adapting the curricular goals and the syllabi/curricula from grade 3 to grade 12 to the new framework –‘Essential learnings’– between October 2017 and July 2018. This framework was designed by a team of ME specialists who discussed it in plenary sessions throughout 2017-2018 and shared it with all teacher associations and scientific societies who filled it in with the content of their subject matters.

In a way, one could argue that the more things change, the more they remain the same. By not systematically including pronunciation in a progressive way, the question remains: How are teachers, teacher trainers and coursebook authors supposed to stress the importance of pronunciation in the ELT classroom, when the documents that outline the framework which these professionals should operate simply disregard this skill? Additionally, recent developments such as the publication of Ordinance no. 6605-A/2021 of July 6th provides the Profile of Students Exiting Compulsory Schooling and Essential Learning documents as the only curricular guidelines to follow in Portugal. The Ordinance states:¹²¹

Translated by the author from the original Portuguese. Original quote(s):

¹¹⁹ *Perfil dos alunos à saída da escolaridade obrigatória*

¹²⁰ *Sociedades científicas*

¹²¹ Translated by the author from the original Portuguese text:

As Aprendizagens Essenciais, homologadas em 2018 para o ensino básico e secundário científico-humanístico e em 2020 para o ensino secundário profissional e artístico especializado, apresentam uma estrutura comum, identificando domínios e temas, a sua ligação com o Perfil dos Alunos à Saída do Escolaridade Obrigatória e sugestões de abordagens metodológicas.

As Aprendizagens Essenciais foram sujeitas a uma avaliação no subprojeto Curriculum Content Mapping, no âmbito do projeto Future of Education and Skills 2030, da OCDE, tendo-se salientado o papel das ações estratégicas

Essential Learning, approved in 2018 for scientific-humanistic basic and secondary education and in 2020 for specialized professional and artistic secondary education, present a common structure, identifying domains and themes, its connection with the Profile of Students at Mandatory School Leaving and suggestions for methodological approaches.

Essential Learnings were subject to an assessment in the Curriculum Content Mapping subproject, within the scope of the OECD's Future of Education and Skills 2030 project, with emphasis on the role of strategic teaching actions aimed at the profile of students as a guarantee of the pursuit of objectives and curriculum content that support them.

Similarly, in the 2017-2018 school year, Essential Learnings were monitored and evaluated by the schools that participated in the pilot experience of autonomy and curriculum flexibility, and participating schools, teachers, principals and students were consulted in their monitoring.

As provided for in Ordinance no. 6944-A/2018, of July 18th, no. 8476-A/2018, of August 31st, no. 7414/2020, of July 17th, and no. 7415/2020, of July 17th, which ratify the Essential Learnings, these have been the object of monitoring and follow-ups. Considering this, it is important to clarify that these documents constitute the only curricular references of the various dimensions of curriculum development to be followed by schools, repealing all those that are out of step with the aforementioned norms.

While the 90s programme clearly informed the teacher on different assumptions such as what is learned, how it is learned and what outcomes are expected, with the curricular goals and more recently with the Essential Learning guidelines, very little attention to none is given to the process (how it is learned). Considering the definition of curriculum proposed by Wiggins and McTighe (2006) and adding the lack of emphasis on the learning process, the Portuguese curriculum is perceptively incomplete.

Curriculum takes content (from external standards and local goals) and shapes it into a plan for how to conduct effective teaching and

de ensino orientadas para o perfil dos alunos como garantia da prossecução dos objetivos e conteúdos curriculares que as suportam.

De igual modo, no ano letivo 2017-2018, as Aprendizagens Essenciais foram monitorizadas e avaliadas pelas escolas que participaram na experiência-piloto de autonomia e flexibilidade curricular, tendo sido auscultados, na sua monitorização, as escolas participantes, professores, diretores e alunos.

Conforme previsto nos Despachos n.º 6944-A/2018, de 18 de julho, n.º 8476-A/2018, de 31 de agosto, n.º 7414/2020, de 17 de julho, e n.º 7415/2020, de 17 de julho, que homologam as Aprendizagens Essenciais, estas têm vindo a ser objeto de monitorização e acompanhamento. Nesta sequência, importa clarificar quais os documentos que se constituem como únicos referenciais curriculares das várias dimensões do desenvolvimento curricular a seguir pelas escolas, revogando-se todos aqueles que se encontrem desajustados face aos referidos normativos.

learning. It is thus more than a list of topics and lists of key facts and skills (“the input”). It is a map of how to achieve the “outputs” of desired student performance, in which appropriate learning activities and assessments are suggested to make it more likely that students achieve the desired results. (ibid.: 6)

In sum, the current curricular design conforms to what Richards and Rodgers (2014: 377) consider a “backward design” option where a high degree of accountability is built into the curriculum design.¹²² In this particular context, a large-scale curriculum development for a national educational system was carried out mainly by external consultants transferring to the schools and particularly to the teachers the responsibility of implementing the curriculum and achieving numerous targets, such as those proposed by Profile of Students Exiting Compulsory Schooling (Ministry of Education 2017), the Essential Learning guidelines (Decree-Law no. 55/2018, of July 6th) and wider international initiatives such as the Sustainable Development Goals set out by the United Nations.¹²³

3.4. National exams and spoken assessment

The generalization of the curricular plan, established by Decree-Law no. 286/1989 of August 29th in the 1993/94 school year, paved the way for the first national exams in upper secondary education in 1995/96. While there is no compulsory English exam in primary and lower secondary levels, upper secondary students may choose English as an optional subject and may be required to complete a national exam to either graduate or use it as an entrance exam to apply to a Portuguese university.¹²⁴

Throughout approximately 20 years the English exam focused solely on reading and writing skills. However, circumstances have changed in recent years, especially with the publication of Ordinance no. 1322/2007 of October 4th. While in primary and lower secondary there are no assessment guidelines on the percentage dedicated to oral skills, leaving it to each school to decide, this Ordinance made it compulsory to allocate in upper secondary 30 per cent of the grade explicitly for the assessment of FL oral skills

¹²² According to Leung (2012: 162):

the prominence of outcomes-based teaching in the past 30 years or so can be associated with the wider public policy environments in which the twin doctrines of corporatist management (whereby the activities in different segments of society are subordinated to the goals of the state) and public accountability (which requires professionals to justify their activities in relation to declared public policy goals) have predominated.

¹²³ See section four of the Sustainable Development Goals of the United Nations: <https://unric.org/en/sdg-4>

¹²⁴ Higher education organizations are not directly involved in examining or selecting students.

(and 25 percent for the L1), which was seen by many teachers as a step towards European guidelines. Explaining why this decision was made compulsory for upper secondary and not lower is very difficult. My understanding is that it was a political decision that did not fall through due to the political instability lived in Portugal during the early 2000s.

10 years later, in 2017,¹²⁵ the national exam experienced an update. For the first time it featured a listening comprehension section where students listened to two different audio files. Although unexpected, this update did not cause concern among teachers. In the same year, Ordinance no. 5458-A/2017 of June 22nd highlighted another change for the following school year. All FL exams were to have a spoken production and a spoken interaction part.

According to the public institute in charge of designing national exams, Instituto de Avaliação Educativa (IAVE),¹²⁶ both written and oral sections of the exam are designed considering CEFR guidelines from 2001 and the essential learning goals mentioned in the previous section. According to IAVE (2020), the goal of the speaking exam is to “assess the examinee’s performance in oral interaction and production activities, which take place in three separate stages, considering a script followed by the interlocutors”.¹²⁷ These scripts are not public domain and even though I have completed teacher training to perform examining duties, I am not allowed to further endeavour in this matter. What is indeed relevant for this thesis is the criteria used to assess this portion of the national exam, featured below:

¹²⁵ In the 2004/2005 school year, an oral exam for Secondary Education Project began with the objective of preparing FL teachers for assessing this skill. Between 2006 and 2009, teacher training sessions were implemented. However, the oral portion of the national exam was only implemented in 2018.

¹²⁶ Educational Assessment Institute.

¹²⁷ Translated by the author from the original Portuguese text:

Avalia-se o desempenho do examinando em atividades de interação e produção orais, que se desenvolvem em três momentos, recorrendo-se a um guião que os classificadores devem seguir.

	Grammar and Vocabulary	Correction and control (grammar/vocabulary and phonology)	Fluency	Thematic development, coherence and cohesion	Interaction
Level 4	Presents: – a wide range of linguistic resources, being able to resort to occasional circumlocution; – varied formulations; – few repetitions.	Reveals: – good command of simple grammatical structures, being able to use complex structures with some inaccuracies; – good control and vocabulary adequacy; – clear pronunciation.	Communicates with: – spontaneity/ease; – occasional breaks to plan one's speech.	Features: – relevant information; – clear and coherent speech. Uses effective cohesion mechanisms.	Starts, maintains and concludes one's speech effectively. Intervenes appropriately, without the help of the interlocutor(s).
Level 3	Presents: – a sufficient range of language resources; – some formulation difficulties, which he/she manages to resolve; – some repetitions.	Reveals: – reasonable command of simple grammatical structures; – reasonable vocabulary control and adequacy; – generally clear pronunciation.	Communicates with: – some facility; – some pauses to plan the speech.	Features: – generally relevant information; – generally clear speech, with possible inconsistencies. Uses generally effective cohesion mechanisms.	Starts, maintains and concludes one's speech in a generally effective manner. Intervenes in a generally appropriate manner, without the help of the interlocutor(s).
Level 2	Presents: – an elementary range of linguistic resources; – formulation difficulties, which cannot always be resolved; – frequent repetitions.	Reveals: – elementary mastery of simple grammatical structures, being able to make some mistakes; – elementary vocabulary control and adequacy; – pronunciation, sometimes unclear.	Communicates with: – hardship; – evident pauses and hesitations to plan/reformulate the speech.	Features: – irrelevant information; – unclear speech. Uses ineffective cohesion mechanisms.	•• Initiates, maintains and concludes one's speech ineffectively. •• Intervenes in a generally appropriate manner, but with the help of the interlocutor(s).
Level 1	Presents: – a limited range of memorized phrases; – formulation difficulties, which he/she cannot resolve; – systematic repetitions.	Reveals: – limited mastery of simple grammatical structures, making frequent mistakes; – limited vocabulary control and adequacy; – unclear pronunciation, requiring effort to understand.	Communicates with: – very little facility, which sometimes prevents understanding; – frequent pauses and hesitations to plan/reformulate the speech.	Features: – irrelevant information; – isolated ideas. Uses very ineffective cohesion mechanisms.	Initiates, maintains and concludes one's speech very ineffectively. Intervenes, but reveals difficulty in maintaining an autonomous dialogue.

Table 22. Assessment criteria for Part D (speaking) – English national exam (2020)¹²⁸

¹²⁸ Translation by the author. See Annex 12 for original text.

When considering the above criteria, it is clear that pronunciation plays a relevant part in the exam assessment process. In fact, the featured criteria are an interpretation of CEFR B2 guidelines, not at all different from those presented by Cambridge Assessment or ETS. The second band shows that phonological correction plays a role in this process. A candidate who wishes to score the maximum mark in this section must reveal clear pronunciation. However, how does a candidate present clear pronunciation when he or she was not exposed to a straightforward syllabus with guidelines for phonetic and phonological exposure? There is an apparent mismatch between what a learner is expected to perform in such an exam and how he or she was taught English. The fact that Essential Learning goals and national exams are based on the original version of the CEFR does not seem to explain this situation. Part II of the thesis will attempt to provide further insights into this issue.

3.5. Professional Development and ELT

Professional development (henceforth PD) for teachers is a long-term objective that facilitates growth on a massive scope of topics regarding teaching. Teaching a language should be an interesting experience for both the learner and the teacher. However, after a decade working as a language teacher, it is clear that teaching a new language effectively requires high professional conduct between the teacher and the learner. PD for language teachers is aimed at providing new insights on how second language acquisition occurs, reviewing language theories and/or approaches or presenting new ones, reflecting on classroom management, considering the role of assessment and discussing the effectiveness of teaching practices and language learning activities, among many others (Mizell 2010).

So far, everything presented in the previous chapters suggests that education is a continuous process. If one is to believe that PD improves skills and nurtures career-minded individuals to be more proficient in their duties, perhaps PD could be seen as a steppingstone of lifelong learning. This implies that every teaching professional should not see a degree in teaching as the last point of learning, but as an intermediate stage of a life journey and the beginning stage of a potential professional career. Moreover, considering the ever-changing landscape of education, it is not surprising that aspiring and in-service English teachers require regular updates on the teaching skills and curriculum.

Language teaching professionals need regular updates that not only improve the learning outcomes of their students but also enhance effectiveness, confidence, and

satisfaction in the aspect of their duties. One of the benefits of PD for language professionals is that in-service teachers acquire better methods of teaching. PD helps teachers discover new strategies for teaching. Consequently, they will go back and make the necessary changes in class for the students' benefits. It is for this reason that professional language teachers should embrace PD programs as they reduce the chances of delivering misleading or wrong information to the learners since implementing the changes may be gradual (Brindley 2001). Therefore, PD for in-service teachers enhances efficient presentation as well as course evaluation. Also, upon obtaining PD, the teacher can conduct course evaluation by subjecting educators to new evaluation delivery, method styles, and record-keeping strategies.

Secondly, language teaching by in-service teachers –like many other training programs– requires proper organization and planning skills. PD can enhance better organization as well as planning skills. Language teachers spend a significant amount of their time in teaching, assessing learners, and developing the curriculum. These 3 vectors are time-consuming and require significant amounts of paperwork. Additionally, lack of planning may inhibit the achievement of the set goals. Undergoing regular teacher training will equip the teachers with reliable skills in planning, hence reducing time wastage (David 1991). Consequently, more time will be used to focus on the students instead of on bureaucracy.

Thirdly, PD training equips in-service language teachers with knowledge as well as industry insight. New language learners expect high expertise among their teachers on matters of language skills perfection. For instance, students expect the teacher to answer properly any question asked regarding the topic. Advanced professional training expands the teachers' knowledge base regarding the subjects taught. More training on language teaching implies more insights on handling students' needs on language development (Brindley 2001).

While routine teaching may often burden teachers, PD provides an opportunity for language teachers to break monotony. Through this process, teachers assume the role of students, helping them assess their teaching methods and skills. Consequently, teachers will learn from their trainers how to be effective in teaching. Some skills are best taught in practice. Therefore, practicing the skills acquired during PD enhances the best understanding. It is worth noting that language is dynamic, and regular training is needed to adapt and effect the changes that occur.

Learning English involves acquiring and adhering to the linguistic styles, pronunciation as well as the grammatical rules that are applied in spoken and written

English work. Most of these guidelines are updated periodically. The implementation of changes always takes effect immediately (Pennebaker and King 1999). Attending PD training equips the teacher with up-to-date information that will then be transferred to the learners. Moreover, English vocabulary can best be acquired by practice. Teachers can only achieve this by frequently engaging learners in using the knowledge acquired from PD training. It is worth noting that learners acquire the knowledge and skills from the teachers best when they see or hear what is done by the trainers.

Nowadays, English teaching requires various innovative approaches to improve learners' performance, for instance, approaches that require the use of mobile apps such as YouTube, WhatsApp or TikTok (Varela and Mejía 2018; Nasution 2019; Salbego and Tumolo 2020; Lindade 2020, 2021). Varela's (2018) research has brought to light that the use of videos in teaching practices improves student achievement and teacher-student interactions. Secondly, teachers can use a lesson study approach. In this method, teachers are trained to apply the collaborative analysis of learners to improve their performances. Nasution (2019) adds to this by suggesting that through media not only can learners take more responsibility over their learning (see Larsen-Freeman et al.'s (2021) position paper on learner agency) but engage teachers in joint planning of the syllabus. Salbego and Tumolo (2020) focus heavily on how interaction through technological resources supported learners with broader opportunities to practice the target language; and Lindade (2020) explores the versatile use of WhatsApp in a B1 English class noting how it allows learners to overcome their fears of interaction, encourage collaboration, extend learning time, boost feedback and facilitate the sharing of learning resources.

While teachers can learn about many aspects of teaching without specialized training, some phenomena require more explanation, which can only be provided by professional organizations. Some of these aspects are not limited to curriculum understanding, pedagogical expertise, and knowledge of the matter. Therefore, PD becomes the only source that can offer such training. During this training, English language teachers are able to acquire insights regarding critical examination of language programs as well as how school programs are organized and managed (Richards 2005). As a teacher trainer in Portugal, it has been possible to observe that teacher training sessions may help teachers overcome issues such as lack of motivation and lack of interest, sharing new evaluation techniques, developing new insights regarding curriculum and education, or reflecting on inappropriate language teaching techniques. All in all, PD training allows teachers to develop novel teaching practices and enhance

high achievement among learners. Considering the above, it is important to consider how PD is promoted in Portugal.

In Portugal, PD only gained relevance within the context of the educational reform of 1986, particularly with the introduction of the Basic Law of the Educational System (Law 46/1986 of October 14th). Through this law, and for the first time, PD was recognized as a right of all education professionals.

Following the Basic Law of the Educational System, Decree-Law no. 344/1989 of October 11th defines the legal framework for PD of pre-primary teachers and teachers of primary and secondary education. It regulates training for these professionals and enunciates the principles for teacher training. These principles are simply an update to Article 30, no. 1 of Law 46/1986 of October 14th. It emphasizes that PD is a right and an obligation, and defines core objectives such as to improve the professional competence of teachers in the various fields of their activity; to encourage teachers to actively participate in educational innovation and in improving the quality of education and teaching; or to acquire new skills related to the specialization required by the differentiation and modernization of the educational system. Additionally, this Decree-Law states that PD is a pre-requisite for career progression, a requirement that remains omnipresent to this day.

Decree-Law no. 249/1992 of November 9th (later reformulated by Decree-Law no. 274/1994 of October 28th) established a new legal framework for PD by creating a national system of continuous teacher training. Through this framework, a new body referred to as “school association centers” (*centros de associações escolares*) are created. Such centers were aimed at providing teachers with new skills and know-how to implement new programmes and teaching methods, among others.

Throughout the 90s PD in Portugal did not undergo significant changes. The next significant change arrived many years later. Decree-Law no. 15/2007 of January 19th references the possibility of carrying out teacher training through in-house sessions by teachers for teachers. In continuity of the previous legislation, Decree-Law no. 18/2011 of February 2nd highlights the importance of PD within the teaching context, underlining the necessity of having each school account for the real needs of its context, namely through the use of different training modalities.

Today’s framework is based on Decree-Law no. 22/2014 of February 11th, which is particularly important because the PD proposal featured in the last part of this thesis must fit this context. In a nutshell, this particular decree-law establishes new rules for PD, still necessary for career progression and performance evaluation. It provides the

legal framework for public and private school teachers, as well as highlights the requirements for teachers who wish to exercise duties regarding teacher training while professionally retaining their salary and benefits as if exercising standard teaching functions. In other words, while teacher training requires a specific skill set, teachers did not transition into a new career and could eventually return to their previous position. The training modalities recognized by the diploma are courses, workshops and study circles which must have a minimum duration of twelve hours and must be accredited by the Scientific and Pedagogical Council for Continuing Education. The diploma also introduces the possibility of attending “short-term” training sessions, defining the obligation to have a minimum duration of three hours and a maximum of six. One of the cornerstones of this decree-law regards the option of developing and delivering teaching training sessions through online platforms, as in an e-learning environment. Lastly, the diploma also introduces mechanisms for monitoring teacher training, being the competence of the Inspectorate-General for Education and Science the task of carrying out external evaluation.

More recently, Law no. 779/2019 of January 18th introduces some minor alterations to the above. It states that PD should focus particularly on (a) the promotion of academic success; (b) the current curriculum of primary and secondary education and its guiding principles; and (c) the legal framework for inclusive education. This law also clarifies the difference between doing PD for pedagogical purposes and scientific ones.

Considering the above, there is a possibility that the outcomes of this research could be transformed in a PD session for Portuguese English language teachers in either a scientific frame or a pedagogical one. By revising ELT principles, focusing on the importance of MD or the relevance of formal pronunciation instruction, one could focus on a scientific background. On the other hand, by sharing pedagogical solutions for the design of materials or contemporary approaches to teaching pronunciation, one could focus on the pedagogical view.

Additionally, during the COVID-19 outbreak, Portuguese teachers were quarantined on the 13th of March 2020 and forced to teach from home during the rest of the term. Throughout this period, many Portuguese news sources (*Expresso*, *Diário de Notícias*, *Observador*, etc.) shared a series of reports on a common thread: Portuguese teachers were not prepared to teach from home.¹²⁹ Considering the uncertain future that we face, perhaps this contribution should also consider teaching from a virtual setting in order to maximize its practicality.

¹²⁹ <https://expresso.pt/economia/2020-07-06-Porque-nao-estao-preparados-os-professores-> (accessed August 12th, 2020).

This chapter has outlined the role of the English language in the Portuguese curriculum and provided significant insight towards the importance given to pronunciation instruction. From being moderately relevant among the 90s program to subsidiary with the curricular goals in 2013, with the publication of Ordinance no. 6605-A/2001 of July 6th pronunciation has virtually disappeared given that the Essential Learning guidelines provides no framework nor guidelines for teachers regarding this skill. Additionally, this Ordinance substantiates that Portugal promotes a curriculum-driven context, where a backward design option has left teachers with the responsibility of implementing a curriculum that is clear on what to teach and what outcomes are expected but is vague regarding how to teach. The next chapter will explore literature specific to Material Development and provide insights regarding the role of coursebooks in the ELT classroom.

CHAPTER 4: MATERIAL DEVELOPMENT

4. MATERIAL DEVELOPMENT

“Let us remember: one book, one pen, one child and one teacher can change the world.”

Malala Yousafzal

The former chapter has offered an overview of ELT in Portugal and highlighted the declining presence of pronunciation in the curriculum. Additionally, it is possible to understand that Portugal's educational system is heavily driven by its curriculum and such a phenomenon requires one to consider its implications towards ELT materials, particularly on how these resources are developed for official use in Portuguese public schools. Therefore, the present chapter presents key literature in the field of Material Development. The chapter is organized as follows: Section 4.1 explores how materials are developed in Portugal, while Section 4.2 provides consideration on how these resources are evaluated. Section 4.3 outlines current research trends in this field, whereas Section 4.4 focuses on specific issues regarding Material Development and pronunciation. The overall input of this chapter, combined with the previous ones, will allow detailed considerations to be made in the studies featured in Part II.

According to Brian Tomlinson,¹³⁰ the leading expert on this subject area, Material Development (henceforth MD) is both a field of studies and a practical undertaking:

[A]s a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials. As an undertaking it involves the production, evaluation and adaptation of language teaching materials, by teachers for their own classrooms and by materials writers for sale or distribution. Ideally these two aspects of materials development are interactive in that the theoretical studies inform and are informed by the development and use of classroom materials. (Tomlinson 2001: 61)

In this specific context, materials include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinaesthetic (Tomlinson 2013: 2). This implies that materials can be presented in print, in a CD-ROM or DVD or even be web-based. Considering recent learning trends in the fields of Blended-learning and Mobile-learning (henceforth B-learning and M-learning respectively), even an app for a smartphone or a tablet could be considered a material. Richards (2001: 251) argues that “materials generally serve as the basis for much of the

¹³⁰ Brian Tomlinson has been the President of MATSDA (Materials Development Association) since its foundation in 1993. Through MATSDA, countless researchers, writers, publishers and teachers have been brought closer together through their conferences or through the MATSDA journal *Folio*.

Material Development

language input learners receive and the language practice that occurs in a classroom". Hurst (2014: 14) adds to this discussion by stating "where there is a classroom, there is a teacher, there are learners and there is a coursebook".

International organizations such as UNESCO (2005) describe coursebooks as the main learning platform comprised of text and/or images designed to bring about a specific set of learning outcomes. Among the general public, great trust is placed in the authority of the coursebook, perhaps even to the extent that what the coursebook says may well have more validity than what the teacher says (Hurst 2014: 15). Coursebooks also play a social role. From my professional experience I have witnessed how parents accompany the schoolwork of their children through the textbook. Ultimately, they use it to ascertain what is being taught or what children are doing in the classroom.¹³¹ Coursebooks also reflect social values and political identities and an understanding of the world. They represent objective sources of information, assuming that they are accurate, balanced and based on the latest scientific findings and pedagogical practice (UNESCO 2016). Nevertheless, not everyone regards coursebooks as positive contributions for the teaching-learning experience (an issue explored in Subsection 3.2.). While materials such as textbooks are often criticised for being inflexible, shallow, and lacking local adaptation, coursebooks have been (and arguably still are) the main aid to learning a L2 or FL. Tomlinson and Masuhara (2018: 3) describe them as follows (2018: 3):

A coursebook is usually written to contain the information, instruction, exposure and activities that learners at a particular level need in order to increase their communicative competence in the target language. Of course, this is never enough and ideally even the best coursebook ever written needs supplementation.

Because I believe the above contributions widely apply to the Portuguese context, in this thesis materials refer entirely to the resources used in English language lessons, particularly those which we commonly refer to as coursebooks or textbooks.

MD has become a popular field of academic study since the mid-1990s (Tomlinson and Masuhara 2018). However, the root of coursebooks can be dated back

¹³¹ Such views have been confirmed by research done by Dias de Carvalho & Fadigas (2009). In their study, 94.61% of parents replied that they check their children's textbooks to monitor what they are doing in school. The same research concludes that Portuguese parents consider coursebooks an indispensable resource for education.

to ancient Greece.¹³² The “modern coursebook” and the notion of its mass production has its origins in Johannes Gutenberg’s printing press (circa 1439).¹³³ In recent research (see Hurst 2014), coursebooks are referred to as “being around” for over 200 years. Redondo (2017) explores this issue in detail and mentions that the oldest conserved copy of language teaching material in Portugal dates back to 1534, though coloured textbooks were not possible until innovations such as the steam engine and the loom were invented (1830); more recent advances result from innovations in photography, computer technology, among many others. Viviane de Landsheere (1994: 276) discusses that coursebooks evolved considerably in the 20th century. In the late 19th century, they were hardly distinguishable, neither by pagination nor by illustration and were generally limited to some vignettes.¹³⁴ For obvious reasons, the modern ELT coursebook was not born in Greece, nor printed by Gutenberg. In the *History of Teaching English as a FL*, Howatt and Smith (2014: 80) provide a relevant reflection on this issue explaining how modern language materials began by mimicking classical ones:

[T]he first negative consequence of the continuing hegemony of classical languages, in particular Latin, was the attempt by modern language teachers to emulate the classics in the design of their teaching materials: the familiar pattern of grammar rules in the mother-tongue being followed by paradigms and vocabulary lists with an emphasis on exceptions. There was, however, one significant improvement, namely the provision of practice materials in the form of sentences to translate into and/or out of the new language. This innovation is normally credited to J. V. Meidinger, a German teacher of French, who introduced it in his *Praktische französische Grammatik* in 1783. 10 years later a similar course appeared for English, written by J. C. Fick and called *Praktische englische Sprachlehre* (1793). [...] So far as English was concerned, the impact of traditional methods was relatively slight.

This allows us to further pinpoint the beginning of English Language MD for FL. It is likely that J. C. Fick’s (1793) *Praktische englische Sprachlehre* was the actual precursor of the modern ELT coursebook, which would corroborate Hurst’s (2014: 14) statement regarding the existence of these textbooks “for more than 200 years”. Howatt

¹³² Philosophers such as Socrates lamented that such means could lead to the loss of knowledge since a written medium of information could weaken Greeks’ mental capacities. (Today educators fear that Google is having the very same impact on learner’s brains.)

¹³³ Gutenberg himself printed editions of *Ars Minor*, a schoolbook on Latin grammar by Aelius Donatus.

¹³⁴ Viviane de Landsheere (1994: 276) goes on referring that, by the end of the 19th century, “important pedagogical and technical changes took place. On the one hand, an effort is made to take the child’s psychology more into account and, on the other hand, the new press techniques allow for a great enrichment of typography, a multiplication of illustrations and a reduction in resale prices. Photography gradually replaces manual engraving”.

Material Development

and Smith (2014) remind the reader that English was not very widely studied in Europe in the first half of the 19th century, “which was dominated mainly by French as the continental lingua franca in succession to Latin and as the second language of choice in countries like Russia” (ibid.: 81).

Materials in the early 20th century focused primarily on the GTM (Tomlinson and Masuhara 2018: 4), concentrating on reading and writing, as mentioned in Chapter 1. Other noticeable methodological shifts in MD were visible with the ‘Berlitz method’ (circa. 1878), where “textbooks were designed to work with adult students for whom a utilitarian, conversation-based foreign language course was entirely appropriate” (Howatt and Smith 2014: 85). Later, in the late 1920s, materials started to change as a result of Harold Edward Palmer’s Direct Method. The coursebook dominated the classroom and was at the forefront of the learning process instead of being used as a resource during the Audiolingual Method where Charles C. Fries “incorporated principles of contrastive linguistics into the design of teaching materials” (Howatt and Smith 2014: 87). In the 1990s, the shift went from teaching the textbook to teaching with it and supplementary materials surged. Today’s coursebooks might be visually more appealing and presented to teachers with alluring buzzwords but the way teachers use coursebooks remains mostly the same (Tomlinson and Masuhara 2018: 4). Most materials still reflect the ‘P[resentation]-P[ractice]-P[roduction]’ lesson sequence that started to appear in the 70s with the rise of the Communicative Approach (Howatt and Smith 2014: 89).

Regarding the literature on MD, much has been written on material evaluation and analysis. However, Tomlinson (2012) argues in favour of its shifting nature and how it needs to become more experiential:

[T]he literature on material development has moved a long way since the early focus on ways of selecting materials to the current focus on the application of theory to practice and practice to theory. But in my view there are certain aspects of material development that have not received enough attention. I would like to read publications exploring the effects on learners of different ways of using the same materials (for example as a script versus as a resource; as a sequential course versus as a course for learner navigation; as a core component versus as a supplement). Most of all though I would like to read publications reporting and applying the results of longitudinal studies of the effects of materials on not just the attitudes, beliefs, engagement and motivation for learners but on their actual communicative effectiveness too. For the field of material development to become more credible it needs to become more empirical. (ibid.: 146)

In Portugal, many contributions are the result of master dissertations of pre-service teachers (also known as teacher-students) and parallel research from their supervisors. A scanning of RCAAP (*Repositórios Científicos de Acesso Aberto de Portugal*) for Portuguese contributions in the field of MD in ELT¹³⁵ reveals that, in the last 10 years (2010-2020), there have been 28 different contributions in this field:¹³⁶ 7 master dissertations, 2 PhD thesis, 8 articles, 8 book chapters and 1 conference paper, which represents a very reduced number of contributions. None of the above contributions provide an analysis or an evaluation of listening or speaking skills and ultimately there is no contribution that combines MD and pronunciation.

Tomlinson and Masuhara (2018) provide an extensive review of fundamental literature in the field of MD. Of their review, it is important to highlight that materials can be in design, as designed, in action or in reflection:

[M]aterials in design are those that are in process of being developed; materials as designed are those that have been finalized and are in a form ready for use; materials in action are those that are actually in the process of being used, and materials in reflection are those that are represented when users of the materials recollect their use. (ibid.: 2)

Notable global contributions in MD range from Cunningsworth's research (1984, 1995) on material evaluation and selection to Tomlinson (1998),¹³⁷ who initially focused on the discussion of principles and procedures of MD and later (2003) focused on providing a framework for teacher-training and post-graduate research; Richards (2001), who provided research regarding material and curriculum development; McGrath (2002) authored the first book that provided insights from theory to practices regarding evaluation, adaptation and augmentation of materials; McDonough and Shaw (2003), whose work presented approaches to materials, their adaptation and evaluation;¹³⁸ in Tomlinson (2007, 2008) many chapters focus on MD to improve language acquisition; Harwood (2010, 2014) provides global insights on issues regarding design, implementation and evaluation of materials; Tomlinson and Masuhara (2010) also offer global insights of projects regarding MD. This particular work provides views both from the perspective of learners and teachers, a step forward in this field; Gray's work (2010) focuses on the global coursebooks and how the world is presented in these materials; Mishan and Timmis (2015) offer a practical introduction to the principles of MD for

¹³⁵ Accessed December 27th, 2020.

¹³⁶ See Annex 13.

¹³⁷ Later revised and augmented in 2011.

¹³⁸ This contribution was later updated and expanded. See McDonough, Shaw and Musuhara (2013).

Material Development

TESOL teachers. Future publications include Maley and Tomlinson's research (in press) of the effects of types of materials on their users.

The role of the state (either central or local government) is also relevant in MD. In countries such as Portugal, it decides when publishers may launch new coursebooks and how many years they will remain in circulation (for instance, 7th grade coursebooks used in the 2020-2021 school year were commercially presented to teachers in the first half of 2012 and used for the first time in the 2012-2013 school year). The state validates the format, overall structure, contents, and paper quality and weight of each coursebook before it can be launched, as well as the maximum price it may be sold at, a process that does not exist in other EU countries such as France, where there is a tradition of freedom of production and selection of coursebooks (Dias de Carvalho and Fadigas 2007),¹³⁹ or Spain where the accreditation process was abolished by the Royal Decree 1744/1998 of July 31st (Rego, Gomes and Balula 2012).

Authors such as Masuhara (2011) and Tomlinson (2013) observed that there is a growing inclusion of MD in courses for teachers due to the realisation that "every teacher is a material developer who needs to be able to evaluate, adapt and produce materials so as to ensure a match between their learners and the materials they use" (Tomlinson 2013: 2). However, evidence of this trend within the Portuguese context is almost non-existent. In 2018 there were 33 different master courses in ELT, in a total of 17 institutions.¹⁴⁰ These courses vary from teaching young learners (*Ensino de Inglês no 1.º Ciclo do Ensino Básico*) to teaching middle school and secondary level (*Ensino de Inglês no 3.º Ciclo do Ensino Básico e no Ensino Secundário*). Most of the secondary level courses also offer the possibility of acquiring teacher training in a second FL. Evidence of the master courses that offer a subject specific to MD was only found in the Faculty of Letters of the University of Porto.¹⁴¹ The wide inexistence of this subject does raise an important question: How well-prepared are ELT professionals in producing materials when they do not acquire formal training in the field? Another question in this matter regards how material writers are trained in this field in Portugal.¹⁴²

Tomlinson (2013) believes that learner needs and wants should drive the development of materials. However, teachers also have needs and wants and so do other institutional figures such as administrators who share concerns for "standardization and conformity with, for example, a syllabus, a theory of language learning, the

¹³⁹ This issue will be addressed in detail in the following section.

¹⁴⁰ See Annex 14 for a list of the institutions that offer such courses.

¹⁴¹ According to Professor Nicholas Hurst, it is a 30-hour course where pre-service teachers conduct practical work regarding the analysis of published coursebooks and the production of materials.

¹⁴² This matter will be addressed in the next section.

requirements of examinations and the language policies of a government” (ibid.: 3). Such is visible in my teaching practice where in the 2020–2021 school year many public schools were conforming with new educational trends, such as B-learning, and moving towards an assessment format that is not based on standardized testing (see: projeto de monitorização acompanhamento e investigação em avaliação pedagógica¹⁴³). How future materials will reflect these shifts remains to be seen.

Another issue that must be addressed before moving on to specific considerations regarding MD in Portugal revolves around the role of commercial publishers in MD. According to Hurst (2014: 18), the obvious purpose

is to have as many titles in as great a quantity as possible circulating in the educational system. What gets published and what is in what gets published is subject to severe market constraints: the contents, structure and format of a coursebook are all undoubtedly impacted by the need to generate high sales and produce profit. This objective implies targeting teachers by producing coursebooks which require as little as possible preparation time, targeting learners by basing materials on the experiences of a locally identifiable peer group, targeting both with exercises that are easily achievable (with a low level of intellectual challenge) with definite ‘right answers’ and swamping the coursebooks with as much as ‘youth culture’ content (verbal and visual texts, with a special predominance in relation to pop song-based ‘listening comprehension’ work) as possible.

Such a view is partially corroborated in Moeglin’s (2006) and Tomlinson’s (2013) work. In Moeglin’s (2006: 25) view, the “generalisation of textbooks, produced and reproduced industrially, are based on a pedagogy and an administration which are semi-industrial and that require the presence of the textbook, industrial product, in return”. Tomlinson (2013: 7) adds to this discussion by suggesting publishers’ actual motivations:

[I]n the area of commercially produced materials there is even a sort of principled going back. This is justified by publishers by reference to their confidential research into what learners and teachers want. But in my view it is almost certainly driven by economic constraints and the ever-increasing cost of producing the sort of multicoloured, multicomponent coursebook which seems to attract the biggest sales these days.

Both contributions foster to the belief that mainstream MD is driven by financial factors, which ultimately may weigh more than pedagogical ones. Nevertheless, motives

¹⁴³ <https://www.dge.mec.pt/noticias/projeto-maia-monitorizacao-acompanhamento-e-investigacao-em-avaliacao-pedagogica> (accessed December 28th, 2020).

Material Development

aside, whether produced nationally or overseas, contemporary coursebooks are for the most part visually pleasing and of relative quality and allow teachers to avoid producing countless education resources (such as handouts and multimedia presentations) for their learners. Additionally, the coursebook allows the language learner to manage a practical –and easy to transport– resource (Hurst 2014: 24). At this stage, it is important to clearly outline the difference between global and localized ELT coursebooks. In essence, the global coursebook is not written for learners of a particular culture (Tomlinson 1998) while the local ones is specifically produced for a context (normally a country) and draws heavily on the national curriculum, includes references to local personalities, places, etc. The following table outlines Noie’s (2019) contribution on this issue:

Type	Definition	Target learners (L1, age group & sociocultural background)	Location of course	Institutional context	Target exams
Global	Intended for use in any part of the world by learners of a specific foreign language level and age range	Heterogeneous Homogeneous	Worldwide	Schools (official curriculum), language schools, universities	Possible preparation for a target exam
Localized	A global coursebook adapted or localized to make it fit with the learners’ background and a national curriculum	Homogeneous	A specific region or country	Schools (official curriculum)	Possible preparation for a target exam

Table 23. Contexts of use of global and local coursebooks

Tomlinson believes that MD is an effective way of helping teachers to understand and apply theories of language learning and consequently achieve personal and professional development. This is particularly relevant if considered as a medium to introduce new pedagogical approaches in ELT. However, such a view might be compromised due to the lack of professional development in MD and publisher’s interests in generating profits (as mentioned above). Coursebook authors’ professional, academic and personal experiences and beliefs may also play a role.¹⁴⁴

While there is no such thing as the perfect coursebook, textbooks are often under critical analysis. For instance, the use of textbooks in EFL has been criticized for

¹⁴⁴ This will be discussed in the next section.

deskilling the teachers (Gray 2016), and they have deskilled the teachers in such a way that they have made teachers to be content deliverers rather than decision-makers when it comes to teaching EFL. Further issues on this subject will be addressed in Section 3.2.

In Portugal there is a very strong tradition of using coursebooks inside and outside of the physical classroom. It defines how the curriculum is interpreted and how knowledge is re-contextualized in school, and for many teachers it is their standard tool for instruction. For researchers such as Hurst (2014), not a few teachers would argue that it is impossible to lecture without a coursebook as they are viewed “not just as a source of learning content but also as a tool of classroom management” (ibid.: 8). In the words of Hutchinson and Torres (1994: 315), “[the] textbook is an almost universal element of teaching. Millions of copies are sold every year. [...] No teaching situation, it seems, is complete until it has a relevant textbook”. Tormenta (1999: 59) adds to this when he refers to its social role:

[I]n social terms, when free coursebooks are demanded for compulsory education, a central role for the textbook is assumed by the Portuguese society. No other kind of essential didactic material for learning is requested, but free coursebooks. For society, the coursebooks will also occupy a central place in the teaching-learning process.¹⁴⁵

All and all, coursebooks are undoubtedly a cornerstone of the teaching-learning process and are likely to retain this role in years to come. The next section will look at current developments regarding MD in Portugal.

4.1. Material Development in Portugal

The Portuguese context is nearly devoid of relevant studies and active debate in the many areas of ELT.¹⁴⁶ In fact, possibly one of the weakest areas in the development of ELT in Portugal is the lack of full-scale investigation into the features of English language use among the Portuguese (Guerra 2009: 265). This is not to say that the English language is irrelevant in the Portuguese educational system,¹⁴⁷ but it is not the focus of

¹⁴⁵ Translated by the author from the original Portuguese: *em termos sociais, quando se exige para o ensino obrigatório manuais gratuitos, se assume, em termos da sociedade portuguesa, um papel central para o manual. Não se pede qualquer outro tipo de material didático essencial à aprendizagem, mas sim manuais gratuitos. Isto é, para a sociedade, o manual ocupará também um lugar central no processo de ensino-aprendizagem.*

¹⁴⁶ This limitation not only impacts this particular section of the thesis but will also affect the next chapter. Because of the lack of academic contributions, much will be based on legal documents.

¹⁴⁷ In fact, there was an attempt to set it in the centre stage with the failed implementation of the KEY (2013-2014) and PET (2014-2015) exams for schools, initially introduced by Ordinance no. 11838-A 2013 of

Material Development

much academic research. Considering this, discussing MD in Portugal is a somewhat challenging task. This subsection will attempt to present a comprehensive understanding of MD in Portugal.

In the Portuguese market, coursebooks are produced solely by private publishers for commercial distribution and these publishers are regulated by the Portuguese Ministry of Education.¹⁴⁸ ELT coursebooks vary from projects catered by Portuguese publishers and others by international publishing houses.¹⁴⁹ According to the only public data, which is from 2004, by the *Associação Portuguesa de Editores e Livreiros* (also known as APEL), these books account for 56 million euros (approximately 25% of the market),¹⁵⁰ while in foreign markets such as the Spanish one, where these figures are not as secretive, non-university coursebooks correspond to 793.60 million euros (33.6% of the total market) in 2018.¹⁵¹

Richards (2001) reflects on both author and publisher's motivation behind ELT publications. According to this researcher, coursebook authors are

generally concerned to produce a text that teachers will find innovative, creative, relevant to their learners' needs, and that they will enjoy teaching from. The author is generally hopeful that the book will be successful and make a financial profit since a large investment of the authors personal time and effort is involved. The publisher is primarily motivated by financial success. However, in order to achieve a profit, publishers generally recognize that a book must have qualities of excellence that will distinguish it from its competitors. (ibid.: 3)

September 11th, which considered English a vital instrument of international communication. Even though the project failed because it was cancelled after two years, its existence fueled teacher training and engaged teachers to further explore new trends in teaching.

¹⁴⁸ Although there are historical examples of the contrary. According to Beato (2004), in the late 1940s to the final years of the 60s (Portugal was under Salazar's dictatorship) the Ministry of Education only allowed a single pre-approved coursebook.

¹⁴⁹ While the Porto Editora and the Leya groups dominate the national market, both groups produce coursebooks for every school level. Although specific figures are top secret, articles such as the following one usually surface at the beginning of each school year to describe the market:

<https://online.sapo.pt/artigo/414820/edoras-porto-editora-e-leya-dominam-mercado-dos-manuais-?seccao=Portugal> (accessed December 30th, 2020).

International ELT Publishing houses that operate in Portugal include Express Publishing, Oxford University Press, Pearson-Longman and Santillana. Part II of this thesis will highlight the different publishers that have operated in Portugal in recent years.

¹⁵⁰ <https://apelcomissaodolivroscolar.files.wordpress.com/2016/07/o-mercado-do-livro-escolar-em-portugal.pdf> (accessed December 30th, 2020).

¹⁵¹ <https://www.magisnet.com/2019/07/el-sector-del-libro-de-texto-disminuyo-su-facturacion-un-42-en-el-ultimo-ano/> (accessed December 30th, 2020).

Tomlinson (2013) adds to this discussion by providing a slightly more critical reflection behind publishers' motivations. He considers that

publishers obviously aim to produce excellent books which will satisfy the wants and needs of their users but their need to maximize profits makes them cautious and conservative and any compromise with the authors tends still to be biased towards perceived market needs rather than towards the actual needs and wants of the learners. (ibid.: 4)

While Tomlinson's view partially corroborates Richards' contribution, personal experience as an author leads me to agree with both authors. Publishers demand excellence, but if excellence is not translated into a commercial success, authors are dismissed and new editorial endeavours are pursued. Within such a context, a best-seller is not necessarily the coursebook that best translates the most up-to-date contribution of applied linguistics and/or ELT didactics/methodology. This positioning debunks views such as Fries' (1945: 9) who argued that "the most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learned".

In Portugal, ELT coursebooks are not written by professional material writers.¹⁵² In fact, Portuguese material writers are ELT professionals that work either in the public or private educational sector and balance full-time teaching with writing along with all the demands that publishers require author(s) to satisfy, such as ELT events, workshops for professional development and commercial presentations of new materials.¹⁵³ This is best summarized by Hurst (2014: 19):

Most current ELT coursebook writers in Portugal are practicing teachers from the state system (sometimes working in conjunction with 'native speaker' co-authors but usually not) who have a very acute sense of intuition about what their colleagues want, which is combined with years of practical experience in the classroom. [...] On the other hand, this is by no means the same thing as having a sound knowledge of language learning theory, of the latest developments in methodology or recent significant insights into the way English is used around the world.

¹⁵² Considering how important and frequent the materials writing process is, "there are surprisingly few accounts in the literature of how materials writers actually go about the process of writing their materials" (Tomlinson and Masuhara 2018: 117).

¹⁵³ Portugal represents such a small market that no current Portuguese materials writer lives solely off royalties.

Material Development

Because writers within this context are ELT teachers, they are (mostly) experienced and familiar with different teaching realities and can predict from their own context teacher and student's needs alike. However, the needs vary from context to context, making it impossible to cater for every single situation solely based on one's specific teaching experience. Additionally, materials in Portugal tend to be developed in a short(er) period of time, which contrasts with materials produced for big international publishing houses and hinders the role of external consultants, who often cater for an overall linguistic revision and less frequently for a pedagogical appraisal. According to Tomlinson (2013: 5), materials from big foreign publishers are prepared by small groups of writers who produce them over a long period of time. While the process of creating a coursebook in Portugal is shorter when compared to global ELT publications, it could be summed up as 'learning by doing'. However, this might be an indication of a wider trend within ELT authors. As maintained by Tomlinson and Masuhara (2018: 117), "most writers reveal that their writing relies heavily on retrieval from repertoire [...], on cloning other writers' successful publications and on spontaneous inspirations". Perhaps processes such as the "idealized sequence" proposed by Mishan and Timmis (2015: 165), which accounts for stages such as 1. Statement of beliefs, 2. Needs and analysis, 3. Aims and objectives, 4. Syllabus design, 5. Drafting, 6. Piloting, 7. Production, and 8. Revision, is simply an ideal version of MD and not necessarily a reflection on how materials are actually produced.

Materials usually take a considerable amount of time to produce because most materials nowadays are courses with multiple supplementary components and/or resources. This has been a reality for many years now. Authors such as Littlejohn (1998: 190) have argued that materials frequently offer complete packages with "precise indications of the work teachers and students are to do together". Hurst (2014: 20) claims that this is the case within the Portuguese context: "the most recently produced "packages" for ELT teachers offer more and more. Along with the teacher's book comes the key, lesson plans, suggestions for further activities and further sub-packages of fun activities and progress tests".¹⁵⁴ In short, material writers in Portugal do not currently have specific training (neither from an academic, nor from a professional development point of view) in producing materials and draw heavily on their own experience as well as those demands which come from editors in the production of new materials. In fact,

¹⁵⁴ One could add to this list. Such sub-packages could entail digital resources such as PowerPoints with grammar and/or vocabulary topics, extensive reading kit(s), suggestions for remedial work, and so on. However, supplementary resources have existed for over 100 years. According to Tomlinson and Masuhara (2018: 7), China used supplementary readers in primary and secondary schools from 1912 to 1949. It is unknown when exactly these resources were first commercialized in Portugal.

according to Redondo (2017), authors are usually recognized for their scientific value, credibility or success obtained through published work or, even, for a set of promotional marketing strategies practiced by the publisher that represents them. The fact that an author is anchored to a powerful publisher with a good sieve in the market gives him or her the necessary credibility for his or her work to be successful, without even needing sponsorships.

While this thesis does not aim to prove that coursebooks maintain a holy status¹⁵⁵ in Portugal, publishers have incredibly clever marketing techniques to sustain the presence and centrality of textbooks in the teaching process, as Hurst (2014: 36) maintains:

Coursebook publishers are always present at ELT conferences, sponsoring keynote speakers (their authors), providing hospitality and, most of all, launching their new coursebooks in ‘workshops’. This is a prime opportunity to get their newest publications directly into the hands of teachers, very often literally by giving away ‘inspection copies’. The costs of such activities, combined with the expense of actually producing a full colour learners’ coursebook with its sophisticated design and layout (along with all the ‘accessories’ that accompany the modern product, especially the teacher’s book and the digital resources), may in fact mean that publishers are less able to invest in the pedagogical quality of the commodity.

Considering the players who operate in the Portuguese editorial market, globalization forced publishers to face new challenges which led to the merger of several important players in the editorial sector such as Penguin and Random House.¹⁵⁶ This type of scheme was also adopted by the largest Portuguese publishing group – *Grupo Porto Editora* – which, in recent years, also acquired competitors such as *Areal Editores*, *Raiz Editora* (previously known as *Lisboa Editora*) and extended its editorial catalogue to the area of literature, creating divisions in Porto and Lisbon. It heads brands such as *Ideias de Ler* and *Albatroz*, and since 2010 has acquired *Assírio & Alvim*, *Sextante*, *Bertrand*, *Círculo de Leitores* and founded two publishers in two foreign countries where Portuguese is L1: *Plural Angola* and *Plural Moçambique*. It also created the distributor *Zuslog*, restructured, robotized and industrialized its own infrastructures and, more recently, created the largest and awarded-winning online bookstore in the world – *Wook*.¹⁵⁷ A similar process happened in 2008 with Porto Editora’s competitor, the Leya

¹⁵⁵ See Richards (1998).

¹⁵⁶ See <https://www.nytimes.com/2013/07/02/business/media/merger-of-penguin-and-random-house-is-completed.html> (accessed December 30th, 2020).

¹⁵⁷ <https://www.portoeditora.pt/sobre-nos/historial> (accessed December 30th, 2020).

Material Development

Group, which is number two in the national editorial ranking. It owns the brands *Academia do Livro*, *Edições ASA*,¹⁵⁸ *BIS*, *Caderno*, *Caminho*, *Casa das Letras*, *D. Quixote*, *Estrela Polar*, *Gailivro*, *Livros d'Hoje*, *Lua de Papel*, *Novagaia*, *Oficina do Livro*, *Quinta Essência*, *Sebenta*, *Teorema*, *Texto Editores*, *Ndjira* (in Angola) and *Nzila* (in Mozambique) and started editing in Brazil in September 2009. Considering that these two groups both publish different ELT coursebooks through different subsidiaries and that foreign publishing houses such as Express Publishing, Longman-Pearson, OUP and Santillana are also players in this market, the level of competition within the Portuguese market is high for such a small country.¹⁵⁹

According to Redondo (2017: 81), who writes extensively about coursebooks in her research regarding material design, in the large Portuguese publishing groups, the recurrent standardization of production processes, namely for school textbooks, led to the manufacture of products with the same type of characteristics, using similar raw materials: the type of paper, the range of colours or the type printing. The same author explains that when an editorial project such as a coursebook becomes an editorial success, there is a tendency to repeat the steps of its design. The same graphic study is standardized, implemented and adapted for all other subjects, respecting a certain logic within the same collection¹⁶⁰ and, if possible, maintaining the same production strategy to try to guarantee in advance that the project is successful, especially if it is a collection in which the variants are processed only in terms of titles and content. In many circumstances there is even more than one coursebook per publisher for each subject,¹⁶¹ whose curriculum syllabus has a legislative durability of 6 years.¹⁶² This situation has caused the information to stagnate in view of the existing offer due to the fact that school textbooks are primarily presented in a printed format, which makes it difficult to update in reissues, something that only occurs through the number of sales per issue of copies, which happens to correspond to thousands of units that do not always sell quickly. While updating content is not feasible in the current format, this does not mean that there is not a growing number of interactive contents in institutional websites such as *Escola Virtual*

¹⁵⁸ Asa is an important publisher, founded in 1951 by the educator Américo Areal, specialized in literature, coursebooks and books on Educational Sciences.

¹⁵⁹ Nevertheless, according to APEL (2005: 2), Portuguese publishing houses such as *Asa*, *Areal Editores*, *Raiz Editora*, *Porto Editora* or *Texto Editores* are nothing but small companies when compared to their European counterparts. Hence the importance of belonging to bigger groups and having an expansion strategy to new markets where Portuguese is spoken as a L1.

¹⁶⁰ This is evident when comparing, for instance the English coursebook *Iteen 7* (2012) with its French and Spanish counterparts, *Magie des Mots* (2012) and *Ahora Español* (2012), respectively.

¹⁶¹ This will be evident in Part II, where, for instance, *Porto Editora* and *Areal Editores* have each two different coursebooks for 3rd cycle English, which also means the same publishing group has a total of four different textbooks in a given level.

¹⁶² The current cycle would be an exception due to ongoing educational reforms.

(for Porto Editora's publications) or *Aula Digital* (for Leya's publications), which also require systematic updating.¹⁶³

In the last decade, the volume of business in the school publishing sector has decreased considerably (especially in the last 5 years) as a result of the extension of coursebook usage, which currently has a durability of 6 years. This situation allowed the reuse of books, particularly within families and among siblings, damaging financially the sector, although publishers are likely to still profit from their investment.¹⁶⁴

Redondo (2017: 81) discusses that the industrialization and economic development of the publishing sector provided a new vision of the book as a common product, and this is particularly true for the school coursebook, whose mass production is always subject to the requirements of an increasing number of teachers and students, guided by technical norms and constantly changing government legislation. Even though new guidelines have been introduced, such as the replacement of the 2013 learning goals for the Essential Learning curriculum and guidelines, the Coursebook Evaluation Commission (which will be discussed in the next subsection) considered them to be essential for effectiveness in teaching and learning (APEL 2005: 1).

Given the current cycle of coursebooks, the mere number of certified textbooks in a given school level may vary from six¹⁶⁵ to 10 in grades 7 and 8. While foreign publishers are always present, the local publishers are always able to keep the majority of sales and end in the top end of the sales tier.¹⁶⁶ This is no doubt a result of the marketing practices mentioned above but also of the proximity they keep with teachers via commercial consultants that visit schools regularly and take notes of teacher's current needs, future expectations (for coursebooks and additional resources such as workbooks) or even demands for future workshops. Portuguese teachers often joke that with every coursebook selection cycle the teacher's kit gets bigger and heavier. This is the result of the phenomena of add-ons in coursebook packs, which is widespread in the

¹⁶³ Redondo (2017: 97) considers that the most effective way to solve this issue of updating content in school textbooks would be to make them available online, connected in a network, to be subject to almost automatic updates. This would imply implementing a previous supervision structure and screening information supported by professionals specialized in the scientific areas of each field, who would be permanently linked to their respective publishers and the Ministry of Education.

¹⁶⁴ See <https://rr.sapo.pt/2016/06/15/pais/manuais-escolares-gratis-podem-deixar-dois-mil-sem-emprego-a-visa-porto-editora/noticia/56629/> (accessed December 30th, 2020).

¹⁶⁵ This is the case of grades 3 and 4, where books are sold at a lower price, hence less profits and publishers operating in the market.

¹⁶⁶ Book sales and commercial results are confidential. However, when a coursebook is discontinued halfway through the adoption cycle there is evidence to consider that the project did not do well. This is understandable if we consider that –as mentioned earlier– publishers are primarily concerned with results. It is also unknown how many coursebooks, if any, do not complete the certification process and are ultimately dismissed.

Material Development

global market (see Tomlinson and Masuhara 2013) and makes the production process much more expensive. Tomlinson and Masuhara (2018: 9) argue that the money spent on these resources would be better invested in “providing more experience of the language in use through, for example, extensive readers, authentic videos, and access to newspapers and magazines”. Perhaps because teachers teach diverse contexts and large heterogeneous classes, they believe they require more and more add-ons to face growing challenges.

The following section will focus on a compulsory process regulated by the Portuguese Ministry of Education in order to certify a coursebook for official use in Portuguese public schools.

4.1.1. Material evaluation in Portugal

While material evaluation is not a novel area, it is a complex issue within MD. Some details regarding the Portuguese context must be highlighted to fully understand the research presented in Part II of this thesis. Tomlinson (2013: 5) suggests that materials are often evaluated in an “ad hoc, impressionistic way, which tends to favour materials which have face validity, and which are visually appealing”. The same author defends that material evaluation should establish procedures that are rigorous, systematic and principled, which are often time-consuming but necessary to avoid mistakes by writers, publishers, teachers, institutions and ministries. In a nutshell, material evaluation is a procedure that involves measuring the value of learning material. In Tomlinson’s (2013: 21) view, it involves making judgements about the effect of the materials on the learners and it tries to measure some or all of the following:

- the appeal of the material to the learners;
- the credibility of the materials to learners, teachers and administrators;
- the validity of the materials (i.e. is what they teach worth teaching?);
- the reliability of the materials (i.e. would they have the same effect with different groups of target learners?);
- the ability of the materials to interest the learners and teachers;
- the ability of the materials to motivate the learners;
- the value of the materials in terms of short-term learning (important, for example, for performance on tests and examinations);
- the value of the materials in terms of long-term learning (of both language and communication skills);
- the learners’ perceptions of the value of the materials;
- the teachers’ perception of the value of the materials;

- the assistance given to the teachers in terms of preparation, delivery and assessment;
- the flexibility of the materials (e.g. the extent to which it is easy for a teacher to adapt the materials to suit a particular context);
- the contribution made by the materials to teacher development;
- the match with administrative requirements (e.g. standardization across classes, coverage of a syllabus, preparation for an examination).

It is obvious that no two evaluations can be the same, as the needs, objectives, backgrounds and preferred styles of the participants will differ from context to context. Tomlinson (2013: 22) alerts that material evaluation is not the same as material analysis. An evaluation can include an analysis or follow from one, but the objectives and procedures are different:

An evaluation focuses on the users of the materials and makes judgements about their effects. No matter how structured, criterion referenced and rigorous an evaluation is, it will be essentially subjective. On the other hand, an analysis focuses on the materials and it aims to provide an objective analysis of them. It asks questions about what the materials contain, what they aim to achieve and what they ask learners to do. (Tomlinson 1998: 10)

While Portuguese coursebooks are formally evaluated while they are in the ‘in design’ phase, and likely in the ‘as designed’ phase as explored below, they are not evaluated ‘in action’ or ‘in reflection’ as suggested by Tomlinson and Masuhara (2018: 2). In order to truly understand how materials are evaluated in Portugal, it is necessary to remember that the state has a very specific role in this process, being very involved in opposition to the majority of EU countries (Rego, Gomes and Balula 2012).

Recent legislative acts that directly impacted the coursebooks that are featured in Part II include:

- Law no. 47/2006 of 28 August, which defines the framework for the assessment, certification and selection of coursebooks for basic and secondary education. Paragraph 7 of article 9 highlights that the assessment and certification of coursebooks can only be carried out by entities duly accredited for the purpose by the Ministry of Education service responsible for pedagogical and curricular coordination.
- Decree-Law no. 261/2007 of 17 July, which regulates Law no. 47/2006, of 28 August, defines in articles 8 and 9 the general rules for the accreditation of

Material Development

entities who may certify textbooks, as well as the criteria and other procedures for the accreditation of new entities.

- Ordinance no. 29864/2007 of 30 November presents specific procedures for the accreditation of entities for the evaluation and certification of coursebooks. According to this diploma, accreditation constitutes the recognition of the effective ability of the entities, based on the assessment of their vocation, activities, structure, skills and resources, to receive, implement and properly manage the process of evaluation and certification of the coursebooks to which they apply for.
- Ordinance no. 25190/2009 of 17 November disclosed that the School of higher education of the Polytechnic Institute of Viseu is the entity responsible for the certification of English coursebooks.
- Ordinance no. 6955/2010 of 20 April appoints the evaluation and certification commission for grade 5 English coursebooks. The commission was constituted by five members:¹⁶⁷
 - a) Dr. António Manuel Bernardo Lopes - Assistant Professor at the School of Education and Communication at the University of Algarve - Team coordinator;
 - b) MA Jorge Ilídio Azevedo de Carvalho - Adjunct Professor at the Higher School of Education and Communication at the University of Algarve;
 - c) PhD student in Education Albertina Pereira Cavaco da Palma - Lecturer at the Escola Superior de Educação of the Polytechnic Institute of Setúbal and Vice President of the Polytechnic Institute of Setúbal;
 - d) MA Anabela Marques Nobre - Professor at the School of Education and Communication at the University of Algarve;
 - e) BA Amanda Howarth da Cruz – 2nd cycle teacher in Moncarapacho School Cluster.
- Ordinance no. 16926/2010 of 9 April appoints the same evaluation and certification commission to certify grade 6 English coursebooks.
- Ordinance no. 14610/2011 of 27 October states that the School of Higher Education of the Polytechnic Institute of Viseu is the entity responsible for the certification of 7th, 8th and 9th grade coursebooks and Ordinance no.

¹⁶⁷ An online search in January 2021 for the different publications by each member of the commission revealed that none have any published research in the field of MD.

2299/2013 of 8 February reiterates that the same institution is responsible for the certification of 5th and 6th grade textbooks.

- Ordinance no. 13306-A/2013 of 17 October temporarily suspends the selection cycle of new coursebooks due to the introduction of the curricular goals and the need to adjust the certification process to this new framework.
- Ordinance no. 521/2014 of 10 January changes the certification of 2nd cycle coursebooks to the Polytechnic Institute of Guarda.
- Ordinance no. 11421/2014 of 11 September regulates detailed procedures for the evaluation and certification of coursebooks as it sets the deadlines and the evaluation criteria for certification and updates the evaluation, certification and selection calendars.¹⁶⁸
- Ordinance no. 13144/2014 of 29 October appoints the certification commission of several subjects (English excluded).
- Ordinance no. 15717/2014 of 30 December regards the introduction of compulsory English in grade 3 from the 2015/2016 school year onwards, for a total of 7 years. With the introduction of English in the 1st cycle of basic education (primary education), this Ordinance highlights that curricular goals were designed in order to inform the content areas and the skills that should be developed. The curricular goals, in addition to being a key document in the planning and organization of teaching, is also an essential reference for the design of materials, specifically textbooks. This Ordinance amends Ordinance no. 11421/2014, of 11 September, specifically the school coursebook selection calendar, which hinders the progressive selection of textbooks as it foresees the simultaneous selection of grade 3 and 9 coursebooks.
- Ordinance no. 176/2015 of 8 January establishes the terms and amounts to be paid by authors, publishers and other entities legally qualified for the purpose of the evaluation and certification of coursebooks by accredited entities and evaluation commissions to whom textbooks will be submitted. Under the terms of paragraph 1 of article 11 of Decree-Law no. 5/2014 of 14 January, the maximum amounts to be paid are fixed per coursebook, as follows:
 - a) 1st cycle of basic education - € 3000 (three thousand euros);
 - b) 2nd cycle of basic education - € 4000 (four thousand euros);

¹⁶⁸ This Ordinance will be further explored below.

Material Development

- c) 3rd cycle of basic education - € 4500 (four thousand and five hundred euros);
- d) secondary education - € 5500 (five thousand and five hundred euros).

The Ordinance goes on by highlighting that there is an urgent need to safeguard the interests of accredited entities and all members of scientific-pedagogical teams and evaluation committees involved in the process of evaluating and certifying textbooks. The setting of the amounts related to the remuneration of accredited entities must respect the fair remuneration of the members of the scientific-pedagogical teams and of the evaluation commissions involved. It also stresses that the evaluation and certification of coursebooks is a complex process but of great importance.

- Ordinance no. 5740/2015 of 29 May changes the certification of 2nd cycle coursebooks to the Polytechnic Institute of Viseu.
- Ordinance no. 13331-A/2016 of 8 November recovers the provisions of paragraph 3 of article 13 of Decree-Law no. 5/2014 of 14 January, which states that during the evaluation and certification process, accredited entities or evaluation commissions may make recommendations for changes to coursebooks submitted for assessment and certification, but must differentiate between changes which are compulsory for the certification and changes whose implementation is at the discretion of the author, the publisher or the institution legally qualified for the purpose. To further understand this, obligatory changes regard scientific, linguistic and conceptual rigor of textbooks and their compliance with the curriculum; other recommendations or suggestions for changes relate to aspects of a more generic and subjective character, and the authors and editors are responsible for considering the relevance of their inclusion. Also presented in this ordinance is an update to ordinance no. 11421/2014, of 11 September, which now states that 1st cycle coursebooks as well as FL textbooks for the second and 3rd cycles may contain 'spaces' for answers, provided that the edition is designed to ensure its reuse during the period of adoption. Under no circumstances can the existence of 'free spaces' be designed to prevent or hinder the reuse of the manual.
- Ordinance no. 10682/2017 of 7 December changes the certification of 2nd cycle coursebooks to the Polytechnic Institute of Guarda and assigns the certification of 3rd cycle coursebooks to the Polytechnic Institute of Viseu.

- Ordinance no. 10308/2018 of 7 November changes the certification of 2nd cycle coursebooks to the Polytechnic Institute of Viseu.
- Ordinance no. 921/2019 of 24 January outlines a loaning system for school textbooks that safeguards the progressive free use of school textbooks and other didactic resources formally selected for basic and secondary education.
- Ordinance no. 4947-B/2019 of 16 May presents the definitive calendar for the selection of new coursebooks.

Year of selection	Year of first use	Level	Subjects
2021	2021/2022	Years 7 & 10	All subjects
2022	2022/2023	Years 3, 8 & 11	
2023	2023/2024	Years 4, 9 & 12	
2024	2024/2025	Years 1 & 5	
2025	2025/2026	Years 2 & 6	

Table 24. Coursebook selection calendar (Ordinance no. 4947-B/2019)

- Ordinance no. 9487/2019 of 21 October assigns the certification of 3rd cycle coursebooks to the Polytechnic Institute of Porto.
- Ordinance no. 5361/2020 of 8 May outlines the rules and procedures related to the reorganization or alteration of teams/team members of evaluation commissions. The request is submitted by the team leader and addressed to the General Director of Education until September 15 of any given year.
- Ordinance no. 9024/2020 of 21 September reassigns the certification of 3rd cycle coursebooks to the Polytechnic Institute of Viseu.
- Ordinance no. 11074/2020 of 11 November 2020 outlines the evaluation and certification calendar for new textbooks prior to its selection. This entails that new English coursebooks for the 7th grade must be certified for selection in March 2021.
- Ordinance no. 4794-B/2021 of 12 May 2021 provides a revised version of the evaluation and certification calendar.

As seen from the above, the evaluation of coursebooks is accomplished by scientific-pedagogical entities that have teams who are commonly referred to as commissions, who ensure the assessment and evaluation of the overall quality of the

Material Development

coursebook, often subjecting publishers and authors to various levels of change that, at a later stage, are resubmitted for the final report which ultimately certifies the coursebook. One could argue that in Portugal the evaluation process takes place in two phases: first, throughout the evaluation and certification of the project, which includes criteria that will be presented below. This would constitute the in-design phase mentioned by Tomlinson and Masuhara (2018). In a second phase, certified coursebooks are selected by in-service teachers, who in theory select those that best suit their school's educational project. This could potentially be considered as an evaluation in the as-designed stage, as a certified coursebook might not do well commercially if they are not selected by teachers in a significant number of schools.¹⁶⁹

For the certification to take place within a feasible timeframe (that would allow publishers to print them and get teaching packs ready for teachers), coursebooks must be submitted around the fifteenth of November of the preceding year of the selection, in order to have it certified by February of the following year. Normally, publishers contact the entities and make the proper arrangements allowing authors to focus on other aspects such as the design of teaching packs with tests and extra worksheets and/or the design of digital content.

The name of the accredited entity or the evaluation committee responsible for the evaluation and certification of each textbook can be mentioned on the cover, back cover or frontispiece of the certified textbook. However, the normal procedure is to place such a mention on the cover of the book as it gives the coursebook an image of rigor and adequacy.

When the assessment and certification procedures are concluded, the accredited entities or the assessment committees send to the Ministry of Education a written acknowledgment explicitly stating that the evaluated coursebook deserved the mention of Certified or Uncertified.¹⁷⁰ This letter also mentions that the current version of the coursebook contemplates, or not, the correct and integral insertion of eventual rectifications and recommendations considered indispensable for its certification. Prior to its commercialization, authors, editors or other entities legally qualified for the purpose must send to the Ministry of Education a copy of the student's book, which respects all the agreed alterations/recommendations. In essence, there is no way of cheating the

¹⁶⁹ If a coursebook flops commercially, it will either be redesigned assuming a new title, layout, or even authors. In 2012 Porto Editora's coursebook *Be the Change 7* and ASA's *iLearn 7* greatly underperformed. The following year they assumed a new identity: Porto Editora's book was called *New Wave Revolution 8* (assuming the designation of a previous successful series) and ASA's textbook was designated *Upgrade 8*. Because this overhaul was able to boost sales in grade 8, the series ran its course with its new identity.

¹⁷⁰ A list with the designation of uncertified coursebooks does not exist.

process as the Ministry will check if the publisher is following its commitments and selling the agreed version of the coursebook.

Having an evaluation mechanism for the certification of coursebooks, should ultimately ensure its effectiveness. Annex II of Ordinance no. 11421/2014 of 10 January requires further reflection as it presents the evaluation criteria followed in the process.

Ordinance no. 11421/2014 (annex II)¹⁷¹

Evaluation criteria for certification

In the evaluation/certification of textbooks, the evaluating entities must consider the following criteria and specifications:

1 - Linguistic, scientific and conceptual rigor:

a) Linguistic rigor:

- i) Use of correct language (without errors or inaccuracies of a morphological or syntactic nature, obeying the consolidated rules of language functioning);
- ii) Use of appropriate vocabulary and adequate and intelligible language;
- iii) Present an articulate and coherent discourse.

b) Scientific rigor:

- i) Present correct and updated information according to the content area of the discipline in question;
- ii) Present information without errors, mistakes or situations that impairs the comprehension of the statements.

c) Conceptual rigor:

- i) Use of correct or common terminology according to the discipline in question;
- ii) Use of correct, precise concepts and in an appropriate context, within the scope of the respective discipline.

2 - Compliance with curricular programs and guidelines:

- a) Present the contents of the discipline in compliance with the approved curricular programs and goals or official curricular guidelines;
- b) To fully correspond to the objectives and contents of the programs or the approved curricular goals, as well as other curricular guidelines, if any. In case of a conflict between programs and curricular goals, curricular goals prevail;
- c) Value the Portuguese language and culture;
- d) Promote the use of information and communication technologies.

3 - Educational quality:

- a) Present the appropriate information in a language that is adapted to the age level of the learners for which it is intended;
- b) Present a coherent organization;

¹⁷¹ Translated by the author from the original Portuguese. See Annex 15 for the original Portuguese text.

Material Development

c) Present images (photographs, graphs, figures, maps, tables, diagrams, etc.) without errors or without situations that lead to error and are appropriate to the age of the learners.

4 - Values:

- a) Do not reference commercial brands (services or products), as they may constitute a form of advertising that induces the use or consumption by students of the age group for which the coursebook is intended, with the exception of information related to products and services of educational nature. Exceptions are also made for patent brands featured in photographs or texts relevant to the didactic exploration of the contents, even if they appear on advertising panels visible in the portrayed environment;
- b) Respect the values and fundamental rights and responsibilities enshrined in the Constitution;
- c) Not be a vehicle for ideological, political or religious propaganda.

5 - Reuse and adaptation to the expected validity period:

- a) Do not include free spaces for activities and exercises, with the exception of school textbooks for the 1st cycle of basic education and foreign language school textbooks for the 2nd and 3rd cycles of basic education;
- b) "Free spaces" are any visual fields (open space, line, figure, map, table, graph, diagram, etc.) explicitly intended to be filled in by the user, as an answer to questions and activities or as a resolution for certain work proposals (for example: underline, cross out what does not matter, paint), that is, the spaces that the user can fill with the final or intermediate answer in each question, item or proposed paragraph;
- c) In school textbooks, the following spaces are not considered "free spaces":
 - i) Page margins;
 - ii) Interlinear spaces, regardless of the composition of the text;
 - iii) Space surrounding texts and illustrations, whatever their nature;
 - iv) Stains and bars without text and image, regardless of their color and graphic arrangement;
 - v) Images (photographs, graphs, figures, maps, tables, diagrams, etc.) of a strictly informative nature;
 - vi) Any open spaces, together with figures, tables, images, diagrams, statements and/or work proposals with the explicit and unambiguous mention that they should not be filled out or used, namely in the resolution of any work proposals, through introduction of icons or labels, for example, "do not write", "do not fill in", "copy/transcribe for the daily notebook".

6 - Material quality, namely robustness and weight:

- a) Present an adequate design to withstand normal use;

- b) Have a format, dimensions and weight appropriate to the student's age level, namely:
- i) Use paper weighing between 70g/m² and 120g/m²;
 - ii) Have dimensions between A5 format and 25cm x 31cm or 31cm x 25cm;
 - iii) Have a maximum weight per volume of up to 550g (for the 1st cycle of basic education) or 750g (for the second and 3rd cycles of basic education).

The above criteria for the evaluation of textbooks presents a rigorous and somewhat comprehensive outline. In addition to evaluating the coursebook's scientificity, other characteristics such as linguistic accuracy and conceptual aspects are considered. The coursebook must be in complete accordance with the competences defined in the national curriculum and will not be certified if it is not. While no specific parameter is presented for the overall assessment of the didactic-pedagogical quality of the textbook, the criteria themselves are general and would require further personalization in order to fully evaluate a coursebook in each specific field.

Several authors have written on coursebook assessment in ELT (Amrani 2011; Cunningsworth 1984; Harwood 2014; McGrath 2013; Mishan and Timmis 2015; Mukundan and Ahour 2010; Tomlinson 2001, 2003; Tomlinson and Masuhara 2013, 2018) and present frameworks that go beyond the criteria presented by the Portuguese government. While this evaluation may be rigorous, there is no regard to the effects of materials on their users nor is it evaluated at any stage by the learners who are destined to use the coursebooks throughout an entire school year. Additionally, considering the large sums of money these institutions are receiving for this process, it is not always clear who are the people behind the certification process. Considering the lack of research and published work on MD in Portugal, it is highly unlikely that the majority of people involved are experts. The most likely scenario is that Portuguese ELT materials are evaluated by a team of different professionals with different experiences and beliefs that lead to decisions as forcing publishers and authors to disregard writing Portuguese ELT coursebooks with American or Australian spelling as the British norm is the one to be followed.¹⁷² Also, considering that Portugal is the only western European country that presents such a prerequisite to publish a coursebook for official instruction, it is surprising that there is not more evidence of research in this field. While the work of each commission is confidential, these professionals have a VIP pass to inform future authors of trends, issues or even outline comparative studies between coursebooks used in

¹⁷² This happened with the coursebooks I co-authored, as in *Catch up 8* (2014) or *UDare 9* (2015). They would only be certified if they followed British spelling.

foreign countries. While attempting to present a comprehensive understanding of this context in Portugal, much must be done to improve this process if we are to design and use the best coursebooks in the ELT classroom. Lastly, while curricula are changing, it would be important to understand to what extent Portuguese materials reflect changes or remain the same. Ultimately, teacher education is necessary to help these professionals understand materials better (Garton and Graves 2014).

4.2. Current trends in Material Development

Tomlinson (2003, 2013) argues that there is nothing much new going on in MD. In fact, he believes that there is a growing trend of revisiting past approaches. To a point this is justified by publishers who conduct “confidential research into what learners and teachers want” (Tomlinson 2013: 9).¹⁷³ Publishers dare not risk losing vast sums of money on a radically different type of coursebook. They opt for safe, middle-of-the-road, global coursebooks which clone the features of such best-selling coursebooks. Considering the large number of publications that currently exist, it is not surprising that Garton and Graves (2014) refer to ELT materials as flotsam and jetsam, floating the tides and currents of ELT fashion. This section will attempt to provide some input from current trends in the field of MD.

A global trend that is followed in ELT publishing globally is the PARSNIP¹⁷⁴ policy. This ‘convention’ requires that authors avoid at all costs any reference to politics, alcohol, religion, sex, narcotics, isms and pork. Melliti (2013: 3) explains that the assumption behind the avoidance of these topics is that they are inappropriate for many cultures. However, such issues vary from country to country and what is perceived to be taboo or problematic in one culture (for instance Portugal) may be normal/acceptable elsewhere. When Gray (2002: 159) interviewed the publishers of *Headway Intermediate*, other examples of inappropriate issues for ELT global coursebooks included “anarchy, AIDS, Israel and six pointed stars, genetic engineering, terrorism, and violence”. Gray argues that the guidelines involved avoiding every topic that the publishers perceived as upsetting and controversial for their potential users, particularly those that could trigger political and ethical matters. Therefore, one can argue that the cultural diversity of the world represents a challenge to the mono-ethnic mono-cultural content issues peculiar to the target language culture invested in coursebooks (Melliti 2013: 9). This is particularly interesting when we consider that ELT material made in Portugal are not for

¹⁷³ Tomlinson (2013) refers to the return to the centrality of Grammar-Translation as an example.

¹⁷⁴ This acronym was first used by John Gray in his 2002 article “The global coursebook in English Language Teaching”.

commercial use in other countries where Portuguese is L1 (such as Brazil, Angola, etc.); yet while being for the internal market, they reflect this global trend.

Another area which has gathered a significant amount of attention is the role of technology in ELT materials. Technology has been widely embraced by global and local publishers who now use it to accompany coursebooks (Garton and Graves 2014: 10).¹⁷⁵ In this context, technology can refer to CD-ROMs and DVDs which are progressively being replaced by companion websites which present digital versions of the materials often compatible with an interactive whiteboard and, more recently, apps for smartphones. Prensky (2001) reminds us that we are currently teaching learners who have grown up with digital technology, while the majority of teachers remain digital immigrants.¹⁷⁶ Additionally, multi-million-dollar companies like Google or Facebook have invested considerable attention to the topic, just as the majority of western countries. Estimates of spending on K-12 technology in the U.S. range from \$13 billion to \$35.8 billion a year.¹⁷⁷ A clear example of how technology has paved its way into the field of MD is through the use of smartphones to deliver English lessons in many countries (see Rahman and Cotter 2014), a valuable resource that will be further addressed in the last chapter of this thesis.

Tomlinson's research has suggested several areas where material should foster more attention from writers and publishers. In his own words (2013: 10), coursebooks should:

- Expose the learners to language in authentic use;
- Help learners to pay attention to features of authentic input;
- Provide learners with opportunities to use the target language to achieve communicative purposes;
- Provide opportunities for outcome feedback;
- Achieve impact in the sense that they arouse and sustain learner's curiosity and attention;
- Stimulate intellectual, aesthetic and emotional involvement.

It is very difficult to predict if MD will provide new attention to the above areas. However, Amorim (2012) considers that the hegemonic role that coursebooks have

¹⁷⁵ This is obviously part of the increasing large teaching kits mentioned earlier.

¹⁷⁶ In order to help the migration process, the Portuguese Ministry of Education is implementing a digital transition action plan according to which computers and free mobile connectivity will be granted for teachers and students, as well as access to quality digital educational resources and a nationwide fifty-hour professional development course. See <https://www.arlindovsky.net/wp-content/uploads/2020/09/PTD.pdf> for further details.

¹⁷⁷ See https://www.forbes.com/sites/nataliewexler/2021/01/21/why-technology-hasnt-boosted-learning-and-how-it-could/?sh=2c8eb059c9c1&utm_source=FBPAGE&utm_medium=social&utm_content=4427328089&utm_campaign=sprinklrForbesMainFB (accessed August 12th, 2020).

Material Development

acquired has led teachers to stop worrying about the relevance of content and the need to devote time to school tasks. For teachers in general it has become a given that coursebooks organize and sequence the content prescribed in the curriculum and include activities for the students to do. Considering this, how reliable is the confidential research done by publishers? Is there in fact real, reliable research done by private companies or pedagogical consultants? Also, authors such as Garton and Graves (2014) and Tomlinson and Masuhara (2018) argue that most academic contributions focus on materials from the teacher's point of view, rather than from the learners'. Such focus should progressively shift from teacher to learner in order to account for the effects of materials on language learning.¹⁷⁸

Additionally, Tomlinson's research has also suggested several areas which are being neglected by material writers and publishers. In his view, coursebooks are not exploiting:

- The capacity of the brain to learn from experience and, in particular, the role that affect can play in this process;
- The knowledge, awareness and experience which learners bring to the process of language learning;
- The interests, skills and personality of the learners;
- The knowledge, awareness and experience which teachers bring to the process of language learning;
- The interests, skills and personality of the teachers;
- The visual, auditory and kinaesthetic aids available to materials developers;
- The potential of literature and, in particular, of storytelling for engaging the learner. (2013: 11)

In light of this, and in spite of all their flaws and limitations, coursebooks have not lost their central role in the classroom, in particular among those professionals with very little experience in teaching or those who are insecure, heavily influencing the teaching method/approach and serving as a reference on what to teach (Bragger and Rice 2000). According to Bragger and Rice, teachers not only rely on coursebooks for teaching purposes, but use them as a reference for curriculum design, lesson planning and assessment.

Regarding the future of MD, Tomlinson's research has suggested several possible areas which could be developed by material writers and publishers in the upcoming years. The author (2013: 12) suggests coursebooks are not exploiting:

¹⁷⁸ Nevertheless, both Garton and Graves (2014) and Tomlinson and Masuhara (2018) agree that there are significant practical difficulties in carrying out such studies, which is why it remains an area that lacks research.

- Even greater personalization and localization of materials;
- Greater flexibility of materials and creativity in their use;
- More respect for the learners' intelligence, experience and communicative competence;
- More affectively engaging content;
- A greater emphasis on multicultural perspectives and awareness;
- More opportunities for learners with experiential (and especially kinaesthetic) learning style preferences.

Tomlinson's views were written before the Covid-19 pandemic and anyone who lived through the past decade of technological developments will know how quickly our world is changing and how drastically the classroom changed in March 2020. Perhaps one of the biggest issues that was dismissed by materials was the need to further blend traditional materials with daily digital tools such as emails, social networks and other platforms.

Recent publications such as Bao (2018) attempt to look beyond the current design of MD by suggesting that "materials can be improved through a creative mindset and innovative efforts, as well as through materials personalisation and localisation" (2018: 1). Bao argues that material writers are continuously challenged by the need to outline new ideas (creativity) and apply them via coursebook design (innovation).¹⁷⁹ The research featured in this book does corroborate Tomlinson's argument for the need for greater personalization and localization as well as flexibility and creativity:

[T]ypical activities, as a matter of fact, offer little room for learners' personalised participation. For tasks to be inspiring, they need to stimulate improvisation among students so that they become more active in applying what they are learning. Unfortunately, such activities need to be thoughtfully designed rather than purely reliant on the availability of real-life resources. This is because not all authentic materials facilitate learning if the content seems too ordinary. ELT discourse has highlighted occasions in which typical choice of natural, native-context texts might lead to boredom and unproductive learning, simply because there is nothing exciting that stimulates the desire to learn. (Bao 2018: 2–3)

Creativity in ELT must imply positive and meaningful learning. One way of achieving this through MD is allowing learners to perform the same task in different ways (ibid.: 4). Alternatively, creativity may be fostered by decreasing freedom since

¹⁷⁹ In complete agreement with the author's argument that innovative materials should provide flexible tasks, original combinations and multiple options, Chapter 7 will further explore this particular view.

Material Development

constraints in this context will recondition learners' thinking process and produce new outputs (ibid.: 5). Discourse in ELT has also acknowledged that researchers and material writers are attempting to embrace, select, utilise and incorporate today's digital resources. One example of a useful online environment is the guided use of Facebook Research which has acknowledged "its usefulness in enhancement of interaction, more opportunities for L2 practice, and an increase in motivation to learn" (ibid.: 9). Another practical example is the use of mobile phones for vocabulary learning and peer interaction (see Habbash 2015). This indicates that research in this field may provide important input for material writers to incorporate new frameworks in MD and ultimately help teachers improve face-to-face learning through the use of technology and online resources.

As for current trends in Portugal, there are no global/local studies to confirm if MD has begun to shift, making it impossible to add a specific contribution. However, from personal experience as a language teacher, I strongly believe there is a tendency in going back and bringing back grammar to the forefront of language learning (as suggested by Tomlinson in the beginning of this section). Regardless if they are developed on a global or a local level, current literature suggests that MD should be more inclusive in order to foster personalisation:

[E]ffective materials should offer pedagogically purposeful creativity rather than aimless creativity for its own sake. Course writers might consider reducing typical activities of low acquisition value, and instead recommend both digital and printed resources, integrating appropriate technology for learning enhancement rather than following ICT trends, refraining from cultural bias, making course content comprise both local personalisation and intercultural interaction, and inviting imagination as a tool for learning enhancement. It should be a constant task to improve upon previous materials by working closely with materials users in action and context. (Bao 2018: 14)

The above contributions seem to suggest that the coursebook "dominates classes and covers all the work done by students and teachers" (Santomé 2010: 10),¹⁸⁰ which corroborates the outline presented at the beginning of this chapter. Considering this and taking into account that researchers have studied how various aspects of language (skills, cultural content, grammar content, among others) are integrated in ELT coursebooks, very little has been published on how pronunciation is treated (but see Derwing, Diepenbroek and Foote 2012), raising new questions on the state of

¹⁸⁰ Translated by the author from the original Portuguese text: *este recurso didático domina as aulas e coarta todo o trabalho realizado por alunos e professores.*

pronunciation teaching today. The next section will address the state of MD and pronunciation.

4.3. Material Development and pronunciation

Over 20 years ago, Jones (1997) argued that materials for the teaching of pronunciation had changed significantly over the past 50 years

from emphasizing the accurate production of discrete sounds to concentrating more on the broader, more communicative aspects of connected speech. For many commercially produced materials, however, while the phonological focus has changed, the teaching techniques and the task types presented continue to be based on behaviourist notions of second language acquisition. (ibid.: 103).

Jones (1997) argued that pronunciation teaching was experiencing a new resurgence, fuelled by the increasing awareness of the communicative function of suprasegmental features in spoken discourse. However, it is also noted that commercial coursebooks on pronunciation also presented activities “remarkably similar to audiolingual texts of the 1950s, relying heavily on mechanical drilling of decontextualized words and sentences [...] the more pronunciation teaching material changed, the more they stayed the same” (ibid.: 112). The author also points out that global coursebooks tend to neglect learner’s needs and personalities, learning styles and cultural background, which also means that they lack a certain level of personalisation required for quality student-focused learning activities. He also predicts that future features of pronunciation instruction will consider more communicative aspects of pronunciation like “voice quality”, the importance of listening in pronunciation instruction, the inclusion of authentic listening tasks with a variety of accents and the explicit teaching of rules which will be tempered with more and more opportunities for free practice and emphasis on self-assessment. Ultimately, he argues that pronunciation will be taught in concert with other skills and not as a separate entity, “as another string of the communicative bow” (ibid.: 111).

21 years later, Sinem Sonsaat (2018) wrote another relevant contribution on pronunciation teaching materials for IATEFL’s pronsig.¹⁸¹ In her research, and drawing from Barker and Murphy’s (2011) work, she argues that there has been a noticeable increase in pronunciation teaching materials since the beginning of the 2000s, pointing

¹⁸¹ IATEFL stands for International Association of Teachers of English as a Foreign Language and pronsig refers to a pronunciation special interest group.

out the proliferation of many websites designed for pronunciation teaching (such as Sounds of Speech by the University of Iowa, which is no longer available as a website but as an app for smartphones) as well as YouTube channels:¹⁸²

[T]hese online sources may have a higher visibility because of their ease of access and they are free of charge. Additionally, these online sources are usually easier to update and therefore allow regular interactions between designers and users, since most of them include an online feedback system. It is easy to track how many people use online sources thanks to many different data-tracking methods, but it is not easy to know why materials are favored or disfavored, just as it is not easy to tell why some printed materials are preferred by teachers. (Sonsaat 2018: 28)

Considering Jones' and Sonsaat's contributions, one may be led to believe that pronunciation materials never stopped growing in diversity and number. With access to such diverse and high-tech platforms it is also evident that Jones' prediction regarding variety of accents and voice quality are also a reality. However, other issues remain to be corroborated such as the level of integration of pronunciation with other skills.

While this chapter has focused on the importance of printed materials in ELT, it is important to highlight Foote, Holtby and Derwing's (2011) research which features relevant findings regarding MD and pronunciation. On the one hand, the research regards *Clear Speech* (CUP), which was the most popular textbook for pronunciation instruction among teachers, followed by *Pronunciation Pairs* (CUP) and *Well Said* (Heinle and Heinle). Sonsaat's (2018) research validates the importance of the above coursebooks but also identifies alternative titles equally important for teachers (see Table 25 below). In this context, teachers highlighted "the organization, flexibility and comprehensiveness of the books, as well as inclusion of varieties of English and being research based" as a reason for the use of these materials (ibid.: 30). The participants also suggested that the activities and the exercises, the explanations and examples featured in these books are the reason they liked these textbooks.

¹⁸² Examples of popular YouTube channels to learn pronunciation vary from private accounts, such as *Rachel's English*, which has over one million subscribers, to institutional accounts from *BBC Learning English*, which have 3.26 million (January 2021). Other popular online materials include *Hancock McDonald ELT*, *Sounds Right* by the British Council or Laura Patsko's *EFL Pron Blog*, among many others.

Textbook	Author
Clear Speech	Judy Gilbert
Well Said	Linda Grant
Speech Craft	Laura Hahn and Wayne Dickerson
Pronunciation Pairs	Ann Baker and Shannon Goldstein
Pronunciation Games	Mark Hancock
Ship or Sheep	Ann Baker

Table 25. Most frequently named pronunciation teaching books (Sonsaat 2018: 30)

In an earlier work, Levis and Sonsaat (2016: 110) argue that when it comes to pronunciation, “[the] teacher’s use of, expectations of and dependency on the course materials may be stronger compared to their experience with general English books”. The authors go on by pointing out that the lack of confidence might also be related to native speaker status:

If native teachers show reluctance to teach pronunciation, non-native teachers show even more. Spoken language and pronunciation are much more elusive than grammar and vocabulary, and more subject to uncertainty for teachers. If pronunciation materials are truly useful, they must be useful to non-native teachers. (ibid.: 110).

The same authors highlight that pronunciation activities and descriptions of how to use them occur in integrated skills (speaking and listening) in coursebooks, workbooks and accompanying materials and are likely to be present among teaching/learning goals (this reflects Jones’ (1997) prediction mentioned earlier). Some materials are solely focused on pronunciation skills but often serve as resource books in standard language lessons as they serve a smaller role. Nevertheless, teachers want pronunciation materials that are easy to use and require little preparations. To this extent, pronunciation materials should be based on three general principles: “they should emphasize intelligibility, they should explicitly connect to other language skills, and they should provide sufficient and usable support for teachers” (Levis and Sonsaat 2016: 111). Nevertheless, analysis of 12 intermediate level coursebooks from international publishing houses revealed that the “time and space devoted to pronunciation make it seem expendable. Thus, material developers should also integrate pronunciation into

Material Development

skills other than grammar and vocabulary and should visually present pronunciation tasks as essential rather than optional” (ibid.: 115).

