Fostering Confident Pronunciation Teachers: Can Pronunciation Support Materials Help?

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Abstract

Neglected, avoided and marginalised are just some of words often used to describe pronunciation in SLA research and ESL teaching (Levis 2005; Couper 2017). However, nowadays pronunciation is experiencing increased levels of interest as the current communicative view of pronunciation has not yet provided a set of appropriate pronunciation teaching strategies (Celce-Murcia et al. 2010), inspiring researchers to determine the best approaches to teaching pronunciation. Request for further investigation has initiated research to inform on classroom methodology, practices, and materials.

This study explores how ELT textbook and teacher book materials can address the needs, alleviate concerns and improve the confidence of teachers when teaching pronunciation in the ESL classroom. Through teachers' pronunciation cognitions research, beliefs, practices and concerns are identified to develop pronunciation support materials and are tested and evaluated by in-service teachers. Four NS ESL teachers were chosen for this research. Structured and semi-structured interviews and materials evaluation form the basis of the data, which is analysed through a narrative analysis.

The main findings demonstrated a range of cognitions held by teachers regarding pronunciation, with pronunciation goals and accents influencing beliefs and practices. It also highlighted a general lack of confidence in teaching pronunciation, which was mainly due to the absence of effective pronunciation activities and support in current ELT materials. Overall, the evaluations of the materials were positive, and teachers found the materials to improve confidence and alleviate concerns. These findings raise questions for the future of pronunciation and the influence of ELT materials. Finally, the results of the materials evaluations provided various recommendations which can be put forward to textbook developers.

Acknowledgements

To everyone who has helped and supported me throughout this journey, I say thank you.

Without you this wouldn't have been possible.

Glossary

SLA: Second Language Acquisition

IPA: International Phonetic Alphabet

ELT: English Language Teaching

CELTA: Cambridge Certificate of Teaching English to Speakers of Other Languages

DELTA: Cambridge Diploma of Teaching English to Speakers of Other Languages

CertTESOL: Trinity Certificate in Teaching English to Speakers of Other Languages

DipTESOL: Trinity Diploma in Teaching English to Speakers of Other Languages

NS: Native Speaker (of English)

NNS: Non-native Speaker (of English)

L1: First language / mother tongue

L2: Second language

ESL: English as a Second Language

EFL: English as a Foreign Language

EGP: English for General Purpose

GE: General English

CEFR: Common European Framework of Reference for Languages

GUEP: General University Ethics Board

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Chapter 1: Introduction

1.1 Background to the Research Context: Key Terminology

Neglected or disregarded in research and marginalised or avoided in practices, pronunciation teaching has endured a turbulent time in the English language classroom. In recent times its popularity has increased noticeably, with sparked interest in SLA research to determine how to best approach pronunciation, what should be taught and by whom. Historically, the importance of pronunciation methodology was debated, with some advocating for its prominence in the classroom and others referring to it as 'unteachable'. The current approach to language teaching brings a more communicative view of pronunciation, but it might be that appropriate strategies for teaching pronunciation communicatively are not yet sufficiently established (see Celce-Murcia et al. 2010). The request for further investigation into pronunciation teaching has spawned various branches of research that aim to inform, namely, current classroom methodology, practices, and materials. Yet, more research is required as no conclusive evidence of 'what to teach' nor a definitive practical application of 'how to teach' can yet be afforded. Relevant areas of research essential for this study are explained more fully below.

1.1.1 Intelligibility, Comprehensibility and Accentedness

A salient area of focus in research includes intelligibility, comprehensibility and accentedness, where researchers seek to establish what to teach, who should teach it and why. Intelligibility, the intelligibility principle, is generally the most agreed upon goal for spoken language in a variety of contexts (Levis 2018) and can be defined broadly as "…extent to which a speaker's message is actually understood by a listener" (Munro and Derwing 1999, p.289). Characteristically measured in research through dictations, comprehension questions or summarising speech, it determines the success of decoding an excerpt of speech (Levis 2015). Comprehensibility addresses the degree of effort required by listeners to understand a speaker and is often evaluated with a 9-point Likert scale from *extremely easy to understand* to *impossible to understand* (ibid.). With perceived connection to intelligibility and comprehensibility, accentedness can be defined as the "…degree of difference from

a reference accent" (ibid., p.16) and is typically measured through a rating scale (see Derwing et al. 1998).

1.1.2 Phonemic and Phonetic Transcriptions

The IPA has made it less ambiguous to present the pronunciation of a word (Kelly 1969) and is "capable of representing the full inventory of sounds of all known languages" (Setter and Jenkins 2005 as cited in Murphy and Baker 2015, p.39). Letters or symbols from Roman and Greek alphabets were adopted to represent sounds produced by any language and form the basis of phonemic or phonetic symbols and transcription (Deterding 2015). Phonemic symbols or transcriptions identify individual speech sounds in a word as a phoneme which is written with the applicable phonemic symbol using slant brackets (e.g. put /pʊt/) (Roach 2009). Phonetic transcription extends phonemes' use to include diacritics, "marks" used to modify the symbol to give more information about the quality or variance of the phoneme and are presented with box brackets (e.g. compare /k/ in *kit* [k̟] and *cat* [k̠]: the /k/ can be produced further forward (+) or further back (-) in the mouth) (ibid., p.34; Deterding 2015). In this research, phonemic transcriptions were used to develop the materials on the basis of simplicity in pedagogic application.

1.1.3 Teachers' Cognitions and ELT Materials Evaluation

The less established research area of teachers' pronunciation cognition is gaining momentum, but studies are still relatively scarce. Borg (2003, p.81) generally defines teacher cognitions as "…what teachers know, believe and think". The aim of teachers' pronunciation cognition research is to gain insight into teachers' pronunciation attitudes, beliefs, knowledge, and perceptions (Baker 2014). This dynamic mental construct can be influenced by educational and professional experiences (Borg 2006 as cited in Baker 2014) and research can also inform on teachers' practices, concerns, and confidence levels (see Couper 2017).

Evaluation of existing ELT materials appears virtually non-existent, with only a few studies looking specifically at pronunciation; testing of pronunciation materials

appears to only have one study, to the researcher's best knowledge at the time of writing, that compares the layout of printed and online materials (see Sonsaat 2018).

