

A New Approach to the Teaching of Segmental Phonology in the Educational University System

We present an overview of the general problematicity on the teaching and learning of pronunciation at University stage. This paper is a pilot study which explores the late developments and trends in English teaching and learning and brings forward new pronunciation pedagogies that attempt to make this field more accessible and tangible to learners. Our aims are directed to elaborate and validate an array of activities and methodological proposals in this area, to analyse the advantages of these didactic materials in the classroom, their influence upon learners, and the importance of integrating linguistic skills to teach. We have taken into full account non-native speakers' perceptions and opinions about the techniques and methodology employed in class to analyse data and gather some pedagogical implications.

Key words: problematicity, new pronunciation pedagogies, didactic materials.