Recent research by Vančová (2020) on local pronunciation practices in EFL teaching and learning reveals that British publishing houses are dominant in Slovakia’s textbook market and play a major role in pronunciation instruction (the same could be argued for the Portuguese context). In her research, she highlights Wrembel’s (2005) research which overviewed English pronunciation teaching materials (thirty textbooks and fourteen CD-ROMs) and evaluated the number of accents presented to learners in the materials available in Poland. The evaluated materials presented different models in different media: while textbooks predominantly presented British accents, followed by American and even an Australian one, CD-ROMs predominantly presented American accents. Wrembel also noticed an increased interest in suprasegmentals. Vančová (2020) also highlights Pavliuk’s (2020) analysis of a number of pronunciation exercises in general English textbooks used in Slovak schools: across 22 publications, she identified 594 exercises (no similar research exists within the Portuguese context).¹⁸³

In conclusion, from the pedagogical perspective, pronunciation is frequently overlooked or often neglected by teachers (e.g. Macdonald 2002, Celce-Murcia, Brinton and Goodwin 2010, Metruk 2020). It is also unflatteringly referred to as Cinderella (Kelly 1969) or orphan (Gilbert 2010). It is not surprising that Sonsaat (2018: 35) argues that pronunciation-teaching materials must

provide clear and easy-to-understand explanations about the pronunciation features they cover, as well as enough exercises of different types. Materials developers should consider that teachers may not have received much pronunciation training or may not have high confidence to teach it.

In the long run, there is still a need for careful design to meet a decent standard to make pronunciation an essential feature of language teaching materials. Because I strongly believe that proper pronunciation instruction is critical to promote an intelligible and competent EFL student, Part II will analyse how Portuguese ELT coursebooks promote the skill and will present teacher perceptions on the importance of pronunciation instruction.

¹⁸³ Specific information on the amount of non-RP accents is currently being researched.

PART 2

**CHAPTER 5: MAIN STUDY 1 – ANALYSIS OF ELT
COURSEBOOKS REGARDING PRONUNCIATION**

5. ANALYSIS OF ELT COURSEBOOKS REGARDING PRONUNCIATION

“Textbooks are written for everybody and they are written for no one”.

Kathleen Graves (2000: 174)

As mentioned in the introduction to this thesis, this chapter will outline the first main study which focuses on the analysis of ELT coursebooks used in Portuguese public schools from grades 3 to 9 and how these teaching materials reflect the teaching and learning of pronunciation. Because of the significant number of coursebooks approved by the Portuguese ME for official instruction, the current chapter will first present results by different cycles of education regarding the coursebooks used in the 2020-2021 school year, to later consider their predecessors by examining the coursebooks used in the 2011-2012 school year and only after outline the overall presence of explicit pronunciation activities among the textbooks analysed.

First, Section 5.1 will highlight the motivation for this study and provide an overview of previous research in this field as well as outline the main aims. Following this, the ensuing subsections will put forward the methodology and steps followed to analyse the data collected (5.2), offering a description of the coursebooks that were in use in the 2020-2021 school year (5.2.1), the research methods used to collect the data and the principal procedures pondered (5.2.2). Throughout subsection 5.3, the main results of the study will provide an in-depth look at how Portuguese textbooks support the teaching and learning of pronunciation (5.3.1 and 5.3.2) and establish some bridges with results from foreign studies and contributions in this field (such as Tergujeff (2010) in Finland, Calvo (2015) in Spain, and Topal (2021) in Turkey, among others). Because this is the first study of its kind in the Portuguese context, subsections 5.3.3 and 5.3.4 will provide additional insights by considering the contributions from the previous generation of coursebooks and subsection 5.3.5 will provide a look forward by considering the new generation of 7th grade coursebooks, certified by the Portuguese ME for official use in the 2021-2022 school year, ultimately replacing textbooks that were used for 8 consecutive school years. Finally, subsection 5.4 draws a comparison between all materials and outlines the key findings of this chapter, determining the general role that pronunciation currently plays in EFL coursebooks in Portuguese public schools within compulsory education and suggesting some limitations of this analysis.

5.1. Statement of purpose

Part I of this research, particularly Chapter 4, established the overall prominence of coursebooks in Portuguese public schools. Considering my experience as an EFL teacher, teacher-trainer and co-author of ELT coursebooks for Portuguese learners of English, I have observed the lack of attention given to pronunciation first-hand. Although there are many academic contributions on how to teach pronunciation (Underhill 2005, Celce-Murcia 2010, Marks and Bowen 2012, Derwing and Munro 2015, among many others), there is a relative low number of studies regarding the role of pronunciation in ELT coursebooks. Considering the main studies in this regard, Tergujeff (2010) attempts to establish if enough attention is paid to pronunciation in order to understand why advanced learners of English in Finland make systematic errors in their pronunciation; Calvo (2015) aims to ascertain whether Spanish learners of English are exposed to enough segmental and suprasegmental aspects to overcome the main pronunciation problems Spanish and/or Galician learners of English have; lastly, Topal (2021), who has authored one of the most recent contributions in this field, acknowledges that pronunciation is underrepresented in EFL textbooks despite its significance in spoken interaction.¹⁸⁴ So far, one of the major issues found is the lack of academic contributions on how explicit pronunciation is represented in coursebooks designed for very young, young and teenager learners (Kralova and Kucerka's (2019) pilot study on textbooks for primary schools is one of the few exceptions found so far). While this thesis aims to fill this gap, it is undeniable that teachers and coursebooks play a crucial role in encouraging consistent efforts toward pronunciation instruction in the ELT classroom. This initial study will solely consider the presence and role of pronunciation in EFL textbooks used in Portugal, leaving the perceptions of ELT teachers and ELT stakeholders towards pronunciation as the focus of Chapter 6.

To enable the initial study, ELT textbooks in use in the 2020–2021 school year were considered first. In a later stage, and to widen the scope of this analysis, the coursebooks used in the 2011-2012 school year were included. In both cases these materials were thoroughly analysed page by page. Because workbooks are not compulsory components in Portuguese public schools, and are sold by publishers separately, this study does not consider them.¹⁸⁵ For such a study, this chapter aims to understand if Portuguese learners of English are exposed to a consistent number of pronunciation activities through the coursebooks certified for this end, given the

¹⁸⁴ Topal's (2021) research considers the treatment of pronunciation in a multilevel EFL textbook series.

¹⁸⁵ While the focus are coursebooks, the technical data sheets annexed to this thesis do reference instances where the workbook does present pronunciation instruction or, in rare circumstances, detail that the focus is only available in the workbook.

important role that pronunciation instruction plays in developing intelligible speakers of any FL.

Thus, in an attempt to answer the initial research questions, this chapter sets out to accomplish the following main objectives:

- a) analyse the coursebooks in use in Portuguese public schools for EFL teaching/learning and inventory pronunciation activities per book.
 - Through this objective the study will attempt to establish the presence and the role pronunciation plays in the coursebooks recognized by the ME for ELT, understanding if pronunciation has an active role among the different learning cycles.
 - It will additionally consider the type of activities included and acknowledge their focus and the presence of suggestions or tips to help learners develop and improve their pronunciation.
- b) correlate the results with pronunciation teaching techniques in order to determine if the techniques used to promote pronunciation are adequate.
- c) reflect on material development and pronunciation teaching methods and techniques.

5.2. Data collection

This section will detail the procedure followed to analyse the selected coursebooks and ultimately gather information to form the database used in this first study.

5.2.1. Materials

The main set of textbooks analysed, all in use in the 2020-2021 school year, are divided into three groups: 1st, 2nd and 3rd cycle. They vary from level A1 (grade 3) to B1 (grade 9). The analysis and discussion of each group of coursebooks will follow the order of the cycles. As mentioned before, a comparative analysis as well as conclusions will be presented at the end of the chapter. All the materials were accessed in print through my personal library or through school libraries. This was a relatively manageable task with the exception of less used/popular coursebooks, which were harder to find. The current generation of coursebooks were selected by teachers in the following years.

Analysis of ELT Coursebooks Regarding Pronunciation

Level	Grade	Year selected	First used
B1/B1+	9	2014-2015	2015-2016
B1	8	2013-2014	2014-2015
A2+	7	2012-2013	2013-2014
A2	6	2017-2018	2018-2019
A1+	5	2016-2017	2017-2018
A1	4	2015-2016	2016-2017
A1	3	2014-2015	2015-2016

Table 26. Coursebook selection by year

The following images compile the coursebook covers of the 1st cycle coursebooks (years 3 and 4):



Image 13. Year 3 coursebooks¹⁸⁶

¹⁸⁶ First published in 2015.



Image 14. Year 4 coursebooks¹⁸⁷

The above 1st cycle coursebooks represent the first generation of coursebooks for these years. From the six books set out for each year, only two derive from global coursebooks (*New Treetops* by OUP and *Smiles* by Express Publishing). The remaining books are locally-produced textbooks (*Stars* by Areal Editores, *Start* by Gailivros, *Let's Rock* by Porto Editora, and *Seesaw* by Texto Editora). As explained in Part I, compulsory English in the 1st cycle was introduced through Decree-Law no. 176/2014 of December 12th and made compulsory for the 3rd grade in school year 2015-2016 and for the 4th grade in 2016-2017, which means there is no room for comparison with past textbooks. It is important to note that this cycle is the one that has the least number of textbooks for official instruction, perhaps due to the high production costs since these coursebooks often rely on a high number of illustrations to produce a storyline within the structure of the coursebooks. They also often require a team to create original songs and chants. Sharply contrasting with the high production costs is the fact that these coursebooks are the least expensive¹⁸⁸ of all the ELT textbooks analysed, which is controlled by the Ministry of Education.¹⁸⁹ While publishers do not have the final word on their products wholesale, all these facts play a role in the number of titles available and reinforces the notion that publishing houses are often motivated by financial reasons and by the potential profit, as suggested previously by Tomlinson (2014). The subsequent images

¹⁸⁷ First published in 2016.

¹⁸⁸ The retail price of each textbook is within the 10€ margin.

¹⁸⁹ See the convention between *Direção-Geral das Atividades Económicas (DGAE)* and *Associação Portuguesa de Editores e Livreiros (APEL)* for the latest developments on this issue: https://www.dge.mec.pt/sites/default/files/ManuaisEscolares/convencao_manuais_escolares_ratificada_2018.pdf (accessed August 29th, 2021).

Analysis of ELT Coursebooks Regarding Pronunciation

compile the covers of the 2nd cycle coursebooks (year 5 and 6) used in the 2020-2021 school year:



Image 15. Year 5 coursebooks¹⁹⁰



Image 16. Year 6 coursebooks¹⁹¹

¹⁹⁰ First published in 2017.

¹⁹¹ First published in 2018.

The above coursebooks indicate a slight increase in the number of titles available for official instruction (two in year 5 and one in year 6¹⁹²). The major difference from the 1st cycle is that Porto Editora offers two titles instead of one and Plátano Editora published a 5th grade coursebook. The retail price for year 5 coursebooks are significantly higher, averaging a price of 18€. Of the set of titles used in this study, year 5 and 6 books are the most recently published, which also means that the new cycle of coursebooks will start by replacing year 7 coursebooks.¹⁹³ The next images compile the covers of the 3rd cycle coursebooks (years 7, 8 and 9) used in the 2020-2021 school year:



Image 17. Year 7 coursebooks¹⁹⁴



Image 18. Year 8 coursebooks¹⁹⁵

¹⁹² *Pop Up 5* was discontinued due to low sales.

¹⁹³ The new generation of year 7 coursebooks has first been used in the 2021-2022 school year.

¹⁹⁴ First published in 2017.

¹⁹⁵ First published in 2014.



Image 19. Year 9 coursebooks¹⁹⁶

3rd cycle textbooks represent the three years with the highest number of titles. Compared with the previous cycle, Pearson-Longman and Santillana are new players. However, Santillana did not publish a year 9 textbook due to low sales, which explains why there are only nine titles in year 9. The price range of these titles are comparable to the previous cycle (around 20€). Similarly to Porto Editora, Areal Editores has two titles in each school year, demonstrating a degree of competitiveness within local publishing houses. Table 29 outlines the titles by local and global publisher per cycle and per year providing a clear summary of the information highlighted in this subsection and indicating the prominence of locally-produced materials over global ones.

¹⁹⁶ First published in 2015.

Overview of coursebooks used in 2020-2021							
Level	Local		Global		First published		
	Title	Publisher	Title	Publisher			
1 st cycle	Year 3	Let's Rock 3 Seesaw 3 Stars 3 Start 3	Porto Editora Texto Editora Areal Editores Gailivros	New Treetops 3 Smiles 3	OUP Express Publishing	2015	
	Year 4	Let's Rock 4 Seesaw 4 Stars 4 Start 4	Porto Editora Texto Editora Areal Editores Gailivros	New Treetops 4 Smiles 4	OUP Express Publishing		2016
2 nd cycle	Year 5	Btween 5 Celebrate 5 High Five 5 Pop Up 5 Stand out 5 Whats up 5	Areal Editores Porto Editora ASA Platano Porto Editora Texto Editora	Flash 5 Now You 5	Express Publishing OUP	2017	
	Year 6	Btween 6 Celebrate 6 High Five 6 Outstanding 6 Whats up 6	Areal Editores Porto Editora ASA Porto Editora Texto Editora	English Plus 1 Flash 6	OUP Express Publishing		2018
3 rd cycle	Year 7	Be the Change 7 Download 7 Ilearn 7 Iteen 7 Move on 7 Swoosh 7	Porto Editora Areal Editores ASA Areal Editores Texto Editora Porto Editora	English in Motion 7 Hot Spot 7 Next Move 7 Your Turn 7	Santillana Express Publishing Pearson-Longman OUP	2012	
	Year 8	Catch up 8 Iteen 8 Move on 8 New Wave Revolution 8 Swoosh 8 Upgrade 8	Areal Editores Areal Editores Texto Editora Porto Editora Porto Editora ASA	English in Motion 8 Hot Spot 8 Next Move 8 Your Turn 8	Santillana Express Publishing Pearson-Longman OUP		2014
	Year 9	Iteen 9 Move on 9 New Wave Revolution 9 Swoosh 9 UDare 9 Upgrade 9	Areal Editores Texto Editora Porto Editora Porto Editora Areal Editores ASA	Hot Spot 9 Next Move 9 Your Turn 9	Express Publishing Pearson-Longman OUP		

Table 27. Overview of coursebooks per cycle and per year (2020-2021)

5.2.2. Methods and procedures

Grounded theory is the main method adopted in Chapters 5 and 6. Initially developed by sociologists Barney Glaser and Anselm Strauss (1967), it has become particularly prominent in fields as diverse as drama, management, manufacturing, and education (Fletcher-Watson 2013). Bytheway (2018: 249) summarizes the key aspects of this approach:

Grounded theory does not test hypotheses nor merely describe phenomenon. [...] Data is not forced nor shaped to fit any preconceived ideas. [...] Researchers are required to be theoretically sensitive, that is, simultaneously maintain an open mind and identify significant theoretical concepts by challenging their biases and acknowledging their own experiences. No theoretical framework is initially identified or applied. A grounded theory study allows whatever is theoretically relevant from the perspectives of those involved to emerge inductively.

Within this framework, initial literature review is avoided, which might seem to contradict common academic conventions. Glaser (1998: 69) believes that “literature is discovered just as the theory is. Once discovered, the literature is compared as simply more data”. However, the same author states (1998: 68–69):

to avoid reading the literature beforehand is a strategic grounded theory pacing; it is not neglect and anti-scholarship... Since grounded theory generates hypotheses from data and in no way tests theories found in literature, it is appropriate to deliberately avoid a literature review in the substantive area under study at the beginning of the research. Grounded theory must be free from the claims of related literature, its findings and its assumptions in order to render the data conceptually with the best fit.

Nevertheless, after the initial data collection, it was necessary to conduct a literature review to conform with contemporary academic standards and share initial results in academic contexts such as seminars and conferences. Because this research has never been conducted in Portugal within this framework, grounded theory prevented preconceived ideas and allowed to follow paths of enquiry as they are revealed. Research processes, data collection processes, analytical processes, literature review processes and substantive theories emerged from complex real-world contexts that are not shaped to fit research ideals. In this case within the Portuguese public school system, the many diverse coursebooks used by ELT professionals who have very different backgrounds and views are explored in the next chapter. Because grounded theory maintains integrity by reflecting and explaining the realworld as it is, and by not applying

preconceived ideas (Urquhart 2013), it was possible to remain open to emerging ideas, explanations and theories throughout the entire process.

Procedure-wise, a technical data sheet was created to enter data from each coursebook (see annexes 15 to 28). This document was designed to accommodate the designation of the coursebook, the publisher, the name(s) of the author(s), ISBN, number of pages, number of units, reference to the existence of pronunciation tasks in the coursebook and/or outside of the coursebook (i.e. teacher's kit), number of pronunciation tasks, type of pronunciation activities (e.g. listen and repeat) and the focus of the exercises. Such an instrument facilitates an outline of the average number of tasks per level and a classification of pronunciation activities. For the purpose of this research, an *exercise* or *task* refers to a controlled and guided practice of a particular language aspect, in this case an explicit exercise focused on pronunciation instruction, and an *activity* describes the procedures with which learners work towards a goal, such as listening to a recording, repeating a tongue twister, etc.

5.3. Data analysis

5.3.1. General presence of pronunciation in Portuguese coursebooks used in the 2020-2021 school year per learning cycle

As referred to in the previous section, the materials analysed in this study were ELT coursebooks used from grades 3 to 9, levels in which English is a compulsory subject. An initial set of 56 books were thoroughly analysed and distributed according to the three cycles. All the coursebooks were certified by the Portuguese ME for official instruction and were, therefore, given official status.

According to CEFR (2001), pronunciation should be integrated with the rest of the skills and should not be focused on in an isolated way. Because these coursebooks were published well after 2001, the first important aspect to examine is if authors include pronunciation and if it is integrated among the language tasks featured in each unit, when featured. The specific presence of pronunciation in each coursebook is displayed in tables 30 to 32 below per learning cycle. Each table will present textbook titles, the overall presence of explicit pronunciation and the number of exercises. They will also indicate which coursebooks are locally-produced and which ones are global.

Analysis of ELT Coursebooks Regarding Pronunciation

3 rd grade coursebooks							
	Local				Global		Total
Textbook titles	Let' s Rock 3	Seesaw 3	Stars 3	Start 3	New Treetops 3	Smiles 3	6 books
Presence of explicit pronunciation	No	No	Yes. Once a unit	Yes. In unit zero	No	Yes. Once a unit	3 books
No. of tasks	0	0	5	1	0	6	12 tasks (48%)
4 th grade coursebooks							
	Local				Global		Total
Textbook titles	Let' s Rock 4	Seesaw 4	Stars 4	Start 4	New Treetops 4	Smiles 4	6 books
Presence of explicit pronunciation	No	No	Yes. Once a unit	No	No	Yes. Once a unit	2 books
No. of tasks	0	0	7	0	0	6	13 tasks (52%)

Table 28. Overview of pronunciation presence in 1st cycle coursebooks 2020-2021¹⁹⁷

It is evident from Table 30 that the overall presence of pronunciation in 1st cycle coursebook is appalling since only 41.7 per cent of the coursebooks (that is, 5 out of 12) include explicit pronunciation instruction. Four coursebooks address this skill once per unit. In the case of *Stars 3* and *4* (a locally-produced textbook), this is done by presenting a different tongue twister per unit and, as Section 5.3.2 will show, using the listen-and-repeat technique. This task is not fully integrated with the ongoing work as the tongue twisters often confront the learner with words that have not been taught in the unit; it serves more as an add-on as it is not necessary to teach in order to explore the other language activities of the unit. As for the second set of coursebooks, *Smiles 3* and *4* (globally produced) require the learners to point when listening to a word and then expect them to repeat. These tasks are very repetitive and lack a strong sense of integration with the other language skills and content explored in the unit. In the case of *Start 3*, there is only one instance of explicit pronunciation instruction, in the warm-up section

¹⁹⁷ See Annex 16 for further details on 3rd grade coursebooks and Annex 17 for 4th grade textbooks.

(unit 0), which attempts to activate the learner's prior knowledge of the English language. It is unfortunate that the remaining units do not provide further focus on this sub-skill.

In Chapter 3 it was established that the curricular goals do not refer to pronunciation in the 1st cycle. However, phonological aspects were found mainly in the listening and spoken production domains. The 3rd grade listening domain presents the objective “understand sounds, intonations and rhythms of the language” (2015: 4) and the following descriptors: “1. Identify different sounds and intonations in the FL compared to the L1; 2. Identify rhythms in rhymes, chants and songs in audio and audio-visual recordings”. Both objective and descriptors clearly suggest the need to develop a phonological competence in the early stages of English language learning (level A1). While evidence of chants and songs were found in the textbooks used, there is no indication in the coursebooks or in lesson plans designed for the teacher that they were included to develop a specific area of pronunciation. Regarding the spoken production domain, grade 3 learners are confronted with the following objective: “Produce, with help, sounds, intonations and rhythms of the language” (2015: 10). This objective is followed by four descriptors: “1. Repeat the letters of the alphabet; 2. Repeat familiar and memorized sounds and words; 3. Pronounce familiar words with some clarity; 4. Repeat rhymes, chants and songs heard”. While in 1st cycle books these are attempted under the gaze of listening or spoken production/interaction activities, authors will likely suggest that pronunciation is addressed implicitly. However, these coursebooks could have benefited from a modern approach towards pronunciation teaching (see Chapter 7 for further exploration of this topic) and would likely have reflected further aspects of pronunciation instruction while meeting the expectations of the curricular goals.

Kralova and Kucerka (2019), in a pilot study regarding textbooks for primary learners, point out that the primary complaint of Slovak EFL teachers is that –in most textbooks– pronunciation exercises are infrequent, monotonous and focused only on drill and repetition of English sound. They go on to argue that

[t]he analysed textbooks preferably practice suprasegmental aspects of English pronunciation in a whole-class involvement applying mostly drilling as a teaching technique. [...] The mere imitation drill is thus not sufficient for primary school pupils and should be complemented by more creative and conscious teaching techniques and activities. (ibid.: 479)

Kralova and Kucerka's (2019) findings regarding the monotonous nature of the proposed tasks conform with the findings of this study, since only 41.7 per cent of 1st

Analysis of ELT Coursebooks Regarding Pronunciation

cycle coursebooks include explicit pronunciation instruction (averaging 5 exercises per book) and are solely based on listen-and-repeat and listen-and-point.

The overall presence of pronunciation in 2nd cycle coursebooks is depicted in the following table.

5 th grade coursebooks									
Local							Global		Total
Textbook titles	Between 5	Celebrate 5	HighFive 5	Pop Up 5	Stand out 5	Whats up 5	Flash 5	Now You 5	8 books
Presence of explicit pronunciation	Yes. In 5 of 6 units	No	No	Yes. In unit 0	Yes. Once a unit	Yes. In 3 of 5 units	Yes. Once a unit	Yes. Once a unit	6 books
No. of tasks	5	0	0	1	5	3	6	8	28 tasks (60%)
6 th grade coursebooks									
Local						Global		Total	
Textbook titles	Between 6	Celebrate 6	High Five 6	Project discontinued by the publisher	Outstanding 6	Whats up 6	English Plus 1	Flash 6	7 books
Presence of explicit pronunciation	Yes. In half of the units	No	Yes. In half of the units		Yes. In 4 of 5 units	Yes. In 3 of 5 units	No	Yes. Once a unit	5 books
No. of tasks	3	0	3		4	3	0	6	19 tasks (40%)

Table 29. Overview of pronunciation presence in 2nd cycle coursebooks 2020-2021¹⁹⁸

The above overview of pronunciation in 2nd cycle coursebooks suggests a notable increase of the presence of explicit pronunciation instruction (from 41.7% in the 1st cycle to 73.3% in the 2nd cycle) as only 4 out of 15 coursebooks do not address the skill (both textbooks from the *Celebrate* series, *HighFive 5* and *English Plus 1*). It is surprising to find that in the case of the *HighFive* series the authors have decided not to include pronunciation in year 5 but include it 3 times in year 6. It is equally surprising to find that OUP introduces two coursebooks from two different series in the 2nd cycle (*Now You* in year 5 and *English Plus* in year 6), further revealing how global coursebooks are not

¹⁹⁸ See Annex 18 for further details on 5th grade coursebooks and Annex 19 for 6th grade textbooks.

specifically adapted to each country and how it is much easier for an international publishing house to use coursebooks from different series to meet the standards set out by the Portuguese ME. Nevertheless, 3 global coursebooks (the *Flash* series and *Now You 5*) address this skill, though only once per unit. The remaining coursebooks (with the exception of *Pop Up 5*) feature pronunciation in half or more than half of the learning units. As in 1st cycle coursebooks, and anticipating the results of Section 5.3.2, the main focus of the exercises is to lead the learner to some variation of the *listen and repeat* technique. It is also worth noting that pronunciation is presented in pron slots and no coursebook integrates pronunciation with the other language skills.

Further reflection on why there is a superior presence of explicit pronunciation exercises in 2nd cycle coursebooks over 1st cycle ones is related to the curricular goals. For instance, in grade 5, descriptor one and two focus on segmental objectives, the first emphasizes the pronunciation of individual sounds in words in isolation and the latter underlines the articulation of words in the context of connected speech; whereas the third descriptor deals with intonation, one of the areas of suprasegmental phonology, clearly adopting a bottom-up approach. By contrast, in grade 6, none of these issues is addressed, causing concern regarding the progressive acquisition and mastery of this skill. However, contrary to the expectation set by the curricular goals of grade 6, which do not address any issues regarding pronunciation, most grade 6 books do feature samples of explicit pronunciation. At this stage, the inclusion of such tasks appears to be done in an ad hoc manner and not necessarily by following all the guidelines of the curricular goals.

Table 30 presents the overall presence of pronunciation in 3rd cycle coursebooks.

Analysis of ELT Coursebooks Regarding Pronunciation

7 th grade coursebooks											
	Local						Global				Total
Textbook titles	Be the Change 7	Download 7	Ilearn 7	Iteen 7	Move on 7	Swoosh 7	English in Motion 7	Hot Spot 7	Next Move 7	Your Turn 7	10 books
Presence of explicit pronunciation	No	No	No	No	Yes In one unit	No	Yes Twice per unit	Yes In 6 of 7 units	Yes Once a unit	Yes Once a unit	5 books
No. of tasks	0	0	0	0	1	0	16	7	9	9	42 tasks (51.2%)
8 th grade coursebooks											
	Local						Global				Total
Textbook titles	Catch up 8	Iteen 8	Move on 8	New Wave Revolution 8	Swoosh 8	Upgrade 8	English in Motion 8	Hot Spot 8	Next Move 8	Your Turn 8	10 books
Presence of explicit pronunciation	No	No	No	No	No	No	Yes. Once a unit	Yes. In 4 of 7 units	Yes. Once a unit	Yes. Once a unit	4 books
No. of tasks	0	0	0	0	0	0	9	4	9	9	31 tasks (37.9%)
9 th grade coursebooks											
	Local						Global				Total
Textbook titles	Iteen 9	Move on 9	New Wave Revolution 9	Swoosh 9	UDare 9	Upgrade 9	Project discontinued by the publisher	Hot Spot 9	Next Move 9	Your Turn 9	9 books
Presence of explicit pronunciation	No	No	No	No	No	No		No	Yes. Once a unit	No	1 book
No. of tasks	0	0	0	0	0	0		0	9	0	9 tasks (10.9%)

Table 30. Overview of pronunciation in 3rd cycle coursebooks 2020-2021¹⁹⁹

¹⁹⁹ See Annex 20 for further details on 7th grade coursebooks, Annex 21 for 8th grade textbooks and Annex 22 for grade 9.

The role pronunciation plays in the 3rd cycle textbooks shows a markedly different picture from what was outlined for the 2nd cycle. While the 2nd cycle revealed a notable increase of the presence of explicit pronunciation instruction (73.3%), pronunciation instruction only accounts for approximately 35 per cent of the coursebooks approved for the 3rd cycle. Firstly, with the exception of one coursebook in grade 7, (*Move on*, which presents a single exercise where learners are to listen to the different regular verbs in the past simple and classify their endings accordingly), locally-produced Portuguese ELT coursebooks do not account for explicit pronunciation instruction in the 3rd cycle, which also means that it is abandoned from level A2+ and beyond. However, globally produced textbooks do present such activities in a comprehensive way in grades 7 and 8 while in grade 9 only *Next Move 9* does so, suggesting that global coursebooks also tend to abandon explicit instruction at higher levels.²⁰⁰ Intriguingly, while the curricular goals do not make any reference to the development of phonetic and phonological skills from grades 6 to 8, in grade 9 there is an overarching objective that aims to have learners “(re)produce previously prepared oral texts, with proper pronunciation and intonation”. While pronunciation is not meant to only deal with the articulation of sounds and words in isolation, it is extremely complex to meet this objective without a comprehensive and progressive set of goals starting from grade 3. The following table summarizes the data presented so far.

	Coursebook overview			
	1 st cycle	2 nd cycle	3 rd cycle	Total
Coursebooks	12 21.4%	15 26.8%	29 51.8%	56 100%
Coursebooks showing explicit pronunciation	5 41.7%	11 73.3%	10 34.5%	26 46.4%
No. of exercises	25 16.2%	47 30.5%	82 53.3%	154 100%
Average no. tasks per book	5	4.3	8.2	

Table 31. Overview of coursebooks (2020-2021)

²⁰⁰ While the OUP textbook *Your Turn* decides not to feature explicit pronunciation in the year 9 coursebook, it does include it as a subsidiary section at the end of the workbook, a decision which is a drawback for pronunciation teaching/learning as workbooks are not compulsory in Portuguese public schools. The coursebook series by Express Publishing (*Hot Spot*) abandons presenting pronunciation in its components and the *English in Motion* series is discontinued due to low sales.

Analysis of ELT Coursebooks Regarding Pronunciation

Considering the above, 41.7 per cent of 1st cycle coursebooks account for explicit pronunciation instruction, the average number of exercises per book being 5. The presence is significantly increased to 73.3 per cent among 2nd cycle textbooks. However, the average number of exercises decreases to 4.3. Lastly, only 34.5 per cent of 3rd cycle coursebooks present explicit instruction but have the highest average of exercises, namely 8.2. Though the percentage of books featuring pronunciation in the 1st cycle is relatively close to that of the 3rd cycle (41.7% vs. 34.5%), the latter books display a notably higher average number of pronunciation exercises (8.2 v. 5); whereas in the 2nd cycle, which has the greatest number of books featuring pronunciation (73.3%), the average number of exercises is lowest: 4.3. Furthermore, the total number of explicit pronunciation exercises per learning cycle rises from 25 (16.2%) in 1st cycle coursebooks to 47 (30.5%) in the 2nd cycle and to 82 (53.3%) in the 3rd cycle. This gradual increase in number of exercises does not correlate with the frequency of books featuring pronunciation tasks nor with the average rate of tasks per book. Though the increase of number of exercises correlates with the increase of books featuring pronunciation in the 1st and 2nd cycles, the correlation is truncated in the 3rd cycle, where the fewest number of books with pronunciation tasks display the highest frequency of exercises, which also imprints on the highest rate of exercises per book. This may be partially explained by the higher importance given to pronunciation by global coursebooks, particularly in the 3rd cycle. Global coursebooks tend to address pronunciation in a systematic way, often once per unit, while locally-produced textbooks do not tend to include it once per unit. While this explanation may only partially explain this phenomenon, it does seem that there is a level of laissez-faire approach when it comes to including pronunciation in coursebooks.

In an attempt to shed more light on the general presence of pronunciation in the coursebooks currently in use in Portugal (2020–2021), a scale was designed to outline the overall presence of pronunciation:

1. Abundantly: explicit pronunciation instruction is featured more than once in each unit.
2. Frequently: explicit pronunciation instruction is featured once in each unit.
3. Sometimes: explicit pronunciation instruction is featured in half or over half of the featured units.
4. Rarely: explicit pronunciation instruction is featured in less than half of the units.
5. Never.

Applying this scale to the coursebooks used in the 2020-2021 school year renders the following depiction of the general presence of pronunciation:

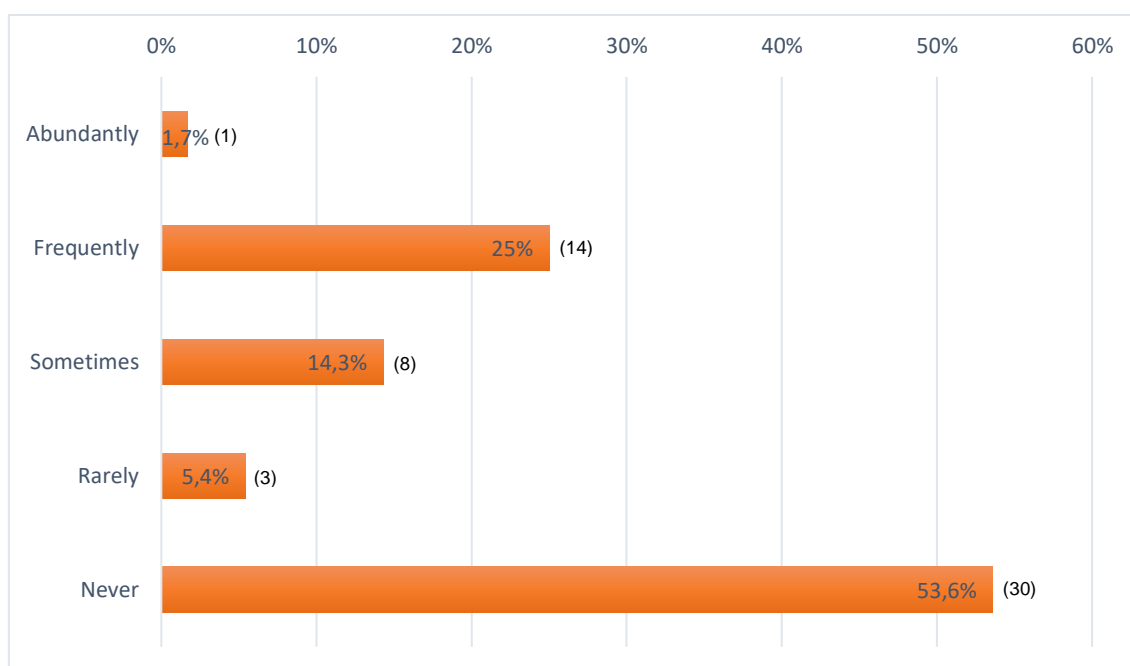


Figure 1. Presence of explicit pronunciation exercises in ELT coursebooks from grades 3 to 9 (2020-2021)

From the 56 coursebooks currently in use, 53.6 per cent (30 coursebooks) do not present any form of explicit pronunciation instruction. This provides a concerning outcome. While there is an increasing number of academic contributions in the field of pronunciation, this initial outline does suggest that pronunciation is the Cinderella of ELT and, at least in Portugal, tends to be neglected by coursebooks. Given that textbooks play a central role in the classroom and in the Portuguese context they are certified by the ME for official instruction, one would expect to find pronunciation in every coursebook, integrated with other language skills. To forward this analysis, the following figure compares the overall presence of pronunciation among locally-produced coursebooks as opposed to global ones.

Analysis of ELT Coursebooks Regarding Pronunciation

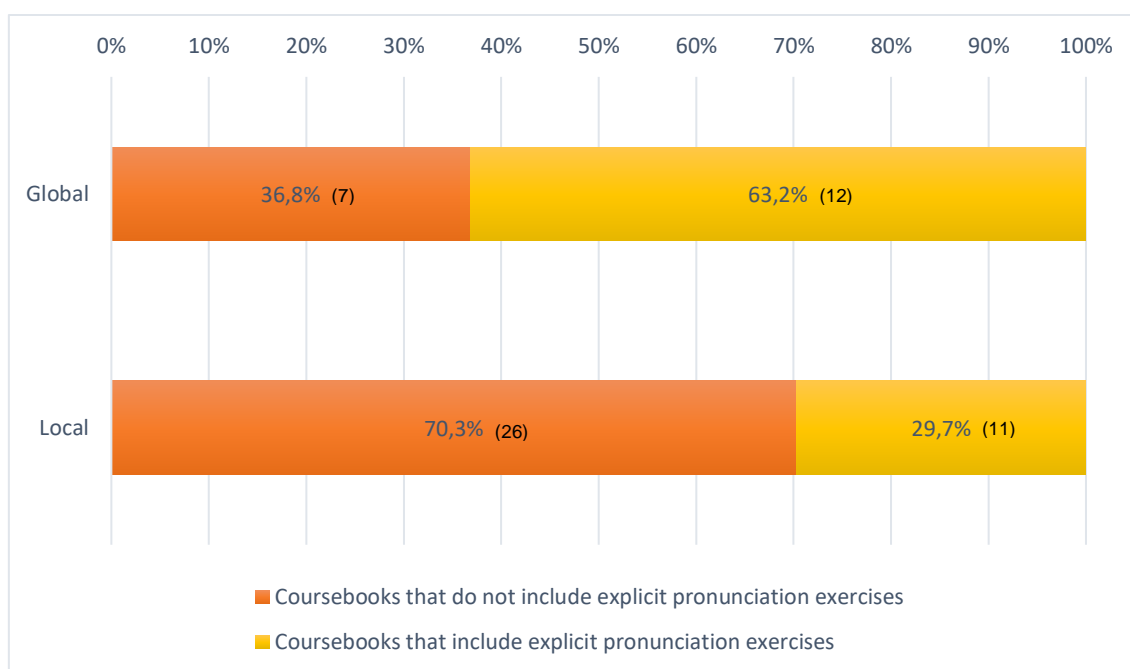


Figure 2. Presence of explicit pronunciation exercises in local v. global coursebooks (2020-2021)

While the total number of coursebooks that include explicit pronunciation instruction is similar between local and global coursebooks, when considering the total number of certified coursebooks for compulsory education, it is evident that, after normalizing the frequencies, pronunciation occurs with a markedly higher frequency in global coursebooks (63.2%) than in local coursebooks, where pronunciation is reduced to less than half (almost 30%).²⁰¹ At this stage of the analysis, it is possible to argue that the curricular goals do not account for the progressive acquisition and mastery of pronunciation. While global coursebooks present explicit pronunciation tasks more frequently than locally-produced ones, global textbooks are designed to reach the widest audience possible and are not explicitly catered for Portuguese learners like locally-produced ones. Additionally, given the role of global coursebooks, it is understandable that the pronunciation areas of global coursebooks are the same for Portuguese, Spanish, French or other learners and likely provide an inefficient approach since the needs of the learners will change depending on their L1. Further research is necessary to establish the frequency with which this happens among global coursebooks.

²⁰¹ Moreover, while global coursebooks tend to present explicit pronunciation at least once per unit, that is not the case for locally-produced coursebooks.

5.3.2. General discussion of pronunciation in Portuguese coursebooks used in the 2020-2021 school year per learning cycle

By revisiting the 154 exercises identified in the above coursebooks, an exercise-by-exercise analysis was conducted to identify the different types of activities that comprise each exercise per grade and learning cycle. The results of this analysis are outlined in Table 32.

Analysis of ELT Coursebooks Regarding Pronunciation

	1 st cycle			2 nd cycle			3 rd cycle				Total
	Year 3	Year 4	Subtotal	Year 5	Year 6	Subtotal	Year 7	Year 8	Year 9	Subtotal	
Listen and repeat	11	13	24 15.9%	19	18	37 24.5%	39	32	19	90 59.6%	151 42.8%
Listen	-	-	0	2	1	3 6.3%	15	16	14	45 93.7%	48 13.6%
Listen, check and repeat	-	-	0	-	-	0	12	3	5	20 100%	20 5.7%
Write / Complete	-	-	0	6	1	7 38.9%	7	1	3	11 61.1%	18 5.1%
Listen and tick	-	-	0	5	-	5 31.3%	5	3	3	11 68.7%	16 4.5%
Listen and underline / mark the stress	-	-	0	7	-	7 53.8%	3	1	2	6 46.2%	13 3.7%
Listen and point	6	6	12 100%	-	-	0	-	-	-	0	12 3.4%
Copy	-	-	0	-	-	0	5	4	-	9 100%	9 2.5%
Listen and check	-	-	0	1	-	1 11.1%	5	-	3	8 88.9%	9 2.5%
Say	-	-	0	7	-	7 87%	1	-	-	1 13%	8 2.3%
Circle	-	-	0	-	1	1 14%	5	1	-	6 86%	7 2.0%
Give to a partner to say	-	-	0	6	-	6 100%	-	-	-	0	6 1.7%
Listen and classify	-	-	0	-	1	1 16.7%	2	3	-	5 83.3%	6 1.7%
Find	-	-	0	1	2	3 60%	-	-	2	2 40%	5 1.4%
Think of more words	-	-	0	-	-	0	4	1	-	5 100%	5 1.4%
Ask and answer / Practise with a partner	-	-	0	2	-	2 50%	-	-	2	2 50%	4 1.1%
Draw an arrow	-	-	0	2	-	2 50%	1	-	1	2 50%	4 1.1%
Listen and match	-	-	0	-	-	0	1	-	2	3 100%	3 0.8%
Listen and write	-	-	0	-	-	0	2	-	1	3 100%	3 0.8%
Read	-	-	0	-	-	0	2	-	-	2 100%	2 0.6%
Clap	-	-	0	1	-	1 100%	-	-	-	0	1 0.3%
Listen and choose	-	-	0	-	1	1 100%	-	-	-	0	1 0.3%
Listen and count	-	-	0	-	-	0	-	-	1	1 100%	1 0.3%
Listen and find	1	-	1 100%	-	-	0	-	-	-	0	1 0.3%
Total no. of activities	18	19	37 10.4%	59	25	84 23.8%	109	65	58	232 65.8%	353 100%
Total no. of activity types	3	2	3 12.5%	12	7	15 62.5%	16	10	13	19 79.2%	24 100%

Table 32. Overview of pronunciation activities in 2020-2021 coursebooks

The above data clearly indicate the progressive increase in the number of activities per cycle: 37 (10.4%) in the 1st cycle, to 84 (23.8%) in the 2nd cycle and finally 232 (65.8%) in the 3rd cycle. Table 34 also suggests the favouring of receptive skills as in listening. In fact, the top 3 activities are: *listen and repeat*, which accounts for 151 activities (42.8%); *listen*, which includes 48 activities (13.6%); and *listen, check and repeat*, which comprises 20 activities (5.7%). Combined, these three activities account for 62.1 percent of the total range of activities. *Listen and repeat* is the main activity in all 3 learning cycles, representing 64.9 per cent of the total activities in the 1st cycle, 44 per cent in the 2nd cycle and 38.8 per cent in the 3rd cycle. The rate of occurrence of *listen and repeat* activities is also ascending: 15.9 per cent in the 1st cycle, 24.5 per cent in the second and 59.6 in the 3rd cycle, where one finds the highest concentration of explicit pronunciation activities. Moreover, the total frequency of occurrence of *listen and repeat* also contrasts notably with that of the identified productive activities as: *write/complete* in 18 activities (5.1%) or *say* in 8 activities (2.3%). Given the absence of more productive and interactive activities such as *practise with a partner* (which only represents 1.1%), it is somewhat surprising that this set of textbooks, designed between 2012 and 2016, rely so heavily on *listen and repeat* activities.

Regarding the total number of activities, 1st cycle coursebooks present less than half of the total number of activities when compared to 2nd cycle ones (10.4% vs. 23.8%) and within the 2nd cycle, year 5 textbooks stand out for doubling the ones featured in year 6 (70.2% vs. 29.8%). 3rd cycle coursebooks present a markedly higher number of activities compared to the others, nearly tripling the 2nd cycle and over 6 times as many as in the 1st cycle, particularly year 7 coursebooks (level A2). It is not clear why year 7 textbooks alone nearly equal (30.9%) the previous cycles (34.2%), considering that it reflects the beginning of lower secondary and sharply decreases in year 8 (18.4%) and 9 (16.4%). Additionally, as for the 24 activity types identified, 1st cycle coursebooks present the lowest variety, specifically 3 types (12.5%); 2nd cycle books increase significantly to 15 categories (62.5%); while, as expected from their frequency of activities, 3rd cycle textbooks display the widest typology, 19 (79.2%). Intriguingly, in all 3 cycles, the 1st level of each cycle presents the highest variety of activities, another specificity that cannot be explained at this point. Overall, and as shown in 5.3.1, the 3rd cycle, while being the cycle with the lowest presence of explicit pronunciation (34.5%), presents the highest average of exercises per book (8.2), as well as the highest number of activities (232; 65.8%) and activity types (19, 79.2%). While the overall low presence of pronunciation in the 3rd cycle does not conform with the remaining data presented, global coursebooks are responsible for the high number of activities and wide typology given that in this set of coursebooks only one locally-produced textbook includes explicit

Analysis of ELT Coursebooks Regarding Pronunciation

reference to pronunciation and only includes it once in the entire book. Furthermore, it is concerning that the current generation of ELT coursebooks, while in many instances ignoring pronunciation altogether, when included, do not provide a more contemporary approach to its instruction.

At this stage, it is also relevant to consider the phonological areas that are prioritized in Portuguese ELT coursebooks.²⁰²

	Coursebooks (2020–2021)							
	2 nd cycle			3 rd cycle				Total
	Year 5	Year 6	Subtotal	Year 7	Year 8	Year 9	Subtotal	
Vowels	5	6	11 23.4%	13	14	3	30 36.6%	41 31.8%
Consonants	14	9	23 48.9%	19	8	3	30 36.6%	53 41.1%
Stress placement	2	-	2 4.3%	4	4	2	10 12.2%	12 9.3%
Intonation patterns	5	3	8 17%	2	2	1	5 6.1%	13 10.1%
Dual focus	2	-	2 4.3%	2	-	-	2 2.4%	4 3.1%
Other	-	1	1 2.1%	2	3	-	5 6.1%	6 4.6%
Total no. of tasks	28	19	47 100%	42	31	9	82 100%	129 100%

Table 33. Pronunciation focus of 2020–2021 coursebooks

As seen above, the 2nd cycle coursebooks favour notably consonant practice (48.9%) over vowel practice (23.4%), whereas the focus is equal in the 3rd cycle (36.6%). Stress is notably more present in the 3rd cycle (12.2% vs. 4.3%), whereas the opposite is the case for intonation practice (6.1% vs. 17%). While there are no current academic insights to further interpret these results, it is worth considering both 2nd and 3rd cycle coursebooks simultaneously. The main priority among the exercises featured in ELT coursebooks concerns consonants, which represents approximately 41 per cent of the overall focus, followed by vowels, 31.8 per cent; intonation patterns amount to 10.1 per cent of the exercises; stress placement regards 9.3 per cent; 3.1 per cent present exercises that have a dual focus, that is, the exercise is centred on two pronunciation areas at the same time. For instance, in year 5 two tongue twisters deal simultaneously

²⁰² 1st cycle coursebooks were not considered in this analysis because they are the first designed for this level and do not allow posterior comparisons.

with consonants and vowels (see *Stand out 5*) and in year 7, one exercise focuses both on rhyme and rhythm (see *In Motion 7*) and another on stress and rhythm (see *Your Turn 7*). 4.6 per cent of exercises fall into the ‘other’ category: in grade 6, *Between 6* contains an exercise that focuses on contractions; in grade 7, one exercise focuses on contractions and another on linking (see *In Motion 7*); in grade 8, one exercise focuses on the phonetic alphabet (see *Your Turn 8*), one on linking (see *In Motion 8*) and another on *going to* in opposition to *gonna* (see *Next Move 8*). A deeper analysis reveals that the pronunciation of *s* is brought to the forefront in 2nd and 3rd cycle coursebooks 8 times, when it is not problematic for Portuguese L1 speakers. By contrast, the digraph *th*, which has two different pronunciations, /θ/ as in *think* and /ð/ as in *that*, and is somewhat problematic for beginners, is only addressed twice in the 2nd cycle and neglected in the 3rd cycle.

Stress placement and intonation patterns have a less prominent role in Portuguese ELT coursebooks, being featured 4 times less than consonant sounds. Given that the English language often compresses unstressed auxiliary verbs, for example, it would be beneficial to expose learners to sentence stress exercises at lower levels, something that does not happen in this sample; it is only featured twice in the 2nd cycle (and if we were to consider 1st cycle coursebooks, we would find it is non-existent). By contrast, 3rd cycle focuses more on stress placement than 2nd cycle coursebooks (12.2% vs. 4.3%). Given the similarities mentioned above, Brita Haycraft’s²⁰³ reflection on the importance of stress placement is in line with this reasoning:

[I]f our stressed words determine how we say the intervening unstressed structure words, why then do course books start with the single phonemes and go on to ‘connected’ speech? Sentence stress would be a far easier guide to speaking. What’s more, all English dialects use it.

The sooner foreign students get into the habit of stressing the relevant words, the sooner they’ll be able to communicate with English speakers – which is, presumably, their ultimate wish.

Grammar and vocabulary learning won’t be delayed by reminders of which words to stress. They’ll thrive in each other’s company.

Similarly, intonation is a significant contributor to help learners develop an L2 accent since learners will naturally carry over the intonation patterns from their L1 into English. While many intonation patterns are possible in English, Wells (2006: 2) clarifies its importance:

²⁰³ <https://www.britishcouncil.org/voices-magazine/teaching-how-stress-words-spoken-english-important> (accessed April 7th, 2021).

Analysis of ELT Coursebooks Regarding Pronunciation

[D]ifferent intonation patterns have different meanings. The difficulty is that the pattern the learner uses may not have the meaning he or she intends. Speakers of English assume that – when it comes to intonation – you mean what you say. This may not be the same as what you think you are saying.

Among the current set of coursebooks, intonation is relatively ignored in the 3rd cycle (referenced 5 times), which means that learners at an A level have very few opportunities to practice this feature, as opposed to consonants and vowels.

While there is not much published literature aimed to help European Portuguese learners address pronunciation issues, the English teacher Teresa Almeida d'Eça (2003) created a custom pronunciation dictionary to bridge the learner's L1 and the L2. While this proposition uses Portuguese sounds that correspond to English sounds (or are very similar), it is surprising to see that neither globally nor locally-produced materials build on the learner's L1 to raise awareness, given the similarities among languages. For instance, the English /ə/ sound, as in *banana*, is equivalent to the /a/ in *agora* (now in Portuguese) and in *about*. Perhaps this approach could potentially help learners reach their pronunciations goals.

In a nutshell, the current preference for the *listen and repeat* activity and all variations thereof presented in Table 34 seem somewhat ineffective for European Portuguese speakers. So far there is no indication that the selection of pronunciation tasks is informed by the priorities of the European Portuguese speaker, who seems to be exposed to exercises that will do very little to further develop an intelligible English accent, given the type of activity prioritized at present and the phonological aspects emphasized. In order to further the research, it is necessary to create a frame of comparison to investigate if the presence of explicit pronunciation instruction has increased or decreased over time within the Portuguese context, as well as determine if the receptive and repetitive nature of *listen and repeat* exercises as well as the emphasis on consonant and vowel features have changed over time. For this purpose, the next subsection will consider the immediate predecessors of the analysed book sample.

5.3.3. General presence of pronunciation in Portuguese coursebooks used in the 2010-2011 school year per learning cycle

To foster stronger conclusions regarding the general presence of pronunciation, 44 coursebooks corresponding to the different levels of the 2nd and 3rd cycle coursebooks were thoroughly analysed. Such books were in use in the 2011-2012 school year and

while representing an older generation of coursebooks, they are still relatively recent as they were all published well beyond 2001. As stated in Section 5.3.1, it is not possible to analyse ELT coursebooks used in the 1st cycle due to its later integration in the Portuguese curriculum. Nevertheless, the number of textbooks in each generation equals 44, providing a balanced overview, although the number of books per cycle in each generation is different. Moreover, as seen with the most recent coursebooks, the older generation of textbooks also presented a predominance of locally-produced materials that always outmatched the global ones.

Analysis of ELT Coursebooks Regarding Pronunciation

Overview of coursebooks used in 2011-2012						
	Level	Local		Global		First published
		Title	Publisher	Title	Publisher	
2 nd cycle	Year 5	Jump 5	Porto Editora	Friends 5	Santillana	2010
		My English Book	ASA			
		New Cool Kids 5	Texto Editora	Look! 5	Pearson-Longman	
		Special 5	Areal Editores	Upload 5	Express Publishing	
Tween 5		Areal Editores				
Way to Go 5	Porto Editora	Win! 5	OUP			
Year 6	Game On 6	Texto Editora	Friends 6	Santillana	2011	
	My English Book	ASA				
	New Cool Kids 6	Texto Editora	Look! 6	Pearson-Longman		
	Tween 6	Areal Editores	Upload 6	Express Publishing		
	Up! 6	Porto Editora				
Way to Go 6	Porto Editora	Win! 6	OUP			
3 rd cycle	Year 7	Cool Zone 7	Texto Editora	Bright Lights 7	OUP	2006
		New Getting On 7	Areal Editores			
		New Wave 1	Porto Editora	Step Ahead 7	Pearson-Longman	
		Plug & Play 7	ASA			
		Spotlight 1	Porto Editora	Winners 7	Express Publishing	
		Together 7	Lisboa Editora			
	Year 8	Cool Zone 8	Texto Editora	Bright Lights 8	OUP	2007
		New Getting On 8	Areal Editores	Step Ahead 8	Pearson-Longman	
		New Wave 2	Porto Editora	Winners 8	Express Publishing	
		Spotlight 2	Porto Editora			
	Year 9	Click me! 9	ASA	Bright Lights 9	OUP	2008
		Cool Zone 9	Texto Editora			
New Getting On 9		Areal Editores	Step Ahead 9	Pearson-Longman		
New Wave 3		Porto Editora	Winners 9	Express Publishing		
Spotlight 3		Porto Editora				

Table 34. Overview of coursebooks per cycle and per year (2011-2012)

In comparison with the coursebooks analysed for the 2020-2021 school year, the older generation features 25 per cent more coursebooks for the 2nd cycle (5 more books) but 21 per cent less for the 3rd cycle (5 less books). The same publishers operate in both generations of coursebooks, with the exception of locally-based publisher Plátano, which is not represented in earlier books. Comparatively, Santillana is represented in different cycles: in the earlier generation it was only present in 2nd cycle books, whereas in the more recent textbooks in the 3rd cycle.

The analysis of this set of coursebooks reveals that pronunciation is present in similar ways to the present generation of books inasmuch as, when explicit exercises focused on pronunciation are featured, they are presented in pron-slots and not fully integrated with other language skills. The following table outlines the overall presence of pronunciation in 2nd cycle coursebooks.

5 th grade coursebooks											
	Local						Global				Total
Textbook titles	Jump 5	My English Book 5	New Cool Kids 5	Special 5	Tween 5	Way to Go 5	Friends 5	Look! 5	Upload 5	Win! 5	10 books
Presence of explicit pronunciation	No	No	No	No	No	No	Yes. In 6 of 9 units	Yes. Once a unit	Yes. In 6 of 7 units	Yes. In 2 units	4 books
No. of tasks	0	0	0	0	0	0	6	9	6	2	23 tasks (48%)
6 th grade coursebooks											
	Local						Global				Total
Textbook titles	Game On 6	My English Book 6	New Cool Kids 6	Tween 6	Up 6	Way to Go 6	Friends 6	Look! 6	Upload 6	Win! 6	10 books
Presence of explicit pronunciation	No	No	Yes. In 2 of 4 units	Yes. In one unit	No	No	Yes. In 6 of 9 units	Yes. In 7 of 9 units	Yes. Once a unit	Yes. In one unit	6 books
No. of tasks	0	0	2	1	0	0	8	7	5	1	24 tasks (52%)

Table 35. Overview of pronunciation presence in 2nd cycle coursebooks 2011-2012²⁰⁴

Comparatively with the most recent generation of 2nd cycle coursebooks, and despite the modest overall increase in the number of coursebooks (25%), 50 per cent (10 out of 20 coursebooks) feature pronunciation in 2011-2012, whereas in the 2020-2021 set 73.3 per cent of textbooks (11 out of 15) do so. The 2011-2012 set presents the same number of explicit pronunciation tasks: a total of 47. While the number of tasks is the same, it is worth considering that pronunciation was present in 50 per cent of 2011-

²⁰⁴ See Annex 23 for further details on 5th grade textbooks and Annex 24 for 6th grade coursebooks.

Analysis of ELT Coursebooks Regarding Pronunciation

2012 coursebooks while it is present in 73.3 per cent of 2nd cycle in 2020-2021, hence the increase of overall presence of pronunciation in the second generation has not brought about a correlated increase in the number of exercises. Regarding the average number of exercises per book featuring pronunciation exercises, the number is similar: 4.3 in newer coursebooks vs. 4.7 in older ones. Taken together, while these data suggest that the presence of pronunciation is higher in the most recent 2nd cycle coursebooks, it is also clear that both past and present locally-produced materials either tend to avoid including explicit pronunciation instruction or provide a relatively low number of tasks, since there is no locally-produced coursebook that includes pronunciation in every learning unit. Given this, perhaps it would be more beneficial for the promotion of pronunciation to have it included in more coursebooks, especially those made in Portugal by Portuguese authors, even if explicit pronunciation tasks are not featured in every learning unit. This would allow more learners to have access to pronunciation practice and be exposed to a level of instruction that could be augmented by the teacher. Furthermore, given that the older 2nd cycle coursebooks were published prior to the curricular goals and were designed following the standards that were set out by the 90s curriculum, which did indeed present explicit phonological goals per learning cycle, it is not understandable why pronunciation is not present in every coursebook. When considering the inclusion of explicit pronunciation tasks in ELT coursebooks, there seems to be an ad hoc approach by authors, which would explain why the newer generation comprises a higher number of textbooks with explicit pronunciation, while the total number of exercises remain the same. This ad hoc approach would also account for why grade 7 coursebooks present more exercises than grades 5 or 6 textbooks together, as featured in the table below.

7 th grade coursebooks										
	Local						Global			Total
Textbook titles	Cool Zone 7	New Getting On 7	New Wave 1	Plug & Play 7	Spotlight 1	Together 7	Bright Lights 7	Step Ahead 7	Winners 7	9 books
Presence of explicit pronunciation	Yes. In one unit	Yes. In one unit	Yes. In one unit	Yes. In 5 of 6 units	No	No	Yes. In 4 of 9 units	Yes. Once a unit	Yes. Once a unit	7 books
No. of tasks	2	1	1	5	0	0	4	11	7	31 tasks (51.7%)
8 th grade coursebooks										
	Local				Global			Total		
Textbook titles	Cool Zone 8	New Getting On 8	New Wave 2	Spotlight 2	Bright Lights 8	Step Ahead 8	Winners 8	7 books		
Presence of explicit pronunciation	No	No	No	No	No	Yes. In 7 of 9 units	Yes. In 6 of 7 units	2 books		
No. of tasks	0	0	0	0	0	9	6	15 tasks (25%)		
9 th grade coursebooks										
	Local					Global			Total	
Textbook titles	Click me! 9	Cool Zone 9	New Getting On 9	New Wave 3	Spotlight 3	Bright Lights 9	Step Ahead 9	Winners 9	8 books	
Presence of explicit pronunciation	No	Yes. In 2 of 5 units	Yes. In 2 of 6 units	No	No	No	Yes. In 7 of 9 units	Yes. In 3 of 7 units	4 books	
No. of tasks	0	2	2	0	0	0	7	3	14 tasks (23.3%)	

Table 36. Overview of pronunciation in 3rd cycle coursebooks 2011-2012²⁰⁵

²⁰⁵ See Annex 25 for further details on 7th grade textbooks, Annex 26 for 8th grade coursebooks and Annex 27 for grade 9.

Analysis of ELT Coursebooks Regarding Pronunciation

Concerning the older 3rd cycle textbooks, pronunciation is present in 54.2 per cent of the coursebook, a noticeably higher number compared with the 34.5 per cent of the current generation. Alternatively, the average number of exercises per book is 4.7, which is significantly lower compared to the 8.2 average of the current generation. In both generations, grade 7 leads the pronunciation offer at a similar rate: 51.7 per cent (31 exercises) in older books against 51.2 per cent (42 exercises) in newer coursebooks. Nevertheless, there is no clear explanation to account for this higher presence of pronunciation in grade 7 than in the other two 3rd cycle grades. It is also worth noting that in both generations it is in grades 8 and 9 where exercises tend to be concentrated exclusively in the global coursebooks. Overall, it is very surprising that in both generations the coursebooks aimed for the lower levels (2nd cycle) have less activities than the ones for an intermediate level (3rd cycle). Table 37 summarizes the findings presented above.

	2 nd cycle		3 rd cycle	
	2020 – 21	2011 – 12	2020 – 21	2011 – 12
Presence of explicit pronunciation	73,3%	50%	34,5%	54.2%
Total no. of exercises	47 (36.4%)	47 (43.9%)	82 (63.6%)	60 (56.1%)
Average number of tasks	4.3	4.7	8.2	4.7

Table 37. Comparative overview of pronunciation presence over time (2011-12 vs. 2020-21)

While the presence of explicit pronunciation instruction in the 2nd cycle is higher in the current generation of coursebooks (73.3% vs. 50%), this is not the case for 3rd cycle coursebooks, where it is higher in the older generation (54.2% vs. 34.5%). Considering this, the above table indicates a lack of correlation between the presence of explicit pronunciation and both percentage of exercises and average number of exercises. Table 38 will present the diachronic variation between both generations of second and 3rd cycle coursebooks:

	2011-2012		2020-2021	
	2 nd and 3 rd cycle coursebooks	Average rate of exercises per book	2 nd and 3 rd cycle coursebooks	Average rate of exercises per book
Total no. of exercises	107	2.4	129	2.9
Total no. of books	44		44	

Table 38. Variation between 2011-2012 and 2020-2021 coursebooks

The above table suggests that the number of pronunciation exercises increased slightly over time, despite the high number of coursebooks that do not include it (50% in 2011-2012 and 52.5 in 2020-2021). In order to further the discussion, the same scale used in Section 5.3.2 was applied to the 2011-2012 coursebooks.²⁰⁶

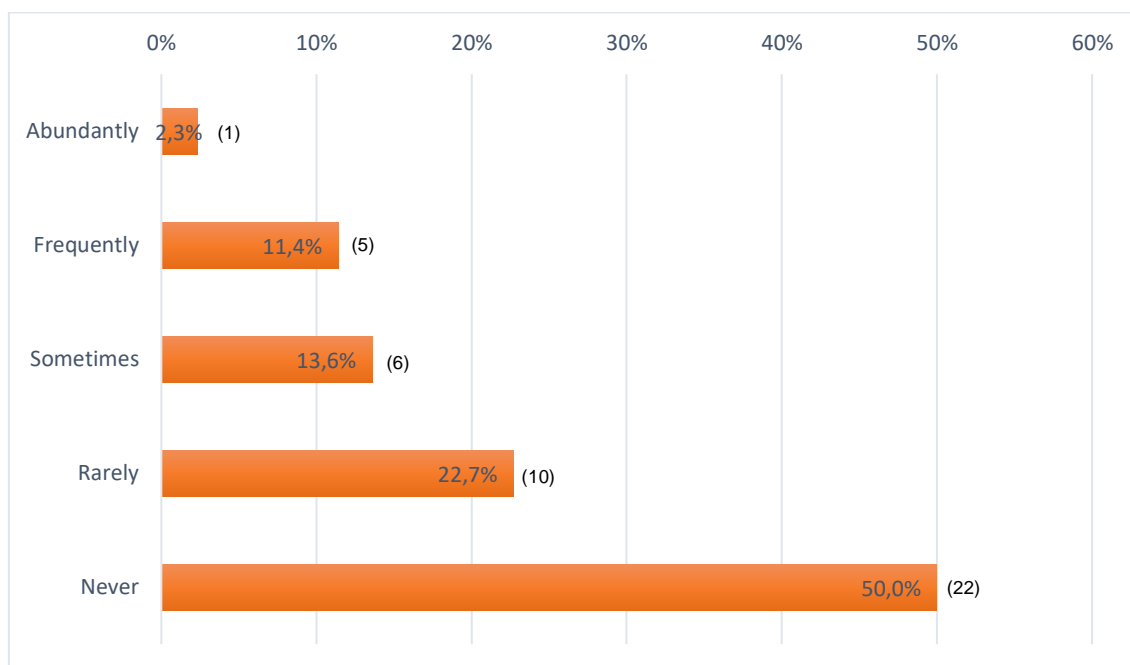


Figure 3. Presence of explicit pronunciation exercises in ELT coursebooks from grades 5 to 9 (2011-2012)

The overall presence of explicit pronunciation is concerning since 50 per cent of coursebooks neglect its inclusion and 22.7 per cent include it in less than half of the units. Alternatively, only 1 coursebook (2.3%) presents pronunciation more than once per unit and 5 (11.4%) offer it once per unit. Figure 4 compares the results from both generations.

²⁰⁶ For convenience, the scale used is repeated here:

- Abundantly: explicit pronunciation instruction is featured more than once in each unit.
- Frequently: explicit pronunciation instruction is featured once in each unit.
- Sometimes: explicit pronunciation instruction is featured in half or over half of the featured units.
- Rarely: explicit pronunciation instruction is featured in less than half of the units.
- Never.

Analysis of ELT Coursebooks Regarding Pronunciation

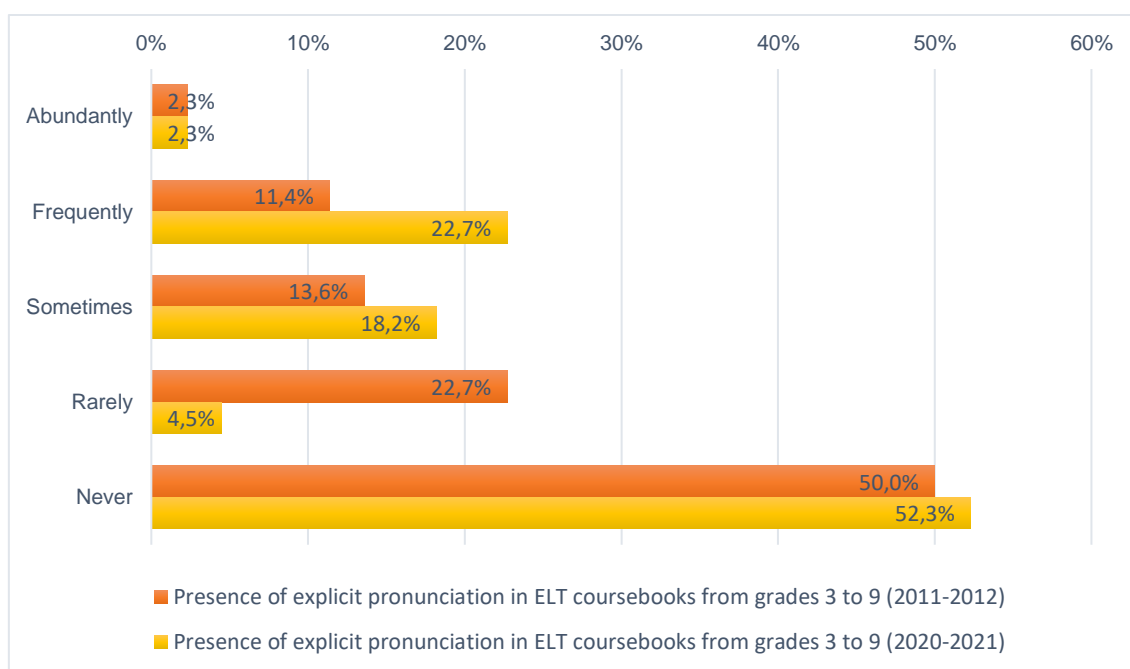


Figure 4. Comparative overview of the presence of explicit pronunciation presence over time (2011-12 vs. 2020-2021)

The overall similarities between the 2011-2012 and the 2020-2021 coursebooks include the same percentage of textbooks that include pronunciation abundantly (2,3%) and a comparable number of coursebooks that never include pronunciation (50% in older coursebooks and 52.3% in newer ones). The main shift concerns the increase of coursebooks that include pronunciation frequently (once per unit), which has doubled when compared with the older generation. While there is a slight improvement among the more recent generation of coursebooks, since the textbooks that do include pronunciation present a higher number of exercises, it is also the case that the overall number of textbooks that neglect pronunciation increases by 2.3 percent. While the shifts among these two generations are not major, the improvements are overshadowed by the 52.3 per cent that disregard it altogether. Regarding the distinction between global and local textbooks, as depicted in Figure 5, global coursebooks concentrate a higher number of the total pronunciation exercises.

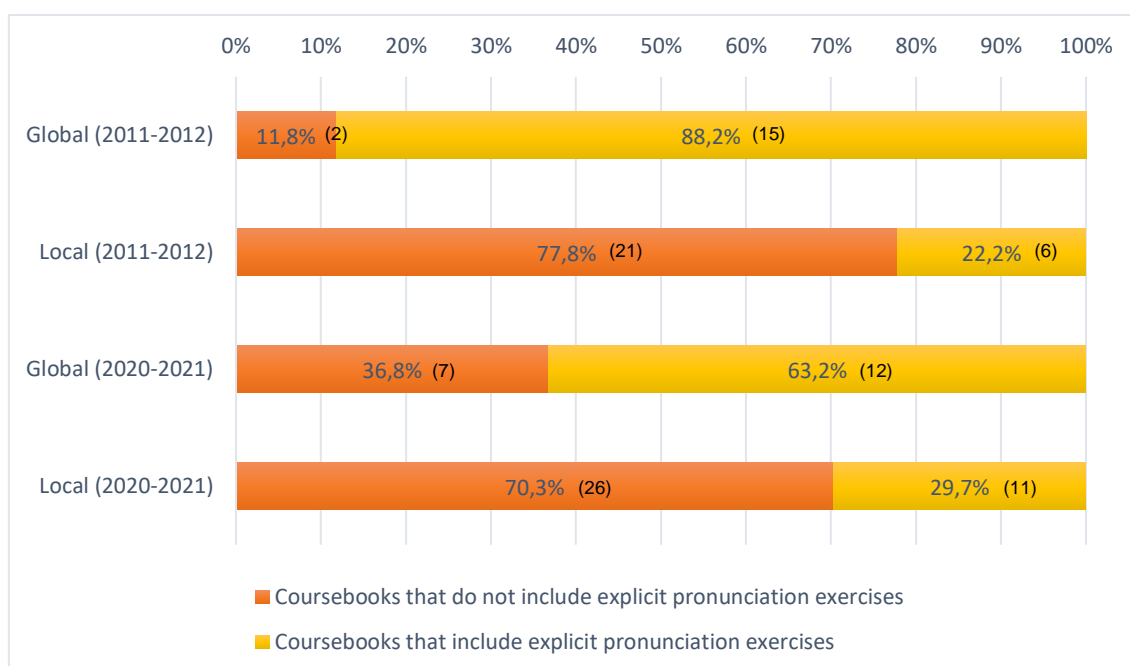


Figure 5. Presence of explicit pronunciation in local v. global textbooks (2011-2012 vs. 2020-21)

While in the 2011-2012 set of coursebooks, 88.2 per cent of global textbooks include some form of explicit pronunciation exercise(s), only 22.2 per cent of local coursebooks account for this sub-skill. Comparatively, the global coursebooks analysed from the 2020-2021 set also account for the higher presence of explicit pronunciation but at a lower frequency: approximately 63 per cent. Alternatively, the local coursebooks from the same school year account for a slightly higher presence: 29.7 per cent. Ultimately, this analysis confirms that global coursebooks tend to include explicit pronunciation exercises more frequently than locally-produced ones, although there seems to be some trend towards a decrease among global textbooks and a faint, and unexpected, indication towards an increase among local coursebooks. The next subsection will address the focus of the older coursebooks.

5.3.4. General discussion of pronunciation in Portuguese coursebooks used in the 2010-2011 school year

Similarly to Section 5.3.2, an exercise-by-exercise analysis was carried out to identify the different types of activities that comprise each exercise and allow a comparison with the more recent coursebooks. While the previous analysis of the 2020-21 set revealed 154 exercises and 353 activities, the older coursebooks include a lower number of total exercises, 105, and a lower number of activities: 214. Table 39 outlines the findings.

Analysis of ELT Coursebooks Regarding Pronunciation

	2 nd cycle			3 rd cycle				Total
	Year 5	Year 6	Subtotal	Year 7	Year 8	Year 9	Subtotal	
Listen and repeat	20	17	37 39.8%	32	13	11	56 60.2%	93 43.5%
Write / Complete	-	4	4 22.2%	9	4	1	14 77.8%	18 8.4%
Listen and tick	2	5	7 46.7%	2	6	-	8 53.3%	15 7%
Think of more words	4	-	4 28.6%	4	6	-	10 71.4%	14 6.5%
Listen and underline / mark the stress	-	1	1 7.7%	5	1	6	12 92.3%	13 6.1%
Listen and check	-	2	2 18.2%	3	3	3	9 81.8%	11 5.1%
Listen	-	4	4 44.4%	4	-	1	5 55.6%	9 4.2%
Ask and answer / Practise with a partner	-	1	1 14.3%	4	1	1	6 85.7%	7 3.3%
Listen and choose	5	-	5 83.3%	-	-	1	1 16.7%	6 2.8%
Say	-	-	0	1	2	3	6 100%	6 2.8%
Read	1	-	1 16.7%	2	-	3	5 83.3%	6 2.8%
Listen and Circle	2	2	4 100%	-	-	-	0	4 1.9%
Listen and classify	-	1	1 33.3%	1	-	1	2 66.7%	3 1.4%
Listen and write	-	1	1 33.3%	-	1	1	2 66.7%	3 1.4%
Listen and sing	2	-	2 100%	-	-	-	0	2 0.9%
Draw an arrow	-	-	0	-	-	1	1 100%	1 0.5%
Find	-	1	1 100%	-	-	-	0	1 0.5%
Guess	-	-	0	-	-	1	1 100%	1 0.5%
Make up gestures	-	1	1 100%	-	-	-	0	1 0.5%
Total no. of activities	36	40	76 35.5%	67	37	34	138 64.5%	214 100%
Total no. of activity types	7	12	16 84.2%	11	9	13	15 78.9%	19 100%

Table 39. Overview of pronunciation activities 2011-2012 coursebooks

Firstly, it is visible that this set of coursebooks presents a slightly smaller variety of activities (19) when compared to the most recent coursebooks (22). Similarly, older coursebooks also favour receptive skills, like listening, over more productive skills. *Listen and repeat* is by far the most frequently presented activity with 43.5 per cent of the activities, followed at a great distance by activities that require learners to complete or to write with 8.4 per cent, and *listen and tick* placing 3rd with 7 per cent of the activities. Also worth noting is that the presence of an open-ended style activity (*think of more words*), ranked fourth (6.5%) among older coursebooks, does not feature among the top activities of the more recent textbooks. The following figure illustrates the frequency of the most common activities occurring in both generations.

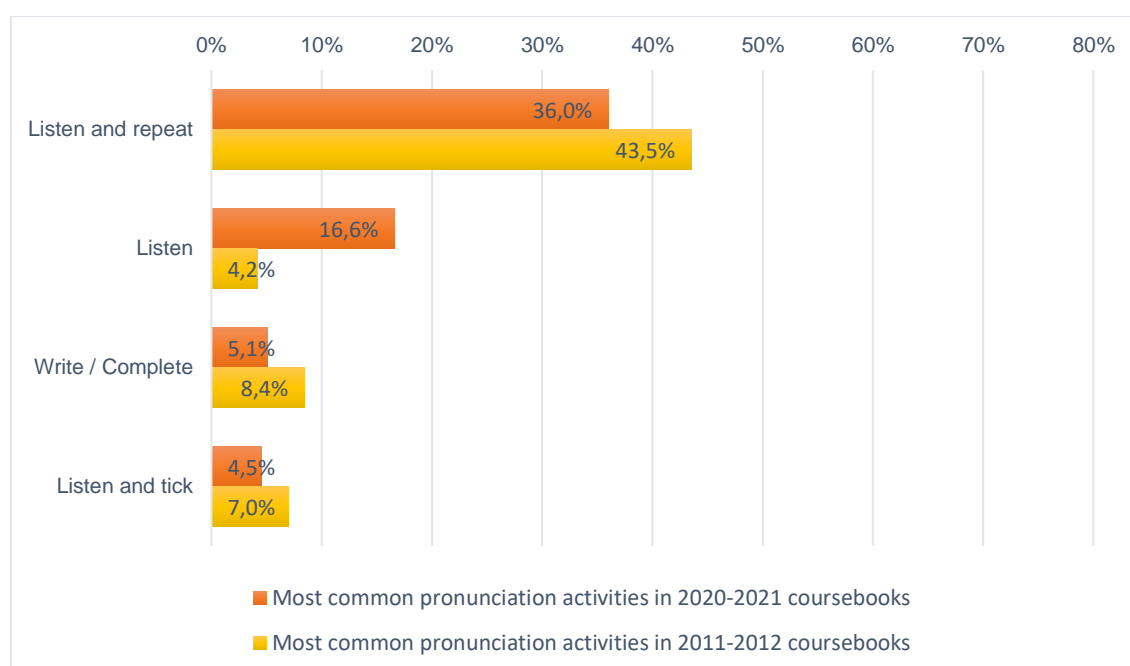


Figure 6. Comparative overview of the most common pronunciation activities over time (2011-12 vs. 2020-21)

Looking at the overall presence of *listen and repeat* activities, in the newer coursebooks it is represented in 36 per cent of the total activities, while it is present in approximately 44 per cent in the older generation. It is also worth noting that there is a significant increase of activities solely focused on listening from 4.2 per cent to 13.6 per cent in the more recent set. Listening combined with a complementary activity also places among the most common activities. This is the case of *listen and tick* which displays a similar occurrence in both sets: 4.5 per cent in newer textbooks versus 7 per cent in older ones. More productive activities such as *write and complete* are well under 10 per cent, specifically 5.1 per cent among the more recent coursebooks and 8.4 per cent among the older ones. The data presented in Figure 6 does not suggest that *listen*

and repeat has lost its hegemony in favour of more modern pronunciation activities. Overall, much reflection is required in the design of pronunciation activities for Portuguese ELT coursebooks in order to accommodate modern approaches to teaching and learning pronunciation.

Foreign research on the analysis of pronunciation may provide further insight; however, as mentioned earlier, there is not much research currently available to compare our data. Tergujeff (2010) found that pronunciation teaching activities in 16 Finnish EFL textbooks are traditional. However, the *listen and repeat* technique only reflected 18 per cent of the activities, which sharply contrasts with the data presented above. According to Tergujeff's (ibid.) research, Finnish EFL materials attempt to train learners' productive, receptive and theoretical skills. The researcher (ibid: 201) goes on explaining that

newer ideas are also adopted: authentic materials such as children's rhymes and comic strips are included in the exercises, and techniques from theatre arts are also used, e.g. lip-reading (ibid., pp. 309–310). Overall, the pronunciation activities are designed to be learner-centred, where the learners act as active doers (Morley, 1991), and some encourage metalinguistic processing (awareness raising activities, e.g. learning strategies).

However, there is no evidence of the same goal among the Portuguese ELT coursebooks, which privilege the repetitive nature of *listen and repeat*.

In Calvo's (2015) study, which focused on secondary level coursebooks (5 for 1st year *ESO*,²⁰⁷ 5 for 4th year *ESO* and 5 for 2nd year *bachillerato*²⁰⁸ learners), she found that pronunciation appears once or twice per unit in the student's books, isolated from other language skills, occupying "a small table in the corner of a particular page or half a page at the most" (ibid.: 471). Calvo (ibid.: 485) also found in her research that *listen and repeat* accounted for 145 activities in the student's book of secondary level coursebooks, which is surprisingly high given that the sample used in our study is much larger. Other recurrent activities included *listen and discriminate* or *mark*, which represented 58 activities and *listen and check* that amounted to 31 activities. According to the same author (ibid.: 485), such results provide the impression that "understanding native or non-native speakers of English is more important than learning how to actually pronounce English, that is, producing oral language". This is particularly true when considering that when productive tasks occur, they generally entail repetition. Additionally, the author suggests that emphasis is placed a lot more on listening than on

²⁰⁷ ESO stands for *Enseñanza Secundaria Obligatoria* (Compulsory Secondary Education).

²⁰⁸ Equivalent to the 12th grade.

speaking (ibid.: 486) and suggests there is evidence of an overbearing presence of *listen and repeat* activities where learners do not actually do anything with the words being repeated. Such a situation also happens to be the case for the books analysed in this study.

At this stage, it is essential to further understand the prominence of the *listen and repeat* activity. Sweeting (2021: 11) provides a relevant historical account of the role of *listen and repeat* in pronunciation instruction:

In the linguistic literature, some linguists refer to it as “the intuitive-imitative approach” (Celce-Murcia et al., 1996, p.2) and is historically the oldest pronunciation teaching method which has been en vogue in L2 teaching since the late nineteenth century (Kelly, 1969). [...]

Supporters of this approach also believed that rote imitation was conducive to Second Language Acquisition (SLA) because it led to “good habit formation” (Rivers, 1964). For them, all that was required for pronunciation instruction was an appropriate oral model of the target language spoken by the teacher or an audio recording for learners to imitate and receive correction. This approach is still current in L2 teaching around the world (Baker, 2014; Kirkova-Naskova, 2019), either as a teacher-led or self-study approach. In the current postmethod climate, a reliance on listen and repeat (Henderson et al., 2012) is incompatible with the current learner-centred and interactive philosophies of CLT.

While *listen and repeat* is still current in FL teaching around the world (Baker 2014), pronunciation instruction where learners are exposed to an adequate oral model, attempt to imitate such model and receive corrective feedback from their teacher does not account for variables such as teaching styles or –more importantly in contemporary classroom– the learner’s goals. Sweeting (2021: 13) does provide an additional point when suggesting that the work of authors such as Krashen and Terrell “have influenced the teaching of pronunciation in textbook writing and teacher training [...] towards perception and direct imitation of the incoming acoustic signal”. In this line, Chapter 7 will outline alternative approaches to the *listen and repeat* technique but, after the analysis of the coursebooks currently in use, it will also propose possible areas of adaptation or improvement as well as suggest alternative materials for pronunciation instruction compatible with CLT. Through Brinton’s (2012: 253) work, we know so far that alternatives tend to encourage “learners to attend simultaneously to form and meaning, requiring them to focus on the accurate production of the target form at the same time that they are challenged to use the form in communicative interchanges”, hence the use of games or puzzles –but not exclusively– offer the possibility of presenting pronunciation

Analysis of ELT Coursebooks Regarding Pronunciation

fully integrated with other language skills. Nonetheless, such approaches have not unequivocally been included by ELT authors for the purpose of pronunciation instruction.

To complete this analysis, it is also necessary to consider the phonological areas that are prioritized among older coursebooks. Table 40 summarizes the results.

	Coursebooks (2011–2012)							Total no.
	2 nd cycle			3 rd cycle				
	Year 5	Year 6	Subtotal	Year 7	Year 8	Year 9	Subtotal	
Vowels	12	8	20 42.6%	14	9	1	24 41.4%	44 41.9%
Consonants	8	10	18 38.3%	6	2	1	9 15.5%	27 25.7%
Stress placement	1	2	3 6.4%	6	3	6	15 25.9%	18 17.1%
Intonation patterns	1	3	4 8.5%	5	-	4	9 15.5%	13 12.3%
Dual focus	-	-	-	-	1	-	1 1.7%	1 1%
Other	1	1	2 4.2%	-	-	-	-	2 2%
Total no. of tasks	23	24	47 100%	31	15	12	58 100%	105 100%

Table 40. Pronunciation focus of 2011–2012 coursebooks

Table 40 reveals that vowel practice is almost the same in both cycles (42.6% vs. 41.4%) and ranks first among the suggested phonological areas. Surprisingly, consonant practice decreases to less than half in the 3rd cycle (38.3% vs. 15.5%). Both stress placement and intonation patterns increase notably from 2nd to 3rd cycle (6.4% to 25.9% in the case of stress placement and 8.5% to 15.5% when considering intonation patterns).

Overall, the main priority among the exercises featured in the last generation of ELT coursebooks concerns vowels, which represents approximately 42 per cent of the general focus, followed by consonants, 25.7 per cent; stress placement amounts to 17.1 per cent of the exercises; intonation patterns 12.3 per cent; 1 per cent present exercises that have a dual focus, whereas 2 per cent of exercises fall into the ‘other’ category (in grade 5, *Friends* has an exercise that focuses on singing a song; and in grade 6, one exercise focuses on *going to* in opposition to *gonna* (see *Look 6*)). Table 43 compares the pronunciation focus of both generations of books.

	2011 – 2012		2020 – 2021	
	No. of exercises	%	No. of exercises	%
Vowels	44	41.9%	41	31.8%
Consonants	27	25.7%	53	41.1%
Stress placement	18	17.1%	12	9.3%
Intonation patterns	13	12.3%	13	10.1%
Dual focus	1	1%	4	3.1%
Other	2	2%	6	4.6%
Total	105	100%	129	100%

Table 41. Comparative pronunciation focus over time (2011-12 vs. 2020-21)

The above outline indicates that, in both cycles, vowel practice presents almost the same number of exercises (44 in older coursebooks and 41 in newer ones). However, it places highest among the older set (41.9% vs. 31.8% in newer textbooks). On the other hand, consonant practice is higher among newer textbooks (25.7% in older coursebooks vs. 41.1% in newer ones). It is clear that vowels are the priority among the older coursebooks and consonants assume the main role in newer coursebooks. Stress placement nearly doubles in frequency when comparing older textbooks (17.1%) to the newer ones (9.3%), while intonation patterns are almost the same in both sets. Regrettably, no plausible explanation can be put forward to account for these shifts in importance. These results counter those found by Henderson and Jarosz (2014), who examined a sample of secondary school textbooks in France and Poland with the goal of discovering a variety of exercises leading toward communicative language practice. Their study revealed that the secondary school textbooks sampled did not provide much communicative material in relation to pronunciation, and pronunciation exercises did not tend to focus on the segmental level (French coursebooks only contained 24% of these exercises and Polish textbooks 25%) but on prosody (76% in French coursebooks and 75% in Polish), being intonation and stress the most common in both contexts.

Furthermore, and similarly to our findings so far, both sets of textbooks failed to provide exercises from the communicative end such as suggested by Celce-Murcia et al. (2010), which sanctions us to agree with Henderson and Jarosz (2014: 276) when they argue that it is up to the trained and experienced teacher to promote communicative pronunciation work, while teachers are often “time-starved and ill-equipped to design and deliver such work”.

Analysis of ELT Coursebooks Regarding Pronunciation

The following subsection will present an analysis of the latest coursebooks designed to replace the current grade 7 textbooks.

5.3.5. A look towards the future of pronunciation in ELT coursebooks

Considering the above and looking towards the future of ELT coursebooks in Portugal, Ordinance no. 11074/2020 set out the 2021-2022 school year as the moment when the current 7th year textbooks would be replaced with newer titles.²⁰⁹ Having been able to get advanced copies of these titles, it is worth noting that only eight books were certified for official use in the 2021-2022 school year.



Image 20. New year 7 coursebooks (2021)

The majority of publishing houses have returned with new titles. However, there is a reduction of global coursebooks from 4 in the 2020-2021 school year to 2 textbooks in this new generation. This implies that there are less options for teachers to choose from in this new set of coursebooks. There are currently no known reasons to explain this 20 per cent reduction, although it is possible that the COVID-19 pandemic has shifted the priorities of global publishing houses towards bigger markets. The following table outlines the new coursebooks per publisher:

²⁰⁹ The 7th grade coursebooks used in the 2020-2021 school year were initially launched in 2012.

Book	Publisher
All Stars 7	Porto Editora
Come Along 7	Raiz Editora
Digi Up 7	Express Publishing/Leirilivros
Engaging 7	Porto Editora
English Plus	OUP
Fly High 7	ASA
Top Teen 7	Areal Editores
What's Up? 7	Texto Editora

Table 42. New ELT coursebooks for the 2021-2022 school year

Following the same approach adopted in the previous subsections for comparative purposes, analysis of the new generation of year 7 coursebooks will first focus on the overall presence of pronunciation and frequency of exercises and then consider the variety of activity types. The following table presents the first results:

	7 th grade coursebooks								Total
	Local						Global		
Textbook titles	All Stars	Come along 7	Engaging	Fly High 7	Top Teen 7	What's up? 7	Digi Up! 7	English Plus	8 books
Presence of explicit pronunciation	Yes. In 2 of 5 units	Yes. In one unit	No	No	Yes. In 2 of 7 units	Yes. In one unit	Yes. Once per unit	No	5 books
No. of tasks	2	1	0	0	2	1	6	0	12 tasks

Table 43. Overview of pronunciation presence in new year 7 coursebooks (2021-2022)²¹⁰

Table 43 suggests that explicit pronunciation instruction is present in 62.5 per cent of new year 7 coursebooks, whereas in 2020-2021 it was only present in 50 per cent of the books and among the oldest set (2011-2012) it was noticeably higher, 77.8%. However, this specific set also entails a low number of exercises, only 12, which sharply contrast with the 42 identified in 2020-2021 and the 31 in 2011-2012.

²¹⁰ See Annex 28 for further information on the new grade 7 coursebooks.

Analysis of ELT Coursebooks Regarding Pronunciation

The new generation of year 7 coursebooks potentially offers fewer opportunities to expose learners to explicit pronunciation instruction. Using the input from the 3 generations of year 7 coursebooks, it is possible to calculate its diachronic variation on the basis of the average rate of exercises per book:

	2011-2012		2020-2021		2021-2022	
	No. of exercises	Average rate of exercises per book	No. of exercises	Average rate of exercises per book	No. of exercises	Average rate of exercises per book
Total no. of exercises	31	3.4	42	4.2	12	1.5
Total no. of books	9		10		8	

Table 44. Variation among year 7 coursebooks over time (2011-2012 vs. 2020-2021 vs. 2021-2022)

It is evident from Table 44 that there is slight improvement in the average rate of pronunciation exercises per book among year 7 coursebooks in 2011-2012 and 2020-2021, but a drastic decrease in the future 2021-2022 generation. The consequence of such a reduction remains to be studied and will require for the remaining books of this cycle to be published to compare results between the 3 sets of coursebooks. By applying the scale designed to establish the presence of pronunciation among the 3 generations of year 7 coursebooks, the results are as follows:

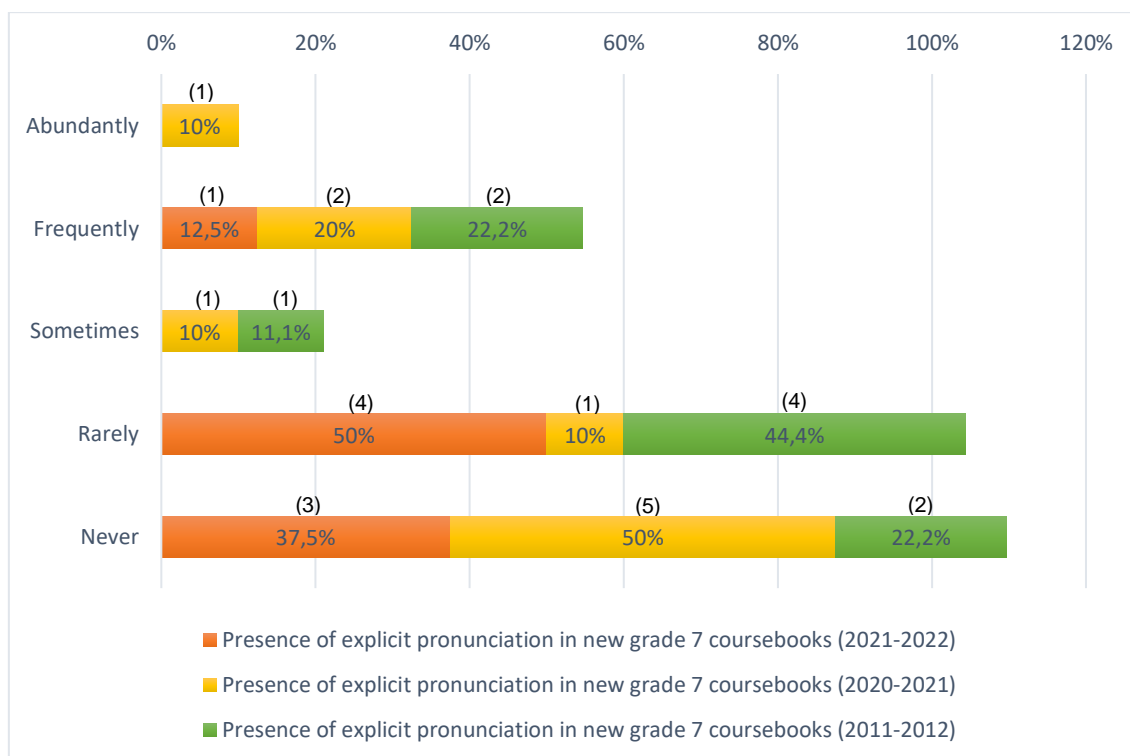


Figure 7. Presence of explicit pronunciation in new grade 7 coursebooks over time

Perhaps the first noticeable finding is the reduced number of coursebooks that offer pronunciation in frequent or abundant number (only a single coursebook offers explicit pronunciation practice more than once per unit). Furthermore, while diachronically the 2020-2021 generation offers the highest number of exercises, it is also in this generation that 50 per cent of the coursebooks never include any specific pronunciation-related task. Figure 7 also shows that the coursebooks that rank top are the ones that never or only rarely feature pronunciation, revealing that the future generation ranks highest (87.5%), followed by the oldest set (66.6%), while surprisingly the 2020-2021 generation ranks lowest with 60%.