1.2 Aim of the Research: Personal and Practical Justifications

This research aims to explore how ELT textbook and teacher book materials can address the needs, alleviate concerns, and improve the confidence of teachers when teaching pronunciation in the ESL classroom. The study delves into teachers' pronunciation cognitions to identify their beliefs, practices, and concerns, using these results to develop pronunciation support materials. The materials, produced in line with the intelligibility principle (Levis 2018; Munro and Derwing 1999), are tested and evaluated by in-service teachers to endeavour to highlight effective and applicable content features for ELT textbooks and teacher books.

From a personal perspective, looking back to my teacher training (CELTA) and previous teaching experiences, there was an apparent avoidance, almost fear, of pronunciation teaching. I overlooked pronunciation instruction, sometimes to students' detriment, as I felt unprepared and unaware of the best methodological practices to help my students. Additionally, sourcing comprehensive materials to clearly and simply explain important pronunciation features was a challenge; I was not alone. Many other teachers I worked with held this sentiment. These experiences significantly influenced my choice of research. I want to help teachers improve their pronunciation practices and foster confident pronunciation teachers of the future.

1.3 Outline of the Study

The study is presented in six chapters:

Chapter 1: *Introduction*	Introduces the aims of the research.
Chapter 2: *Literature Review*	Provides details of the history of pronunciation in SLA, insight on current research into pronunciation teaching goals, teachers' pronunciation cognitions and the impact of ELT materials on pronunciation teaching.
Chapter 3: *Methods and Procedures*	Provides details of the research approach and questions, context and participants, data collection methods, data analysis methods, and a discussion of trustworthiness and ethical considerations.
Chapter 4: *Materials Design*	Outlines the criteria used for the creation of the materials and provides teacher profiles and material justifications.
Chapter 5: *Data Analysis and Discussion*	Presents and discusses the data results.
Chapter 6: *Conclusion*	Posits the implications and limitations of the findings and presents recommendations for future research.

Figure 1.1: Outline of the study

Chapter 2: Literature Review

This chapter explores four applicable research areas. It provides 1] a brief history of pronunciation teaching in SLA, 2] details of pronunciation teaching goals with reference to intelligibility, comprehensibility and accentedness, 3] teacher pronunciation cognition research and ELT materials, and 4] details of the current study and use of narrative analysis in research.

2.1 Pronunciation in SLA: A Brief History

Pronunciation has been coined the 'Cinderella' (Kelly 1969) of second language research and teaching, alluding to its neglect and marginalisation in the English language classroom (Derwing and Munro 2005; Levis 2005). Research on grammar and vocabulary was established long before pronunciation and is believed to be better understood by language teachers (Celce-Murcia et al. 2010). Pronunciation teaching began to take hold in the language classroom from the late 19th / early 20th centuries; it has since taken various different pedagogic paths.

Historically pronunciation instruction has been defined by two teaching approaches: 'Intuitive-Imitative' and 'Analytic-Linguistic' approaches (Celce-Murcia et al. 2010). 'Intuitive-Imitative' focuses on the learner's ability to listen and imitate sounds and rhythm of the language exclusive of explicit intervention (ibid.). 'Analytic-Linguistic' extends this to use tools, e.g. the phonetic alphabet, articulatory descriptions, and charts, but explicitly informs learners on the sounds and rhythms of language (ibid.).

The Direct Method in the 1900s was influenced by the Intuitive-Imitative model, with perception, imitation and mimicry being axiomatic practices of this era (Kelly 1969; Celce-Murcia et al. 2010; Murphy and Baker 2015). The Reform Movement from the early 20th century was the first to include an Analytic-Linguistic approach to pronunciation teaching, influenced largely by the creation of the IPA (Celce-Murcia et al. 2010). Audiolingualism of the 1940s and 50s was the next iconic movement, putting pronunciation at the forefront of the classroom (Levis 2005). The application of phonetics and phonology was prolific then but became refuted practice as Audiolingualism failed to take language perception into account (Nikbakht 2011).

The Cognitive Approach replaced Audiolingualism and supported the notion that "native-like" speech was, and remains, an unattainable goal, questioning pronunciation instruction effectiveness, believing time would be "…better spent on more learnable sub-skills such as grammar and vocabulary" (ibid., p.150). This ultimately instigated the deemphasising of pronunciation in English language classrooms in the 1960s and 70s (Celce-Murcia et al. 2010). The Silent Way and Community Language Learning filled the gap between the Cognitive Approach and the 1980s, where Communicative Language Teaching (CLT) dominated language teaching methodology (ibid.). CLT's primary objective was communication, e.g. the central aim of language classrooms with established intelligible pronunciation the most realistic goal (ibid.). However, methodological issues arose:

> most proponents of this approach have not dealt adequately with the role of pronunciation in language teaching, nor have they developed an agreed-upon set of strategies for teaching pronunciation communicatively (ibid., p.9).

Today, current perspectives, in particular Derwing and Munro (2015) and Levis (2018), seek to solve the aforementioned issues with CLT teaching methodology, and advocate intelligibility and comprehensibility. Levis (2005) specified pronunciation practices are largely through intuition, not research, and appealed for further research into identifying the best methodology, practices, or features (e.g. segmentals or suprasegmentals) for pronunciation instruction. Although there has been value through use of intuition, based on practical experience, it might not resolve the "…critical questions that face classroom instructors nor do they always lead to valid productive classroom activities" (Derwing and Munro 2005, p.380).

2.2 Pronunciation Teaching Goals: What, why, how and by whom?

2.2.1 The Segmental and Suprasegmental Debate: Intelligibility, Comprehensibility, Accentedness

Discussions in determining the 'what' of pronunciation teaching involves two strands of pronunciation: segmentals and suprasegmentals. The teaching of these is a debatable research theme, raising the issue of whether these two strands of pronunciation should be treated as dichotomous or united entities, when promoting

intelligible speech (Zielinski 2015). Research has tested the effectiveness of both through measurement of intelligibility, comprehensibility and accentedness. Before addressing this, highlighting the typical elements that categorise segmentals and suprasegmentals is important.

Segmental pronunciation concerns the phonemic, phonetic, and phonological aspects of the language (Roach 2009). The use of phonemic and phonetic symbols can be used as a tool in ESL classrooms to aid attainment of the full range of English sounds (Ashby and Ashby 2013). Suprasegmental pronunciation (prosody) attends to features like rhythm, syllable structure, stress, intonation (Celce-Murcia et al. 2010) along with fluency-based features, e.g. pauses, speech rate (Kang 2010).