Regarding the 12 exercises identified in the new generation of year 7 coursebooks, a total of 23 activities were acknowledged, which constitutes a decrease of 78.9 per cent compared to the previous generation of grade 7 coursebooks, which presented a total of 109 activities. Table 47 compares the occurrence of the activities identified in the new year 7 coursebooks with previous sets in order to understand if a specific activity type appears more frequently among the newer coursebooks.

	Year 7 (2011-2012)	Year 7 (2020-2021)	Year 7 (2021-2022)
Listen and check	3 4.5%	5 4.5%	11 47.9%
Listen and repeat	32 47.8%	39 35.7%	5 21.8%
Listen and underline / mark the stress	5 7.4%	3 2.7%	3 13%
Write / Complete	9 13.4%	7 6.4%	2 8.7%
Listen	4 5.9%	15 13.7%	1 4.3%
Say	1 1.4%	1 0.9	1 4.3%
Total no. of activities	67 100%	109 100%	23 100%
Total no. of activity types	11 57.9%	16 66.7%	6 100% ²¹¹

Table 45. Overview of pronunciation activities in year 7 coursebooks over time

²¹¹ Because new year 8 and 9 coursebooks have not been published at the moment this research has been carried out, it has not been possible to establish the overall number of activity types among 3rd cycle coursebooks among the future generation of textbooks. Therefore, the total number of activity types in year 7 (2021-2022) coursebooks equals 100%.

The new generation of year 7 coursebooks clearly favours receptive skills over productive ones, in line with what was identified for older coursebooks. While the number of *listen and repeat* activities is significantly lower in newer coursebooks, it has been replaced by *listen and check*, which has a significant presence and increase over time. Percentagewise, it is also worth noting that *listen and underline/mark the stress* ranks relatively high (13%) in relation to prior periods. In fact, receptive activities (*listen and check*, *listen and repeat*, *listen and underline/mark the stress*, and *listen*) decreased from 65.6 per cent in the 2011-2012 set to 56.5 per cent in the 2020-2021 generation, which is a positive decrease. However, there is a drastic increase to 87 per cent in 2021-2022 textbooks. More information is required to foster further analysis, which will only be possible after the publication of the remaining 3rd cycle coursebooks that will allow one to draw more comparisons among 3 separate generations of textbooks.

Overall, the new generation of year 7 coursebooks provides fewer opportunities to teach and learn pronunciation explicitly. The variety of tasks have also been reduced from 11 in the oldest set and 16 in the current generation to 6, and the same regards the total number of activities, which is almost 5 times lower when compared to the 2020-2021 set of year 7 textbooks (109 vs. 23). This suggests that the earlier argument concerning the benefits of having more coursebooks include explicit pronunciation tasks, at the expense of having fewer exercises, in hopes of fostering further access to pronunciation practice and exposure is flawed, given that it does not guarantee that the best exercises and activities will be provided to the learner. The 2021-2022 generation of year 7 coursebooks, even though certified for official use, do not translate innovative approaches to teaching and learning pronunciation.

5.4. Key findings

Chapter 5 has presented a comprehensive view of the state of pronunciation in ELT coursebooks in the Portuguese context. While recent research such as Sweenting (2021: 1) argues that “current research into L2 pronunciation is becoming increasingly robust”, not much research has been focused on pronunciation, nor on ELT coursebooks in Portugal, therefore, this first main study has tried to throw some light into the field. Concerning the results presented in this chapter, the overall presence of explicit pronunciation in 2nd and 3rd cycle coursebooks has been established by contrasting an older set of textbooks from 2011-2012 with more recent ones (2020-2021). The results allow one to conclude that the number of coursebooks that do not include any form of explicit pronunciation is high: 50 per cent in older coursebooks and 52.3 per cent in newer

ones (see Figure 4). On the other hand, the number of coursebooks that provide an abundant number of activities is extremely low, 2.3 per cent (1 coursebook) in the 2020-2021 set. The most significant shift concerns the decrease in the number of textbooks that rarely includes pronunciation activities: 22.7 per cent (10 coursebooks) in 2011-2012 to 4.5 per cent (2 coursebooks) in 2020-2021, which suggests a slight improvement in this context. Considering that the curricular goals did not provide a consistent and progressive acquisition and mastery of pronunciation, it is not possible to account for this slight shift, particularly when considering that the 90s programme did provide a clear set of phonological goals for the 2nd and 3rd cycle (see Chapter 3). While it is positive that there are more textbooks that include pronunciation once per unit in the most recent generation of coursebooks, it is very concerning that over half of the coursebooks do not provide any focus on explicit pronunciation instruction.

Considering the introduction of new year 7 textbooks, it is possible to argue that the inclusion of explicit pronunciation instruction is decreasing sharply both in the total number of tasks as well as in the variety of activities. Furthermore, it is highly likely that Portuguese ELT learners go through the public educational system without ever being exposed to a coursebook that addresses pronunciation explicitly and in a coherent fashion. Comparing the number of activities among the 3 generations of year 7 coursebooks, the textbooks used in 2011-2012 school year presented a total of 31 exercises, while the ones used in 2020-2021 presented a slight increase, 42 exercises; this is partially explained by the higher number of global coursebooks and the fact that these coursebooks concentrate the highest number of exercises and activities. However, the next generation of grade 7 coursebooks only features a total of 12 exercises among 8 coursebooks, all certified for this purpose (as mentioned in the previous section, 3 textbooks never include the skill, 4 rarely include it and only 1 includes it frequently). This equals over 3 times less exercises when compared with year 7 coursebooks used in 2020-2021 and 2011-2012, more specifically, a decrease of 61.3 per cent and 71.5 per cent, respectively. The publication of the next generation of grade 8 and 9 coursebooks will allow to further this analysis and provide further outcomes.

Regarding the type of pronunciation activities detected in the main set of textbooks analysed, it has become evident that the focus is on receptive skills, specifically listening and some variation of *listen and repeat*, *listen and tick* or *listen and underline/mark the stress*. Table 48 provides more information on these findings:

Analysis of ELT Coursebooks Regarding Pronunciation

	Most common pronunciation activities in 2011-2012 coursebooks	%		Most common pronunciation activities in 2020-2021 coursebooks	%
Listen and repeat	93	43.5	Listen and repeat	151	42.8
Write / Complete	18	8.4	Listen	48	13.6
Listen and tick	15	7	Listen, check and repeat	20	5.7
Think of more words	14	6.5	Write / Complete	18	5.1
Listen and underline / mark the stress	13	6.1	Listen and tick	16	4.5

Table 46. Most common activities in ELT coursebooks 2011-2012 vs. 2020-2021

Overall, pronunciation exercises and activities in Portuguese ELT coursebooks are considerably conservative in their approach and have not deviated significantly even though they were created in different moments, with different curriculums and in many cases by different authors. Furthermore, on the few occasions that productive skills are included, positive changes –as is the increase of such activities– were not notorious: *write/complete* reflect 8.4 per cent in 2011-2012 coursebooks and 5 per cent of activities in 2020-2021 coursebooks. Bridging the students' L1 and the L2, as suggested by Teresa Almeida d'Eça (2013), could provide a valuable source of pronunciation awareness for the learner, but such a proposition remains widely untested and has yet to be formally included in ELT materials.

Ultimately, the analysis presented in this chapter has confirmed that global coursebooks tend to include explicit pronunciation exercises more frequently (88.2% in 2011-2012 and 60% in 2020-2021) than locally-produced ones, where its presence is under 30 per cent (22.2% in 2011-2012 and 29.7% in 2020-2021). Also, when considering the above results, as well as the data gathered from the new grade 7 coursebooks, pronunciation is not only majorly neglected by locally-produced ELT materials, but no evidence has been found to suggest it is integrated with other language skills. This data seems to validate Adrian Underhill's (2005) claim that pronunciation is the Cinderella of language teaching. Moreover, considering the phenomenon of coursebook cloning mentioned in Part I, locally-produced coursebooks have been the best sellers throughout the different levels analysed and over the years. Since these textbooks do not provide any pronunciation instruction, or include it in rare instances,

one may hypothesise that this is one of the causes for its neglect among half or over half of the coursebooks, depending on the generation analysed. Additionally, it is not understandable why older coursebooks were recognized by the ME for instruction when the 90s programme did include clear pronunciation goals but the locally-produced materials did not acknowledge such goals. Perhaps this is evidence that ELT material designers consider pronunciation in an ad hoc way.

While Levis (2016) is correct when he suggests that L2 pronunciation teaching practices remain largely unchanged, the question for future research remains: How are Portuguese learners able to become intelligible English language speakers with so little focus on pronunciation instruction? Due to the lack of research in Portugal in the fields of ELT and MD, it is necessary to understand the perception of Portuguese ELT teachers and ELT stakeholders in order to establish if such views have been “heavily influenced by commonsense intuitive notions” rather than research agendas (Derwing and Munro 2005: 380). It is also important to consider if the onus is on the teacher to extend pronunciation exercises, when they exist, into meaningful pronunciation work. The next chapter will explore the perception of both teachers and stakeholders to broaden the scope of this research.

**CHAPTER 6: MAIN STUDY 2 – ANALYSIS OF
TEACHERS' PERCEPTION OF TEACHING AND
LEARNING PRONUNCIATION IN PORTUGAL**

6. ANALYSIS OF TEACHERS' PERCEPTION OF TEACHING AND LEARNING PRONUNCIATION IN PORTUGAL

“Confidence comes from not always being right, but from not fearing to be wrong”.

Peter McIntyre

As mentioned in the introduction to this thesis, this chapter will outline the second main study which focuses on identifying the views of teachers in Portugal (considering contributions from professionals based on the Portuguese mainland and autonomous regions of the Azores and Madeira) regarding the role that pronunciation currently has in their EFL classes and teaching materials. Because this study is focused on grades 3 to 9, where ELT is compulsory, it has not been divided into different levels of education.

First, Section 6.1 will highlight the motivation for such a study and provide an overview of previous studies in this field as well as outline the main aims. Following this, the subsequent subsections will put forward the methodology and steps followed to analyse the data collected (6.2), offering a detailed description of the teachers that participated in the study (6.2.1 and 6.3.1), the research materials used to collect the data (6.2.2) and the principal procedures pondered (6.2.3). The main results of the study will provide a deep look at Portuguese teachers' views and opinions (6.3.2) and establish some bridges with results from foreign studies and contributions in this field (such as Kanellou 2011 in Greece, Calvo 2015 in Spain, Crofton-Martin 2015 in England and Moedjito 2016 in Indonesia, among others). Differences of opinion found within the questionnaire designed for the purpose of the study will be commented in Subsection 6.3. Subsection 6.4. will provide additional insights by considering the contributions from three interviews with Portuguese-based ELT experts. Finally, Subsection 6.5 considers all participants simultaneously and presents the general role that pronunciation currently seems to play in EFL classes in Portuguese public schools within compulsory education.

6.1. Statement of purpose

Several reasons motivated the choice of this topic for the present doctoral thesis. On the one hand, the lack of training in this field, since it was widely neglected during my initial teacher training; on the other, the absence of professional development opportunities designed for Portuguese ELT professionals and focused on European Portuguese learners. Also, the fact that Portuguese teachers and learners of English tend to use

materials with no –or very few– tasks based on pronunciation²¹² raises the question: How do learners become intelligible in English without formal training in this specific field? Having myself co-authored ELT coursebooks for Portuguese learners, it is astonishing to discover the low –or no– priority this skill has among authors and editors. Literature-wise, Calvo (2015: 162) suggests there is a “limited number of studies that identify and analyse the opinions of EFL/ESL teachers and/or learners concerning pronunciation [...]”. Calvo goes on to list the main studies in this field up to 2015. Such studies include Dalton, Kaltenboeck and Smit (1997), Walker (1999), MacDonald (2002), Couper (2003), Sifakis and Sougari (2005), Nair, Krishnasamy and de Mello (2006), Hismanoglu and Hismanoglu (2010), Foote et al. (2011), Kanellou (2011), Murphy (2011), Kaivanpanah, Alavi and Sepehrinia (2012), Nowacka (2012), Saito and van Poeteren (2012), Tergujeff (2012, 2013a, 2013b), Kanellou (2013), Kirkova et al. (2013), Thomson (2013), Baker (2014), and Pawlak, Mystkowska and Bielak (2015). Later, Pennington and Rogerson-Revell (2019) also include the research of Foote, Holtby and Derwing (2011) in Canada, Murphy (2011) in Ireland, and Henderson et al.’s (2012, 2015) survey of English pronunciation teaching in Europe.

A highlight of Calvo’s literature review (2015: 163) is the significant findings concerning the importance of pronunciation in countries such as Ireland, Finland and USA/Canada, PD in this field, level of expertise, confidence, and frequently used techniques/activities and materials. The ones that concern this research are presented below:

Foote et al. (2011), Murphy (2011), Tergujeff (2012) and Thomson (2013) asked [...] to what degree is English pronunciation important for them. [...] [F]or EFL/ESL teachers in Ireland, Finland and the USA/Canada, teaching pronunciation is extremely important; furthermore, the teachers surveyed in Thomson’s (2013) study claimed that knowing how to perceive different sounds is also extremely important to obtain correct pronunciation. [...]

Several studies addressed the topic of teacher-training and/or exposure to English (Sifakis and Sougari, 2005; Nair *et al.*, 2006; Foote *et al.*, 2011; Tergujeff, 2012; Thomson, 2013 and Kanellou, 2013). [...] All of these studies, with the exception of Sikaris and Sougari (2005), found that their corresponding subjects had received training on Phonetics and Phonology; however, most of the teachers interviewed in Nair *et al.*’s (2006) survey affirmed that they did not know how to teach pronunciation. Similarly, some of the teachers who took part in Kanellou’s (2013) project claimed that the courses they had received were too theoretical and they could not find ways of applying and putting [it] into practice [...]

²¹² As mentioned in Chapter 5, 52.5 per cent of textbooks used in the 2020-2021 school year do not include any exercise to foster the instruction of explicit pronunciation

Tergujeff (2012) concluded that the younger, and hence, the less experienced teachers, had received less training on teaching pronunciation than the older and more experienced ones; [...] The teachers in Foote *et al's* (2011) work gave more detailed descriptions of the training they had previously received, most of them affirming that they had only received sporadic training sessions at conferences or workshops. The only study which obtained quite positive results concerning teacher-training was Thomson (2013) since 75% of the teachers surveyed feel qualified for teaching this language area – although only 58 teachers were surveyed in this study and hence further research is needed. [...] [S]tudies such as Foote *et al.* (2011), Thomson (2013) and Kanellou (2013) revealed that EFL/ESL teachers would like to benefit from more training courses so as to learn how to teach pronunciation more correctly.

MacDonald (2002) found that most of the 176 teachers surveyed did not like teaching pronunciation and they furthermore believe they are not good at teaching it either. Likewise, the participants in Foote *et al's* (2011) study denied having a lot of self-confidence to teach pronunciation. [...]

Murphy (2011) concluded that the most frequently-used techniques used by EFL teachers in Ireland are repetitions and reading-aloud activities; however, according to her results, tasks in which students practise their intonation and activities which make students think about their pronunciation are the most effective. These results contrast with Thomson's (2013) since he found that reading-aloud is the most effective task, rather than other techniques such as placing pencils or marbles in one's mouth. [...]

Hismanoglu and Hismanoglu (2010) concluded that traditional materials are preferred over more modern ones, something that was also object of discussion in Foote *et al.* (2011) since 52% of the teachers acknowledged using the pronunciation tasks present in general EFL textbooks (56% also affirmed using specialized books on pronunciation) and in Tergujeff (2012), who found that EFL teachers in Finland continue to prefer printed materials rather than online ones although the use of Web sites is gradually becoming more popular. Moreover, Murphy (2011: 13) points out that there seems to be “a noticeable lack of innovation and diversity in pronunciation teaching”. Sifakis and Sougari (2005) found that real conversations, i.e. authentic conversations, are not used by primary teachers, but only by lower and upper secondary school instructors whereas teachers at all levels use role-plays. Finally, the only study within this category that reflects teachers' views on using phonetic symbols and phonetic transcriptions is Tergujeff (2012), who found that most of the teachers surveyed encourage their students to interpret phonetic symbols but they do not expect them to produce/write them. [...]

In Rogerson-Revell's (2019: 408) research, the authors outline that in Henderson *et al.* (2012, 2015) “there was little evidence of practical pronunciation training for

teachers, with many teachers relying on theoretical knowledge of phonetics and phonology gained from their university study". In Murphy's (2011) work, "researchers found a propensity to focus on traditional teaching methods such as reading aloud and getting learners to mimic the teacher's pronunciation, and [...] a significant lack of innovation and diversity in pronunciation teaching". Overall, published research seem to agree that older approaches towards pronunciation teaching are still predominant and many teachers do not have the confidence or sufficient grounding in research and have little chance for training in this area (Rogerson-Revell's 2019: 409).

Considering Part I of this thesis, it is reasonable to argue that pronunciation should play a role as a language skill in any EFL classroom among all levels of learning. However, Calvo's (2015) research in Spain leads us to question if pronunciation has an inferior presence in Portuguese EFL classes in contrast with the Spanish context. The many gaps found throughout the coursebooks reviewed in the previous chapter is a very important indicator in this matter (for instance, 5 coursebooks, 41.7%, include explicit reference to pronunciation in the 1st cycle, A1 level coursebooks, in a total of 25 exercises, averaging 5 exercises per book, which contrasts with the 10 textbooks, 34.5%, in the 3rd cycle, A2/B1 level, in a total of 82 tasks, averaging 8.2 exercises per book. It is also worth noting that pronunciation tasks are virtually inexistent in grade 9 textbooks, B1 level). Yet, it is reasonable to wonder if the lack of focus on pronunciation is supported by the beliefs of in-service English teachers; after all, they are the professionals who hold the deciding factor on which certified coursebook(s) to work with and ultimately how to teach the language. Because in many educational contexts the coursebook is "the main source of knowledge, as a carrier of curriculum knowledge" (Bonafé 2011: 42),²¹³ it is also important to remember Tormenta's (1996: 10) argument that the design of the school coursebook is conditioned by economic interests, which leads publishers to often neglect innovative pedagogical and scientific principles in favour of the pedagogical practices most used by teachers. In other words, frequently, textbooks with innovative proposals are rejected in favour of those which perpetuate conservative pedagogical practices (Chapter 5 established the overall presence of traditional pronunciation tasks and acknowledged the absence of innovative practices). Nevertheless, because no study based in Portugal regarding pronunciation in ELT coursebooks has so far been carried out, this study intends to be a contribution to this absence of research.

²¹³ Translated by the author from the original Portuguese: "*a principal fonte de conhecimento, enquanto portador dos conteúdos do currículo*".

6.2. Data collection

This section will detail the procedure followed to gather participants' opinions and describe the participants considering variables such as age, gender and years of experience, among others. The second part of the section will offer an insight about how the questionees perceive the skill.

6.2.1. Participants

In order to gather insights from Portuguese teachers, the participants were contacted via one of the following four means. Firstly, the questionnaire was sent to all members of the Portuguese Association of English Teachers²¹⁴ (henceforth, APPI) via email. Secondly, English teachers working for the Regional Government of the Azores were contacted via email through the Regional Office of Education. Thirdly, the questionnaire was shared with explicit English Language Teaching groups on social media, mainly through Facebook. Lastly, the questionnaire was shared with peers through personal email. The combination of these four channels allowed the collection of 198 contributions. The aim was to gather as many replies as possible from professionals teaching compulsory English in Portugal. However, this task was particularly difficult due to an inexistent professional network among ELT teachers and the obstacles presented by unofficial ones which tend to offer an outlet for a small number of professionals.

Concerning the selection of participants who took part in the interview that was also used as one of the research instruments, direct contacts were established with one of the co-authors of the English language curricular goals, Eulália Duarte, the President of APPI Alberto Gaspar, and Professor Nicholas Hurst from the Faculty of Letters of the University of Porto. These three interviews allowed the study to be augmented, since these perspectives came from three influential professionals from the field, specifically from an institutional, an associative and an academic point of view, respectively, and they enabled this chapter to provide both a quantitative and qualitative analysis.

6.2.2. Questionnaire

The main instrument used to collect the necessary data for this study was a questionnaire designed for EFL teachers on Google forms. The questionnaire (see Annex 29 for the complete version) was utilized to analyse the opinions and perspectives

²¹⁴ *Associação Portuguesa de Professores de Inglês.*

Analysis of Teacher's Perception of Teaching and Learning Pronunciation

of Portuguese teachers of English regarding their views of English pronunciation in their EFL classes as well as in their coursebooks. Regarding the format of this questionnaire, for most questions, the teachers were asked to either answer a question by choosing from several options, answer a yes/no question, or provide an open reply to a direct question.

The questionnaire begins by presenting the participants with a brief introduction to the topic in question, some general aims of the study, and some instructions to consider before and while filling out the questionnaire. The entire questionnaire consisted of twenty items divided in two parts written in English. Because the questionnaire was exclusively aimed at ELT professionals, it was understood that there was no need to offer a Portuguese version.

The first part of the questionnaire was devoted to gathering relevant personal details about the participants through 8 questions:

- a. indicate if the participant was currently teaching English;
- b. select the age group of the participant at the time of completing the questionnaire;
- c. gender (male or female);
- d. region where the questionee teaches;
- e. the highest academic qualification of the participant at the time of completing the questionnaire;
- f. the mother tongue/s;
- g. the age range of the learners; and
- h. the number of years of teaching experience.

In the second section, the participants were presented with 12 questions designed to identify and analyse the presence of pronunciation activities in the coursebooks used in their teaching centre and elicit their overall beliefs regarding pronunciation teaching and their thoughts about the future of pronunciation teaching.

In the first question, number 9, teachers were asked to answer if they used coursebooks in their classes. If their answer was affirmative, in question 10 they were expected to explain if the coursebook(s) was/were from local or global publishers. In question 11 they were asked to indicate the name of the publishing house. These three questions allow an understanding of the relevance of coursebooks in public schools, and an understanding of how dominant locally versus internationally produced materials are.

The following set of questions were centred on the presence of pronunciation exercises within the coursebook, if used by the participant. Question 12 was designed to explicitly ask teachers about the frequency with which pronunciation tasks appeared in their coursebooks. Question 13 concerned the focus of the pronunciation exercise presented in the textbook (practice of vowels, consonants, stress placement and/or of intonation patterns, or other); and question 14 was aimed to have participants indicate the type of activity that was presented (sound discrimination, *listen and repeat*, identification of stressed syllables, identification of intonation patterns, or other). Question 15 inquired about the type of activity presented for each exercise, and question 16 was aimed to obtain the reply to the choice *other*. The last set of questions expected teachers to further reveal their beliefs about pronunciation. In question 17, participants were asked if they found teaching pronunciation important, while question 18 required a brief justification for their previous answer. The last two questions concerned views about the future of pronunciation teaching. Question 19 explicitly asked the participants if they believed pronunciation teaching must change, while question 20 required those who previously replied affirmatively to explain to what extent.

In order to analyse the data obtained from the questionnaires, two analytical tools were used: (a) Google spreadsheets to form a database, and (b) tables and figures from Microsoft Word and Excel. Google spreadsheets were automatically created through the Google forms. Such databases were compiled in English since the questionnaire was also in English. After having reviewed the total number of answers and percentages given to each option in the questionnaire, graphs were created in Microsoft Excel to illustrate each question (Section 6.3 onwards).

6.2.3. Interviews

Section 6.4 will present an in-depth analysis of the interviews conducted with Eulália Duarte,²¹⁵ co-author of the curricular goals, Alberto Gaspar,²¹⁶ chairman of APPI and Nicolas Hurst,²¹⁷ Assistant Professor at the Faculty of Letters of the University of Porto and Director of the MA in ELT. To analyse the content of the interviews, each reply was summarized and a table was created per question in order to quickly visualize and contrast the key ideas of each interviewee. The questions focused primarily on the impact of the introduction of curricular goals in 2013, the introduction of compulsory

²¹⁵ <https://www.linkedin.com/in/eul%C3%A1lia-duarte-868167146/?originalSubdomain=pt> (accessed January 30th, 2021).

²¹⁶ <https://appi.pt/appiforma-cpd-centre/trainer/alberto-gaspar> (accessed January 30th, 2021).

²¹⁷ https://sigarra.up.pt/flup/pt/func_geral.formview?p_codigo=216055 (accessed January 30th, 2021).

English instruction in the 1st cycle and the absence of clear referencing to pronunciation instruction in specific levels. A discussion follows each table. The full version of the interviews is presented in annexes 33, 34 and 35.

6.3. Questionnaires: General results, analysis and discussion

Following the data obtained from the questionnaires, this section will examine the views and perspectives of Portuguese EFL teachers concerning the role that pronunciation currently has in the coursebooks used in their lessons and their perception towards pronunciation. Moreover, as mentioned in the introduction to this study, the analysis of these results will provide valuable insights regarding teaching pronunciation and possible implications for the next chapter of this thesis and for future research.

6.3.1. Profile of subjects

The data obtained in the first question of the questionnaire allowed to identify the participants who are currently teaching EFL and those who are not, which would in turn enable the presentation of detailed information throughout the analysis. Of a total of 198 subjects, 97.5 per cent (193 participants) are currently teaching English, while 2.5 per cent (5 participants) are not. As will be presented later in this section, the majority of these questionees use coursebooks in their lessons, which validates the relevance of the sample. Figure 8 presents this data accordingly.

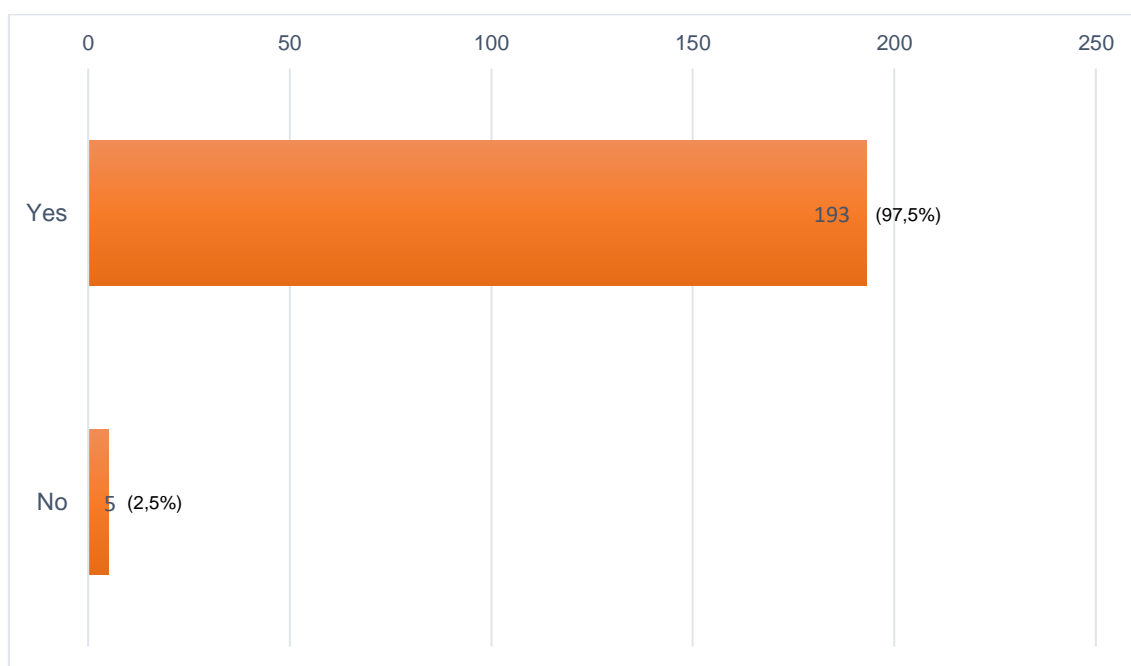


Figure 8: Subjects currently teaching EFL

Considering the most recent statistics concerning Portuguese education (2020)²¹⁸ centred on the 2018/2019 school year, there are 146,992 teachers actively working in schools. According to DGEEC (2020),²¹⁹ English is by far the FL with the most teachers. The following table summarizes their data regarding total FL teachers in the public sector:²²⁰

	Total no. of teachers	Working in the public sector
Total FL	8251	7359
English	5734	5160
French	1546	1382
Spanish	912	789
German	59	28

Table 47. Number of educators teaching FLs in the 2018/2019 school year

The data compiled from the 193 participants who currently teach EFL has been translated into the following table which summarizes information regarding age, gender, region where questionees teach, highest qualifications, L1, age range of learners and years of teaching experience. Such an outline enables an integrated overview of the participants. It is also important to note that for the purpose of this study, only the subjects working in public schools were considered, given that the data from the previous chapter only featured the coursebooks used in public schools.

²¹⁸ In Portugal, statistics regarding education are published yearly by DGEEC: *Direcção-Geral de Estatísticas da Educação e Ciência* (Directorate-General for Education and Science Statistics in English). <https://www.dgeec.mec.pt/np4/home> (accessed February 14th, 2021). Nevertheless, for this research, I have also accessed PORDATA, which is a contemporary Portuguese Database that is equipped with the certified information mentioned before. It was organized by the Francisco Manuel dos Santos Foundation and is presided by Professor António Barreto.

²¹⁹ [https://www.dgeec.mec.pt/np4/98/%7B\\$clientServletPath%7D/?newsId=148&fileName=DGEEC_DSEE_2020_PerfilDocente1819_AS.PDF](https://www.dgeec.mec.pt/np4/98/%7B$clientServletPath%7D/?newsId=148&fileName=DGEEC_DSEE_2020_PerfilDocente1819_AS.PDF) (accessed April 7th, 2021).

²²⁰ The layout of the tables containing official statistics follow the structure and organization of the original ones.

Analysis of Teacher's Perception of Teaching and Learning Pronunciation

	25 or under	26-35	36-45	46-55	56+		
Age:	1 (0.6%)	12 (6.2%)	73 (37,8%)	73 (37.8%)	34 (17.6%)		
	Female			Male			
Gender:	178 (92.2%)			15 (7.7%)			
	Alentejo	Algarve	Centre	Lisbon	North	Azores	Madeira
Region:	9 (4.8%)	6 (3.1%)	39 (20.2)	40 (20.7%)	55 (28.5%)	38 (19.6%)	6 (3.1%)
	University degree	Post-graduate	PhD	CELTA²²¹	No information		
Highest qualification:	112 (58%)	66 (34.2%)	7 (3.6%)	2 (1.1%)	6 (3.1%)		
	Portuguese	English	Bilingual	Other			
First language:	179 (92.8%)	6 (3.1%)	6 (3.1%)	2 (1%)			
	Under 5	6-10	11-12	13-15	16-18	18+	
Age range of learners:	13 (6.7%)	72 (37.3%)	60 (31%)	96 (49.7%)	81 (42%)	21 (10.8%)	
	-1	1-9	10-19	20-29	30+		
Years of teaching experience:	---	14 (7.3%)	58 (30%)	81 (42%)	40 (20.7%)		

Table 48. Profile of participants who currently teach EFL in Portugal

The following figure highlights the output of the first question, concerning the age of the participants:

²²¹ Cambridge CELTA stands for Certificate in Teaching English to Speakers of Other Languages, but in Portugal such a certification does not allow one to teach in the public school system.

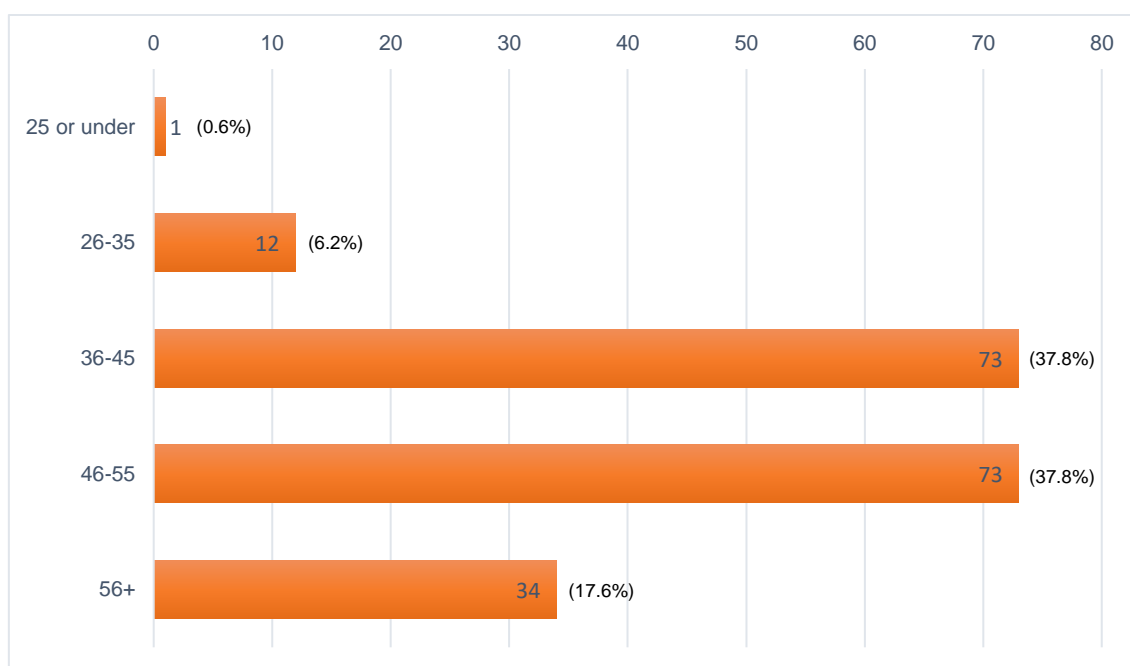


Figure 9: Age of subjects

These results clearly corroborate research regarding the aging of Portuguese teachers. Data from DGEEC (2020)²²² shows that from the 2000/2001 to the 2016/2017 school year, in all schooling cycles, the number of teachers aged fifty or over increased significantly: in the 1st cycle it rose from 20.8 per cent to 35.6 per cent; in the 2nd cycle from 24.5 per cent to 49.6 per cent (this is the oldest group); and in the 3rd secondary cycle,²²³ which is more numerous, it increased from 15 per cent to 45.2 per cent. Further data from DGEEC (ibid.)²²⁴ provides more insight regarding the maturing nature of Portuguese EFL instructors:

	Total no. of teachers	Age < 30	Age 30-39	Age 40-49	Age ≥ 50
Total FL	8251	45	964	3180	4062
English	5734	20	444	2204	3066

Table 49. Portuguese EFL instructors by age groups in the 2018/2019 school year

²²² [https://www.dgeec.mec.pt/np4/98/%7B\\$clientServletPath%7D/?newsId=148&fileName=DGEEC_DSEE_2020_PerfilDocente1819_AS.PDF](https://www.dgeec.mec.pt/np4/98/%7B$clientServletPath%7D/?newsId=148&fileName=DGEEC_DSEE_2020_PerfilDocente1819_AS.PDF) (accessed April 7th, 2021).

²²³ Because 3rd cycle teachers are also simultaneously qualified to teach secondary level, there is no statistical separation among these two levels.

²²⁴ [https://www.dgeec.mec.pt/np4/98/%7B\\$clientServletPath%7D/?newsId=148&fileName=DGEEC_DSEE_2020_PerfilDocente1819_AS.PDF](https://www.dgeec.mec.pt/np4/98/%7B$clientServletPath%7D/?newsId=148&fileName=DGEEC_DSEE_2020_PerfilDocente1819_AS.PDF) (accessed August 29th, 2021).

Overall, and according to official statistics from the National Education Council,²²⁵ there are 26,768 teachers working in the 1st cycle, 21,297 in the 2nd cycle and 69,068 teachers working in the 3rd cycle/secondary level.²²⁶ Nevertheless, this is an everchanging landscape as recent reports state that of the 98,025 teachers who on September 1st, 2019, were 45 years of age or older, 51,983 (representing almost 58%) may retire within the next decade, that is, until 2030. The annual retirement forecast indicates a progressive growth of retirements until 2028: 17,830 in the first 5 years, 24,343 in the following 5 years, and 9,810 between 2029 and 2030. Given these, it is feasible to argue that there will be a high demand for EFL instructors in the upcoming decade.²²⁷

If the above outline already provided a troubling picture, the situation is considerably worsened when taking into account the lack of young teachers currently teaching in public schools as well as the reduced numbers of candidates enrolled in pre-service teaching programs. News reports by *Diário de Notícias*²²⁸ explores these issues pointing out that the number of teachers under the age of 30 is approximately 0.6 per cent. Another account by the same newspaper²²⁹ details that MA programs designed for pre-service teachers only register ten or less candidates. Statistics from the OECD (Organisation for Economic Co-operation and Development) provide a gloomy forecast for the future of Portuguese Education: "If we take into account that only 1.5 per cent of young Portuguese people admit to becoming teachers, well below the average of the 5 per cent verified in the OECD, a very complicated situation is expected in the near future."²³⁰ Currently the situation is so serious that the report *Diagnóstico de necessidades docentes de 2021 a 2030*, by the Universidade Nova de Lisboa, concludes that it will be necessary to hire 34,500 teachers until 2030/2031. As of October 17th, 2021,

²²⁵ The figures presented here were extracted from the report "Scheme for the selection and recruitment of teaching staff in Pre-School and Basic and Secondary Education" of the National Education Council (*Conselho Nacional de Educação*).

²²⁶ <https://www.pordata.pt/Portugal/Docentes+em+exerc%3%adcio+nos+ensinos+pr%3%a9+escolar++b%3%a1sico+e+secund%3%a1rio+p%3%abablico+total+e+por+n%3%advel+de+ensino-241> (accessed April 7th, 2021).

²²⁷ <https://www.cnedu.pt/pt/noticias/cne/1495-estudo-estudo-regime-selecao-docentes> (accessed April 7th, 2021).

²²⁸ <https://www.dn.pt/vida-e-futuro/so-06-dos-professores-tem-menos-de-30-anos-13155115.html> (accessed August 29th, 2021).

²²⁹ <https://www.dn.pt/vida-e-futuro/ha-cursos-para-professores-sem-um-unico-candidato-e-a-maioria-nao-clega-aos-dez-11013440.html> (accessed August 29th, 2021).

²³⁰ Translated by the author: "Se tivermos em conta que apenas 1,5% dos jovens portugueses admitem ser professores, bem abaixo da média de 5% verificada na OCDE, prevê -se uma situação muito complicada já num futuro próximo."

the ME created a Task Force to help those schools that are unable to find candidates to teach after exhausting all official procedures.²³¹

Considering the next question of the questionnaire, the following figure displays the gender of the participants of this study:

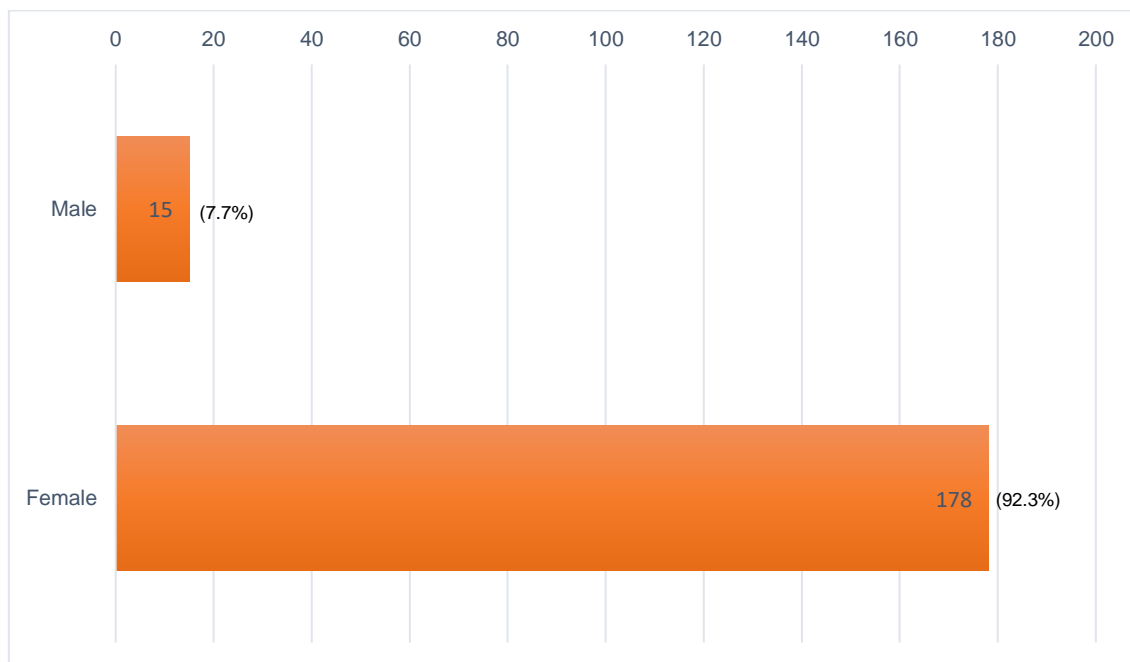


Figure 10: Gender of subjects

According to Figure 10, and in agreement with the most recent statistics in education, women are the predominant gender on all levels of education. While in this study 92.3 per cent of subjects are female, as of 2020, female teachers represented 87 per cent of teachers in the 1st cycle, 72.1 per cent in the 2nd cycle and 71.7 per cent in the 3rd cycle and secondary level.²³² The following table presents the data specific to EFL teachers. It does clearly indicate the overwhelming female predominance within the Portuguese educational system.

	Total no. of teachers	Male	Female
Total FL	8251	656	7595
English	5734	423	5311

Table 50. Portuguese EFL instructors by gender in the 2018/2019 school year

²³¹ <https://www.dn.pt/sociedade/governo-cria-task-force-para-ajudar-escolas-com-falta-de-professores-14326748.html> (November 20th, 2021).

²³² <https://www.pordata.pt/Portugal/Docentes+do+sexo+feminino+em+percentagem+dos+docentes+em+xerc%C3%ADcio+nos+ensinos+pr%C3%A9-escolar++b%C3%AAsico+e+secund%C3%A1rio+total+e+por+n%C3%ADvel+de+ensino-782> (accessed April 7th, 2021).

Analysis of Teacher's Perception of Teaching and Learning Pronunciation

The next figure reveals the region where the participants teach, which does not only include mainland Portugal but also the autonomous regions of the Azores and Madeira.

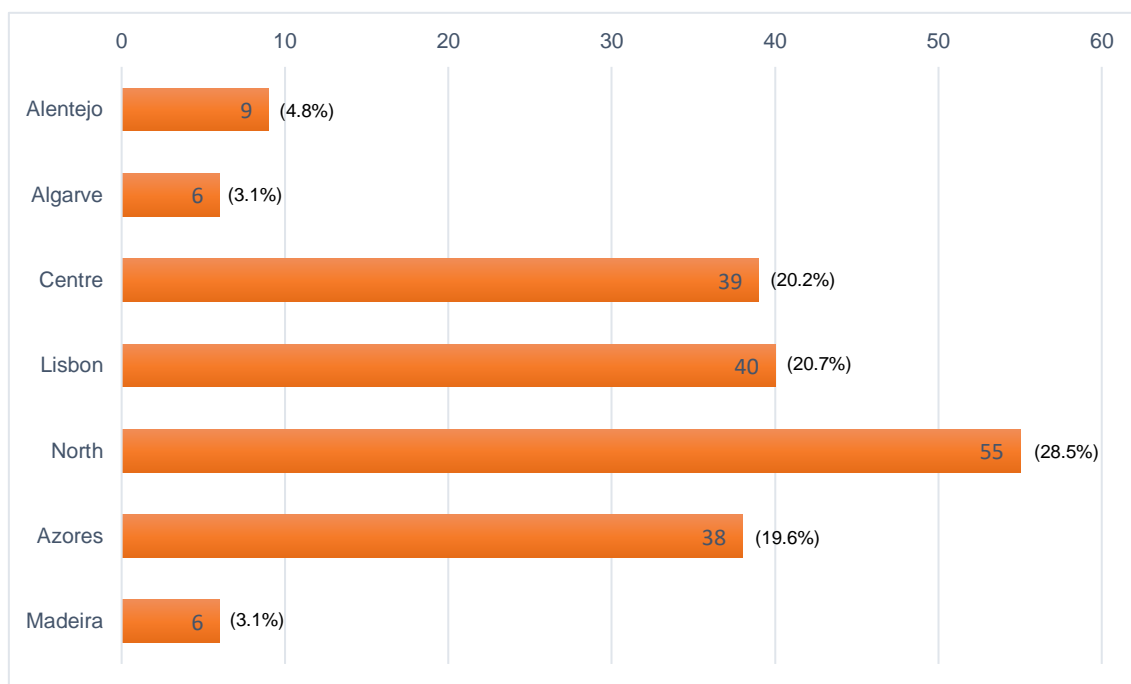


Figure 11: Region where subjects teach

The majority of teachers are based in the North region, 28.5 per cent (55 teachers); 21.2 per cent (40 teachers) are teaching in the Lisbon region; 19.7 per cent (39 teachers) are from the centre region of Portugal; 19.6 per cent (38 teachers) are based in the Azores region; 4.8 per cent (9 teachers) are from the Alentejo region; 3.1 per cent (6 teachers) are from the Algarve region; and 3.1 per cent (6 participants) from the Madeira region. An interesting observation is the approximate results among Azores, Lisbon and Centre region, which do not necessarily translate the proportionality in which teachers are actually distributed. As DGEEC (2020)²³³ statistics reveals (see Table 51 below), the North does indeed concentrate the highest number of teachers, followed by Lisbon and the Centre. Additionally, the northern area of Portugal is the most demanded by teachers.²³⁴ Regarding the Autonomous Region of the Azores, official statistics²³⁵ indicates that the number of total English teachers is drastically lower. However, the

²³³ [https://www.dgeec.mec.pt/np4/98/%7B\\$clientServletPath%7D/?newsId=148&fileName=DGEEC_DSEE_2020_PerfilDocente1819_AS.PDF](https://www.dgeec.mec.pt/np4/98/%7B$clientServletPath%7D/?newsId=148&fileName=DGEEC_DSEE_2020_PerfilDocente1819_AS.PDF) (accessed August 29th, 2021).

²³⁴ <https://www.sabado.pt/portugal/detalhe/governo-explica-colocacao-de-professores-nortenhos-no-sul-co-m-elevado-numero> (accessed August 29th, 2021).

²³⁵ https://edu.azores.gov.pt/wp-content/uploads/2020/07/Publicacao-2018_2019.pdf (accessed August 30th, 2021).

comparatively high number of Azorean questionees can perhaps be explained due to the fact that I taught English in S. Miguel, Azores, in the 2015-2016, 2019-2020 and 2020-2021 school years and the fact that the questionnaire was shared by the educational department of the Regional Government of the Azores.²³⁶ Concerning the Autonomous Region of Madeira,²³⁷ official documents do not present the total number of English teachers. However, considering that this region has a slightly higher number of teachers (a total of 5,987), it is likely that the number of English teachers is similar to the Azorean context.

	Total no. of teachers	Teachers in public schools
Mainland	5734	5160
North	2173	1946
Centre	1251	1135
Lisbon	1646	1435
Alentejo	387	382
Algarve	277	262
Azores	175	174
Madeira	Unknown	Unknown

Table 51. Portuguese EFL instructors by region in the 2018/2019 school year

As for the overall qualifications of the participants, 58 per cent (112 subjects) hold a university degree; 34.2 per cent (66 subjects) claim to have post-graduate training in ELT; 3.5 per cent (7 subjects) hold PhDs; 1.1 per cent (2 participants) have a CELTA course certificate, and 3.1 per cent (6 subjects) did not reply adequately to the question. It is to note that it is a compulsory requirement to have a university degree to teach English in the public school system, hence all the participants hold higher education training.

²³⁶ The Azorean statistics do not present the total number of teachers, only the number of teachers lecturing 3rd cycle and secondary level. These figures would be slightly higher if we were to consider instructors teaching 1st and 2nd cycle.

²³⁷ https://www.madeira.gov.pt/Portals/16/Users/182/82/182/ESTAT%20GERAIS%20%20DA%20EDUCA%2087%2083O%202018_19.pdf (accessed August 30th, 2021).

Analysis of Teacher's Perception of Teaching and Learning Pronunciation

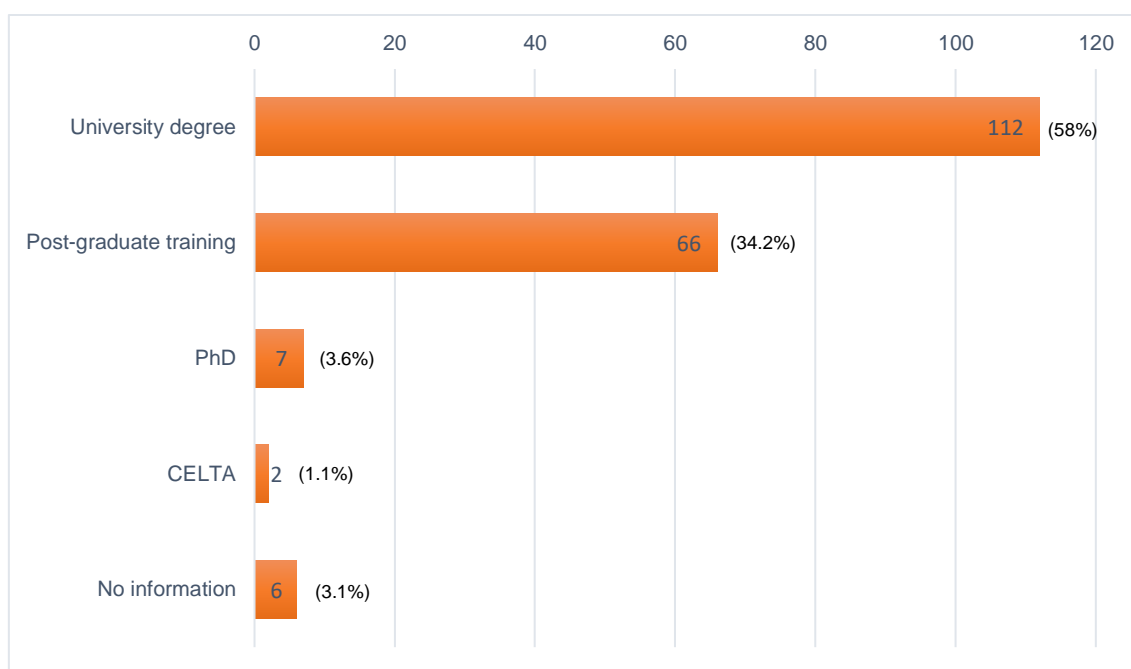


Figure 12: Highest qualification of subjects

According to DGEEC (2020),²³⁸ English teacher qualifications are classified into the categories of bachelor/other, graduate or equivalent, or MA/PhD as follows:

	Total no. of teachers	Bachelor/other	Graduate or equivalent	MA/PhD
Total FL	8251	423	6847	1155
English	5734	249	4951	624

Table 52. Portuguese EFL instructors' academic qualification in 2018/2019

It is worth clarifying that the 6 participants who did not provide the appropriate information regarding their training misunderstood the question, indicating the average grade they obtained in their training and not the nature of their qualification. Furthermore, 2 subjects suggested they had training in CELTA, which in their understanding might be more important than a university diploma; however, CELTA does not provide a certification in higher education. It is possible that these individuals work simultaneously in the public and private sector. Considering the sample featured in this study and the data from DGEEC (ibid.), according to which English teacher qualifications are classified into 3 categories (see Table 52), both suggest that the majority of professionals are university graduates or post-graduates.

²³⁸ [https://www.dgeec.mec.pt/np4/98/%7B\\$clientServletPath%7D/?newsId=148&fileName=DGEEC_DSEE_2020_PerfilDocente1819_AS.PDF](https://www.dgeec.mec.pt/np4/98/%7B$clientServletPath%7D/?newsId=148&fileName=DGEEC_DSEE_2020_PerfilDocente1819_AS.PDF) (accessed August 29th, 2021).

Figure 13 presents the subjects' L1. As expected, considering that Portugal is a monolingual country, the overwhelming majority of participants (91.8%; 179 subjects) are Portuguese L1 speakers. However, there are exceptions since 3.1 per cent (6 subjects) are English native speakers; another 3.1 per cent (6 participants) are bilingual; and the 1.1 per cent 'other' category features a Russian native speaker and a French native speaker. Finally, a more fine-grained analysis of the 6 bilingual subjects reveals the following backgrounds: one subject is Portuguese/French, another is Portuguese/Spanish, one participant is Portuguese/English, and three are Portuguese/German. Perhaps this can be explained due to Portugal's steady emigration flow over the years.²³⁹

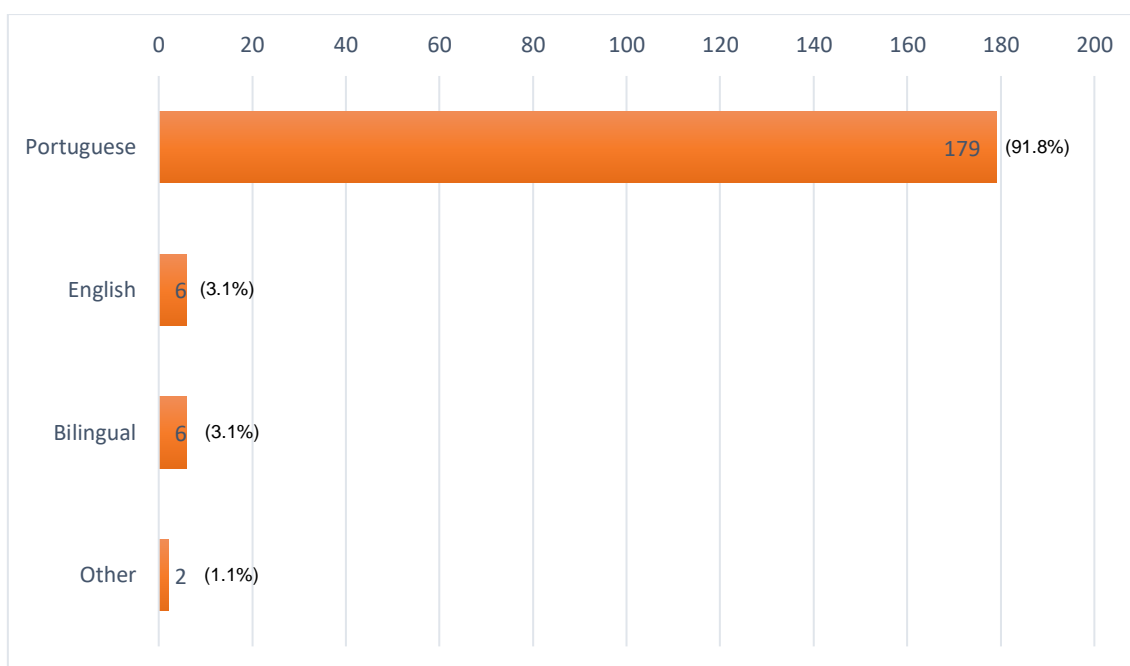


Figure 13: L1 of subjects

As for the age level that is taught by the participants, as Figure 14 below depicts, 49.7 per cent (96 subjects) lecture teenagers from 13 to 15 years of age, which represents the 3rd cycle level (lower secondary); 42 per cent (81 subjects) teach teenagers from age 16 to 18 years, which is secondary level; 37.3 per cent (72 subjects) lecture learners between ages 6 to 10, which represents the primary level (1st cycle); 31 per cent (60 subjects) teach learners with ages between 11 and 12, which would fall into 2nd cycle (upper primary); 10.8 per cent (21 subjects) lecture learners over 18, which means they either teach adults or at a university level; and, finally, 6.7 per cent (13

²³⁹ See *Emigrantes: total e por tipo*: <https://www.pordata.pt/Portugal/Emigrantes+total+e+por+tipo-21> (accessed September 4th, 2021).

Analysis of Teacher's Perception of Teaching and Learning Pronunciation

subjects) teach students under 5, or in other words, pre-primary learners. Considering that in Portugal 3rd cycle teachers are simultaneously secondary school teachers, it is understandable that the majority of teachers overlap in these two levels of teaching; consequently, this fact justifies that they are the most representative groups in this study.

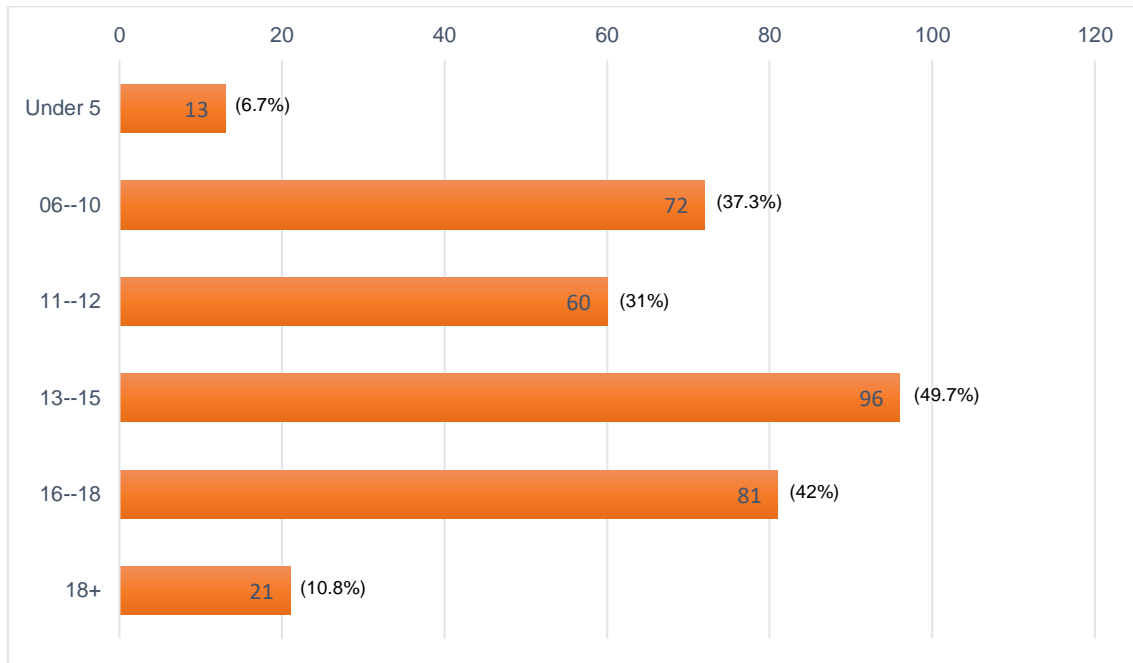


Figure 14: Age range of learners

Finally, to round off the profile of subjects, a word on the number of years of teaching experience. As Figure 15 shows, 42 per cent (81 subjects) have between 20 and 29 years of experience; 30 per cent (58 subjects) have 10 to 19 years of experience; 20.7 per cent (40 subjects) have over 30 years of experience; and finally, 7.3 per cent (14 subjects) have 1 to 9 years of experience.

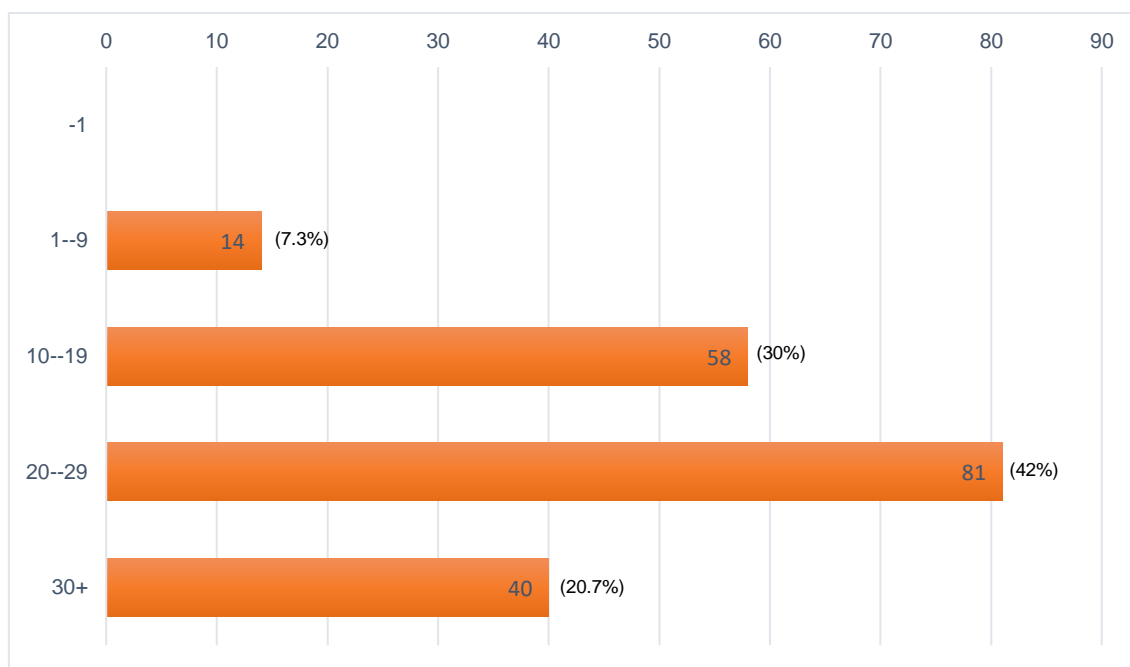


Figure 15: Years of teaching experience

These figures clearly reveal that over 90 per cent of subjects are experienced teachers, of which over 60 per cent have a teaching experience of more than 20 years, while a very residual number of participants (7.3%) have less than 9 years of experience. Additionally, these also reflect the ageing workforce that was explored above when discussing the age of the participants. Such a phenomenon is not exclusive to Portugal. According to Eurostat,²⁴⁰ in 2017, 5.8 million individuals worked as school teachers in the European Union. This figure corresponds to teachers who work at primary through to upper secondary level, of which 2.1 million (36%) were aged 50 or older (in Portugal, teachers over 50 presently amount to a much higher portion of the teaching population –approximately 58%) and only 0.5 million (9% of the total) were under 30 years (in Portugal, teachers under 30 currently represent 0.6% of the teaching workforce).

It is possible to conclude that the general profile of participants reflect a female teacher (over 90%); 55.4 per cent of subjects are 46 or older, conforming with ageing workforce as outlined previously; participants are likely to work in the northern area of Portugal (28.5%), in Lisbon's Metropolitan area (20.7%), or in the Autonomous Region of the Azores (19.6%). 34.2 per cent have post-graduate training and the majority (93%) are Portuguese native speakers. Additionally, 50 per cent teach lower secondary

²⁴⁰ <https://ec.europa.eu/eurostat/web/products-eurostat-news/-/edn-20191004-1> (accessed September 4th, 2021).

(learners aged 13–15) and the wide majority (over 90%) are experienced professionals with more than 10 years of experience (60.7% of subject have 20+ year of experience).

6.3.2. Subjects' views regarding materials, presence and importance of pronunciation

The second part of the questionnaire provides insights into the use of ELT coursebooks, the subjects' views on the presence of pronunciation tasks in these materials and their opinions on the importance of pronunciation instruction. The following table outlines the general data gathered in this part of the questionnaire: the overall use of ELT coursebooks; the use of locally or globally produced materials; the most frequently used textbooks; the subjects' views on the global presence of pronunciation exercises, the number of pronunciation tasks, the general focus of the exercise, the type of pronunciation activity, the importance of teaching pronunciation, and the importance of change in pronunciation instruction.

	Yes		No		
Use of ELT coursebooks	183 (94.8%)		10 (5.2%)		
	Local		Global		
Use of local or global coursebooks:	157 (85.8%)		26 (14.2%)		
	Porto Editora	Areal Editores	Porto Editora and Areal Editores	OUP	
Most frequently used coursebooks:	49 (26.8%)	20 (11%)	15 (8.2%)	11 (6%)	
	Yes		No		
Presence of pronunciation exercises:	96 (52.5%)		87 (47.5%)		
	Once per unit	Twice per unit	Three or more per unit	Not in every unit	Other
Subject's input on the no. of pronunciation tasks	35 (36.5%)	21 (22%)	13 (13.5%)	25 (26%)	2 (2%)
	Practice of vowels	Practice of consonants	Practice of stress placement	Practice of intonation patterns	Other
Pronunciation focus²⁴¹	48 (50%)	50 (52%)	58 (60.4%)	66 (68.8%)	2 (2%)
	Sound discrimination	Listen and repeat	Identification of stress placement	Identification of intonation patterns	Other
Type of pronunciation activities	41 (42.7%)	56 (58%)	16 (16.7%)	8 (8.3%)	2 (2%)
	Important		Not important		
Importance of teaching pronunciation	179 (90.4%)		19 (9.6%)		
	Important		Not important		
Importance of change in pronunciation instruction	132 (66.7%)		66 (33.3%)		

Table 53. Overview of subjects' input on coursebooks and pronunciation

In order to offer a more accurate overview, Section 6.3.2 has been divided into three sub-sections. Section 6.3.2.1 will address coursebook-related information, Section

²⁴¹ In this question as well as in the following, participants were allowed to choose as many options as applicable to their teaching practice, hence why the total percentage does not equal 100 per cent.

6.3.2.2 will focus on task-related output and Section 6.3.2.3 will report on the data related to teaching pronunciation.

6.3.2.1 Coursebook-related information

The first question of this part of the questionnaire establishes if the subjects use coursebooks in their lessons. Provided the above outline, 94.8 per cent (183 subjects) use coursebooks in their classes, while 5.2 per cent (10 subjects) do not. The fact that over 90 per cent of teachers use these materials in their lessons highlights the overall relevance of these materials in ELT classrooms and teachers' dependency on these resources, as they represent as outlined in Chapter 4 "a guide for a teacher, a memory aid for the pupils, a permanent record or measure of what has been learnt (Awasthi 2006: 1). The following figure illustrates this information:

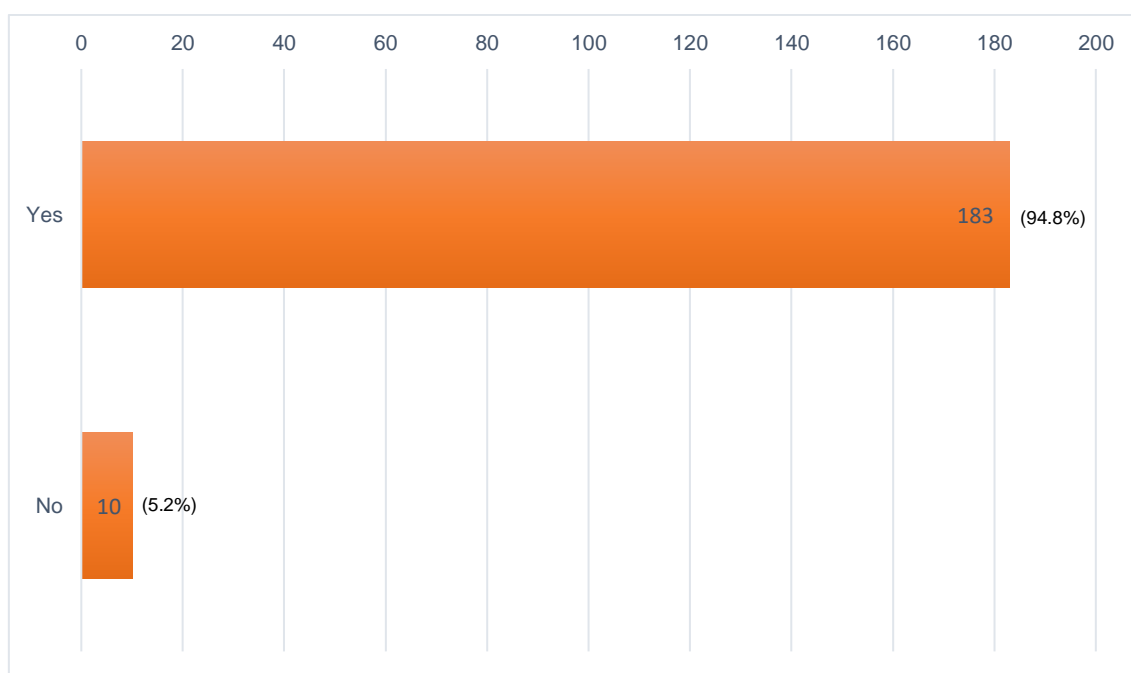


Figure 16: Use of ELT coursebooks

The above data is comparable to the results featured in López-Barrios and Villanueva de Debat (2014: 48), who found that 93 per cent of teachers use coursebooks. Furthermore, teachers are key stakeholders regarding MD, particularly in the selection, use and adaptation of textbooks. In the words of Sheldon (1988: 237), coursebooks are the "visible heart of any ELT program"; however, a teacher's negative attitude towards these resources will likely result in a less effective use of the textbook in the classroom, whereas a teacher with a positive attitude is more likely to achieve course outcomes (Alhamami and Ahmad 2018).

Regarding the use of locally-produced coursebooks versus the use of global ones, 85.8 per cent (157 subjects) use locally-produced coursebooks from national publishing houses, while 14.2 per cent (26 subjects) use globally produced coursebooks from foreign publishing houses.

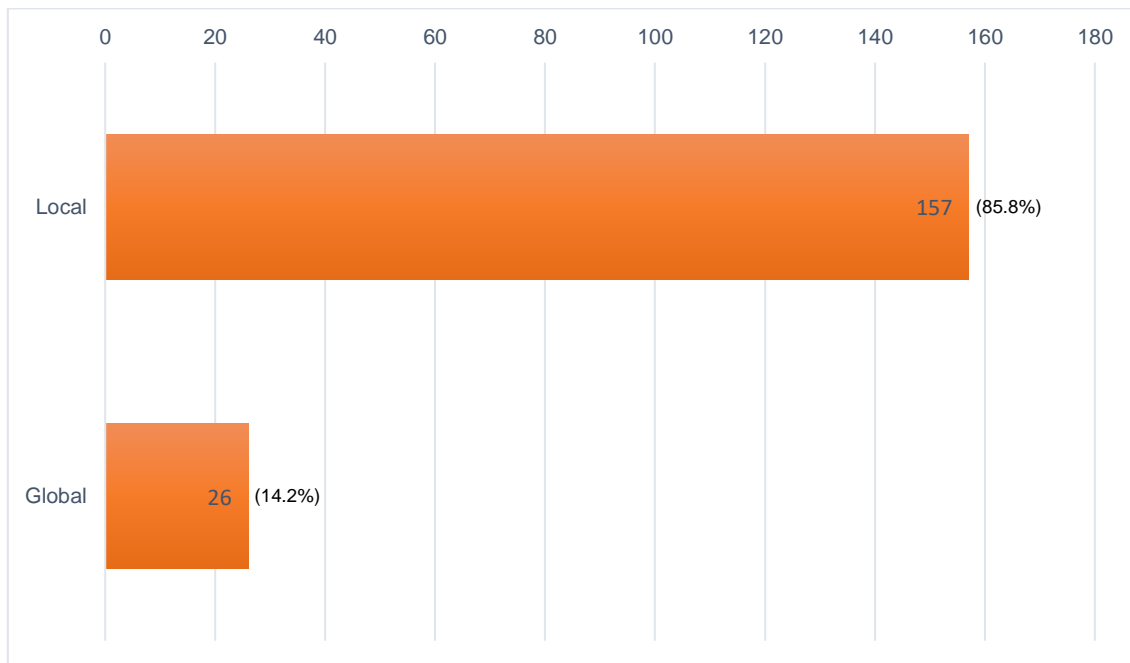


Figure 17: Use of local or global coursebooks

These figures corroborate the outline presented in Chapter 4, namely the general preference for ELT materials made in Portugal, by Portuguese publishing houses and by authors based in the country. According to Hurst (2014) and my own experience as an EFL teacher and material writer, local publishers are somewhat omnipresent in teachers' day-to-day routine: consultants frequently visit schools, organise focus groups, provide teacher-training sessions, they are present in small and big teacher-related events, offer regular emails with lesson plans, worksheets, assessment resources and other digital teaching materials, and, more recently due to the Covid-19 pandemic, are much more active on online platforms such as YouTube and generalized social media outlets (mainly Facebook and Instagram), presenting suggestions for lessons²⁴² (allowing for informal moments of PD) and promoting new coursebooks.²⁴³

²⁴² The following link offers an example of the training a publisher offered during the 2020-2021 school year: https://www.youtube.com/watch?v=05_8X-4BqFY&ab_channel=ArealEditores (accessed March 24th, 2021).

²⁴³ The following video exemplifies the coursebook presentations done by authors in the 2020-2021 school year for grade 7, substituting the traditional book tours: https://www.youtube.com/watch?v=XpJrgoX9Zb4&t=7s&ab_channel=LeYaEduca%C3%A7%C3%A3oPortugal (accessed May 5th, 2021).

As mentioned in Part I, there is a significant deficit of academic contributions regarding MD in ELT and this is particularly problematic when considering that, within the Portuguese context, the main contributions amount to only 2 PhD theses: Hurst’s (2014) *Cultural Representations in ELT Coursebooks* and Redondo’s (2017) *Design Editorial: Transformações Gráficas nos Manuais de Português e Inglês entre 1980 e 2016*. More research in this field is essential to understand MD in Portugal and, within this framework, explore in detail Portuguese ELT teachers’ preference of local over global coursebooks. The following table briefly outlines the different publishing houses operating in Portugal and the teaching cycles in which they publish.

	Name	Teaching cycles
Local publishers	Areal Editores	Every cycle
	Asa	2 nd and 3 rd cycle
	Gailivros	1 st cycle
	Plátano Editora	2 nd cycle
	Porto Editora	Every cycle
	Texto Editores	Every cycle
Global publishers	Express Publishing	Every cycle
	Oxford University Press (OUP)	Every cycle
	Pearson Longman	3 rd cycle
	Santillana	3 rd cycle

Table 54. Publishers operating in Portugal (2020-2021)

At this stage, and given the coursebook analysis of the previous chapter, it is apparent that in certain cycles local publishers might have two separate coursebooks for the same subject, providing a higher number of options when compared to the international publishing houses, which only offer a single option per level. Nevertheless, this does not mean that the local publishing houses outnumber the global ones. López-Barrios and Villanueva de Debat (2014: 39) also reflect on the role of the locally-produced coursebooks and argue that it is perceived to have “a positive impact on the educational contexts for which they are intended, notably schools, they can be agents of innovation”. These researchers go on to postulate the impact of profit in decision making:

[W]e share the view of Lopriore (2006), who claims that publishing houses contribute to a large extent to shaping teachers' preferences since they play a significant role in setting educational trends through the textbooks they publish. But this positive characteristic is affected by commercial reasons since, according to Tomlinson, 'local coursebooks don't generate as much profit as global coursebooks and, despite a recent trend of producing localised versions of coursebooks, the global coursebook is going to remain

the resource used by the majority of learners of English in the world' (Tomlinson, 2003: 171). In sum, publishers' actions also exert an influence on the quality of teaching and learning a foreign language.

The results presented above clearly profile Portugal as an exception to the predominance and preference of the global coursebook as the main source used by learners around the world (ibid.). Additional reasons that may trigger teachers to prefer locally-produced materials relate to the inclusion of local culture and geography, providing a concrete context for intercultural awareness and inclusion of tailored notes and activities that may anticipate situations of linguistic interference.

Further considering the data obtained from the questionnaire, subjects tend to use coursebooks from different publishers within the cycle they teach. Nevertheless, replies provided the following information: 26.8 per cent (49 teachers) only use coursebooks from Porto Editora; 11 per cent (20 teachers) only use coursebooks from Areal Editores; and 8.2 per cent (15 teachers) use textbooks from both publishers. This alone represents 46 per cent, which, together with the remaining subjects who use a combination of materials from different national publishing houses, further suggests the dominance of locally-produced materials. In fact, considering globally produced textbooks, OUP, the most designated foreign publishers, only represents 6 per cent (11 teachers). Because the aim of this research is not to rank the publishers from the most used to less used, the above data suffices to establish the preference for locally-produced materials over global ones.

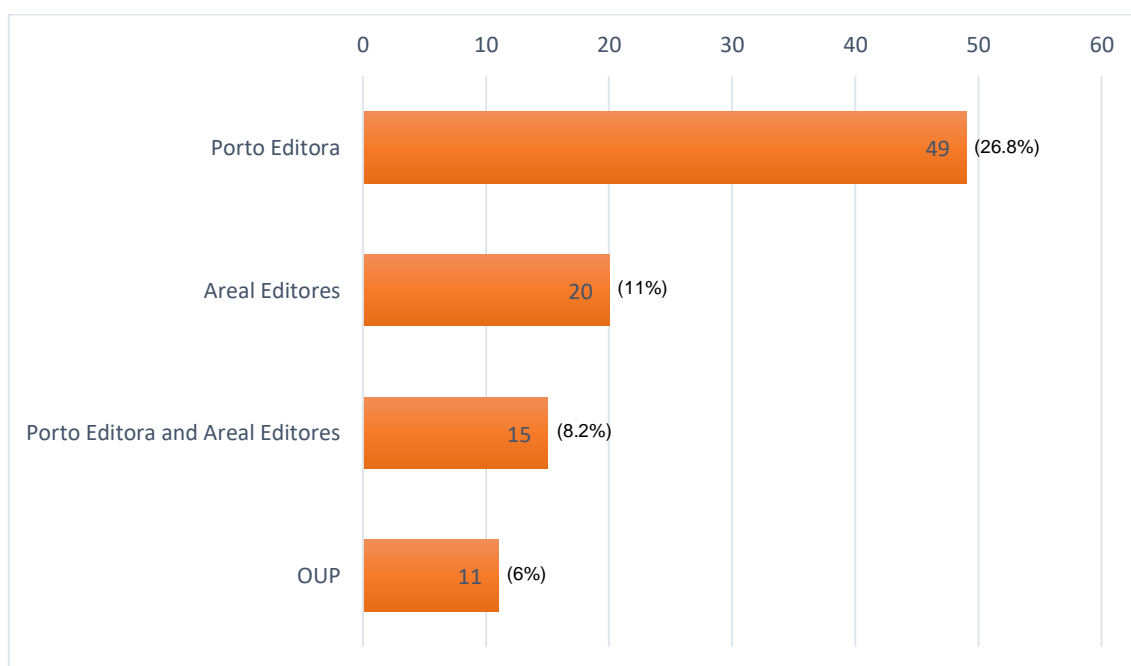


Figure 18: Most frequently used coursebooks

Analysis of Teacher's Perception of Teaching and Learning Pronunciation

Regarding the general presence of pronunciation-centred exercises in coursebooks, 52.5 per cent (96 subjects) claim that their materials present pronunciation-centred tasks, while 47.5 per cent (87 subjects) argue their materials do not cater for this skill. These figures are comparable to the findings presented in the previous chapter since 52.5 per cent from the most recent set (2020-2021) do not explicitly present the skill or present it once in the entire course. In Calvo's (2015: 370) research, 54 per cent (69 teachers) claim there are hardly any or no pronunciation-centred exercises in EFL coursebooks, which is a very approximate figure to our findings, while 46 per cent (59 subjects) suggest there are enough.

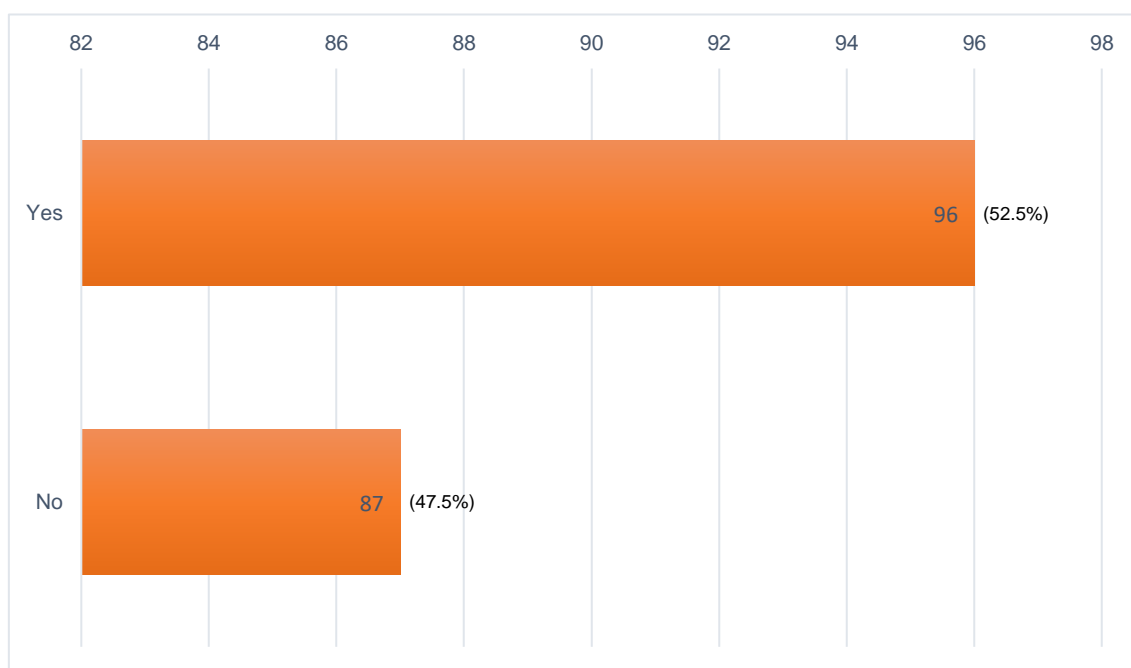


Figure 19: Presence of pronunciation-centred exercises

So far it is possible to outline that the questionees use coursebooks in their teaching practice (approximately 90%) and tend to prefer locally-produced materials over global ones (46% of the participants use textbooks from the Porto Editora group). However, almost 50 per cent of the subjects suggest that the textbooks they use do not present pronunciation-centred exercises. At a glance, the overwhelming preference towards locally-produced coursebooks over global ones may indicate a troubling outcome, given that it has been established that in the current set of coursebooks (2020-2021) only 29.7 per cent of locally-produced materials include explicit pronunciation exercises, when they reflect 66 per cent of the total number of ELT textbooks, confirming to a point its very fragile role. The following subsection will provide further details on the subjects' perception of the explicit presence of pronunciation tasks.

6.3.2.2 Task-related information

Considering the 52.5 per cent of teachers (96 subjects) that claim to use materials that present pronunciation-centred exercises, the frequency with which these tasks appear is as follows:

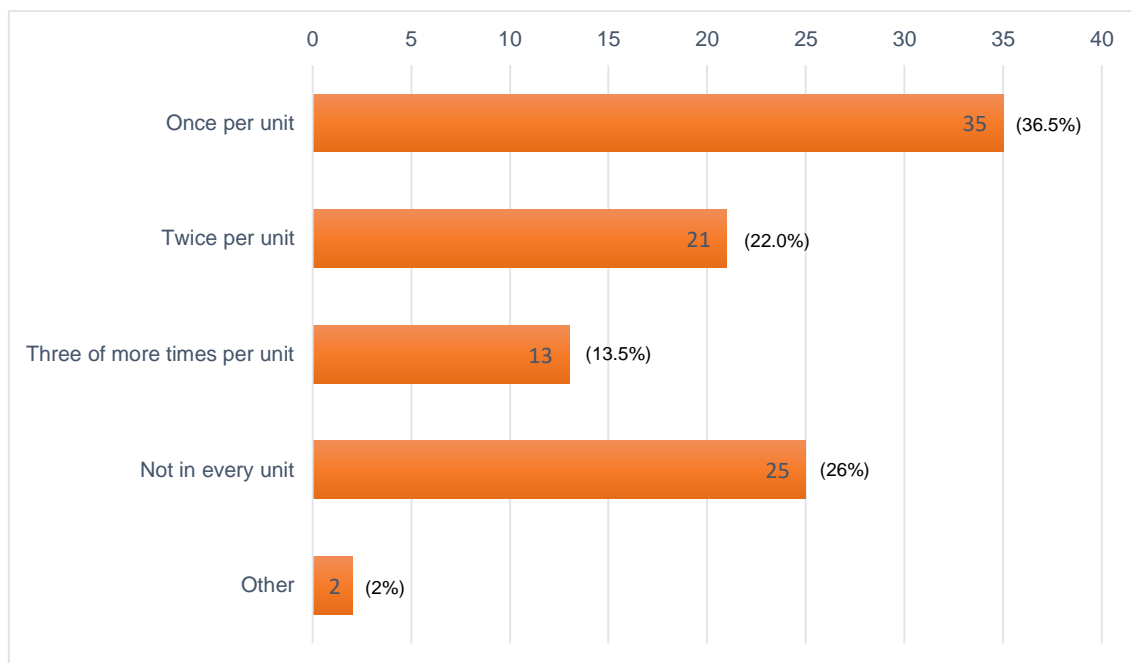


Figure 20: Number of pronunciation exercises per unit

36.5 per cent (35 subjects) suggest the coursebook they use features pronunciation once per unit; 26 per cent (25 subjects) propose it is not featured in every unit; 22 per cent (21 subjects) claim such tasks are featured twice per unit; 13.5 per cent (13 subjects) argue pronunciation is presented three or more times; while 2 per cent (2 subjects) opted to reply in their own words: one subject suggested that pronunciation was featured once in the entire coursebook, while the second maintained it appeared in the unit related to the differences between American English and British English. Both replies could represent a category designated as 'once in the entire coursebook'.

As mentioned in the previous chapter, depending on the cycle/year, the number of pronunciation tasks per unit may vary from no pronunciation tasks (53.6%) to one task per unit (25%) and in a single instance two tasks per unit (this is the case of year 7 coursebook *English in Motion 7* by Santillana, which represents 1.7 per cent of 2020-2021 coursebooks. The remaining 19.7 per cent of books feature less than one task per unit.). Given this fact, it is not clear why 13.5 per cent (13 subjects) argued that pronunciation is presented three or more times, since the previous chapter established that no published textbook for official instruction offers such an abundant number of

Analysis of Teacher's Perception of Teaching and Learning Pronunciation

exercises. Such a reply could indicate a potential misunderstanding between pronunciation tasks and general speaking exercises. Most speaking tasks hold the potential to help learners improve their overall intelligibility but they are not presented in these ELT coursebooks for the purpose of explicit pronunciation training (the following chapter will further explore this issue). Considering the above and the high number of subjects that indicate their coursebooks present pronunciation-centred exercises once per unit (36.5%) and twice per unit (22%), a questionnaire-to-questionnaire analysis was conducted to discover if the coursebooks indicated by the subjects conform with the data featured in Chapter 5. In the former group, 12 subjects use coursebooks that do not expose learners to explicit pronunciation tasks once per unit or simply do not expose learners to any sort of pronunciation instruction. In the latter group, none of the subjects use coursebooks that offer explicit pronunciation tasks twice per unit. Additionally, regarding the questionees that indicate that pronunciation tasks do not appear in every unit of their coursebook, in fact 12 subjects use coursebooks that do not offer any exposure to explicit pronunciation instruction. Overall, 46 subjects (25.1%) have offered wrong input regarding the characteristics of the materials used, which might suggest that the lack of training in this field has led to the misidentification of pronunciation-centred tasks. However, as this research has indeed indicated that the questionees are experienced teachers and hold university degrees, further research is necessary to understand how teachers draw the boundaries between general speaking exercises and specific pronunciation tasks.