Saito (2011) identified eight problematic segmental features for Japanese learners, supporting the need for segmental instruction. Once identified, sentences "loaded" with specific segmental features were judged against "non-loaded" sentences for comprehensibility and accentedness by native English speakers (ibid.). The results demonstrated that "loaded" sentences negatively influenced native English speakers' perception of accentedness and comprehensibility, highlighting the importance of segmentals for specific learners (ibid.).

It appears research overall advocates the inclusion of suprasegmentals for intelligibility and comprehensibility (Kang 2010) and tries to determine the specific features of suprasegmentals to be explicitly taught in ESL. Field (2005) and Hahn (2004) address the specificities of lexical (word) and primary (sentence) stress respectively. Field (2005) established that lexical stress plays a role in intelligibility, particularly when lexical stress is misplaced rightward of the correct stress placement.

The result of Hahn's (2004) study does not appear to be as conclusive but supports the instruction of suprasegmentals to circumvent issues with incorrect placements of primary stress. By analysing responses from comprehension and personal evaluation tasks, intelligibility level of spoken lecture of an international teaching assistant is compared (ibid.). The lecture is spoken threefold with typical given-new stress connection (GNSC) found in primary stress of English, misplacements, and absence of GNSC (ibid.). The results showed that misplacements appeared to affect

intelligibility the most, although not on the scale predicted; the absence of GNSC seemed to affect the cohesion of the spoken discourse (ibid.).

These papers' shortfall is the contrived nature of the speech tested for intelligibility, comprehensibility and accentedness. The NNS uses pre-determined sentences, or excerpts, not allowing for natural extemporaneous speech commonly used outside the classroom, where additional factors such as listener roles, background noise or situational constraints also influence speech intelligibility.

Derwing et al. (1998) add the additional aspect of unrehearsed speech to test effects of suprasegmental, segmental and no specific pronunciation instruction on comprehensibility, accentedness and fluency in three groups of mixed-L1 learners. At the sentence level, the segmental group showed greater improvement overall but when producing extemporaneous narrative speech, the suprasegmental group showed more improvements in comprehensibility and fluency (ibid.). They argue suprasegmentals are more favourable, but "…a wholesale abandonment of a segmental focus in pronunciation teaching" is unwarranted; when producing larger chunks of continuous speech, suprasegmentals errors may be more noticeable, but segmental errors may be more salient at sentence level (ibid., p.407).

2.2.2 The Problems with Intelligibility and Comprehensibility

The listener's role, differences in L1 and teaching context should all be considered in the application of intelligibility and comprehensibility, although these can prove to be problematic, (Zielinski 2006 as cited in Zielinski 2015; 2008). NS listeners rely on certain phonological features to process NNS speech (ibid.). Within the ESL context, contact with a NS is more probable; producing intelligible speech that can be heard with "English ears" is important (Zielinski 2008 and 2015). NNS are not only the producers of speech. NNS are also listeners and so are likely to employ different phonological features depending on their L1. This can pose a challenge in the ESL classroom (Zielinski 2015).

2.2.3 The Problems with Accentedness: Accent and Acceptability

Decades of research concerning the stigma of foreign accented speech was reviewed by Gluszek and Dovidio (2010). The reviewed papers used a 'matched guise' technique where bilingual speakers of English gave speech samples with and without a non-English L2 accent (ibid.). The findings discovered that non-native or accented speakers of English were viewed as less competent, even less intelligent than 'native-like' speakers, despite speech samples deriving from the same individual (ibid.).

This "accent discrimination", referenced by Derwing and Munro (2015, p.137), has extended into ESL teaching. Preference for NS teachers over NNS teachers in the UK was highlighted by Clark and Paran (2007, p.417) with "…72.3% of respondents consider[ing] a job applicant being a NS either moderately or very important". One possible explanation could be the evidence that achievement of a native-like English accent continues to be seen as a realistic goal (Timmins 2002). Timmins' (2002, p.243) study surveyed around 180 teachers; a slight preference (39%) towards "accented intelligibility" was chosen as a realistic goal. The desirable goal appeared to be "sometimes people think I am a native speaker" (27%); 34% showed no preference to either (ibid., p.242).

The influence of native-like accents questions which pronunciation models should be used in the ESL classroom. Attempting to establish the best model suited to ELT, Murphy (2014) cautions ESL and EFL teachers not to overemphasise the use of NS models. Target models of pronunciation are typically those in Kachru's (1986) "inner circle" communities (e.g. Great Britain, USA, New Zealand) but in testing a Hispanic non-native model for intelligibility and comprehensibility, the notion of including an intelligible non-native speech sample as supplementary model was presented (Murphy 2014). Results from Sugimoto and Uchida's (2018) study found a strong positive correlation between accentedness and acceptability of native-Japanese English teachers presenting further judgements towards accented speech in the ESL classroom.

2.3 Teachers and Pronunciation

The variance of recommendations from research, the seemingly wide and differing views on the appropriate approach to ESL pronunciation instruction, who should teach

and how it should be taught is generally disconcerting. Understanding what is happening in the ESL classroom regarding pronunciation would be advantageous.

Studying teachers' cognitions gained traction in the 1990s attending to pre-service, novice and expert teachers and aimed to understand the beliefs, knowledge, and practices of teachers (Borg 2003). Research pertaining teacher cognitions should examine details of their specific cognitions, how these develop and their interaction with teacher learning and classroom practices (ibid.). Research has widely presented cognitions of the four language skills and grammar, but pronunciation is still fairly underrepresented in research (Baker 2014; Couper 2017; Burri et al. 2017).

2.3.1 Cognitions, Confidence and Concerns: Key Themes and Influences

For ease of presentation, six pronunciation cognition research papers are summarised in Table 2.1:

Study	Teaching/Learning Context [2]	Teachers investigated [3]	Main themes highlighted
In-service Studies:			
Couper (2017)	EGP, EAP, university preparation, and migrant English courses in New Zealand	19 participants: Range of experience (1-25 years) and qualifications (Cert, Dip or Masters)	Pronunciation goals, teaching focus (materials and curriculum), teacher identity, mixed L1 classes, training, knowledge, and confidence
MacDonald (2002)	Australia: ELICOS and migrant English courses	8 participants: Range of experience (1-20+)	Teaching communicatively and in an integrated way, learner goals and assessment, formal curricula, and teaching and learning materials
Baker (2014)	North America: IEP Oral Communication in University	5 participants: All females with a Masters in TESOL with 6-14 years teaching experience	Knowledge of techniques for teaching pronunciation and classroom techniques, teachers' beliefs, and classroom practices.
Comparative Studies:			
Burri (2015)[1]	Postgraduate course "pronunciation pedagogy" (13-week course)	15 participants: 9 pre-service teachers (PST) and 5 in-service teachers (IST) Native and Non-Native English student teachers with a range of prior experience, L1s and ages	Development of student teacher cognition about suprasegmentals, factors impacting the development of student teachers' cognitions, and the factors contributing to the development of NS cognition about pronunciation instruction
Burri, Baker and Chen (2017) (An extension of the Burri (2015) study: same participants)	Postgraduate course "Teaching Pronunciation and Prosody" (13-week course)	15 participants: 9 pre-service teachers and 5 in-service teachers Native and Non-Native English student teachers with a range of prior experience, L1s and ages	Student teachers' cognition development and contributing factors, differences between PST and IST cognition development, and factors restricting PST and IST cognition development.
Discourse Specific Study:			
Baker (2011)	ESL in North America: Beginner, intermediate and advanced English programs	6 participants: Range of experience (3-20+), qualifications (Cert, Masters and PhD), some specific pronunciation specific training (5 of the 6 from Masters or PhD)	The impact of research on pronunciation instruction, teacher cognition and pronunciation instruction, teachers' future needs

1. It is important to note that this study addresses both comparatives and discourse research in pronunciation cognitions
2. EGP= English for General Purpose; EAP= English for Academic Purposes
3. Cert= Certificate in ELT; Dip= Diploma in ELT; Masters= M.A. in TESOL

Table 2.1: Summary of research papers on teachers' pronunciation cognitions

Acquiring data from various sources, these studies' main aim was to determine teachers' pronunciation cognitions, typically split into beliefs, knowledge, attitudes, and practices. Most held the secondary aim of identifying factors that contribute, influence, or restrict these cognitions. Due to the number identified by these studies,

only the most prominent themes applicable to this current study will be addressed in further detail.

Couper (2017), the most comprehensive pronunciation cognition research, examines nineteen participants with a range of qualifications, teaching experiences and confidence levels. The practical issue of "how to teach pronunciation" and "what to teach" was omnipresent in this research (ibid.). This seemed to have no apparent connection between teachers' qualifications or experience (e.g. a teacher with 25+ years of experience was still "hesitant" teaching certain areas of suprasegmental features), but confidence levels were affected (ibid.). Teachers in Baker's (2011) study also appealed specifically for more support on "how to teach" pronunciation. This research established that teachers lack confidence teaching various features of suprasegmental pronunciation.

In contrast, research by Burri et al. (2017) found practical experience played a role in teachers' cognitions and confidence levels. Burri et al.'s (2017) study focuses on the development of pre-service (PST) and in-service teachers' (IST) cognition during a pronunciation specific course; it discovered that PST's cognition developed less over the duration of the pronunciation course compared to IST's. The restricting factor was course content, where complexity and depth of content negatively influenced PST cognition development. One possible explanation could be the lack of practical application in the course, thereby requiring more support and practical guidance on teaching pronunciation.

Returning to Couper (2017), some teachers indicated their training had not equipped them beyond an awareness of various phonemic or phonological features. The current CELTA course does not include specific pronunciation or phonological training (The Cambridge Assessment English 2020). Typically, phonological features are taught at Diploma level (or above) (Trinity College London 2006); as Couper (2017) establishes, this seems not to equate to acquiring insight on methodological features of pronunciation instruction. Further influences, e.g. ELT textbooks, unclear pronunciation goals (segmentals or suprasegmentals) and mixed L1 classes were mentioned; all seemed to make the inclusion of effective pronunciation practices difficult (ibid.).

Highlighting nuances between NS and NNS teachers in Burri's (2015) findings, a corroborative approach to pronunciation training helped develop NS cognitions of pronunciation teaching because they could see first-hand the challenges NNS face with segmental and suprasegmental perception and production; so developed the view that pronunciation instruction was an important element to ESL teaching.

MacDonald's (2002, p.5) eight participants, with one exception, felt they were "not good" or only "OK" at teaching pronunciation, also admitting to not enjoying pronunciation teaching. Baker's (2014) study, although not wholly applicable to the current study as participants were teaching a specific oral communication class, not EGP, did highlight some interesting teacher beliefs:

> 1: Listening perception is essential for producing comprehensible speech
> 2: Kinaesthetic / tactile practice is integral to phonological improvement
> 3: Pronunciation instruction can be boring

Evidence arising from these two studies shows how the influences of teaching experiences, ELT textbooks and learner goals (e.g. intelligible or native-like) affect the practices and beliefs of pronunciation teaching.

Importantly, despite the recurring theme that teachers are not overly confident teaching pronunciation and need more support, there are disadvantages with applying cognition research. The temporal aspect takes a 'snapshot' view of participants' beliefs in specific contexts, at a specific time. Therefore, results may not be applicable in all contexts, the wider teaching population or future English language teaching goals. Another temporal aspect of cognitions research is, as shown in Burri (2015) and Burri et al. (2017), teachers and cognitions can develop and change over time through experiences and / or training; what teachers believe now, may not ring true in future.

2.3.2 Requesting Support: How can we help them?

Within this research area, the pedagogic recommendations often only contain generalisable statements about how to solve or mitigate issues emerging from pronunciation cognition research:

> …overcoming these gaps requires various stakeholders such as teachers, teacher educators, curriculum designers, and textbook writers to become more familiar with available research and apply it in their work (Couper 2017, p.820).

> …inform future teacher training, professional development programs and the design of materials (MacDonald 2002, p.4).

> …important implications for teacher educators preparing L2 instructors to teach pronunciation (Burri et al. 2017, p.122).

It appears current research does not provide specific content features for these much-needed practical applications required for improving teachers' cognitions or confidence in teaching pronunciation. The interpretation, or synthetisation of results, is therefore down to individual stakeholders. As ELT textbooks in ESL teaching are commonly used, this study will focus on how ELT materials can help address these issues with, and contribute to, the development of more confident pronunciation instruction.