The next item of the questionnaire addresses the subjects' perception regarding the most common pronunciation focus featured in coursebooks. Participants were provided with 5 options: (a) practice of vowels; (b) practice of consonants; (c) practice of stress placement; (d) practice of intonation patterns; and an open-ended option designated by 'other'. Figure 21 highlights the subjects' output:

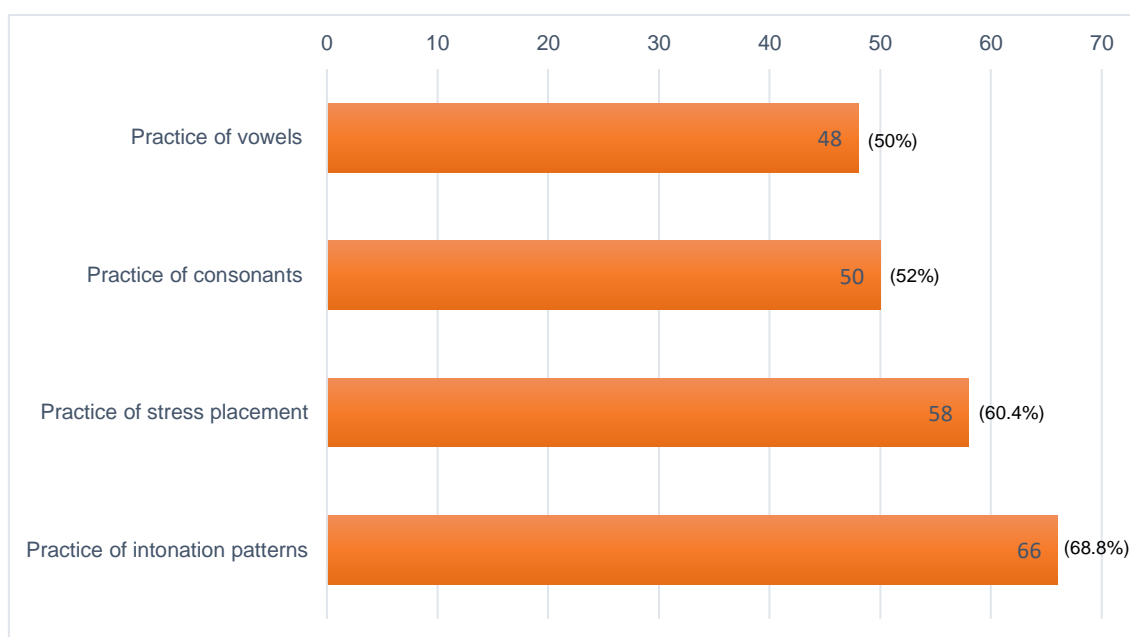


Figure 21: Pronunciation focus

As Figure 21 indicates, 68.8 per cent of participants (66) indicate that intonation patterns are the focus of pronunciation practice; closely following, 60.4 per cent of subjects (58) refer to stress placement; 52 per cent of teachers (50) mention practice of consonants; and nearly the same amount, 50 per cent (48), refer to practice of vowels as the most common focus. 4 participants provided other answers, but none of them are admissible as they refer to the type of exercises, which is the object of elicitation of the next question. It goes beyond the scope of this study to indulge into the reasons for the apparent confusion between focus and type of activity. Overall, vowels and consonants are featured almost with equal frequency and are outnumbered by activities of stress, whereas intonation patterns are the most frequent. Moreover, although the most common focus according to these participants is the practice of intonation patterns, the difference between the most and least selected option, which is the practice of vowels, is only 16.5 per cent. Comparing these results with Calvo's (2015: 370) research, Spanish EFL teachers regard the following aspects as the most frequently presented in EFL textbooks: 69.5 per cent believe the focus is on vowels, while 60.2 per cent consider the focus is on consonants and 69.5 per cent on stress. Finally, 58.6 per cent regard the focus falls on intonation. While in both contexts over 50 per cent of subjects suggest all 4 features, it appears that intonation patterns rank highest in Portuguese textbooks, whereas vowels and stress do so in Spanish ones. Nonetheless, it comes as a surprise that Portuguese teachers regard intonation as the most featured skill, given that the analysis carried out in the previous chapter has revealed that intonation is not the main feature among Portuguese textbooks as it only accounts for 10.1 per cent. In fact, focus

Analysis of Teacher's Perception of Teaching and Learning Pronunciation

on vowels (31.8%) and consonants (41.1%) are predominant among 2nd and 3rd cycle coursebooks. More research is required to discern if the participants in this study are able to adequately identify intonation practice or if focus on intonation is misinterpreted by exercises centred on segmental features, for instance. Additionally, further research is also needed to ascertain to what extent contemporary coursebooks feature elements of ELF, which is a limitation of this study. (However, my current overview suggests that the coursebooks analysed do not offer LFC features in a comprehensive way.) For instance, in Kiczkowiak (2021) *Pronunciation in Coursebooks: English as a Lingua Franca Perspective*, the author analysed the pronunciation syllabi of 6 globally published coursebooks.²⁴⁴ The study concludes that LFC features constitute only a small proportion of the analysed pronunciation syllabi, confirming that ELF research findings have so far had little impact on how English is presented (ibid.: 64).

Question 14 of the questionnaire collects data on the predominant type of pronunciation activity featured in the coursebooks according to the subjects. As for this question, participants were provided with 5 options: (a) sound discrimination; (b) *listen and repeat*; (c) identification of stressed syllables; (d) identification of intonation patterns; and an open-ended option designated by 'other'. Figure 22 below displays the collected input:

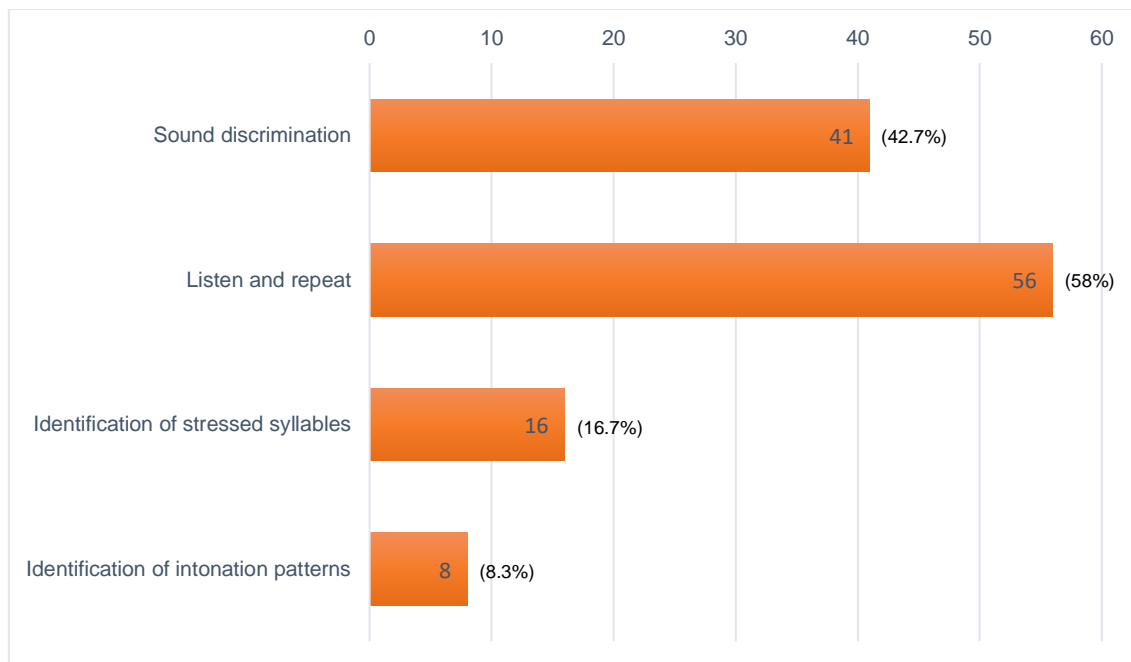


Figure 22: Type of pronunciation activity

²⁴⁴ The coursebooks analysed by Kiczkowiak (2021) are *Outcomes*, *Keynote*, *New English File*, *Cutting Edge*, *Roadmap*, and *Language Hub*.

Considering the participants' replies, the most chosen activity focused on *listen and repeat* with 58 per cent (56 subjects); 42.7 per cent (41 subjects) believe the type of activity is sound discrimination; 16.7 per cent (16 subjects) suggest it is focused on the identification of stressed syllables; and 8.3 per cent (8 subjects) believe the type of activity is centred on intonation patterns. There is some concern regarding the mismatch between the 66 participants (68.8%) who indicated that the focus of pronunciation in EFL coursebooks is on intonation and the mere 8.3 per cent (8 subjects) who suggest that the predominant focus regards intonation patterns. Given the results from the previous chapter, it is clear that *listen and repeat* activities are the most common in Portuguese EFL coursebooks, considering that it ranked first with 42.8 per cent (151 activities) among the 2020-2021 set of coursebooks. Perhaps the subjects consider that intonation focus is centred on this type of activity, which is not the most engaging as mentioned previously. Comparing Spanish EFL teachers' perceptions on the frequency of incidence of *listen and repeat* activities in the coursebooks, the figure is significantly higher, 80.5 per cent (Calvo 2015: 269). As of the present moment, no clear explanation occurs to account for this difference. Nevertheless, Yoshida (2016: 8) makes an important point on the matter of *listen and repeat*: "having students listen to a recording or to the teacher's voice and then repeat is a useful part of a pronunciation lesson, but by itself it is not enough".

6.3.2.3 Teaching pronunciation

As for teachers' perception of the importance of pronunciation, there is no doubt that the overwhelming majority of subjects believe teaching pronunciation is important: 179 teachers (90.4%) replied *yes*, while 19 teachers (9.6%) replied *no*. In fact, these results are in tune with Kanellou's (2011) results for pronunciation teaching in Greece and Calvo's (2015) in Spain.²⁴⁵ In Moedjito's (2016: 39) research, "both teachers and students see pronunciation as an essential part of oral language even though they find it difficult to learn". There is a huge gap between believing something as important and actually incorporating the skill throughout the many lessons, exposing learners to it in a meaningful way. For instance, if the majority of participants believe pronunciation is important, why are there 91 teachers (48.7%) who use coursebooks that do not present this skill? One obvious reply regards the fact that these participants were not responsible for the selection of that specific textbook, but that alone cannot be the only justification.

²⁴⁵ However, a more recent study by Tegnered and Rentner (2021) in Sweden revealed that 51.8 per cent of teachers agreed it was either important or very important, but 35.2 per cent remained undecided, perhaps hinting at a possible shift among teachers' views.

Analysis of Teacher's Perception of Teaching and Learning Pronunciation

Similar questions could be raised concerning the 97 professionals (51.9%) who indicate that they do use coursebooks that include pronunciation, yet the best-sellers are not those which address and incorporate this skill adequately and, as explored in the previous chapter, there are not that many alternatives that incorporate pronunciation in a modern and comprehensive way. As mentioned in Chapter 5, learners in Portugal may graduate from their secondary education without having ever been exposed to explicit pronunciation instruction via a coursebook.

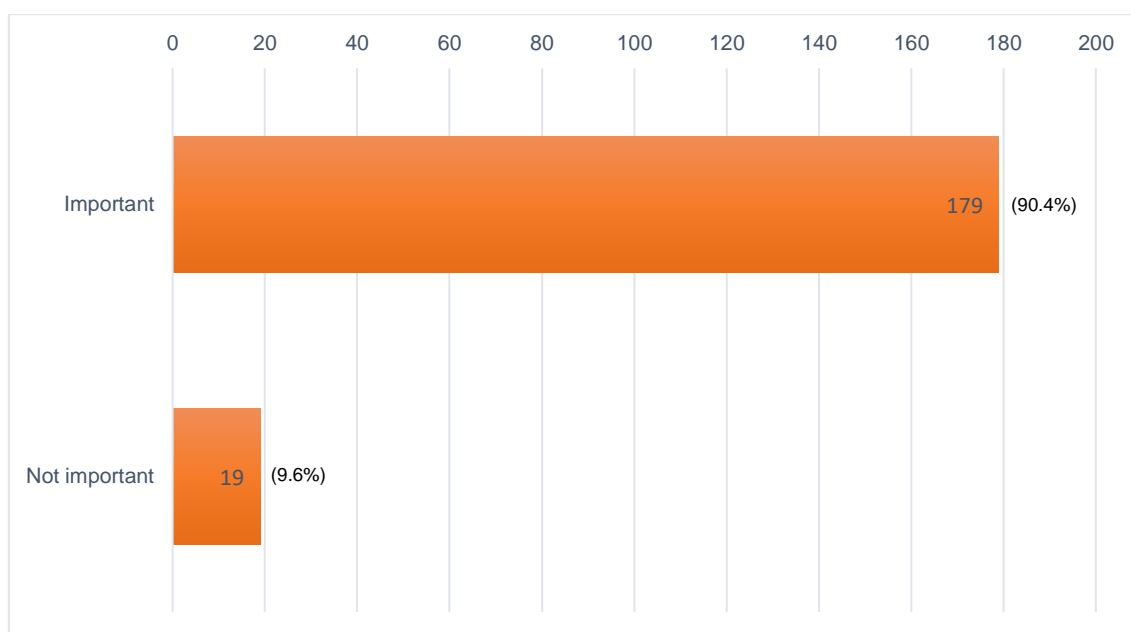


Figure 23: Importance of pronunciation instruction

Subjects were subsequently asked to provide reasons to justify their previous answer. In order to make sense of the output, two tables²⁴⁶ were created to categorize the reasons why subjects do not find pronunciation important and why they do. The first group (19 subjects; 9.6%), the ones that replied negatively, provided justifications that can be classified into 6 categories:

1. Because English is a global language.
2. Because learners are able to learn on their own.
3. Because the aim is to communicate intelligibly and not native-like.
4. Because other issues are more important.
5. Other.
6. Invalid or blank answer.

The following figure highlights the results according to the above categories.

²⁴⁶ A compilation of all answers by subjects is featured in annexes 30 and 31.

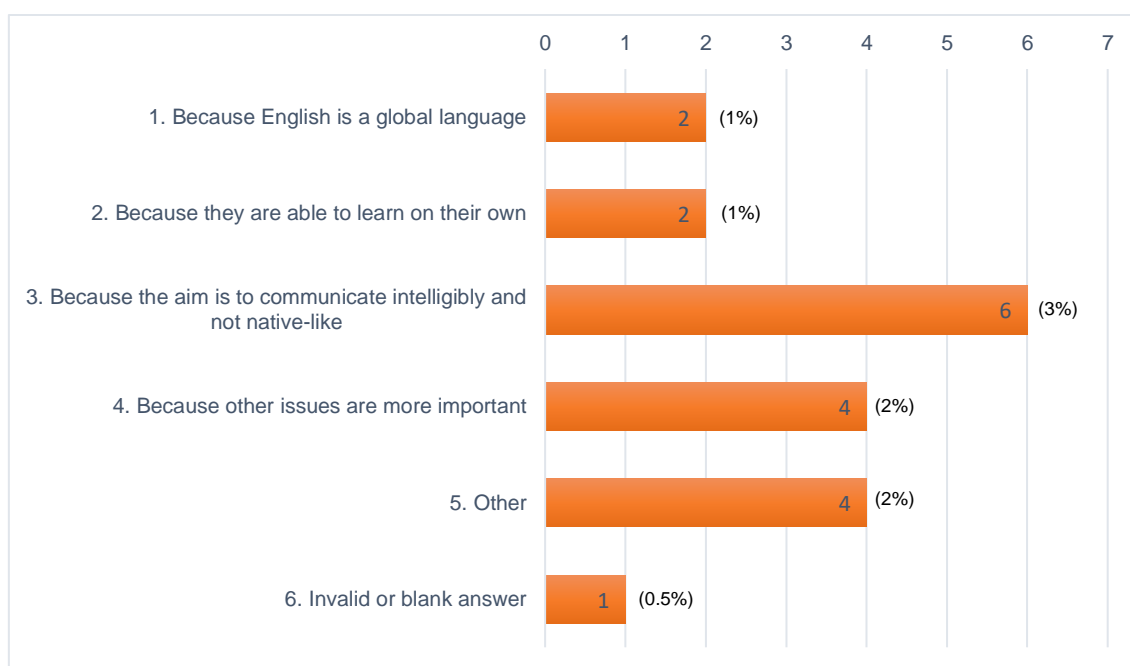


Figure 24: Reasons why teachers do not find pronunciation important

Given the reduced number of subjects in this group, the results presented here are not necessarily significant to draw meaningful conclusions. Nevertheless, it is worth devoting some discussion to them. The most voted category justifying the alleged lack of importance of pronunciation (6 subjects; 3%) focuses on the overall aim to communicate intelligibly and not native-like. The overall input from the participants can be summarized in the following contribution: “communication can be achieved without perfect pronunciation”. While these teachers are correct, it is worth noting that intelligibility is being used here as an umbrella term that covers intelligibility, comprehensibility and accentedness as proposed by Derwing and Munro (2005) and covered in Chapter 2, since the users do not tend to differentiate these terms. Another category worth reflecting on regards that other language issues are more important, as indicated by 4 subjects (2%). Yet another group of 4 subjects (2%) have suggested other factors. Two participants of the first group consider grammar and vocabulary as more important than pronunciation. However, these teachers likely neglect that pronunciation may be taught alongside these skills in a comprehensive and integrated way, as suggested by Ahmad (2016) and Parker (2000), or should be integrated with other languages skills, as proposed by Walker et al. (2021). The other two teachers do not acknowledge the importance of pronunciation instruction considering the age of their learners, but fail to present reasons for their contribution, which does not allow one to broaden this discussion.

The second group of teachers, who suggested other factors, focuses on different reasons that are not necessarily interconnected. One subject suggests she already teaches pronunciation associated with vocabulary, which begs one to debate why this participant did not indicate pronunciation as important. Another suggests pronunciation is not relevant because it is an individual or group characteristic that may change over time. Tergujeff (2021: 1) highlights how an independent language user (B2) is characterized “by speech that is intelligible and does not require the listeners to strain themselves in order to understand the speaker. Hence, many learners aim to develop their intelligibility as well as ease of understanding as they climb the ladder of language proficiency”. Tergujeff’s research presents massive variation in overall oral proficiency from A2 to B2, where stricter ratings tend towards accentedness rather than comprehensibility. It seems that the higher the speaker's proficiency, the more comprehensible and less accented they are; hence the participant’s view is flawed as there is little basis in contemporary research to substantiate it. Learner pronunciation is expected to change, which should make it important. A third subject highlights that in her context there is a confluence of different accents because the learners were born in different English-speaking countries; and the last subject suggests that young learners are insecure and therefore feedback must be handled with care. While as a language teacher I agree with this last contribution, it is not clear how this argument explains why the subject does not find pronunciation important. One subject only replied “to facilitate communication”, a justification which does not provide sufficient input to offer a proper classification. It is possible that the inconsistencies highlighted so far are directly related with lack of professional development in this field. Regarding the remaining replies, 2 subjects (1%) find that, with the spread of Global English, pronunciation is either relevant to a point or up to the learner to develop his or her accent. In the words of one of the participants, “[c]onsidering there are Englishes and English is a global language, pronunciation is important but only up to a point”. Seeing pronunciation only as partially important suggests some confusion on the issue by the participant. Jenkins (2000) and subsequent work do not present pronunciation as a secondary skill and, even when considering the 2018 version of the CEFR, issues regarding phonological control were redesigned to accommodate an extensive review of the literature and consultation with experts, hinting at the overall importance of pronunciation within the current context of global English. Additionally, the views of the above teachers do not corroborate contemporary research such as proposed by Tegnered and Rentner (2021) regarding the views of Swedish upper-secondary teachers. These researchers concluded that EFL teachers tended to value comprehensibility as the most important aim of pronunciation instruction.

Considering the next category which postulates that learners are able to learn on their own, 2 subjects (1%) agree that Portuguese learners tend to be good at pronunciation because of their exposure to film, games and music. While the debate between implicit and explicit learning was briefly addressed in Chapter 2, Rod Ellis' (2009) question whether learning without some degree of awareness is possible is very relevant to further this discussion, since each learner is unique and not all language learners learn best through implicit instruction. Housen and Pierrard's (2005: 10) distinction between the characteristics of implicit and explicit language instruction are important to understand the underlying principles of each approach:

Implicit instruction	Explicit instruction
<i>attracts</i> attention to target form	<i>directs</i> attention to target form
is derived <i>spontaneously</i>	is <i>predetermined</i> and <i>planned</i>
is unobtrusive (minimal interruption of communication of meaning)	is obtrusive (interruption of communication of meaning)
presents target forms in context	presents target forms in isolation
makes no use of metalanguage	uses metalinguistics terminology
encourages free use of the target form	controlled practice of the target form

Table 55. Implicit and explicit language instruction (Housen and Pierrard 2005: 10)

While explicit instruction has been suggested to be more effective and time-efficient than implicit instruction for L2 learners (Gordon, Darcy and Ewert 2013, Khanbeiki and Abdolmanafi-Rokn 2015), the results featured in Peltekov's (2017) research highlight that there is no significant difference in overall pronunciation improvement when using these instructional models in different groups, hence being advisable to use a blend of both instructional approaches.

A highly significant number of participants (90.4%; 179 subjects) provided input regarding the reasons why pronunciation is important. As done with the previous open-ended answers, each reply was categorized thematically, allowing for the creation of 9 categories:

1. Because it is part of the communicative competence of a speaker and is on a par with other language skills.
2. Because it allows the speaker to be intelligible (understanding 'intelligible' in a broad sense, as being understood by the listener).

Analysis of Teacher's Perception of Teaching and Learning Pronunciation

3. Because it is an integral part of the speaking and/or listening skills.
4. Because it avoids hindering meaning and misunderstandings.
5. Because it allows the learner to focus on correct pronunciation, especially of words (focus on correctness as opposed to intelligibility).
6. Because it allows the learner to differentiate between English and Portuguese sounds.
7. Because it helps the learner gain confidence in communicating (psychological motivation dealing with insecurity).
8. Other.
9. Invalid or blank answer.

The following figure presents the results according to the above categories:

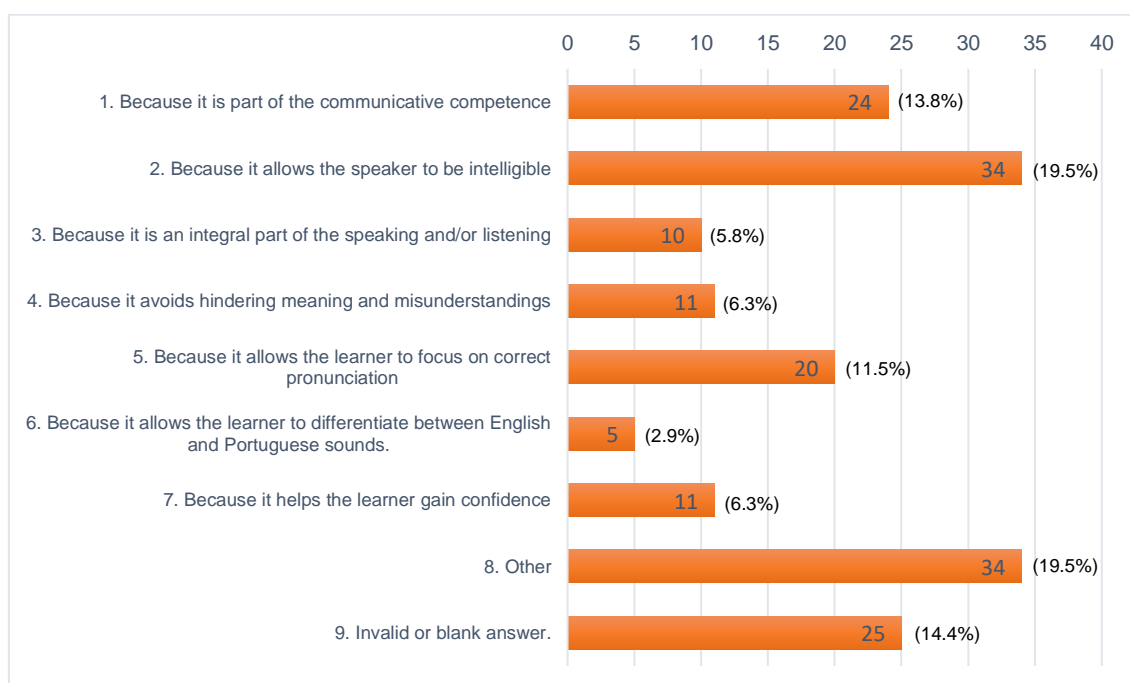


Figure 25: Reasons why teachers find pronunciation important

Considering the above, 19.5 per cent of the replies (34 subjects) acknowledge the role of intelligibility in pronunciation. The importance of intelligible pronunciation as a goal has already been explored in Chapter 2. However, teacher perception regarding this matter has not. Saito (2013), who researched teachers' perspectives as a means to identifying teaching and learning priorities for a Japanese group of L2 learners to achieve intelligible pronunciation, concluded that the surveyed teachers agreed on the main problematic areas. Therefore, a syllabus specifically tailored for acquisition of intelligible pronunciation which featured the pronunciation problems that are universally problematic in other ESL/EFL classrooms could improve its overall learnability and teachability (ibid.:

20). Nevertheless, Kanellou (2011) found that pronunciation is considered less important than grammar for Greek teachers. The same author found that teachers believe that learners should be exposed to both standard British and American varieties, something that, according to the teachers, actually happens in the classroom; most teachers also believe that aiming at an accented international intelligibility should be a main goal, although some students “opted for native-speaker competence in pronunciation” (Kanellou 2011: 267). Calvo (2015: 351) postulates that “thanks to a more *Modern Approach* to the teaching of pronunciation, the focus in EFL pronunciation classes is currently placed on intelligibility rather than on sounding native-like”. However, teachers’ answers suggest that teachers should have a native-like pronunciation in order to be able to teach this sub-skill to their learners. Overall, more research is required from both a national and international scope to further understand teachers’ views on teaching pronunciation with intelligibility as the main goal. It is particularly necessary to identify priorities among European Portuguese learners in order to inform pronunciation teaching and empower students in developing their intelligibility and comprehensibility and move past the naiveness norms.

13.8 per cent of subjects (24) believe pronunciation is important because it is part of the learner’s communicative competence and is on a par with other language skills. As suggested in Chapter 2, pronunciation teaching has possessed more or less prominence in FL teaching depending on the prevalent method or approach of the time. Since sounds play an instrumental role in communication, FL teachers should attribute proper importance to teaching pronunciation. Unless the learner has sufficient knowledge of the sound patterns of the L2/FL, he or she will be unable to adequately encode a message or decode one sent by another speaker. While this group of teachers reckon that a learner’s communicative competence encompasses a user’s knowledge of syntax, morphology, phonology, as well as social knowledge about how and when to use utterances appropriately, one should acknowledge that communicative competence is an underlying principle of the communicative approach and the CEFR. In fact, the most recent version of the CEFR (2018: 157) suggests that “all knowledge and experience of languages contribute to building up communicative competence”. Given the importance of this reference document and its influence on the Portuguese curriculum, combined with important academic insights by Morley (1991) or Pennington and Rogerson-Revell (2019), it is somewhat surprising that more teachers did not suggest a similar reasoning. In Calvo’s (2015: 431) research, over 30 per cent of the participants agreed that the different language skills are not given the same importance and not enough time is devoted to pronunciation in Spanish classrooms. Given the evidence presented so far, the same could be applied to the Portuguese context. Overall, pronunciation is a key

component of communicative competence (as suggested by Derwing and Munro 2015, Crystal 2017, Jones 2019, Hancock 2020, among many others) since it “permeates all spheres of human life [...], in which the speaker and the hearer work together to produce and understand each other's utterances” (Foote and Trofimovich 2018: 85). Further research on communicative pronunciation teaching could offer significant propositions for future curriculum and material design. Walker et al.'s (2021: 19) views validate this positioning:

[P]ronunciation is intrinsic to the teaching of other skills, especially speaking and listening and so pronunciation activities need to be anchored in one or more of the language skills being taught. Pronunciation is a support system that works in the background while other systems are in operation.

Perhaps PD is key to further share how effective pronunciation teaching/learning is when integrated with other language skills.

A focus on correct pronunciation centres the contributions of 11.5 per cent (20) of subjects. The teachers who comprise this category believe pronunciation instruction should concentrate particularly on correct pronunciation, especially of words, prioritizing correctness over intelligibility. This particular view might suggest that this group of teachers have a rather conservative approach to pronunciation teaching. Cook (2016), for example, claims that native-like accent should not be the purpose of pronunciation teaching, because it is virtually impossible for the majority of learners. When Portuguese students of English begin learning English, they have already developed the phonological module of their L1, creating an obstacle for learners to sound like a native. However, the same module serves as a basis on which learners can build their competence on key features. Additionally, researchers (e.g. Jenkins 2000, Cruttenden 2014, etc.) have suggested that pure RP²⁴⁷ is only used by a minority in British society, so why teach a model that learners are not going to be confronted with throughout their lives? Prior to the generalization of the Internet, Crystal (1995) had already outlined that an outcome of using English worldwide led to a quarter of the world's population speaking English for:

international travel, some satellite broadcasting, world press and television, main world stock markets, multinational corporations, intergovernmental agencies and many other institutions have

²⁴⁷ Some forms of RP-based pronunciation are still the most commonly taught model nowadays (see Cruttenden 2014). Although G(eneral) B(ritish) is used to avoid the negative connotations of the RP label, RP is used in this context because it is widely used among ELT professionals in Portugal and used in the reference documents mentioned in Chapters 3 and 4.

guaranteed a situation of daily contact for hundreds of millions of English speakers who together represent every major variety. (ibid.: 113)

As suggested above, PD in this field is valuable to expose teachers with the latest trends in pronunciation teaching (presenting contemporary research on English as an International Language in a comprehensive way, outlining the goals for international intelligibility and sharing advances in computer-assisted pronunciation teaching, henceforth CAPT) and is a key feature to debunking pronunciation myths.

6.3 per cent of the subjects (11) share the view that proper pronunciation avoids hindering meaning and misunderstandings. While this view is obvious and not innovative in any way, literature in this field informs that misunderstandings can be analysed at the word level, the utterance level, or the overall pragmatic level (Deterding 2013). While one can resort to different situations that happen inside the classroom as examples, one should not wait for incorrect pronunciation to address this skill. As suggested in Chapter 2 as well as in this chapter, pronunciation instruction goes beyond teaching speaking. From my personal experience as a language teacher, undertaking pronunciation tasks allows my learners to further develop their listening, thus progressing in their overall comprehensibility and raising awareness about different features that directly impact their intelligibility. Pronunciation can indeed avoid misunderstandings if integrated adequately with other language skills in what Adrian Underhill often refers to in PD courses as a ‘holistic approach’.

A psychological motivation related to gaining confidence in communicating is proposed by 6.3 per cent of the replies (11 subjects). Gagliardi (2016: 17) refers to confidence as “sand passing through our fingers; it is possible to have, but not everyone is good at holding on to it”. Experience as a language teacher has led me to realize that confidence is a catalyst for successful language acquisition; in exercises where learners need to expose themselves to present spoken production or in interaction-centred activities, learners without confidence will find excuses to avoid completing the task. Given this, it is not surprising that some participants maintain that pronunciation is important “to avoid misunderstandings and to boost self-confidence” or “a good pronunciation increases self-esteem and helps to learn the language”. In a study centred on teenagers’ confidence, Apter (2006: 42-43) explains that some students have an “air of confidence” that escapes them when tasks become difficult, many times sharing “an appearance of not caring” when they really feel anxious. In Turkey, Gurler (2015) found a significant correlation between self-confidence and speaking achievement. In his

context, speaking fluently and accurately has been an important concern. To overcome shortcomings, he proposes that teachers promote moderate levels of self-confidence among the learners. On the other hand, Calvo (2015: 433) points out that 41.7 per cent of teachers found their learners shy when speaking English. It is worth mentioning that motivation is heavily connected with goals and, among the diverse learners of a given EFL classroom, some students may aspire to reach a native-like accent, while others may share different goals. According to Walker et al. (2021: 14), “the pronunciation features in the LFC provide a shared path over the common ground, allowing learners to quite quickly become widely intelligible to willing interlocutors –both native and non-native like– in most contexts”. The following figure translates this approach:

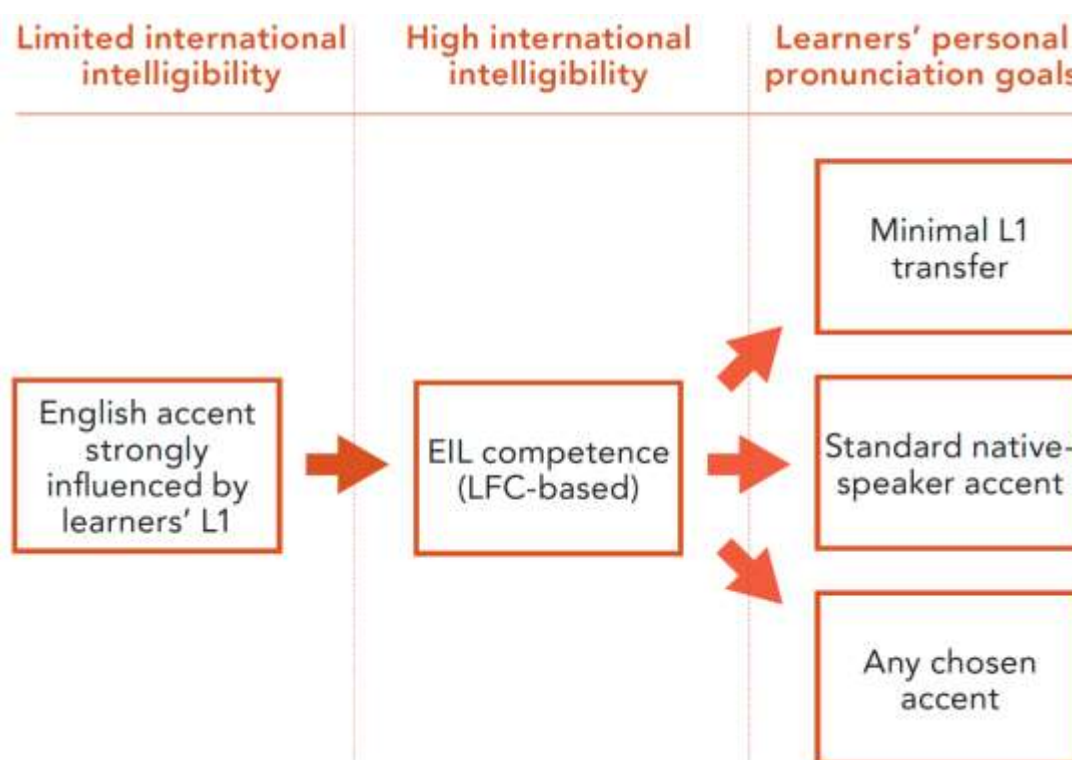


Figure 26: Achievement of different learner goals (Walker et al. 2021: 14)

While there are no studies within the Portuguese context for Portuguese EFL learners to draw comparisons or to conclude that this is a feature that hinders the advancement of intelligible speakers within this context, the relation between motivation, goals and intelligible language users within a LFC context alone could allow a series of studies for future publication. Additionally, the relatively low number of participants that highlighted this feature could also raise the question of teacher awareness of the role of confidence in language acquisition.

The percentage of teachers who believe that pronunciation is an integral part of the speaking and/or listening skills is relatively low: only 5.8 per cent of subjects' (10) contributions fit in this category. Darcy (2018: 13), who explores contemporary pronunciation instruction, reminds that to make language come alive, one requires behaviours related to listening, speaking, reading, and writing, and these depend on the “three domains of knowledge at the heart of language: phonology, vocabulary (lexis), and structure. This [...] implies that phonology cannot be dissociated from the rest of language and that it is as important a contributor to the four skills as vocabulary and structure”. Given that pronunciation and phonology are directly related to speaking and listening and considering that “pronunciation practice is intertwined with both reading and writing, just like orthography is activated when listening to speech” (Darcy 2018: 15), it is surprising not to find more opinions regarding this belief, given that contemporary exams assess all 4 skills and, as mentioned in Part I, the spoken portion of speaking exams requires the teacher to consider and mark the learner's pronunciation.

The least voted category concerns the 2.9 percent of teachers (5 participants) who believe teaching pronunciation allows the learner to differentiate between English and Portuguese sounds. Although the results of this category are relatively low, it does imply a relevant view regarding pronunciation acquisition since teaching pronunciation does entail the differentiation of sounds. Research carried out by Kralova (2005) suggests that a contrastive approach (as in comparing the FL and the L1 phonetic systems) to teaching FL pronunciation results in better pronunciation and closer approximation to FL vowels. Focused on the Slovak context, Kissová (2020) corroborates this view suggesting that “specific phonetics training that combines the contrastive approach of cognitive introduction to English phonology and guidelines for pronunciation teaching comparing [...] sound systems in segmental, suprasegmental and prosodic systems [...] can have a positive impact”. While the coursebooks analysed in the previous chapter never presented the phonological differences between Portuguese and English in a comprehensive way, doing so would likely influence positively the L2 sound production quality. Overall, knowing more about the phonology of the students' L1 allows the teacher to be more effective in the classroom and, according to Kissová (2020: 61), through a “contrastive approach teachers can help learners in finding other possibilities to strengthen speaking competence”.

As for the category ‘other’, 19.5 per cent of the replies (34 subjects) were placed under this heading. Some replies were too general to fit any of the previous categories. Such replies include answers like: “because English is especially difficult in terms of pronunciation”, “to better communicate” or “it's not the most important but it's part of the

Analysis of Teacher's Perception of Teaching and Learning Pronunciation

language itself". Given the diverse nature of the views that were categorized under this type, no further attention will be given to it.

Finally, a significant amount of participants (14.4%; 25 subjects) provided either an invalid answer, as "bbb" or ".", or suggested redundant accounts as "it is very important" or "I find it important" that do not provide further input to broaden the discussion and an overall understanding of the issue at hand.

Analysis and reflection on this particular section of the questionnaire so far demonstrates that Portuguese teachers share the belief that "pronunciation instruction plays a very important or crucial role in the lives of their students across almost all contexts and situations" (Darcy 2018: 16) but are not clear on the reasoning behind its importance, which is evident from the results featured above. Such division could be directly related to the lack of training in this field and the use of materials that do not provide adequate attention to pronunciation instruction in an integrated way, adapted to the needs of the user according to their L1. Considering the inexistence of previous studies in this field in Portugal, it is not possible at this time to compare data and propose further insights.

Regarding the subjects' beliefs towards the future of pronunciation teaching, over half of the subjects declare there is a need for changing current instruction practices. Of the participants in this study, 66.7 per cent (132 subjects) believe pronunciation teaching must change, while 33.3 per cent (66 teachers) do not. The following figure presents these data accordingly.

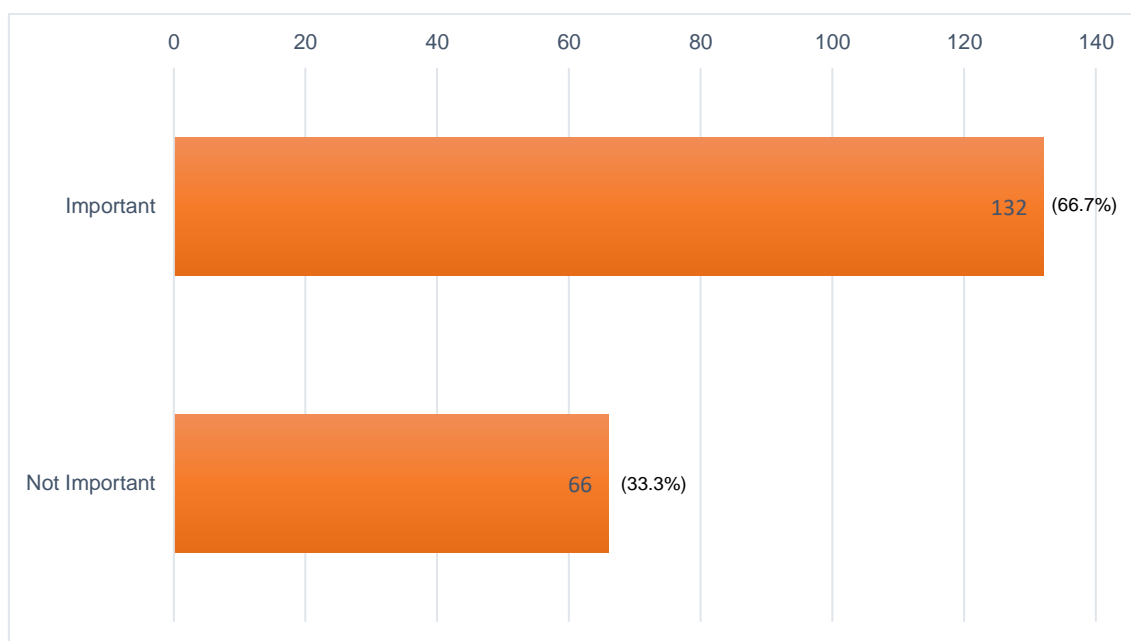


Figure 27: Importance of change in pronunciation instruction

As done previously, subjects who revealed the need for change in pronunciation teaching were subsequently asked to provide output on the extent of change required. In order to make sense of the information, a table²⁴⁸ was created to categorize subjects' output thematically and allow to assess how important each recommendation is. The following table offers an overview of the typology created which comprises six categories: (1) subjects who believe pronunciation tasks need to be more engaging; (2) those who argue for the need of more exercises for further practice; (3) participants who believe more time is necessary for this sub-skill; (4) those who suggest a need for teacher training; (5) subjects who do not know or have an opinion on the topic; and (6) teachers who provide views that do not fit the previous categories.

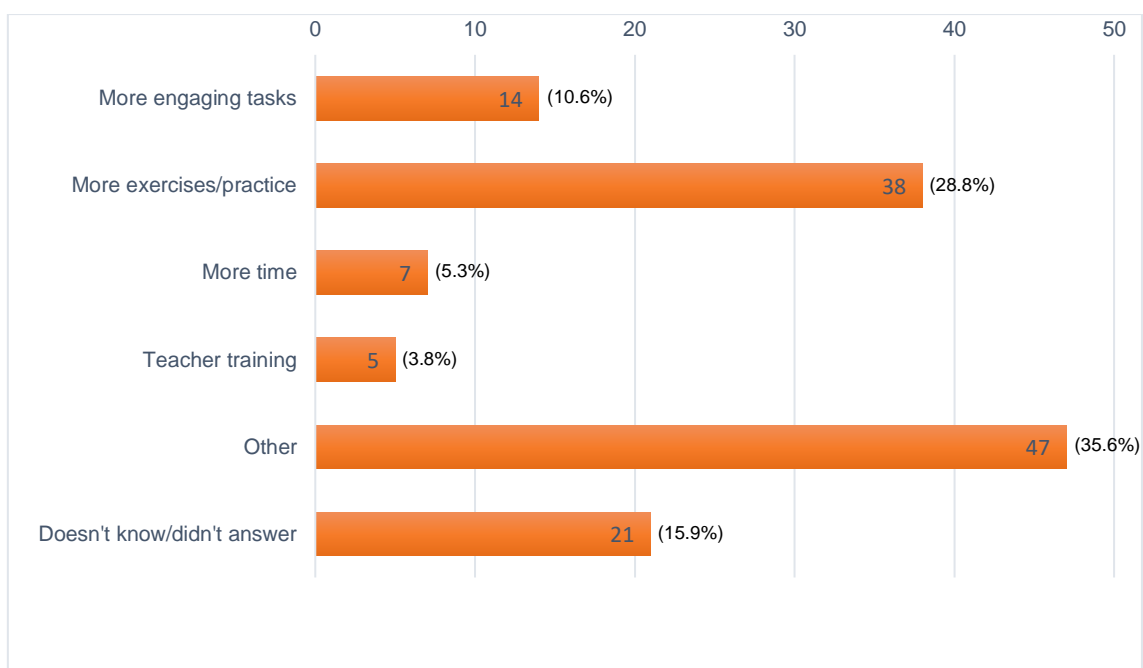


Figure 28: How should pronunciation instruction change

Regarding the above, 28.8 per cent (38 subjects) believe more exercises are required. The majority of replies agree that coursebooks need to feature more tasks, a deficiency already established in the previous chapter. 10.6 per cent (14 subjects) believe pronunciation-centred tasks need to be more engaging. Comments vary from “more meaningful exercises” to “innovative exercises to use in the classroom and with the appropriate technological support”. Given that CAPT resources offer a wide range of different speaker models (some of which will be mentioned in the next chapter), it is surprising that more teachers did not suggest this option, since it provides meaningful exposure. Perhaps EFL professionals are not fully aware of the advances in the field. It

²⁴⁸ A compilation of all answers by subjects is featured in Annex 32.

Analysis of Teacher's Perception of Teaching and Learning Pronunciation

is equally surprising that less than half of the subjects suggest an increase of tasks given that this sub-skill is overlooked in Portugal. 5.3 per cent (7 teachers) suggest there is a need for more time to teach pronunciation in class. Concerning this issue of time to further pronunciation instruction in the classroom, Crofton-Martin (2015: 30) presents an interesting reflection on teachers' views on this topic, which supports Celce-Murcia et al.'s (2010) argument that pronunciation practice in class depends very much on the teacher:

Only 19% felt that sufficient time was spent on pronunciation practice whereas 47% wished to spend more time on it. Given that most teachers felt comfortable working on pronunciation, it is unclear what prevents so many teachers from spending as much time as they would like on pronunciation. One teacher commented that it is a 'shame pronunciation practice becomes marginalised', but did not suggest why; another that it is hard to spend enough time on it when working from a coursebook; and yet another that (s)he would like to feel better able to respond to specific pronunciation problems as they come up.

Furthermore, 3.8 per cent (5 subjects) suggest further teacher training is required to teach pronunciation. However, the majority of subjects, 35.6 per cent (47 teachers), offered views that did not fit any of the previous categories. Within this category, some replies require further reflection. Firstly, 4 subjects mentioned that schools require labs or adapted classrooms to teach pronunciation, facilities that do not exist in Portuguese public schools. Secondly, 2 teachers suggest pronunciation teaching is more important in the 1st cycle. The remaining contributions stress different views on pronunciation instruction but many are very vague subjective opinions which are difficult to group within a new category to foster further analysis. Lastly, 15.9 per cent (21 subjects) either claimed they did not have an opinion (4 subjects) or did not provide an answer (17 subjects). Given the information gathered in response to the question, it is our understanding from the above input that the lack of emphasis on pronunciation instruction results from a combination of absence of significant exercises in coursebooks, lack of time and insufficient training in this field (both initial training and posterior PD for in-service teachers).

6.4. Interviews: General results, analysis and discussion

This section will present a question-by-question outline of the views and perspectives of Eulália Duarte, Alberto Gaspar and Nicholas Hurst (henceforth ED, AG and NH, respectively) concerning the role that pronunciation currently has in the Portuguese

curricula and EFL coursebooks. Because all three interviewees are regarded as experts in ELT in Portugal and work in different contexts,²⁴⁹ the analysis of their views will provide important insight regarding pronunciation instruction and possible further implications for the next chapter of this thesis. The full versions of the interviews are featured in annexes 33, 34 and 35.

Question 1 of the interview establishes the interviewee's insight into the transition between the 90s curriculum and the curricular goals.

Question 1	Key contributions		
	Eulália Duarte	Alberto Gaspar	Nicholas Hurst
From the publication of the 3 rd cycle curriculum (1996) to the publication of the initial version of the curricular goals (2013), seventeen years transpired. To what extent was the 90s curriculum expired after the publication and generalization of the CEFR (2001)?	<p>The curriculum goals are set out in all the new textbooks.</p> <p>The 90's curriculum has been generally forgotten.</p>	<p>The 1996 2nd, 3rd and Secondary curricula were cutting edge in the 90s.</p> <p>It inspired many classroom teachers, coursebooks writers and materials developers to a diverse extent</p> <p>Coursebooks tend to become 'avatars' of the curriculum and are considered good and effective whenever they are good/high-quality extensions of those and able to produce successful learnings with the 'right' teachers; bad, poor-quality whenever the 'avatars' were not so.</p> <p>APPI made several attempts to persuade the ME to generalize the CEFR.</p>	<p>The CEFR (2001) has recently been reviewed itself and, in any case, I think has become over-influential to the detriment of local PT considerations.</p> <p>The PT curricula documents would benefit from a complete overhaul, starting from primary level. They lack coherence at various points along the educational path</p> <p>'Structuralism' haunts the PT curricular documents.</p>

Table 56. Information from interview question 1

As the responses to the first question evince, the three interviewees have considerably distinctive positions regarding the 90s program and the curricular goals.

²⁴⁹ As mentioned above, ED is the co-author of the curricular goals, AG is the President of APPI and NH is a Professor at the Faculty of Arts of the University of Porto.

Analysis of Teacher's Perception of Teaching and Learning Pronunciation

Firstly, ED positions her reply to convey that the curricular goals replaced the 90s curriculum and coursebooks reflect such a change, leading one to consider that the older guidelines were indeed outdated. Secondly, AG is more critical about this and perhaps is the most informed given the many years he has been chairman of APPI (since 1998). When reading AG's full interview, it is clear that APPI had lobbied the ME to create a compromise between the 90s curriculum and the CEFR since 2001. However, with the publication of the curricular goals such a change presented a different outcome than expected:

[I]t became altogether apparent to APPI that the time for any change to that effect had definitely expired, that no further attempts to introduce any possible change were to be considered by the ME, either for lack of funds (a common excuse voiced by the ME to APPI), for 'unsuitable timing' (idem) or for inertia, to put it bluntly.

Nevertheless, APPI has never considered the 1996 curriculum expired after the publication and generalization of the CEFR. According to AG,

[a]lthough designed in a pre-CEFR era, APPI keeps considering this syllabus/curriculum as a valuable reference for classroom teachers, learners and parents; an object of permanent, helpful assistance for teaching and learning the language and the culture(s) of speakers of Anglo-Saxon extraction.

Lastly, NH's position is prone to a complete overhaul of the curriculum in order to ensure further cohesion and eliminate elements of 'structuralism'. From experience I have observed that Portuguese ELT teachers still require detailed lists of grammar and lexical items to teach (and highlight these lists in yearly and term plans as well as lesson plans). ED confirmed this during a workshop in APPI's 29th annual conference. She pointed out that the working version of the curricular goals had no explicit mention of the grammar/lexis teachers had to teach in a specific level because they believed the teacher should make such decisions based on the learners they were teaching. It was only through dozens of emails urging them to add such a mention that they incorporated explicit references (or in other words, a grammatical and lexical checklist). It is not completely clear if ED and her team also intended other sub-skills such as pronunciation to be presented as each teacher saw fit, but considering the answers provided in other sections of the interview it is highly unlikely.

Perhaps prior to a complete overhaul of the curriculum, there must be plans for an ambitious survey on how EFL is taught in Portugal; an outline of priorities for EFL learners and official PD opportunities so teachers are brought up to date scientifically so

they feel prepared for a change. Nevertheless, considering the EU's latest initiatives, "[...] *resetting education and training for the digital age*",²⁵⁰ one may foresee that further changes are to come in a near future in order to achieve a European Education area which addresses key competences for lifelong learning, digital skills and common value, and inclusive education. How this will affect PD in Portugal and in particular ELT teachers is largely unknown at this point.

Question 2 aims to collect insights on how teachers reacted to the generalization of the curricular goals.

Question 2	Key comments		
	Eulália Duarte	Alberto Gaspar	Nicholas Hurst
What were the teacher's reaction to the curricular goals?	Generally, very good. The goals were clear and easy to follow.	Some teachers considered them an advancement regarding the current syllabus/curriculum, since it bridged the CEFR and was a more workable tool than the former. Other teachers concentrated their criticism on the absence of certain items particularly in the checklist of items that should be taught and learnt in each level.	While acknowledging they have simplified the programmes, they remain too focused on describing language as a system rather than going for more 'pushed output', i.e. providing the learners with opportunities to use the target language.

Table 57. Information from interview question 2

Regarding the second question, ED views teachers' reactions to the curricular goals as positive as they were "clear and easy to follow". AG suggests that teachers were divided on the matter. While some saw it as a considerable advancement and a way to bridge the CEFR, others were critical of the lack of referencing of certain language skills (hence the inclusion of a specific grammar and lexis section as mentioned earlier). For his part, NH argues that the curricular goals are used to describe the language that should be taught instead of presenting different scenarios to use the FL, as Bekteshi

²⁵⁰ https://ec.europa.eu/commission/presscorner/detail/en/IP_20_1743 (accessed February 2nd, 2021).

(2017: 50) suggests in a comparative study between the curricular goals and English language curriculum of Kosovo:

It is not the function of the Common European Framework to lay down the objectives that users should pursue or the methods they should employ. This indicates that the EL teachers can and should elaborate their teaching based on the learners' interests. The framework has given the teachers free hands to make changes in the choice of topics, the area of introduction, the skills and activities that should be used in an EL class.

However, because of lack of research in the field of ELT in Portugal, there is not sufficient data to inform practitioners, curriculum designers and coursebook authors where learners (in general) are starting from, their average language level, current issues with teaching/learning, what learners would like to learn (which may be significantly different from what they really need) and how they want to study the language (hence the need to establish priorities). In fact, Portugal had over a decade to conduct such studies to provide coherent curricular goals, yet no national study was used for its presentation in the 2012-2013 school year. If the curricular reform is to continue without what Scrivener (2011: 89) refers to as a "Needs Analysis", teachers are likely to keep advocating for a descriptive/prescriptive syllabus and avoid what Hurst refers to in his interview as "a pushed output system". This prescriptive approach is argued by Rao with regard to grammar:

Since grammar is the structure and sound of a language, everyone concentrates mainly on it. Even the native speakers of English have also recognized the importance of grammar [...].

The present situation in most of the schools and colleges is that grammar is taught as a separate entity and the learners of the English language learn it just by mugging up the rules of the language. Furthermore, grammar is taught in a prescriptive way rather than in a descriptive way. Therefore, the learners of a language are not in a position to showcase their talent in either their speech or writing. (Rao 2019: 240)

Perhaps the importance of prescriptive grammar is so important for Portuguese teachers that they had no other alternative than request its addition to the curricular goals. In the long run, it is easier to teach grammar as well as assess it in comparison to oral skills such as spoken production/interaction or sub-skills such as pronunciation. Changing such a paradigm would require countless hours of PD and clear guidance from administrators, teacher trainers and experienced teachers. However, such change may

prove difficult considering what Tomlinson referred to as a principled going back to grammar centred coursebooks (see Chapter 4).

Question 3 attempts to establish the extent of the involvement of the scientific community in designing the curricular goals.

Question 3 ²⁵¹	Key comments		
	Eulália Duarte	Alberto Gaspar	Nicholas Hurst
(ED) What criteria were used to decide what contents of the 90s curriculum would be featured in the curricular goals and what would be set aside?	Two of the authors are bilingual and have an extensive teaching experience. The criteria “was quite personal”.	APPI was consulted before the curricular goals were published, having recommended adjustments.	Unaware of university involvement.
(AG & NH) To your knowledge, what was the involvement of the scientific community in the design of the curricular goals?			

Table 58. Information from interview question 3

In response to Question 3, NH explains that to his knowledge Portuguese-based ELT academics were not consulted regarding the curricular goals. AG clarifies that APPI was involved and made several recommendations to improve the document. Lastly, ED explains that the content to be featured in the curricular goals were selected based on “personal criteria”. While surprising, this statement reiterates that there is a lack of research in the field of ELT in Portugal. Having a curriculum designer suggest that her personal experience was used as a medium for what should be taught on a national level should be considered with caution as this might suggest that academic research has a subsidiary role. Penny Ur’s²⁵² thoughts on the usefulness of academic research is particularly interesting in this reflection:

²⁵¹ Question 3 was adapted because Eulália Duarte was co-author of the curricular goals, hence had a direct involvement in their conception. The same was not necessarily applicable to the other two interviewees.

²⁵² <https://www.theguardian.com/education/2012/oct/16/teacher-tesol-academic-research-useful> (accessed February 2nd, 2021).

Analysis of Teacher's Perception of Teaching and Learning Pronunciation

Ask a teacher of English as a foreign or second language: "What is the main source of your professional teaching knowledge?" and the answer you are most likely to get is: "Reflection on classroom experience."

If you ask academic experts on ELT, they are more likely to say: "The research." [...]

Most English teachers, however, do not go to conferences or courses; still fewer take time to read research. This is mainly due to lack of time.

Preparing and teaching lessons usually takes up all their working hours, often more. And time for professional learning is not built into the job description. As one teacher told me, employers often convey the message that they would rather their teachers did not "waste their time" on conferences and reading when they could be in the classroom.

It can also be difficult to access and select relevant literature. Moreover, research articles can often be presented in an opaque style and it is not always obvious how they are relevant to classroom practice.

But if these problems can be overcome, teachers can gain some valuable knowledge from such articles. [...]

Research relevant to ELT relates almost exclusively to language acquisition. It only very rarely deals with pedagogical issues such as classroom management and discipline, homework, teaching heterogeneous classes, using the coursebook, exams and so on. Yet it is these issues that determine teachers' decisions on procedures and materials, far more than empirically demonstrated methods of facilitating language learning in controlled conditions. [...]

Finally, researchers are not practitioners. Many have very limited or nonexistent teaching experience so their ideas on the pedagogical implications of their results may not be very practical and need to be treated with caution.

Using one's experience to inform classroom decisions goes a long way into making national curricular decisions; while Portuguese teachers are expected to do PD workshops, courses, among others, on a yearly basis,²⁵³ there are many loopholes in order to only do them when it involves a promotion or if it will ultimately impact one's wage. So, while the problem of teachers' unwillingness or inability to read research regularly is questionable as there is not enough research applicable to Portuguese teachers, the availability of research material on the Internet is a reality. However, PD is not easy to manage when teachers have heavy work schedules. How many teachers are willing to leave work after teaching for long hours and attend a PD seminar regardless if it is in person or online? How many teachers are willing to spend their Saturday attending PD workshops? How many are willing to spend nights writing or completing assignments to receive a certificate of completion? And how many teachers are willing to pay for their PD, as it rarely comes free of cost.²⁵⁴ In a study by Alves et al (2018) concerning the

²⁵³ As clearly ordered in Decree-Law no. 41/2012 of February 21st and Decree-Law no. 22/2014 of February 11th.

²⁵⁴ In a PhD study by Elsa Correia on participation in PD, 37 per cent of teachers were willing to pay for professional development.

perception of Portuguese teachers regarding their yearly assessment, the authors argue that²⁵⁵

[t]here is a consensus that a country's development depends on the quality of its education. Thus, Teacher's Performance Assessment (TPA) arose because the ME believes that it can contribute to the quality of education, as well as to personal and professional development of teachers and its recognition. [...] Decree no. 26/2012, of February 21st, promotes longer assessment cycles, coinciding with the duration of career levels, fosters the formative dimension of assessment and uses external assessors to observe classes in the probationary period, 2nd and 4th career level and in case of obtaining the mention of Excellent. [...] The evaluation of teaching performance falls in three major dimensions: scientific-pedagogical, which assumes the centrality in professional practice; participation in school life and the relationship with the educational community; and continuous training and professional development. [...] Female teachers have a more negative perception of the evaluation process, in relation to the opposite gender. However, the dimension that is most valued is that which refers to the Self-Assessment Report (SAR) which is seen as a valid source of teacher performance evaluation and allows teachers to identify their weaknesses. Male teachers give more value to the fact that the SAR allows one to identify weaknesses and is an instrument to control teaching activity. The aspect less valued by the male teachers refers to the possibility of the SAR to identify the strengths of the pedagogical practice.

Considering the above, if continuous training and PD is one of three major dimensions regarding teachers' professional assessment, why is there no specific time

²⁵⁵ Translated by the author from the original Portuguese: *Existe um consenso de que o desenvolvimento de um país depende da qualidade da sua educação. Assim, a Avaliação de Desempenho Docente (ADD) surgiu porque o Ministério da Tutela acredita que esta pode contribuir para a qualidade da educação, bem como para a valorização e o desenvolvimento pessoal e profissional dos professores. [...] O Decreto Regulamentar nº 26/2012, de 21 de fevereiro, promove ciclos de avaliação mais longos, coincidindo com a duração dos escalões da carreira, fomenta a dimensão formativa da avaliação e recorre a avaliadores externos para a observação de aulas no período probatório, 2º e 4º escalões e em caso de obtenção da menção de Excelente. [...] A avaliação do desempenho docente passa a recair sobre três grandes dimensões: a científico-pedagógica, que assume a centralidade no exercício profissional; a participação na vida da escola e a relação com a comunidade educativa; e a formação contínua e o desenvolvimento profissional. [...] O corpo docente feminino tem uma perceção mais negativa do processo avaliativo, relativamente ao género oposto. Contudo, a dimensão que mais valoriza é a que se refere ao Relatório de Autoavaliação (RAA) como uma fonte válida de avaliação de desempenho docente e que permite aos professores identificar os seus pontos fracos. O género masculino valoriza mais o facto de o RAA permitir identificar os seus pontos fracos e ser um instrumento de controlo da atividade docente. O aspeto menos valorizado pelo género masculino reporta à possibilidade do RAA identificar os pontos fortes da prática pedagógica.*

allocated to teachers' weekly/monthly work schedules? This is a major limitation which requires further reflection.²⁵⁶

Additionally, there seems to be an issue when it comes to utilizing academic research to inform policy changes such as national curricular reforms. In a paper regarding policy makers and academic research, Newman, Cherney and Head (2016: 24) argue that

international literature assumes that the knowledge produced by university researchers has value and merit and should be consumed more heartily than it currently is by those who contribute directly to the decisions that govern society. [...] However, although it is generally accepted that the supply of academic research greatly exceeds its demand among policy makers, the reasons for this imbalance are not widely agreed upon, and the most effective strategies to improve the use of academic research have yet to be identified.

Perhaps additional steps should be implemented to disseminate research among stakeholders such as policy makers. A strong presence and/or the participation of different branches of the ME in academic conferences organized by universities or events such as the ones APPI organizes (the biggest being the annual APPI conference²⁵⁷) for ELT teachers could increase communication and provide a platform to share research and potentially have change based on science and not only on economic/financial factors or empirical ones.

Ultimately, teachers will be unable to enjoy the benefits of learning from research unless their job descriptions include the provision of time and funding to attend conferences and study professional literature and such changes will not only impact what should, could or must be taught but highlight different ways on how it could be presented to learners. Stronger interactions between researchers and policy makers are key to make relevant change.

Question 4 considers the late introduction of English in grades 3 and 4 and explores how these goals were designed given there was no prior curriculum to inform the outline of such goals.

²⁵⁶ Additionally, in-service teacher trainers do not receive a reduced workload and are not always compensated financially for the hours of training they deliver after their already heavy teaching load. In-service might also face the lack of certified teacher-trainers in the future.

²⁵⁷ <https://www.appi.pt/events/conferences> (accessed January 2nd, 2022).

Question 4	Key comments		
	Eulália Duarte	Alberto Gaspar	Nicholas Hurst
After 2013, English in the 1 st cycle was introduced and a new version of the curricular goals was published in 2015. However, there was no formal curriculum for the team to inspire the design of the new goals for grade 3 and 4. What documents aided you in the design of these new goals?	Took into consideration many English EFL textbooks and videos used for this age group.	There was no formal curriculum to base the design of the 2015 goals for grade 3 and 4. There were 'Orientações Programáticas' authored by Cristina Bento, Raquel Coelho, Niki Joseph and Sandie Mourão, reviewed by APPI and commissioned in September 2005 by the ME. APPI considers these goals appropriately balanced for this age group/level.	No input.

Table 59. Information from interview question 4

Regarding Question 4, ED clarifies that textbooks and videos were used as a reference to create the curricular goals of English for grades 3 and 4 which, as explained in Part I, was not a compulsory subject in Portuguese primary schools. AG points out the existence of the '*orientações programáticas*' which were designed for ELT professionals when English was an optional subject (attended by some learners after school). Even though the authors explain in the introduction document of the curricular goals that the CEFR and the '*orientações programáticas*' were reference documents in their conception, they make no mention regarding the use of textbooks. It is apparent that coursebooks had a relevant role in outlining what should be taught in these levels; however, such influence has not been reported in the past. It is conceivable to consider that this is a potential line for future research since curriculum changes are usually a challenge for publishers and teachers and not the other way around. As mentioned in Chapter 3, ELT coursebooks have often played a relevant role in introducing innovations in language teaching methodology. Could past and current textbooks be used as platforms to inform and inspire innovation in the design of language teaching curriculum? Given the above the answer is yes. This validates Bragger and Rice's (2000) position regarding MD and curriculum development who propose that teachers not only rely on coursebooks for teaching purposes but use them as a reference for curriculum design,

Analysis of Teacher’s Perception of Teaching and Learning Pronunciation

and it gives a new dimension to what Shawyer (2010a, 2010b) outlines as textbooks as curriculum transmitters, a script for teachers.

Question 5 attempts to elicit information regarding the cohesion between level and the need for a new curriculum, as opposed to a list of learning outcomes.

Question 5	Key comments		
	Eulália Duarte	Alberto Gaspar	Nicholas Hurst
Considering that the original aim of the curricular goals was to prioritize what was essential for teaching/learning and considering there is still no formal curriculum for the 3 rd and 4 th grade, do you believe there’s a need for a new integrated curriculum from grade 3 to 9?	The goals are sufficient because they fulfil the teachers' needs for guidance.	A new integrated curriculum from grade 3 to 9 will be a must sooner or later, since it will desirably describe the establishment of goals and content at large and the progression of the language learning to be recommended throughout the 3 cycles in a coherent fashion. The ‘essential learnings’ are an attempt to create coherence in English language teaching and learning throughout 10 years of schooling; they have further advantages brought out by a focus on 21 st century thinking skills.	No input.

Table 60. Information from interview question 5

While –as ED points out– the curricular goals created a checklist of contents teachers should follow and provide for their learners (and material writers should include in the design of materials), a checklist of contents is not enough to define a clear ELT curriculum as it does not account for factors such as methodology and pedagogy (or assessment). While AG is right when he mentions that the shift from curricular goals to “essential learnings” provided further coherence for the ELT teacher, these new documents still do not provide a most needed reflection on how teachers are expected

to design and provide significant learning. While this omission might leave headway for the educator to teach how he or she sees best, it also leaves all the educators that do not seek PD on a regular basis to dismiss reflecting on their teaching practice and consider new teaching paradigms. In addition, “students’ views are as crucial as the views of instructors in curriculum development process” (Uysal 2019: 465) and they have clearly not been accounted for. It is also widely unknown how different coursebooks from the curricular goals era will differ from this new “essential learning” context. Only time and research will tell how effective this new scheme will be within the bigger picture.

Question 6 attempts to establish the extent of the involvement of previous curriculum developers and the scientific community in the design of the *perfil do aluno à saída da escolaridade obrigatória* and the *essential learning* framework.

Question 6	Key comments		
	Eulália Duarte	Alberto Gaspar	Nicholas Hurst
Teachers during the past months have been bombarded with information regarding documents such as “o perfil do aluno” and “as aprendizagens essenciais”. Were you and your team involved in adapting the curricular goals to this new framework?	No.	APPI met with the ME September 2017 and March 2018 to exchange views on both the aims and conceptions of “o perfil do aluno” and “as aprendizagens essenciais”. APPI was involved in adapting the curricular goals and the syllabi/curricula from grade 3 to 12 to the new framework - ‘Essential learnings’ - between October 2017 and July 2018. This framework was designed by a team of ME specialists and APPI filled it in with the content of their subject matters.	No academic involvement.

Table 61. Information from interview question 6

Several aspects are surprising as concerns Question 6. On the one hand, it is surprising that the ME did not invite the authors of the curricular goals in their adaptation to “essential learnings”. It could have provided an opportunity to improve the learning

goals set out in the document. Additionally, the ME did not recruit a team of academics to form a commission, as it does for the certification of coursebooks. It involved APPI (which seemingly is frequently consulted in issues regarding ELT), an English teacher association that represents its associates but does not necessarily represent all EFL teachers based in Portugal. When AG states that “APPI filled it in with the content of their subject matters”, what he truly means is that they filled the new framework with the curricular goals. So why did the ME involve a teacher association and not the curricular designers? One reason could regard the fact that the curricular goals were commissioned during a right-wing government and the current government is left-wing and ultimately wanted an unbiased party participating in the reform process. Another explanation could consider that these decisions are ultimately made in an ad-hoc manner and lack a sense of medium and long-term planning. Nevertheless, while acknowledging that APPI has an important role in providing PD for English teachers of all levels, one could wonder if inviting different universities, particularly those who have English departments and teacher training MA courses, to participate in such reforms would have proven fruitful. Academics in this field are in most cases native speakers and have extensive experience that would prove useful in a consulting role. As mentioned previously, the relation between policy-making and academic research should be revisited as it is regularly neglected by current and past policy-makers.

Question 7 dwells on the absence of explicit reference to pronunciation and/or phonological goals during the reform of the ELT curriculum after 2013.

Question 7	Key comments		
	Eulália Duarte	Alberto Gaspar	Nicholas Hurst
Coming back to the curricular goals, after the 5 th grade there's no formal emphasis on aspects regarding pronunciation or phonology. Why?	<p>Accents are hard to define.</p> <p>Public school teachers often cannot follow an emphasis on pronunciation.</p> <p>Refers to "The English language in 24 accents" on YouTube.</p>	<p>Pronunciation teaching has been downplayed for years (which may account for the lack of formal emphasis on it after grade 5).</p> <p>Other reasons:</p> <ul style="list-style-type: none"> - lack of time. - 'need' to allocate sufficient time for grammar, vocabulary, listening, reading comprehension, among others. - insufficient preparation to teach pronunciation. - teachers not granting the same credit to prosody as they do to other aspects of language teaching. - belief that learners will get "the beat" after listening to omnipresent sources of English (media, net...). 	<p>Publishers do not want to provide materials that make teachers feel uncomfortable.</p> <p>Tendency to avoid activities where the teacher may have to act as a pronunciation model or where the teacher has to use audio resources when the school might not have the required hardware.</p> <p>The 'native speaker fallacy' which would invalidate the 'non-native speaker teacher' as the 'right' person to be dealing with pronunciation.</p> <p>PT learners are assumed to be 'good at' pronunciation and therefore do not need any practice at pronunciation.</p>

Table 62. Information from interview question 7

Considering Question 7, ED accounts for the lack of formal emphasis on aspects regarding pronunciation or phonology by the difficulty of defining accents. However, Jenkins (2000) argues that the role of English as a Lingua Franca has repercussions for teaching pronunciation. The goal is not to sound like a native speaker, but rather to communicate effectively in a global context. In fact, a learner's goal may be to communicate with other people from around the world and not necessarily with a native

English speaker. As mentioned in the previous chapter, pronunciation is more than *listen and repeat*. In the words of Mark Hancock,²⁵⁸

[p]ronunciation includes features of language (vocabulary and grammar) and skills (speaking and listening). Like vocabulary and grammar, we pronounce by noticing and understanding rules and patterns which lie beneath the surface of speech. For example, if an English word has two syllables, the stress is usually on the first syllable for nouns and adjectives, and the second syllable for verbs. Since pronunciation is part of speaking, it is also physical. To pronounce a new language, we need to re-train the muscles we use to speak. And pronunciation involves listening to how the language sounds. We can practice by focusing on connected speech while playing fragments from speech recordings.

At this stage, it appears that ED's view about the reasons for the lack of emphasis on pronunciation is based on a misconception about what pronunciation is, and this misconception has clear ramifications on how the skill is presented in the curricular goals. AG's answer ties into the contribution of the questionnaires featured in the previous section of this chapter: if teachers were to attend PD workshops in this field in order to develop know-how on how to integrate vocabulary and grammar instruction with pronunciation activities, it is highly likely that their teaching practice would reflect an improved focus on intelligibility with clear communication activities. This would also allow publishers and coursebook authors to rethink the role of pronunciation in their coursebooks and improve not only the number of times it is featured but also how pronunciation is integrated in each learning unit. It is obvious from the literature presented in Part I, as well as from the reflection provided so far, that pronunciation is not a matter of deciding if one is to teach British or American accents, but to present tasks that will help learners avoid distorting communication and allow them to become highly intelligible users of the English language. In Walker et al.'s (2021: 28) words,

the goal of current approaches to pronunciation teaching is to enable learners to communicate effectively with English speakers from diverse backgrounds. Indeed, major international examination boards, in step with the updated CEFR descriptors, have now adopted international intelligibility as a basis for their assessment of pronunciation.

²⁵⁸ <https://www.britishcouncil.org/voices-magazine/teaching-pronunciation-more-just-listen-and-repeat> (accessed February 8th, 2021).

Lastly, as suggested by NH, perhaps another important challenge will be to overcome the belief that European Portuguese speakers are naturally good at learning languages and do not require lessons that provide particular attention to pronunciation as a language skill.²⁵⁹ However, teachers' lack of confidence in teaching pronunciation may also play a major role on its overall neglect.

Question 8 aims to gather insight on the relevance of pronunciation.

Question 8	Key comments		
	Eulália Duarte	Alberto Gaspar	Nicholas Hurst
How relevant is pronunciation in ELT for you as a teacher?	Relevant to a degree.	Pronunciation stress and intonation are key aspects of learning the language. A suitable pronunciation is a characteristic of the educated language speaker. Learners must be aware from the start that there's not just one way to pronounce words correctly.	B2 (university) learners do not present common pronunciation issues. Because of class size (35 learners), pronunciation is occasionally addressed on an individual basis if necessary.

Table 63. Information from interview question 8

ED's response to Question 8 reveals that she is not completely inclined to recognize the importance of pronunciation instruction to its full extent, while AG does declare that it is a key aspect of learning a FL from the very start. NH adds that pronunciation issues are not common with his B2 university learners. This raises an important question: Are Portuguese B1/B2 learners of English (and above) so proficient, so intelligible that they have resolved all major issues regarding their pronunciation? The analysis provided in the previous chapter has indicated that current coursebooks practically abandon pronunciation instruction at the B1 level. However, this is not an indication that learners do not require such input; rather, there are no studies to inform

²⁵⁹ Portuguese news outlets usually recall Portuguese speakers' proficiency on a yearly basis, normally after EF English Proficiency Index. These are two examples: <https://www.porto.pt/en/news/quality-english-second-language-makes-porto-best-speaking-city-portugal-and-9th-world> (accessed January 2nd, 2022); <https://www.jornaldenegocios.pt/economia/detalhe/portugal-e-o-setimo-pais-do-mundo-onde-melhor-se-fala-ingles> (accessed January 2nd, 2022). The implications of the EF English Proficiency Index will be further discussed in Chapter 7.

such decisions in material design. NH’s views and the few examples of explicit pronunciation instruction in B1 coursebooks attested in Chapter 5 call for researching European Portuguese learner intelligibility throughout their school years and identifying the key areas of pronunciation instruction that might need to be adjusted for these learners, enabling achievable goals for effective, real world, communication and informing on potential areas for PD.

Question 9 attempts to establish the overall presence and adequacy of pronunciation in ELT coursebooks used in Portuguese public schools.

Question 9	Key comments		
	Eulália Duarte	Alberto Gaspar	Nicholas Hurst
To your knowledge, do coursebooks integrate pronunciation teaching from grades 3 to 9 appropriately?	No formal phonetic teaching is set out in coursebooks nor in curricular goals.	Considering the poor quality of the pronunciation shown by most 3 rd cycle students, “coursebooks have been hardly doing their job!” Coursebook writers could invest more on pronunciation training and varieties of English. Pronunciation is of critical importance in teaching and learning.	Very few examples of ‘explicit’ pronunciation practice in locally-produced coursebooks.

Table 64. Information from interview question 9

In response to Question 9, ED argues that there is no formal phonetic teaching in Portuguese coursebooks nor reference to it in the curricular goals. Having reviewed the most recent coursebooks and curricular goals,²⁶⁰ there is indeed no direct mention of phonetics. However, pronunciation-related instruction may happen without a clear focus on phonetics. For example, outlets such as online dictionaries may allow a learner to listen to the correct pronunciation of a word without knowing the IPA (Lee 2007) or the use of CAPT may expose students to automatic speech recognition software which has

²⁶⁰ *Metas curriculares de Inglês*. https://www.dge.mec.pt/sites/default/files/Basico/Metas/ING/eb_metas_curriculares_ingles.pdf (accessed February 2nd, 2021).

numerous benefits and possibilities in pronunciation instruction.²⁶¹ In a sense, ED provided a misleading reply, since Chapter 5 does suggest some rare moments of phonetic training. The next chapter will provide details on how to deal with the lack of pronunciation instruction featured in the current series of coursebooks.

AG reiterates the importance of pronunciation in FL acquisition. He suggests that coursebook authors could invest more in this particular skill in order to help learners improve it. However, it is a pity that such an influential association as APPI, who has done a considerable amount of consulting for the ME and has provided numerous outlets for PD, has not actually made this recommendation to teachers and textbook authors. Nevertheless, there have been attempts in the past to understand learner language proficiency such as the governmental initiative called Intermediate Testing Project (*Projeto Testes Intermédio*), which was an optional diagnostic test schools could participate in. Because this testing scheme was not compulsory in 2012-2013, only 2,400 learners were being tested out of the 90,000 enrolled in the 9th grade.²⁶² There is no public report on the results of these tests, but the rubric designed for the oral part of the exam explicitly refers to pronunciation as an assessment criterion (see Annex 12), though it is not prominently featured as a skill, as observed in the coursebooks presented in the previous chapter and confirmed by NH's reply to this question. It is somewhat incongruous to assess learners on a sub-skill that has so little attention by materials and teachers.

Still, it is highly likely that AG is referring to the results of the Key for Schools exam when referring in his answer to the “poor quality of the pronunciation shown by most 3rd cycle students”. In 2013, the ME, and particularly the Portuguese government's assessment institute, IAVE, established a protocol with the University of Cambridge in order to implement the assessment of the level of English in Portuguese Basic Education (see Ordinance no. 11838 11838 A/2013 of September 11th). According to Sousa (2014: 7), in the academic year 2013/2014, the Key for Schools²⁶³ test was implemented in 1,325 educational establishments in mainland Portugal and in the autonomous regions of the Azores and Madeira. Of the 101,494 students who took the test, 92 per cent attended the 9th grade. The remaining 8 per cent of students were enrolled in other grades: 3 per cent attended grades between the 6th and 8th and 5 per cent were

²⁶¹ See Rogerson-Revell's (2021) paper on *CAPT: current issues and future directions* (accessed January 2nd, 2022). <https://journals.sagepub.com/doi/full/10.1177/0033688220977406>

²⁶² http://agcorreiamateus.ccems.pt/anoletivo_13_14/TI_Inf_Projeto_out2013.pdf (accessed February 8th, 2021).

²⁶³ This exam aims to show that a learner can use English to communicate in simple situations. It is targeted at CEFR level A2, with content aimed at school-age learners rather than adults.

Analysis of Teacher's Perception of Teaching and Learning Pronunciation

secondary school students.²⁶⁴ Regarding the test results, it should be noted that the scale is structured as follows: 0-45 represents a pre-A1 level; 46-70 an A1 level; 71-85 an A2 level; 86-90 a pass with merit (level A2); and 91-100 a pass with distinction, equivalent to a B1 level. Alongside this scale, this test also offers descriptive and qualitative information organized in *weak*, *borderline*, *good* and *exceptional*. Considering this scale, Sousa et al. (2014: 8) presents the average results of 9th grade students (who in theory should be B1 learners) corresponding to 65.5 per cent of all examinees. The performance of these students is distributed over the four levels mentioned: at pre-A1 levels 24.3 per cent and A1 22.9 per cent; the most significant level was A2, with 31.6 per cent, and level B1 the least representative, with 21.1 per cent. This means that almost 50 per cent of learners taking an A2 exam prove to have an A1 level of English after 5 years of instruction. One last aspect that deserves to be highlighted regarding this exam is related to the distribution of student results according to speaking and listening skills. Specifically, the results of listening comprehension are as follows: 47 per cent of students received a score of weak, 17 per cent of borderline, 7 per cent of good and 29 per cent of exceptional. Regarding speaking, 26 per cent obtained the classification of weak, 48 per cent of borderline and 26 of good/exceptional.

	Weak	Borderline	Good	Exceptional
Listening	47	17	7	29
Speaking	26	48	26	
Reading and writing	50	16	10	24

Table 65. Global results from the Key for Schools exam (2013/2014)

The frail results obtained by learners attending B1 lessons and participating in an A2 exam are concerning and indicate a need for further reflection. Having aborted this collaboration with Cambridge, the ME is currently implementing *Provas de Aferição*, a diagnostic test implemented on a national level where Portuguese and Mathematics are accessed yearly and other subjects such as English, History, Geography as well as other

²⁶⁴ The logistics of the exam required 3,954 speaking sessions and 1,100 volunteer teachers who fulfilled the role of oral examiners.

compulsory subjects are monitored on different school years. In an interview²⁶⁵ the Minister of Education explained that these tests are used²⁶⁶

first of all, so that teachers, students and families truly know the progress that each student is making, what they have already learned and also what they can improve. They also provide an overview of how students are learning in each school and on a national level. This is very important to define what may have to be reviewed or reinforced in schools or in overall educational policies themselves.

There is a test halfway through each cycle so that there is time to adjust students' work towards areas where they can still improve. When you only test at the end of the cycle, there is no time to improve. What we should want is for students to truly learn.

According to Ordinance no. 6906-B/2020 of July 3rd, the 2nd and 3rd cycle diagnostic exam was scheduled for June 8th, 2021.²⁶⁷ However, due to the COVID-19 pandemic, Ordinance no. 1689-A/2021 of February 12th postponed it to July 16th (but the speaking portion of the exam was dismissed due to the complexities of orally examining all learners following safety guidelines).²⁶⁸ Although the speaking scripts were made available online for the 2nd cycle,²⁶⁹ those corresponding to the 3rd cycle were never released. For research purposes, access to the results of these exams would have thrown some light on the skills learners struggle most with. It would have been equally important to compare the overall results per skill with the Key for Schools exam mentioned earlier. Nevertheless, in the assessment criteria presented for the 2nd cycle exam, the descriptors²⁷⁰ for parameter B solely focus on intelligibility, something that does not happen in the more advanced secondary level exam. This might indicate that there is little coordination among the teams developing these exams, which is

²⁶⁵ <https://visao.sapo.pt/visaojunior/2019-05-09-para-que-servem-as-provas-de-afericao/> (accessed February 8th, 2021).

²⁶⁶ Translated by the author from the original Portuguese: *primeiro que tudo, para que os professores, os alunos e as famílias saibam verdadeiramente os progressos que cada aluno está a fazer, o que já aprendeu e também aquilo em que poderá melhorar. Servem ainda para que tenhamos uma visão de conjunto sobre como estão os alunos a aprender, em cada escola e a nível nacional. Isto é muito importante para definir o que poderá ter de se rever ou reforçar, no projeto da escola ou nas próprias políticas educativas. Há provas a meio de cada um dos ciclos de forma que haja tempo para se orientar o trabalho dos alunos para as áreas em que eles ainda podem melhorar. Quando se avalia só no final do ciclo, já não há tempo para melhorar. O que devemos querer é que os alunos aprendam verdadeiramente.*

²⁶⁷ The oral portion of the exam was programmed prior to the written part. Oral exams would have taken place between the 17th and the 26th of May.

²⁶⁸ <https://dre.pt/application/conteudo/157360559> (accessed February 8th, 2021).

²⁶⁹ <https://iave.pt/provas-e-exames/provas-e-exames/provas-de-afericao-eb/> (accessed October 28th, 2021).

²⁷⁰ <https://iave.pt/wp-content/uploads/2021/06/CC-COral-Ing51-2021.pdf> (accessed October 28th, 2021).

problematic because the criteria will not only vary in level but also focus depending on the cycle it is designed for.

Question 10 of the interview inquires into the place that pronunciation occupies in the ELT classroom in Portugal.

Question 10	Key comments		
	Eulália Duarte	Alberto Gaspar	Nicholas Hurst
Evidence from international research has highlighted that pronunciation lost its place in the classroom. Do you believe this is also the case for ELT in Portugal? What must change for pronunciation to be considered a key language skill?	As English becomes a global language it is more difficult to make pronunciation a key language skill. Pronunciation vs. communication is tricky, yet important. The number of different accents is one of the reasons why pronunciation has lost its place in the classroom.	Teaching pronunciation has been assumed, more or less overtly, as the lost ring in the chain of language teaching. Accents are a fact of life in world communication. Classroom teachers must be aware of the need to train their students for either native-like accents or accented fluency through different activities.	Pronunciation will not become a ‘key skill’ in the case of ELT in PT: it will remain a ‘sub-skill’ to be referred to occasionally (e.g., pronunciation of past simple endings). Such view could change if FL is perceived as social instrument (theory of language). Teaching requires to embrace the concept of ‘co-construction of knowledge’ versus ‘transmission of knowledge’ that persists (theory of learning).

Table 66. Information from interview question 10

In an article for BBC/British Council Teaching English,²⁷¹ Jennifer Jenkins (2002b) suggests that the emergence of so many different varieties of International English has caused researchers to question the use of native speaker pronunciation models in English language teaching. Hence, ED makes an extremely important point by suggesting that pronunciation and communication are ‘tricky’. The major questions in this regard are: (1) Are native speaker accents the most intelligible or appropriate accents when a non-native speaker is communicating with another non-native speaker? If one considers the reflection presented for Question 7, the short answer would be no. (2) Which pronunciation features are crucial for mutual understanding when a non-native

²⁷¹ <https://www.teachingenglish.org.uk/article/global-english-teaching-pronunciation> (accessed February 10th, 2021).

speaker of English talks to another non-native speaker and which are not at all important? Jenkins' research identifies the features of British/American English pronunciation that are essential for intelligible pronunciation and those that are not. Such findings have been formed into a pronunciation core for teaching which is known as the LFC (mentioned in Chapter 2). According to the author, the main features of the LFC are the following:

- All the consonants are important except for 'th' sounds as in 'thin' and 'this'.
- Consonant clusters are important at the beginning and in the middle of words. For example, the cluster in the word 'string' cannot be simplified to 'sting' or 'tring' and remain intelligible.
- The contrast between long and short vowels is important. For example, the difference between the vowel sounds in 'sit' and 'seat'.
- Nuclear (or tonic) stress is also essential. This is the stress on the most important word (or syllable) in a group of words. For example, there is a difference in meaning between 'My son uses a computer', which is a neutral statement of fact, and 'My SON uses a computer', where there is an added meaning (such as that another person known to the speaker and listener does not use a computer). (ibid.)

On the other hand, Jenkins (ibid.) argues that items which are regularly taught in English pronunciation lessons appear not to be essential for intelligibility and are present in the coursebooks featured in the previous chapter.

- The 'th' sounds
- Vowel quality [...]
- Weak forms such as the words 'to', 'of' and 'from' whose vowels are often pronounced as schwa instead of with their full quality.
- Other features of connected speech such as assimilation [...]
- Word stress
- Pitch movement
- Stress timing

All these features are said to be important for a native speaker/listener either because they aid intelligibility or because they are thought to make an accent more appropriate. By contrast, as Jenkins (ibid.) proposes, teaching pronunciation for an EIL context implies other priorities:

- Students should be given choice. That is, when students are learning English so that they can use it in international contexts with other non-native speakers from different first languages, they should be given the choice of acquiring a pronunciation that is more

Analysis of Teacher's Perception of Teaching and Learning Pronunciation

relevant to EIL intelligibility than traditional pronunciation syllabuses offer. Up to now, the goal of pronunciation teaching has been to enable students to acquire an accent that is as close as possible to that of a native speaker. But for EIL communication, this is not the most intelligible accent and some of the non-core items may even make them less intelligible to another non-native speaker.

- The non-core items are not only unimportant for intelligibility but also socially more appropriate. After all, native speakers have different accents depending on the region where they were born and live. So why should non-native speakers of an international language not be allowed to do the same?
- Finally, students should be given plenty of exposure in their pronunciation classrooms to other non-native accents of English so that they can understand them easily even if a speaker has not yet managed to acquire the core features. For EIL, this is much more important than having classroom exposure to native speaker accents. (ibid.)

If contributions such as those authored by Jenkins could be appropriately shared among the Portuguese ELT community, it is highly likely that curriculum designers and coursebook authors could incorporate these findings. Integrating these issues in reference documents and particularly coursebooks, which are key tools for language teachers, will provide an important context for teachers to address pronunciation as a skill and not as something that is difficult to teach and should be avoided. The above outline can be summarized in Walker et al.'s (2021: 21) words:

Effective pronunciation teaching starts with demonstrating to learners the importance of pronunciation for effective communication. It helps them understand that international intelligibility is a valid and achievable pronunciation goal which offers a good basis for progressing to speaking English with any accent they choose. Work on pronunciation skills is most effective when integrated into the teaching of other language skills. The learners' L1 has a significant role to play, being both an obstacle to and an important resource for learning the pronunciation of English. Technologies are another resource for teaching and learning pronunciation. While they bring a number of advantages, learners need guidance from teachers on which technologies will help them most.

The last interview question addresses the extent to which teachers and coursebook authors observe curricular goals.

Question 11	Key comments		
	Eulália Duarte	Alberto Gaspar	Nicholas Hurst
Do you believe teachers in general as well as course book authors follow the 2015 curricular goals to the letter?	<p>The majority of the English teachers in our schools are over 50 years old and have many years of experience.</p> <p>Grammar has a central role in progression.</p> <p>The goals were written in order to motivate the students and avoid lists of words.</p> <p>Importance of an intercultural approach in ELT.</p> <p>Class size is an issue.</p> <p>After 3 years of English, coursebooks tend to present list of words instead of interesting texts.</p>	<p>The meagre time allotted to teaching and learning (combined with classroom constraints) is a challenge and influences if teachers try to follow them or not.</p> <p>PD – variable from teacher to teacher – is a factor. One may emphasize certain items and neglect others.</p> <p>Coursebook authors have adapted curricular goals to different levels of success.</p>	<p>Publishers are ‘pushed into’ following the curricular goals.</p> <p>Teachers’ Book to enumerate specific objectives as they line up different activities in the book.</p> <p>‘Curriculum overload’ in the PT documents which prevents teachers from having any real chance of fulfilling the programme.</p>

Table 67. Information from interview question 11

As Table 67 shows, ED touches on a very important aspect already mentioned in the questionnaire portion of this chapter and which impinges on the way pronunciation teaching is approached, namely, that Portuguese teachers are aging rapidly and staff members are not being replaced by younger teachers. In fact, only 1 per cent of in-service teachers are 30 years old or younger.²⁷² While these demographics will likely remain the same in the upcoming years, my experience as a language teacher and teacher trainer has provided significant insight to claim that Portuguese teachers are generally more concerned with accuracy than fluency, a frequent issue in skill-based PD sessions and, as mentioned in the beginning of this section, perhaps the reason why Portuguese ELT teachers require a descriptive/prescriptive syllabus; this relates to NH’s reference to “‘curriculum overload’”.

²⁷² <https://www.publico.pt/2019/09/10/sociedade/noticia/novo-aviso-ocde-professores-portugueses-sao-velhos-1886031> (accessed February 10th, 2021).

Analysis of Teacher's Perception of Teaching and Learning Pronunciation

As for coursebooks, the books analysed in the previous chapter have units designed around the grammar section and not around the overall communicative goal, hence the focus on accuracy over fluency. This might explain ED's observation that grammar has a central role in progression. Nevertheless, this topic deserves investigation in the field of MD in Portugal.

Continuing with ED's response, it is not clear to what extent the curricular goals were designed to motivate learners. While the aim is avoiding scenarios where teachers (and coursebooks) present long lists of words for learners to memorize, the goals are in fact a list that teachers tick as they move throughout the school year. As mentioned previously, the lack of PD in Portugal compromises tremendously how teachers use and implement the curriculum, which reflects to some extent AG's contribution. This is an issue that requires further reflection from policy makers since changes in this field may have substantial benefits for educators regardless of the level they teach.

An issue that may hinder teachers' ability to proficiently teach speaking skills such as pronunciation is class size (a classroom constraint mentioned by AG). International studies, such as Glass and Smith's (1978) class size research and Tennessee's Project STAR conducted in the mid-1980s, conclude that smaller class sizes result in higher test scores, produce fewer dropouts, and level the playing field for minorities and children living in poverty. However, when only teaching two to three 45-minute lessons per week in a class that may vary from 24 to 30 learners, it is very difficult to effectively monitor progress and provide significant feedback to learners individually as well as remedial work.

Still building on ED's contribution, particularly on her highlight of an intercultural approach, as intercultural awareness has become an important trend in ELT ever since the publication of CEFR (2001), the majority of coursebooks have incorporated a single or double page spread where they attempt through different ways to address intercultural issues.²⁷³ However, it is not clear why ED chose to reference this particular aspect. While all coursebooks were adapted to reflect the curricular goals (otherwise they would not have been certified), the next generation of coursebooks are the first ones to reflect essential learnings, which present a framework of key areas/competencies yet feature the same contents of the curricular goals. Are coursebooks doomed to stay the same? Only time will tell. In the meantime, we can expect publishers to play it safe (as suggested by NH) and follow the current curriculum to the letter in hopes of having their coursebooks

²⁷³ In the past, such sections were called 'culture spot' and were presented at the end of a learning unit.

certified without having to introduce major changes. Perhaps Martins and Cardoso (2015: 156) summarize the issue best:²⁷⁴

In our perspective, in order to achieve this high level of proficiency in English, it is not enough to just re-adapt Curricular Goals, introduce compulsory English in the 1st cycle of Basic Education or provide suggestions and materials to teachers, it is also essential to offer and provide working conditions for all the professionals who work daily so that their students reach this longed-for level of proficiency. The operationalization of the process of teaching and learning a foreign language, namely the acquisition of oral competence on the part of the students, also involves adapting teachers and institutions in charge of major cultural, social, political and economic changes.