2.4 ELT Materials: Teachers and Pronunciation Support

The field of materials development "…has many stakeholders including learners, teachers, materials writers, and researchers, making materials development a collaborative field" but a common classroom complaint is that materials do not always work well (Levis and Sonsaat 2016, p.109). When developing materials Jolly and Bolitho (2011, p.112) identify steps for successful materials development:

```
┌──────────────────────────────────────────────────────────┐
│ ┌────────────────────────────────────────────────────┐   │
│ │ IDENTIFICATION by teacher or learner(s) of a need to │   │
│ │ fulfil or a problem to solve by the creation of      │   │
│ │ materials                                            │   │
│ └────────────────────────────────────────────────────┘   │
│                          │                                 │
│ ┌────────────────────────────────────────────────────┐   │
│ │ EXPLORATION of the area of need/problem in terms of  │   │
│ │ what language, what meanings, what functions, what   │   │
│ │ skills, etc.                                         │   │
│ └────────────────────────────────────────────────────┘   │
│                          │                                 │
│ ┌────────────────────────────────────────────────────┐   │
│ │ CONTEXTUAL REALISATION of the proposed new materials │   │
│ │ by the finding of suitable ideas, contexts or texts  │   │
│ │ with which to work                                   │   │
│ └────────────────────────────────────────────────────┘   │
│                          │                                 │
│ ┌────────────────────────────────────────────────────┐   │
│ │ PEDAGOGICAL REALISATION of materials by the finding  │   │
│ │ of appropriate exercises and activities AND the      │   │
│ │ writing of appropriate instructions for use          │   │
│ └────────────────────────────────────────────────────┘   │
│                          │                                 │
│ ┌────────────────────────────────────────────────────┐   │
│ │ PHYSICAL PRODUCTION of materials, involving          │   │
│ │ consideration of layout, type size, visuals,         │   │
│ │ reproduction, tape length, etc.                      │   │
│ └────────────────────────────────────────────────────┘   │
└──────────────────────────────────────────────────────────┘
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Figure 2.2: Jolly and Bolitho's (2011) steps for successful materials development

Figure 2.2 demonstrates a clear path in materials development although Jolly and Bolitho (2011) warn the path may not be as straightforward as it appears (ibid.). Evaluation of materials by teachers and students should also be considered in production, triggering what they call "feedback loops" (ibid., p.113). As this study focuses on teachers, the implications of teachers' ELT materials evaluation must be studied further.

Evaluation of ELT textbooks and accompanying teacher books is relatively scarce in research despite the ubiquity of textbooks in ESL classrooms. The relationship between teachers and their materials varies depending on experience, training, or confidence and can influence teaching in unique ways (Levis and Sonsaat 2016). Gray (2010 cited in Levis and Sonsaat 2016, p.110) discovered teachers were not confident challenging "the authority of the textbook" and Samuda (2005 cited in Levis and Sonsaat 2016) believed it important to not assume the ability to adapt or change was effortless for all teachers. Masuhara (2011) also appeals for more studies on teachers' needs and desires from ELT materials, which is mirrored by Zimmerman (2018) who believes students' needs are considered far more by textbook writers than those of teachers.

Zimmerman's (2018) nuanced study examines 5 different pronunciation textbooks and 3 teacher books to identify the level of instructional support provided, with the aim of

encouraging the creation of improved pronunciation resources for beginner teachers. Support on course preparation was found to be absent, detailed explanations of key terminology and the importance of pronunciation elements were unconvincing, and looking at teacher books in isolation, insight into how materials should be used in the classroom ranged from vague to more direct (ibid.). Sonsaat (2018) also investigated teachers' expectations of Pronunciation Skills teacher manuals (books), but with the addition of General English materials. This study (ibid.) was underpinned by the belief:

> motivation to teach [pronunciation] can be increased – for example via teacher's manuals [or books], which can provide teachers [with] support in those areas where they most need help (p.114).

The results revealed an expectation for the GE teacher manual to "positively contribute to the students' motivation to improve pronunciation" by both NS and NSS teachers and for pronunciation specific books to "provide a glossary showing the words in phonetic symbols" (ibid., p.125). Interestingly, both studies explored the implication of pronunciation materials in a standalone book rather than its assimilation of integrated-skills GE materials, with a slight exception to Sonsaat (2018). This view of separation refutes the pronunciation materials design criteria designed by Levis and Sonsaat (2016) who highlight the belief that pronunciation materials should be designed explicitly to be connected to other skills.

Sonsaat's (2018) study also sought teachers' impressionistic evaluations of an online and printed teacher's manual accompanying a pronunciation book. Layout and design features were discussed most, and ease of navigation appeared to be a key design need from materials. Content wise, teachers asked for further rationales and explanations of the taught pronunciation element. Although this evaluation was on a superficial level, i.e. materials were untested in the classroom, it demonstrates key factors to consider in the creation of pronunciation support materials.

2.5 The Current Research

Examining the historical moves and current, somewhat contradictory research on appropriate aims of pronunciation teaching, no conclusive practical advice on pronunciation instruction in ESL classrooms can be accorded. The effect this has on

teachers' confidence is evident in numerous pronunciation cognition studies. Teachers are unsure how to teach pronunciation and what should be taught, often looking to or relying on their ELT textbooks for support. Yet a general negative theme towards the effectiveness of ELT materials and pronunciation is emerging from the research: the view that ELT textbooks and teacher books are not providing appropriate support on how to teach pronunciation, effective practices, or goals. Through narrative analysis (see 2.6), the study seeks to create, develop, and evaluate a set of pronunciation materials designed to address ESL teachers' needs in an attempt to ascertain effective and applicable content features for ELT textbooks and teacher books. Three research questions (RQ) are investigated:

RQ1: What are ESL teachers' cognitions, concerns and confidence levels when teaching pronunciation in an English for General Purpose classroom?

RQ2: Do ESL teachers believe their integrated skills ELT textbook and accompanying teacher book provide appropriate support on how to teach pronunciation?

RQ3: To what extent do pronunciation support materials address and alleviate ESL teachers' concerns with pronunciation teaching and improve their confidence?

2.6 Narrative Analysis

There has been a recent rise in the use of narrative research, alias narrative inquiry or narrative analysis, in the exploration of language education, teaching practices and linguistics (Benson 2018; Pavlenko 2012; Clandinin et al. 2007). Narrative research is conceptualised as "lived experience" (Connelly and Clandinin 2000 as cited in Clandinin et al. 2007) and is viewed from an epistemological standpoint; i.e. a person who learns is situated uniquely in a matrix of experiential and relational factors (Haggis 2004). With this epistemological perspective, narrative research encourages reflexivity with research participants and can create an understanding of participants through their experiences (De Fina and Georgakopoulou 2012).