Thus, the teaching and learning of a FL, in which the oral component has a weight of thirty per cent in the final grade,²⁷⁵ is not effective with classes that can reach thirty students and with a workload of two or three hours a week.

6.5. Key findings

Chapter 6 has outlined that the profile of the participants in the second main study of this thesis reflect female teachers (over 90%), which conforms with the national predominance of women in this sector (92% of EFL teachers in Portugal are female); 55.4 per cent of subjects are 46 or older, also conforming with an ageing workforce as outlined previously; subjects are likely to work in the northern area of Portugal (28.5%) or in Lisbon's Metropolitan area (20.7%); they are university trained and 34.2 per cent have post-graduate training; the majority (93%) are Portuguese L1 speakers; 50 per cent teach lower secondary (learners aged 13-15) and all are experienced professionals (60.7% of subjects have 20+ years of experience).

Regarding the use of coursebooks, approximately 90 per cent of subjects have acknowledged their use and locally-produced materials are favoured over global ones. Conversely, only 52.5 per cent of the subjects claim that the textbooks they use present

²⁷⁴ Translated by the author from the original Portuguese: *Na nossa perspetiva, de forma a atingir este elevado grau de proficiência no inglês, não basta apenas readaptar Metas Curriculares, introduzir a obrigatoriedade do inglês no 1º ciclo do Ensino Básico ou fornecer sugestões e materiais aos professores, é também indispensável oferecer e propiciar condições de trabalho aos profissionais que diariamente trabalham para que os seus alunos atinjam este tão almejado nível de proficiência. A operacionalização do processo de ensino e aprendizagem de uma língua estrangeira, nomeadamente a aquisição da competência oral por parte dos alunos, passa também pela adequação de professores e instituições responsáveis por grandes mudanças culturais, sociais, políticas e económicas.*

Desta forma, o ensino-aprendizagem de uma LE, em que a componente oral tem um peso de 30% na nota final, não se efetiva com turmas que podem chegar a ter 30 alunos e com uma carga horária de duas ou três horas semanais.

²⁷⁵ This is only applicable in secondary level English, as mentioned in Part I.

pronunciation-centred exercises. Further analysis of teachers' perception established that Portuguese teachers share the belief that pronunciation instruction is important but are not clear on the reasoning behind its importance. Such division could be directly related to the lack of PD in this field combined with the strong influence textbooks exert as they "seem to have a magical hold on both teachers and learners most of whom can just not do without them" (Kumaravadivelu 2012: 21). To different extents, the participants in this study seem to suggest that pronunciation is important for effective communication and refer that it is connected with productive skills such as speaking and receptive skills as listening, and even linked to vocabulary acquisition. However, if we are to consider that "how pronunciation is taught depends to a great extent on who is teaching, where they are teaching and who they are teaching" (Walker et al. 2021: 18) and that the modern ELT coursebook reflects, to some extent, the preferences of a considerable number of teachers who have the ability to set trends, the fact that the presence of pronunciation is not established in every ELT coursebook certified for official instruction in Portugal²⁷⁶ appears to be declining²⁷⁷ and is featured in a traditional fashion (as established in Chapter 5) may indicate a gloomy future for this sub-skill. PD in pronunciation teaching is crucial to debunk myths and show teachers how they can guide learners in setting achievable goals towards intelligibility.

The interviews conducted with Portuguese-based ELT experts also reflect different views on the overall Portuguese ELT curriculum and the role of pronunciation. From the 90s onwards the changes introduced were apparently done in an ad hoc manner, mostly sustained by political motivations and the goals of policy-makers and not led by academic research on ELT. If anything, the absence of pronunciation in the official curriculum is led by the beliefs of the authors and not by research on pronunciation instruction or the overall needs of European Portuguese learners of EFL. There is an apparent disregard towards the literature of English as an international language, international intelligibility, and the overall contributions that resulted from Jenkins (2000) and subsequent research.

Considering the diverse views of teachers and the overall absence of pronunciation in ELT coursebooks and curriculum, the next chapter will outline possible routes to overcome this limitation.

²⁷⁶ 52.5 per cent of textbooks do not include explicit reference to pronunciation.

²⁷⁷ This is the case of grade 7 coursebooks in 2020-2021 which featured a total of 109 activities vs. the future generation which includes 23.

CHAPTER 7: REMEDIAL STRATEGIES TO PROMOTE PRONUNCIATION INSTRUCTION

7. REMEDIAL STRATEGIES TO PROMOTE PRONUNCIATION INSTRUCTION

“Our goal can only be reached through the vehicle of a plan.
There is no other route to success.”

Pablo Picasso

The results presented in the previous two chapters are concerning. On the one hand, the role of pronunciation in Portuguese ELT coursebooks is very inconsistent. Globally, coursebooks produced in Portugal either do not include pronunciation as a skill or pronunciation is presented as some form of filler exercise, which means that pronunciation as a language skill is not a constant feature throughout all compulsory levels of English. Additionally, the results highlighted in Chapter 5 indicate that when pronunciation is in fact included, the activities focus primarily on practicing receptive skills such as listening and insist on reiterating tasks that tend to present a context that solely requires the learner to listen and repeat, which alone represents a very controlled and limited practice. Instead of limiting pronunciation tasks to *listen and repeat* and *listen and check* tasks, which offer a rather artificial language context, learners would benefit from progressively introducing free-production tasks which are less repetitive and more motivating. On the other hand, teachers are split in their views regarding the role of pronunciation. Almost half of the enquired believe that pronunciation instruction is not as relevant as other language skills, and those who do are not clear on how pronunciation instruction could change in order to make it more appealing to teach.

In a nutshell, pronunciation is significantly undervalued within the Portuguese context. It is particularly curious when we consider that Portuguese learners perform particularly well in international language exams with so little exposure to pronunciation instruction. The EF English Proficiency Index compares the language abilities of one hundred countries. Even though they have been accused of having a serious sampling bias,²⁷⁸ in the 2020 report²⁷⁹ Portugal placed in seventh place. When compared to Portugal’s neighbouring country, Spain, they place thirty-four and France twenty-eight, which represents a significant gap regarding overall performance.²⁸⁰ Additional research is required in the field of intelligibility to understand this situation. However, there are some circumstances that can partially justify this outcome.

²⁷⁸ <https://jakubmarian.com/why-the-ef-epi-rankings-are-not-what-you-think/> (accessed December 20th, 2020).

²⁷⁹ <https://www.ef.edu.pt/epi/> (accessed December 20th, 2020).

²⁸⁰ Portugal and Spain tend to use similar global coursebooks, particularly from OUP, Express Publishing, etc. One could wonder if having such a gap would justify further personalization for each context.

First, there is an explanation that is likely unequivocal regarding the Portuguese preference for subtitles instead of dubbing. In a report by journalist Lola Sánchez²⁸¹ on this topic (and her enlightening interview with Professor Rita Queiroz de Barros of the University of Lisbon), she explains that while in Spain the Francoist rule of 1941 forced the dubbing of audio-visual content (similarly with Mussolini's Law in 1938), Portugal decided to go in the opposite direction. In the 1940s, 52 per cent of the Portuguese population could not read and write. Adding subtitles was in fact an effective 'light' censorship tool for content of mainly American origin, towards which Salazar and his government had very little sympathy. In essence, the Portuguese neither understood the FL, nor could they read in their own language. Additionally, subtitling was less expensive than dubbing, which was also a factor in this matter. Today, the Portuguese would regard hearing dubbed movies or series as silly whereas in Spain they would see this observation the other way around. While the historical events of Portugal's recent past still impact today's day-to-day life, there are other factors that require attention.

Secondly, and for the sake of comparison with Portugal's neighbouring country, Spain, English pronunciation is a lot easier for Portuguese speakers than for Spaniards: Spanish has only 5 vowels and lacks many of the consonants present in English but present in Portuguese: /v/, /z/, /ʃ/, /ʒ/, /dʒ/ (the only exceptions being /ð/ and /θ/, which are present in central and northern European Spanish but not in Portuguese (Azevedo 2005: 54). Also, Portuguese and English are stress-timed languages whereas Spanish is a syllable-timed language. In a stress-timed language, the intervals of time between stressed syllables tend to have the same length and the syllables in between are compressed or expanded as necessary (Collins, Mees and Carley 2013).

Lastly, one could attempt to compare the Portuguese and Spanish school systems in order to understand how English is taught. However, given the complexity of the Spanish school system (considering the autonomy of each region in matters of education) and taking into account that this is not a comparative research between Portugal and Spain, this will not be attempted. Moreover, there are –to my knowledge– no published studies comparing the level of training between Portuguese and Spanish ELT teachers, but in Portugal any MA in teaching has a duration of four semesters while in Spain they tend to last only two.²⁸² A less impactful argument in this line of reasoning regards diplomacy. The Anglo-Portuguese Treaty of 1373 is the oldest diplomatic treaty

²⁸¹ https://www.elconfidencial.com/mundo/europa/2020-10-12/portugal-idioma-secreto-ingles-frances_2766379/ (accessed January 28th, 2021).

²⁸² <https://www.magisnet.com/2019/11/portugal-el-pais-que-mas-aumenta-su-nivel-de-ingles/> (accessed January 28th, 2021).

still in use.²⁸³ Spain has been a historical enemy of the English, which may, to a point, explain why there has been some resistance to the English language (Gibraltar is still a delicate diplomatic issue today).

Considering that the current Portuguese curriculum guidelines do not address pronunciation and, just as suggested in previous chapters, locally-produced materials for ELT reflect the curriculum to the letter (contrary to globally produced ones that are adapted to reflect the curriculum), it is conceivable to argue that pronunciation will continue to be neglected in Portugal.

7.1. Remedial activities in previous research

Considering the above, this chapter aims to outline contemporary strategies that may supplement or augment coursebooks to cater for pronunciation instruction. Given that there are a number of textbooks focused on promoting pronunciation as a skill (Chapter 4 references the most frequently used pronunciation teaching books such as *Clear Speech* by Judy Gilbert or *Well Said* by Linda Grant), to my knowledge there is not a comprehensive core of literature designed around remedial pronunciation activities for ELT. Provided that this research has drawn comparisons with Calvo's (2015) findings, her outline of remedial activities will be used as a starting point. According to this author (2015: 529), such tasks could be based on:

- Games:
 - Cluedo
 - Trivial
- Songs and poems
- New technologies:
 - radio programmes
 - podcasts
 - blogs
- Tongue Twisters
- Role-plays, dialogues and simulations
- TV programmes:
 - series
 - films

²⁸³ <https://ensina.rtp.pt/artigo/o-tratado-de-windsor-a-mais-antiga-alianca-diplomatica-do-mundo/> (accessed January 28th, 2021).

- Written materials:
 - recipes
 - menus
 - travelling brochures

Calvo (2015) argues that these activities allow the teacher to address specific aspects of pronunciation in an engaging and motivating way and facilitates the use of authentic materials, which have the potential of presenting varied types of discourse that ultimately translate how native speakers really communicate. Additionally, such tasks allow the integration of pronunciation with other language skills and shifts the focus from reception to production, conforming with CEFR guidelines.

Within the first framework of activities, Calvo (2015: 530) suggests Cluedo and Trivial as two examples of how games can be used to promote several language skills in the English classroom. Cluedo is a popular board game by Anthony E. Pratt, first manufactured in the United Kingdom in 1949 (Foster 2013). Trivial is also a very popular board game created in Montreal, Canada, in 1979 by Chris Haney and Scott Abbott and released in 1981 (both games are currently owned by Hasbro).²⁸⁴ While the author goes into many details on how to use both games in the classroom, she provides the following learning outline for Cluedo (2015: 531):

Teaching point	Directly: the diphthong /əʊ/; indirectly: intonation, final -ed endings, /h/
Minimum level	Intermediate
Materials	Board game from the original version of Cluedo, weapons, suspects, rooms, cards, paper, pens, counters
Skills practised	Speaking, vocabulary, reading, pronunciation and listening
Time	1 hour

Table 68. Cluedo teaching outline

The game requires a considerable amount of spoken production/interaction in order to be played properly, which may prove tricky if learners have special educational needs. Templates for the game can be found for free online²⁸⁵ and allow the teacher to personalize it by changing the context of the murder or using the students' names instead of the characters'. This also means that teachers, parents and learners do not actually require to buy the original board game to play it. This is definitely an activity worth

²⁸⁴ <https://www.rd.com/article/trivial-pursuit-facts/> (accessed October 20th, 2020).

²⁸⁵ https://www.eslprintables.com/games_worksheets/board_games/cluedo/ (accessed October 20th, 2020).

considering. Trivial on the other hand presents different goals and characteristics (2015: 53):

Teaching point	Both segmental and suprasegmental aspects
Minimum level	Upper-intermediate
Materials	Different coloured cards, board game, counters, cheese shaped figures
Skills practiced	Speaking, vocabulary, reading, pronunciation and listening
Time	1 hour 30 minutes

Table 69. Trivial teaching outline

From personal experience, Trivial is an easier game to manage in the classroom, because it can allow teachers to create cross-curricular quizzes and adapt categories and questions considering students' age group and learning contexts. Additionally, templates for the game can also be found online for free.²⁸⁶ Because Trivial follows a point system, it can be more engaging for both individual or team challenges. Nevertheless, games often work best with classes with a relatively small number of learners. In Portugal the number of students per class varies.²⁸⁷ 1st cycle classes have an average size of 24 to 26 students. 2nd and 3rd cycle classes have an average of 24 to 28 students (although in every cycle there are exceptions depending if the class has learners with special educational needs or if it is located in mainland or insular Portugal, where classes tend to be smaller).

The case for games to promote pronunciation in the classroom is not new. Hancock's (1996) *Pronunciation Games* paved the way for the gamification of pronunciation activities in the classroom by presenting board games, crossword puzzles, and card games, among many others. It is suitable for use with a wide range of levels and highlights pronunciation points ranging from individual sounds and word stress to sentence stress and intonation. Other ELT professionals, such as Anderson (2005), have shared other endeavours in this matter. This particular teacher created specific word cards to play games, highlighting that when these were used in conjunction with activities that enabled learners to map out the vowel sounds, students improved their pronunciation skills, both productively and receptively. Games like Snap, Pelmanism, Freeze, and Noughts and Crosses are possible to play with beginners and intermediate learners and appeal to different learning styles. However, considering the COVID-19 pandemic, which has challenged the way teachers teach, perhaps traditional board

²⁸⁶ <https://en.islcollective.com/english-esl-worksheets/material-type/flashcards/trivial-pursuit-cards-example-s/18965> (accessed October 20th, 2020)

²⁸⁷ Ordinance no. 10-A/2018 <https://dre.pt/application/conteudo/115552668> (accessed January 28th, 2021)

games are not the most useful remedial activity for an asynchronous or synchronous classroom. In fact, they may prove impossible to implement due to social distancing guidelines.

It is also important to note that there are many theoretical and practical contributions for the use of games (such as board games) in the classroom. However, nowadays, literature (Kapp 2012, Burke 2014, Whitton 2014) has moved from traditional games to digital gamification which attempts to harness the motivational power of games and apply it to real-world problems, which represent major challenges for educational systems in western countries. In a digital world, going through a pandemic, finding a balance between physical games and digital ones may be challenging for many teachers.

The second group of activities suggested by Calvo (2015: 535) are songs and poems. These activities are heavily based on the activities Hancock and MacDonald feature in their website.²⁸⁸ In this context, lyrics are used to address common misinterpretations that result from homophones or ambiguous language. Similar activities have been featured in Rost and Wilson's (2013) book *Active Listening* with the aim of listening for detail, learning language points from music, improving concentration and memory, and developing active listening strategies such as problem evaluation and selective attention. Rost and Wilson (ibid.: 49) exemplify such an activity through Adele's song "Someone like you", where the original lyric "I heard you settled down" was altered to "I heard you sat in town" in order to provide a context for learners to identify homophones and minimal pairs as well as becoming familiar with connected speech. Calvo (2015: 535) presents the following activity outline:²⁸⁹

Teaching point	Homophones, minimal pairs, connected speech processes
Minimum level	Upper-intermediate
Materials	Photocopies with song lyrics, pens, audio file
Skills practiced	Listening, speaking, writing, vocabulary, spelling and pronunciation
Time	15 to 45 minutes

Table 70. Wrong words outline

²⁸⁸ <http://hancockmcdonald.com/materials/wrong-lyrics-1> (accessed October 20th, 2020).

²⁸⁹ During my professional experience as a language teacher, I have found "wrong words" to be a very useful activity. Learners enjoy music lyrics when they feel engaged by a song. A sample activity following Rost and Wilson's (2013) framework is featured in Annex 37.

Remedial Strategies to Promote Pronunciation within an ELT Context

Within the second category of activities, Calvo (ibid.: 537) also puts forward several alternative activities such as requesting learners to work in pairs (or groups of 3) and search for a song/poem containing examples of short or long vowels. It is also suggested that learners analyse different lyrics and find predominant sounds. Finding may be highlighted in an oral presentation. Advanced learners, such as university students with a knowledge of the phonetic alphabet, could be asked to transcribe the lyrics.

Teaching point	Long and short vowels
Minimum level	Intermediate
Materials	Lyrics, poems, paper pens
Skills practiced	Reading, writing, listening, speaking, vocabulary and pronunciation
Time	30-45 minutes at home and 20 minutes per oral presentation

Table 71. Search for a song and poem that contains... outline

The case for using music and poetry for language learning is not new either. Griffe (1995) argues that they both convey meaning; they tend to be written down before publication and both can be put to music and listened to. Nevertheless, the author (ibid.: 4) highlights that songs function differently from poetry by pointing out that

1. songs convey a lower amount of information than poetry. Even though poetry can be heard, we usually read it, which permits longer and more dense information.
2. Songs have more redundancy than poetry. Songs achieve redundancy by devices such as borrowing of lines from other songs, proverbs, catchphrases and cliché as well as alliteration. It is high degree of redundancy that makes songs sound so simple, especially when compared to the complexity of subtlety of poetry. The simplicity of songs is not, however, a weak point. Because a song is heard for a short time, simplicity, redundancy and a certain 'expectedness' contribute to our understanding.
3. Songs have a personal quality that makes the listener react as if the song were being sung for the listener personally. We are joined through the direct quality of the song words (unlike a movie actor in a film, talking to another actor) to the singer and through the singer to others in the audience even if we are at home rather than at a concert. Thus songs have a socially unifying feature for the selected audience. Songs create their own world of feeling and emotion, and as we participate in the song, we participate in the world it creates.

Considering this contribution and reflecting on how songs are usually portrayed as non-threatening for language learners, they have the potential to discuss real-life

experiences and affect our emotions, providing powerful and significant learning opportunities. There are countless advantages in using songs as a medium for language learning. In a nutshell, the ideas for this category seem relatively easy to implement in a classroom and help teachers overcome the lack of pronunciation instruction or augment suggestions made by a specific coursebook. Additionally, they can easily be adapted for both the online and physical classroom and be combined with other language skills in order to provide enjoyable and significant language learning. In the words of Mia MacMeekin, “sometimes it is the students who are bored and sometimes it is the instructor who is boring. Engaged students pay attention!”²⁹⁰ From my personal experience, teaching through music, music lyrics and poetry is very engaging for both learners and teachers. However, choosing the right song or poem is challenging. It requires that each professional knows their learners well enough to connect with their interests and social contexts. Additionally, these activities work well in a standard in-person classroom, as homework (ask learners to search and bring you a song with a specific word or sound) or in online learning contexts.

The third group suggested by Calvo (*ibid.*: 539) regards new technologies: radio programmes, podcasts and blogs. The first suggestion focuses on a long project designed around creating a radio show with different types of programmes and podcasts. The author has outlined the project as follows:

Teaching point	Not any feature in particular
Minimum level	Advanced
Materials	Audio-recorders, paper, pens, question-cards
Skills practiced	Speaking, listening, pronunciation, reading, writing and vocabulary
Time	Term project

Table 72. Becoming radio presenters and podcast creators outline

Because this project is designed around more advanced learners, which is not the case of this research, such a project would be difficult to implement as well as represent a possible logistical turmoil. An alternative version where learners interview colleagues (or native speakers) through an eTwinning project²⁹¹ would be easier to balance with the curriculum and adapt to the learning contexts and level.

²⁹⁰ <https://anethicalisland.wordpress.com/2013/03/24/pay-attention-please/> (accessed January 29th, 2021).

²⁹¹ eTwinning offers a platform for staff (teachers, head teachers, librarians, etc.) working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and to be part of the most exciting learning community in Europe. See <https://www.etwinning.net/en/> for more information.

A second proposal referred to as *blog busters* is suggested by Calvo (ibid.: 541). This one is also addressed to advanced learners and aims to have learners create a blog for their oral lessons. The general premise is that each learner will post examples of correct and incorrect pronunciations from different sources. The author suggests the following outline:

Teaching point	Final -ed endings but any sounds could be emphasized
Minimum level	Advanced
Materials	Audio-recorders and computers
Skills practiced	Speaking, listening, pronunciation, reading, writing and vocabulary
Time	3-4 weeks

Table 73. Blog busters outline

Nowadays, such a task could be accomplished swiftly via Padlet (or similar platform), fostering collaborative skills and digital literacies in the process. Alternatively, Calvo (ibid.: 541) suggests that learners use apps available for learning pronunciation, such as *Cool Speech* or *Clear Speech*, and design similar tasks as those included in the programmes and discuss them with the class. Considering that the focus of this thesis is young learners and teenagers, such an activity seems very advanced and not adequate. A second alternative suggests that learners make up a conversation in which nonsense words are introduced using the phonetic alphabet. The learners have to try to transcribe the words and suggest its meaning and spelling. Taking into account that all the coursebooks analysed for this thesis neglect to expose learners to the phonetic alphabet (see Chapter 5), there is enough evidence to argue that such an activity would prove difficult to implement in the classroom without reallocating teaching time to formally introduce the IPA. Pondering the endless possibilities of using mobile technologies to develop learning experiences (also known as M-learning) in education, there seems to be untapped potential in this category. In fact, according to ANACOM²⁹² (2019), 96.8 per cent of Portuguese citizens have a mobile phone and about 75 per cent access the Internet through it. This chapter will readdress the role of new technologies later on.

The fourth group suggested by Calvo (ibid.: 542) regards tongue twisters. Although there are a limited number of Portuguese coursebooks that use tongue twisters to promote pronunciation (*Stars 3 and 4* and *Outstanding 6* being the main examples),

²⁹² ANACOM stands for *Autoridade Nacional de Comunicações*, which in English translates to National Communication Authority.

this author suggests that learners create their own and read them aloud as quickly and intelligibly as possible. The outline is as follows:

Teaching point	Provide examples for focusing on /r/, schwa, the distinction between /ɪ/ and /i:/, /t/ and some initial consonant clusters with /s/ but any sound or combination of sounds can be used
Minimum level	Lower-intermediate
Materials	Paper, pens, dictionary
Skills practiced	Speaking, vocabulary, pronunciation
Time	15-20 minutes

Table 74. Tongue twisters outline

Presenting a grammatically correct tongue twister, and challenging learners to create their own version, may provide an interesting context to develop pronunciation. Teachers working with learners with a short vocabulary repertoire may facilitate a word bank to help learners complete the activity. This activity may augment a vocabulary-orientated lesson and does not require countless hours of preparation. Additionally, learners may use these tongue twisters for a competition. Overall, they are practical for teachers to consider.

The fifth group highlighted by Calvo (*ibid.*: 543) regards role-plays, dialogues and simulations. In this specific category it is suggested that these activities take place in restaurants and bars, in the perspective of a foreign student who will potentially go abroad on Erasmus. Although young learners do not go to bars and taking into account that not every school has an Erasmus+ project, such a context could be adjusted to the age of the learners and the topics covered (if the learning unit regards fashion, consider a role-play in a clothes shop; if the learning regards travelling, consider a simulation in an airport or in the bus/train station; etc). Through such an activity it is possible to practice intonation patterns through questions and exclamations as well as feelings and emotions. The outline is as follows:

Teaching point	Intonation, fluency and in general expressing oneself intelligibly
Minimum level	Intermediate
Materials	Paper, pens
Skills practiced	Speaking, listening, pronunciation, vocabulary
Time	A week to prepare short dialogues, role-plays, simulations; 15-20 minutes per pair/group to perform them

Table 75. Role-plays, dialogues and simulations outline

Alternatively, Calvo (ibid.: 544) suggests learners choose a scene from a film, TV series or equivalent format and re-enact it for the class. Considering that the Portuguese curriculum highlights spoken interaction as a compulsory oral skill, coursebooks already incorporate role-plays, which indicates that this specific remedial activity is not a viable alternative for the language teacher/learner using these coursebooks. Instead, a possible alternative could rely on implementing a class debate (for example a team policy debate, a parliamentary debate or a town hall debate) or a fishbowl discussion.

The sixth group suggested by Calvo (ibid.: 544) focuses on TV programmes, series and films. Although suggestions within this category have been proposed by several authors (Kralova and Metruk 2010, Hancock 2020), these activities present new approaches. The first one is designated TV producers. In this particular activity learners are put in groups and assigned a specific type of show, such as a news broadcast (news report, weather update, sports highlight, etc.), a quiz show, among others. The recordings can be edited and sequenced in order to give an illusion that they belong to a fictional TV channel. If such an activity is done in more than one class, a festival could be organized to present the work. The author presents the following outline:

Teaching point	Both segmental and suprasegmental features, mainly gaining confidence and improving oral skills
Minimum level	Intermediate
Materials	Video-recorders, pen, paper, pieces of furniture to decorate the different programmes, different clothes to wear in each type of show
Skills practiced	Speaking, listening, pronunciation, vocabulary
Time	Two weeks to design and record, two weeks for editing, two hours for reproducing

Table 76. TV producers outline

Considering that today the vast majority of learners have smartphones, the use of video-recorders is not necessary for such a project. However, a knowledge of video editing is necessary to bring the work together as a whole. To be fully accomplished, such a project requires detailed planning and preparation and a teacher with a background in media literacy. Although this project can also be accomplished in a radio/podcast format, this is not an easy project to implement with learners with two English lessons per week and a low language proficiency.

Within this category, Calvo (ibid.: 545) suggests a second activity called *constant switching the channel game*. This activity requires the teacher to ‘flip through TV

channels' and have learners share the first thing that comes to their minds. According to the author, the activity implies the following procedure:

The teacher arrives in class and without having told the students anything decides they want to watch TV. The teacher, with an invisible TV remote control, points at a particular student and says something like "I really fancy watching TV. Let's see what's on the news channel". The student selected will have to quickly start talking about a real or invented piece of news; for instance, they could say "After 3 years of fighting for justice, the Keith have finally been able to sleep in their house for the first time". After some time (more or less depending on how well the student is able to improvise and carry on speaking), the teacher quickly points at another student and says sports/soap opera/quiz and that student has to act out what they have been asked. On some occasions the instructor may point at more than one student, for instance, if they have to improvise a quiz show; in this case, they could maintain the following dialogue:

Student A: And tonight, we have two contestants, Paul McHenry and Jamie Night. Hi Paul, tell us a bit about yourself.

Student B: Hi everyone, well I'm Paul, I'm a mechanic from Brighton, married with four kids and I love football [...].

While this activity is extremely interesting, young learners would not be able to produce replies as complex as the ones transcribed. The activity does not focus on a particular teaching point, which might defeat the purpose of implementing this activity. The outline suggests the following:

Teaching point	None in particular Getting students to talk without preparation
Minimum level	Intermediate
Materials	None
Skills practiced	Speaking, listening, pronunciation, vocabulary

Table 77. Constant switching the channel game outline

In sum, this activity might be interesting to practice fluency (if that becomes the purpose of the activity) but would have to be adjusted to younger learners and teenagers. Previously taught vocabulary/grammar could be triggered if the activity is introduced in an appropriate teaching unit but, from personal experience, I do not find this particular activity viable for the vast majority of learners.

The last activity suggested by Calvo (ibid.: 546) in this category is referred to as *audio-visual translation project*. In this context learners are expected to translate a

Remedial Strategies to Promote Pronunciation within an ELT Context

segment of a TV series into English and deliver an oral presentation on the translation and, if possible, perform it in class. This is the outline provided:

Teaching point	English accents
Minimum level	Advanced
Materials	Series, dictionaries, computers, pens and paper
Skills practiced	Translation, writing, vocabulary, culture, pronunciation, speaking, listening
Time	One week to select the section of a particular series to be translated. Four-five weeks at home to translate the text and 20 minutes per groups to orally present the project in class

Table 78. Audio-visual translation project outline

This activity seems to be a combination of the activities suggested in this category as well as the previous one. Although translation is never mentioned as a medium for learning English in the Portuguese ELT curriculum, language teachers recognize the benefits, as it provides a bottom-up approach, which allows learners to focus on language details, as well as a top-down approach, which focuses on the general message of the translated passage. This activity has the potential to be adapted for younger learners, if shortened and adjusted to learners' group age and context by selecting television shows which the group enjoy and ensuring the right motivation to complete the task in the process.

The seventh and last group suggested by Calvo (ibid: 547) highlights written materials such as recipes, menus and travelling brochures. The first task is based on a British-food week presented around the premise that learners become familiar with the way English recipes are written. The outline is as follows:

Teaching point	General sounds In this case, mainly focused on the /ɪ/ and /i:/ sounds but any other pairs can be used
Minimum level	Lower-intermediate
Materials	Menus, card, glue, colouring pencils/pens, stickers, pictures
Skills practiced	Pronunciation, speaking, listening, vocabulary, writing
Time	20 minutes to search and choose the menu, 60 minutes to prepare the activity, two sessions for carrying out the activities in class and correcting them

Table 79. British-food week outline

The activity implies many steps and is designed for groups of three or four learners. The suggested procedures (ibid.: 548) are:

- 1) Underline the words²⁹³ that are new for them, look them up in a dictionary, provide a definition and/or description of them and check their pronunciation pattern;
- 2) Underline the verbs that appear in the imperative form and identify the vowels used in each of them;
- 3) Provide more examples of cooking verbs and identify the vowels present in each of them. They should say their options out loud so that they practise different sounds rather than simply writing verbs down;
- 4) Underline the monosyllabic verbs and divide them into two main groups, those that contain a long vowel versus those that carry a short one;
- 5) Look for several words with certain sounds such as the *kit* vowel, which appears in *tin, minced, olive, garlic, until, it, is, grill*; afterwards, they could be asked to identify some words that contain the long version of this vowel, *i.e. /i:/* that can be found, for instance, in *pieces, meat, heat, leave, peel, cheese*. Once again, learners should read these words aloud so that teachers can make sure they correctly distinguish between both vowels;
- 6) Look for some words that have their own homophone; to exemplify, *piece-peace, one-won, two-to, meat-meet, peel-peal, are-r*; or,
- 7) Think of minimal pairs of *tin (tone, ton, tune, ten, tan, teen, torn, turn)*.

After having worked a little with the menu provided, the teacher could suggest an activity in which during the next week or so, in groups of 3 or 4 again, students have to do a project by researching and choosing a typical English meal, dessert, cake, snack, drink... (when they have selected one, they should tell the teacher so that another group does not choose the same item/s); then, they can make a poster with the recipe, glue photos, drawings, check the pronunciation of each ingredient and cooking step, make handouts with the printed version of their recipe for their classmates and teachers and prepare an oral presentation to present their dish or drink and, finally, they can prepare some activities similar to those mentioned above (or others of their own creation) to focus on pronunciation.

The above activity has tremendous potential for language learning. While providing a context that can foster intercultural awareness and allow the presentation of recipes of any English-speaking countries (Australia, Canada, South-Africa, Nigeria, etc.), such an activity would have to be simplified for younger learners. For instance, by pre-teaching new words and the imperative to facilitate effective language learning. This

²⁹³ See Annex 38 for the recipe.

activity could also connect with the previous category if one were to select a segment of a popular cooking programme.

The second activity suggested in this category by Calvo (ibid: 549) is called *menu-makers* and is solely based on creating a menu for a specific restaurant (Chinese, Indian, Italian, steakhouse, etc.) and presenting it to the class, which is a viable activity for younger learners. The outline is as follows.

Teaching point	General segmental and suprasegmental issues
Minimum level	Intermediate
Materials	Menus, pens, internet connection
Skills practiced	Pronunciation, speaking, listening, vocabulary, writing
Time	Two sessions in class and three or four hours at home

Table 80. Menu-makers outline

I have used this as a context for spoken assessment in my own teaching. Students create a PowerPoint which highlights the needed ingredients and required steps and deliver a presentation of an original recipe or a famous one from an English-speaking country. Learners often find this context engaging, even though they are being assessed.

The third and last activity proposed in this category by Calvo (ibid.: 552) is called *making travelling brochures* and, just like the title suggests, it implies the design of travelling brochures. Learners choose any foreign destination –city or town– for the activity. The teacher must highlight the outline of a brochure and provide an example or a template. The activity outline is as follows:

Teaching point	Generally improving spoken skills, including pronunciation
Minimum level	Intermediate
Materials	Sample of travel brochures to get familiar with the style used, pens and paper, computers
Skills practiced	Pronunciation, speaking, vocabulary, writing
Time	Two sessions in class and three or four hours at home

Table 81. Making travelling brochures outline

In order to develop oral skills, learners must present their work in class. Such an activity can allow students to share their work with the community and even create a design challenge for the best brochure. This particular activity can foster other scenarios

such as a role-play in the travel agency or a tourist who asks for directions for a specific location mentioned in the brochure.

In sum, the activities highlighted above –based on Calvo’s (2015) work– are promising and given that they were published in 2015 makes her work recent and relevant for this study. However, general references are not presented for the design of the remedial activities. The only two exceptions regard the song lyric activity based on the work available on Hancock and MacDonald’s website and the activity designated *constant switching the channel game*, which was based on an activity presented in the *Immersion Course of Linguistics in the English Language* organized by the Menéndez Pelayo International University (circa 2009). One would expect that the other remedial activities are also inspired by the contributions of (many) other authors. Thus, this particular lack of referencing might be an oversight by Calvo. It is also not clear what criteria were used to classify the level of the suggested activities.

Additionally, the previous chapters of this thesis have demonstrated that not only is there a general disregard for pronunciation as a skill in Portuguese ELT coursebooks, but teachers are exposed to different levels of training in this field and many struggle to access PD as in-service professionals. Pennington and Rogerson-Revell (2019) add to this highlighting how some teachers may be inclined to use inadequate techniques based on intuition and not on evidence:

As a result of this lack of training and resources, teachers may have to develop methods based on intuition or old-fashioned (outdated) pronunciation teaching materials, rather than evidence of what is most effective. At times this may work and teachers can find ingenious ways of explaining or demonstrating pronunciation features, such as word stress, vowel length, or the pronunciation of individual segmental phonemes. In addition, teachers who are experienced and observant are well placed to conduct their own classroom-based research to see what works best with their students. However, there are dangers inherent in adopting an intuition-based rather than an evidence-based approach to pronunciation teaching, particularly in terms of teaching based on inaccurate knowledge [...]. (ibid.: 173)

Considering the above and especially acknowledging that we live in a globalized, hyper-digital world, it is my belief that these remedial activities are not enough for the needs of teachers and learners alike. Teaching from early 2020 to the present moment has introduced new variables due to the impact caused from the COVID-19 pandemic. While research on its effects on the field of education is still ongoing, the following

sections will highlight considerations for current and future teachers and material development and outline new scenarios for remedial work.

7.2. Suggestions for ELT authors

Having considered the remedial activities suggested by Calvo (2015) –games, songs and poems, new technologies, tongue twisters, role-plays, dialogues and simulations, TV programmes, and written materials–, the Portuguese coursebooks currently in use were analysed again in order to understand if they already present these (or similar) activities. Even though there is no coursebook that features all these suggestions simultaneously, evidence was found that different coursebooks –from different levels– do feature activities that fit the profile suggested by Calvo. This raises an important question: If the remedial activities are already present in Portuguese coursebooks, why is pronunciation not featured as a language skill? The following pages feature two examples per category (always followed by teaching notes) from different books and levels in order to better understand what is happening. The selection of the books did not follow any particular criteria or order.

7.2.1. Games

Starting with games, the first example is from a 3rd grade primary book, *Stars 3* (2015), and the second one from a 6th grade coursebook, *Between 6* (2018).



Image 21. Round-up board game. *Stars 3* (2015a: 37)

Learning outcomes	Key language	Resources
<p>By the end of the lesson learners can:</p> <ul style="list-style-type: none"> • use the vocabulary and grammar covered in the unit; • ask and answer questions using contents from the unit; • assess their learning progress. 	<ul style="list-style-type: none"> • lexis (lessons 1, 3, 4, 5, 6, 7) • grammar (lessons 2, 5) • it's my turn, throw the dice 	<ul style="list-style-type: none"> • SB • dice • Christmas poster
Starting the lesson		
Presenting a language game		
<ul style="list-style-type: none"> • Show a dice and say the word. Learners repeat twice (low voice, loud voice). • Mime the instruction Throw a dice and make the learners repeat. • Ask a learner to throw the dice and say the words. • Explain <i>It's my turn</i>. • Write Throw a dice and <i>It's my turn</i> on the board. 		
1 SB page 37 – Speak and play		
Playing a board game		
<ul style="list-style-type: none"> • Tell learners they are going to play a game. • Choose if it is a whole class game (project the game on the whiteboard), groups of four or pairs. • Learners open SB on page 37. • Give each group/pair a dice or put one on your table. • Say they have to speak in English using the expressions written on the board. • Model one time. • Monitor the activity. 		
Ending the lesson		
Assessing the learning progress		
<ul style="list-style-type: none"> • Read the can-do statements to see if the learners understand them. • Ask learners to colour the stars according to their performance throughout the unit. 		
Extra, extra		
Round up		
<ul style="list-style-type: none"> • Learners complete exercises 1 and 2 on page 56 in the ANB. 		

Image 22. Round up lesson plan. *Stars 3* (2015b)

The featured boardgame-like activity, designed for A1 learners in year 3 (learners are approximately 8 years old), shares the potential of developing pronunciation skills. Because many of the options are questions, learners can develop intonation and stress (among others). However, as seen in the activity as well as the lesson plan,²⁹⁴ no mention is made of this outcome. In fact, the lesson plan is more concerned with recycling vocabulary and grammar, instead of suggesting the development of effective communication as an outcome. The following example is for slightly older learners (11 years old) and features a similar issue.

²⁹⁴ All lesson plans featured in this chapter were retrieved from the teacher's book/teacher's kit.

SPEAKING / WRITING

- Student A:** Mime an action.
- Student B:** Guess it! Take turns.



***Picasso's Game**

Write down one sentence using the present continuous tense.

Start the sentence with **He, She** or **They**.

Example: *She is dancing.*

Divide into two teams (A and B).

- One student from Team A goes to the board and draws his/her sentence. He/She can't speak or write.
- Team A has one minute to guess the correct sentence. After one minute, Team B can try to guess it. Repeat the same sequence.
- For each correct answer, each team gets one point.
- The first team to get ten points wins the game.



* Pablo Picasso (Spain, 1881-1973) was one of the most famous painters of the 20th century.

Image 23. Picasso's game. *Between 6* (2018a: 33)

<ul style="list-style-type: none"> • Find information by listening to a song; • Participate in a game; • Use the present continuous. 	
Intercultural Domain Daily activities	Communication Describing actions happening at the moment, today
Vocabulary Related to the topic	Grammar No specific item
Skills Listening, speaking, reading and writing	Evaluation Feedback from students' speech/answers/ involvement/participation
Aids: Board, marker, e-Book, computer, data show, Student's Book pages 32, 33, CD1: track 17	
Assumptions: The students are familiar with the present continuous.	
Procedure	
<p>The teacher greets the class and writes the number of the lesson on the board.</p> <p>The teacher shows the picture of Miley Cyrus and asks the students to identify her. They may describe her.</p> <p>They listen to her song 'The Climb' and complete it with the missing verbs in the present continuous. After checking the exercise, they do two comprehension exercises on the song. Correction follows.</p> <p>In the second part of the lesson, the teacher divides the class into two teams and explains Picasso's game: one student from team A draws a sentence he wrote previously (in the present continuous) and his team has 1 minute to guess it.</p> <p>The same happens with team B. If they get it right, they get 1 point. The first team to get 10 points wins the game.</p> <p>The teacher assigns homework: The students must bring photos/pictures of people doing different things, cardboard, scissors, glue and markers.</p> <p>The teacher elicits the contents dealt with in the lesson from the students and writes the summary on the board.</p>	

Image 24. Picasso's game lesson plan. *Between 6* (2018b)

Although this second activity is not a boardgame, it presents the gamification of language learning and can help learners with fluency. However, just like before, there are no notes for learners or teacher alike. In fact, the lesson plan is highly focused on providing details on the procedures the teacher should follow, while not providing different scenarios that could fit different learning contexts. If every learner is unique, so is every teacher. So why are authors so obsessed in formatting language learning into a specific set of interactions between the teacher and the learners? Perhaps this is a question to be answered in a parallel study. Nevertheless, given the abundance of free online teaching materials, these lesson plans could suggest teachers find remedial activities on websites such as English Club,²⁹⁵ which presents a large number of games

²⁹⁵ <https://www.englishclub.com/esl-games/pronunciation/> (accessed November 1st, 2020).

for homophones, rhyming, -ed pronunciation, or ESL Games World,²⁹⁶ which has an even wider selection that would allow these lesson plans to account for pronunciation even when the coursebook does not include a specific section for the skill.

7.2.2. Songs and poems

For the group of songs and poems, the first example was selected from a 7th grade coursebook, *Iteen 7* (2012), and the second from an 8th-grade book, *Catch-up 8* (2014).

UNIT 8 SCHOOL TIME

LISTEN

1 This song is Selena's answer to cyberbullies. Listen and complete the song.



Who Says

I wouldn't wanna* be anybody else, hey.
 You made me insecure,
 Told me I wasn't ⁽¹⁾ _____ enough.
 But who are you to judge
 When you're a diamond in the rough?
 I'm sure you got some ⁽²⁾ _____
 You'd like to change about yourself,
 But when it comes to me
 I wouldn't want to be anybody else.
 Na na na na na...

I'm no beauty ⁽³⁾ _____
 I'm just beautiful me
 Na na na na na...
 You've got every ⁽⁴⁾ _____
 To a beautiful life
 Come on

[Chorus]
 Who says, who says you're not perfect?
 Who says you're not worth it?
 Who says you're the only one that's hurting?
 Trust me, that's the price of ⁽⁵⁾ _____
 Who says you're not pretty?
 Who says you're not beautiful?
 Who says?
 Who says?

* wanna = want to

Selena Gomez & the Scene, Who Says (shortened)

2 Choose the right word to fill in the gaps.

Selena refers to people's bad ⁽¹⁾ _____ about her and says she wouldn't like to be anybody else. The song's positive ⁽²⁾ _____ is about recognizing yourself as a ⁽³⁾ _____ person. You shouldn't care about what other people ⁽⁴⁾ _____ or think.

beautiful message say comments

3 Kristen was bullied when she was young. What is bullying?
 Discuss with other students and write down more ideas.

what is bullying?

It is when someone...

... kicks you.

... makes fun of you.

... sends you nasty emails or text messages. (cyberbullying)

Image 25. Bullying song. *Iteen 7* (2012a: 117)

²⁹⁶ <http://www.eslgamesworld.com/members/games/pronunciation/index.html> (accessed November 1st, 2020).

Summary	
Reading/listening to the text 'Kristen Stewart'. Comprehension exercises. Listening to the song 'Who says'. Talking about bullying.	
Learning aims	
The students are expected to:	
<ul style="list-style-type: none"> • Get the global meaning of the text; • Identify specific information in the recorded text; • Grasp the meaning of the song. 	
Socio-cultural content Schooldays.	Communication Talking about bullying
Vocabulary Related to bullying (kick, make fun, cyberbullying...)	Grammar No specific item.
Skills Listening, reading, writing and speaking	Evaluation Feedback from students' speech/answers/ involvement/ participation.
Aids: Student's Book pp. 110-112, board (e-Book, computer, data show), CD player, CD.	
Assumptions: The students are already familiar with the vocabulary related to school.	
Procedure	
The teacher greets the class and writes the number of the lesson on the board.	
The SS open their books at p. 110 and look at the picture. The teacher asks them the questions in ex. 1; then they read/ listen to the text and do the comprehension exercises on p. 111 (exs. 3 – 6). Some SS write the answers on the board or the teacher can project them by using the answer key from the e-Book.	
Then the SS discuss in class the questions in ex. 7 and listen to a song about cyberbullies. They fill in the gaps with the missing words and do ex. 2. Correction follows.	
The teacher writes the word BULLYING on the board and asks the SS what they know about it. The SS discuss and write down their ideas about the topic (p. 112, ex. 3).	
The teacher may use a PowerPoint presentation about bullying to brainstorm ideas with SS and introduce new vocabulary.	

Image 26. Bullying lesson plan. *Iteen 7* (2012b)

While the song selected seems to be appropriate for 2012, this coursebook was used up to the 2020-2021 school year nationwide. As mentioned before, song selection is a delicate process. Contemporary songs quickly become outdated and have little impact on the classroom. Setting aside musical selection, the activity itself does not promote a scenario where learners listen to detail and develop, for instance, sound discrimination. The activity requires the language learner to complete the lyrics using the words: *good, things, queen, right* and *beauty*. These words do not focus on anything in particular: They do not belong to the same grammatical category, they hardly fit a specific lexical category and they were definitely not selected because they highlight a common

segmental or suprasegmental feature.²⁹⁷ This exercise requires learners to listen for the sake of listening, which is a lost opportunity to incorporate a meaningful listening task that caters for pronunciation. The activity could easily be adapted to present homophones and teaching notes could highlight the sounds being presented to the learner. However, it follows the same format as seen above. The next activity, from a grade 8 coursebook, features a poem by Spike Milligan:

Step up your reading

1. Read the following text.

The "Veggy" Lion

I'm a vegetarian Lion,
I've given up all meat,
I've given up all roaring
All I do is go tweet tweet.

I never ever sink my claws
Into some animal's skin,
It only lets the blood run out
And lets the germs rush in.

I used to be ferocious,
I even tried to kill!
But the sight of all that blood
Made me feel quite ill.

I once attacked an Elephant
I sprang straight at his head.
I woke up three days later
In a jungle hospital bed.

Now I just eat carrots,
They're easier to kill,
*Cos when I pounce upon them,
They all remain quite still.

Melbourne,
April 1980
By Spike Milligan

*Cos = because

Patten, Brian (1999). *The Puffin Book of Utterly Brilliant Poetry*. London: Penguin Books Ltd.

2. Answer these questions on the text.

a) What type of text is this one? _____

b) What is the text about? _____

c) What is the lion like? _____

d) Why does the lion eat carrots? _____

3. Match the words from the text to the corresponding definition.

1. given up	•	• a) very aggressive
2. roaring	•	• b) jumped quickly
3. claws	•	• c) attack
4. ferocious	•	• d) making a loud sound
5. sprang	•	• e) stopped doing
6. pounce upon	•	• f) long curved nails






Image 27. The "Veggy" Lion. *Catch Up 8* (2014a: 67)

²⁹⁷ Although, with the exception of *right*, they could have been selected to illustrate high vowels, long vs. short vowels (/i:/, u:/ vs. /ɪ, ʊ/) or tense vs. lax vowels.

Unit 2 – Be healthy, be happy, be you!	
Summary	
<ul style="list-style-type: none"> • Reading a text – “The Veggie Lion”. Comprehension activities. • Food idioms. 	
Learning aims	
<ul style="list-style-type: none"> • Develop Ss’ reading skills: to practise reading for the main ideas. • Familiarize Ss with some of the different lifestyles there are, and more specifically, with the vegetarian lifestyle. • Raise Ss’ awareness of the existence of food-based idioms. 	Lexis: food; healthy food / unhealthy food Grammar: no specific item Communication: talking about different lifestyles / vegetarianism Skills: writing, speaking, reading
Assumptions	
<ul style="list-style-type: none"> • Ss are already familiar with some of this vocabulary from previous years lessons. • Ss are already used to interacting both with the teacher and among themselves in English. • Ss are used to working with poems. 	
Strategies / Procedures	
<ul style="list-style-type: none"> • T. greets and tells Ss the summary will be written at the end of the lesson. • T. recalls the previous lesson. • Ss are asked to look at the picture on page 66 and answer those questions to infer the topic of today’s lesson. Feedback follows. • Then T. asks Ss to read the text on page 67 aloud. T. asks Ss what the text is about only for gist. After a brief discussion, Ss do the exercise 2 individually. Then, they share their answers. Then, they do exercise 3. • In order to develop Ss’ oral skills they are asked to tell the class if they would like to be vegetarians and share their reasons (Why? Why not?). • T. asks Ss if they know the meaning of some food idioms. They do the exercise 1 on page 68. As homework, and to use the dictionary, Ss are asked to do the exercise 2 on page 68 and 3 on page 69. • T. writes the summary with the Ss’ help. 	
Aids	
<ul style="list-style-type: none"> • Board; Marker; Notebooks; Computer; Projector; Student’s Book (pages 66, 67, 68, 69). 	
Assessment	
<ul style="list-style-type: none"> • Direct observation of students’ performance in ongoing activities • Controlled exercises • Oral participation 	
Further practice	
<ul style="list-style-type: none"> • Keep track of... (page 169); Workbook (page 34); Teacher’s File: worksheets 	

Image 28. The “Veggy” Lion lesson plan. *Catch up 8* (2014b)

Poetry is a rare feature of the coursebooks reviewed. In lower levels it is used as a filler exercise. For instance, in *Let’s Rock 4* (2016) it appears in the double page spread that introduces each unit. Authors suggest that teachers using the coursebook play the

recording of the poem and in some instances suggest learners repeat it. In this case, pronunciation could be practiced through poetry as suggested previously. However, this is not always the case. In upper levels, poetry is used mainly as a medium for reading comprehension. The above lesson plan suggests learners read the poem aloud, which could be used as a way to correct learners' overall pronunciation. Nevertheless, the lesson plan does not suggest this be done by the teacher, leaving it a possibility depending on the teacher, which in the end will depend on his or her familiarity with teaching pronunciation and personal views on the importance of formally teaching it as any other language skill. The fact that written texts, just like this poem, are recorded by a native speaker and made available to users through an audio CD (or digital download) allows learners to be exposed to a model before reading aloud, which in turn allows learners to connect to different models. Nevertheless, one cannot guarantee that each learning context has the means to play these audio files and if they do not, it is highly likely that this is skipped altogether or limited for the teacher to read the text aloud first and then have different learners read afterwards.

7.2.3. New technologies

The group of remedial activities based on new technologies is exemplified with tasks selected from an 8th grade coursebook, *Swoosh 8* (2014), and the second one from a 9th grade book, *Udare 9* (2015).

- A** Here's an example of an **informal letter**. Divide it according to the different sections in the plan on the previous page.



- B** Imagine you received this letter. Now write an answer to Sarah's letter answering the questions she asks. You may write about other topics as well. Write 50 – 80 words.



4-LEARNING

With your mobile phone, record an **audio tour of your city**, leaving some gaps in your narration. Bring it to class. Get your classmates to listen to it and guess the missing words.

Image 29. Writing an informal letter. *Swoosh 8* (2014a: 153)

Summary

LESSON PLAN 62

· Practising writing skills: an informal letter.

Assumptions: students are familiar with some of the vocabulary they studied previously.

Learning Goals

Vocabulary: travelling, places to visit, monuments

Grammar: no specific item

Communication (Language functions): describing where one lives and interesting places to visit

Skills: speaking, listening, reading, writing

Anticipated Problems

Students might find it difficult to come up with ideas for the text. It may be necessary to do this in a whole class format, before starting to write.

Procedures	Time	MC	Resources
Greetings and summary.	5		Projector Computer Board
Lead-in T says: "Remember the text we looked at in the last lesson? What kind of text was it? An informal letter... How do we write a letter?"	5		
Explanation Look at the table provided on page 152. Then read the example of a letter on page 153.	10		Student's book pp. 152, 153
Practice Write an informal letter, answering the letter in the book.			Student's book p. 153
M-Learning: Record an audio tour of one's city.	25	10.1 10.2	NEE: Teacher's File p. 364

Evaluation

- direct observation of students' performance in classroom activities
- controlled exercises
- oral participation

Image 30. Writing an informal letter lesson plan. *Swoosh 8* (2014b)

Just as seen in the previous activities, this lesson plan also lacks any reference to pronunciation as a language skill. At first, this could be expected, after all this page belongs to a straightforward writing-centred lesson. However, by the end of the page, the user finds a suggestion referred to as m-learning, proposing learners to complete an additional activity using their mobile phones. This type of activity is very promising, because it allows the language learner to activate digital literacies and record the suggested city tour connecting the lesson to the learner's environment and social context. By recording, the learner is able to hear him or herself and is able to identify possible segmental and suprasegmental features that require improvement. Using

technology like smartphones allows learners to rerecord the text and share with the class, allowing the language learning process to go well beyond the classroom. Teachers are also empowered to provide individual/collective feedback through the recording, which allows teachers to play and highlight issues that require improvement. Additionally, the recordings could be used to build a repository to track learners' progress.

Class project 1 > *Creating a glog*

No one wants to be a sick teen, but no one is immune from illness. For your first class project, you are going to do some research in order to find out useful information about the following problem areas in pairs or in small groups. Your goal is to create a poster.

1. **Choose a problem area from the following list:**

a) Acne	f) Epilepsy
b) Anorexia	g) Hearing impairment
c) Asthma	h) Obesity
d) Bulimia	i) Stuttering
e) Diabetes	j) Teen depression
2. **Go online and research these main points (make sure you gather enough information to write your own poster).**

a) Definition	c) Social factors
b) Biological factors	d) Tips for a healthy lifestyle
3. **Go to Glogster and start creating your poster. Besides text and images, you can add short videos, graphs, among other resources.**
4. **Prepare your poster for a short in-class presentation.**

TIPS FOR YOUR PRESENTATIONS

POWER YOUR LEARNING
 What is Glogster?
 Glogster is a social network that allows users to create free interactive posters, or glogs. Glog is short for graphical blog, it looks like a poster, but readers can interact with the content. The user can insert text, images, photos, audio, videos, special effects and other resources.

Image 31. Creating a glog. *Udare 9* (2015a: 51)


Summary		
<ul style="list-style-type: none"> • Presenting a glog. 		
Learning aims	Metas Curriculares	
<ul style="list-style-type: none"> • Enlarge Ss' lexis; • Develop Ss' speaking skills; • Stimulate Ss to work cooperatively in project; • Use new technologies to provide significant learning opportunities. 	ID9: 13.3. Identificar transformações no modo de estar e de viver.	
Assumptions		
<ul style="list-style-type: none"> • Ss are able to recall some vocabulary about health. • Ss are used to interacting both with the teacher and among themselves in English. 		
Strategies / Procedures		
<ul style="list-style-type: none"> • T greets the class and writes the no. of the lesson and date on the board. • Ss recall the previous lesson. • T picks the first pair / group to present their glog and explains that the group / pair presenting will be in charge of picking the next group / pair. • While presentations are delivered, Ss are in charge of collecting details to provide feedback that can allow future presentations to be better. • T gives feedback on the presentations. • Ss discuss with the T what they liked and disliked about this type of work. • T writes the summary with the Ss' help. 		
<p>Main aid: Student's Book (page 51). From LOTS to HOTS: HOTS: Activity: <i>presentation.</i></p>		<p>Assessment: Direct observation of students' performance in ongoing activities. Further Practice: <i>EmPower your Learning</i> (pages 170 and 176); e-Manual: Tutorial Cross-curricular activities.</p>

Image 32. Creating a glog lesson plan. *Udare 9* (2015b)

This second example is an approximation to what was suggested by Calvo (2015: 539) as a remedial activity. The project is not designed for learners to specifically develop pronunciation skills, but because it creates a context for spoken production, learners may further develop fluency as they activate their speaking skills when they rehearse and present their Glog. Additionally, this context fosters learners to further develop their digital literacies to learn English in a creative and engaging way, activating both higher- and lower-level thinking skills.

7.2.4. Tongue twisters

Concerning the fourth group, tongue twisters, an example was selected from a 3rd grade coursebook, *Stars 4* (2015), and another from a 6th grade book, *Outstanding 6* (2018).

Image 33. Tongue twister. *Stars 4* (2016a: 31)

Learning outcomes	Key language	Resources
<p>By the end of the lesson learners can:</p> <ul style="list-style-type: none"> • identify traditional sports and games in the UK; • recognise and say the /k/ sound. 	<ul style="list-style-type: none"> • balloon • spoon • wheelbarrow • ski • clown • sock • sack • egg • king • quickly • skeleton 	<ul style="list-style-type: none"> • SB • ANB • CD1 – Tracks 31 – 33 • Pen
<p>Starting the lesson</p> <p>Revising language</p> <ul style="list-style-type: none"> • Ask the learners <i>Can you...?</i> • Get learners to ask each other the same question and answer personalising their questions and answers. <p>1 Presentation</p> <p>Contextualizing the lesson</p> <ul style="list-style-type: none"> • Learners look at the pictures in their SB. • Ask learners to guess where the children are from and what they are doing. <p>2 SB page 31 – Listen and read</p> <p>Reading about a sports day</p> <ul style="list-style-type: none"> • Learners look at the texts in their SB. • Play track 31. Learners follow the texts. <p>3 ANB page 26 – Read and underline</p> <p>Choosing the correct answer</p> <ul style="list-style-type: none"> • Learners turn to page 26 in the ANB. • Learners read the questions and answers in exercise 1. • Learners complete the exercise. • Check with learners by asking them the answers and provide feedback. <p>4 ANB page 26 – Answer, write and draw</p> <p>Personalising the topic</p> <ul style="list-style-type: none"> • Learners answer the question in the ANB. • Help learners if needed. • Learners draw a picture to accompany their texts. 	<p>5 SB page 31 – Listen and repeat</p> <p>Helping learners articulate the /k/ sound.</p> <p>Note: In English the letters <i>c</i>, <i>k</i> and <i>ck</i> have a hard sound /k/. It is important that learners identify these words.</p> <ul style="list-style-type: none"> • Learners turn to page 31 in the SB. • Play track 32. • Learners read and listen to the tongue-twister. • Learners repeat and practise the tongue-twister. <p>6 ANB page 26 – Look and complete</p> <p>Writing the missing letters in the words</p> <ul style="list-style-type: none"> • Learners look at the images and complete the exercise using the letters <i>c</i>, <i>k</i> and <i>ck</i>. • Check the answers and provide feedback. • Play track 33 and learners check their answers. <p>Ending the lesson</p> <p>Clapping, standing, sitting</p> <ul style="list-style-type: none"> • Explain that if the word has the letter <i>c</i> they clap – if the word has <i>k</i> they stand, and if it is <i>ck</i> they sit. • Use 2 words to check that learners have understood the game. • Play the game using the words in their ANB or any other words that have these letters and that learners are familiar with. 	
<p>Extra, extra</p> <p>Sports day</p> <ul style="list-style-type: none"> • Create a class poster with ideas from learners about sports that can be played on a Sports Day. 		

Image 34. Tongue twister lesson plan. *Stars 4* (2016b)

As mentioned in Chapter 5, the only coursebooks that systematically present tongue twisters in every unit are *Stars 3* (2015) and *Stars 4* (2016). While the presentation of these tongue twisters is relatively simple, the lesson plan caters specific

notes for the teacher and stresses the importance of practicing a specific segmental feature (in this case /k/). While only two primary coursebooks explicitly include pronunciation-orientated tasks in each unit, it is very limiting to always present it through the same exercise. Lesson plans and teacher's notes in general could include additional suggestions to further develop this skill. For instance, games such as hangman can be played with the majority of levels (in this scenario a learner gains a point for saying the tongue twister correctly); Chinese whispers can be used to gamify the tongue twister, as well as running dictations; with some tongue twisters learners could be challenged to illustrate it and with more advanced learners a dictogloss²⁹⁸ could be used.

SPEAKING

1 Listen and then practise saying these words with an **i** sound.



pie iron

Tongue Twister
 Fry pies
 Iron ties
 Baby cries
 Mummy tries

2 **Your turn:** Interview your partner and find out more about his / her household chores.

1 Student A
 What chores do you do at home?

2 Student B
 I make my bed every day.

3
 How about you? What chores do you do?

4
 I usually do the dusting and vacuuming at the weekend.

seventy-seven 77

Image 35. Speaking. *Outstanding 6* (2018a: 77).

²⁹⁸ In ELT a dictogloss refers to an activity where students listen to a text and without notes try to write what they remember.

Class: 6 _____ Date _____ / _____ / _____		Teacher: _____	
Unit 3 We are family 3.3 On the house! Lesson no.: 47		Homework suggestion: WB – Page 36	
Summary: Vocabulary: Household chores. Speaking exercise.			
Contents / Topics	Skills / Metas Curriculares	Procedure	Aids / Resources
Listening: <ul style="list-style-type: none"> Household chores Lexis and grammar: <ul style="list-style-type: none"> Household chores Speaking: <ul style="list-style-type: none"> "al" sound Speaking about your household chores 	L 7.1 Identificar o contexto do discurso. L 7.3 Entender informações simples. LG 9 Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua. LG 9.16 Apropriar-se de novos itens lexicais, relacionados com as áreas temáticas previstas no domínio intercultural. ID 10.1 Comparar diferentes rotinas diárias. ID 10.6 Comparar formas de socialização familiar e convenções sociais. SI 7.1 Formular perguntas e dar respostas. SI 8.1 Adequar a forma de tratamento ao interlocutor e ao contexto em situações de <i>role-play</i> .	<ol style="list-style-type: none"> Greet the class, check attendance and invite a student to write the date and weather on the board. Ask students to open their SB on page 76 and to do exercise 1. Clarify any unknown vocabulary. Then, get students to listen to the audio and check their answers and correct them. Get students to do exercise 2 and correct it. Invite students to do exercise 3 and correct it. Demonstrate how to make the "al" sound in English to students. Get them to listen to the audio and listen to the tongue twister and to repeat the words. Then hold a tongue twister competition with the tongue twisters in the box. First students practise saying the tongue twister in pairs. Then, put students in groups and hold a competition in which the best group wins. Invite students to look at the speaking exercise. Choose a pair of stronger students to demonstrate the task to the class. Divide students in pairs and get them to role-play the task. Then get 3-5 pairs to role-play the task for the class and evaluate them. 	Board Student's Book Audio file 40 Audio file 41 Audio file 42
Evaluation	Extra activities	Mixed ability classes	
<ul style="list-style-type: none"> Direct observation of students Activity feedback 	Interactive vocabulary exercise (e-Manual), Spelling bee, PPT FHB – Page 33 TF – Page 42 (Section: Vocabulary worksheets)	Step 2 – Get students to consult the BK and to write the Portuguese translations in their SB / notebooks. Use the slower audio version and allow students to listen to the audio two or three times.	
All plans are editable and photocopyable			
		SB: Student's Book BK: Booklet TF: Teacher's File WB: Workbook FHB: Fun Homework Book TRB: Teacher's Resource Box	

Image 36. Speaking lesson plan. *Outstanding 6* (2018b)

The second activity centred on tongue twisters presents a lesson plan that, like many of the previous ones, focuses heavily on classroom procedures. The lesson plan suggests a scenario where learners not only listen and repeat, but they hold a competition around it. This type of strategy seems very effective because it gamifies language learning and allows it to be more engaging and enjoyable. It also suggests that the authors are concerned with issues regarding motivation when designing learning units.

7.2.5. Role plays, dialogues and simulations

The next group –role-plays, dialogues and simulations– is widely included among Portuguese ELT coursebooks. The first example was selected from a 5th grade coursebook, *Between 5* (2017), and the second from a 7th grade book, *Download 7* (2012).

SPEAKING / WRITING

1. Practise this conversation with your partner.

Language help

Making an invitation
Can you come to...?
Would you like to come to...?

Answering
 ✓ *I'd love to.*
 ✓ *Cool!!Great.*
 ✗ *Sorry, I can't.*
 (*I've got a guitar lesson.*)

2. Write an invitation to your party. Put:

- *the day* • *the date* • *the time* • *the place*
- *your phone number* • *your email address*

3. Invite two friends to your party. Follow the conversation above.

Image 37. Role-play. *Between 5* (2017a: 69).

Summary	
Speaking and writing activities: inviting to a party.	
Learning aims	
The students are expected to: <ul style="list-style-type: none"> • Invite friends to their birthday party, following a model; • Interact in pairs; • Write an invitation card to their birthday party. 	
Intercultural Domain Party time	Communication Inviting to a party, accepting or refusing
Vocabulary Invitations	Grammar No specific item
Skills Speaking, reading and writing	Evaluation Feedback from students' speech/answers/ involvement/participation.
Aids: e-Book, e-Workbook, computer, data show, Student's Book, page 69	
Assumptions: The students are familiar with basic vocabulary.	
Procedure	
The teacher greets the class and writes the number of the lesson and the date on the board. The students recall the subject of the previous lesson. In pairs, they practise a dialogue inviting to a party and accepting or refusing. They may go around the room to invite their classmates. The teacher supervises their work. The students write an invitation card to send to their friends who live farther away. They may decorate and colour their card. The teacher goes around the room to help and check on their work. The teacher elicits the contents dealt with in the lesson from the students and writes the summary on the board.	
Consolidation	
Workbook, page 42, exercise B	
Mixed-ability class*	Notes*
*Strategies/activities used/remedial work/extra work	* Adaptations/Modifications to the plan/relevant notes

Image 38. Role-play lesson plan. *Between 5* (2017b)

This first role-play presents a straightforward context. However, it is noticeable that the language lab²⁹⁹ presented next to the role-play outline does not include a pronunciation note for learners to remember certain details such as intonation in interrogative sentences. The lesson plan once again focuses on procedures but does not address this skill. It is also peculiar to note that there is no recorded model for learners to listen to a possible interaction.

²⁹⁹ Within the content of this particular coursebook, every unit presents a 'language lab' box with key vocabulary or chunks of language to help learners complete specific language tasks. Such a feature could have been used to convey pronunciation tips in listening/speaking activities.

SPEAKING

PAIR WORK

Giving directions and locations

Selena has got a concert in the evening, but before that, she wants to visit some more places in the centre of Edinburgh. The problem is she doesn't know the town very well, so she asks the locals for help.



Work in pairs to write Selena Gomez's dialogue with a friendly Scot. Use the language database on the next page to help you.

Selena visited Edinburgh Castle in the morning. On the left you can see the places where she wants to go now.

Image 39. Giving directions in Edinburgh. *Download 7* (2012a: 144)

Summary	Assumptions
Asking for and giving directions – speaking practice.	Students are: <ul style="list-style-type: none"> • able to identify vocabulary related to directions and locations; • familiar with language exponents to ask for and give directions; • able to aid someone who is lost or wants to know where certain places are, by telling him/her the way.
Objectives	
By the end of the lesson students should:	
Cognitive domain: <ul style="list-style-type: none"> • be able to identify and use vocabulary related to directions and locations; • be able to identify and use the present tenses; 	Affective domain: <ul style="list-style-type: none"> • listen to others and share opinions; • participate in class discussions; • show the ability to solve problems.
Contents	
Topic area: Meet the world. Lexis: Related to travelling, giving and asking for directions. Communication: Giving instructions about directions and locations. Grammar: Present tenses. Activities / Strategies: reading for information; watching a PowerPoint presentation about giving and asking for directions; carrying out exercises related to the presentation to create class interaction.	Aids: Blackboard/Whiteboard, student's book, workbook, PowerPoint presentation. Evaluation: Students will be evaluated on their class participation and performance. Homework: Telling the way, page 144 of the student's book. Students have to write the dialogue individually and hand it in the following lesson to the teacher.
Procedure	
<p>T-S • S – Teacher starts the lesson off by eliciting information from the students related to the previous lesson.</p> <p>S-T • S/R – As a warmup to the language database, some students are asked to tell the teacher the best way for the teacher to get to their house from school. Students will have some difficulty in doing this and so are instructed to turn to the language database on page 145 of their student's book for help.</p> <p>T-S/S-T • R/S – With the help of the database, an interactive and lively speaking activity will be developed in class.</p> <p>T • L – Teacher then tells the students that they are going to see a PowerPoint presentation to further consolidate language and vocabulary related to giving and asking for directions.</p> <p>S-T • L/S – Students start off by doing a matching exercise related to locations; next students revise the prepositions of place and movement.</p> <p>T-S/S-T/S-S • S – Students then have to be astute and find five differences in two different images.</p> <p>T-S/S-T/S-S • S – The second half of the PowerPoint presentation is aimed at getting students to further speak, interact and argue as to which is the best way to get to a certain place.</p>	

Image 40. Giving directions in Edinburgh lesson plan. *Download 7* (2012b)

This second activity presents the possibility to develop intercultural awareness through a role-play. Just like the previous sample activity, there is no emphasis on pronunciation development. The lesson plan is heavily based on procedures. It is also important to note that there is no written nor recorded model for learners to read/listen to a sample interaction. Due to the importance of role-plays in pronunciation acquisition, if this particular activity were adjusted to further support learners, it should highlight to some extent features of the Scottish accent. A step in this direction would begin with a recording between a Scottish NS and a NNS, followed by a bottom-up approach where the teacher would elicit

from the learners features they found different from these speakers. This could be one of many possible steps towards effective pronunciation instruction.


As mentioned in Chapter 4, the Portuguese curriculum highlights spoken interaction as a compulsory language skill. Because of this, every single coursebook reviewed in this study presents role-plays as an approach to presenting spoken-interaction-inspired activities for language learning. Considering that Calvo (2015) suggests that role-plays are an outlet to developing pronunciation, the highlighted activities here, as well as every other activity, do not connect role-plays to pronunciation development. Additionally, the wide majority of books do not provide an example to serve as a model for the learners preparing a role-play. It is important that future coursebooks add a recorded conversation to help learners model their interaction. Just as in the previous examples, the lesson plans present a possible and hypothetical learning sequence instead of providing different possibilities depending on learning context and class size.

Considering the above, it is essential to remind all current and future authors about the implications of pronunciation in the design of spoken interaction activities, both from the perspective of the learner and the teacher, either through a “language box” or a memo in the teaching notes. It is important to understand that these language activities are not included for the sake of conforming to the curriculum but are thoroughly thought out to foster important language skills and ultimately help learners become intelligible.

7.2.6. TV programmes

Concerning the sixth group, TV programmes, the first example was selected from a 6th grade coursebook, *Celebrate 6* (2018), and the second one from a 9th grade book, *Iteen 9* (2015).


Fun Language



Did you know that...

- **Mr. Bean** is a British sitcom. Sitcom is a situation comedy.
- Mr. Bean is Rowan Sebastian Atkinson. He was born on 6th January 1955 in England. He is an actor, comedian and screenwriter.
- The series is about Mr. Bean, who is an adult, but behaves like a child.
- Mr. Bean rarely speaks.
- His interactions with other people and his unusual solutions to situations make this series hilarious.
- Mr. Bean has a **YouTube channel** where you can watch all his videos.

A Mr. Bean is in a restaurant. Look at the picture and answer the questions.



1. What type of restaurant do you think it is?

2. What do you think he is eating?

3. What do you think the waiter is saying?

B Read the sentences and circle the option you think is true. Then watch the video (part 1) and check your answers.

1. Mr. Bean went to a fast-food / seafood restaurant.
2. He ate roast chicken / oysters and shrimp.
3. Mr. Bean knew / didn't know how to eat an oyster.
4. When he ate the oyster, he loved / didn't like it.
5. The woman next to Mr. Bean looked at him because...
 - a) he ate very quickly.
 - b) he was making funny noises.

C After eating the first oyster, what do you think he did? Watch the video (part 2) and answer the questions.

1. Did he call the waiter and say he didn't want more? _____
2. Did he eat all the oysters? _____
3. What did he do next? _____
4. What else did he eat? _____

D Watch the video (part 3) and say if these sentences are true or false.

1. Mr. Bean ate all the oysters. _____
2. The waiter brought him a drink. _____
3. Mr. Bean didn't eat the shrimp. _____
4. The woman's phone rang and Mr. Bean panicked. _____
5. Mr. Bean decided to pay the bill and run away from the restaurant. _____
6. The woman didn't answer the phone. _____

Writing

In class, choose another Mr. Bean film and write a short text about it.

- What's the title of the film?
- What happened to Mr. Bean? Write the story.
- Did you like this film? Why (not)?

Image 41. Mr. Bean. Celebrate 6 (2018a: 108)

Remedial Strategies to Promote Pronunciation within an ELT Context

Lesson no. 60	Date	Time: 45 minutes
Summary		Materials
<ul style="list-style-type: none"> Watching: film clip "Mr. Bean's Holiday" Writing: a story 		Coursebook pp. 108, 109 Film clip: "Mr. Bean's Holiday" Extra: Teacher's File: Worksheets p. 43 Mixed ability worksheets pp. 120, 121
Activity/Exercise	Procedure	
Coursebook p. 108 – pre-watching tasks	<ul style="list-style-type: none"> Teacher asks if students know who Mr Bean is. Students speculate about the picture of Mr Bean in exercise A. 	
Coursebook pp. 108, 109 – watching a video	<ul style="list-style-type: none"> Students do exercises B, C and D for comprehension. Feedback/Correction. 	
Coursebook p. 109 – post-watching task	<ul style="list-style-type: none"> Teacher draws students' attention to facts about Mr Bean. Students check/confirm what they knew about him. 	
Coursebook p. 109 – writing task	<ul style="list-style-type: none"> Students write a short text about another Mr Bean film. 	
Extra: Mixed ability worksheets pp. 120, 121	<ul style="list-style-type: none"> Mixed ability worksheets for further practice: writing a story. 	

Image 42. Mr. Bean lesson plan. *Celebrate 6* (2018b).

LISTENING/WATCHING

EXAM PRACTICE

1 Listen to the plot summary of the film *My Big Fat Greek Wedding*.
For each question, choose the correct answer (a, b or c).

1. Who is the story about?

a) A Greek family.

b) Toula, a thirty-year-old woman.


c) Ian, a high school teacher.

2. Why does Toula feel sad and lost?

a) She has to work in her parents' restaurant.

b) Her parents don't let her return to school.

c) She thinks she's too old and unattractive to find a husband.



My Big Fat Greek Wedding

3. What nationality must Toula's boyfriend be?

a) Greek.

b) Greek-American.

c) Any nationality.

4. What makes this film so good?

a) The soundtrack.

b) The actors and the dialogues.

c) The cultural conflict, good humour and clever plot.

2 Watch a clip from the film and give two examples of cultural differences between the Greek and American characters.

3 Decide which adjectives best describe the Greeks (G) and the Americans (A) in the clip. Use a dictionary if necessary.

a) euphoric <input type="checkbox"/>	b) reserved <input type="checkbox"/>	c) friendly <input type="checkbox"/>
d) noisy <input type="checkbox"/>	e) serious <input type="checkbox"/>	f) eccentric <input type="checkbox"/>
g) easy-going <input type="checkbox"/>	h) distrustful <input type="checkbox"/>	i) snobbish <input type="checkbox"/>

Image 43. My big fat Greek wedding. *Iteen 9* (2015a: 155)

Summary	
English-speaking countries: vocabulary expansion. Listening/watching: 'My Big Fat Greek Wedding'.	
Learning aims	
<p>The students are expected to:</p> <ul style="list-style-type: none"> • identify English-speaking countries; • talk about countries and cultures; • select information by listening to a text; • select information by watching a video. 	
<p>Socio-cultural content</p> <p>Different cultures</p>	<p>Communication</p> <p>Talking about countries and cultures</p>
<p>Vocabulary</p> <p>English-speaking countries, customs, traditions, beliefs</p>	<p>Grammar</p> <p>No specific item</p>
<p>Skills</p> <p>Listening and speaking</p>	<p>Evaluation</p> <p>Feedback from students' speech/answers/involvement/participation.</p>
<p>Aids: Students' Book, pp. 154, 155, board, e-Book, e-Workbook, computer, Pen Drive, data show</p>	
<p>Assumptions: The students are familiar with vocabulary within the topic.</p>	
Procedure	
<p>The teacher greets the students and writes the number of the lesson and the summary.</p> <p>He/She projects the pictures on page 154. The students match them with the English-speaking countries mentioned. They suggest a picture to represent their country. They talk about what defines a culture and add items to a list. They discuss what factors can cause conflicts or misunderstandings between people from different cultures.</p> <p>In order to be aware of cultural differences between countries, the students listen to the plot summary of the film 'My Big Fat Greek Wedding' and do the comprehension exercises. After the correction, they watch a clip from the film and give examples of those cultural differences. They also choose the adjectives that best describe the Greeks and the Americans. They may also choose some adjectives to describe the Portuguese. The teacher checks on their work.</p>	
Consolidation	
Net Teen / Workbook, Speaking File, p. 102	

Image 44. My big fat Greek wedding lesson plan. *Iteen 9* (2015b)

Regarding this context, the above activities solely present comprehension-centred activities. This is the case for all coursebooks that feature TV programmes, films, trailers and similar formats. If authors were to slightly change the design of these activities, they could help learners develop a strong awareness of accent (native and non-native), stress and intonation and develop several language skills simultaneously. Considering the potential of audio-visual content, these activities represent a missed opportunity. The remedial suggestions made by Calvo (2015) can easily be introduced here, either by acting out the scene or by pausing a certain scene and having learners speculate about what may happen next.

7.2.7. Written materials

Considering the last group, written materials, it was difficult to find examples that could thoroughly reflect the framework. The example that fits best this scenario is from a 7th grade coursebook, *Ilearn 7* (2012).³⁰⁰

SAY IT!

1. Discuss with your partner what the advantages/disadvantages of living in the city are, and note down the information.

Advantages	Disadvantages

2. Report to the class. If possible organise a debate on the subject!



YOUR TURN!

1. In small groups, design and write a leaflet about the city or town where you live. Mention the beautiful things it has to offer. There is always lots of information on the website of your local City Council!



HAVE FUN!



Image 45. Create a brochure. *iLearn 7* (2012a)

³⁰⁰ An activity based on the design of a leaflet is also featured in *UDare 9* (2015a), but because an example was already retrieved from the coursebook, this one was selected to diversify the number of sources.

<p>TEMA: <i>City and countryside</i></p> <p>UNIDADE: <i>Unit 5 – Part One: "City or countryside?"</i></p> <p>CONTEÚDOS: <i>City and countryside (vocabulary); linking words; question tags</i></p> <p>COMPETÊNCIAS ESPECÍFICAS: <i>Compreensão / interação / produção oral / produção escrita</i></p>
<p>SUMÁRIO: <i>Homework correction. "Empire state of mind": listening (a song). Debating: advantages and disadvantages of living in the city. Writing: a leaflet.</i></p>

Image 46. Create a brochure lesson plan outline. Planos de aula *iLearn 7* (2012b)

Lessons designed around authentic recipes, brochures, leaflets, etc. are difficult to find in current coursebooks. Perhaps because these resources are generally protected by copyrights and require permission in order to be featured in such a publication, authors and publishers have moved away from using these materials. Nevertheless, this lesson offers an interesting learning context by having learners design a leaflet about their hometown, which could ultimately lead to an in-class presentation (which is not suggested). However, personal experience informs that these types of activities tend to be highly centred on developing writing skills and not oral ones. Perhaps future coursebooks could include more authentic materials and references from English-speaking contexts (real advertisements, warning signs, recipes, etc.) and have learners act them out in a first step and have them create their own in a later stage. Additionally, such activities could potentially be recorded by the learners and used to highlight areas that require improvement. Nevertheless, in a fast-paced world it is difficult to predict if these references would remain relevant when a coursebook is in its 3rd, 4th or 5th year of in-class usage.

7.2.8. Summary

The above selection of activities attempts to demonstrate that Portuguese ELT coursebooks do present to some extent a varied number of tasks and activities that have the potential to develop spoken production and interaction, but these activities do not address issues regarding pronunciation. By studying the activities and the corresponding suggested lesson plans, particularly the learning outcomes designed for these activities, no evidence was found to prove that they were designed to help learners develop their pronunciation, even though they have the potential of serving as remedial activities to improve learners' pronunciation. Additionally, it is not clear why these lesson plans do not offer the teacher with a set of alternatives or add-ons to augment the learning

outcomes of each lesson. Even if the authors of a coursebook made a conscious decision to omit explicit pronunciation instruction, it would have been advisable to inform the teacher where he or she could in fact address other issues, particularly those not prominently featured in the coursebook.

Overall, the point made with regard to the above activities centres the core issue of this thesis: Pronunciation in half of the coursebooks in use in the 2020-2021 school year have not been considered –nor integrated– by authors as a language learning skill. As established in Chapter 5, this is particularly the case for coursebooks made in Portugal for Portuguese learners of English. This raises many questions. The activities are apparently pedagogically adequate, created by teachers for teachers, certified by the Ministry of Education for language learning, but they do not seem to explore the full potential of games, music and poetry, role-plays or written materials. Perhaps the authors' interpretation of the Portuguese curriculum is indeed literal and neglects to address speaking sub-skills as in producing both segmental features (vowel and consonant sounds) and suprasegmental features (stressed and unstressed syllables) at the word level, or using suprasegmental features of English (intonation, sentence stress, word-linking and weak forms) accurately at the utterance level. In fact, Portuguese ELT coursebooks are stronger at addressing learner attention to the use of markers in spoken discourse, in particular discourse markers for the introduction and development of an idea, the transition to another idea and the conclusion of an idea, or planning and organising information in formal expository discourse for an oral narrative, an oral description of phenomena or ideas, etc.

In theory, the case for Portuguese performing relatively well in international speaking exams regards the fact that they are exposed to a significant number of speaking activities (spoken production and spoken interaction), highly emphasized in the Portuguese curriculum and general guidelines, but learners lack exposure to specific details of English pronunciation, leaving the development of competent and intelligible speakers up to chance, as in hoping the learners have a highly qualified teacher to serve as a model. Within the 108 coursebooks considered in Chapter 5, there are no contingencies for learners who are struggling with listening and speaking skills; they only feature remedial work for reading and writing skills in the form of remedial grammar and vocabulary tasks. A learner who does not have a highly proficient and intelligible teacher, combined with a coursebook which omits pronunciation instruction completely, might find his or her hopes of becoming an intelligible speaker drastically compromised. Unfortunately, there are no published studies that measure the level of intelligibility of Portuguese English teachers, which constitutes a field of interest for further research.

Moreover, suggestions as made by Teresa Almeida d'Eça (2003) regarding the use of using the learners' L1 as a reference when teaching English pronunciation, also lacks concrete classroom research to establish its effectiveness.

A general suggestion for current and future ELT authors is to plan aural and oral lessons or tasks having in mind the implications of pronunciation when designing communicative language activities. One way to accomplish this could be by integrating pronunciation with different skills and avoiding relegating pronunciation to pron-slots or as fillers. Additionally, presenting teaching notes and lesson plans that provide more than one way of using the material is of the utmost importance. The featured lesson plans present significant input in outlining possible interactions between teacher and learners when these interactions actually depend on the teaching/learning context and can easily shift from an in-person setting to an online context. By providing specific tips on how teachers can help their learners become more intelligible through activities proposed, lesson plans could be an even greater asset to the instructor. In fact, more detailed suggestions in lesson plans and notes would empower teachers to effectively work in their context, using the coursebook efficiently and help cultivate intelligible and competent language users.

7.3. Suggestions for practitioners

In the previous section, general suggestions were presented for coursebook authors. This section aims to provide general suggestions for ELT professionals to improve the design and implementation of aural and oral activities. From the evidence presented, current in-service and pre-service teachers might find themselves working with coursebooks that completely neglect to address pronunciation or do not provide sufficient attention to it and require the teacher to design or adapt materials for this end. Considering this, a teacher may always reconsider activities presented in a textbook, such as songs, games, TV or film clips, among others, and repurpose them to meet pronunciation goals (and as this chapter has so far shown, Portuguese ELT coursebooks have activities with potential for adaptation). Taylor (1993: 13) argues that there are three main areas when trying to raise learners' awareness of pronunciation:

1. Firstly, it is important for them to have a sense of the 'Englishness of English'. Exposure to monologues, such as recordings of stories or lectures, is important as the situational dialogues that are common in coursebooks often proceed in short utterances, which do not always give much sense of the overall rhythm and sounds of English. Soundless videos can be

- watched and imitated to show how English people use their lips and mouths when they speak [...].
2. Secondly, learners need to learn to listen accurately. So much of the information we take in these days is absorbed through the visual channel, whereas, in order to improve pronunciation, learners need to have ears which are sensitive to sounds [...].
 3. Finally, learners need to monitor their own performance. This can be done with models of native English speech, and also by speaking in English to native speakers or to non-natives from other linguistic backgrounds [...].

Considering how diverse listening and speaking activities are in Portuguese ELT coursebooks, repurposing coursebook tasks to meet Taylor's outline may benefit from Rost and Wilson's (2013) work on active listening. These authors argue that the current abundance of resources created a need for guidance, an interpretation of research to inform selection and use of appropriate resources. Consequently, the authors created a core concept, *active listening*, in order to guide practitioners in identifying key principles in listening research and apply these principles in a methodical way. By *active listening* Rost and Wilson refer to a broad range of cognitive and emotional activities that could be described as "engaged processing" (ibid.: 1). The core of this concept comprises five frames: affective, top-down, bottom-up, interactive and autonomous. Each frame provides a unique perspective on the listening process as well as insights into how listening is learned and can be taught, and by understanding these perspectives one can understand how these frames complement each other and thrive. These frameworks fuel the design of effective listening tasks that can cater for pronunciation as a key language skill. Over all five frames, the development of listening strategies is important for progress. The following table summarizes Rost and Wilson's (2013) findings and can be used as an important reference list when adapting (or designing) language learning activities for pronunciation instruction.

Affective frame	Use a playful approach: <ul style="list-style-type: none"> • Find a built-in stimulus that motivates students. • Use personalisation as a way to involve students in the content. • Give students tangible actions to perform. • Relieve the stress inherent in real-time listening through a sense of play.
Top-down frame	Use an idea-building approach: <ul style="list-style-type: none"> • Provide a pre-listening stimulus. • Use the students' prior knowledge. • Focus on student questioning and ways to generate questions. • Promote tolerance of delayed confirmation of answers. • Get students to provide their own reason to listen.
Bottom-up frame	Use a language-noticing approach: <ul style="list-style-type: none"> • Focus the students on limited listening goals involving small details. • Direct attention to the building blocks of language, not just the building. • Include a detailed post-listening session involving small units of language. • Diagnose what was hard to understand and why.
Interactive frame	Use a collaborative approach: <ul style="list-style-type: none"> • Set up a two-way conversation, even if one party is dominant. • Create a gap understanding between the two (or more) parties in the conversation.
Autonomous frame	Use an independence-building approach: <ul style="list-style-type: none"> • Find and use authentic sources. • Encourage student independence: students making choices out of personal interest. • Help students develop strategies for coping with above-level material without teacher support.

Table 82. Active listening framework based on Rost and Wilson (2013)

An additional suggestion for the implementation of pronunciation-orientated activities is based on Scrivener's (2011) task-feedback circle, which he defines as a route map through a listening lesson. The sequence is best summarized through the following outline:

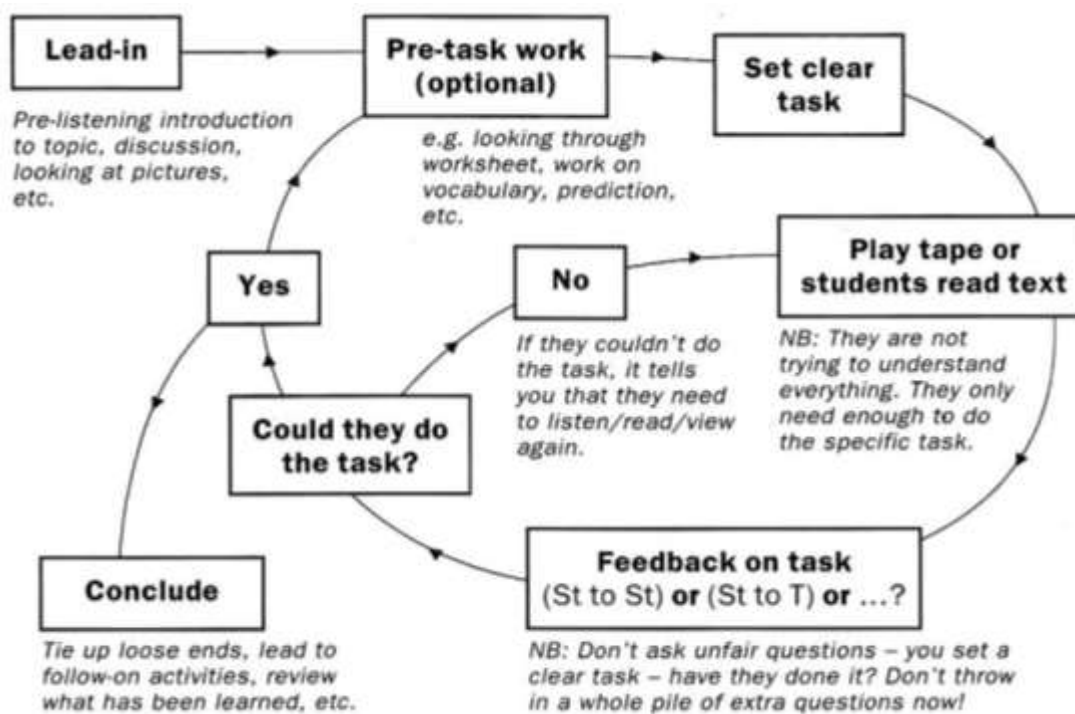


Image 47. The task-feedback circle (Scrivener 2011)

Through this framework, a teacher may go back as many times as learners require to understand the recording and complete the task. By starting from a general lead-in and moving towards more detailed tasks, every teacher may move towards language focus, which in this case would provide specific focus on issues regarding pronunciation.

Keeping in mind Taylor's contribution and drawing on the work presented in Chapter 4, which recalls Tomlinson's (2013) research on how contemporary coursebooks feature a pronounced return to explicit grammar instruction and highly underestimate learners linguistically, intellectually and emotionally, it is necessary to provide further contexts for pronunciation teaching and learning. These contexts require personalization, flexibility and creativity, as well as more opportunities to cater for learning styles and increase motivation. In fact, it is well known that significant learning often happens outside of the classroom, hence the importance of considering the principles of Dogme ELT as an alternative roadmap to address the lack of exposure to pronunciation. Meddings and Thornbury (2015: 7–8) revisit the ten key principles that define this approach:

- Materials-mediated teaching is the 'scenic' route to learning, but the direct route is located in **interactivity** between teachers and learners, and between the learners themselves.

- The content most likely to **engage** learners and to trigger learning processes is that which is already there, supplied by 'the people in the room'.
- Learning is a social and **dialogic** process, where knowledge is co-constructed rather than 'transmitted' or 'imported' from teacher/coursebook to learner.
- Learning is mediated through talk, especially talk that is shaped and supported (ie **scaffolded**) by the teacher.
- Rather than being acquired, language (including grammar) **emerges**: it is an organic process that occurs given the right conditions.
- The teacher's primary function, apart from promoting the kind of classroom dynamic which is conducive to a dialogic and emergent pedagogy, is to optimise language learning **affordances**, by, for example, directing attention to features of the emergent language.
- Providing space for the learner's **voice** means accepting that the learner's beliefs, knowledge, experiences, concerns and desires are valid content in the language classroom.
- Freeing the classroom from third-party, imported materials **empower** both teachers and learners.
- Texts, when used, should have **relevance** for the learner, in both their learning and using contexts.
- Teachers and learners need to unpack the ideological baggage associated with ELT materials – to become **critical** users of such texts.³⁰¹

In short, the above principles could be summarized in three precepts: Dogme ELT is a conversation-driven, materials-light approach which focuses on emergent language. It presents another way of teaching, prioritizing the local over the global (ibid.: 21). While this research has established that Portugal is a material(s)-driven context, not all the work needs to result from a coursebook (or from its adaptation) and, as concerns pronunciation instruction, there are untapped opportunities for teachers and learners alike. In fact, by incorporating productive, creative, interactive and –when possible– personalised tasks, teachers may focus their lesson on effective language learners. In fact, we agree with Meddings and Thornbury (2015: 86) when they propose a compromise when using a coursebook. In their words, the principle

would be to use the coursebook, but selectively, even subversively, short-cutting the grammar, and foregrounding the interesting topics and interactive tasks. It does not mean, however, propping up the book's shortcomings by bringing in yet more material in the form of photocopied exercises or PowerPoint presentations. The aim is to

³⁰¹ Emphasis in original.

exploit the activities that provide the optimal conditions for language learning, which are:

- (massive) exposure;
- attention;
- rehearsal,
- performance,
- feedback.

Considering the above, we believe that the principles and flexibility that are imbued in Dogme ELT can be reflected with the features of Task-Based Language Teaching (henceforth TBLT). TBLT is commonly known as a variation of CLT and among EFL teachers as an approach focused on the use of authentic language to complete meaningful tasks in the FL classroom. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (the appropriate completion of real-world tasks) and considers both formative and summative assessment. While the meaning of *task* is fundamental to understand this approach, it has been subject to numerous definitions over the years (the most significant were proposed by Long 1985, Prabhu 1987, Nunan 1989, Willis 1996, Bygate et al. 2001, Ellie 2003 and Van den Branden 2006).³⁰² While many learners often aspire to learn a FL for functional purposes, student motivation to engage in classroom work may be enhanced by linking such work to the things they want to do with the FL outside of school. Furthermore, by introducing authentic language materials, connected to the interests of the student(s) that are not often featured in the ELT textbooks, TBLT ultimately facilitates “working with semi-authentic tasks and using modern technologies to give students real-life opportunities to use the language with native or expert speakers” (Van den Branden 2020: 241).³⁰³ While CLT is heavily connected to the PPP lesson sequence (see Chapter 1), a task-based lesson is also designed around a 3-stage model: a pre-task phase, where teacher and learners prepare the task cognitively, socio-emotionally and organisationally; the task performance stage, where learners will perform the task (either individually, in pairs or in groups);³⁰⁴ and the post-task phase, where the overall outcomes will be reported, reviewed and discussed as appropriate (ibid.: 242). The following example follows this triadic component structure:

³⁰² However, In this research (see Section 5.2.2) the notion of task has already been established.

³⁰³ According to Van den Branden (2020), a fully developed TBLT programme would be structured through a needs analysis of the language tasks that the students need to be able to perform.

³⁰⁴ The teacher's role is typically limited to one of an observer or counselor—thereby making it a more student-centred approach.

Pre-task phase	<ul style="list-style-type: none"> • Students are shown a picture of a mobile phone with a broken glass screen and are told that this is how a phone they ordered online came out of the box upon delivery. They are told they will need to write a letter of complaint (by email) to the phone company. • In small groups, they debate the contents of this letter (what crucial information should be included?). • The groups are given four samples of letter of complaints (relating to a similar, but different problem) and are asked to rank them according to their overall quality and effectiveness. The groups are asked to spell out the criteria they used.
Task performance	<p><i>Writing a letter of complaint</i></p> <ul style="list-style-type: none"> • Students now write the first draft of their letter (making use of the criteria they discussed in the previous stage). • Peers then provide feedback on drafts, and students revise letters accordingly. • At the end of the first session, the students hand second drafts to the teacher, after which the teacher discusses the criteria for good letters of complaints with the whole class. • After consensus has been reached, the teacher takes the drafts home and adds his/her own written feedback. <p>During a second session, students revise their letters again and incorporate students and teacher feedback.</p>
Post-task phase	<ul style="list-style-type: none"> • Students receive another set of letters of complaints (pertaining to another problem), and are asked to provide feedback and rank them accordingly to their overall quality. During this stage, a focus on relevant language forms may be added.

Table 83. Example of a task-based lesson sequence (Van den Branden 2020: 243)

While sequencing tasks is complex, because it requires clear parameters to determine its complexity, TBLT focuses on increased interactive communication lessons between students (Carless 2009), which is fundamental to introduce effective pronunciation exercises to foster learners' intelligibility in a progressive and coherent manner. Nevertheless, given that TBLT has been often integrated in eclectic or hybrid approaches, research concerning the "implementation of TBLT in actual classrooms [...] is still very limited" (ibid.: 246). Our proposal concerns the Portuguese context where coursebooks often overly focus on lexical and grammatical language forms and neglect sub-skills such as pronunciation. Combining Dogme ELT and TBLT offers educators a context to confidently shift away from the textbook and engage learners with meaningful tasks and new learning scenarios that take advantage of the available technology. Because TBLT is a research-based approach to language teaching, it is dynamic and open to reinterpretation (ibid.: 248). Furthermore, TBLT promotes different levels of learner agency which represents the notion that learning is more effective and more efficient when teaching practices support learners as active agents in their learning.

According to Larsen-Freeman et al. (2021: 6), learner agency refers to the feeling of ownership and sense of control that learners have over their learning:

Learners who are agentive have a growth mindset. They believe that they are in control of their learning, and that they have the ability to learn and improve. Agentive learners take initiative, seizing and even creating opportunities to learn. They take risks, confident that they can learn from their mistakes. They are also resilient; they have the ability to adapt and persevere in order to overcome setbacks.

While developing TBLT materials may prove challenging, as well as designing TBLT lessons that reflect a strong sense of Dogme ELT and learner agency, theoretical, conceptual and practical considerations must be made throughout the process to ensure its effectiveness and impact in the ELT classroom. Overall, TBLT is undoubtedly a relatively rich approach, promoting exciting, motivating, communicative and interactive tasks to promote effective language learning:

Because of their holistic nature, tasks can be used as educational tools to create learning opportunities in which the full complexity of language use may be experienced in real operating conditions and in which interactional work built up around shared, goal-directed projects offer rich affordances for exploring how language forms can be used to create meaningful messages that served the pursuit of social/functional goals. [...] Ultimately, however, the effectiveness of task-based language education relies upon the extent to which it allows and supports learners to learn to do the things with language that matter in their personal lives outside the classroom. (Van den Branden 2020: 243)

It is also important to consider that the current use of smartphones and tablets and learning platforms (among others) have widely enabled new trends in ELT namely m-learning,³⁰⁵ blended learning and the flipped classroom approach. In essence, such approaches allow learning to truly be personalised and student-centred promoting learner agency and further challenging the traditional PPP model because it requires learners to interact with content (video clips, discussion boards, quizzes as well as other online resources) before class and come prepared to participate in later discussions and classroom activities (Guba, Hinkelman and Cárdenas-Claros 2020: 140). Ideally, a flipped classroom within a blended approach in ELT will privilege communicative

³⁰⁵ M-learning refers to the integration of mobile tools and applications to assist and enhance language learning inside or outside classroom (Ayuningtyas 2018).

activities, which is ideal to further promote students' acquisition of proper pronunciation. In the words of Jeya and Albina (2019: 1), this approach

hinges on the idea that students learn more effectively by using class time for small group activities and individual attention. Teachers then assign students lecture materials and presentations to be viewed at home or outside of the classroom day, prioritizing active learning.

Such advances in ELT will tend to maximize the use of mobile apps for language acquisition. In their review of educational apps for primary and secondary learners of English, Gangaiamaran and Pasupathi (2017: 11244) present the following series of apps as appropriate for primary learners, among which Speech with Milo Apps, Phonetics Focus and Kids Learn to Read are proposed as adequate to promote speaking/pronunciation skills:

- Pogg – Spelling & Verbs
- Speech with Milo Apps
- Phonetics Focus
- MindSnacks
- Spell & Listen cards – the talking flashcards for spelling
- Starfall ABSs
- Kids Learn to Real
- Super WHY
- 123s ABCs Preschool Learn HWOTP Kids Handwriting
- Hooked on Phonics – Learn to Read Program

For secondary learners (12-17 years), the authors suggest that the use of mobile devices by these learners “can change the regular lecture classroom and students' learning interest can increase”. They go on suggesting (ibid.: 11245) that

[a]s primary learners learn the basics of the language, the secondary will move to the next level of learning the language. Language skills like listening, speaking, reading, writing skills will be acquired by these learners. On the other hand, they will learn grammar, vocabulary and meanings, pronunciation, spellings and more on the part of language acquisition.

The list of apps appropriate for secondary learners suggested by the authors differs from the previous one and features FluentU, Open Language, Busuu and Supiki

English Conversation Speaking Practice as the most adequate to promote speaking/pronunciation skills:

- Rosetta Stone
- FluentU
- MindSnacks
- Memrise
- Open Language
- Busuu
- Duolingo
- Magoosh English Video Lessons
- Supiki English Conversation Speaking Practice

Gangaiamaran and Pasupathi (ibid.: 11248) also argue that mobile devices provide plenty of resources to develop listening skills so that learners “can be exposed to authentic material like live streams, English songs, radio, listening to English news”. However, it is my experience that language learning is more effective when using an app that is already part of the student’s daily routine as it will not be seen as a burden and be used effortlessly. The next section will explore novel techniques to remedy or augment pronunciation instruction in the ELT classroom.

7.4. Remedial activities for the COVID-19 generation

During the COVID-19 confinement, teachers tapped into an extraordinary source of creativity. In fact, regardless of their academic background, experience or workplace, educators stopped and rethought their teaching practice, outlined new goals and endeavoured in an uncharted context in record time. Prior to this, some would believe impossible to implement such a drastic shift in such a short period of time. It was this context that led educators from all over the world to utilize a wide variety of digital tools and platforms, particularly social media platforms as tools to facilitate learning.

In the past I have highlighted the potential of WhatsApp to augment learning opportunities outside the physical classroom (Lindade 2020), having used the app prior to the confinement with B1 learners of the University of the Azores (specifically in the 2018/2019 and 2019/2020 academic years). Because the use of this app was incorporated into my teaching practice, asynchronous teaching was not as difficult for

lecturer and learners alike.³⁰⁶ Nevertheless, this is evidence that education in the 21st century is an everchanging landscape of wonder and opportunity. When one combines teaching with contemporary technology, which has undoubtedly become an indispensable pillar of our lives, the sky truly is the limit. Furthermore, because this specific teaching context did not follow a coursebook, it was possible to adopt the principles of Dogme ELT and TBLT to have these learners perform specific tasks related to their areas of interest.

The following three sub-sections present a case for using WhatsApp, TikTok and Instagram as ELT mediums for effective teaching and learning. It has been conceptualized considering Dogme ELT principles (reduced or no use of the coursebook, strong sense of interaction, engaging contexts relevant to the learners), combined with a TBLT approach (where a task should be performed in a pre-task, task, post-task lesson sequence) and integrated with a blended teaching context where mobile phones and apps are used to allow a flipped classroom when necessary and maximize personalisation, creativity and communication. Because these activities have been designed to be used through social media, which are not traditional learning platforms, we consider this a form of micro task-based learning that may be carried out either in a synchronous or an asynchronous lesson. A fourth subsection has been incorporated to provide additional resources that may be used in combination with the above-mentioned social media outlets to maximize learning opportunities.

When selecting a platform it is crucial to consider factors such as its suitability, the amount of feedback it allows to provide and if it accounts for progress. Walker et al. (2021: 21) suggest the following guidelines:

Suitability and choice

Does the resource offer learners what they need and can they choose what to work on and in what sequence?

Place and pace

Can learners choose where they will practise and at what speed they will advance?

User instructions

Are the instructions simple and explicit?

Repetition

Is there opportunity for abundant repetition as is required to make the new pronunciation skill automatic?

Feedback

Is feedback immediate and useful? Smiley or sad emojis indicating right and wrong answers can provide immediate feedback, but this

³⁰⁶ See also Lindade (2020) for the use of TikTok to engage speaking skills.

feedback is of limited use to learners, especially with incorrect answers.

Progress

Does the app or resource keep a reliable record of the learners' progress and can learners easily see their progress?

Because effective language acquisition requires repeated elements of motivation and interaction, using social media allows learners to reckon the importance of pronunciation for effective communication, offering a non-threatening environment and space for continuous progress. It ultimately allows them to achieve the goal of comfortable intelligibility while granting them a context to appreciate and understand global varieties of English.

7.4.1. WhatsApp

Today's devices contain countless (communication) apps such as WhatsApp which may be adapted as a unique teaching/learning tool. Some research in this area even indicates that the use of WhatsApp supersedes the traditional face-to-face tutoring in real classroom placement by long-distance learning and teaching in a virtual classroom (Mashru and Upadgyay 2015, Hamad 2017, Afsyah 2019, Jablonkai 2021). First, by acknowledging the importance of social media and social networking in learners' lives, WhatsApp undoubtedly facilitates students' discussion, which allows them to overcome their fears of interaction when using English. According to research in this area (Bensalem 2018, Mustafa 2018, Russell 2020), foreign learners tend to overcome their fears online, unlike in real classroom settings or face-to-face communication. The students realize their potential and abilities through practicing English online, which also boosts their confidence. Therefore, students via WhatsApp tend to engage in discussions confidently in English, which in turn improves their four skills. WhatsApp also encourages collaborations among students and guidance from their teachers. Short collaborative tasks requested by the English teacher, or even more complex ones like an eTwinning project, may be done via WhatsApp by integrating students from different geographic locations. The app allows for the creation of groups that encompass students collaborating for a particular task. WhatsApp groups allow for interaction among students and teachers through a closed space accessible to every party at any time. The platform also enhances communication by sending recorded sound and video clips, text messages and other materials such as reading materials (Hamad 2017). The sharing of

materials in WhatsApp groups enhances connections among the participants, which in turn improves the learning of English.

WhatsApp also has the potential advantages of extending learning time. Teachers may use the app to extend learners' learning time (online) to cover the required syllabus and engage in interactive learning. The extended time may also be used for the question-and-answer sessions or writing and recording speeches in English (Bensalem 2018). The students learn from their comfortable environments and favourable schedules.

Finally, WhatsApp has advantages of learning from other students' mistakes. The students share written and recorded speeches that are used for learning. The teachers may also send materials for transcription to enhance listening skills. The students are required to listen and write word for word from speeches (Bensalem 2018). Overall, when used appropriately, WhatsApp plays an integral role in enhancing the learning of English among students. It is practical, considering it is a widely-used instant messaging platform, almost impossible to avoid nowadays; it is possible because it does not require a long and complex installation process nor does it require the user to remember another login or password; and it is painless because it will not burden the learner like blogs or wikis sometimes do.

Today, considering the ramification of the COVID-19 outbreak and the shutdown of schools nationwide, enhanced web-based apps are more significant to the educational system than ever before. Using WhatsApp³⁰⁷ as a learning outlet is the perfect context to foster tasks that will compensate the lack of pronunciation tasks in Portuguese ELT coursebooks and, as mentioned before, expand the English lesson experience far beyond the realms of the physical classroom.

7.4.1.1 WhatsApp-based tasks

This subsection focuses on tasks proposed by Taylor's *Pronunciation in Action* (1993) and their corresponding adaptation to WhatsApp within our micro task-based learning approach. In essence, much of the literature on pronunciation teaching has the potential of being adapted to this context. The first activity I have adapted is called *can I come to the party?* and it is outlined by Taylor (1993: 85) in the following fashion:

³⁰⁷ A similar case could be made for Messenger, Signal, Telegram, Skype, Google Hangouts, Viber and many other equivalent platforms.

Remedial Strategies to Promote Pronunciation within an ELT Context

Level	Intermediate
Students	All ages
Groups	Whole class
Purpose	To improve learners' production of problem sounds in connected speech
Text type	Teacher's tongue twisters

Table 84. *Can I come to the party?* outline

In essence, in this exercise, students will play a communication game involving tongue twisters (see Table 87 for the sample material). Such an activity would fit best learners in grade 6 or above.

In the pre-task phase, the teacher will send via WhatsApp a tongue twister to each learner and ask him or her to first practice saying it and later send an audio recording of the tongue twister privately. At this stage learners should not share their tongue twister. The teacher will also instruct learners to memorize the tongue twister for the upcoming lesson.

During the task phase, if the lesson takes place in the physical classroom, the teacher will instruct learners to find other students to go to a party with them. They can only go together if their tongue twister involves identical sounds. Share a sample of what is expected and give learners time to prepare:

- A: Hello. What do you do? (Target sound /p/)
- B: I paint picture of poodles. (Target sound /p/)
- A: Really? Then you can come to the party with me. I print papers for the patching group. Let's ask (student C) Hello. What's your job?
- C: I serve sausages at the supermarket. (Target sound /s/)
- B: Oh dear, I'm afraid you can't come with us.

Students are expected to ask as many students as possible, within the allotted time. If this lesson is happening online, synchronously, it will be ideal to use break-out rooms to optimize communication.

In the post-task phase ask students to share with the whole class what their job was and reflect if they were able to understand each other's accents. The table below presents sample tongue twisters as proposed by Taylor (ibid.: 40).

Sample teaching material
I shine shoes for showmen
I'm a champion Chinese Chequers
I put potatoes in plastic bags
I sew big black buttons on blouses
I talk on the telephone at the travel agency
I sell gardening gloves and golf bags
I sell cups of coffee to clients at the café
I create cutlery for country kitchens
I choose chickens for chain stores
I'm a sheep shearer from Sheffield
I get greengages to give to granny
I blow up balloons for the band
I work part-time at a poodle parlour
I chop cherries for church parties
I shell shrimps for a shellfish stall
I trim tortoises' toenails
I count candy bars at the corner shop
I give galas for glamour girls
I blend blueberries for blancmange
I paint pot plants purple

Table 85. Tongue twisters (Taylor 1993: 40)

The second activity I have adapted is called *calling choices*. Taylor (1993: 142) outlines the activity as follows:

Level	Elementary to intermediate
Students	All ages
Groups	Pairs
Purpose	To improve learners' intonation of lists
Text type	Open dialogues

Table 86. *Calling choices* outline (Taylor 1993: 142)

In short, the students will respond to each other's questions using appropriate intonation. In the pre-task phase, the teacher will elicit via WhatsApp a written response of 3 things learners like doing after school, for example. Afterwards, in class, the teacher will ask learners to share their replies with the group orally. By choosing an example, the

Remedial Strategies to Promote Pronunciation within an ELT Context

teacher will explain that the intonation of lists is normally a rise for each item on the list except for the last one.

During the task phase, students should be divided in pairs and will be given incomplete dialogues, which they will have to complete to practice this pattern.

Examples:

- A: What's on the menu today?
B: We've got ↑, ↑, and ↓.
A: Which TV shows do you like?
B: I like ↑, ↑, and ↓.
A: Do you play any sports?
B: I play ↑, ↑, ↑ and ↓.

As an extension, students can empty their school bags or pencil cases and further practice this structure.

In the post-task phase, the teacher should share there is another type of 'intonation in lists' which is used when there is an unlimited number of choices. This is a string of rising tones, with no fall at the end as in *I like watching Netflix, eating popcorn, dancing...* As homework, learners should share an audio example of this string on the class WhatsApp group.

The third activity I have adapted is called *human computer*. Taylor (1993: 41) outlines the activity as follows:

Level	Beginner to advanced
Students	All ages
Groups	Individuals
Purpose	To help learners improve pronunciation of their own perceived difficulties
Text type	Teacher's reading or listening text

Table 87. *Human computer* outline (Taylor 1993: 41)

This activity aims to help learners work on pronunciation points of their own choosing. It is designed to be integrated with any work done in class: a reading section in the coursebook being used, in a handout provided by the teacher, extensive reading material, etc.

In the pre-task phase, tell learners that you will act as a human computer for them. You will help them pronounce any word, phrase or sentence from the text which they would like to know how to say correctly. You will only help those who raise their

hands. As the teacher moves around the classroom and students point at the section they would like to hear pronounced, have the learner repeat until he or she feels confident. Once all pronunciation doubts have been addressed, tell the learners that their task is to record the passage they just read and share it on WhatsApp. The teacher can use these recordings to formatively monitor student progress. In the post-task phase assign each student to listen to a peer's recording and to suggest a possible word, a phrase or a sentence that could be improved in terms of pronunciation. Learners should be told to acknowledge the recommendations and to make a new recording, when necessary.

While there are countless communicative activities that may be completed via WhatsApp, the above examples highlight specific tasks that are possible in the blended ELT classroom, assuming the role of micro tasks that connect to the bigger picture. These tasks diverge significantly from the communicative exercises presented in the ELT coursebooks highlighted earlier in the chapter because they include clear pronunciation goals, while conforming with modern ELT approaches.

7.4.2. TikTok

In accordance with WhatsApp, TikTok has increasingly become popular with teens and tweens across the world. As of late 2019, the userbase of TikTok had reached 800 million and it is estimated to reach over a billion users in 2021. Another important fact to consider is that approximately half of TikTok's global audience is young, under the age of 34. TikTok primarily features video content that is 15 seconds in length. While there is an option to share videos up to one minute long, the biggest draw of TikTok is the ability to post about anything: humor, hobbies, fitness, travel, music, photography, dance; every category is open and gaining huge attention, which is particularly engaging because each area is offering exposure to content in short-form video that can easily be linked to the major topic covered in a lesson.

First, TikTok has the potential to keep the students engaged (Yang 2020) and assist in EFL acquisition (Zhai and Abu 2021). Research in this field has also pointed out that TikTok has the potential to assist users in boosting their levels of creativity (Khlaif and Salha 2021). For most teachers, the platform has remained an alternative to many video platforms that do not engage students in learning. For older students, this platform has helped make assignments given in class manageable, especially for foreign speakers who are learning the English language (Klein 2019). Many accounts are devoted to English instruction, as in @letsspeakenglish, @how_to_british or

@teacherluke, among many others, which may be followed by learners or shared by teachers. Additionally, the platform may be used to create scripted and short English videos, which goes a long way in helping them learn the language. In the long run, it is without a doubt that TikTok has become a perfect way to liven classrooms with students looking forward to interacting with new content. Today, educators acknowledge that learning in class is still quite comfortable while accepting that technology has significantly impacted learning.³⁰⁸ However, if teachers work in a context that has banned using smartphones in the classroom, or if they feel uncomfortable dedicating in-class time to this end, it could always be considered as the perfect homework. Just like WhatsApp, TikTok can work in a blended/flipped teaching/learning context.

It is worth noting some examples of fully embracing TikTok in teaching contexts. Since the launch of Edutok in India, there are at least 200 million users who actively depend on it to learn English.³⁰⁹ While there are over 10 million education videos meant to assist international students,³¹⁰ it is evident that TikTok can be fully implemented in classrooms to help learn English and other disciplines as well. As TikTok moves to partner with other tutoring platforms such as Toppr, GradeUp and Vedantu, it is high time educators worked on ways to sensitize learners to fully embrace TikTok as a tool to help them improve their learning. While TikTok is proving to be a potential platform to aid learners (Xu, Yan and Zhang 2019), it comes with its own set of problems that educators have realized. One such issue is the platform being used by several students as a means to bullying others (Klein 2019). There have often been cases of individuals making fun of others when they attempt to learn English. This kind of ridicule has become a considerable challenge to manage.

Another massive concern with TikTok is student privacy, in which most parents and teachers continue to express their worry. For a long time, individuals' security and privacy have become common problems experienced by social media users.³¹¹ While most students might use TikTok with pure intentions, it should be realized that some users have malicious purposes. Further, it becomes troubling to know that content from other TikTok users is usually not censored. In such a case, it becomes quite difficult for students to concentrate and complete their assigned homework. These limitations make

³⁰⁸ <https://educationblog.microsoft.com/en-us/2020/06/three-months-later-what-educators-have-learned-from-remote-learning-prepares-them-for-the-new-school-year/> (accessed January 21st, 2021).

³⁰⁹ <https://qz.com/india/1730160/indians-learn-english-with-tiktok-and-bytedances-edutok-initiative/> (accessed November 21st, 2020).

³¹⁰ <https://borgenproject.org/tag/edutok/> (accessed November 21st, 2020).

³¹¹ <https://qz.com/india/1730160/indians-learn-english-with-tiktok-and-bytedances-edutok-initiative/> (accessed November 21st, 2020).

WhatsApp a safer context because learners are working in a closed group created by their teacher and limited to peers.

In summary, TikTok holds massive potential, especially for students learning English and developing 21st-century skills. Learners using the app are better positioned to develop creativity, speaking, and even editing skills when sharing learning videos. In the context of this research, it is an engaging tool to compensate the lack of pronunciation instruction and cater for the skill in a fun and innovative way. However, it is worth noting that much needs to be done if TikTok is fully embraced in teaching contexts. For instance, students must be willing to seek supervision from their educators when using the platform. If there are bullying issues, it is essential to inform educators, parents, or any responsible adult to address the matter amicably.

7.4.2.1. TikTok-based tasks

Similar to the pronunciation tasks suggested for WhatsApp, the TikTok based activities are designed as supplementary activities and require teacher supervision to ensure effectiveness. They follow the proposed micro task-based premise and are highly adjustable to a synchronous and/or asynchronous teaching context.

TikTok was previously known as Musical.ly, a popular teen karaoke app released in August 2016 and merged with TikTok on August 2nd, 2018.³¹² Karaoke has seldomly been referred to in the past as a vehicle to develop pronunciation skills (Rengifo 2009, Karsono 2019). It is a Japanese invention where, by looking at a screen, students can read the lyrics and listen to music without a voice being heard; thus, it allows students to read the lyrics, sing and go through different melodies and develop a wide range of pronunciation-related topics such as the differentiation of consonant or vowel sounds (Rengifo 2009). Considering how widespread lip-syncing is in popular culture,³¹³ it can be used as a warm-up activity. Learners can start by recording on TikTok a lip sync to the song they will be singing in karaoke. By lip-syncing learners will be empowered to reproduce sounds as close as possible to the combinations they have already been exposed to in their mother tongue, and by using lip syncing before the actual karaoke, learners will be partially exposed to the movements they should be performing with their

³¹² <https://beebom.com/musical-ly-app-to-be-shut-down-users-will-be-migrated-to-tiktok/>. (accessed October 30th, 2019).

³¹³ It is a requirement for contestants of reality TV shows like Ru Paul's Drag Race and the cornerstone of the hit show lip sync battles.

lips/tongue. Moreover, learners will be exercising key muscles which directly impact their overall intelligibility.

Karaoke could easily be included in Rost and Wilson’s (2013) affective frame. Karsono (2019: 170) corroborates such a view as he argues that songs provide elements such as melody, harmony, timbre, rhythm, tempo and lyrics which allow learners to relax as well as increase motivation, promote recall and memory, and develop language skills; the repetitive nature of songs and the inherent supra-segmental features in them make them effective to use for pronunciation development. In Karsono’s words (2019: 183), songs are a good resource for pronunciation teaching due to:

1. they are fun;
2. they promote mimics, gestures, etc. associated to the meaning;
3. they are good to introduce suprasegmental phonetics (stress, rhythm, and intonation);
4. they motivate students to play a participative role;
5. they can be applied to comprehension stages (listening) or production (singing);
6. songs are available for all levels and ages; and
7. they facilitate students to learn English very easily through echoic memory.

Within our proposed framework, karaoke could be used during the pre-task phase, allowing the teacher to use the input from the song to move towards other skills-based activities in order to perform a given task. Lyrics are a rich resource for reading comprehension, spoken production or interaction, or creative writing. Alternatively, karaoke can be used during the post-task phase and provide closure to the lesson sequence. The following songs are a very small sample of those available on TikTok, which can be used for lip-sync and karaoke.

Song	Pronunciation focus
“Uptown girl” by Billy Joel	Fluency
“The bare necessities” from the Jungle Book film	Rhyming words
“Ironic” by Alanis Morissette	/ɪd/, /t/ and /d/
“Shape of you” by Ed Sheeran	Fluency
“Stuck with you” by Ariana Grande	/s/
“One I love” by Coldplay	/dʒ/
“Happy” by Pharrell Williams	/h/
“Cheap Thrills” by Sia	/tə/
“Stupid love” by Lady Gaga	/tʃ/

Table 88. Sample list of songs for pronunciation instruction

However, TikTok is not restricted to songs/karaoke. Today one can find a massive number of quotidian situations depending on the topic being taught that can be adapted: cooking tutorials, phone calls, scenes from sitcoms, etc. may provide potential contexts for meaningful tasks. An alternative may concern an adaptation of activities such as those proposed by Jones (2019) in her book *Fifty Ways to Teach Pronunciation*. To promote speech and rhythm, the activity *identify the stress* (2019: 27) is easy to modify:

Students often struggle to catch every word when they are listening. They don't necessarily understand that proficient English listeners don't hear every word clearly because speakers don't say every word clearly. Doing exercises that focus on listening for stressed words can be a comfortable way to ease students into the practice of listening for the key words using their knowledge of English.

Often, ESL/EFL textbooks come with CDs or online recordings. When students have completed the listening comprehension exercises in their books, give them copies of the accompanying transcripts. Divide the class into pairs or small groups and assign each group a sentence or two from the transcript.

Have students listen to the recording again and highlight or otherwise mark the stressed words in the sentence. Check their responses as a class by having them read their sentences aloud, emphasizing the stressed words.

During the pre-task phase, the teacher records several sentences for TikTok (either based on material featured in the coursebook, or from another source of interest) and have learners identify the stressed word by privately messaging the answer. In order to ensure practice, learners are instructed to record themselves saying new sentences during the task phase. Mistakes are addressed during the post-task phase and are corrected ideally by the peers (and supervised as much as possible by the teacher) since the duet feature allows the user to access the original footage and create a montage with the new one. This may potentially allow learners to focus on each other's mouths while they are speaking.



Image 48. TikTok duet feature³¹⁴

A second activity by Jones (2019: 27) named *mouth exercises* is equally easy to adapt to the TikTok context:

To help students develop strong English mouth muscles, give them a list of words that contain all of the target sounds or even a paragraph that contains all the phonemes in English [...].

Print the words on a post-it note or a small piece of paper and ask students to post it on their bathroom mirror. Ask them to read the words (silently, if they are embarrassed about doing it aloud) every day exaggerating their mouth movements and watching in the mirror to make sure they are forming the sounds correctly. By doing a little bit of practice every day, students will develop their mouths muscles so they can more easily form the sounds accurately in their speech.

In the pre-task phase, learners are exposed to the word list in class. During the task phase, learners record their list on TikTok throughout an entire week ensuring that they should start saying the words slowly, exaggerating their mouth movements and progressively say them faster. In their last recording they should say the given words as fast as possible. In the post-task phase, students discuss the difficulties they had with

³¹⁴ https://www.youtube.com/watch?v=9S2mY8YFBsY&ab_channel=Howfinity (accessed January 30th, 2021).

their teacher and are given feedback about their work. Students can be challenged to complete this activity through other social media platforms, being asked to say the target words (or paragraph) faster after each attempt. The fastest student could even win a class prize. Gamifying these activities is an easy way to increase motivation among learners and increase participation.

In a nutshell, through TikTok the teacher is removing significant pressure from the learner to perform and enabling learner agency allowing one to work more freely, either with classmates or individually. By completing and sharing work done via TikTok with the teacher, there is a clear channel of communication to provide detailed notes on issues that require improvement, allowing personalised feedback and ultimately facilitating the learner to progress over time.

7.4.3. Instagram

Similarly to TikTok, Instagram is likely one of the most popular apps among teenagers today. As of January 2021, there were approximately 855 million active Instagram users and the projected number of Instagrammers suggests that the app will reach 988 million users in 2023.³¹⁵ Using Instagram as a medium for language teaching has numerous advantages and applications. On the one hand, it is relatively intuitive and easy to use for both students and teachers. Most learners are familiar with it (and use it), which prevents having to request students to sign up on a new platform. Teachers who are new to Instagram can easily set up an account and explore a considerable number of resources already tailored for ELT. Ultimately, and just like WhatsApp, it also allows teachers and students to connect quickly and collaborate providing learners with a meaningful platform to develop language skills well beyond the physical classroom.

Instagram, like other social media platforms, allows students to use a vast number of versatile learning materials free of charge. Instagram in particular provides learners with resources which may be presented through different formats: visual, audio-visual and written posts (Handayani 2015). So far, there are very few studies on the use of Instagram in the ELT classroom. However, Wulandari (2019) found that using Instagram as a Vlog improved EFL students' spoken abilities. The findings revealed that its usage helped improve confidence, motivation, vocabulary acquisition and fluency. This is particularly relevant when we consider that language learners sometimes have a limited number of opportunities for extensive language practice, as many are only able

³¹⁵ https://www.youtube.com/watch?v=9S2mY8YFBsY&ab_channel=Howfinity (accessed January 22nd, 2021).

to activate productive skills such as speaking and writing during class. Nevertheless, low student motivation in spoken English activities remains a significant challenge that learners face in language learning, and passiveness in the classroom encourages students to avoid speaking in class. Teachers can help students overcome lack of confidence by equipping them with more skills and Instagram can be utilized to promote and strengthen these skills. Wulandari (2019) argues that using Instagram helps students employ self-reflective learning practices which is in itself a very important skill. Okada et al. (2017) argue that students can create, use and implement better English language strategies by utilizing such platforms in the context of ELT, promoting risk-taking when using different language skills.

When EFL learners have limited speaking opportunities and require to practice oral skills such as pronunciation, fluency and other aspects of spoken language, Instagram can bridge this gap effectively. Teachers may post challenges or extra information on a topic; different posts can easily provide additional work or context to further understand a new word, a grammar topic or the correct pronunciation of a given word. The “comment” feature allows the English language learner to interact in an asynchronous and synchronous environment, which was particularly useful when teaching during the COVID-19 pandemic. It also allows students to post responses or complete a required task and allows teachers to provide valuable feedback. A successful publication combined with assertive feedback can improve both learning and the student’s overall confidence.

Within this context, students can work individually or collaboratively with a partner, a team or a class on a specific assignment. They can post about the group’s progress using different means and easily tag learners and the teacher while using different hashtags. Different videos featuring native speakers can be used as an important reference to study conversation, fluency, pronunciation and other aspects of spoken language. Videos such as songs, conversations, interviews, movie clips and others can be used for listening activities or prompts for speaking activities or a grammar-centred lesson.

Just like TikTok, Instagram has the potential to be a valuable platform to aid learners. However, issues like bullying must be carefully accounted for and addressed as soon as there is evidence of this or any kind of harassment. While learners and teachers can have their accounts closed to the outside world, ridicule is a considerable challenge among peers.

7.4.3.1. Instagram-based tasks

As presented in the previous sections, the following pronunciation tasks are prepared to act as supplementary tasks and require teacher supervision to ensure effectiveness. They can be adapted for use in a synchronous and/or asynchronous teaching context.

Firstly, Hancock (2020: 84) suggests that games and puzzles work well for raising awareness of rules and patterns in pronunciation and suggests pronunciation puzzles to do so:

My favourite kind of pronunciation puzzle is the maze. This consists of a grid of 'rooms' containing words connected by 'doorways'. The learner has to find a route from top left to bottom right, as they can only go through a room if the word in it has a given feature – for example a certain phoneme or stress pattern. I first present the type of activity in *Pronunciation Games*, published in 1995.

I've reflected on this activity over the years. Learners tend to say the words themselves as they work through a maze, but there's nothing to stop them completing it in silence. So in that case, are mazes really a 'pronunciation' activity? Can 'pronunciation' be silent? I've come to the conclusion that the answer is yes: part of pronunciation is physical and not silent, but another part of it is quietly cerebral.

Considering the above, a maze like the one below can easily be posted on Instagram and learners can be asked to send the correct route to their teacher via a private message. Such a proposal could easily be completed during a pre- or post-task phase. According to Hancock (2020: 85), the maze activity is based on the idea that all of the words in the correct route share a common feature: they may be nouns or have the same number of syllables or learners may only be able to go through a 'room' if the stress is featured in the first syllable. Mazes should have distractors to provide learners with a meaningful challenge.

Remedial Strategies to Promote Pronunciation within an ELT Context

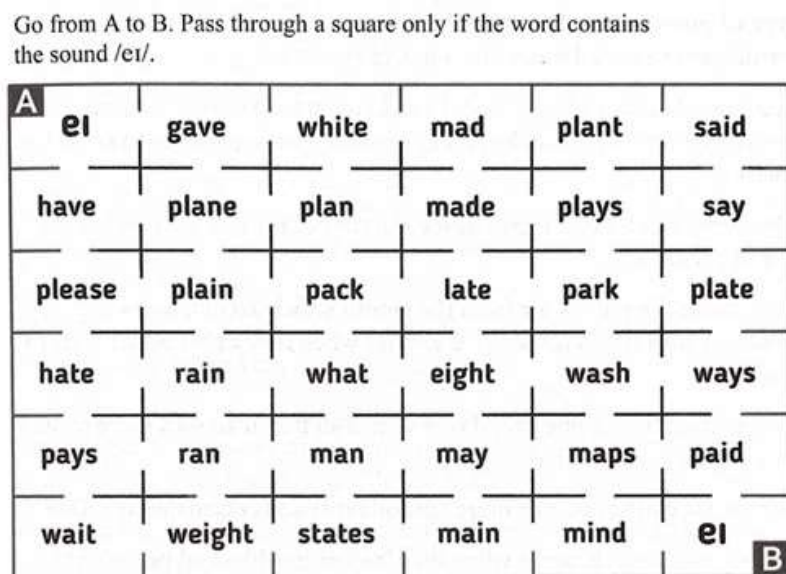


Image 49. Pronunciation maze (Hancock 2020: 107)³¹⁶

Secondly, a teacher (or students in turns) may post the phonemic transcription of the word of the day/week³¹⁷ (alternatively, one may share the joke, quote or fact of the week) and have the group work in decoding it. Just as suggested above, this proposal is to be completed during a pre- or post-task phase and is a simple way of getting learners accustomed to the IPA without having to dedicate entire lessons on the topic. The following is an example from my own Instagram account.



Image 50. Word of the week

³¹⁶ Answer key as featured in Hancock (2020: 107): gave – plane – plain – rain – hate – pays – wait – weight – states – main – may – eight – late – made – plays – say – plate – ways – paid.

³¹⁷ Many online dictionaries already offer 'the word of the day'. This could save the teacher valuable time in preparing the post.



Image 51. Quote of the week

According to Hancock (2020), using the IPA is particularly relevant as learners can match up to the phonemes of any intelligible speaker of English no matter what their accent. For instance, a non-standard or non-native speaker can make the symbols their own and teach pronunciation with no sense of inferiority. The IPA symbols can become symbols of empowerment.³¹⁸

Lastly, Instagram has the potential to easily livestream lessons (or simply a specific part of the lesson), as well as create longer videos and share them with learners. This allows learners to create oral presentations of varied lengths and allows the participants to share constructive feedback through comments. By identifying learners (commonly referred to as tagging), learners and teachers are easily notified of updates and are able to engage with the new posts. The content available on Instagram engages learners and allows students to develop 21st-century skills and undoubtedly augments learning opportunities, allowing learners to complete the task phase of a given sequence and provide feedback in the post-task phase.

Some activities such as dictations could be used in any of the three platforms. In fact, using students' transcriptions of listening texts is particularly relevant when trying to teach pronunciation as they represent a rich source of information, revealing the listening processes used to understand what has been said (see Hancock McDonald's "Lost in transcription").³¹⁹ A common feature of all three apps is the easiness with which one may

³¹⁸ <http://hancockmcdonald.com/sites/hancockmcdonald.com/files/file-downloads/Hancock%20IPA%20Sym bols%20of%20Power.pdf> (accessed January 22nd, 2021).

³¹⁹ <http://hancockmcdonald.com/talks/lost-transcription> (accessed January 22nd, 2021).

share audio-visual content. When teaching pronunciation, audio-visuals allow learners to be exposed to the global speech community and experience listening to different voices and accents, regardless if they are native or non-native.

As social media evolves, it may potentially become a vehicle for lifelong learning. The use of Instagram, TikTok and WhatsApp have the potential to promote inclusion and significantly increases the availability of learning and resources. The accessibility of these three apps to their users and the freedom they provide makes them a valued resource for both teaching and learning. Through the featured apps learners can use and develop different language skills, work collaboratively with colleagues (even from different classes or schools), present doubts and help those learners who shy away in the classrooms but feel energized using the language in a slightly more private context. While being part of everyday life, these apps allow the teaching of pronunciation to be authentic, interactive and engaging, allowing individualization whenever necessary. For teachers it could even represent a rich source of PD transforming these apps in the “vehicle for lifelong learning” mentioned above. Teachers are easily swayed into rethinking the pronunciation focus they wish to provide and create (or adapt) materials with every post. Following Hancock (2020: 2), “teaching pronunciation is about helping your learners to become more intelligible in the target language. It’s important to regularly check that what they are doing in class contributes to this objective”. It is my strong belief that through social media there are no excuses to neglect pronunciation instruction.

7.4.4. Other resources

There are many other digital resources that may be considered for remedial work and used in both asynchronous and synchronous lessons and in many circumstances and in combination with the social media apps presented above, both in an online teaching context and in a more traditional setting. The following sub-sections will briefly overview these suggestions which aim to augment the work learners can do when developing aural and oral language skills:

- YouTube
- YouGlish
- Inogolo
- Audacity
- Padlet
- Wordwall
- Flipgrid

Many other apps could be added to this list such as Camtasia, Deck Toys, ELSA, Kahoot, Live Worksheets, toPhonetics, Type IPA, Screencast-o-matic, Voki, among others.³²⁰ For instance, Camtasia and Screencast-o-matic are screen capturing tools that allow users to record their computer screen and edit it. This is particularly interesting to prepare a video tutorial, video lessons, how-to videos, etc. Deck Toys allows a teacher to gamify the learning experience by creating a lesson path for learners in the form of an adventure. Teachers can drag-and-drop materials they have already designed for pronunciation instruction while designing the adventure, taking advantage of the time already invested in material design. ELSA is an artificial intelligence-powered language platform designed to help non-native English learners improve their speech and pronunciation via short, app-based lessons. The app can also assist the user in reducing accent, serving as an English language speech assistant or a speech coach.³²¹ Kahoot is a quiz-based platform which can be used to test learners' knowledge on the correct phonemic transcription of a word or sentence or quiz them on more specific issues that require additional attention. This particular app has gained research interest in recent years (see Atherton 2018 and Alamanda 2019) and was widely used during the COVID-19 pandemic.³²² Live Worksheets allows the user to transform a previously prepared worksheet³²³ into an interactive online activity that allows self-correction. ToPhonetics is essentially an online converter of English text to IPA phonetic transcription and Type IPA, just as the name suggests, allows the user to type pronunciations of English words as they appear in English dictionaries. Finally, Voki³²⁴ is an educational tool for teachers and students that can be used to enhance instruction, engagement and lesson comprehension. Voki characters can look like historical figures, cartoons, animals, and more.³²⁵ When creating the avatar, the teacher or the learner can provide his or her voice or use the text-to-speech feature. Nevertheless, and recognizing the value of these apps, the ones highlighted below are the ones I have used in my teaching practice and have translated the best feedback from learners and results.

³²⁰ ELSA, ScreencastMatic, Deck Toys and TechSmith Camtasia were prominently explored during the 2021 TESOL Spain online conference during Sandra Guadalupe Ojeda and Maria Eugenia Ianiro's session "Motivation and pronunciation: Two sides of the same coin?"

³²¹ This particular app reached 11 million users during the COVID-19 pandemic, bringing to the forefront of instruction new tech-based learning solutions. See: <https://www.cnn.com/2020/10/15/how-artificial-intelligence-app-elsa-founder-won-googles-investment.html> (accessed March 22nd, 2021).

³²² <https://eu.usatoday.com/story/news/education/2020/04/07/coronavirus-online-learning-language-app-kahoot-duolingo-classroom-rosetta-stone/5114864002/> (accessed March 22nd, 2021).

³²³ Particularly those saved in Word, pdf or jpg format.

³²⁴ Voki is a combination of the words *Vox* and *Loki* and was created by Oddcast Inc., located in NYC.

³²⁵ Check the sample avatar created for this PhD: <https://tinyurl.com/y8h2mbg8>. The free version will only provide the user a limited number of options.

7.4.4.1. YouTube

YouTube³²⁶ is likely the easiest fall-back resource when trying to find additional resources for remedial activities due to the vast number of contents uploaded daily. In fact, it has been reported that YouTube is the second most popular social media platform and the second largest search engine after Google.³²⁷ Regarding its pedagogical applications, Aulin (2020: 46) suggests that

students who utilize YouTube for learning phonetics and phonology have better success academically than those who do not. It contributes to the pronunciation of sounds and the articulation of speech so that students gain better intonation and language speaking skills generally.

Nofrika (2019), in a paper regarding the role of YouTube in developing learner competencies, highlights six advantages:

1. Giving flexibility for students.
2. Helping students to understand the topic.
3. Providing fun videos.
4. Facilitating student's macro practice.
5. Facilitating students to improve their vocabulary list.
6. Facilitating interaction in a real-life context.

The author explains how YouTube is optimized to run on different devices (smartphones, laptops, desktops, tablets, etc.) and operating systems and can be accessed freely. It can offer explanations on topics being studied and allows teachers provide instructional materials and learners to upload their coursework. Due to YouTube's vastness, there are fun and motivating resources for every user. Through the platform learners can do "conversation analysis, movie trailer voice-overs, famous movie scene re-enactments" (ibid.: 62), as well as provide authentic uses for listening activities, among others. While learners can gain valuable vocabulary, the comment feature help learners interact with other users and have real-life discussions.

Today, the content available on YouTube to assist in speaking skills and particularly pronunciation is unquantifiable. Publications such as Collins dictionaries have created its own channel to provide details of RP pronunciation of numerous words. A growing number of YouTubers have dedicated their videos to ELT (check *English with*

³²⁶ I had the opportunity to suggest the potential of YouTube in the 2021 TESOL Spain online conference in a session called "Augmenting learning opportunities for teaching pronunciation and speaking skills".

³²⁷ <https://www.brandwatch.com/blog/youtube-stats/> (accessed March 22nd, 2021).

*Lucy*³²⁸ which focuses on RP English; *mmmenglish*³²⁹ features Australian English; *Speak English with Vanessa*³³⁰ presents the GA variant) and institutional organisations such as the BBC Learning English³³¹ have also provided significant content. The combination of YouTube with virtual classrooms such as Google Classroom or Microsoft Teams and/or social media apps mentioned previously can provide a key gateway for remedial work.

7.4.4.2. YouGlish

Based on YouTube, the YouGlish³³² site offers further guidance for learners as it provides the correct pronunciation of a suggested word by the user, featuring examples of the word on different YouTube videos. In essence, it is a free video pronunciation dictionary compatible with internet-accessible devices through standard internet browsers. The following is an example of a search for the word *pronunciation*:³³³



Image 52. YouGlish sample search

³²⁸ <https://www.youtube.com/channel/UCz4tgANd4yy8Oe0iXCdSWfA> (accessed March 22nd, 2021).

³²⁹ <https://www.youtube.com/channel/UCrRiVfHqBllvSgKmgSY66g> (accessed March 22nd, 2021).

³³⁰ <https://www.youtube.com/user/theteachervanessa> (accessed March 22nd, 2021).

³³¹ <https://www.youtube.com/user/bbclearningenglish> (accessed March 22nd, 2021).

³³² YouGlish was created by software engineer Dan Barhen. See: <https://www.englishblog.com/2016/03/site-of-the-day-youglis-.html#.YGRPk2RKjt0> (accessed March 22nd, 2021).

³³³ <https://pt.youglis.com/pronounce/Pronunciation%20/english?> (accessed March 22nd, 2021).

The search provided 4,760 examples. YouGlish not only presents the video but also the transcription of the sentence to offer context and allows the user to reduce or increase speed³³⁴ and shift to see the other examples. In this particular example the search was conducted without choosing a particular variant of English pronunciation; however, the site only accounts for American, British and Australian English, which might be a limitation if the user is interested in other varieties. Nevertheless, it is a resource that can be used both in a traditional classroom or in an online learning context and can be very useful for non-native teachers of English. Overall,

[d]ue to its simple, straightforward interface and wide range of pronunciation resources for language learners, teachers and students will find YouGlish invaluable for improving L2 pronunciation. The site offers affordances for the development of L2 speech perception and L2 suprasegmental features while simultaneously allowing users the freedom to manipulate pronunciation input according to specific needs and interests, which may in turn encourage learner autonomy. Language teachers may find YouGlish useful for integrating pronunciation practice with topical lessons, and the site can also contribute to ESP and data-driven learning approaches. In combination with adequate teacher training for pronunciation pedagogy, YouGlish is a technology that can positively benefit language learners' second language pronunciation development. (Barhen 2019: 9)

7.4.4.3. Inogolo

Inogolo is a practical, user-friendly website devoted to the English pronunciation of the names of people, places, among other categories.³³⁵ The site contains thousands of pronunciations (most including audio clips) in English. The site is an important reference for non-native teachers and learners as it can provide the user references on how to pronounce difficult and commonly mispronounced words. Within the site phonetic pronunciations are represented using a respelled transcription with no special characters, signs, or symbols as in dictionaries or the IPA, which might represent a lost opportunity to expose learners to the IPA. It is worth mentioning that pronunciation is presented in GA, which might represent a significant limitation, especially if the learning context is focused on RP English. Overall, Inogolo is a useful website for different teaching contexts and can be easily used alongside social media apps mentioned above and virtual classrooms.

³³⁴ These options range from "Min" for minimum to "0.5x" to "0.75x", then back to normal before going faster through "1.25x" and "1.5x," "1.75x" and then "Max" for the fastest playback.

³³⁵ The Inogolo website presents the following categories: Arts/Humanities, Geography/Places, Entertainment/Media, Stuff, Government/Politics, Sports/Recreation, Religion/Philosophy, Science/Nature, Business/Technology, Language/Nationality and Pronunciation categories: commonly mispronounced words, difficult words and disputed pronunciation. It also allows the user to browse alphabetically.

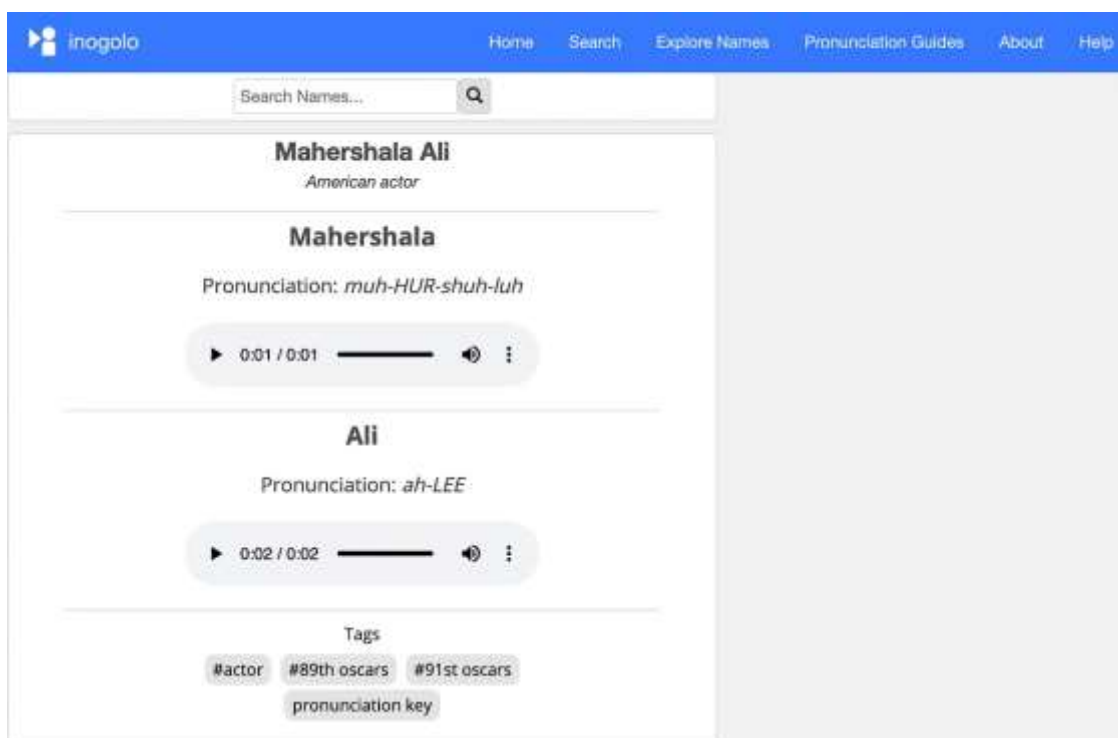


Image 53. Example of a search result in Inogolo

7.4.4.4. Audacity

Audacity is a free multi-track audio editor and recorder.³³⁶ Because it allows the user to listen to MP3s as well as record while listening, it has the potential to help learners improve their overall pronunciation and help develop native-like accents. Many language learners never truly recorded themselves speaking the FL and so they never really have listened to their pronunciation mistakes, much less in direct comparison to native speakers. With Audacity students are able to listen to an audio file and record their pronunciation in blanks after the native speaker. With such a setup the student can listen to the file once again and compare the native speaker's pronunciation to their own. This particular tool also allows recording a second track while listening to the first one, talking over the original recording, requiring the learner to try to fit his or her speech in the blanks. A growing number of academic contributions have been written about Audacity, such as Kjellin's (2015) paper "Quality practise pronunciation with audacity – the best method", which provides a valuable overview and tutorial, or Benítez-Correa et al.'s (2020) study on "Improving past tense pronunciation of regular verbs through the use of audacity: a case study of EFL undergraduate students in Ecuador". Nevertheless, and comparing with the previous mentioned tools, Audacity does require more know-how on

³³⁶ The potential of Audacity was first mentioned by Stella Palavecino in her webinar "Læb bites: Out of the ESL bubble and into the language lab", presented online for IATEFL's pronsig.

Remedial Strategies to Promote Pronunciation within an ELT Context

how to navigate the different options and might not be the ideal option for quick in-class or homework remedial work.

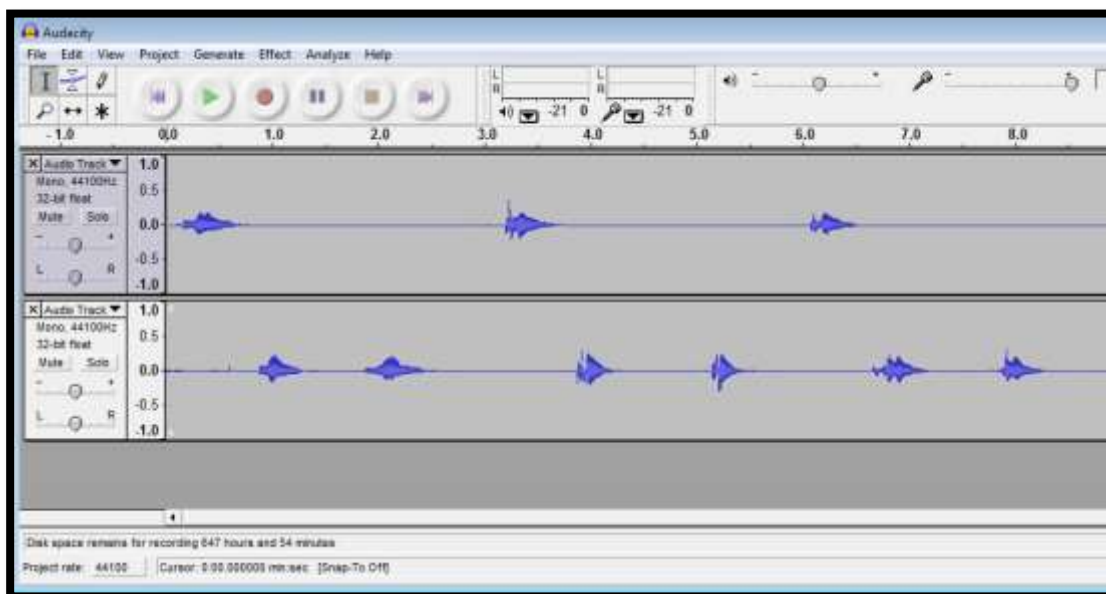


Image 54. Overview of Audacity's interface

7.4.4.5. Padlet

Padlet is a very simple web tool which can be put into use in many contexts. While in layman terms it is an electronic bulletin board, it can easily be used as a collaborative interactive resource where teachers and learners can share content on topics covered in class and/or share remedial suggestions to overcome issues addressed in class. While a physical board would present numerous limitations, Padlet allows to share images, links, documents, videos as well as voice recordings of the learner's work. The example³³⁷ presented below is divided in different categories such as sounds or tongue twisters and provides numerous sources that transcend the material that is traditionally presented in a coursebook. Also, because it is so easy to personalize, a teacher teaching the same course to different groups can find himself or herself navigating very different Padlets and can opt to have it private with the group or public, which is useful if learners of different classes are sharing their findings. Just like Audacity, a growing number of academic contributions have been written about Padlet such as Monteiro's (2020) "Padlet: a new model for organizing hypertext content"³³⁸ or Smirnova and Redkina's (2020) "Constructing a lesson on Padlet".³³⁹ This is definitely an effective tool to augment learning opportunities and combine with previously mentioned resources.

³³⁷ <https://padlet.com/teachersainteluze/pronunciation> (accessed March 22nd, 2021).

³³⁸ <https://revistas.uneb.br/index.php/encantar/article/view/9077> (accessed March 22nd, 2021).

³³⁹ https://interactive-science.media/en/article/552689/discussion_platform (accessed March 22nd, 2021).



Image 55. Example of a Padlet board

7.4.4.6. Wordwall

Wordwall is a very useful web tool which allows the user to create both interactive and printable activities. The interactive activities are compatible with the majority of web-enabled devices which are suitable for in-class work as well as homework assignments. It provides numerous templates to facilitate the design of activities, such as *match up*, *quiz*, *random wheel*, *group sort*, *find and match*, *missing word*, *unjumble*, *wordsearch*, *labelled diagram*, *matching pairs*, *open the box*, *whack-a-mole*, *anagram*, *random cards*, *gameshow quiz*, *true or false*, *maze chase* and *flip tiles*. Overall, Wordwall is very useful when designing remedial activities. The following is an example of an activity focused on vowel sounds.³⁴⁰ The menu on the right provides examples of different templates available for this specific activity.

³⁴⁰ <https://wordwall.net/resource/4946463/pronunciation/vowel-sounds> (accessed March 22nd, 2021).

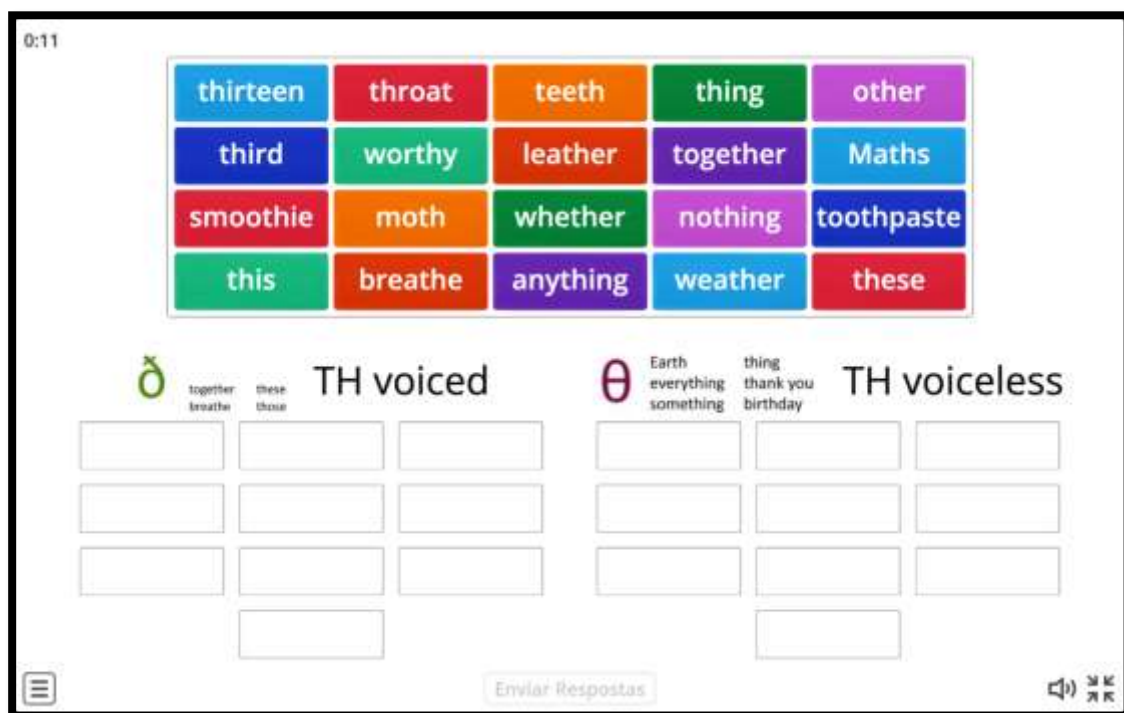


Image 56. Example of a Wordwall activity

7.4.4.7. Flipgrid

Lastly, Flipgrid is a website that allows educators to promote video discussion in “grids”. Each “grid” acts like a message board where teachers can ask questions in the topic section and learners can share their video replies that appear in a tile grid display. This tool is perfect to keep learners speaking English outside of the classroom and promote fluency. It can ultimately replace a typical or even “boring” homework activity catered around a page of the coursebook or workbook and provide a more engaging task as it features a significant number of fonts, filters, frames, stickers and gifs to personalise the video reply. Flipgrid also provides the educator with privacy settings that can avoid having the class videos go public, which is a valuable security measure. There is both a free and paid plan. The following overview highlights a significant number of activities teachers can use with their classes and engage speaking skills in different contexts. Most research regarding the use of Flipgrid in educational contexts agree that learners like using Flipgrid, it helps build positive relationships among learners and instructors as well as enhance communication and learning experience and outcomes for students (Agan 2019, Lowenthal and Moore 2020).

Engage your community anytime, anywhere...

Remote Learning with Flipgrid



Image 57. Examples of Flipgrid activities³⁴¹

7.5. Closing thoughts

This chapter has reviewed the use of games, songs and poems, new technologies, tongue twisters, role-plays, dialogues and simulations, TV programmes and written materials for pronunciation instruction, acknowledging that such activities are present in Portuguese ELT coursebooks, but were not designed by authors to promote pronunciation instruction. While these activities may be revisited by teachers and adapted to meet the pronunciation needs of their learners, Dogme ELT does represent an alternative route to the coursebook-dominated classroom, as it does not represent the limitations of a method and does not aim to offer a one-size-fits-all prescription. In the words of Meddings and Thornbury (2015: 87), “[c]oursebooks may have become the orthodox way to *teach* a language, but in today’s globalised and increasingly connected world, they are only one of the ways to *learn* a language”. Additionally, by combining these principles with TBLT, where teaching is learning-centred, communication-driven and highly connected to the learner’s needs and interests and blended learning, where technology is used to facilitate a flipped classroom scenario through the use of smartphones and tablets, micro tasks can be completed to facilitate –among other things– remedial pronunciation work. Given this, and regardless of the syllabus followed by the EFL teacher, social media apps such as WhatsApp, Instagram, TikTok, among others, are powerful platforms which one may use to outline remedial work and expand

³⁴¹ <https://blog.flipgrid.com/news/category/Newsletter> (accessed April 2nd, 2021).

language teaching and learning well beyond the traditional limitations of a physical classroom and the boundaries of a textbook. While more will be written on mobile and blended learning due to the impact of the COVID-19 pandemic, I clearly recall Penny Ur's closing plenary during the 27th APPI conference³⁴² in Lisbon, well before we dreamt of a global pandemic. Ur, in her overview of English teaching, suggested the use of a language pedagogy that is principled and localized, determined by the teacher(s), informed by reflection, based on experience and other professional knowledge sources.³⁴³ Given the outline of this chapter, the proposed combination of approaches can easily reflect a successful teaching pedagogy, provided the EFL instructor can justify its use in a given context, based on the principles and considerations suggested by Ur. When it comes to ELT, the sky truly is the limit.

³⁴² <https://www.appi.pt/storage/app/media/conferences/27ConfProgramme.pdf> (accessed January 2nd, 2022).

³⁴³ In her outline, a pedagogy is not a method because it considers an unlimited number of possible classroom procedures, while not limiting the instructor to one 'correct' view of what language is and how language is learnt. It also takes into account pedagogical aspects that 'methods' tend to ignore: student motivation, classroom management, large and/or heterogeneous classes, classroom climate, etc. Ur advocated it be principled, since the teacher will choose those procedures that in his or her view lead to the best learning outcomes. And lastly, localized because decisions on principles and procedures shift depending on the local student population; the teacher's own personality and preferences; the goals of the course; the local culture; upcoming exams, among other factors. It is determined by the teacher(s) because an individual teacher, or group of teachers in a school, decide on their pedagogy and choose material, based on the teacher's sense of plausibility. The primary source of the teacher's 'sense of plausibility' is reflection on experience. Other professional knowledge sources include: sharing with colleagues; feedback from students; the professional literature (research, theory, teachers' websites and blogs, books on language pedagogy, practical handbooks); courses and conferences.

CHAPTER 8: CONCLUSIONS

8. CONCLUSIONS

“There are many paths to the top of the mountain, but the view is always the same.”

Chinese proverb

Chapter 8 will begin by outlining a general summary of the content of Part I (chapters 1–4) and of Part II (chapters 5–7), as well as presenting the core set of conclusions obtained from the two main studies (chapters 5 and 6), highlighting the key set of recommendations included in Chapter 7. Subsection 8.2 will focus on suggesting potential areas that require additional research or have yet to be considered for academic investigation. Finally, Subsection 8.3 will provide a final reflection regarding the work presented in this thesis.

8.1. General summary and conclusions

Chapter 1 begins by revisiting the definitions of *method* (a generalized set of classroom specifications to achieve linguistic goals), *approach* (theoretical-based positions and beliefs applicable to a pedagogical context) and *methodology* (pedagogical practices in general) in order to be able to provide a retrospect of the main ELT methods and approaches. Firstly, the Grammar-Translation Method (1840-1940) focused heavily on the memorization of words and rules. However, this does not guarantee that the learner will be able to use passive knowledge of the language in real-life scenarios. While the GTM has no advocates in western countries, there is evidence of its presence in middle eastern countries. The Direct Method, emerged as a reaction to the GTM, centred on the belief that FL acquisition is similar to learning a L1. The use of the FL was essential in this context as well as the teaching of phonetics and accurate pronunciation. It ultimately failed due to the impossibility of using such a method in public schools, where native speakers were not available to implement it. The Audiolingual Method emerges given the geopolitical factors related to World War II and the need to have orally proficient troops. Nevertheless, it also failed given its focus on the process of habit formation and the repetitive nature of the lessons, where the materials had little consequence in real-life situations. The humanistic approaches outlined include The Silent Way, Suggestopedia, Community Language Learning and Total Physical Response. Overall, these approaches share an emphasis on the learner and his or her feelings; working in pairs or in small groups, the teacher’s role shifts to facilitator and the need to have a proficient instructor increases in order to facilitate a progressive phase out of translation.

CLT became the dominant approach in the late 20th century. It moves from teaching individual linguistic structures to developing learners' communicative competence, which implies a focus on authentic language as a medium to achieve fluency. Nevertheless, it has received its fair share of criticism over the years, such as the issues raised by Swan (1985) who questions how a workable teaching programme is to integrate in a balanced manner functional, notional, situational, topical and phonological structural skills. Regardless of its shortcomings, CLT has been used as a framework for other approaches such as Content and Language Integrated Learning or Competency-Based Language Teaching. Chapter 1 closes with a reflection on the Post-Method era, which envisages EFL teachers assuming an augmented role, with freedom of power to make informed decisions based on their teaching context and their overall experience. However, the presence of a pre-determined curriculum might provide an important balance for those who are not able to provide the decision-making that the Post-Method context requires.

At this stage it is necessary to bridge Chapter 1 with Chapter 2 to understand that pronunciation within the scope of ELT went from being completely ignored in the GTM to having a key role in the Audiolingual/Oral Method, to playing a less relevant role during the humanistic approaches, to being considered as the "orphan" or the "Cinderella" of language teaching during the communicative approach. Its emphasis is strongly linked with the teaching methods and approaches presented in Chapter 1. In order to understand the role of pronunciation in ELT, Chapter 2 has highlighted contributions from key literature which are paramount to comprehend the results featured in Part II. Firstly, L2 English speakers outnumber those who speak it as a L1, giving it a status of lingua franca, such as defended by Jenkins (2000), making pronunciation a cornerstone of ELT. Pronunciation is in fact key to live, explore and work in English-speaking countries with relative ease. Proponents for pronunciation instruction (such as Adrian Underhill) defend that it connects to all 4 language skills, has clear implication on the improvement of listening skills, embodies language at a physical level and affects self-esteem. Such a premise has clear implications for the notion of intelligibility, which Derwing and Munro (2005) view as a three-way construct where *intelligibility* focuses on the extent the learner actually understands the utterance, *comprehensibility* deals with the listener's perception on how difficult it is to understand the utterance, and *accentedness* refers to the listener's perception on how different a speaker's accent is from the L1 community. There is a consensus among researchers that the main factors that affect pronunciation acquisition regard the learner's L1, age, amount of exposure to the FL, the innate phonetic ability, identity and language ego, and the motivation and concern for good pronunciation. Nevertheless, other variables such as the frequency it appears in language learning

Conclusions

materials, the lack of teacher training in this field or the lack of pronunciation integration in the curriculum also play an important role.

Regarding the approaches, techniques and materials for pronunciation teaching, Chapter 2 suggests that teachers like to use both classical and authentic pronunciation approaches and such approaches currently concern learning goals such as comfortable intelligibility; speech features that focus on specific segmentals and suprasegmentals that may change based on the student's needs and teaching context; practice formats that include controlled aural-oral drills and semi-communicative or communicative practice formats; native speaking or proficient NNS teachers; and a variety of speaking models and curriculum choices that should integrate pronunciation with other contents and skills. Modern pronunciation techniques include speaking tasks such as debates, dialogues, role-plays and simulations, games and quizzes, sound association, drawing contrast and comparisons, nonsense words and relaxation activities. Given the importance of coursebooks in the ELT classroom, very few contributions have analysed the extent to which materials reflect teaching approaches such as phonetic training, reading aloud, listen and repeat, rules and instructions, rhyme and verse, awareness-raising activities, spelling and dictation, and ear training. Nevertheless, newer technological innovations have the potential of supplementing pronunciation instruction, presenting new, interesting and meaningful contexts that were impossible to provide with rote drills, and removing the spotlight from the teacher that has generally served as a model. Considering the contributions of *Lingua Franca Core*, the features which are seemingly the minimum standard to result in intelligible communication among NNSs should form the basis upon which a pronunciation syllabus for learners of English should be designed. In fact, international exams such as IELTS or Trinity College London's ISE II are already including specific assessment criteria regarding intelligibility. In short, many variables play a role in the teaching and learning of pronunciation, such as the instructor's expertise, the coursebook's portrayal of pronunciation, the learner's background, and contextual factors such as the national curriculum. Nevertheless, there are significant advantages of teaching pronunciation explicitly and in an integrated way.

Chapter 3 explores ELT in the context of Portuguese public schools. While providing a brief historical account of the educational system, it is highlighted that from the 40s onwards the system has changed numerous times. Some landmark moments include: the Veiga Simão reform (1973); the publication of the comprehensive law of the Portuguese educational system (1986); the educational overhaul carried out from 1991 onwards, which introduced new curricula for all levels of education; the short-lived BENC (2001), which offered redefined guidelines that reflected the CEFR (2001) but were never

truly implemented; the introduction of curricular goals (2013) that prioritized what students should learn and know per subject and level within compulsory education; and, finally, the most recent reforms that regard the introduction of the curricular autonomy and flexibility project (2017), which leads to the publication of The Profile of Students Exiting Compulsory Education (2017) and Essential Learning (2018), an overview of goals per level and subject. Considering how pronunciation is reflected in these different moments, Chapter 3 establishes that the 90s curriculum made explicit reference to pronunciation goals in the 2nd cycle, where learners are expected to progressively become familiar with the sounds of the English language, identify changes and different forms of accentuation, word stress, among others. The 3rd cycle presented more ambitious goals regarding connected speech, intonation patterns and accentuation, with a clearer progression between the different levels in most goals. Overall, the 90s programme clearly reflected the spirit of the communicative approach, presenting clear methodological suggestions. No other subsequent reform made such a clear attempt. The BENC (2001) did not reference pronunciation. While it reflected the CEFR (2001), it is important to recall that such a framework is not a language method, nor does it aspire to be one. The curricular goals also heavily neglected pronunciation, providing an unbalanced number of objectives of the different language skills. When analysing the curricular goals on a page-by-page basis, the verb *pronounce* was only found in 3 instances: in the 3rd grade: “pronounce, with some clarity familiar words”; in the 5th grade: “pronounce words clearly enough to be understood”; and in the 9th grade: “(re)producing previously prepared oral texts with proper pronunciation and intonation”. Features of phonology were found occasionally in the spoken production and listening domain but, overall, the curricular goals did not feature pronunciation as a skill in a consistent and progressive manner, diverging heavily from the guidelines presented in the 90s programme and setting a new standard for EFL teachers and coursebook authors.

The changes that result from the Profile of Students Exiting Compulsory Education (2017) and Essential Learning (2018) establish a three-set principle: knowledge, capabilities and attitudes, heavily inspired in the competencies for the 21st century outlined in the World Economic Forum in 2016. Nevertheless, the knowledge section, which outlines what students should know, further neglect pronunciation as a skill, as they are a clear reflection of the curricular goals. In fact, pronunciation is only referenced twice in this context. As mentioned before, the framework presented for ELT in the current documents is not sustained by any known language learning method or approach and serves more as a prescriptive document that teachers are expected to follow but does not consider desired outputs regarding student performance, appropriate learning activities and assessment, ultimately serving as an incomplete curriculum that

Conclusions

presents what Richards and Rodgers (2014) refer to as a “backward design” containing a high degree of accountability in the curriculum. Curiously, the current examination framework in Portugal requires teachers to assess students’ pronunciation while this skill is not built in the current curriculum.

Lastly, the section of the thesis accounts for teacher professional development in Portugal, a compulsory requirement for teachers’ career progression and performance evaluation (regardless if staff members are substitute teachers or tenured teachers) which should focus on the promotion of academic success, curriculum and guiding principles, and the legal framework for inclusive education either within a scientific or pedagogical scope.

Overall, Chapter 3 establishes that Portugal is a curriculum-driven context where a backward curriculum design has left teachers with the responsibility of achieving success, while not detailing what is expected of learners or how to teach the contents prescribed in the reference documents. Furthermore, Chapter 3 has confirmed the initial hypothesis concerning the role of pronunciation: from being relevant in the 90s to virtually non-existent from 2013 onwards, the current curricula overly neglects any reference to this sub-skill, even though teachers are expected to assess their students’ spoken production or interaction in class and in formal examinations.

Chapter 4 endeavours in the field of Material Development and critically looks at how coursebook are designed in Portugal. As a relatively new area in the field of Applied Linguistics, it studies the principles and procedures as well as the evaluation and implementation of textbooks and other language teaching materials. Coursebooks are widely considered by academics and international organizations such as UNESCO as the main aid of most FL teachers as they facilitate declarative knowledge, present social values, and often serve as the basis of the work done in the classroom. While materials in the early 20th century reflected primarily on the GTM, today’s materials still widely replicate the *Presentation, Practice, Production* lesson sequence.

From a publishing point of view, the generalisation of textbooks is subject to multiple constraints (such as the contents, structure and format, and overall production costs) since they need to be carefully managed in order to generate high profits. Such concerns are common both among locally produced and global coursebooks. The Portuguese context is devoid of relevant studies in many key areas of ELT and this is particularly applicable to the field of MD: there are 2 published doctoral studies and a public report with data and figures regarding the commercial distribution of textbooks that dates back to 2004, which at that time accounted for 25 per cent of the total sales within the Portuguese book market which translates to 56 million euros. Furthermore, within

the Portuguese context, ELT coursebooks are authored by in-service EFL teachers working in either the public or private sector, familiar with different teaching realities and often involved in ELT events such as talks, workshops and commercial presentations of new materials. Overall, clever marketing techniques combined with the centralized certification process have allowed coursebooks to retain a holy status in Portugal. In fact, Portuguese ELT coursebooks are evaluated when they are still in the 'in design' phase and there are significant costs involved in certifying a given coursebook (the higher the level, the more expensive it is to certify it). It is also important to take into account that, following the criteria outlined in Ordinance no. 11421/2014, the certification commission assesses the overall linguistic, scientific and conceptual rigor, compliance with curricular guidelines, educational quality, values and reusability, and the material quality such as robustness and weight. Authors are forced to make rectifications and follow certain recommendations to see their textbook certified, which is never evaluated by learners or other stakeholders. While a lot of the work done by publishers is highly confidential, which seriously compromises research in this field, trends such as the PARSNIP policy as well as technological innovations such as companion websites seem to be faithfully followed by authors. Nevertheless, issues such as the lack of exposure to authentic language use or the lack of opportunities to use the target language seem to persist. As for pronunciation, contemporary research suggests that there has been an increase of pronunciation teaching materials since the early 2000s. However, the few academic contributions that research how pronunciation is presented in ELT coursebooks coincide that the time and space dedicated to pronunciation instruction is reduced and that pronunciation is not integrated with grammar and vocabulary skills. To a great extent, pronunciation seems to be heavily neglected in general English coursebooks which reinforces the notion that it is the Cinderella of language teaching; however, nothing at this stage suggests that textbooks will lose their universality in the Portuguese public school system.

Chapter 5 presents the first main study, which analyses 108 ELT coursebooks approved for official instruction by the Portuguese Ministry of Education. Not only does it establish the presence of pronunciation and inventory pronunciation activities per book, but also determines the role pronunciation plays in the coursebooks and analyses the type of activities included. It also investigates pronunciation teaching techniques used and ultimately informs the second main study developed in Chapter 6. The first set of coursebooks analysed comprises a total of 56 books in use in the three cycles during the 2020–2021 school year. Among these textbooks, 46.4 per cent show explicit tasks focused on pronunciation instruction. Specifically about each learning cycle, 41.7 per cent of 1st cycle coursebooks account for explicit pronunciation instruction, averaging 5

Conclusions

exercises per book; 2nd cycle textbooks include 73.3 per cent, averaging 4.3 per cent per book; and 3rd cycle coursebooks account for the lowest figure, 34.5 per cent, but reflect the highest average per book, 8.2. Overall, there is a mismatch between the rate of books featuring pronunciation tasks, the number of pronunciation exercises offered and the average rate of tasks per book. This set of coursebooks also revealed that global textbooks tend to address pronunciation in a systematic way, often once per unit, while locally-produced textbooks do not tend to include it once per unit.

154 exercises of pronunciation were identified, which display a total of 353 activities distributed as follows: 10.4 per cent in the 1st cycle, 23.8 per cent in the 2nd cycle, and 65.8 per cent in the 3rd cycle. The three most frequent activities are *listen and repeat* (42.8%), *listen* (13.6%) and *listen, check and repeat* (5.7%). Concerning the phonological areas prioritized, the results reveal that practice of consonant sounds rank first (41.1%) followed by vowels (31.8%), whereas stress placement (9.3%) and intonation patterns (10.1%) play a less prominent role in Portuguese ELT coursebooks. From this initial set, 53.6 per cent of coursebooks do not present any form of explicit pronunciation instruction. This confirms in part the argument that pronunciation is the Cinderella of ELT or the lost skill. While there is a high level of *laissez-faire* when it comes to including pronunciation in coursebooks, and considering that textbooks play a central role in the classroom and, in the Portuguese context, they are certified by the ME for official instruction, the inclusion of explicit pronunciation instruction as a language sub-skill is not part of the criteria used by the commissions.

A comparison with the 44 books forming the previous generation of ELT coursebooks indicates that pronunciation is present in similar ways to the present generation.³⁴⁴ When explicit exercises focused on pronunciation are featured, they are presented in pron-slots and not fully integrated with other language skills. The comparison reveals that explicit pronunciation instruction in the 2nd cycle is higher in the current generation of coursebooks (73.3% vs. 50%), while for 3rd cycle coursebooks it is higher in the older generation (54.2% vs. 34.5%); also, the number of pronunciation exercises increased slightly over time, despite the high number of coursebooks that do not include them (50% in 2011-2012 and 52.5% in 2020-2021). The overall presence of explicit pronunciation is concerning since 50 per cent of coursebooks neglect its inclusion and 22.7 per cent feature it in less than half of the units. Alternatively, only 1 coursebook (2.3%) presents pronunciation more than once per unit and 5 (11.4%) offer it once per

³⁴⁴ As mentioned in Chapter 5, the 1st cycle was not considered in this comparison given that it was only introduced in the Portuguese ELT curricula in the 2014-2015 school year. Learners attended the subject for the first time in year 3 the following school year.

unit. The older set of coursebooks presents a slightly smaller variety of activities (19) when compared to the most recent coursebooks (22). Similarly, older coursebooks also favour receptive skills, like listening, over more productive skills. *Listen and repeat* is by far the most frequently presented activity (43.5%), followed at a great distance by activities that require learners to complete or to write (8.4%) and *listen and tick* placing third (7%). Also worth noting is that the presence of an open-ended style activity (*think of more words*), ranked fourth (6.5%) among older coursebooks, does not feature among the top activities of the more recent textbooks.

Regarding the phonological areas that are prioritized among older coursebooks, vowel practice ranks first and at almost the same frequency of occurrence in both cycles (42.6% vs. 41.4%). Surprisingly, consonant practice decreases to less than half in the 3rd cycle (38.3% vs. 15.5%). Both stress placement and intonation patterns increase notably from 2nd to 3rd cycle (6.4% to 25.9% in the case of stress placement and 8.5% to 15.5% when considering intonation patterns). The diachronic comparison shows that vowel practice attracts more attention in the older set (41.9%) than in newer textbooks (31.8%). Conversely, consonant practice is more prevalent among newer textbooks (41.1%) than in older ones (25.7%). It is clear that vowels are the priority among the older coursebooks, whereas consonants assume the main role in newer coursebooks. Stress placement nearly doubles in frequency when comparing older textbooks (17.1%) to the newer ones (9.3%), while intonation patterns are almost the same in both sets. Unfortunately, no justification could be found for such a shift. In a nutshell, the current preference for the *listen and repeat* activity and all variations thereof presented in Chapter 5 seem somewhat ineffective for European Portuguese speakers. So far there is no indication that the selection of pronunciation tasks is informed by the priorities of the European Portuguese speaker, who seems to be exposed to exercises that will do very little to further develop an intelligible English accent, given the type of activity prioritized at present and the phonological aspects emphasized.

With the purpose of casting some light into the future trend of pronunciation instruction, the recently published new generation of year 7 coursebooks were examined. While the presence of explicit pronunciation instruction is higher in new year 7 coursebooks (62.5%) than in the 2020-21 set (50%) and noticeably lower than in the 2011-12 set (77.8%), this latest set entails a low number of exercises, only 12, which sharply contrast with the 42 identified in 2020-2021 and the 31 in 2011-2012. Further analysis has allowed to establish that the latest year 7 coursebooks offer fewer opportunities to expose learners to explicit pronunciation instruction (see Table 46).

Conclusions

In response to the initial research questions: What role does pronunciation have in EFL coursebooks used in Portugal? And which method and or technique is being used to teach pronunciation?, the objectives set out, (a) analyse the 108 coursebooks in use in Portuguese public schools for EFL teaching/learning between the 2005/2006 and the 2020/2021 school years and inventory and categorize pronunciation activities per book; (b) correlate the results with pronunciation teaching methods and techniques; (c) establish a bridge between material development and pronunciation teaching methods and techniques, the analysis and inventory of pronunciation activities. Chapter 5 led to the conclusion that the main focus of Portuguese ELT textbooks is on receptive skills, specifically listening and mostly *listen and repeat* or some variation thereof (*listen and tick* or *listen and underline/mark the stress*). These coursebooks present a highly conservative approach to and a very significant neglect of pronunciation instruction since 52.5 per cent of 2020-2021 textbooks do not include any form of explicit pronunciation instruction. Nevertheless, when compared with the 2011-2012 generation of coursebooks, the textbooks that do include explicit pronunciation tasks present it in higher numbers. Considering the look towards a newer generation of year 7 textbooks, it is of great concern to attest a sharp decrease in the number of exercises included as well as a reduction of global coursebooks, which in the past had a more consistent presence of pronunciation tasks (88.2% in 2011-2012 and 60% in 2020-2021) than locally produced books, where pronunciation presence is under 30 per cent (22.2% in 2011-2012 and 29.7% in 2020-2021). So far, the information outlined seems to validate Adrian Underhill's (2005) claim that pronunciation is the Cinderella of language teaching or "the orphan" according to Derwing and Munro (2005) and Gilbert (2010).

Chapter 6 addresses the second main study, which focuses on identifying the views of teachers in Portugal regarding the role that pronunciation currently has in their EFL classes and teaching materials. The general profile of participants reflects female teachers (over 90%); 55.4 per cent of subjects are 46 or older, conforming with ageing workforce discussed in the chapter; participants either work in the northern area of Portugal (28.5%), in Lisbon's Metropolitan area (20.7%), or in the Autonomous Region of the Azores (19.6%). 34.2 per cent have post-graduate training and the majority (93%) are Portuguese native speakers. Additionally, 50 per cent teach lower secondary (learners aged 13–15) and the wide majority (over 90%) are experienced professionals with more than 10 years of experience (60.7% of subject have 20+ years of experience).

Concerning the subjects' views on materials as well as the presence and importance of pronunciation, approximately 90 per cent of the questionees use coursebooks in their teaching practice, thus conforming with previous studies (e.g.

López-Barrios and Villanueva de Debat 2014: 48), and tend to prefer locally-produced materials over global ones (46% of the participants use textbooks from the Porto Editora group). However, almost 50 per cent of the subjects suggest that the textbooks they use do not present pronunciation-centred exercises. At a glance, the overwhelming preference towards locally-produced coursebooks over global ones may indicate a concerning outcome, given that it has been established that in the current set of coursebooks (2020-2021) only 29.7 per cent of locally-produced materials include explicit pronunciation exercises, when they reflect 66 per cent of the total number of ELT textbooks, confirming the secondary role that pronunciation plays.

Considering task-related information, unexpectedly, 13.5 per cent of questionees argued that pronunciation is presented 3 or more times, while Chapter 5 established that no published textbook for official instruction offers such an abundant number of exercises. Such a result likely indicates a potential confusion between pronunciation tasks and general speaking exercises. Considering the high number of subjects that indicate their coursebooks present pronunciation-centred exercises once per unit (36.5%) and twice per unit (22%), a questionnaire-to-questionnaire analysis revealed that 25.1 per cent (46 subjects) offered wrong input regarding the characteristics of the materials used, which might again suggest that the misidentification points to a need in training in this field.

As respects the participants' opinions about what constitutes the most common focus of pronunciation practice, the results show a marked contrast with what Chapter 5 has revealed. Whereas 68.8 per cent of participants (66) claim that intonation is the focus of pronunciation practice, followed by 60.4 per cent (58) that refer to stress placement, 52 per cent (50) mention the practice of consonants and nearly the same amount, 50 per cent (48), refer to practice of vowels as the most common focus, Chapter 5 has revealed that intonation is not the main feature among Portuguese textbooks as it only accounts for 10.1 per cent in 2020-2021. In fact, focus on vowels (31.8%) and consonants (41.1%) are predominant among 2nd and 3rd cycle coursebooks. This misrepresentation may suggest that teachers are not truly familiar with the contents of the textbooks they use. Also, according to the participants, the most chosen activity focuses on *listen and repeat* with 58 per cent (56 subjects); 42.7 per cent believe the type of activity is sound discrimination; 16.7 per cent suggest it is focused on the identification of stressed syllables; and 8.3 per cent believe the type of activity is centred on intonation patterns. There is some concern regarding the mismatch between the 68.8 per cent of participants (66) who indicated that the focus of pronunciation in EFL coursebooks is on intonation and the mere 8.3 per cent who suggest that the predominant activity regards intonation

Conclusions

patterns. Given the results from the previous chapter, it is clear that *listen and repeat* activities are the most common in Portuguese EFL coursebooks, considering that it ranked first with 42.8 per cent (151 activities) among the 2020-2021 set of coursebooks. Perhaps the subjects consider that intonation focus is centred on this type of activity, which is not the most engaging as mentioned previously.

As for teachers' perception of the importance of pronunciation, there is no doubt that the overwhelming majority of subjects (90.4%) believe teaching pronunciation is important. In fact, these results are in tune with Kanellou's (2011) results for pronunciation teaching in Greece and Calvo's (2015) in Spain. Nevertheless, it is not clear why there are 48.7 per cent of teachers who use coursebooks that do not present this skill. Analysis and reflection on this topic suggest that Portuguese teachers share the belief that "pronunciation instruction plays a very important or crucial role in the lives of their students across almost all contexts and situations" (Darcy 2018: 16) but are not clear on the reasoning behind its importance, which is evident from the results featured above. Such division could be directly related to the lack of training in this field and the use of materials that do not present adequate attention to pronunciation instruction in an integrated way, adapted to the needs of the user according to their L1. Considering the inexistence of previous studies in this field in Portugal, it is not possible at this time to draw further conclusions.

While the above findings have addressed the fourth objective, (d) collect data on and analyse teachers' perceptions regarding pronunciation teaching resources and the role of pronunciation in TEFL, in order to provide further insights to answer the initial research questions (What role does pronunciation have in EFL coursebooks used in Portugal? Which method and or technique is being used to teach pronunciation?), the interview conducted with ELT stakeholders also present important insights and reflect on different views on the overall Portuguese ELT curriculum and the role of pronunciation. From the 90s onwards the changes introduced were apparently done in an ad hoc manner, mostly sustained by political motivations and the goals of policy-makers and not led by academic research on ELT. If anything, the absence of pronunciation in the official curriculum is led by the beliefs of the authors and not by research on pronunciation instruction or the overall needs of European Portuguese learners of EFL. There is an apparent disregard towards the literature of English as an International Language, international intelligibility, and the overall contributions that resulted from Jenkins (2000) and subsequent research. Overall, the findings of chapters 5 and 6 suggest a rather dreary future for pronunciation instruction within the scope of ELT in Portugal since the correlation of the lack of research, absence of guidelines in the

current ELT curricula and the nonexistence of PD in the field may ultimately lead to the disappearance of explicit pronunciation in coursebooks and its withdrawal from classroom work.

Chapter 7 considers the results from the previous two chapters and ultimately addresses the last research question: What should pronunciation teaching look like according to the most recent trends of material development and pronunciation teaching? The chapter starts by acknowledging the inconsistent role that pronunciation is playing in ELT materials as well as in the current curricula, and sharing concern given that learners may be exposed to 7 school years of English within their compulsory education without ever being formally confronted with tasks that allow them to develop this sub-skill. Furthermore, given that it was established in Chapter 5 that when pronunciation is in fact included, the activities focus primarily on practicing receptive skills such as listening and insist on reiterating tasks that solely engage learners in *listen and repeat* activities, which represent a very controlled and limited practice, remedial strategies to promote pronunciation within an ELT context are paramount.