Narrative research is qualitative in nature, sharing similarities with other forms of qualitative methodology; it addresses social ethnography and phenomenology

(Clandinin et al. 2007). Social ethnography looks at how language learning is shaped by social context where it occurs, and phenomenology is the subject under investigation (Starfield 2010). A more detailed definition of narrative research, Connelly and Clandinin (2006 as cited in Clandinin et al. 2007, p.22), focuses more on the phenomenological aspect of this methodology:

> The development and use of narrative inquiry come[s] out of a view of human experience in which humans, individually and socially, lead storied lives…. Narrative inquiry, the study of experience as story, then, is first and foremost a way of thinking about experience. Narrative inquiry as a methodology entails a view of the phenomenon. To use narrative inquiry methodology is to adopt a particular narrative view of experience as phenomena under study.

Narrative research is distinct in its application of a conceptual framework on which the inquiry is built (Clandinin et al. 2007). Known as temporality, sociality and place, these commonplaces are interdependent and should be simultaneously explored (ibid.). Temporality acknowledges that events and people are always in transition from past, present, and future (ibid.). Sociality concerns both personal conditions (e.g. feelings, hopes, desires) and social conditions (e.g. surrounding environment, people) that affect individuals' context. The final commonplace identified is the physical place where the events and inquiry unfold (ibid.).

When designing and conducting narrative research Clandinin et al. (2007) propose design elements to be considered. Descriptions of data collection, analysis methods and ethical considerations are suggested as with other qualitative research methodologies, but narrative research should also include provision for personal, practical, and social justifications of the research (ibid.).

As with other forms of qualitative data methodologies and analysis, narratives have their own challenges and rewards. Due to the scale of this research, these have been identified specifically in the context of language teaching practices and teachers' cognitions and are applicable to this study. The first benefit is noted by Benson (2018) who highlights that narrative research can present the research in a more accessible manner; findings can be presented to be more relevant to the lives and work of teachers.

Each study's uniqueness is a benefit of employing narrative analysis as it can offer insight on a phenomenon that might not be found in the same way using another qualitative inquiry (Clandinin et al. 2007). A narrative inquiry can invite broader, more representative views of the phenomena under investigation by exploring the view of research "with" individuals or groups as opposed to research "on" individuals or groups (ibid., p.30).

The main challenge with executing narrative research is trustworthiness. The researcher could misrepresent data interpretation through the imposition of their own views, assumptions, and preconceived outcomes, rather than data emergence (Bell 2011; Murray 2009). This can be overcome by establishing good rapport with participants and providing a transparent presentation of data collection procedures and data analysis throughout the study (see Chapter 3) (Liu and Xu 2011).

An epistemological view, the possibility of broader, more unique data, and the reflexive perspective of this methodology has influenced the decision to use narrative research in this study. The application of narrative research follows the conceptual framework and design elements proposed by Clandinin et al. (2007) and uses a thematic approach narrative analysis, presented in Chapter 3: Methods and Procedures (Riessmann 2008 and Mishler 1995 cited in De Fina and Georgakopoulou 2012).

Chapter 3: Methods and Procedures

This chapter details the methods and procedures used to collect data. It addresses the research approach and research questions, the context and study participants. It then outlines data collection methods and procedures for the 3-part study and how this data will be analysed. It concludes by discussing validity, trustworthiness, with ethical considerations.

3.1 The Research Approach and Questions

The three-stage research seeks to test the effectiveness and usefulness of pronunciation materials, created specifically in response to teachers' needs, to improve teachers' confidence in teaching pronunciation. Prior to data collection, identifying a research approach that would acquire the most relevant and trustworthy data possible was essential (section 3.5) by considering the phenomena under investigation and exploring the most effective and appropriate data collection tools (section 3.3).

To inform on confidence and concerns with pronunciation teaching, narrative analysis was employed. The analysis of factors such as experiences, qualifications, ELT materials, institutional influences, and personal cognitions of pronunciation together aim to enlighten and inform on pronunciation support needs and concerns of teachers. Narrative analysis follows the premise of lived experience; that practices, beliefs or cognitions are formed on the experiences gained over time (Clandinin et al. 2007; Benson 2018; Haggis 2004).

The results of these narratives then guide the creation of pronunciation support materials, which aim to improve teachers' confidence by providing support materials tailored specifically to their individual needs. To evaluate the effectiveness and usefulness of these pronunciation support materials, the teachers test the materials in their current ESL classroom and provide feedback. Through this, it aims to identify particular recommendations for current ELT textbook and teacher book developers.

Based on this, three research questions (RQ) are investigated in this study:

RQ1: What are ESL teachers' cognitions, concerns and confidence levels when teaching pronunciation in an English for General Purpose classroom?

RQ2: Do ESL teachers believe their integrated skills ELT textbook and accompanying teacher book provide appropriate support on how to teach pronunciation?

RQ3: To what extent do pronunciation support materials address and alleviate ESL teachers' concerns with pronunciation teaching and improve their confidence?

3.2 Context and Participants

The present study takes place in an English as a Second Language (ESL) teaching context; specifically, in private language schools situated in the UK and New Zealand. The three institutions in this study, cater to international students seeking to improve their general English language skills while immersing and living in an English-speaking country. No predetermined academic level is required for enrolment on English for General Purpose (EGP) courses offered by the schools: they accommodate language learners from diverse countries, cultures, and backgrounds. The main focus of these EGP courses is communicative language teaching by integrating the four language skills (reading, writing, listening, speaking) with grammar, vocabulary, and pronunciation elements.

The students are taught based on their CEFR level, with classes from A1 to C2. Main lesson resources are integrated skills ELT textbooks, but teachers can usually supplement these with their own, or skill-specific materials if necessary. Course length is specified by the school's chosen ELT textbook and usually ranges from 10 to 12 weeks. Class sizes and classroom dynamics change often as the students have flexibility on their length of study.

To become a private language school ESL Teacher in the UK and New Zealand, a Certificate, e.g. Cambridge CELTA or Trinity CertTESOL, is a minimum employment requirement. Due to the transient nature of ELT, teachers often relocate abroad, and therefore country-specific entry visa requirements can add an additional need for a

Bachelor's Degree. Some teachers may hold a Diploma, e.g. Cambridge DELTA or Trinity DipTESOL, or a Master's Degree in TESOL or Applied Linguistics.