To establish a possible framework for remedial tasks, the first stage focused on looking at previous research. Building on Calvo's (2015) work, possible remedial exercises include the use of games (such as Cluedo or Trivial), songs and poems, new technologies (as in radio programmes, podcasts or blogs), tongue twisters, role-plays, dialogues and simulations, TV programmes (both series and films) and written materials (such as recipes, menus or travelling brochures). While the analysis of different textbooks of the 2020-2021 set of ELT coursebooks include some form of the proposed activities, a detailed examination of the teacher's version of the student's book and the corresponding lesson plans provided no evidence to prove that they were designed to help learners develop their pronunciation, even though they have the potential of serving the purpose of remedial work. Furthermore, lesson plans do not offer the teacher with a set of alternatives or add-ons to augment the learning outcomes of each lesson, never exploring the full potential of games, music and poetry, role-plays or written materials. It is in fact my reasoning that both authors' as well as the certification commission tend to interpret the Portuguese curricula to the letter and, because the current guidelines neglect to outline pronunciation as a skill, this is heavily reflected in the current set of materials and will likely worsen if the curricula are not reviewed to include clear guidelines in this matter. Moreover, the results associated with Portuguese learners performing relatively well in international speaking exams has created to some extent the illusion that pronunciation is not necessary, such as suggested by Professor Nicholas Hurst. Overall, integrating pronunciation with different skills and avoiding relegating

Conclusions

pronunciation to pron-slots or fillers is an important step to overcome the current situation; presenting teaching notes and lesson plans that provide more than one way of using the material is of the utmost importance.

Given the above, Chapter 7 attempts to provide a step forward by suggesting the importance of Taylor's (1993: 13) work on raising learners' awareness of pronunciation, Rost and Wilson's (2013) work on active listening and Scrivener's (2011) task-feedback circle. By recalling Tomlinson's (2013) research on how contemporary coursebooks feature a pronounced return to explicit grammar instruction and highly underestimate learners linguistically, intellectually and emotionally, it is necessary to provide contemporary tools for pronunciation teaching and learning, which require personalization, flexibility and creativity, as well as more opportunities to cater for learning styles and increase motivation. I propose an approach I have called *Micro Task-Based Learning*, which is inspired in the principles of Dogme ELT: a conversation-driven, materials-light approach which focuses on emergent language (Meddings and Thornbury 2015: 21), a Task-Based Language Teaching approach where a task should be performed in a pre-task, task, post-task lesson sequence, and be integrated with a blended teaching context where mobile phones and apps are used to allow a flipped classroom when necessary and maximize personalisation, creativity and communication. WhatsApp, TikTok and Instagram are the preferred social media outlets to facilitate this approach. Furthermore, other digital resources are suggested for remedial work in both asynchronous and synchronous lessons, and in many circumstances they are proposed to be used in combination with the social media apps presented. Such resources include YouTube, YouGlish, Inogolo, Audacity, Padlet, Wordwall and Flipgrid. While these activities may be revisited by teachers and adapted to meet the pronunciation needs of different learners, depending on level and teaching context, Dogme ELT does represent an alternative route to the coursebook-dominated classroom, as it does not represent the limitations of a method and does not aim to offer a one-size-fits-all prescription. Additionally, by combining these principles with TBLT, where teaching is learning-centred, communication-driven and highly connected to the learner's needs and interests, and blended learning, where technology is used to facilitate a flipped classroom scenario through the use of smartphones and tablets, micro tasks can be completed to facilitate –among other things– remedial pronunciation work. While this chapter has addressed the last objective: (e) outline a remedial approach for pronunciation instruction during and after the COVID-19 pandemic, it is my belief that given the current state of pronunciation in ELT in Portugal, it is truly possible to offer pronunciation work (remedial or not) and expand language teaching and learning well

beyond the traditional limitations of a physical classroom and the boundaries of a textbook, by providing a successful teaching pedagogy, without being overly dependent on the materials of the past.

8.2. Recommendation for future research

While considering the different chapters of this thesis, and after putting everything into perspective, it is essential to highlight areas for further research. Firstly, given that this thesis has established that in two different generations of ELT coursebooks 50 per cent neglect to include explicit pronunciation instruction, it is important to monitor the gradual replacement of the current set of coursebooks in order to foster further conclusions and provide, if necessary, more recommendations for remedial pronunciation work. As an in-service teacher and potential researcher, this is something I intend to closely monitor. Considering the current recommendations made in Chapter 7, it is also important to run classroom experiments and establish to what extent my proposal of a micro task-based approach through the use of smartphones (or tablets) and social media outlets fits the Post-Method era of language teaching and informs if it requires finetuning. Moreover, suggestions as made by Teresa Almeida d'Eça (2003) regarding the practicality of using the learners' L1 as a reference when teaching English pronunciation also lacks concrete classroom research to establish its effectiveness. Overall, research on communicative pronunciation teaching in the Portuguese context is paramount, as it will offer significative propositions for future curricula and material designs, and, likely, promote PD, and ultimately impact how pronunciation is taught in the ELT classroom.

Secondly, given the importance of LFC, it is fundamental to establish English pronunciation priorities for European Portuguese speakers, given that such data does not exist to inform material developers, curriculum designers as well as other ELT stakeholders. Such research could provide significant changes in the current pronunciation focus (the current set of textbooks, 2020-2021, place consonants –41.1%– and vowels –31.6%– as the main focus and *listen and repeat* –42.8%– as the preferred technique) and fuel much needed PD in this field. Additionally, and parallelly, research is also needed to (a) ascertain to what extent contemporary coursebooks already feature elements of ELF, and (b) measure the level of intelligibility of Portuguese English teachers as well as their beliefs, given the lack of publications on these issues of interest. As a significant number of Portuguese universities provide initial teacher training, they have a unique access to ELT classrooms across the country. Such access could be used to conduct such research, since it is important to observe and document what actually

Conclusions

happens in EFL classrooms in different contexts and levels. In fact, the question raised in Chapter 5 remains to be answered: How are Portuguese learners able to become intelligible English language speakers with so little focus on pronunciation instruction?

Thirdly, given the role of global coursebooks among the many international contexts they are used in, it is understandable that the pronunciation areas of global coursebooks are the same for Portuguese, Spanish, French or other learners; this provides an inefficient approach since the needs of the learners will change depending on their L1. International research is necessary to establish the frequency with which this happens among global coursebooks and its impact regarding English language acquisition. Further research in the field of MD is also much required in order to further learn how materials are developed from the authors' point of view. Given that in Portugal materials are developed by in-service teachers, it is important to understand their approach to designing a new project and establish how their personal beliefs and teaching experience impact the design of new materials, as it will ultimately unravel if authors are "influenced by common-sense intuitive notions" rather than research agendas (Derwing and Munro 2005: 380).

Considering the phenomenon of coursebook cloning mentioned in Part I, an additional study could be conducted using the sample of books selected for this study to establish if the phenomenon of coursebook cloning is generalized among locally-produced materials as well as global ones. Furthermore, research in this field could provide insights to establish the extent to which textbooks mimic the best-seller and if so, understand if materials do not provide any pronunciation instruction, or include it in rare instances, because the most used textbook does not reference it. Moreover, given that coursebooks play a key role in outlining what should be taught in the EFL classroom, it would be enlightening to discover the extent to which it influences the work carried out by the teacher (and students). In fact, the questionnaire carried out in Chapter 6 among in-service ELT teachers has raised the question if teachers are able to draw boundaries between general speaking exercises and specific pronunciation tasks, given the mismatch between the number of pronunciation exercises they claim their coursebooks include and the finding that the textbooks they use do not include such exercises, as the analysis of the book sample has confirmed.

Finally, this thesis has focused on the EFL teacher and the ELT stakeholder. It is also relevant now to undertake an examination of the views of the English learner, given that their overall motivation to learn English and language ego play an important role. Given the previous suggestion, such research could be carried out by pre-service

teachers within the action research they conduct to obtain the MA in teaching, as well as in-service teachers working in different contexts.

8.3. Final reflection

I strongly believe that this dissertation constitutes a necessary contribution to the fields of ELT, MD, and the teaching of EFL pronunciation in Portugal. The empirical data presented in Part II clearly indicates that pronunciation has a subsidiary role in Portugal: Chapter 5 has established that approximately half of the coursebooks used in the last 15 years do not feature any form of pronunciation, and the analysis of the newest generation of grade 7 coursebooks suggest that the role of pronunciation is further declining. Chapter 6 analysed the views of ELT stakeholders. While the questionnaire established that teachers tend to agree that pronunciation is important, it also suggests that they do not settle on how it should be taught. On the other hand, stakeholders also do not agree on the role of pronunciation in Portugal. Chapter 7 highlighted that Portuguese ELT coursebooks do have materials that have the potential to develop learners' pronunciation but are not designed with pronunciation goals under consideration. Given that Portugal is the only western European country that certifies coursebooks for official instruction, such a process does not guarantee that these materials –which are key components of many EFL classrooms in Portugal– will present a proper focus on pronunciation acquisition. On the one hand, the current curriculum does not envision pronunciation goals per year and, on the other, the higher education institutions in charge of certifying coursebooks do not have the proper know-how of the field of MD, a field that is overall neglected in Portuguese teacher training programmes. Considering that the majority of materials are not focused on pronunciation instruction, it is my concern that over time teachers might not actually know how to teach pronunciation, even though there is potential to adapt existing materials to promote pronunciation instruction and that, consequently, Portuguese learners of English present lower levels of intelligibility. While studies that measure the level of intelligibility of the average Portuguese speaker of English do not currently exist in Portugal, it is crucial that in-service EFL teachers reflect on why and how they promote spoken production and spoken interaction exercises and have access to PD courses in the field of pronunciation teaching in order to help their learners reach personal goals and meet academic and professional expectations. It is essential that future educational reforms consider a wider scope of participants, including academics, in-service teachers, material writers and the experience of past-curriculum developers. Only through the contributions of different stakeholders will pronunciation be rightly included in the curriculum, in coursebooks and hopefully in the classroom, uplifting

Conclusions

the role of pronunciation in the Portuguese context and meeting the standards foreseen in EIL.

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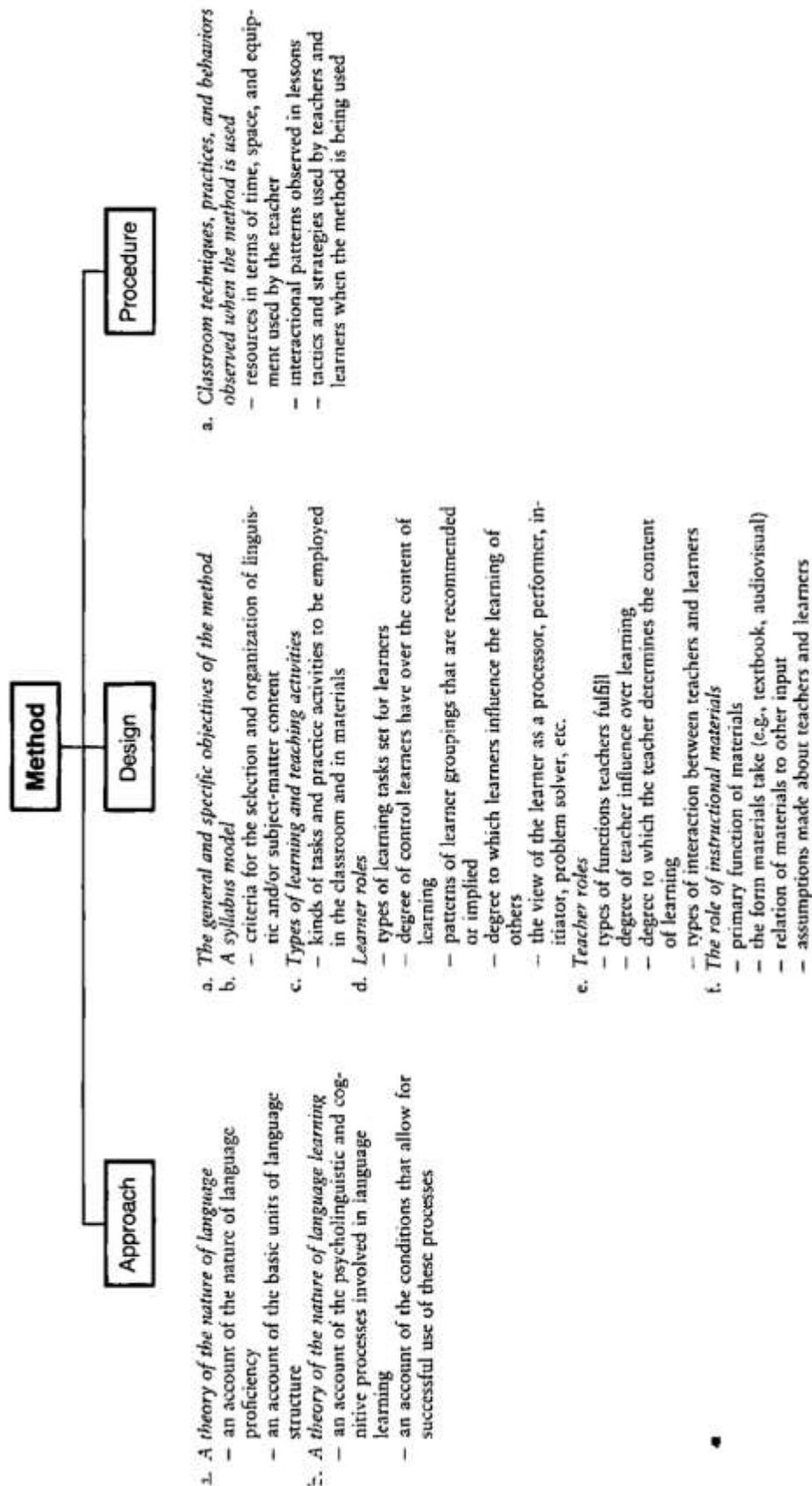
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ANNEXES

Annex 1 – Components of method according to Richards and Rodgers (1986:28)



Annex 2 – Language Method according to Sánchez (2000: 17)

Componente teórico: *teoría lingüística (naturaleza de la lengua); teoría psicológica (principios del aprendizaje; teoría pedagógica (principios de la enseñanza); teoría sociológica (condiciones contextuales, educativos, geográficos...); principios económicos aplicados a la gestión, y planificación de la enseñanza, en la clase.*

Contenido: *Elementos que constituyen el objeto de la enseñanza y del aprendizaje (objetivos): elementos del código lingüístico (morfología, sintaxis, vocabulario, sistema gráfico, sistema de sonidos); elementos pragmáticos (sociolingüísticos, psicolingüísticos, contextuales...); elementos de planificación y gestión de los contenidos que se ofrecen.*

Actividades (puesta en práctica): *Procedimientos (modos y maneras): elementos pedagógicos en el diseño de actividades; elementos psicológicos para determinar procedimientos (edad, reto, interacción...): elementos motivadores; elementos procedimentales relacionados con el contexto pragmático y sociológico; elementos de planificación y gestión de las actividades en el aula (orden, secuenciación, coherencia...).*

Annex 3 – Grammar Translation Method according to Abadía (2000: 39)

Concepto de la lengua: *la lengua es un conjunto de reglas y excepciones gramaticales. La base de la descripción lingüística es la lengua escrita. La lengua se ve como un “edificio” que se construye encajando sistemáticamente los diferentes ladrillos de la lengua, según reglas lógicas. Una lengua se llega a dominar cuando se tienen todos los conocimientos gramaticales. La lengua materna es el sistema de referencia en el aprendizaje de la lengua extranjera.*

Concepto de aprendizaje: *el aprendizaje de la gramática sigue un proceso deductivo: se presenta una regla, se estudia y se practica a continuación en los ejercicios de traducción de frases sueltas. Es decir, la lengua se aprende por el encadenamiento de multitud de reglas aisladas que se analizan y memorizan. El léxico aparece descontextualizado. Aprender una lengua supone una formación intelectual disciplinada, una educación hacia el pensamiento ordenado.*

Diseño: Objetivos: *que la/el estudiante sea capaz de traducir.*

Modelo de programa: *la selección y organización de los contenidos se realiza según criterios gramaticales.*

Tipología de actividades: *principalmente ejercicios de traducción, algunos ejercicios de conjugación, leer en voz alta.*

Papel de la/del alumno/a: *recibe de la/del docente los conocimientos gramaticales que debe memorizar. Aprendizaje individual. Actitud pasiva.*

Papel de la/del profesor/a: *es la/el protagonista del aprendizaje de la/del estudiante. Su función es proporcionar conocimientos lingüísticos. Es conveniente que conozca la lengua materna de sus estudiantes.*

Papel de los materiales: *la enseñanza y el aprendizaje giran en torno al libro de texto, único material utilizado. El intercambio comunicativo (en caso de que exista) entre la/el docente y la/el estudiante tiene siempre como referencia el libro de texto.*

Procedimientos: *Técnicas de clase, prácticas y comportamientos observados: se explican las reglas que rigen la lengua extranjera a través de la comparación con la lengua materna, las/los estudiantes las memorizan y la práctica se realiza por media de la traducción. No hay interacción ni entre docente y estudiante, ni entre estudiantes. El error se considera algo negativo en el aprendizaje y hay que corregirlo en el mismo momento en que se produce. Este método suele crear frustración en las/os estudiantes y exige poco de las/os docentes.*

Annex 4 – Direct Method according to Abadía (2000: 57)

Concepto de la lengua: La enseñanza se orienta hacia la lengua oral coloquial. La fonética empieza a jugar un papel importante. La gramática se formula con ejemplos y con reglas, éstas se ofrecen después como comprobación y resumen del proceso de adquisición.

Concepto de aprendizaje: Aprender una lengua extranjera se ve como un proceso que, en principio, se puede comparar con la adquisición de la lengua materna. Una lengua extranjera no se aprende por medio de una revisión consciente de las reglas gramaticales y de su uso en la traducción, sino a través de la imitación (oír-repetir) de un modelo lingüístico (la/el docente). Memorizar ejemplos de frases y pequeños diálogos en la lengua extranjera (por medio de una ilustración, por ejemplo), o bien la representación guiada o libre, son características del procedimiento de aprendizaje del Método Directo. El léxico se aprende sobre todo por proceso de asociación. El concepto de aprendizaje del Método Directo se caracteriza por ser imitativo, asociativo e inductivo.

Diseño: Objetivos: Desarrollar la capacidad de entender y hacerse entender en la lengua que se aprende. Conseguir que la/el estudiante empiece a pensar en la nueva lengua y construya un nuevo sistema lingüístico independiente del de su lengua materna.

Modelo de programa: en la selección del vocabulario y de los puntos de gramática pertinentes a la conservación se aplica el criterio de la frecuencia coloquial. El orden en que se introducen está determinado por la necesidad de explicar todos los elementos seleccionados del idioma sin recurrir a la traducción, y de presentar las situaciones en un aumento gradual de complejidad.

Tipología de actividades: la herramienta principal del método es la pregunta. Se utilizan ilustraciones u objetos para la transmisión de significado.

Papel de la/del alumno/a: debe participar activamente respondiendo a las preguntas.

Papel de la/del profesor/a: es “el factor esencial de la enseñanza” y la/el verdadera/o protagonista de la clase.

Papel de los materiales: los manuales sirven únicamente como pautas referenciales. La/el docente debe tener iniciativa para crear la interacción en el aula, por ello, en el caso de Método Berlitz, se recibe un entrenamiento completo en el método antes de enseñar en el aula.

Procedimientos: Técnicas de clase, prácticas y comportamientos observados: el aprendizaje tanto del léxico como de la gramática se lleva a cabo por medio de denostaciones visuales, asociaciones de ideas, ejemplos y operaciones analógicas. La comparación con la lengua materna y la traducción desaparecen de la enseñanza. La corrección de errores se suele realizar en el momento en que se producen.

Annex 5 – Audiolingual Method according to Abadía (2000: 72)

Teoría lingüística: la teoría sobre la naturaleza de la lengua subyacente al audiolingualismo es la lingüística estructural (representada por Bloomfield y Lado. La lengua está formada por un conjunto de estructuras, y de su análisis se encargan la fonología (pronunciación, acentuación, entonación etc.), la morfología (formación de las palabras, prefijos y sufijos, palabras compuestas etc.) y la sintaxis (relación y orden de los elementos en la oración entre las oraciones). Los fenómenos lingüísticos se analizan inductivamente, y el objeto de análisis es la lengua oral, no la escrita. En el enfoque situacional, las estructuras y el léxico, así como el uso de la lengua, están unidas a un contexto situacional.

Teoría del aprendizaje: el Método Audiolingual se basa en la concepción conductista del aprendizaje: aprender una lengua es formar hábitos lingüísticos a través de la repetición (proceso mecánico). Para Skinner, representante del conductismo (o behaviorismo), la conducta lingüística se explica a través del modelo “estímulo → respuestas → refuerzo”. En el Enfoque Situacional, el aprendizaje mejora al estudiar el habla en su contexto.

Diseño:

Objetivos: en primero lugar, las destrezas orales (expresión oral y comprensión auditiva). La habilidad oral se considera equivalente a una pronunciación y una gramática correctas, y a la capacidad de poder responder rápida y correctamente en situaciones de comunicación oral.

Modelo de programa: el punto de partida es un programa lingüístico que contiene los puntos clave de la fonología, morfología y sintaxis de la lengua, organizados de acuerdo con su orden de presentación. Estos puntos pueden derivar, en parte, del análisis contrastivo de la lengua materna y la lengua meta.

Tipología de actividades: diálogos y pattern drills son las prácticas de clase. Los diálogos, que representan las estructuras contextualizadas en situaciones comunicativas, se repiten y memorizan. Las estructuras se practican por medio de drills (ejercicios de repetición, sustitución, transformación, etc.). En el enfoque Situacional se añaden actividades que tienen como objeto la práctica de la creatividad en la expresión oral. Se trata de transferir los aprendido a situaciones similares.

Papel de la/del alumno/a: juega un papel reactivo: responde a estímulos. No participa en la toma de decisiones sobre su aprendizaje y, sobre todo al principio, no siempre entiende el significado de lo que repite.

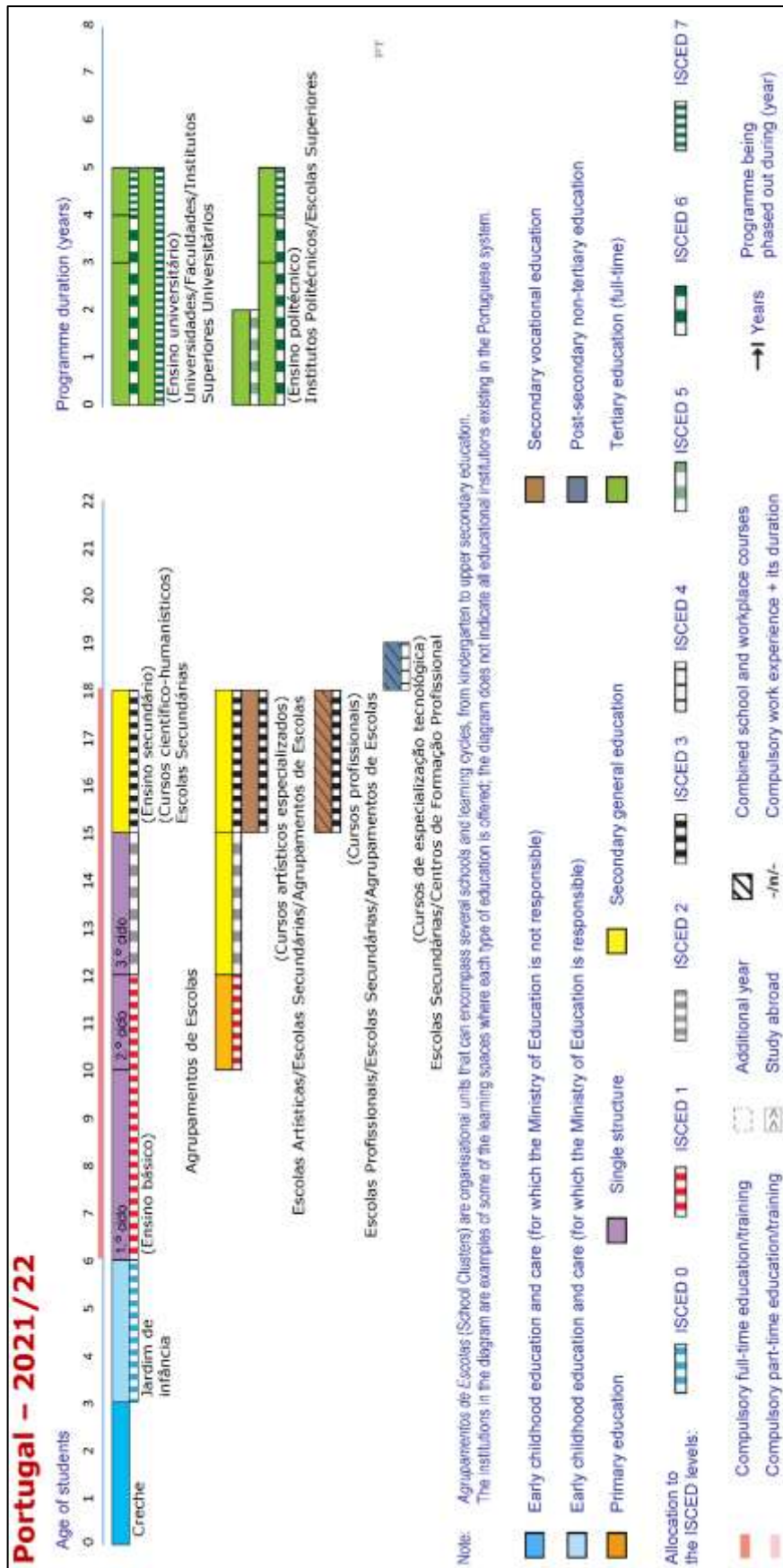
Papel de la/del profesor/a: juega un papel central y activo: se encarga de modelar la lengua, corregir y controlar los pasos del aprendizaje. Debe variar las actividades para mantener la atención de las/los estudiantes.

Papel de los materiales: los manuales se acompañan de gran cantidad de materiales complementarios que sirven para que la/el docente desarrolle en las/los estudiantes el dominio de la lengua. El magnetofón es de gran utilidad, sobre todo si la/el docente no es

hablante nativa/o de la lengua que enseña, porque proporciona modelos de diálogos y drills con una correcta pronunciación, y la posibilidad de grabar y reproducir la voz de las/los estudiantes.

Procedimientos: *Técnicas de clase, prácticas y comportamientos observados: en clase se utiliza, siempre que sea posible, la lengua meta. Se desaconseja la traducción o el uso de la lengua materna de las/los estudiantes. Los diálogos se van memorizando poco a poco y se leen en voz alta en coro e individualmente. Las estructuras se aprenden a través de la práctica de muestras de sonidos, orden y forma, más que por la explicación. El vocabulario se estudia solo dentro de un contexto. La corrección de errores gramaticales o de pronunciación es directa e inmediata.*

Annex 6 – Portuguese educational system



https://eacea.ec.europa.eu/national-policies/eurydice/content/portugal_en (accessed February 20th, 2022)

Annex 7 – Pronunciation goals for 2nd and 3rd cycles

5.º e 6.º anos. Pronúncia:

- Reconhece, ainda que não sistematicamente, sons básicos da língua inglesa (transcrição fonética e pronúncia): Vogais. Consoantes.
- Identifica mudanças de pronúncia em connected speech.
- Distingue, ainda que não sistematicamente, padrões de entoação no âmbito dos tipos de frase previstos no programa.
- Identifica diferentes formas de acentuação.
- Reconhece o valor comunicativo de diferentes formas de acentuação de palavras.
- Familiariza-se com a noção de ritmo.

7.º ano. Pronúncia:

- Reconhece, ainda que não sistematicamente, sons básicos da língua inglesa (transcrição fonética e pronúncia): vogais, consoantes e ditongos.
- Identifica mudanças de pronúncia em connected speech.
- Distingue, ainda que não sistematicamente, padrões de entoação no âmbito dos tipos de frase previstos no programa.
- Identifica e distingue diferentes formas de acentuação.
- Reconhece o valor comunicativo de diferentes formas de acentuação de palavras.
- familiariza-se com a noção de ritmo no âmbito dos tipos de frase previstos no programa.

8.º ano. Pronúncia:

- Reconhece e distingue sons básicos da língua inglesa (transcrição fonética e pronúncia): vogais, consoantes e ditongos.
- Identifica e distingue mudanças de pronúncia em connected speech.
- Distingue, padrões de entoação no âmbito dos tipos de frase previstos no programa.
- Identifica e distingue diferentes formas de acentuação.
- Reconhece o valor comunicativo de diferentes formas de acentuação de palavras.
- Adequa o ritmo aos tipos de frase previstos no programa.

9.º ano. Pronúncia:

- Distingue sons da língua inglesa (transcrição fonética e pronúncia): vogais, consoantes e ditongos.
- Identifica e distingue mudanças de pronúncia em connected speech.
- Distingue padrões de entoação no âmbito dos tipos de frase previstos no programa.
- Distingue diferentes formas de acentuação.
- Reconhece o valor comunicativo de diferentes formas de acentuação de palavras.
- Adequa o ritmo aos tipos de frase previstas no programa.

Annex 8 – Spoken Production Framework (2001)

2.º e 3.º ciclos – Competência de comunicação

PRODUZIR

FALAR/PRODUZIR textos escritos correspondendo a necessidades específicas de comunicação

Desempenhos esperados no final do 2.º ciclo	Desempenhos esperados no final do 3.º ciclo
<ul style="list-style-type: none"> - Relato de episódios/acometimentos da vida quotidiana a partir de tópicos e ou elementos linguísticos. - Descrição, com o objectivo de dar a conhecer, de objectos, lugares, personagens, com ou sem apoio visual ou linguístico. - Reprodução/recriação de lengalengas, adivinhas, provérbios, anedotas, canções. - Adequação de comportamentos comunicativos tendo em conta: <ul style="list-style-type: none"> • os traços característicos da sociedade e da cultura das comunidades que usam a língua; • afinidades/diferenças entre a cultura de origem e a cultura estrangeira. 	<ul style="list-style-type: none"> - Relato de episódios/acometimentos da vida quotidiana. (LE I) - Relato de episódios/acometimentos da vida quotidiana a partir de tópicos e ou elementos linguísticos. (LE II) - Descrição, com o objectivo de dar a conhecer, de objectos, lugares, personagens. (LE I) - Descrição, com o objectivo de dar a conhecer, de objectos, lugares, personagens, com ou sem apoio visual ou linguístico. (LE II) - Reprodução/recriação de textos poéticos, lengalengas, adivinhas, provérbios, anedotas, canções. (LE I e LE II) - Adequação de comportamentos comunicativos tendo em conta: <ul style="list-style-type: none"> • os traços característicos da sociedade e da cultura das comunidades que usam a língua: (LE I e LE II) • afinidades/diferenças entre a cultura de origem e a cultura estrangeira. (LE I e LE II)

Processos de aprendizagem ao longo da educação básica

- Caracterizar o contexto do acto comunicativo com previsão de eventuais reacções do público.
- Seleccionar, no conjunto de saberes disponíveis, enunciados, estruturas linguísticas e vocábulos necessários aos desempenhos comunicativos.
- Compensar insuficiências mediante recurso a mimica, gestos, entoação, substituições lexicais.
- Avaliar o grau de adequação do desempenho às intenções comunicativas, ao público, ao assunto.

Annex 9 – Listening Comprehension Framework (2001)

2.º e 3.º ciclos – Competência de comunicação	
COMPREENDER	
<i>OUVIR/VER textos orais e audiovisuais de natureza diversificada adequados aos desenvolvimentos intelectual, sócio-afectivo e linguístico do aluno</i>	
Desempenhos esperados no final do 2.º ciclo	Desempenhos esperados no final do 3.º ciclo
<ul style="list-style-type: none"> - Identificação de uma acção/tarefa a realizar a partir das respectivas instruções de execução (actividade escolar, utilização de um objecto, realização de um percurso, receita culinária). - Identificação de informações em função de um objectivo preciso a partir de textos informativos (aviso, anúncio publicitário, informação meteorológica... - em gravação áudio ou vídeo). - Identificação de informações em função de um objectivo preciso, a partir de diálogos usuais na vida quotidiana. - Identificação de informações em mensagens telefónicas curtas. - Identificação de uma personagem, objecto, lugar, a partir da sua descrição (apresentação de uma personagem, cidade, objecto - em gravação áudio ou vídeo). - Reconhecimento de traços característicos da sociedade e da cultura das comunidades que usam a língua. - Reconhecimento de afinidades/diferenças entre a cultura de origem e a cultura estrangeira. 	<ul style="list-style-type: none"> - Identificação de uma acção/tarefa a realizar a partir das respectivas instruções de execução (actividade escolar, utilização de um objecto, realização de um percurso, receita culinária). (LE I e LE II) - Identificação de informações em função de um objectivo preciso a partir de textos informativos (aviso, anúncio publicitário, notícia, programa, informação meteorológica,... - em gravação áudio ou vídeo). (LE I e LE II) - Identificação de informações em função de um objectivo preciso, a partir de diálogos usuais na vida quotidiana. (LE I e LE II) - Identificação de informações em mensagens telefónicas. (LE I e LE II) - Identificação de uma personagem, objecto, lugar, a partir da sua descrição (apresentação de uma personagem, região/cidade/paisagem, objecto - em gravação áudio ou vídeo). (LE I e LE II) - Identificação, numa narrativa transmitida oralmente, de sequências de acontecimentos, de personagens e lugares e suas características, de momentos. (LE I) - Reconhecimento, numa narrativa transmitida oralmente, dos acontecimentos principais e de personagens. (LE II) - Identificação de traços característicos da sociedade e da cultura das comunidades que usam a língua. (LE I) - Reconhecimento de traços característicos da sociedade e da cultura das comunidades que usam a língua. (LE II) - Estabelecimento de relações - afinidades/diferenças - entre a cultura de origem e a cultura estrangeira. (LE I) - Reconhecimento de afinidades/diferenças entre a cultura de origem e a cultura estrangeira. (LE II)
Processos de aprendizagem ao longo da educação básica	
<ul style="list-style-type: none"> - Utilizar conhecimentos prévios sobre o assunto do texto na formulação de hipóteses de sentido. - Associar marcas textuais (título, formato, ilustração, palavras-chave) ao assunto e ao tipo de texto. - Associar unidades linguísticas do texto ou fornecidas pelo professor (léxico, estruturas gramaticais, categorias semânticas) às ideias principais e secundárias. - Deduzir o sentido de palavras e de estruturas gramaticais desconhecidas a partir do contexto, da análise morfológica das palavras e de analogia/contraste com a língua materna. - Relacionar elementos do texto que permitam confirmar hipóteses de sentido (elementos lexicais utilizados na referência a uma personagem, a um objecto, a uma acção...). - Prescindir de compreender o significado de palavras que não são essenciais à compreensão do sentido do texto. - Verificar a correcção das hipóteses de sentido formuladas. - Rever as hipóteses formuladas, se necessário. 	

Annex 10 – Teacher training sessions (2015)

appiforma

CERTIFICADO

Para os devidos efeitos se certifica que o formador

Carlos Lindade

co-dinamizou três edições do Curso de Formação “Changes & Challenges in ELT”, promovido pelo Centro de Formação APPIforma, em parceria com a Areal Editores, realizado em:

- Lisboa, dia 28 de fevereiro de 2015;
- Coimbra, dia 7 de março de 2015;
- Porto, dia 21 de março de 2015.

Lisboa, 06 de maio de 2015

A Diretora do Centro de Formação

(Sónia Ferreirinha)

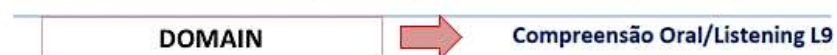
Annex 11 – 9th Grade Listening Domain (2013)

METAS CURRICULARES DE INGLÊS – 3.º CICLO

9.º ANO

Os objetivos e descritores indicados em cada ano de escolaridade devem, sempre que necessário, continuar a ser mobilizados em anos subsequentes.

Perfil de saída - Nível B1 do Quadro Europeu Comum de Referência para as Línguas



1. Compreender discursos produzidos de forma clara

1. Seguir orientações e informações com algum pormenor.
2. Seguir uma apresentação breve desde que o tema seja familiar.
3. Identificar formas de tratamento formal e informal.
4. Distinguir formas de tratamento não-ofensivas/ofensivas.

OBJECTIVES 

2. Compreender diferentes tipos de texto áudio/audiovisual desde que adequados ao nível de conhecimentos do aluno

DESCRIPTORS 

1. Seguir os aspetos principais em programas sobre assuntos familiares.
2. Seguir instruções simples (programas de culinária, bricolage).

Annex 12 – Assessment criteria for part D (speaking) – English National Exam (2020)



2020



Critérios específicos de classificação da Parte D (Componente oral) – INGLÉS 550

Níveis	Âmbito (gramatical e vocabular)	Pontuação	Correção/Controlo (gramatical/vocabular e fonológico)	Pontuação	Fluência	Pontuação	Desenvolvimento Temático, Coerência e Coesão	Pontuação	Interação	Pontuação
N4	<ul style="list-style-type: none"> <input type="checkbox"/> Expressa-se com: <input type="checkbox"/> um leque alargado de recursos linguísticos, podendo recorrer a circunlocuções ocasionais; <input type="checkbox"/> formulações variadas; <input type="checkbox"/> poucas repetições. 	8	<ul style="list-style-type: none"> <input type="checkbox"/> Revela: <input type="checkbox"/> bom domínio de estruturas gramaticais simples, podendo usar estruturas complexas com algumas imprecisões; <input type="checkbox"/> bom controlo e adequação vocabulares; <input type="checkbox"/> pronúncia clara. 	8	<ul style="list-style-type: none"> <input type="checkbox"/> Comunica com: <input type="checkbox"/> espontaneidade/facilidade; <input type="checkbox"/> pausas naturais para planificar o discurso. 	8	<ul style="list-style-type: none"> <input type="checkbox"/> Apresenta: <input type="checkbox"/> informação relevante; <input type="checkbox"/> discurso claro e coerente. <input type="checkbox"/> Recorre a mecanismos de coesão eficazes. 	8	<ul style="list-style-type: none"> <input type="checkbox"/> Inicia, mantém e conclui o seu discurso de forma eficaz. <input type="checkbox"/> Intervém de forma apropriada, sem ajuda do(s) interlocutor(es). 	8
N3	<ul style="list-style-type: none"> <input type="checkbox"/> Expressa-se com: <input type="checkbox"/> um leque suficiente de recursos linguísticos; <input type="checkbox"/> algumas dificuldades de formulação, que consegue resolver; <input type="checkbox"/> algumas repetições. 	6	<ul style="list-style-type: none"> <input type="checkbox"/> Revela: <input type="checkbox"/> razoável domínio de estruturas gramaticais simples; <input type="checkbox"/> controlo e adequação vocabulares razoáveis; <input type="checkbox"/> pronúncia geralmente clara. 	6	<ul style="list-style-type: none"> <input type="checkbox"/> Comunica com: <input type="checkbox"/> alguma facilidade; <input type="checkbox"/> algumas pausas para planificar o discurso. 	6	<ul style="list-style-type: none"> <input type="checkbox"/> Apresenta: <input type="checkbox"/> informação geralmente relevante; <input type="checkbox"/> discurso geralmente claro, com eventuais incoerências. <input type="checkbox"/> Recorre a mecanismos de coesão geralmente eficazes. 	6	<ul style="list-style-type: none"> <input type="checkbox"/> Inicia, mantém e conclui o seu discurso de forma geralmente eficaz. <input type="checkbox"/> Intervém de forma geralmente apropriada, sem ajuda do(s) interlocutor(es). 	6
N2	<ul style="list-style-type: none"> <input type="checkbox"/> Expressa-se com: <input type="checkbox"/> um leque elementar de recursos linguísticos; <input type="checkbox"/> dificuldades de formulação, que nem sempre consegue resolver; <input type="checkbox"/> repetições frequentes. 	4	<ul style="list-style-type: none"> <input type="checkbox"/> Revela: <input type="checkbox"/> domínio elementar de estruturas gramaticais simples, podendo cometer alguns erros; <input type="checkbox"/> controlo e adequação vocabulares elementares; <input type="checkbox"/> pronúncia, por vezes, pouco clara. 	4	<ul style="list-style-type: none"> <input type="checkbox"/> Comunica com: <input type="checkbox"/> pouca facilidade; <input type="checkbox"/> pausas e hesitações evidentes para planificar/reformular o discurso. 	4	<ul style="list-style-type: none"> <input type="checkbox"/> Apresenta: <input type="checkbox"/> informação nem sempre relevante; <input type="checkbox"/> discurso pouco claro. <input type="checkbox"/> Recorre a mecanismos de coesão pouco eficazes. 	4	<ul style="list-style-type: none"> <input type="checkbox"/> Inicia, mantém e conclui o seu discurso de forma pouco eficaz. <input type="checkbox"/> Intervém de forma geralmente apropriada, mas com ajuda do(s) interlocutor(es). 	4
N1	<ul style="list-style-type: none"> <input type="checkbox"/> Expressa-se com: <input type="checkbox"/> um leque limitado de frases memorizadas; <input type="checkbox"/> dificuldades de formulação, que não consegue resolver; <input type="checkbox"/> repetições sistemáticas. 	2	<ul style="list-style-type: none"> <input type="checkbox"/> Revela: <input type="checkbox"/> domínio limitado de estruturas gramaticais simples, cometendo erros frequentes; <input type="checkbox"/> controlo e adequação vocabulares limitados; <input type="checkbox"/> pronúncia pouco clara, exigindo esforço de compreensão. 	2	<ul style="list-style-type: none"> <input type="checkbox"/> Comunica com: <input type="checkbox"/> muito pouca facilidade, que, por vezes, impede a compreensão; <input type="checkbox"/> pausas e hesitações frequentes para planificar/reformular o discurso. 	2	<ul style="list-style-type: none"> <input type="checkbox"/> Apresenta: <input type="checkbox"/> informação pouco relevante; <input type="checkbox"/> ideias isoladas. <input type="checkbox"/> Recorre a mecanismos de coesão muito pouco eficazes. 	2	<ul style="list-style-type: none"> <input type="checkbox"/> Inicia, mantém e conclui o seu discurso de forma muito pouco eficaz. <input type="checkbox"/> Intervém, mas revela dificuldade em manter um diálogo de forma autónoma. 	2

Critérios específicos de classificação da Parte D (Componente oral) – INGLÉS 550

1 / 1

Annex 13 – Research in the field of MD (RCAAP, December 2020)

Type of research and year	Title	Author(s)	Institution	link
Article 2010	Textbook evaluation and certification in Portugal: a contribution to excellence	Rego, Belmiro Gomes, Catarina Azevedo Balula, João Paulo	Instituto politecnico de Viseu	https://repositorio.iup.pt/handle/10400.1/91497
Book chapter 2012	A avaliação e certificação de manuais escolares em Portugal: um contributo para a excelência	Rego, Belmiro Gomes, Catarina Azevedo Balula, João Paulo	Instituto politecnico de Viseu	https://repositorio.iup.pt/handle/10400.1/91483
Master dissertation 2012	Autoavaliação nas práticas pedagógicas e nos manuais escolares de inglês: representações e perceções de professores, alunos e autores de manuais escolares	Amorim, Maria Isabel Santos	University of Minho	https://repositorium.uniminho.pt/handle/10400.1/1822/23689
Master dissertation 2012	Do espartilho dos livros de texto à liberdade no desenho dos materiais didáticos	Martins, Júlio Renato Mendes Luís	University of Porto	https://repositorio-aberto.up.pt/handle/10216/66623
Master dissertation 2012	O padrão e as outras variedades no ensino de ILE em Portugal: o caso do 12º ano	Cortez, Raquel Margarida de Nogueira Baptista Travassos	Catholic Univeristy of Portugal	https://repositorio.ucp.pt/handle/10400.1/413807
Master dissertation 2011	The role of literature: english textbooks and literature in secondary teaching in Portugal	Correia, Sandra Miriam Rodrigues	NOVA University Lisbon	https://run.unl.pt/handle/10362/8105
Master dissertation 2014	A competência intercultural no manual de LE de inglês e espanhol	Oliveira, Sónia Patrícia da Silva	University of Aveiro	https://ria.ua.pt/handle/10723/14480
Book chapter 2014	iPad na aula de inglês: tecnologias móveis para desenvolver a comunicação	Couvaneiro, S. Pedro, N.	University of Lisbon	https://repositorio.ul.pt/handle/10451/26630
Master dissertation 2014	iPad na aula de inglês: tecnologias móveis para desenvolver a comunicação oral	Couvaneiro, S. Pedro, N.	University of Lisbon	https://repositorio.ul.pt/handle/10451/15973
Book chapter 2014	iPad na aula de inglês: exploração do uso educativo dos tablets no desenvolvimento da produção oral	Couvaneiro, S. Pedro, N.	University of Lisbon	https://repositorio.ul.pt/handle/10451/26638

Annexes

PhD Thesis 2014	The representation of Culture in Portuguese Produced English Language Teaching Coursebooks (1981-2006)	Hurst, Nicolas Robert	University of Porto	https://repositorio-aberto.up.pt/handle/10216/73214
Article 2014	Visual representations in portuguese produced english language teaching coursebooks	Hurst, Nicolas Robert	University of Porto	http://ojs.letras.up.pt/index.php/LinguatuemArenas/article/view/1485
Conference paper 2015	Collaborative learning using tablets in EFL to develop oral communication	Couvaneiro, S. Pedro, N.	University of Lisbon	https://repositorio.ul.pt/handle/10451/26542
Book chapter 2015	Desenvolver a oralidade na aula de inglês com recurso a tecnologias móveis - projeto de vídeo com iPad	Couvaneiro, S. Pedro, N.	University of Lisbon	https://repositorio.ul.pt/handle/10451/26712
Book chapter 2015	iPad in EFL - a project with 8 th grade students	Couvaneiro, S. Pedro, N.	University of Lisbon	https://repositorio.ul.pt/handle/10451/26727
Article 2015	Manuais para o ensino de segundas línguas em contexto universitário: Que abordagem metodológica?	Castro, Catarina	NOVA University Lisbon	https://www.iceap.pt/detail.asp?id=es:ru&urlid=10362/2711
Book chapter 2015	Tecnologias móveis 1:1 na aula de língua inglesa - efeitos no desenvolvimento da comunicação	Couvaneiro, S. Pedro, N.	University of Lisbon	https://repositorio.ul.pt/handle/10451/26710
Book chapter 2015	The Digital Textbook: Methodological and Didactic Challenges for Primary School	Quadros-Flores, Paula Ramos, Altina Escola, Joaquim	Instituto Politécnico do Porto	https://repositorio.ul.pt/handle/10400/22163
Master dissertation 2016	(Des)usos da literatura: análise comparativa entre manuais de inglês língua estrangeira de editoras portuguesa e inglesa	Moreira, Ana Rita Rocha	University of Aveiro	https://ria.ua.pt/handle/10732/21332
Master dissertation 2016	O uso de materiais autênticos como contributo para a motivação no ensino da língua estrangeira	Correia, Maria Manuela do Nascimento	NOVA University Lisbon	https://run.unl.pt/handle/10362/20230
Master dissertation 2017	A abordagem do domínio intercultural nos manuais de Inglês do 1 ^o Ciclo do Ensino Básico	Paço, Catarina Isabel Barbosa Maciel Carvalhido	Instituto Politécnico do Porto	https://repositorio.ul.pt/handle/10400/2211934
Article 2017	The place of grammar in the teaching of English in Portugal	Martins, Cláudia Cardoso, Nazaré	Instituto Politécnico de Bragança	https://bibliotecadigitajob.pt/handle/10138/18208

PhD Thesis 2018	Design Editorial: Layout do Manual Escolar em Portugal. Transformações gráficas nos manuais de Português e Inglês, entre 1980 e 2016	Pereira, Inês Redondo Pinto	University of Porto	https://repositorio-aberto.up.pt/handle/10216/110938
Book chapter 2018	When the textbook is not enough: How to shape an ELF classroom?	Guerra, Luís	University of Évora	http://dspace.uevora.pt/handle/10174/24941
Article 2019	Aprendizagem da língua inglesa com tablets: um estudo com alunos com necessidades educativas especiais	Couvaneiro, S. Pedro, N.	University of Lisbon	https://repositorio.ul.pt/handle/10451/286384
Article 2019	Local culture and beyond in Portuguese-produced English language teaching (ELT) coursebooks	Hurst, Nicolas Robert	University of Porto	https://repositorio-aberto.up.pt/handle/10216/122231
Article 2020	Poderão os Tablets nas aulas de ILE ter impacto na motivação dos alunos para aprender inglês?	Couvaneiro, S. Pedro, N.	University of Lisbon	http://diacritica.lic.ulnho.pt/index.php/dia/article/view/265
Article 2020	The text's the thing: text typologies and interculturality in Portuguese-produced English Language Teaching (ELT) coursebooks	Hurst, Nicolas Robert	University of Porto	https://repositorio-aberto.up.pt/handle/10216/129154

Annex 14 – Portuguese Master Programmes related to ELT (2018)

Universities
1. UNIVERSIDADE DE AVEIRO
- <i>Ensino de Inglês e de Língua Estrangeira (Alemão/Espanhol/Francês) no Ensino Básico</i>
- <i>Ensino de Inglês e de Língua Estrangeira no 3.º Ciclo do Ensino Básico e no Ensino Secundário, nas áreas de especialização de Alemão ou de Espanhol ou de Francês</i>
- <i>Ensino de Inglês no 1.º Ciclo do Ensino Básico</i>
2. UNIVERSIDADE DE COIMBRA – FACULDADE DE LETRAS
- <i>Ensino de Inglês e de Língua Estrangeira no 3.º Ciclo do Ensino Básico e no Ensino Secundário, nas áreas de especialização de Alemão ou de Espanhol ou de Francês</i>
- <i>Ensino de Inglês no 3.º Ciclo do Ensino Básico e no Ensino Secundário</i>
- <i>Ensino de Português e de Língua Estrangeira no 3.º Ciclo do Ensino Básico e no Ensino Secundário, nas áreas de especialização de Alemão ou de Espanhol ou de Francês ou de Inglês.</i>
3. UNIVERSIDADE DE ÉVORA – ESCOLA DE CIÊNCIAS SOCIAIS
- <i>Ensino de Inglês no 1.º Ciclo do Ensino Básico</i>
4. UNIVERSIDADE DE LISBOA – FACULDADE DE LETRAS
- <i>Ensino de Inglês no 1.º Ciclo do Ensino Básico</i>
5. UNIVERSIDADE DE LISBOA – INSTITUTO DE EDUCAÇÃO
- <i>Ensino de Inglês e de Língua Estrangeira no 3.º Ciclo do Ensino Básico e no Ensino Secundário, nas áreas de especialização de Alemão ou de Espanhol ou de Francês</i>
- <i>Ensino de Português e de Língua Estrangeira no 3.º Ciclo do Ensino Básico e no Ensino Secundário, nas áreas de especialização de Alemão ou de Espanhol ou de Francês ou de Inglês.</i>
6. UNIVERSIDADE DO MINHO – INSTITUTO DE EDUCAÇÃO
- <i>Ensino de Inglês e de Espanhol no 3.º Ciclo do Ensino Básico e no Ensino Secundário</i>
- <i>Ensino de Inglês no 1.º Ciclo do Ensino Básico</i>
- <i>Ensino de Português e de Língua Estrangeira no 3.º Ciclo do Ensino Básico e no Ensino Secundário, nas áreas de especialização de Espanhol ou de Inglês</i>
7. UNIVERSIDADE DO PORTO – FACULDADE DE LETRAS
- <i>Ensino de Inglês e de Língua Estrangeira no 3.º Ciclo do Ensino Básico e no Ensino Secundário, nas áreas de especialização de Alemão ou de Espanhol ou de Francês</i>
- <i>Ensino de Inglês no 1.º Ciclo do Ensino Básico</i>
- <i>Ensino de Inglês no 3.º Ciclo do Ensino Básico e no Ensino Secundário</i>
- <i>Ensino de Português e de Língua Estrangeira no 3.º Ciclo do Ensino Básico e no Ensino Secundário, nas áreas de especialização de Alemão ou de Espanhol ou de Francês ou de Inglês.</i>
8. UNIVERSIDADE NOVA DE LISBOA – FACULDADE DE CIÊNCIAS SOCIAIS E HUMANAS
- <i>Ensino de Inglês e de Língua Estrangeira no 3.º Ciclo do Ensino Básico e no Ensino Secundário, nas áreas de especialização de Alemão ou de Espanhol ou de Francês</i>
- <i>Ensino de Inglês no 1.º Ciclo do Ensino Básico</i>
- <i>Ensino de Inglês no 3.º Ciclo do Ensino Básico e no Ensino Secundário</i>
- <i>Ensino de Português e de Língua Estrangeira no 3.º Ciclo do Ensino Básico e no Ensino Secundário, nas áreas de especialização de Alemão ou de Espanhol ou de Francês ou de Inglês.</i>
POLYTECHNIC INSTITUTIONS
9. INSTITUTO POLITÉCNICO DA GUARDA – ESCOLA SUPERIOR DE EDUCAÇÃO, COMUNICAÇÃO E DESPORTO
- <i>Ensino de Inglês no 1.º Ciclo do Ensino Básico</i>

10. INSTITUTO POLITÉCNICO DE BRAGANÇA – ESCOLA SUPERIOR DE EDUCAÇÃO - <i>Ensino de Inglês no 1.º Ciclo do Ensino Básico</i>
11. INSTITUTO POLITÉCNICO DE CASTELO BRANCO – ESCOLA SUPERIOR DE EDUCAÇÃO <i>- Ensino de Inglês no 1.º Ciclo do Ensino Básico</i>
12. INSTITUTO POLITÉCNICO DE LISBOA – ESCOLA SUPERIOR DE EDUCAÇÃO <i>- Ensino de Inglês e de Francês no Ensino Básico</i>
13. INSTITUTO POLITÉCNICO DE VISEU – ESCOLA SUPERIOR DE EDUCAÇÃO <i>- Ensino de Inglês no 1.º Ciclo do Ensino Básico</i> <i>- Ensino de Português e Inglês no 2.º Ciclo do Ensino Básico</i>
14. INSTITUTO POLITÉCNICO DO PORTO – ESCOLA SUPERIOR DE EDUCAÇÃO <i>- Ensino de Inglês no 1.º Ciclo do Ensino Básico</i> <i>- Ensino de Português e Inglês no 2.º Ciclo do Ensino Básico</i>
15. UNIVERSIDADE DO ALGARVE – ESCOLA SUPERIOR DE EDUCAÇÃO E COMUNICAÇÃO <i>- Ensino de Inglês no 1.º Ciclo do Ensino Básico</i> <i>- Ensino de Português e Inglês no 2.º Ciclo do Ensino Básico</i>
Private Sector
16. INSTITUTO SUPERIOR DE CIÊNCIAS EDUCATIVAS DO DOURO <i>- Ensino de Inglês no 1.º Ciclo do Ensino Básico</i>
17. ISEC LISBOA - INSTITUTO SUPERIOR DE EDUCAÇÃO E CIÊNCIAS <i>- Ensino de Inglês no 1.º Ciclo do Ensino Básico</i>

Annex 15 – Ordinance no. 11421/2014

ANEXO II

(a que se refere o n.º 6)

Critérios de avaliação para certificação

Na avaliação para a certificação dos manuais escolares, as entidades avaliadoras consideram obrigatoriamente os seguintes critérios e especificações:

1 — Rigor linguístico, científico e conceptual:

a) Rigor linguístico:

i) Usar corretamente a língua portuguesa (sem erros ou incorreções de carácter morfológico ou sintático, obedecendo às regras consolidadas de funcionamento da língua);

ii) Usar vocabulário apropriado e linguagem adequada e inteligível;

iii) Construir um discurso articulado e coerente.

b) Rigor científico:

i) Transmitir a informação correta e atualizada de acordo com o conhecimento consolidado na disciplina em causa;

ii) Transmitir a informação sem erros, equívocos ou situações que prejudiquem a compreensão dos enunciados.

c) Rigor conceptual:

i) Empregar terminologias corretas ou que sejam de uso corrente na disciplina em causa;

ii) Usar conceitos corretos, precisos e em contexto adequado, no âmbito da respetiva disciplina.

2 — Conformidade com os programas e orientações curriculares:

a) Apresentar os conteúdos da disciplina no respeito pelos programas e metas curriculares homologadas ou orientações curriculares oficiais em vigor;

b) Corresponder de forma integral e equilibrada aos objetivos e conteúdos dos programas ou às metas curriculares homologadas, bem como às orientações curriculares caso existam. Em caso de conflito entre os programas e as metas curriculares existentes, devem prevalecer as metas curriculares;

c) Valorizar a língua e a cultura portuguesas;

d) Promover a utilização das tecnologias de informação e comunicação.

3 — Qualidade didático-pedagógica:

a) Apresentar a informação adequada e em linguagem adaptada ao nível etário dos alunos a que se destina;

b) Apresentar uma organização coerente;

c) Apresentar as imagens (fotografias, gráficos, figuras, mapas, tabelas, diagramas, etc.) sem erros ou sem situações que induzam ao erro, adequadas ao nível etário dos alunos.

4 — Valores:

a) Não fazer referências a marcas comerciais de serviços e produtos, desde que possam constituir forma de publicidade indutora da utilização ou do consumo por parte dos alunos do nível etário a que se destina o manual, com exceção das informações relativas a produtos e serviços de natureza educativa próprios do editor. Excecionam-se, ainda, as marcas patentes em fotografias ou em textos relevantes para a exploração didática dos conteúdos, mesmo que constem em painéis publicitários visíveis no ambiente retratado;

b) Respeitar os valores e os direitos e deveres fundamentais consagrados na Constituição;

c) Não constituir veículo de propaganda ideológica, política ou religiosa.

5 — Reutilização e adequação ao período de vigência previsto:

a) Não incluir espaços livres para a realização de atividades e de exercícios, com exceção dos manuais escolares destinados ao 1.º ciclo do ensino básico e dos manuais escolares de Língua Estrangeira dos 2.º e 3.º ciclos do ensino básico;

b) Consideram-se «espaços livres» quaisquer campos visuais (espaço aberto, linha, figura, mapa, tabela, gráfico, diagrama, etc.) explicitamente destinados ao preenchimento pelo utilizador, enquanto resposta a perguntas e atividades ou enquanto resolução de determinadas propostas de trabalho (por exemplo: sublinha, risca o que não interessa, pinta), ou seja, os espaços que o utilizador pode preencher com a resposta final ou intermédia em cada questão, item ou alínea proposta;

c) Nos manuais escolares não são considerados «espaços livres» os seguintes espaços:

i) Margens de página;

ii) Espaços interlinhas, independentemente da composição do texto;

iii) Espaço circundante dos textos e das ilustrações, seja qual for a sua natureza;

iv) Manchas e barras desprovidas de texto e imagem, independentemente da sua cor e arranjo gráfico;

v) Imagens (fotografias, gráficos, figuras, mapas, tabelas, diagramas, etc.) de carácter estritamente informativo;

vi) Quaisquer espaços abertos, junto de figuras, quadros, imagens, esquemas, diagramas, enunciados e ou propostas de trabalho com a menção explícita e inequívoca de que não devem ser preenchidos nem utilizados, nomeadamente na resolução de quaisquer propostas de trabalho, através da introdução de ícones ou de etiquetas como, por exemplo, «não escrevas», «não preenchas», ou «copia/transcreve para o caderno diário».

6 — Qualidade material, nomeadamente a robustez e o peso:

a) Apresentar robustez suficiente para resistir à normal utilização;

b) Ter formato, dimensões e peso (ou cada um dos volumes que constituem o manual escolar) adequados ao nível etário do aluno, designadamente:

i) Usar papel com peso entre 70 g/m² e 120 g/m²;

ii) Ter dimensões entre o formato A5 e 25 cm × 31 cm ou 31 cm × 25 cm;

iii) Ter um peso máximo por volume até 550 g (para o 1.º ciclo do ensino básico) ou 750 g (para os 2.º e 3.º ciclos do ensino básico).

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Annex 16 – Data collection for year 3 coursebooks (2020/2021)

Data	Stars 3	Start 3	Smiles 3	New Treetops 3	Let's Rock 3	Seesaw 3
Publisher	Areal Editores	Gailivro	Express publishing	OUP	Porto Editora	Texto Editores
Authors	Carlos Lindade, Sofia Botelho, Tony Lucas	Carolyn Leslie, Joana Silva, Vasco Costa	Jenny Dooley, Virginia Evans	Lisa Kester-Dodgson, Sarah M Howell	Cláudia Abreu, Vanessa Reis Esteves	Sandy Albuquerque, Susana Marques
ISBN	978-989-647-672-4	978-989-32-0124-4	978-1-4715-5501-5	978-0-19-400345-2	978-972-0-18150-3	978-972-47-5426-0
Pages	96	96	96	96	144	96
Units	4 main units + 1 subsection	4 main units + 2 subsections	8 main units	6 main units + 6 subsections	8 main units + 2 subsections	8 main units + 2 subsections
Pronunciation tasks in the coursebook	Yes	Yes	Yes	No	No	No
Pronunciation tasks outside the coursebook	No	No	Yes (workbook)	No	No	No
Number of tasks	5	1	6	0	0	0
Tasks per unit	Tongue Twisters in every unit. Listen and say.	0: Read and find. Then write. /i:/ - /e:/ - /dʒi:/ - /eɪ/ - /aɪ/ - /es/ - /tʃtʃ/ - /aɪ/ - /es/ - /eɪ/ - /iʊ/ - /en/	All units: Listen, point and repeat. Complete. Then listen and repeat.	Not applicable	Not applicable	Not applicable
Sounds presented (according to the book's contents)	1: /w/	Not applicable	1: /æ/	Not applicable	Not applicable	Not applicable
	2: /θ/ and /ð/		2: /ð/ and /θ/			
	3: /tʃ/		3: /ɒ/			
	4: /f/		4: /s/ and /z/			
	5: /s/, /z/ and /z/		5: /ɪŋ/			
			6: /s/ and /ʃ/			
Data	Stars 3	Start 3	Smiles 3	New Treetops 3	Let's Rock 3	Seesaw 3

Annex 17 – Data collection for year 4 coursebooks (2020/2021)

Data	Stars 4	Start 4	Smiles 4	New Treetops 4	Let's Rock 4	Seesaw 4
Publisher	Areal Editores	Gailivro	Express publishing	OUP	Porto Editora	Texto Editores
Authors	Carlos Lindade, Sofia Botelho, Tony Lucas	Carolyn Leslie, Joana Silva, Vasco Costa	Jenny Dooley, Virginia Evans	Lisa Kester-Dodgson, Sarah M Howell	Cláudia Abreu, Vanessa Reis Esteves	Sandy Albuquerque, Susana Marques
ISBN	978-989-767-118-0	978-989-32-0146-6	978-1-4715-4641-9	978-0-19-400356-8	978-972-0-18152-7	978-972-47-5371-3
Pages	114	96	96	88	128	96
Units	7 main units + 1 subsection	7 main units + 2 subsections	6 main units + 3 subsections	6 main units + 6 subsections	6 main units + 2 subsections	6 main units + 2 subsections
Pronunciation tasks in the coursebook	Yes	No	Yes	No	No	No
Pronunciation tasks outside the coursebook	No	No	Yes (workbook)	No	No	No
Number of tasks	7	0	6	0	0	0
Tasks per unit	Tongue Twisters in every unit. Listen and say.	Not applicable	All units: Listen, point and repeat. Complete. Then listen and repeat;	Not applicable	Not applicable	Not applicable
Sounds presented (according to the book's contents)	1: /dʒ/	Not applicable	1: /ea/	Not applicable	Not applicable	Not applicable
	2: /k/		2: /u:/			
	3: /t/		3: c /k/ - /s/			
	4: /r/		4: s /s/ - /z/			
	5: /u:/		5: /tj/			
	6: /z/		6: /eɪ/			
	7: /f/ and th-fronting /θ/					
Data	Stars 4	Start 4	Smiles 4	New Treetops 4	Let's Rock 4	Seesaw 4

Annex 18 – Data collection for year 5 coursebooks (2020/2021)

Data	Between 5	High Five inglês 5.º ano	FLASH 5.º ano	Now You! 5	Pop Up 5	Celebrate! 5	Stand Out 5	What's Up? 5
Publisher	Areal Editores	Asa	Express Publishing	OUP	Plátano Editora	Porto Editora	Porto Editora	Texto Editora
Authors	Margarida Coelho, Maria Emília Gonçalves	Ana Santos, Catarina Pedrosa, Clara Bugalhã o	Jenny Dooley	Diana Pye, James Styring, Nicholas Tims	Helena Sinclair, Joana De Sousa, Maria Manuel Calvet Ricardo	Anna Pires, Cláudia Abreu, Lucy Bravo	Cristina Bento, Rómulo Neves, Vanessa Reis Esteves	Cristina Costa, Isabel Teixeira, Paula Menezes
ISBN	978-989-767-191-3	978-989-23-3781-4	978-1-4715-5405-6	978-0-19-402590-4	978-989-760-134-7	978-972-0-20268-0	978-972-0-20266-6	978-972-47-5456-7
Pages	144	160	150	128	192	144	144	144
Units	6 main units + 2 subsections	6 main units + 2 subsections	6 main units + 2 subsections	8 main units + 2 subsections	5 main units + 1 subsection	5 main units + 2 subsections	5 main units + 2 subsections	5 main units + 2 subsections
Pronunciation tasks in the coursebook	Yes	No	Yes	Yes	Yes	No	Yes	Yes
Pronunciation tasks outside the coursebook	No	No	No	No	No	No	No	No
Number of tasks	5	0	6	8	1	0	5	3
Tasks per unit	<p>1: Tongue Twister;</p> <p>2: Listen and repeat the words;</p> <p>3: Listen and tick the correct box. Then repeat the words;</p> <p>4: Listen and repeat. Then ask and answer the questions in exercise 2 in pairs;</p> <p>5: Listen and tick the correct option.</p>	Not applicable	<p>1: Listen and repeat;</p> <p>2: Listen and tick. Listen again and repeat;</p> <p>3: Listen and tick. Listen again and repeat;</p> <p>4: Listen and tick. Listen again and repeat;</p> <p>5: Listen and underline the stressed syllables. Then listen again and repeat;</p> <p>6: Listen and repeat.</p>	<p>1: Listen and underline the words that begin with the letter h in the rhyme. Say the rhyme three times. Write your own rhyme using words that begin with the letter h. Give your rhyme to a partner to say three times;</p> <p>2: Listen and repeat. Clap the stressed words;</p> <p>3: Listen and underline the letter a in the rhyme. What two sounds does this letter make? Say the rhyme three times. Write your own rhyme using the words that contain the letter a. Give your rhyme to a partner to say three times;</p> <p>4: Listen and underline the letters s and z in the rhyme. What sound do they make? Say the rhyme three times. Write your own rhyme using the words that contain the letters s and z. Give your rhyme to a partner to say three times;</p> <p>5: Listen to the questions. How is the intonation of the questions different? Draw and upwards arrow or a downwards arrow next to the questions. Listen to the conversation in the previous exercise. Draw and upwards arrow or a downwards arrow next to the questions. Then practise the conversation with a partner;</p> <p>6: Listen and underline the letters ea and the letter i in the rhyme. What sounds do these letters make? Say the rhyme three times. Write your own rhyme using words that contain the letters ea and i. Give your rhyme to a partner and to say three times;</p> <p>7: Listen and repeat. Listen and underline the letters s and the letters sh in the rhyme. Say the rhyme three times. Write your own rhyme using the words that contain the letters s and she. Give your rhyme to a partner to say three times;</p> <p>8: Listen and underline the letters fh in the rhyme. Say the rhyme three times. Write your own rhyme using words that contain the letters fh. Give your rhyme to a partner to say three times.</p>	<p>0: Find in the box words with the same vowel sound and pair them.</p>	Not applicable	Tongue Twisters in every unit.	<p>2: There are 2 different sounds "th". Listen to the first sounds and repeat the words. Now listen to the second sound and repeat the words;</p> <p>3: When we ask questions in English our voice goes up or down. Listen and repeat. Say the questions out loud. Then listen and check;</p> <p>4: Listen to the words and repeat them.</p>

Data	Sounds presented (according to the book's contents)				
Between 5		5: /s/, /z/ and /z/	4: Yes/No questions	3: /s/, /z/ and /z/	2: Vowel sounds with the indefinite article 1: /th/
High Five inglés 5.º ano	Not applicable				
FLASH 5.º ano	6: intonation in interjections/exclamations.	5: word stress	4: /θ/ and /ð/	3: /ɔ:/ /a:/	2: /f/, /tj/ 1: intonation in 'Wh- Questions
Now You! 5	8: /th/	7: /s/ and /sh/	5: question intonation	4: /s/ and /z/	3: /a/ 2: sentence stress 1: /h/
Pop Up 5	Not applicable				
Celebrate! 5	Not applicable				
Stand Out 5		5: /l/, /ɔ/ and /dʒ/	4: /f/, /t/ and /k/	3: /i/, /tj/ and /n/	2: /ð/, /l/ and /z/ 1: /θ/, /t/ and /z/
What's Up?	4: /ch/ and /sh/				3: Intonation 2: /th/

Annex 19 – Data collection for year 6 coursebooks (2020/2021)

Data	Btween 6	High Five inglês 6.º ano	FLASH 6.º ano	English Plus	Celebrate! 6	Outstanding 6	What's Up? 6
Publisher	Areal Editores	Asa	Express Publishing	OUP	Porto Editora	Porto Editora	Texto Editora
Authors	Margarida Coelho, Maria Emilia Gonçalves	Ana Santos, Catarina Pedrosa, Clara Bugalhão	Jenny Dooley	Ben Wetz	Anna Pires, Cláudia Abreu, Lucy Bravo	Sílvia Pires Viana, Sofia Martinho Pereira, Vanessa Reis Esteves	Cristina Costa, Isabel Teixeira, Paula Menezes
ISBN	978-989-767-273-6	978-989-23-4192-7	978-1-4715-7130-5	978-0-19-420059-2	978-972-0-20273-4	978-972-0-20233-8	978-972-47-5533-5
Pages	160	160	168	120	144	160	144
Units	6 main units + 2 subsections	6 main units + 2 subsections	6 main units + 2 subsections	9 main units + 2 subsections	5 main units + 2 subsections	5 main units + 2 subsections	5 main units + 2 subsections
Pronunciation tasks in the coursebook	Yes	Yes	Yes	No	No	No	Yes
Pronunciation tasks outside the coursebook	No	No	No	No	No	Yes	No
Number of tasks	3	3	6	0	0	4	3
Tasks per unit	<p>1: We usually use contractions when we speak. Listen and repeat;</p> <p>4: Listen carefully and repeat;</p> <p>5: Listen and repeat.</p>	<p>6: a) Pay attention to the pronunciation of the "ed" and repeat the examples. b) Listen and repeat the verbs in the past simple;</p> <p>2: a) Listen to these new ways of saying the letter 'u'. b) Listen to the words and put them in the correct column;</p> <p>3: a) Listen to these two words and repeat them. Pay attention to the sound 'ai' and 'ei'. b) Listen to the words and choose the correct sound.</p>	<p>1: Listen and repeat;</p> <p>2: Listen and repeat;</p> <p>3: Listen and repeat. Find more words with these sounds in the dialogue in Ex. 1;</p> <p>4: Listen and repeat. Can you find two more words with these sounds in the dialogue in ex. 1? Check in your dictionary;</p> <p>5: Listen and repeat;</p> <p>6: In which words is 'h' silent? Circle them.</p>	Not applicable	Not applicable	<p>1.3. Listen and then practise saying these words with a /ch/ sounds. Tongue Twisters: Brunch for lunch chicken, cheese and chips;</p> <p>3.3. Listen and the practise saying these words with an i sounds. Tongue Twister: Fry pies Iron ties Baby cries Mummy tires;</p> <p>3.3. Add -ed to the verbs, put them in the correct column and read them out;</p> <p>5.3. Listen and practise saying these words with a th sounds: Tongue Twister: Thunder, theater thief; Thunder, theater; thunder theater; thief.</p>	<p>1: These are 3 different ways to pronounce the verbs ending in -ed. Listen and repeat;</p> <p>2: Listen to the verbs and repeat;</p> <p>3: Listen and repeat the sentences with the different 'ea' sounds.</p>

Annexes

Data	Sounds presented (according to the book's contents)				
Between 6		5: Intonation in Yes/No answers.	4: Intonation?	1: Contractions (verb to be in the Present Simple).	
High Five inglés 6.º ano		3: /aɪ/ and /eɪ/	2: /ə/ and /u/	1: -ed ending	
FLASH 6.º ano	6: silent /h/	5: /e/ and /æ/	4: -ed ending	3: /θ/ and /ð/	2: Long sound /u:/
English Plus	Not applicable				
Celebrate! 6	Not applicable				
Outstanding 6		5.3: /th/	3.3: /ɪd/, /d/ and /t/	3.3: /l/	1.3: /ch/
What's Up? inglés 6.º ano		3: /ɪd/, /d/ and /t/	2: /s/, /z/ and /tʒ/	1: /æ/	

Annex 20 – Data collection for year 7 coursebooks (2020/2021)

Data	English in Motion 7	Next Move 7	Hot Spot 7	Your Turn 7	Swoosh 7
Publisher	Santillana	Pearson Longman	Express publishing	OUP	Porto Editora
Authors	Fernando Reis, Gill Holley, Rob Metcalf, Robert Campbell, Sandra Pedra	Carolyn Barraclough, Fiona Beddall, Jayne Wildman, Katherine Stannett	Jenny Dooley, Virginia Evans	Robert Quinn	Cidália Sousa, Cláudia Abreu
ISBN	978-989-708-544-4	978-84-983-7634-0	978-1-4715-2263-5	978-0-19-403345-9	978-972-0-31613-4
Pages	183	136	136	108	176
Units	9 main units + 2 subsections	9 main units + 1 subsection	7 main units + 1 subsection	9 main units	6 main units + 2 subsections
Pronunciation tasks in the coursebook	Yes	Yes	Yes	No	No
Pronunciation tasks outside the coursebook	No	No	No	Yes. Workbook - Pronunciation bank. Tips on teaching pronunciation in the introduction of the teacher's book	No
Number of tasks	16	9	6	9	0
Tasks per unit	<p>0: Listen and mark the stress. Then listen and repeat;</p> <p>1a: Listen and repeat focus on stress; 1b: copy the table in your notebook. Listen to six sentences. Write the verbs in the table. Listen and check. Then listen and repeat;</p> <p>2a: match the words that rhyme. Listen and check. then listen and repeat; 2b: Listen and write the words you hear;</p> <p>3a: Listen and repeat. Focus on the -ing sound; 3b: listen and repeat;</p> <p>4a: copy the table. Write the following verbs in it. Listen and check. Then listen and repeat; 4b: Copy the table. Match the verbs with the sounds. Listen and check. Then listen and repeat;</p> <p>5a: Listen and repeat the words; 5b: Listen and repeat the sentences from the previous exercise;</p> <p>6a: Listen and repeat the sentences from exercise 1; 6b: Listen and repeat;</p> <p>7: Write the words in the correct list. Listen and check. Then listen and repeat;</p> <p>8: Listen and repeat the sentences. Listen and write the words. Then listen and repeat;</p> <p>9: Listen and repeat.</p>	<p>1: Listen and repeat and repeat the sentences. Pay attention to the verb endings. Put the verbs in the correct column. Listen, check and repeat;</p> <p>2: Listen and repeat. Listen and complete the sentences. Listen again and repeat;</p> <p>3: Listen and repeat the sentences. Listen and put the verbs in the correct columns. Listen, check and repeat;</p> <p>4: Listen and repeat. Read the sentences. Is "Was/Were" strong or weak? Listen, check and repeat;</p> <p>5: Listen and Repeat the questions and answer. Read the questions and answers. Where does the voice go up and where does it go down? Listen, check and repeat;</p> <p>6: Listen and repeat. Which word on each group has a silent letter "l"? Listen, check and repeat;</p> <p>7: Listen to sentences A and B. Can you hear the "ll" form? Listen to four pairs of sentences. Which sentence A or B has the "ll" form? Listen again and repeat.</p> <p>8: Listen and repeat the words. Put the words in the correct column. Listen, check and repeat; 9: Listen and repeat. Pay attention to the /ə/ sound in the these words.</p>	<p>2: Listen and tick. Listen and repeat. Think of more verbs with the same sounds;</p> <p>3: Listen and tick. Listen and repeat. Think of more verbs with the same sounds;</p> <p>4: Listen and circle the odd word;</p> <p>5: Listen and tick. Listen and repeat;</p> <p>6: Copy the tables. Listen and tick. Listen again and repeat. Can you think of more words with these sounds?;</p> <p>7: Copy the table in your notebook. Listen and tick. Listen again and repeat. Can you think of more words with these sounds?</p>	<p>1: Listen. Circle the words you hear. Listen and repeat. Listen to the /s/, /z/ and /ʒ/ endings. Listen. Circle the final sounds you hear. Then listen, check and repeat;</p> <p>2: Listen and repeat. Listen. Circle the words you hear. Listen and repeat. Listen to the words you hear. Listen and repeat. Listen to the /h/ sound; stressed syllables. Listen, check and repeat. Listen. How many syllables have the words got? Listen, check and repeat. Listen again. Which syllable is stressed? Complete the chart and underline the stressed syllables. Listen, check and repeat;</p> <p>4: Listen to the intonation in the questions. Listen to the sentences. Does the intonation rise or fall?;</p> <p>5: Listen and repeat. Pay attention to the /d/, /t/, /dɪd/ and /tɪd/ endings. Listen carefully to the endings of the verbs in the box. Then complete the chart. Listen, check and repeat;</p> <p>6: Listen and repeat. Pay attention to the different vowel sounds. Listen. Which of the words in exercise 1 did you hear? Listen, check and repeat;</p> <p>7: Listen and repeat. Pay attention to the weak forms of was and were. Listen. Circle the words that you hear. Listen, check and repeat;</p> <p>8: Listen and repeat. Pay attention to the stress and rhythm. Listen. Underline the stressed words or syllables. Listen, check and repeat;</p> <p>9: Listen and repeat. Pay attention to the /dʒ/ and /ʃ/ sounds. Listen and repeat. Can you say all three sentences in ten seconds?</p>	Not applicable

Annexes

Data	Sounds presented (according to the book's contents)															
English in Motion 7	9: touch: /t/ shut:/t/	8: consonant sound: /dʒ/	7: gh: /h/ or silent	6b: contract ions	6a: should/ shouldn't	5b: -er and than: /ə/	5a: vowel sound: /ɔ:/	4b: irregular verbs	4a: past simple -ed	3b: linking	3a: -ing form: /ɪŋ/	2b: /ŋ/ and /æ/	2a: Rhyme and rhythm	1b: Third person - s	1a: sentence stress	0: word stress
Next Move 7								9: schwa /ə/	8: syllables in nouns	7: double /	6: silent letter /	5: intonatio n in question s and answers	4: was and were	3: verb endings /t/, /d/, /ɪd/	2: v, w and b	1: verb endings /s/, /z/, /ɪz/
Hot Spot 7										7: /ɪ/ and /i/	6: /s/ and /z/	5: /æ/, /ŋ/	4: /ɪ/, /oʊ/, /ou/	3: homoph ones	3: /r/, /d/, /ɪd/	2: /s/, /tʒ/, /z/
Your Turn 7								9: /dʒ/ and /j/	8: stress and rhythm	7: weak forms: was and were	6: /l/ and /t/	5: past simple affirmati ve endings	4: intonatio n in question s	3: word stress	2: /ŋ/	1: Third person - s
Swoosh 7	Not applicable															

Data	Be the Change 7	Move On 7	iLearn 7	Iteen 7	Download 7
Publisher	Porto Editora	Texto Editores	Asa Editores	Areal Editores	Areal Editores
Authors	Edite Frias, Neil Mason, Tiago Tavares	Isabel Teixeira, Paula Menezes	Isabel Filipe, Isabel Martins, Maria Adelaide, Paula Simões Rabaça	Alexandra Gonçalves, Margarida Coelho, Maria Emília Gonçalves	Angelina Torres, Isabel Vieitas
ISBN	978-972-0-31151-1	978-972-47-4900-6	978-989-23-2678-8	978-989-647-720-2	978-989-647-729-5
Pages	160	176	176	176	192
Units	5 main units + 2 subsections	8 main units + 2 subsections	6 main units + 2 subsections	6 main units + 2 subsections	6 main units + 1 subsection
Pronunciation tasks in the coursebook	No	Yes	No	No	No
Pronunciation tasks outside the coursebook	No	No	No	No	No
Number of tasks	0	1	0	0	0
Tasks per unit	Not applicable	4: Listen to the verbs below, repeat them and write them in the correct column.	Not applicable	Not applicable	Not applicable
Sounds presented (according to the book's contents)	Not applicable	4: /id/, /d/, /u/	Not applicable	Not applicable	Not applicable
Data	Be the change 7	Move On 7	iLearn 7	Iteen 7	Download 7

Annex 21 – Data collection for year 8 coursebooks (2020/2021)

Data	English in Motion 8	Next Move 8	Hot Spot 8	Your Turn 8
Publisher	Santillana	Pearson Longman	Express publishing	OUP
Authors	Fernando Reis, Gill Holley, Rob Metcalf, Robert Campbell, Sandra Pedra	Katherine Stannett, Fiona Beddall, Jayne Wildman	Jenny Dooley, Virginia Evans	Robert Quinn
ISBN	978-989-708-509-3	978-84-983-7627-2	978-1-4715-1876-8	978-0-19-403316-9
Pages	136	136	144	144
Units	9 main units + 2 subsections	9 main units + 2 subsections	7 main units + 1 subsection	9 main units
Pronunciation tasks in the coursebook	Yes	Yes	Yes	No
Pronunciation tasks outside the coursebook	No	No	No	Yes Teacher's resources - Pronunciation bank. Tips on teaching pronunciation in the introduction of the teacher's book
Number of tasks	9	9	4	9
Tasks per unit	<p>1: Listen and repeat the words; 2: Listen and repeat; 3: Listen and repeat the sentences; 4: Listen and write the words in the correct place; 5: Listen and repeat the sentences; 6: Listen and repeat the sentences from the previous exercise; 7: Listen and repeat the sentences; 8: Listen and repeat the sentences; 9: Listen to the sentences. Pay attention to the intonation.</p> <p>1: Listen and repeat the adjectives; Listen. Where is the stress on the adjective? Listen again and repeat; 2: Listen and repeat; Listen. Which word is stressed? Listen again and repeat; 3: Listen and repeat; Listen and repeat. Then practise saying the sentences; 4: Listen and repeat; Listen. Copy the table and put these words in the correct column; Listen, check and repeat; 5: Listen and repeat; copy the table and put the words from the exercise in the correct column; 6: Listen and repeat; Pay attention to the pronunciation of the underlined <i>u</i>; Listen and repeat. Then practise saying the sentences; 7: Listen to these sentences. In which sentences do you hear <i>ganna</i> instead of <i>going to</i>? Listen again and repeat; 8: Listen and repeat. How do we pronounce <i>gh</i> in these words? Copy and complete the table with words from the previous exercise. Listen and check; Listen and repeat; 9: Listen and repeat; Copy the table and put the words from the previous exercise in the correct column. Then listen and check; Listen and repeat.</p>	<p>1: Listen and tick. Listen and repeat; 3: Listen and tick. Listen and repeat; 4: Listen and tick. Listen and repeat. Can you think of more words with same sounds? 5: Listen and mark the intonation. Listen and repeat.</p>	<p>0: Phonetic alphabet 1: The unstressed schwa sound /ə/. Listen to the words. Pay attention to the schwa sound /ə/ in the unstressed syllables. Listen again and repeat. Listen and underline the unstressed syllables that have a schwa sound; 2: The sounds /ð/ and /θ/. Listen and pay attention to the /ð/ and /θ/ sounds. Listen again and repeat. Listen to the words and tick the pronunciation of the letters th; 3: The sounds /w/. Listen to the words. Pay attention to the /w/ sound. Listen to the words. Pay attention to the /w/ sound; 4: The sounds /f/ and /dʒ/. Listen. Pay attention to the difference between /f/ and /dʒ/ sounds. Listen again and repeat. Do the words have the /f/ and /dʒ/ sound? Listen and tick; 5: The sounds /æ/ and /e/. Listen. Pay attention to the difference between the /æ/ and /e/ sounds. Listen again and repeat. Do the words have the /æ/ and /e/ sound? Listen and tick; 6: The sound /h/. Listen to the words. Pay attention to the /h/ sound. Listen again and repeat. Listen and repeat the sentences. Be careful with the /h/ sound; 7: The sound /ɜ/. Listen to the words. Pay attention to the /ɜ/ sound. Listen again and repeat. Listen to eight words. Tick yes if you hear the /ɜ/ sound; 8: Contractions Complete the sentences with negative form. Then listen and check. Listen again and repeat. Pay attention to the changes in stress and pronunciation. Listen. Tick the sentences you hear; 9: Silent consonants. Listen to the words. Pay attention to the silent consonants. Listen again. Circle the silent consonants.</p>	

Data	Sounds presented (according to the book's contents)								
English in Motion 8	9: intonation	8: Linking	7: would /wʊd/, could /kʊd/ and should /ʃʊd/	6: weak forms: for and since	5: vowel sound: /ɜː/	4: vowel sounds: /əʊ/ and /ɒ/	3: -ture sounds: /tʃ ə/	2: weak form: /ə/	1: /ð/ sound
Next Move 8	9: /t/ and /iː/	8: gh	7: going to	6: /ŋ/ and /uː/	5: /æ/ and /i/	4: /æ/ and /ɑː/	3: /b/ and /əʊ/	2: sentence stress	1: word stress in adjectives
Hot Spot 8	5: intonation in questions								
Your Turn 8	1: /s/, /z/, /ɪz/ 3: /s/, /ʃ/ 4: /e/, /æ/ Not featured								

Annexes

Data	Swoosh 8	New Wave Revolution 8	Move On 8	Upgrade 8	Iteen 8	Catch Up 8
Publisher	Porto Editora	Porto Editora	Texto Editores	Asa Editores	Areal Editores	Areal Editores
Authors	Cidália Sousa, Cláudia Abreu, Vanessa Reis Esteves	Edite Frias, Neil Mason, Tiago Tavares	Isabel Teixeira, Paula Menezes	Isabel Filipe, Maria Adelaide Rabaça, Paula Simões	Alexandra Gonçalves, Margarida Coelho, Maria Emília Gonçalves	Cândida Grijó, Carlos Lindade, Fátima Van-Zeller, Helena Lima Reis
ISBN	978-972-0-31157-3	978-972-0-31154-2	978-972-47-4920-4	978-989-23-2705-1	978-989-647-484-3	978-989-647-781-3
Pages	176	176	176	240	176	192
Units	5 main units + 2 subsections	6 main units + 1 subsection	6 main units + 2 subsections	5 main units + 2 subsections	6 main units subsections	4 main units+ 2 subsections
Pronunciation tasks in the coursebook	No	No	No	No	No	No
Pronunciation tasks outside the coursebook	No	No	No	No	No	No
Number of tasks	0	0	0	0	0	0
Tasks per unit	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Sounds presented (according to the book's contents)	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Data	Swoosh 8	New Wave Revolution 8	Move On 8	Upgrade 8	Iteen 8	Catch Up 8

Annex 22 – Data collection for year 9 coursebooks (2020/2021)

Data	Next Move 9	Hot Spot 9	Your Turn 9
Publisher	Pearson Longman	Express publishing	OUP
Authors	Fiona Beddall, Katherine Stannett	Jenny Dooley, Virginia Evans	Robert Quinn
ISBN	978-84-983-7738-5	978-1-4715-3845-2	978-0-19-400317-9
Pages	136	144	108
Units	9 main units + 2 subsections	7 main units	9 main units
Pronunciation tasks in the coursebook	Yes	No	No
Pronunciation tasks outside the coursebook	No	No	Yes Teacher's resources - Pronunciation bank. Tips on teaching pronunciation in the introduction of the teacher's book
Number of tasks	9	0	9
Tasks per unit	<p>1: Listen and repeat. Then mark the stressed syllables. Listen again, check your answers and repeat;</p> <p>2: Listen and repeat. Listen again and find the stressed words. Then practise saying the sentences;</p> <p>3: Listen to the sentences. How is each speaker feeling? Write a for the first speaker and b for the second speaker. Listen again and repeat;</p> <p>4: Listen and repeat. Listen and repeat;</p> <p>5: Listen and repeat. Match these words to the correct sound: /s/ or /z/. Then listen and check.</p> <p>6: Listen to the conversation. Underline the weak pronunciation of was /wəz/. Listen again and repeat. Practise the conversation groups of three;</p> <p>7: Listen and repeat. How many syllables can you hear in each word? Which letters are not spoken? Listen and repeat. Find the letters that aren't spoken in the underlined words.;</p> <p>8: Listen and repeat. Match these words to the correct sound /ee/, /i:/ or /eɪ/. Then listen and check;</p> <p>9: Listen and repeat. Listen and repeat.</p>	Not applicable	<p>0: Phonetic alphabet</p> <p>1: The sounds /g/ and /dʒ/. Listen. Pay attention to the difference between the /g/ and /dʒ/ sounds (go, judo, regular, junk, ...) Listen again and repeat. Listen again and repeat. Do the words have the /g/ sound, the /dʒ/ sound or both? Listen and tick. Listen again and repeat;</p> <p>2: Intonation in question tags. Listen to the intonation in the question tags (We're meeting at the cinema, aren't we? The performance starts at eight, doesn't it?) Listen to the question tags. Does the intonation rise or fall? Write [↑] or [↓]. Listen again and repeat;</p> <p>3: The sounds /h/. Listen to the pairs of words. Pay attention to the /h/ sound (it hit; ear hear; ill hill; eat heat). Listen again and repeat. Listen again and count the /h/ sounds. Listen again and repeat;</p> <p>4: The contraction /I/. Listen to the contraction in the sentences (I'll give you my number...). Listen again and repeat. Pay attention to the difference between /I/ and /dʒ/ sounds. Listen again and repeat. Listen and tick the sentences you hear. Listen and repeat the b) sentences;</p> <p>5: The sounds /f/ and /tʃ/. Listen. Pay attention to the difference between the /f/ and /tʃ/ sounds (show, change, pressure, charity...). Complete the sentences with the words from exercise 1. Then listen and check. Listen again and repeat;</p> <p>6: The sound /ə/ and /ɑ:/. Listen. Pay attention to the /ə/ and /ɑ:/ sounds (writer, person). Listen and underline the word with the short /ə/ sound. Listen, check and repeat the words with the short /ə/ sound. Listen and repeat the words with the long /ɑ:/ sound;</p> <p>7: Syllables and stress. Listen. How many syllables have the words got? (pollution, hazardous, endangered, deforestation...) Listen, check and repeat. Listen again. Which syllable is stressed? Complete the chart and underline the stressed syllables;</p> <p>8: The sound /r/ and silent r. Listen to the sentence first in a British accent and then in an American accent. Pay attention to the letter r. Listen and tick the words that have a /r/ sound in a British English accent (reason, award, sculpture, rough, world...). Listen, check and repeat the words in two groups: /r/ and without /r/ in a British English accent. Listen and write A (American) or B (British).</p> <p>9: The sounds /s/ and /z/. Listen. Pay attention to the difference between the /s/ and /z/ sounds (sister, cousin). Listen to the words in the box. Then complete the</p>

Annexes

Data	Sounds presented (according to the book's contents)								
Next Move 9	9: /f/, /ʒ/ and /dʒ/	8: /ee/, /i:/ and /er/	7: Elided syllables	6: weak v. strong form of was	5: /s:/ and /ɔ:/	4: consonant clusters	3: showing feelings	2: sentence stress	1: Compound noun word stress
Hot Spot 9	Not applicable								
Your Turn 9	Not featured								

Data	Swoosh 9	New Wave Revolution 9	Move On 9	Upgrade 9	Iteen 9	U Dare 9
Publisher	Porto Editora	Porto Editora	Texto Editores	Asa Editores	Areal Editores	Areal Editores
Authors	Cidália Sousa, Cláudia Abreu, Vanessa Reis Esteves	Edite Frias, Maria Elisa Matos, Neil Mason, Paula Aires	Isabel Teixeira, Paula Menezes	Isabel Filipe, Maria Adelaide Rabaça, Paula Simões	Alexandra Gonçalves, Margarida Coelho, Maria Emília Gonçalves	Cândida Grijó, Carlos Lindade, Fátima Van-Zeller, Helena Lima Reis
ISBN	978-972-0-31147-4	978-972-0-31132-0	978-972-47-5299-0	978-989-23-3224-6	978-989-647-912-1	978-989-647-993-0
Pages	176	176	176	240	176	192
Units	5 main units + 2 subsections	5 main units + 1 subsection	5 main units	5 main units	6 main units	4 main units+ 2 subsections
Pronunciation tasks in the coursebook	No	No	No	No	No	No
Pronunciation tasks outside the coursebook	No	No	No	No	No	No
Number of tasks	0	0	0	0	0	0
Tasks per unit	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Sounds presented (according to the book's contents)	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Data	Swoosh 9	New Wave Revolution 9	Move On 9	Upgrade 9	Iteen 9	U Dare 9

Annex 23 – Data collection for year 5 coursebooks (2011/2012)

Data	Look! 5.º ano	Upload 5.º ano	Win! 5	Friends 5.º ano
Publisher	Pearson Longman	Express Publishing	OUP	Santillana-Constância
Authors	Steve Elsworth, Jim Rose	Virginia Evans, Jenny Dooley	Philippa Bowen - Denis Delaney	Claudia Frech, Inês Goulart
ISBN	978-84-983-7115-4	978-1-84862-840-3	978-0-19-461604-1	978-972-761-870-5
Pages	120	112	104	160
Units	9 main units + 2 subsections	7 main units + 2 subsections	6 main units + 4 subsections	9 main units + 4 subsection
Pronunciation tasks in the coursebook	Yes	Yes	Yes	Yes
Pronunciation tasks outside the coursebook	No	No	No	No
Number of tasks	9	6	2	6
Tasks per unit	<p>1. Listen and repeat the words.</p> <p>2. /t/ or /i:/? Listen and choose the sound you hear. Then listen and repeat.</p> <p>3. Can you hear /h/? Listen and circle the sound you hear. Then listen and repeat.</p> <p>4. /ð/ or /θ/. Listen and choose the sound you hear. Then listen and repeat.</p> <p>5. Can or can't? Listen and repeat the dialogue.</p> <p>6. /dʒ/ or /tʃ/? Listen and choose the sound you hear. Then listen and repeat.</p> <p>7. /s/, /z/ and /z/. Listen and choose the sound you hear. Then listen and repeat.</p> <p>8. /ɔ:/ or /u:/? Listen and choose the sound you hear. Then listen and repeat.</p> <p>9. /e/ Listen and repeat.</p>	<p>1. Listen and repeat. Think of more words with the same sounds.</p> <p>2. Listen and tick. Listen again and repeat.</p> <p>3. Listen and repeat. Think of two more words with the same sounds.</p> <p>4. Listen and repeat. Think of two more words with the same sounds.</p> <p>5. Listen and repeat. Think of two more words with the same sounds.</p> <p>6. Listen and check. Listen again and tick the correct box, then repeat.</p>	<p>3. Listen and repeat:</p> <p>s (dogs, boys, girls, pizzas)</p> <p>es (sandwiches, buses, boxes).</p> <p>7. Listen and repeat:</p> <p>/s/ or /z/ (writes, reads)</p> <p>/z/ (watches, finishes).</p>	<p>2. Listen and repeat the words: cat; animal; black; marker; class; garden.</p> <p>3. Listen to the song <i>There Are Seven Days</i> and sing along.</p> <p>6. Let 's practise the vowels! (I like to eat, eat, eat apples and bananas...)</p> <p>7. Listen and repeat the sounds (wakes, gets; does; has; watches, brushes)</p> <p>7. Tongue twister: read the tongue twister fast! Let' s practise the sound /r/ (how many cookies could a good cook cook if a good cook could cook cookies?).</p> <p>8. Listen and repeat the words. (chocolate, chair, ship, children, fishing, brush)</p>
Sounds presented (according to the book's contents)	<p>1. word stress</p> <p>2. /t/ or /i:/</p> <p>3. /h/</p> <p>4. /ð/ or /θ/</p> <p>5. can or can't</p> <p>6. /dʒ/ or /tʃ/</p> <p>7. /s/, /z/ and /z/</p> <p>8. /ɔ:/ or /u:/</p> <p>9. /e/</p>	<p>1. /eɪ/ and /æ/</p> <p>2. /s/, /z/ and /z/</p> <p>3. /æ/ and /a/</p> <p>4. /ɔ:/ and /ɑ:/</p> <p>5. /g/ and /dʒ/</p> <p>6. /θ/ and /θ/</p>	<p>No reference made</p>	<p>No reference made</p>

Data	Special 5	Tween 5	My English Book 5	Way to Go 5	Jump In 5	New Cool Kids 5
Publisher	Areal Editores	Areal Editores	Asa	Porto Editora	Porto Editora	Texto Editora
Authors	Ester Cabral, Maria do Rosário Castro	Margarida Coelho, Maria Emília Gonçalves	Gervásio Pina, M ^a Fátima Gouveia, M ^a Lurdes Cardoso, Marina Vale	Cláudia Regina Abreu, Natália Sofia Cardoso, Neil Mason	Cristina Marques, Manuela C.Farinha, Marina Nogueira, Paul Harvey	Cristina Costa, Isabel Teixeira, Paula Menezes
ISBN	978-989-647- 128-6	978-989-647- 121-7	978-989-23-0735-0	978-972-0-20222-2	978-972-0- 20292-5	978-972-47- 4107-9
Pages	143	160	128	124	128	144
Units	6 main units	7 main units + 2 subsections	6 main units + 2 subsections	9 main units + 1 subsection	6 main units + 2 subunits	4 main units + 4 subunits
Pronunciation tasks in the coursebook	No	No	No	No	No	No
Pronunciation tasks outside the coursebook	No	No	No	No	No	No
Number of tasks	0	0	0	0	0	0
Tasks per unit	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Sounds presented (according to the book's contents)	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Data	Special 5	Tween 5	My English book 5	Way to go 5	Jump In 5	New Cool Kids 5

Annex 24 – Data collection for year 6 coursebooks (2011/2012)

Data	Look! 6.º ano	Upload 6.º ano	Win! 6	Friends 6.º ano	New Cool Kids 6	
Publisher	Pearson Longman	Express Publishing	OUP	Santillana-Constância	Texto Editora	
Authors	Steve Elsworth, Jim Rose	Virginia Evans, Jenny Dooley	Philippa Bowen, Denis Delaney	Claudia Frech, Inês Goulart	Cristina Costa, Isabel Teixeira, Paula Menezes	
ISBN	978-84-9837-119-2	978-0-85777-160-5	978-0-19-461601-0	978-972-761-899-6	978-972-47-4386-8	
Pages	120	118	104	168	144	
Units	9 main units + 2 subunits	5 main units + 2 subunits	6 main units + 4 subunits	8 main units + 2 subunits	4 main units + 4 subunits	
Pronunciation tasks in the coursebook	Yes	Yes	Yes	Yes	Yes	
Pronunciation tasks outside the coursebook	No	No	No	No	No	
Number of tasks	7	5	1	8	2	
Tasks per unit	<p>1. -</p> <p>2. /æ/ or /e/. Listen and circle the word you hear (bedhead men/man then/than pei/pai). Then listen and repeat.</p> <p>3. Was or were. Listen and repeat the dialogue.</p> <p>4. /l/ /d/ or /ld/. Listen and repeat. /l/ looked helped. /d/ stayed, showed; /ld/ wanted, visited. Write the corrected sound for these verbs (laughed, shouted, climbed, walked).</p> <p>5. Listen and repeat (I'm sorry, I didn't bring my homework; I'm sorry, I forgot to do it; I'm afraid I left it on the bus; I'm afraid I lost my bag). Listen and complete the dialogue. In pairs, write your own dialogue. Make new excuses.</p> <p>6. You're from Lisbon, aren't you?</p> <p>7. -</p>	<p>1. In the table below, write the third person singular of the verbs: read, tidy, do, write, enjoy, eat, walk, watch, have, get, help, play, make, finish, go, wash, mix, match, listen. Listen and check. Listen again and repeat. Pay attention to the vowels: /s/ /z/ /t/ /d/.</p> <p>2. Listen and tick the correct box (/r/ or /l/); night, laugh, bright, enough, couch, light.</p> <p>3. Listen and tick. Then listen again and repeat (/θ/ or /ð/); thanks, this, maths, there, thought, the.</p> <p>4. Listen and tick. Then listen again and repeat (/s/ or /z/); ship, sit, sort, short.</p> <p>5. Listen and tick. Then listen again and repeat (/f/ or /v/); change, short, share, chubby, choose, shoes.</p> <p>6. Listen and tick (/ə/ or /r/); go, come, bowling, love, over, other.</p>		<p>9. Listen to the pronunciation of -ed. Then listen again and repeat (start – started, end – ended, - need – needed, decide – decided)</p>	<p>1. When you say words that start with ch, you have to put an imaginary " t " before the words. Listen and repeat (cheerful, chair, chimpanzee, China, cheese).</p> <p>2. The vowel / can be pronounced in two different ways: /i/ /ai/. Listen and repeat to the following words (listening, dining, pie, pencil, fishing, riding, dinner, bike, dancing, writing).</p> <p>3. Listen to the words. The vowel u can have different sounds: /ə/ /u/. Try to find words for each group (but study, much, you, flute, Lucas).</p> <p>4. Listen to the following words and circle the silent letters. (write, know, knee, innocuous, wrong, rhyme)</p> <p>5. The letter y can be pronounced in different ways: /i/ /ai/. Listen to the words and put them in the correct column (balcony, sky, countryside, cycle, city, pretty, my, cry).</p> <p>6. Listen to the animal rhymes and say them. Make up gestures for the imperative sentences.</p> <p>7. Pay attention to the difference between where (a question word) and were (the verb to be). Listen and repeat.</p> <p>8. Listen to the words (what, where, whose, when, who and why). Listen again and underline the pronunciation of wh that sounds different. Then listen and repeat.</p> <p>9. Listen, repeat and write the words in the correct column (theatre, birthday, three, this, they and month). Listen again and check.</p>	
Sounds presented (according to the book's contents)	<p>1. -</p> <p>2. /æ/ or /e/</p> <p>3. Was/ Were</p> <p>4. /l/ , /d/ or /ld/</p> <p>5. Intonation and stress</p> <p>6. Word stress</p> <p>7. -</p>	<p>1. /f/ , /v/</p> <p>2. /θ/ , /ð/</p> <p>3. /s/ , /z/</p> <p>4. /t/ , /d/</p> <p>5. /ə/ , /r/</p>	No reference made	No reference made	<p>0. /w/</p> <p>3. /θ/ , /ð/</p>	

	8. going to				
	9. Sentence stress				

Annexes

Data	Tween 6	My English Book 6	Way to Go 6	Up! 6	Game On
Publisher	Areal Editores	Asa	Porto Editora	Porto Editora	Texto Editora
Authors	Margarida Coelho, Maria Emília Gonçalves	M ^ª Fátima Gouveia, M ^ª Lurdes Cardoso, Marina Vale, Paula Simões	Cláudia Regina Abreu, Natália Sofia Cardoso, Neil Mason	Cristina Marques, Manuela C.Farinha, Marina Nogueira	Carlota Santos Martins, Noémia Rodrigues
ISBN	978-989-647-278- 8	978-989-23-1353-5	978-972-0-20224-6	978-972-0-20298-7	978-972-47-4387- 5
Pages	160	152	116	126	128
Units	7 main units + 2 subunits	5 main units + 2 subunits	9 main units + 1 subunits	12 units	9 main units + 1 subunits
Pronunciation tasks in the coursebook	Yes	No	No	No	No
Pronunciation tasks outside the coursebook	No	No	No	No	No
Number of tasks	1	0	0	0	0
Tasks per unit	1: Listen to the CD and repeat. Listen again and write the verbs in the correct column according to their pronunciation. Follow the examples (visited, arrived, packed).	Not applicable	Not applicable	Not applicable	Not applicable
Sounds presented (according to the book's contents)	1: /ɪd/ /d/, /t/	Not applicable	Not applicable	Not applicable	Not applicable
Data	Tween 6	My English Book 6	Way to Go 6	Up! 6	Game On

Annex 25 – Data collection for year 7 coursebooks (2011/2012)

Data	Step Ahead 7.º ano	Winners 7.º ano	Bright Lights 7	Spotlight 1
Publisher	Pearson Longman	Express publishing	OUP	Porto Editora
Authors	Cathy Myers, Sarah Jackson and Didi Lynam with Helena Lopes	Jenny Dooley, Virginia Evans	Paul A Davies, Tim Falla, Paul Kelly	Lúisa Barros, Paula Correia, Virginia Barros
ISBN	978-84-2055-045-9	978-1-84679-070-6	978-0-19-439750-6	978-972-0-31607-3
Pages	156 + 36 (apoio ao aluno)	208	128	112 + 16 (extra activities)
Units	9 main units and 6 subunits	7 main units + 1 subunit and a large appendix	9 main units + 4 subunits	6 main units and 4 subunits
Pronunciation tasks in the coursebook	Yes	Yes	Yes	No
Pronunciation tasks outside the coursebook	No	No	No	No
Number of tasks	15	7	4	0
Tasks per unit	<p>1. It is important to pronounce he and she correctly. Listen and repeat. (She's thirteen. He's Twelve). Listen and repeat (sentences)</p> <p>2. Listen and repeat (He's got three brothers. They've got three cousins). Listen and repeat (sentences). Stress on questions: Listen and repeat (what's his name?). Listen and identify the stress (sentences).</p> <p>3. Word stress: Listen and repeat (gymnastics: karate). Listen and mark the stress on the words in exercise 1. Now say the words, 3rd person (z): Listen and repeat (He uses; She practises). Listen and repeat (sentences).</p> <p>4. We pronounce 'er' and 'or' at the end of a word /ə/. Listen and repeat (actor, teacher). Listen and repeat (words) in loud, the letter 'l' is silent - /wʊd/. Listen and repeat (would, wood). Listen and repeat (sentences). In pairs ask and answer questions using would like (would you like to be famous?)</p> <p>5. Vowel words: Listen and repeat (chorus, soft). Write the words in the correct column (o / ɒ). Listen and check. Say the words.</p> <p>6. Listen and repeat (director, thriller, the). Put the words in the correct column above. Listen and check; Regular past tenses: Listen and repeat (wanted, watched, lived). Listen and write the verbs in the correct column.</p> <p>7. Express surprise: Listen and repeat (What happened to you? I don't believe it! You're kidding). Practise with a partner. Use these ideas and invent a similar dialogue with your partner.</p> <p>8. Listen and repeat (cook, food). Put the words in the correct column above. Listen and check.</p> <p>9. Polite intonation: Listen and repeat (excuse me. Could you tell me the time, please? Yes. It's five to ten.). Listen to these dialogues. Practise the dialogues in pairs with polite intonation.</p> <p>10. Word stress: Listen and repeat (comedy, comedian). Listen and mark the stress (words).</p> <p>11. Showing off: Listen and repeat (A: My parents have just bought a new car. B: So what? My parents have just bought two new cars! A: I've just had lunch with Christina Aguilera. B: So what? I've just had lunch with Jennifer Lopez!</p>	<p>1. Listen and repeat. Add two words to each category. /æ/: Dan, Matt, Brad, Stan; /e/: Dennis, Fred, Kent, Betty.</p> <p>2. Listen and repeat. Think of more words with the same combinations. /æ/: wear, bear, tear; /ɜ:/ pearl, learn, search.</p> <p>3. Listen and repeat. Add two verbs to each category. /s/ cooks, talks; /z/ loves, gives; /ɪz/ loses, passes.</p> <p>4. Listen and tick. Listen again and repeat (form, firm, shirt, short, talk, Turk, walk, work, war, were).</p> <p>5. Listen and repeat. Think of two more words with the same sound. /g/: glue, garlic; /dʒ/: fridge, large.</p> <p>6. Listen and tick. Listen again and repeat. Think of two more words with the same sound (shut, shirt, turn, ton, hut, hurt, fun, fern).</p> <p>7. Listen and repeat. she, shop, fish, wish, short, shoe, sheep, fashion, cushion.</p>	<p>1. Word stress: Listen and repeat. Pay attention to the word stress (volleyball, cinema, computer, exciting, magazine, afternoon)</p> <p>2. -</p> <p>3. Intonation: Listen and repeat. Practise saying the sentences. Pay attention to the intonation (Were there any tomatoes? There were some tomatoes).</p> <p>4. -</p> <p>5. Past Simple endings. Listen. Pay attention to the different endings. A) /d/ lived, listened B) /t/ watched, looked C) /ɪd/ started, hated. Listen and write A, B or C: 1. wanted, 2. arrived, 3. cooked, 4. visited, 5. loved, 6. stopped.</p> <p>6. -</p> <p>7. Weak forms. Listen and repeat. Pay attention to the weak forms of was and were (1. It was raining this morning, 2. My brother was dancing with his friend, 3. You were running, 4. I was walking along the road, 5. We were staying in a hotel, 6. We were sitting on the sofa).</p> <p>8. -</p> <p>9. -</p>	Not applicable
Sounds presented (according to the book's contents)	1. He/She	1. /æ/, /e/	1. Word stress	Not applicable

Data											Step Ahead 7.º ano	11. intonation: showing off. 10. Word stress. 9. Polite intonation. 8. Vowel sounds /aɪ/, /u:/ 7. Express surprise. 6. /rɪ/, /t/, /d/ 5. Vowel sounds /ɔ:/ and /ɒ/ 4. /ə/-er at the end of words. Would. 3. Word stress. 2. He's/They've. Stress on questions.	Winners 7.º ano	7. /ʃ/ 6. /n/, /ɜ:/ 5. /g/, /dʒ/ 4. /ɔ:/, /s/ 3. /s/, /z/, /tʃ/, /t/, /l/	Bright Lights 7	7. Weak forms /wəz/, /wə/ 6. - 5. /t/, /d/ or /ɪd/ 4. - 3. Intonation 2. -	Spotlight 1
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Data	New Wave 1	Cool Zone 7	Plug & Play 7	Together 7.º ano	New Getting On 7
Publisher	Porto Editora	Texto Editora	Asa Editores	Lisboa Editora/Raiz Editora	Areal Editores
Authors	Edite Frias, Neil Mason	Paula Menezes	Júlia Viana, Regina T. Clementino	Ana Isabel Figueiredo	Angelina Torres, Maria Emília Gonçalves
ISBN	978-972-0-31601-1	978-972-47-2986-2	978-972-41-4735-2	978-972-680-658-5	978-972-627-885-6
Pages	144	176	176	192	192
Units	7 main units + 1 subunit	5 main units and 1 subunit	6 main units + 2 subunits	7 units	7 units
Pronunciation tasks in the coursebook	Yes	Yes	Yes	No	Yes
Pronunciation tasks outside the coursebook	Yes	No	No	No	No
Number of tasks	1 + 1	2	5	0	1
Tasks per unit	<p>7. Listen to the CD and underline the part of the word which is stressed (Jan-u-ary, Feb-ru-ary, ...). Listen to the CD and practice saying this verse: Thirty days have September, April, June and November, all the rest have 31, except February which has 28 (or 29 in a leap year).</p> <p>In the teacher's file there is a handout that features consonant sounds. The aim of the worksheet is to have learners recognize these sounds.</p>	<p>1. The verbs ending in -ed have three different ways of being pronounced depending on the last sound of the verb. Listen to the verbs below, repeat them and them in the correct column (/d/, /d/ and /t/).</p> <p>4. Listen to the words: shoes/choose. Do they have the same sound? Listen to the words below write them in the correct column (/f / /ff/).</p>	<p>1. In each line one word has a different vowel sounds. Underline the word (1. gave, have, badge; 2. what, start, past; 3. our, your, four; 4. go, do, to; 5. play, day, can; 6. good, book, door; 7. stop, shop, story).</p> <p>2. Listen and repeat: (e) badge, cat, apple, animal, taxi, black; (c) garden, class, postcard, after, start, half.</p> <p>4. Word stress. Stress on the first syllable (af-ter, al-gar, Sa-tur-day, Je-mon, se-ven). Stress on another syllable (af-ter-noon, sur-prise, re-mind, of-fer, se-ven-teen).</p> <p>5. 1 syllable (this, next, week, Spain, for), 2 syllable (birth, day, par, ty, wri-ting, Au-gust, for, ty), 3 syllable (Sa-tur-day, or, ga-ness, in, vi-ling, Wed-nes-day, mu-se-um), 4/5 syllable (in, vi-ta-tion, Eu-ro-pe, an, ti-ver-sity, re-le, vi-sion).</p> <p>6. 1- Listen to the following words and mind the phonetic symbol: fog, good, warm, aunt, rain, snow, mind, wind, come, seen, word, mild, cool, red (/æ/, /ɪ/, /i:/, /a/, /ɔ/, /ɑ:/, /eɪ/, /ɛ/, /ɪ/, /ɔ:/, /ə/, /u:/, /aʊ/).</p>	<p>Not applicable</p>	<p>1. Write the words you hear. Match them with their pronunciation (1. /'arələndi/; 2. /'hændrəd/; 3. /'hæm/; 4. /'kɒzn/; 5. /'sændwɜ:dʒz/; 6. /fʌn/).</p>

Annexes

Data	Sounds presented (according to the book's contents)						
New Wave 1	7. Rhythm and stress	6.-	5.-	4.-	3.-	2.-	1.-
Cool Zone 7		General reference made to the presence of pronunciation, but no details are provided regarding the featured sounds.					
Plug & Play 7		No reference made					
Together 7: ano		Not applicable					
New Getting On 7		No reference made					

Annex 26 – Data collection for year 8 coursebooks (2011/2012)

Data	Step Ahead 8.º ano	Winners 8.º ano	Bright Lights 8	Spotlight 2	New Wave 2	Cool Zone 8	New Getting On 8
Publisher	Pearson Longman	Express publishing	OUP	Porto Editora	Porto Editora	Texto Editora	Areal Editores
Authors	Cathy Myers, Sarah Jackson and Didi Lynam with Helena Lopes	Jenny Dooley, Virginia Evans	Paul A Davies, Tim Falla, Paul Kelly	Lúisa Barros, Paula Correia, Virginia Barros	Edite Frias, Neil Mason	Paula Menezes	Angelina Torres, Maria Emília Gonçalves
ISBN	978-84-2055-049-7	978-1-84679-447-6	978-0-19-439760-5	978-972-0-31608-0	978-972-0-31602-8	978-972-47-3291-6	978-972-627-926-6
Pages	126 + 34 (apoio ao aluno)	128	128	128	128	176	192
Units	9 main units and 9 subunits	7 main units	9 main units + 4 subunits	6 main units and 1 subunit	6 main units and 1 subunit	5 main units and 1 subunit	
Pronunciation tasks in the coursebook	Yes	Yes	No	No	No	No	No
Pronunciation tasks outside the coursebook	No	No	No	No	No	No	No
Number of tasks	7 in the book and 29 in the appendix	3	0	0	0	0	0
Tasks per unit	<ol style="list-style-type: none"> 1. - Listen and repeat (brilliant; genius). Practise saying the words below. Now listen and write the words you hear. 2. Listen and repeat (we write: 0 - 0; we say nin-nil draw...). 3. Scores. Listen and repeat (we write: 0 - 0; we say nin-nil draw...). 4. - Listen and repeat (subway, utopia). Listen and identify the sound; now repeat the words. 5. Listen and repeat (striped, plain). Write the words in the correct column; listen and check. 6. Listen and repeat (fund, lottery). Write the words under the correct column; listen and check. 7. Listen and repeat (cash, exchange). Listen and put the words in the correct column /f/ or /j/; now repeat the words. 8. - See below for the appendix* 	<ol style="list-style-type: none"> 1. - Listen and tick (set, sat, bed, bad, kettle, cattle, pet, pat). Listen and repeat. Think of more words with the same sounds. 2. Listen and tick (belly, Harry, fairy, marry, lad, ferry, barely, dairy). Listen and repeat. Think of more words with these sounds. 3. Listen and tick (my, mine, tied, tired, pie, fire). Listen and repeat. Add more words with these sounds. 4. - Listen and tick (face, phase, police, please, dice, raise). Listen and repeat. Can you think of more words with the same sounds? Add them to the table. 5. Listen and tick (bud, town, noun, clone, roll, tonne, nun, down). Listen and repeat. Think of two more words with the same sounds. 6. Listen and tick (burn, born, bird, board). Listen again and repeat. Think of two more words with the same sounds. 7. Listen and tick (burn, born, bird, board). Listen again and repeat. Think of two more words with the same sounds. 	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Annexes

Data	Sounds presented (according to the book's contents)								
	9. /b/, /n/ word stress	8. /f/, /tʃ/ Pronuncia tion of - ough	7. /ɪ/, /ə/, /æ/ /ɒ/, /ɔ:/	6. /aɪ/, /eɪ/	5. /ɪ/, /ɔ:/, /u:/	4. Word stress, Intonation in requests and asking for informatio n.	3. Scores, Word stress on countries.	2. /t/, /i/, /d/, /d/, /tɪd/	1. Can/ Can't. /ə/, /ɑ:/
Step Ahead 8.º ano									
Winners 8.º ano									1. -
Bright Lights 8									2. /e/, /æ/
Spotlight 2									3. /e/, /æ/, /eə/
New Wave 2									4. /aɪ/ /aɪə/
Cool Zone 8									5. /s/, /z/
New Getting On 8									6. /ɪ/, /aʊ/
									7. /ɜ:/, /ɔ:/
									8. /f/, /tʃ/ Pronuncia tion of - ough
									9. /b/, /n/ word stress
									Not applicable
									Not applicable
									Not applicable
									Not applicable
									Not applicable
									Not applicable

*Appendix

In the pronunciation appendix:

- a) /kæn/ or /kɑ:nt/? Listen and choose can or can't. b) Listen and choose the option you hear. c) /ə/ or /ɑ:/? Listen and write the sound you hear. d) Listen and complete these sentences. Do the words sound /ə/ or /ɑ:/?
- a) In each column there is one word with a different sound. Find the words and write the secret sentence; Listen and check your answers. b) Listen, repeat and write the words in the correct column /t/, /d/, /tɪd/. c) Decide which word has a different pronunciation of -ed. Listen and check.
- a) The word stress is on the first syllable. Listen and repeat. b) Listen and write 1 if the stress is on the first syllable and 2 if it is on the second. c) Pairwork. Choose ten words from the two lists in exercise 1. Your partner must say a) or b).
- a) Listen to the intonation in these requests; now listen again and repeat. b) Practise these requests with a partner. c) Listen to the different intonation in these sentences; are these sentences requests or asking for information? Listen again and repeat the sentences using the same intonation.
- a) /θ/ or /f/? Listen and write the words you hear. b) Listen and repeat these words. c) Discuss with your partner which word in each group has a different vowel sound. Check the answers in a dictionary.
- a) Find your way home following the words that contain the sound /aɪ/; now find your way home following the words that contain the sound /eɪ/; listen and check. b) Listen and write the words you hear; are the words pronounced with h or nor? c) Listen and complete these sentences; listen again and practise.
- a) Listen and identify the sounds /ɒ/ (box), /ɪ/ (come) or /æ/ (have). b) Discuss with your partner if the underlined vowels sound /ɪ/ or /ɒ/; listen and check. c) Listen and match the words (1-6) to the phonetic transcriptions (a-f). d) Pairwork. Student A pronounces any word from the lists. Student B answer column 1 or 2.
- a) Listen and identify the sounds /ɒ/ (box), /ɪ/ (come) or /æ/ (have). b) Discuss with your partner if the underlined vowels sound /ɪ/ or /ɒ/; listen and check. c) Listen and match the words (1-6) to the phonetic transcriptions (a-f). d) Pairwork. Student A pronounces any word from the lists. Student B answer column 1 or 2.
- a) Which words from column A rhyme with the words in column B? Check the pronunciation with a dictionary; listen, check your answers and repeat. b) Pronounce these simple past forms of irregular verbs; listen and repeat. c) write the verbs from exercise 2 in the past simple column. Write the infinitives in the infinitive column.
- a) Listen and identify the sounds /ɒ/ or /ɪ/. b) Find your way home. Follow words with the stress on the first syllable; listen and check. c) Listen and complete.

Annex 27 – Data collection for year 9 coursebooks (2011/2012)

Data	Step Ahead 9.º ano	Winners 9.º ano	Bright Lights 9	Spotlight 3	New Wave 3	CLICK ME! 9º	Cool Zone 9	New Getting On 9	
Publisher	Pearson Longman	Express publishing	OUP	Porto Editora	Porto Editora	Asa Editores	Texto Editora	Areal Editores	
Authors	Cathy Myers, Sarah Jackson and Didi Lynam with Helena Lopes	Jenny Dooley, Virginia Evans	Paul Kelly, James Styring	Lúisa Barros, Paula Correia, Virginia Barros	Edite Frias, Neil Mason	Ana Marques, Filomena Morais	Isabel Teixeira, Paula Menezes	Angelina Torres, Maria Emilia Gonçalves	
ISBN	978-84-2055-053-4	978-1-84679-848-1	978-0-19-439770-4	978-972-0-31609-7	978-972-0-31603-5	978-972-41-4735-2	978-972-47-3589-4	978-972-627-981-5	
Pages	136 + 40 (apoio ao aluno)	128	128	126	128	160	176	176	
Units	9 main units and 9 subunits	7 main units and 1 large appendix	9 main units + 4 subunits	6 main units	6 main units and 1 subunit	5 main units	5 main units and 1 subunit	5 main units and 1 subunit	
Pronunciati on tasks in the coursebook	Yes	Yes	No	No	No	No	Yes	No	
Pronunciati on tasks outside the coursebook	No	No	No	No	No	No	No	No	
Number of tasks	7 in the book and 38 in the appendix	3	0	0	0	0	2	0	
Tasks per unit	<ol style="list-style-type: none"> 1. Listen and repeat (climb, calm). Identify the silent letters. 2. Listen and repeat (I don't agree; Exactly; That's not true). Listen and mark the stress. Then practise saying the expressions. 3. Listen and repeat (A: are you very cold? B: Cold? I'm absolutely freezing! A: Is she very tired? B: Tired? She's really exhausted). Practise these sentences with a partner. Write more sentences. 4. Listen and repeat (A: are you very cold? B: Cold? I'm absolutely freezing! A: Is she very tired? B: Tired? She's really exhausted). Practise these sentences with a partner. Write more sentences. 5. Listen and repeat (jealous, upset). Mark the stress on the words. Listen and check. Then say the words. 6. Listen and repeat (You like my piercing, don't you? It's not a very nice colour, is it?). Listen and practise. 7. Listen and repeat (temporary, employer, career). Mark the stress on the words. Listen and check. Then say the words. 8. Listen and repeat (waterfall, crater). Put the words in the correct column <i>a/</i> or <i>ex/</i>. Listen and check. Draw the natural feature. Your partner must guess what it is. 9. See below for the appendix* 	<ol style="list-style-type: none"> 1. Read the box. Then listen and choose the adjective that best describes the speaker's attitude each time. (Study skill box: Your intonation is the way your voices raises and falls as you speak. Your intonation shows your feelings, e.g. interest, disbelief, sarcasm, enthusiasm, etc.) 2. a) Listen to the sentences and underline the stressed word. b) Listen to the sentences and underline the stressed word. What does each sentence mean? (Study skill box: One word in a sentence or phrase may be stressed to contradict what another speaker has said or to suggest one meaning in contrast to another possible meaning.) 3. a) Read the box. Then listen and repeat. b) Listen to the sentences and underline the stressed word. What does each sentence mean? (Study skill box: One word in a sentence or phrase may be stressed to contradict what another speaker has said or to suggest one meaning in contrast to another possible meaning.) 4. Read the study skills box. Listen to the sentences below and underline the stressed words, as in the example. (Study skill box: In English, one or more words in a sentence may be stressed more strongly than other to emphasise. Example: What exactly are you looking at?) 	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	<ol style="list-style-type: none"> 1. Listen to the words and the sound of -ed at the end of each one (/d/ surprised, /t/ finished, /d/ posted). Now listen to the other words and write them under the correct sound (visited, loved, worked, decided, organized, naked, listened and appeared). Listen again to check your answers. 2. Listen to the words and repeat (was, has, were, where). Now listen to the following sentences and repeat (1. He was smoking, wasn't he? 2. She has told me about her addiction. 3. Where were they? 4. They were at the café.).

Annexes

Data	Sounds presented (according to the book's contents)								
	9. Sound revision.	8. /ɔ:/, /e:/ Rising and falling intonation.	7. Word stress.	6. Question tags. /b/, /r/, /h/, /p/.	5. Word stress.	4. Stressed words in a sentence.	3. Agree and disagree (informal). Stressed words in a sentence.	2. Silent letters /u:/, /ɑ:/.	1. Rhyming words. /eɪ/, /i:/, /eɪ/, /aɪ/.
Step Ahead 9.º ano									
Winners 9.º ano			7. Sentence stress.	6. -	5. -	4. -	3. Contrastive stress.	2. -	1. Intonation (interest and disbelief).
Bright Lights 9	Not applicable								
Spotlight 3	Not applicable								
New Wave 3	Not applicable								
CLICK ME! 9º	Not applicable								
Cool Zone 9	Not applicable								
New Getting On 9	Not applicable								

*Appendix

In the pronunciation appendix:

1. a) Look at the vowel sound /eɪ/ in the phonemic transcriptions. Listen and repeat. b) Which three of these words contain the sound /eɪ/? Use a dictionary. Listen and check. c) Which three of these words contain the sound /i:/? Use a dictionary. Listen and check. d) Which three of these words contain the sound /e/? Use a dictionary. Listen and check. e) Which three of these words contain the sound /aɪ/? Use a dictionary. Listen and check.
2. a) Listen and repeat the silent letters of these words. b) Which three of these words contain the sound /əʊ/? Use a dictionary. Listen and check. c) Which three of these words contain the sound /u:/? Use a dictionary. Listen and check. d) Which three of these words contain the sound /ɑ:/? Use a dictionary. Listen and check. e) Can you pronounce these phonemic transcriptions? Now listen, repeat and write the words.
3. a) Listen and repeat. Pronounce the underlined words more strongly than others. b) Identify the stressed words in these sentences. Listen, check your answers and repeat with the correct stress. c) Complete these sentences. Listen and check your answers. The repeat them with the correct stress.
4. a) Can you pronounce these phonemic transcriptions? Now listen, repeat and write the words. b) Pairwork dictation. c) Pairwork dictation. d) Can you pronounce these phonemic transcriptions? Now listen, repeat and write the words.
5. a) Look at these phonemic transcriptions, listen and repeat. b) Listen and A if the stress is on the first syllable and B if the stress is on the second syllable. c) Listen and repeat the words in exercise 2. d) Listen, repeat and write the words in column A, B and C according to the stressed syllable.
6. a) Listen to these question tags and repeat them. b) Pairwork. Say a word from the box below. Your partner will say the number of the word. Take turns. c) Bingo! Follow these guidelines.
7. a) Listen, repeat and write the words in column A, B or C according to the stressed syllable. b) Pairwork dictation. c) Pairwork dictation.
8. a) Look, listen and repeat. b) Pairwork dictation. c) Look, listen and repeat. d) Pairwork dictation. e) Listen and repeat. Use the correct intonation. f) Listen again and write R if the intonation rises at the end of the question and F if it falls.
9. a) Listen, repeat and write A if you hear /ʃ/ (ship) or B if you hear /tʃ/ (chip). b) Look at the words in column A below. Listen and repeat. c) Use a dictionary to find the mystery word. d) Which word contains a different sound? Check with a dictionary. e) Match a word from column A with a rhyming word in column B. Use a dictionary to check and practise pronunciation. Listen, repeat and check your answers.

Annex 28 – Data collection for year 7 coursebooks (2021/2022)

Data	Digi Up! 7. ^o ano	English Plus 1	All Stars 7	Engaging 7	What's Up? 7	Fly High 7	Come Along 7	Top Teen 7
Publisher	Express publishing	OUP	Porto Editora	Porto Editora	Texto Editora	Asa Editores	Lisboa Editora/Raiz Editora	Areal Editores
Authors	Jenny Dooley	Ben Wetz, Diana Pye	Anna Pires, Beverly Whittall, Jenny Bartlett, Cristina Pimenta	Vanessa Reis Esteves, Sílvia Pires Viana, Isabel Moreira	Cristina Costa, Isabel Teixeira, Paula Menezes	Ana Santos, Catarian Pedrosa, Clara Bugalhão	Edite Frias, Paula Aires, Ana Isabel Almeida, Anabel Reis Alves	Maria Emília Gonçalves
ISBN	978-1-4715-9904-0	978-0-19-420061-5	978-972-0-31617-2	978-972-0-31614-1	978-972-47-5598-4	978-989-23-4995-4	978-989-744-404-3	978-989-767-539-3
Pages	184	120	176	176	176	208	160	176
Units	6 main units + 2 subunits	8 main units + 2 subunits	5 main units + 2 subunits	5 main units + 2 subunits	5 main units	5 main units + 1 subunit	5 main units + 1 subunit	7 main units + 1 subunit
Pronunciation tasks in the coursebook	Yes	No	Yes	No	Yes	No	Yes	Yes
Pronunciation tasks outside the coursebook	No	Unknown	No	No	No	No	No	No
Number of tasks	6	0	2	0	1	0	1	2
Tasks per unit	<ol style="list-style-type: none"> 1. Look at the words in the list. Which have an /a:/ sound? Which have an /ɪ/ sound? Listen and check (dinner, hi, Friday, film, practice, outside). 2. Look at the words in the list. Which have an /i:/ sound? Listen and check (cheese, British, Watch, exhibition, shop, sarowich). 3. Look at the words in the list. Which have an /ɔ:/ sound? Which have an /o:/ sound? Listen and check (thought, with, that, together, other, month). 4. Say which of the words in the list have an /a:/ or an /ɔ:/ sound. Then listen and check (hello, house, note, out, phone, town). 5. Look at the words in the list. Which are the stressed syllables? Listen and check (swimming, expensive, lesson, afternoon, idea, second, except, Saturday). 6. Look at the words in the list. Which letters are silent? Listen and check (talk, know, listen, write, weather, answer). 	Not applicable	<ol style="list-style-type: none"> 2. Listen to the adjectives and say how many syllables you hear; underline the stressed syllable (irritating, annoying, untidy, unique, intelligent, friendly). 3. Listen and repeat the questions (What did you do in the breaks? Where did you go together? What was his/her name? What was his/her name? Did you choose the furniture? What colour were the walls? What was its name? What kind of animal was it? Did you wear a uniform?). Which words are stressed? Listen and underline the stressed words. 	Not applicable	<ol style="list-style-type: none"> 3. Listen and repeat these verbs in the past simple: /ɪd/ words that end in /t/ or /d/ sound (decided/visited/wanted); /t/ words that end in /p/, /k/, /tʃ/, /ʃ/, /ch/ sound (laughed/watched/worked); /d/ words that end in any other sound (lived/enjoyed/cleaned). 	Not applicable	<ol style="list-style-type: none"> 0. Listen to how English letters are pronounced: /eɪ/ day; /i:/ see; /e/ men; /a:/ my; /əʊ/ go; /u:/ too and /a:/ part. Complete the table above with the following letters according to their sound (s, e, m, k, u, t, d, y) 	<ol style="list-style-type: none"> 1. Listen and repeat the names of the countries. Mark the stress. Follow the example: Australia, Germany, Finland, Bulgaria, Hungary, Japan, Norway, Croatia, Switzerland, Luxembourg, Mozambique, Portugal. 3. Listen to the -ed sounds and repeat. Then put the verbs from exercise 3 into the correct column: /d/ played, answered, arrived; /t/ watched, asked, finished; /ɪd/ waited, wanted, started.

Annexes

Data	Sounds presented (according to the book's contents)					
	6. Silent letters	5. Word sitess	4. /əʊ/ , /aʊ/	3. /θ/ , /ð/	2. /j/ , /ɪj/	1. /aɪ/ and /ɪ/
English Plus	No reference made					
All Stars	No reference made					
Engaging	Not applicable					
What's up? 7	No reference made					
Fly High 7	Not applicable					
Come along 7	No reference made					
Top Teen 7	No reference made					

Annex 29 – Teachers' questionnaire

Universidade de Vigo

IDAES
Interuniversity Doctoral Programme
in Advanced English Studies

lvto

TEACHERS' QUESTIONNAIRE

COVER LETTER

Dear colleague,


You are kindly invited to participate in a research study conducted in the framework of the PhD thesis entitled: "Where do we go from here? A comprehensive analysis on how ELT course books promote teaching pronunciation in Portuguese Public Schools".

The Project aims to discuss the relation between the role of pronunciation teaching in the ELT classroom, course books and material development which will empower a framework for future ELT material writers. Additionally, the findings of this PhD will provide input for the design of tailored teaching resources for future teacher training sessions.

Your participation in the study is completely anonymous and there are no risks associated with it.

If you have any comments, queries or concerns about the questions included in the questionnaire, the purpose of the research study or any other matter related to the project, in general, please contact me through the following address: carlos.lindade@gmail.com

I sincerely thank you for your participation,



Carlos Lindade
Universidade de Vigo

QUESTIONNAIRE
Part I

1. Are you currently teaching learners of English as a Foreign Language?

Yes

No

2. Age:

25 or under

46-55

26-35

56 +

36-45

3. Gender:

Female

Male

4. Region where you teach: _____

5. The highest qualification(s) you have is/are (state more than one, if appropriate):

6. Your first language(s): _____

7. The age range of the learners you are teaching now is (tick more than one, if appropriate):

Under 5

13 - 15

6 - 10

16 - 18

11 - 12

18+

8. The number of years of teaching experience:

-1

20 - 29

01 - 09

30+

10 - 19

Part II

9. Do you use coursebooks in your classes?

Yes

No

10. If you answered YES in 9, answer the following question: Are the coursebooks from local/national or foreign publishers?

Local/National

Foreign

11. If you answered YES in 9, answer the following question: What is the name(s) of the publishing house(s)?

12. If you answered YES in 9, answer the following question: Do the coursebook(s) which you use in class present activities centered on pronunciation?

Yes

No

13. If you answered YES in 12, answer the following question: How often do pronunciation activities appear?

a. Once per unit.

b. Twice per unit.

c. Three or more times per unit.

d. Not in every unit.

e. Other. Specify: _____

14. If you answered yes in 12, answer the following question: From the list below which of the following options are the most common focus of the tasks? Tick more than one if necessary.

a. Practice of vowels

b. Practice of consonants

c. Practice of stress placement

d. Practice of intonation patterns

e. Other. Specify: _____

15. If you answered 14, answer the following question: What type of task is used for the practice of each of the options ticked above?

a.

- Vowel sound discrimination
- Listen and repeat
- Both
- Other.

c.

- Identification of stressed syllables
- Listen and repeat
- Both
- Other.

b.

- Consonant sound discrimination
- Listen and repeat
- Both
- Other.

d.

- Identification of intonation patterns
- Listen and repeat
- Both
- Other.

e.

- Specify the type of activity

16. If you answered 'other', please specify the type of task.

17. Do you find teaching pronunciation important for your learners?

- Yes
- No

18. Explain briefly Why or Why you don't find it important?

19. Do you believe teaching pronunciation must change?

- Yes
- No

20. If you answered YES in 19, answer the following question: to what extent must teaching pronunciation change?

END OF QUESTIONNAIRE

Annex 30 – Reasons why teachers do not find pronunciation important

Because English is a Global language.	Because learners are able to learn on their own, through different mediums	Because the aim is to communicate intelligibly and not native-like	Because other issues are more important	Other	Invalid or blank answer
Considering there are Englishes and English is a global language, pronunciation is important but only up to a point	Most of them have good pronunciation because of music, gaming and movies	I think that it is important, but not very. What is really important is to set the communication and speak. With time the pronunciation will come	With children this age I don't think the primary concern should be about pronunciation	I teach pronunciation associated with teaching the vocabulary	To facilitate communication
Nowadays we don't have a British or American English. We have global English. Students must find their own accent	We don't have time with so many students in class and so little time to cover the topics we have to teach; students who are fairly talented for languages, learn the pronunciation from films, songs, YouTube, etc.	Communication can be achieved without perfect pronunciation	Vocabulary and grammar are the most important. Pronunciation is important too but it can come with time according to the circumstances – the people around us or the country we are in, etc	Pronunciation can be an individual characteristic or a particular group, coming from a specific medium. The pronunciation may change over time and depending on several factors	
		The aim is communication	There are other aspects much more important	In Azores we have different pronunciation: Canadian, Bermudian, American... lots of students that have come from other countries	
		<i>Para a faixa etária em questão, dos 6 aos 10, não considero essencial. Mais importante é o contato com a língua e com a cultura</i>	They are young learners the exact pronunciation is not the most important at this age	Young learners ages 11 and 12 are very insecure. In my opinion, teachers have to handle the corrections in pronunciation gently and with care	
		The most important thing for me is that they can be understood (intelligible)			
		If the message comes across, it won't be important			
2	2	6	4	4	1

Annex 31 – Reasons why teachers find pronunciation important

Because it is part of the communicative competence of a speaker and is on par with other language skills	Because it allows the speaker to be intelligible	Because it is an integral part of the speaking and/or listening skills	Because it avoids hindering meaning and misunderstandings	Because it allows the learner to focus on correct pronunciation, especially of words	Because it allows the learner to differentiate between English and Portuguese sounds	Because it helps the learner gain confidence in communicating	Other	Invalid or blank answer
To improve their communication skills; looking at the written word doesn't mean you know how to say it, guidance is needed	I think learners become more confident and proactive. Therefore, teaching pronunciation is a good way to boost students' emotional bonds towards a foreign language	It's crucial to know how to speak the language properly	Words may present different meanings when not well pronounced	Many cases of misunderstanding of communication were caused just because of mispronouncing of words.	Students sometimes get confused in speaking/reading activities because they misspell words and that makes communication harder. English has also different sounds which sometimes are difficult to Portuguese students and it should be practised	It's important to teach students how they can make themselves intelligible, by stressing words adequately, giving intonation where needed or using the right rhythm. Helping students to feel more competent speakers and listeners, we'll be helping them to feel more confident. It's an important part of teaching a language, indeed	Because English is especially difficult in terms of pronunciation	Although I answered Yes the above question, I don't consider pronunciation one of the most important aspects in teaching English
Learning the sounds of language and stress and intonation are quite important for communication	It's important to make oneself understood once there are words that are terms with different meanings and very similar pronunciation	To develop the speaking and listening accuracy	If you don't know how to pronounce words correctly, you can be misunderstood	Correct pronunciation and articulation are extremely important to master a foreign language	Some learners have difficulty in producing English sounds in words that don't appear in their 1 st language	It gives students confidence to speak	Living languages must be taught dynamically. Speaking and pronunciation make a language come alive	When we learn a language, we need to be aware of all the details

It's highly important for communicative skills	In English, pronunciation is often essential for understanding	A good management of the speaking skill implies a good pronunciation	Speaking is communicating. Mispronunciation may hinder the purpose of the language	Although many of my students know to pronounce word correctly, there others who still need to improve their pronunciation	It helps them to recognize the sounds and to be aware that they are completely different from Portuguese as well as being fun	I find it important because in English there are a lot of words with similar sounds and if you don't pronounce them correctly you risk being misunderstood. Pronunciation matters a lot in English	It helps speaking and reading skills	To understand correctly
Because a correct pronunciation is important to convey a message	To be better understood	It helps them on the speaking process of the language	<i>Caso a pronúncia não seja trabalhada haverão sem dúvida erros de interpretação</i>	It's important at least to distinguish some words	Because a language is spoken. And the English sounds (USA/ UK) are different from the Portuguese sounds	to avoid misunderstandings; to boost self-confidence	It's important because of the accent and fluency	.
Because I think it is an integrated and integral part of a second language learning since it directly affects learners' communicative competence and performance	Good pronunciation promotes clearer understanding	Because they need to speak properly	mainly stress to avoid mispronunciation (and impossibility of understanding by the other) and error in meaning	They can learn easily how to pronounce words		Besides helping students to pronounce words correctly, it also helps them in understanding when people speak to them and it also helps them to gain confidence in their abilities.	English is not the first language for most teachers which means that students should be exposed to (practice) a different pronunciation. Besides, wrong pronunciation may lead to misunderstandings	Words
In order to improve communicative competence you need to pronounce words properly	Because poor pronunciation can impair communication	If students don't pronounce correctly they won't be understood and they won't understand what they hear	It's important because if a word is not pronounced properly it can alter its meaning	There are many similar sounds / words that if not pronounced correctly may lead to misunderstandings		Fluency and self-confidence	It's important an early start on pronunciation, because it will improve speaking and stress placement and intonation patterns are difficult to learn for a foreign learner	.
To express themselves better, develop speaking skills	Makes communication clearer	Because they will improve their oral skills	some words can be misunderstood because of a wrong pronunciation	Learners should know how to pronounce the words correctly		A good pronunciation increases self-esteem and helps to learn the language	To enhance speech	It is very important

Annexes

Pronunciation is a skill to be developed in order to achieve communicative competence	Yes, because, as we all know, learners use English mostly in situations of oral communication and when pronunciation problems are very serious, they can prevent communication or make it very difficult to happen	It's an important part of the speaking skills and a relevant asset for oral communication	A bad pronunciation can lead to misunderstandings and an ineffective communication	You don't just need to know the vocabulary; you must know how to pronounce words correctly
Pronunciation influences the communication ability but also the ability to listen and understand language	We want students to be understood and to be able to communicate effectively	It really helps students to improve their listening and speaking skills	It makes communication easier and prevents misunderstandings	It is important to know how to pronounce the words correctly
To improve the reading ability as it affects the learners' communicative competence	Although there are what is called Englishes because the language is spoken by millions of people in every continent, pronunciation is important to ease communication and to avoid misunderstandings that might cause uncomfortable situations	because it is important for students to have good pronunciation and focus on pronunciation helps with listening comprehension and with reading and writing skills	I find it important as it is part of language and problems with pronunciation sometimes causes communication problems	It's important because it helps them to pronounce the words correctly and to understand what they listen to
Pronunciation is about accuracy in speaking, one of the skills required for language communication	Pronunciation is important to the communication because if you don't pronounce the words correctly people may not understand you			Through pronunciation learners will be able to spell correctly and distinguish words. It also allows students to better understand the oral speeches

Important to develop speaking and to foster speakers' self-confidence	better understanding of what they say when they use the language, distinguish sounds and words in English	Bbb
I think it is important because, besides other things, it will help students develop confidence while speaking English as a foreign language	Pronunciation is key to convey meaning.	...
Teaching learners pronunciation is important as it gives them the possibility of becoming more sensitive to all the different types of pronunciation that exist worldwide	To better communicate	Very important
I find it is important to teach pronunciation because they need to hear the model so that they can get as nearer as possible to the language they are aiming	Teaching pronunciation is important because my learners can improve their pronunciation and sound patterns	I find it important

So that they can speak fluently and accurately	You don't need to be "accurate" but you need to be understood
English has many words that sound similar, a good pronunciation is important for quality communication	I find it important because it helps students communicate more efficiently (they'll be able to speak better and to understand more accurately what they hear)
Pronunciation is important to achieve communicative competence, in order to be clear to others	It's important to know how to say the words correctly so that the message is sent correctly
It improves learner's communicative competence and performance	To express themselves more accurately
If pronunciation hinders communication it has to be a focus	In all languages, it is important to pronounce the words correctly so that the message is understood by the recipient
I find it important because ELT should focus on communication, mostly orally	To communicate with native and non-native speakers with a reasonable level of comprehension

	Only with correct pronunciation words will be better understood
	to speak clearly and in a correct way you need to learn pronunciation
	Although I consider the ability to communicate much more important, students have to learn how to say the words correctly
	To pronounce words correctly
	The better students know how to pronounce the words, the more they understand the language and other English speakers
	It's important because they need to know the sound of letters and words to speak correctly

Because students learn when they listen and the language turns more familiar to them	With very young and young learners it's quite easy to get the pronunciation right	To learn
	Because pronunciation is often meaningful	Fluency also requires proficiency
	It is indeed relevant for oral skills development	Students must practice pronunciation to know if they are sharing it correctly
	They need to be aware of the different situations in order to speak the language correctly	language specifications are very important
	It's very important as English spelling and pronunciation are sometimes so different	I find it important
	It's not the most important but it's part of the language in itself	Yes

Annexes

It improves their communication skills	Mispronouncing a word might make it unintelligible
Make them aware that pronunciation is part of their skills to communicate the best they can	Teaching pronunciation is important to enhance intelligibility between speakers with different L1, either NS or NNS
É importante para um ensino da língua em todas as suas dimensões	Because it may affect comprehension
for the purpose of communication, pronunciation is the basis of delivery	To make themselves understood in everyday conversations
It is as important as reading, writing, speaking, etc	Wrong pronunciation can lead to misunderstandings
Pronunciation is the main point in a language that makes us understand each word or idea in a context	Pronunciation can be the boundary between making yourself understood or not. On the other hand, some words are pronounced differently in different English-speaking countries; so, we mustn't be too rigid on teaching pronunciation
Pronunciation is part of language just as other skills	It is vital to the proper understanding of the idea we are trying to convey

It is important because learners can better improve the language and the specific vocabulary
Yes, because it is important for them to know how to pronounce the words correctly
It is important because learners speak accurately

I find it important because it really helps students to distinguish different sounds and improve their pronunciation	It's important because it's a meaning of communication and we want to do it well and effectively
It is vital in primary English teaching to focus in pronunciation because of the age. Later it will be difficult.	It allows them to experience real English
It is very important because you create successful English speakers	they can improve their pronunciation
To learn how to speak the language	Understanding
Influences several skills as reading and writing for instance	Obviously, they should learn how to pronounce
The 'music' of the language is key to improve oral interaction contexts. Pronunciation practice gives learners the ability to distinguish the accents of native and non-native speakers and to identify accents within native speakers	To improve pronunciation
It is important because some words are very similar	Speaking tests are as important as written ones

	Better pronunciation helps others understand you better
	It can block comprehension and it impacts on your listeners
	Pronunciation can impair meaning.
	They need to be prepared for the future, and that involves speaking English and making themselves understand! Pronunciation is, many times undervalued, and needs to be made essential
	It helps learners to speak the language with a correct pronunciation
	It is important so that students communicate more effectively
	Pronunciation helps students to be clearer
	So that students can be understood
	A good pronunciation is important to make yourself understood

<i>Porque ayuda a comprender a l�ngua</i>	If you want to be understood
Essential for global communication	
Its halfway to a better communication	
Because it is important to be as close as possible to the original sounds	
It is part of the language.	
Learners need more opportunities/varied tasks	
Because sounds help students learn the language	
they should speak properly	
with proper intonation the level of speech understanding will increase	

Annexes

	Intelligibility						According to the way you pronounce words, you make sense of what you say	
24	34	10	11	20	5	11	34	25

Annex 32 – Extent to which pronunciation should change

More engaging tasks	More exercises/ practice	More time	Teacher training	Other views	Doesn't know/ didn't answer
With new and innovative exercises to use in the classroom and with the appropriate technological support	It should be given more emphasis on pronunciation through role-playing for example, especially with very young learners	Students must practice more pronunciation in the classroom therefore they should have at least one more hour of English per week	There's the need to improve teacher's pronunciation. That can be achieved through practice and formation	Be more valued since it's the basis of learning a language and implicates on the several skills	I don't know
It has to be practiced and in meaningful exercises	More exercises, in the coursebooks	More time dedicated to it	Teachers should have more contact with real communication situations	It should be a fifth skill, besides, reading, writing, listening and speaking	I don't know
It must be stressed and given in an interesting way, in a way that gets students to communicate more regularly and more effectively	Coursebooks should offer more activities focusing pronunciation. They are to centred in teaching vocabulary and language structures. Pronunciation is not a main focus	More time must be devoted to this in class	teachers MUST improve their pronunciation. Some teachers don't have the "tools" to teach properly the language once some teachers DON'T know how to pronounce it	I think that in Portugal pronunciation is not a problematic issue, even though coursebooks designed by Portuguese teachers don't offer any activities on pronunciation! Coursebooks made by publishers that hire linguists are, therefore, by far better and usually offer activities in every unit to practice the most problematic sounds. Even non-native teachers can take profit of that as most of them from the "old school" have never had training no that!	Don't know
It must be stressed and given in an interesting way, in a way that gets students to communicate more regularly and more effectively	There should more and varied activities centred on pronunciation mostly at beginner or elementary level teaching	time given to pronunciation	A lot: teachers who teach a language should have more studies in this area and the course books should have activities centred in pronunciation	We teach British English, but we must acknowledge that other pronunciations are as valid and correct as British English is.	I don't have an opinion
More practise	It should be taught just like a skill and the textbooks should provide much more exercises on it	Teachers of English need more time to spend in the teaching of pronunciation	Teachers must first be prepared, have pronunciation-oriented training if necessary	schools should give us better conditions (labs...)	18 subjects did not answer
Further practice	Course books should have more listening and pronunciation exercises recorded by native speakers	Have regular pronunciation activities in class and time to do them		It must change a lot because students have difficulties in speaking the language	
Both teachers and students need to recognise the importance of pronouncing words correctly. The strategies that appear in course books are not exciting and students don't enjoy them. They need to evolve	students must listen more and repeat			As I said before practising pronunciation will help students specially the ones who have more difficulty in learning English. Moreover, students will be more confident and secure when speaking English	
<i>Deverá ser o enfoque do ensino</i>	Teachers should promote more			It should me a regular class activity from early years	

Annexes

	pronunciation activities in class
It should be more appealing to students, with fun exercises like games	Coursebook should extend their listening and speaking activities. Also, they must be high quality listening by native speakers
It should be more engaging	More activities that promote direct focus on it
through meaningful exercises	It needs more practice
To motivate students to be more aware of intonation patterns, stress intonation, differences/similarities in languages, and thus enrich their language(s) experience/knowledge	Introduce more activities and emphasize the importance, because students do not appreciate these types of exercises
More awareness, more practice, more technology	Implement pronunciation activities in the class, in a daily basis
It must suit today's needs. Not just focus on one specific sound but shed some light on the entire sentence similar to collocations in grammar	More practical exercises to improve that skill
	There should be more emphasis on the early years, not just teach lexical sets
	Teaching the pronunciation is very important, so coursebooks should have exercises in every unit
	Textbooks should have more pronunciation activities
	Coursebooks should offer more activities aiming pronunciation; teaching English through phonics could be a good approach
	Have more focus on pronunciation
	Give it more focus
	Course books should provide extra opportunities for students to work on pronunciation. The only course book I know that has some

by listening and taking some approach in accent, in order to find their mistakes and correct them as	
We should give more important to that issue	
Changes in how to approach	
It should be included in all text books and phonetical symbols should be taught to students	
Improve the variety of listening and speaking tasks	
Use different techniques and bear in mind the varieties of English (South African, Australian, American, British)	
I think there should be investment in language laboratories	
Pronunciation should aim at facilitating communication, not making learners sound American / English	
Students should understand different accents and they don't need to be necessarily like natives, but speak well enough to be understood	
In my opinion, it's not a matter of change because you can't change something that hasn't started yet. Thus, what's pressing is the effective teaching of pronunciation	
depends on the levels, most important in lower levels	
It must start at earlier ages	
We need to have good models in books, the teachers themselves should pronounce words correctly at all times	

exercises is Stars, from Areal Editores	
systematized exercises per unit	Teachers should be more concerned about this
It should be more used in the classroom. There needs to be more activities for them to practice	We should be more aware of its importance and, in some cases, improve our own pronunciation as much as get specific training on how to teach it to different age groups
More activities related to the pronunciation of some sounds	Teaching should focus on speaking which is, in my opinion, what students will need the most when they enter the work market, when they travel... They need to communicate orally
Reference to pronunciation activities in coursebook	Teachers should convey the idea that pronunciation is very important otherwise students won't change their mind as far as this subject is concerned
Be more frequently used/practised	In order to make students understand what is right according to each English linguistic accent and to accept all varieties
Including pronunciation exercises in every unit	We need to start teaching some basic pronunciation guidelines
It is very important that textbooks include pronunciation exercises	Maybe provide some contact with phonetic spelling and the pronunciation available in online dictionaries
we have to make our students aware of this fact with exercises that help them become better at hearing and producing	There should be some focus on pronunciation, but it is also important for students to be aware that there are different pronunciations all over the world and their main aim is to make themselves understood
Teachers should do more listening exercises and teach some pronunciation techniques to their students	I think teachers should begin by teaching sounds before teaching vocabulary and grammar. Through sounds children learn, associate and memorize words. And then move on teaching small structures like sentences and then small texts
Pronunciation aspects should be included in coursebooks, of course. The different intonation, stress and sound patterns should be slowly introduced according to the various levels of learning	Incorporating pronunciation with other language skills, mainly to listening and speaking. Activities that help learners to be aware of the idiosyncrasies of the target language so they can achieve a native-like pronunciation

Annexes

	<p>Coursebooks should include more and diverse activities related to pronunciation. The type of activities should be adequate to the age range of the students</p>	<p>Language labs</p>	
	<p>For starters, including it in coursebooks</p>	<p>It should be taught more explicitly</p>	
	<p>We should have more exercises related to the stressed syllables</p>	<p>there should be classrooms adapted for teaching pronunciation</p>	
	<p>We should use more realia in the classroom. Students should practice a lot. Watch English films without subtitles and listen to English songs</p>	<p>As we are starting English in Primary, it should be the first step to focus on pronunciation</p>	
	<p>More time would be relevant since I can't even accomplish half of the tasks this year with 2x45 min with my 7th graders. Reading and therefore pronunciation are 2nd place this school year...</p>	<p>Oral skills have to be taken more seriously and trained more often, to the detriment of grammar, since structures can be grasped more naturally by more frequent listening tasks, just like children learn their native languages, without worrying about grammar rules</p>	
	<p>With dialogues and roleplays, with repeating words , with intonation</p>	<p>It should be regularly assessed and monitored</p>	
	<p>The focus on speaking should be greater than it is now. Things like tongue twisters or literature teaching (using poems for instance) can improve sts' pronunciation</p>	<p>Considering there are Englishes and English is a global language, pronunciation is important but only up to a point</p>	
		<p>Dealing with it more regularly; giving it more importance</p>	
		<p>most teachers just don't teach it. I sustain they must.</p>	
		<p>A complete change</p>	
		<p>I believe that it's necessary to make speaking a priority at all levels of formal language learning, not teaching pronunciation per se but discriminating sounds and teaching phonics to anchor students' progress, all in all turning the processor closer to L1 acquisition</p>	
		<p>Phonetics awareness must take place every time</p>	

				In Primeiro Ciclo we focus the English teaching in orally, so pronunciation is very important	
				There are sounds we don't easily recognize and we should learn to hear them	
				We must teach our students how to listen to the language, teach them to care how they pronounce the words as it will make a difference in their communication, effectively or not, with others	
				In Portuguese public schools oral skills are evaluated formally and mainly through oral presentations and interaction. However, SS aren't prepared, in a more natural way, to speak English fluently because Ts haven't enough time to teach the syllabus and give enough pronunciation lessons to meet SS needs. So SS oral proficiency is evaluated in 2 or 3 lessons at the end of each term and most SS who are less proficient tend to memorize their presentations (and prefer these) not to flunk the subject. Teachers must speak more English in class and teach SS the correct pronunciation of words in the more common "Englishes". Some teachers skip the pronunciation exercises in the coursebooks (because they don't find them attractive or they say "it's time wasting") but don't substitute them with others	
14	38	6	5	47	4+18

Annex 33 – Interview with Curricular Goals author, Eulália Duarte (August 2018)

The role of pronunciation in ELT has changed numerous times throughout the past two centuries, yet there is no evidence on how English pronunciation is taught in Portuguese public schools, if it is formally taught at all. My thesis (A comprehensive analysis on how ELT coursebooks promote teaching pronunciation in Portuguese Public Schools) aims to research and discuss the relation between the role of pronunciation teaching in the ELT classroom, coursebooks and material development in Portugal.

The aim of this interview is to better understand the shift from the 90's curriculum to the current "curricular goals" and how they impacted ELT and material design.

Q1. From the publication of the 3rd cycle curriculum (1996) and the publication of the initial version of the curricular goals (2013), 17 years transpired. To what extent was the 90s curriculum expired after the publication and generalization of the CEFR (2001)?

ED. As the curriculum goals are set out in all the new textbooks, the 90's curriculum has been generally forgotten.

Q2. What were the teacher's reaction to the curricular goals?

ED. The teachers' reactions were generally very good, as the goals were clear and easy to follow.

Q3. What criteria was used to decide what contents of the 90s curriculum would be featured in the curricular goals and what would be set aside?

ED. As two the teachers involved in the goals were bilingual and had taught for many years, the criteria was quite personal. An example: the old text books had "question tags" in almost every year. How many times do you say: You're a student; aren't you? Quite unnecessary!

Q4. After 2013, English in the first cycle was introduced and a new version of the curricular goals was published in 2015. However, there was no formal curriculum for the team to inspire the design of the new goals for grade 3 and 4. What documents aided you in the design of these new goals?

ED. We took into consideration many English EFL textbook and videos used for this age group.

Q5. Considering that the original aim of the curricular goals was to prioritize what was essential for teaching/learning and considering there is still no formal curriculum for the 3rd and 4th grade, do you believe there's a need for a new integrated curriculum from grade 3 to 9?

ED. No, I think that the goals fulfil the teachers' needs for guidance.

Q6. Teachers during the past months have been bombarded with information regarding documents such as “o perfil do aluno” and “as aprendizagens essenciais”. Were you and your team involved in adapting the curricular goals to this new framework?

ED. No.

Q7. Coming back to the curricular goals, after the 5th grade there's no formal emphasis on aspects regarding pronunciation or phonology. Why?

A7. This would be extremely hard to define, as there are so many accents. Also, working ourselves in the public schools, we find that some teachers cannot themselves follow the formal emphasis. Whatever that is?! Watch "The English language in 24 accents" on YouTube.

Q8. How relevant is pronunciation in ELT for you as a teacher?

ED. Personally, I think it is quite relevant to a degree.

Q9. To your knowledge, do coursebooks integrate pronunciation teaching from grades 3 to 9 appropriately?

ED. No. The closest would be the Listening exercises when videos are shown to the students. No formal phonetic teaching is set out in the goals.

Q10. Evidence from international research has highlighted that pronunciation lost its place in the classroom. Do you believe this is also the case for ELT in Portugal? What must change for pronunciation to be considered a key language skill?

Annexes

ED. As more and more people speak English all over the world, it is becoming more difficult to make pronunciation a key language skill. There are some nationalities that find it very hard to pronounce words correctly: the French and Spanish for example.

When I did the course for examiner for the Key for School exams, I was asked to evaluate the pronunciation of a Spanish and German candidate. I couldn't get it right! I always gave the Spaniard a higher mark when I should have been giving the German candidate the higher mark. When the correct marking scheme was explained, it was because the German was easier to understand. Being Portuguese, I could understand the Spaniard quite well and better than I could understand the German. Obviously, the English examiner understood the German better. As you can see, pronunciation vs. communication is tricky. But I do feel it is important. I don't like to hear, in the listening exercises, Portuguese children pronouncing the words incorrectly.

Lets think of the different formal pronunciations: English (East End, York?); American (NY, Texas?); Australian (city, outback?) This is the reason why pronunciation has lost its place in the classroom.

Q11. Do you believe teachers in general as well as coursebook authors follow the 2015 curricular goals to the letter?

ED. The majority of the English teachers in our schools are over 50 years old and have many years of experience. Gramatically, the teachers will advance or not depending on the capacities of + their different classes. The goals were written in order to motivate the students and avoid lists of words. The authors tried to present goals that were diferente in the "Domínio Intercultural" 4º ano- Desenvolver o conhecimento do seu mundo e do mundo do outro"...5º ano - Conhecer o seu meio e o dos outros para compreende a diversidade.

I would have liked to see textbooks which compare Flamenco dancing /Portuguese folklore/ Scottish highland dancing...torn jeans / Burka/ Kimono. You could say that we could ask the students to find this information at home, but with classes of 28 students, how and when do we check that the students have done this work?

The new 6th form textbooks (the students have had 3 years of English), once again, present lists of the same words (!) instead of interesting texts about our world and the world of people around us.

Annex 34 – Interview with APPI President, Alberto Gaspar (September 2018)

The role of pronunciation in ELT has changed numerous times throughout the past two centuries, yet there is no evidence on how English pronunciation is taught in Portuguese public schools, if it is formally taught at all. My thesis (*Where do we go from here? A comprehensive analysis on how ELT coursebooks promote teaching pronunciation in Portuguese Public Schools*) aims to research and discuss the relation between the role of pronunciation teaching in the ELT classroom, coursebooks and material development in Portugal.

The aim of this interview is to better understand the shift from the 90's curriculum to the current "curricular goals" and how they impacted ELT and material design.

Q1. From the publication of the 3rd cycle curriculum (1996) and the publication of the initial version of the curricular goals (2013), 17 years transpired. Did APPI consider the 90s curriculum expired after the publication and generalization of the CEFR (2001)?

AG. The 1996 2nd, 3rd and Secondary curricula were at the cutting edge of school curriculum design before the publication of the CEFR! The 3rd cycle curriculum, to focus just on this, did inspire many classroom teachers, coursebooks writers and materials developers to a diverse extent as it is only natural. As it has been a consistent trait of the pedagogical scene when it comes to syllabi/curricula and coursebooks, the former went through a process of 'transubstantiation' soon after its having been put into force! Thus, coursebooks became so-to-speak 'avatars' thus tending to play as the 'real thing' for classroom teachers at large, carrying with them a dual sort of consequences: good, effective ones whenever the 'avatars' were good/high-quality extensions of those and able to produce successful learnings with the 'right' teachers; bad, poor-quality whenever the 'avatars' were not so. In either case, as it always happens, the curriculum was/is, quite often, left behind, and the number one reference for the teacher was/is the coursebook. After the publication and first attempts made by several stakeholders – ME, CE, APPI, among others - to generalize the CEFR, APPI has questioned the ME to make decisions as to the emergent odd situation. This questioning was carried out throughout several years without any visible result, even when APPI advanced some suggestions to make the curriculum and the CEFR compatible with each other. When the 2013 curricular goals were established it became altogether apparent to APPI that the time for any change to that effect had definitely expired, that no further attempts to introduce any possible change were to be considered by the ME, either for lack of funds (a common

excuse voiced by the ME to APPI), for 'unsuitable timing' (idem) or for inertia, to put it bluntly. And still, APPI has never considered the 1996 curriculum expired after the 2001 publication and generalization of the CEFR. Although designed in a pre-CEFR era, APPI keeps considering this syllabus/curriculum as a valuable reference for classroom teachers, learners and parents; an object of permanent, helpful assistance for teaching and learning the language and the culture(s) of speakers of Anglo-Saxon extraction.

Q2. What were the teachers' reaction to the curricular goals?

AG. As far as I can remember, teachers showed two kinds of reaction: some considered it as an advance regarding the current syllabus/curriculum, since it bridged the CEFR and was a more workable tool than the former; other teachers concentrated their criticism on the absence of certain items in the checklist of what was to be taught and learnt in specific years!

Q3. Was APPI consulted regarding the design of the curricular goals?

AG. APPI was consulted before the curricular goals were put into force, having recommended a few adjustments to be made to the authoring team.

Q4. After 2013, English in the first cycle was introduced and a new version of the curricular goals was published in 2015. However, there was no formal curriculum for the team to inspire the design of the new goals for grade 3 and 4. Do you believe these goals are appropriately balanced for this age group/level?

AG. It is a fact that there was no formal curriculum for the team to inspire the design of the 2015 goals for grade 3 and 4 as there is not nowadays. But there were 'Orientações Programáticas' authored by Cristina Bento, Raquel Coelho, Niki Joseph and Sandie Mourão, reviewed by APPI, issued in September 2005 by DGIDC/ME. Those provided useful information to that effect. APPI considers these goals appropriately balanced for this age group/level.

Q5. Considering that the original aim of the curricular goals was to prioritize what was essential for teaching/learning and considering there is still no formal curriculum for the 3rd and 4th grade, do you believe there's a need for a new integrated curriculum from grade 3 to 9?

AG. First things first: there are curriculum goals for both grade 3 and 4; there are also 'Essential learnings' idem. A new integrated curriculum from grade 3 to grade 9 will be a must sooner or later, since it will desirably describe the establishment of goals and

content at large and the progression of the language learning to be recommended throughout the 3 cycles in a coherent fashion. Without teachers and learners having to depend on sundry curricular documents produced at different times, with all the possible consequences this ‘mosaic culture looking for a common pattern’ may bring out. It will be a must perhaps later on, because two new instruments were launched in the current year and teachers have been digesting them and are putting them to the test from this new school year on. 2018 ‘Essential learnings’ are also an attempt to create coherence in the teaching and learning the language throughout 10 years of schooling; they have further advantages brought out by a focus on 21st-century thinking skills.

Q6. Teachers during the past months have been bombarded with information regarding documents such as “o perfil do aluno” and “as aprendizagens essenciais”. Were you and APPI involved in adapting the curricular goals to this new framework?

AG. As to the ‘Perfil dos alunos à saída da escolaridade obrigatória’ APPI and the other teacher associations and ‘sociedades científicas’ met with the ME between September 2017 and March 2018 to exchange views on both the aims and conceptions of such a document. And yes, APPI was involved in adapting the curricular goals and the syllabi/curricula from grade 3 to grade 12 to the new framework - ‘Essential learnings’ - between October 2017 and July 2018. This framework was designed by a team of ME specialists who discussed it in plenary sessions throughout 2017-2018 and shared it with all teacher associations and ‘Sociedades científicas’ who filled it in with the content of their subject matters.

Q7. Coming back to the curricular goals, after the 5th grade there’s no formal emphasis on aspects regarding pronunciation or phonology. From your experience, why does this happen?

AG. It is a fact that language pronunciation teaching has been downplayed for years, which may account for the lack of formal emphasis on it after grade 5. The reasons may be multifarious. They may range from lack of time to do so when there are so many fronts to fight on in the classroom – grammar, vocabulary, listening, reading comprehension...; of teachers being short of preparation to do so properly; of teachers not granting the same credit to prosody as they do to other aspects of language teaching; and-you-name-it, to teachers believing that learners will somehow get “the beat” after listening to so much omnipresent English around them in the media, the Net, etc.

Q8. How relevant is pronunciation in ELT for you as a teacher?

AG. I started teaching pronunciation by having pupils distinguish the sounds of the language through repetition and phonetic transcription – those were the days of Audiolingualism over the Grammar-Translation method! Pronunciation like stress and intonation are key aspects of learning the language as they should be of teaching it. A suitable pronunciation is a characteristic of the educated language speaker. Native speakers' pron apart, there's always a pattern to be observed no matter the English variety at stake. In my view, learners must be aware from their early days that there's not just one way to pronounce words correctly, but several ways. Teachers can always instruct them on this in a simple, straightforward manner by exemplifying with the Portuguese varieties – e.g. the European and the Brazilian ones. In pron as in vocabulary.

Q9. To your knowledge do coursebooks integrate pronunciation teaching from grades 3 to 9 appropriately?

AG. I'm afraid I am not familiar enough with that issue. However, given the poor quality of the pronunciation shown by most 3rd cycle students, I'd risk coursebooks have been hardly doing their job! When providing students with listening activities coursebook writers could invest (more) on pron training and varieties of English. It must be said, however, that time (or lack of it) is always a factor of critical importance as far as teaching and learning are concerned.

Q10. Evidence from international research has highlighted that pronunciation lost its place in the classroom. Do you believe this is also the case for ELT in Portugal? What must change for pronunciation to be considered a key language skill?

AG. Teaching pronunciation has been assumed, more or less overtly, as the lost ring in the chain of language teaching. Speaking whatever language with an accent has been praised in international forums – e.g. 'a Europa dos sotaques' – like the European Parliament. Accents are a fact of life in world communication; speaking a language with a wrong pronunciation is a thoroughly different thing never to be excused at school! I don't think the situation in Portugal is different from other countries'. On the one hand teaching for communication meaning and successful understanding to sustain an interaction involves teaching pronunciation consistently; on the other hand, classroom teachers must be aware of the need to train their students for either native-like accents or accented fluency! I think there is a long way to walk towards having the teaching of pronunciation not as an exception in classroom teaching but as a daily task to see to,

even for a brief moment, and brought out by common situations such as reading aloud; preparing for a debate where rational and affective ingredients are called for (pron, stress, intonation all together); telling a story; playing roles, etc. And also “explicit situations” as teaching e.g. the 5-6 words where the h is silent against the number of them where the h is not silent!

Q11. Do you believe teachers in general as well as coursebook authors follow the 2015 curricular goals to the letter?

AG. I don't think teachers at large do it in a consistent measure. The meagre time allotted to teaching and learning the language challenges teachers to try to follow them or not; however, the constraints provided by classroom practice on a daily basis together with the teachers' professional development – variable from teacher to teacher – may push some teachers to emphasize a few items and neglect others. As for coursebook authors, these have made their best – or tried to – of the 2015 curricular goals: some achieved this in a more effective way; others did it as an apparent must but not too convincingly, I'm afraid!

Annex 35 – Interview with Professor Nicholas Hurst, Faculty of Letters of the University of Porto (September 2018)

The role of pronunciation in ELT has changed numerous times throughout the past two centuries, yet there is no evidence on how English pronunciation is taught in Portuguese public schools, if it is formally taught at all. My thesis (*Where do we go from here? A comprehensive analysis on how ELT coursebooks promote teaching pronunciation in Portuguese Public Schools*) aims to research and discuss the relation between the role of pronunciation teaching in the ELT classroom, coursebooks and material development in Portugal.

The aim of this interview is to better understand the shift from the 90's curriculum to the current "curricular goals" and how they impacted ELT and material design.

Q1. From the publication of the 3rd cycle curriculum (1996) and the publication of the initial version of the curricular goals (2013), 17 years transpired. In your opinion was the 90s curriculum expired after the publication and generalization of the CEFR (2001)?

NH. The CEFR (2001) has recently been reviewed itself and, in any case, I think has become over-influential to the detriment of local PT considerations. The PT curricula documents would benefit from a complete overhaul, starting from primary level. They lack coherence at various points along the educational path. For example, at secondary level there is an urgent need to new orientations that, finally (??) shake off the last vestiges of 'Structuralism' which haunt the PT curricular documents.

Q2. What was your reaction to the curricular goals?

NH. At first, I thought 'what a breath of fresh air'; however, while acknowledging the effort to simplify and 'unburden' the programmes, I feel they remain too focused on describing language as a system rather than going for more 'pushed output', i.e. providing the learners with opportunities to use the target language.

Q3. To your knowledge, what was the involvement of the scientific community in the design of the curricular goals?

NH. I don't really have any awareness of any academic involvement with regard to my own institution (FLUP):

Q4. After 2013, English in the first cycle was introduced and a new version of the curricular goals was published in 2015. However, there was no formal curriculum for the authors to inspire the design of the new goals for grade 3 and 4. Do you believe these goals are appropriately balanced for this age group/level?

NH. I have only just started working with student teachers, training for primary, and do not really have enough experience to answer this.

Q5. Considering that the original aim of the curricular goals was to prioritize what was essential for teaching/learning and considering there is still no formal curriculum for the 3rd and 4th grade, do you believe there's a need for a new integrated curriculum from grade 3 to 9?

NH. I have only just started working with student teachers, training for primary, and do not really have enough experience to answer this.

Q6. Teachers during the past months have been bombarded with information regarding documents such as “o perfil do aluno” and “as aprendizagens essenciais”. what was the involvement of the scientific community in the design of this new framework?

NH. I don't really have any awareness of any academic involvement with regard to my own institution (FLUP).

Q7. Coming back to the curricular goals, after the 5th grade there's no formal emphasis on aspects regarding pronunciation or phonology. From your experience, why does this happen?

NH. I think there are several problems here. One would be that publishers do not want to provide materials that make teachers feel uncomfortable; so, they avoid activities where the teacher may have to act as a pronunciation model or where the teachers have to use tapes/CDs when the school might not have the required hardware (or the teacher may not want to use it). Another reason might be rooted in the 'native speaker fallacy' which would invalidate the 'non-native speaker teacher' as a the 'right' person to be dealing with pronunciation. Another reason might be that PT learners are assumed to be 'good at' pronunciation (due to out-of-school/non-school input?) and therefore do not need any practice at pronunciation.

Q8. How relevant is pronunciation in ELT for you as a lecturer and a researcher?

NH. I usually teach learners at B2 level and above; this means that most pronunciation 'issues' have 'disappeared' before they reach my classroom. I deal with any specific difficulties as and when they arise usually with the individual learner rather than as a 'whole class' activity since my classes usually consist of more than 35 learners.

Q9. To your knowledge, do coursebooks integrate pronunciation teaching from grades 3 to 9 appropriately?

NH. Not really; I have seen very few examples of 'explicit' pronunciation practice in locally-produced coursebooks.

Q10. Evidence from international research has highlighted that pronunciation lost its place in the classroom. Do you believe this is also the case for ELT in Portugal? What must change for pronunciation to be considered a key language skill?

NH. I would say that pronunciation will not become a 'key skill' in the case of ELT in PT; it will remain a 'sub-skill' that get dealt with occasionally at the level of individual sounds in relation to specific language points (e.g. how to pronounce regular past simple endings, or plurals of nouns or suchlike).

This will only change if the PT system finally shakes off its dependence on a foreign language as an object of 'study' rather than viewing language as a social instrument (theory of language); in addition, what teaching 'means' needs to embrace the concept of the 'co-construction of knowledge' rather than the outdated model of 'transmission of knowledge' that persists (theory of learning).

Q11. Do you believe teachers in general as well as coursebook authors follow the approved curriculum to the letter?

NH. I feel that the publishers are 'pushed into' following the curricular goals and it has become part of each Teachers' Book to enumerate the specific objectives as they line up with the activities in the book. However, I still think there 'curriculum overload' in the PT documents which prevents teachers from having any real chance of fulfilling the programme.

Annex 36 – Assessment criteria for the Intermediate Testing Project (2013)

Nível	Âmbito 20%	Correção 20%	Fluência 10%	Desenvolvimento temático e coerência 25%	Interação 25%
N5	<ul style="list-style-type: none"> Para se exprimir sobre assuntos do quotidiano, e alguns menos habituais, usa: <ul style="list-style-type: none"> - meios linguísticos suficientes e pertinentes; - eventuais circunlocuções. Apresenta eventuais hesitações/repetições/dificuldades de formulação. 	<ul style="list-style-type: none"> Usa com correção: <ul style="list-style-type: none"> - estruturas gramaticais simples; - um repertório lexical simples. A pronúncia é claramente inteligível. 	<ul style="list-style-type: none"> Produz um discurso: <ul style="list-style-type: none"> - com algum à-vontade; - com pausas para planejar e remediar. Pode exigir ainda algum esforço do(s) interlocutor(es) em situações menos habituais. 	<ul style="list-style-type: none"> Desenvolve os temas apresentados, mesmo os menos habituais, fornecendo informação adequada e pertinente. Constrói sequências de informação, que ainda podem ser lineares. 	<ul style="list-style-type: none"> Inicia, mantém e conclui conversas simples, utilizando as expressões mais comuns num registo adequado. Reage com correção às funções linguísticas mais frequentes. Faz perguntas/Responde a perguntas e pede esclarecimentos ou reformulações.
N4	<ul style="list-style-type: none"> Para satisfazer necessidades comunicativas simples, usa: <ul style="list-style-type: none"> - um leque ainda limitado de padrões frásicos elementares; - expressões feitas simples; - vocabulário suficiente. Manifesta incompreensões frequentes em situações não habituais. 	<ul style="list-style-type: none"> Usa com alguma correção: <ul style="list-style-type: none"> - algumas estruturas gramaticais simples; - um repertório lexical simples. A pronúncia é suficientemente clara para ser entendida. 	<ul style="list-style-type: none"> Produz enunciados: <ul style="list-style-type: none"> - curtos; - com falsas partidas; - com reformulações muito evidentes; - com pausas. Pode exigir algum esforço do(s) interlocutor(es). 	<ul style="list-style-type: none"> Fornecer informação limitada sobre assuntos que lhe são familiares. Liga frases simples com conectores simples e mais frequentes, como, por exemplo, "and", "but" e "because". 	<ul style="list-style-type: none"> Interage em situações simples e familiares, utilizando expressões simples e mais frequentes. Reage a um leque ainda limitado de funções linguísticas simples. Indica se está, ou não, a seguir aquilo que se diz. Faz perguntas/Responde a perguntas simples.
N3	<ul style="list-style-type: none"> Para satisfazer necessidades comunicativas básicas, usa: <ul style="list-style-type: none"> - um repertório básico e limitado de palavras e expressões simples relacionadas com situações concretas. Manifesta incompreensões muito frequentes. 	<ul style="list-style-type: none"> Usa, com um controlo muito limitado: <ul style="list-style-type: none"> - poucas estruturas gramaticais simples; - um repertório de palavras/expressões memorizado. A pronúncia é entendida com algum esforço. 	<ul style="list-style-type: none"> Produz enunciados: <ul style="list-style-type: none"> - muito curtos; - isolados; - estereotipados; - com muitas pausas. Exige muito esforço do(s) interlocutor(es). 	<ul style="list-style-type: none"> Fornecer informações básicas. Liga palavras ou grupos de palavras apenas com conectores muito simples, como, por exemplo, "so" e "and". 	<ul style="list-style-type: none"> Interage em situações simples, utilizando as fórmulas mais básicas para contactos sociais. Reage a um leque muito limitado de funções linguísticas simples.
N2	<ul style="list-style-type: none"> Para satisfazer necessidades comunicativas básicas, usa: <ul style="list-style-type: none"> - um repertório básico e limitado de palavras e expressões simples relacionadas com situações concretas. Manifesta incompreensões muito frequentes. 	<ul style="list-style-type: none"> Usa, com um controlo muito limitado: <ul style="list-style-type: none"> - poucas estruturas gramaticais simples; - um repertório de palavras/expressões memorizado. A pronúncia é entendida com algum esforço. 	<ul style="list-style-type: none"> Produz enunciados: <ul style="list-style-type: none"> - muito curtos; - isolados; - estereotipados; - com muitas pausas. Exige muito esforço do(s) interlocutor(es). 	<ul style="list-style-type: none"> Fornecer informações básicas. Liga palavras ou grupos de palavras apenas com conectores muito simples, como, por exemplo, "so" e "and". 	<ul style="list-style-type: none"> Interage em situações simples, utilizando as fórmulas mais básicas para contactos sociais. Reage a um leque muito limitado de funções linguísticas simples.
N1	<ul style="list-style-type: none"> Para satisfazer necessidades comunicativas básicas, usa: <ul style="list-style-type: none"> - um repertório básico e limitado de palavras e expressões simples relacionadas com situações concretas. Manifesta incompreensões muito frequentes. 	<ul style="list-style-type: none"> Usa, com um controlo muito limitado: <ul style="list-style-type: none"> - poucas estruturas gramaticais simples; - um repertório de palavras/expressões memorizado. A pronúncia é entendida com algum esforço. 	<ul style="list-style-type: none"> Produz enunciados: <ul style="list-style-type: none"> - muito curtos; - isolados; - estereotipados; - com muitas pausas. Exige muito esforço do(s) interlocutor(es). 	<ul style="list-style-type: none"> Fornecer informações básicas. Liga palavras ou grupos de palavras apenas com conectores muito simples, como, por exemplo, "so" e "and". 	<ul style="list-style-type: none"> Interage em situações simples, utilizando as fórmulas mais básicas para contactos sociais. Reage a um leque muito limitado de funções linguísticas simples.

Annex 37 – Wrong word exercise: Beyoncé – Pretty Hurts

Aim:

Listen for detail

Learn language points from music

Improve concentration and memory

Develop active listening strategies: double-check monitoring, problem evaluation, selective attention

Preparation:

Obtain a copy of lyrics and change words to 'sound-alikes'

Example: Someone like you (Adele)

I heard you sat in town

I heard you settled down

Procedure:

- Write the title of the song on the board. Ask if students know the song. Add six or seven key words from the song. Ask if they can predict the type of song, maybe even the theme...
- Students listen to the song and note phrases they understood.
- Hand out the song lyrics with the sound-alike mistakes and explain they will need to correct the mistakes.
- Students listen again, correct the mistakes and compare the corrections with their partner.
- Final task: silent reading; sing along; short speaking/writing exercise...

Beyoncé – Pretty Hurts

1. Listen and find the 5 soundalikes

Mama said, you're a pretty girl
 What's in your head it doesn't matter
 Brush your hair, fix your teeth
 What you were is all that matters

Just another stage
 Pageant the plain way
 This time I'm gonna take the crown
 Without falling down, down...

Pretty hurts
 Shine the light on whatever's worse
 Perfection is the decease of a nation
 Pretty hurts
 Shine the light on whatever's worse
 Tryna fix something
 But you can't fix what you can't see
 It's the soul that needs the surgery

Blonder hair, fat chest
 TV says bigger is better
 South Beach, sugar free
 Vogue says
 Thicker is better

Correction:

were → wear
 → pain away
 → disease
 fat → flat
 Ticker → Thinner

Annex 38 – Shepard's pie recipe

Shepherd's pie (with Bolognese sauce)

Ingredients:

500gr of minced meat
1 onion
Garlic
Parsley
1 carrot
Tin of tomato
Bay-leaf
Oregano
1 or 2 teaspoons of olive oil
Salt and pepper
Two spoons of butter
Half a cup of milk

Steps:

- 1- Cut the onion and garlic in very small pieces and stir-fry them with the olive oil until they are soft
- 2- Add the minced meat and continuously stir it until the meat is brown
- 3- Add the tin of tomato, bay leaf, oregano, salt and pepper
- 4- Bring to boil, lower the heat and leave to simmer
- 5- Meanwhile, peel and boil potatoes
- 6- Cook potatoes, when they are very soft, mash them with the milk, butter and a pinch of salt and pepper
- 7- Place meat on the bottom of a tray and potatoes on top
- 8- If desired, grate cheese to go on top of the potatoes
- 9- Place everything under the grill until the cheese is melted