The four participants recruited for this study, T1, T2, T3 and T4, are ESL teachers working in private language schools in the UK or New Zealand. Throughout the study the participants solely taught EGP classes and did not teach any pronunciation elective classes. The typical mode of instruction was face-to-face for all four, however, COVID-19 meant only two participants were able to teach face-to-face classes (T2 and T3). T1 and T4's classes were rescheduled and taught online.

To obtain a widespread view of pronunciation teaching cognitions and materials evaluation, the participants were selected on their differing experiences, qualifications, and confidence in teaching pronunciation. A larger number of ESL teachers were initially approached when searching for potential participants before reducing the selection. To maintain confidentiality, pseudonyms were created and information regarding institution and materials have been removed.

Participant	Age / Gender	First Language	English/Regional Accent	ELT Quals[1]	Non-ELT Quals[2]	ELT Exp[3]	Age Group Exp[4]	Country of work	Institution Type	Class Level / Age Group[5]
T1	31 / F	English	Irish (Republic of)	CELTA	BA Journalism	4 years	Teens Adults	UK	Private language school	C1 / A
T2	37 / F	Filipino & English (Bilingual)	New Zealand/British	CELTA DipTESOL	BSc Nursing	7 years	YL Teens Adults	New Zealand	Private language school	B2 / A
T3	31 / M	English	British (West Country)	CELTA DELTA (module 3) IDLTM	BSc Music & Audio Technology	5 years	Teens Adults	New Zealand	Private language school	C1 / A
T4	29 / F	English	British (London)	CELTA	BA Business	2.5 years	Teens Adults	New Zealand	Private language school	A2 / T

1. ELT Qualifications: CELTA = Cambridge Certificate in Teaching English to Speakers of Other Languages; DELTA = Cambridge Diploma in Teaching English to Speakers of Other Languages; DipTESOL = Trinity Diploma in Teaching English to Speakers of Other Languages; IDLTM = International Diploma in Language Teaching Management.
2. Non-ELT qualifications: BA = Bachelor of Arts; BSc = Bachelor of Science.
3. Years of ELT experience: includes both English as a Second Language (ESL) and English as a Foreign Language (EFL).
4. Ages Group Experience: YL = Young Learners; Teens = Teenagers
5. Current class level based on the CEFR scale and age group: A = Adult; T = Teenagers/Young Adults; YL = Young Learners

Table 3.1: Participant Information

T1 is an Irish female working in a private language school in the UK. During the study, she taught a multilingual group of adults at C1 level, using a school assigned ELT textbook and teacher book. T2 is a bilingual female working in a private language school in New Zealand. Her class comprised of multilingual adults at B2 level and she used an institution assigned ELT textbook and teacher book.

T3, the study's only male, is English and taught at a private language school in New Zealand. His class were multilingual C1 adults whom he taught a school assigned ELT textbook and teacher book. T4 is a British female working as an ESL teacher in New Zealand. During the research she taught a young adult / teenage monolingual class online for a British private language school while residing in New Zealand. The A2 level class used an ELT textbook created specifically for teaching teenagers but T4 did not have access to the ELT teacher book.

3.3 Data Methods and Collection Procedures

Central to data collection, "gradual focussing" played a role in determining the appropriate data collection methods and procedures for the three RQs (Holliday 2010, p.99). Data collection seeks to obtain rich narrative, descriptive and evaluative data, qualitative in nature. Dornyei (2007, p.40) discusses the usefulness of qualitative research "…to broaden the repertoire of 'possible interpretations' of human experiences…" and add depth to the phenomena being analysed.

Conscious of the phenomena under investigation and sample size, it was decided interviews would be the most advantageous data collection tool to provide in-depth insight and data into teachers' pronunciation cognitions, confidence levels and materials evaluation (Wagner 2010). Interviews would also allow the researcher an opportunity to ask more open-ended questions and clarify any unclear responses (Cohen et al. 2007).

Administering a questionnaire predominately, or entirely, consistent of open-ended questions is discouraged. Here responses can be somewhat superficial and provide relatively brief assessments of complex constructs (Dornyei 2010; Wagner 2010). Studies on teacher's cognitions by Couper (2017) and MacDonald (2002) also utilised interviews which were found to foster an environment where participants could comfortably divulge their 'stories' and experiences.

3.3.1 Pre-Interview

This is the first data collection tool and has two functions in the research. It firstly aims to investigate and obtain data relating to RQ1 and RQ2 and secondly to act as a needs' analysis for the materials design (section 3.3.2). As recommended by Cohen and Manion (1985 as cited in Nunan 1992), the variables or phenomena under investigation should first be identified to facilitate question development. The pre-interview therefore sought to ask questions to enlighten the researcher on the following areas:

1. Teacher's cognitions of pronunciation teaching (RQ1):
   a. Practices
   b. Beliefs
   c. Concerns
2. Confidence in teaching pronunciation (RQ1)
3. Evaluation of their ELT materials (RQ2):
   a. Textbook
   b. Teacher book

Previous studies on teacher cognitions and ELT materials evaluation also influenced the pre-interview question creation (Couper 2017; MacDonald 2002; Burri 2015; Sonsaat 2018; Baker 2011) with themes, e.g. reflecting on pronunciation activities that have worked well, and exploring teachers' beliefs on the importance of pronunciation being addressed in the interview. In addition to this, the pre-interview obtained participant specific information, e.g. length of experience, qualifications, and information relevant to their current EGP class and materials.

The structured interview was prepared prior to the interviews and a schedule produced (Appendix 1). Interviews were conducted and recorded by the researcher via Zoom Video Conferencing and each participant was provided with a copy of the pre-interview schedule prior to their allotted 30-minute meeting, with the aim of allowing the participants to generate and establish their ideas before the pre-interview. Here, the use of a structured interview would not only increase comparability of responses but also facilitate data organisation when producing the materials (Patton 1980 as cited in Cohen et al. 2007).

Two pilot interviews were conducted with fellow MSc TESOL colleagues. Both had varying experiences in ELT and so offered a broad scope to ensure the questions would yield appropriate data and help identify ambiguous or unclear questions (Nunan 1992). The pilot prompted some refinement of question articulation. Instead of asking the whole inquiry presented in questions 11, 13, 16 and 22 (Appendix 1) they were split into stages with follow up questions.

3.3.2 Materials Design

The pronunciation materials' design process is detailed in Chapter 4. The methodological implications relating to the administration and piloting of materials are detailed here. The materials were piloted using the same two colleagues who primarily discussed changes to content and presentation of target vocabulary. These adjustments are described individually in Chapter 4.

The final materials were sent to the participants with a 'participant log' (Appendix 2) which was developed to allow the participants to record their evaluations shortly after the materials test and prompt their thoughts before, during and after the materials testing phase. When administering the materials, the participants were also asked to provide a brief lesson plan in which they used the materials, to allow the researcher to gain insight on how the materials were used in the classroom. Both elements are used in the data analysis.

3.3.3 Post Interview

The final stage of data collection consisted of a semi-structured post interview. The justification for its use included the flexibility to explore their responses in more depth whilst still allowing for a level of comparability when analysing the data, as key themes and categories could be covered in all interviews (Richards 2009).

Research conducted by Sonsaat (2018) looked into teachers' evaluation of pronunciation materials created in printed and online formats through a semi-structured interview. Although the materials evaluation was on a superficial level, i.e. the participants provided feedback on the 'look' and content without 'classroom' testing

the materials, it helped to shape the categories and themes of the semi-structured interview for this study (Sonsaat 2018; Dornyei 2007).

The semi-structured interview guide (Appendix 3) was produced prior to the interview and questions designed to elicit the participants' evaluation of materials. This included providing feedback on materials content, their ease of integration into the lesson, confidence while using the materials, and suggesting proposed improvements. The content of the participants' logs was also used to determine appropriate questions for the post-interview and is used alongside the interviews in the data analysis.

The pilot for this interview could not be conducted in the same manner as the pre-interview or the materials design. The post interview required analysis or evaluation of the materials following their use in the classroom, and so could not be effectively piloted outside the study. Therefore T2's interview, conducted first, was also the pilot for these post interviews. In terms of the themes and categories, T2's responses seemed to yield constructive data needed to evaluate the materials, however, it was the arrangement of the themes that took some adjustment, to ensure a better flow.

3.4 Data Analysis Methods

In line with the theoretical positioning of narrative analysis (section 2.6), the analysis sought to explore how different factors combined to inform on the research questions (Haggis 2004). Data from the interviews was analysed in line with a 'thematic approach' which focusses on the content of participant responses, rather than the interactional or structural way in which they responded to the questions (Mishler 1995 as cited in De Fina and Georgakopoulou 2012). References to events or experience provided by participants are made throughout the analysis to produce data that is distinct rather than generalisable (Liu and Xu 2011).

Verbatim transcriptions of the pre- and post-interviews, with editing adjustments, were performed (Rapley 2011). Distracting content, e.g. hesitations and fillers, was removed and ungrammatical utterances were adjusted accordingly (Appendix 4: example transcription). Following the procedural steps recommended by Murray (2009), transcriptions were coded with thematic labels to passages in the interview

texts, from which connections could be built between participants. Salient themes from Couper's (2017) study were initially used to help guide the coding process and analysis, but these were not rigid themes and were developed through multiple reading of the texts.

3.5 Trustworthiness

In qualitative research, validity and reliability take a different role than in quantitative methodology, and the alternative evaluation of 'trustworthiness' is applied (Dornyei 2007). Trustworthiness looks at how researcher subjectivity is managed and how justification for research choices can establish transparency and accountability (Holliday 2013 as cited in Lew et al. 2018). Lincoln and Guba (1985 as cited in Shenton 2004) proposed a set of criteria applicable to qualitative research to demonstrate its trustworthiness and have been employed in this research.

Credibility is, as Dornyei (2007, p.57) posits, "…the truth value of a study". Similar to internal validity, it seeks to ensure research measures what is really intended (Shenton 2004). This study provides insight on the methodological procedures put in place when conducting the research and it utilises research methods comparable to similar studies that seek out related phenomena (Shenton 2004). Furthermore, this research analyses data from multiple sources (pre-interviews, participant logs, lesson plans, and post-interviews) (ibid.) and makes comparisons between participants to allow for coding and recoding of the data (Lew et al. 2018), contributing to the research's credibility.

Transferability refers to the "…applicability of the results to other contexts" (Dornyei 2007, p.57). Namely, by asking if the research provides thick enough description of the phenomena under investigation, other researchers could apply the research findings to their own or wider context (Shenton 2004). Sections 3.1 – 3.4 provide details of research approach, contextual settings, data collection methods and analysis procedures for the current study, allowing researchers to ascertain transferability of the research.

Dependability addresses the consistency of findings and evaluates if similar results would be achieved if the study were repeated with the same methods, context, and participants (ibid.). Data collection and analysis methods "…describe what was planned and executed" in this study, together with reflections on changes made throughout the research process (ibid., p.71). The pilot interviews and materials design allowed the researcher to reflect on the effectiveness of the data collection methods, of which these changes have been detailed in section 3.3, with limitations of the study presented in section 6.3.

Finally, confirmability considers the findings' neutrality (Dornyei 2007). Holliday (2010, p.100) discusses this as "submission", requiring the researcher to submit to the data in a way that allows data emergence, rather than imposing their own beliefs (ibid.). To this end, in the creation of the pre- and post-interview schedules, open-ended questions were used to encourage participants to comfortably express themselves, and a peer review of these questions was conducted. It is important to note that although the interview transcriptions were not peer reviewed, the researcher conducted several readings of the transcriptions in order to code, recode and allow for constant comparison between participants.

3.6 Ethical Considerations

This study has received ethical approval from GUEP and follows guidelines set out by the panel. Prior to commencing the research participants received an emailed information sheet and consent form (Appendix 5) stipulating the purpose of the study, confidentiality information and a list of participant statements to be approved by the participants. Participation was requested for all 3 sections of the research, but as this was a voluntary role, participants could withdraw from the study at any time with no detriment.

Confidentiality was assured throughout the study with the removal of identifying information (e.g. personal names and names of the participants' institutions or materials. Pseudonyms were allocated to participants as "T" (teacher) and "number". The interviews were recorded for data collection purposes with audio files safely stored

on a password protected drive and transcriptions written-up as soon as possible with original audio files deleted immediately thereafter.

Chapter 4: Material Design

This chapter outlines and explains the process that took place in this study, presenting the steps and criteria on which materials were designed. Each participant's needs are summarised with reference to their current pronunciation practices, beliefs and concerns, and suggestions on support needed from their ELT materials. Finally, pedagogic justifications are provided for the materials together with the researcher's personal reflections.

4.1 Development Steps and Criteria for Materials Design

The material design process followed the steps of materials development by Jolly and Bolitho (2011). To test the effectiveness of the pronunciation materials for addressing and alleviating teachers' concerns and improve their confidence, important criteria for each development step were identified. These have been aligned within the context and parameters of this study, as well as current research on pronunciation instruction and design principles:

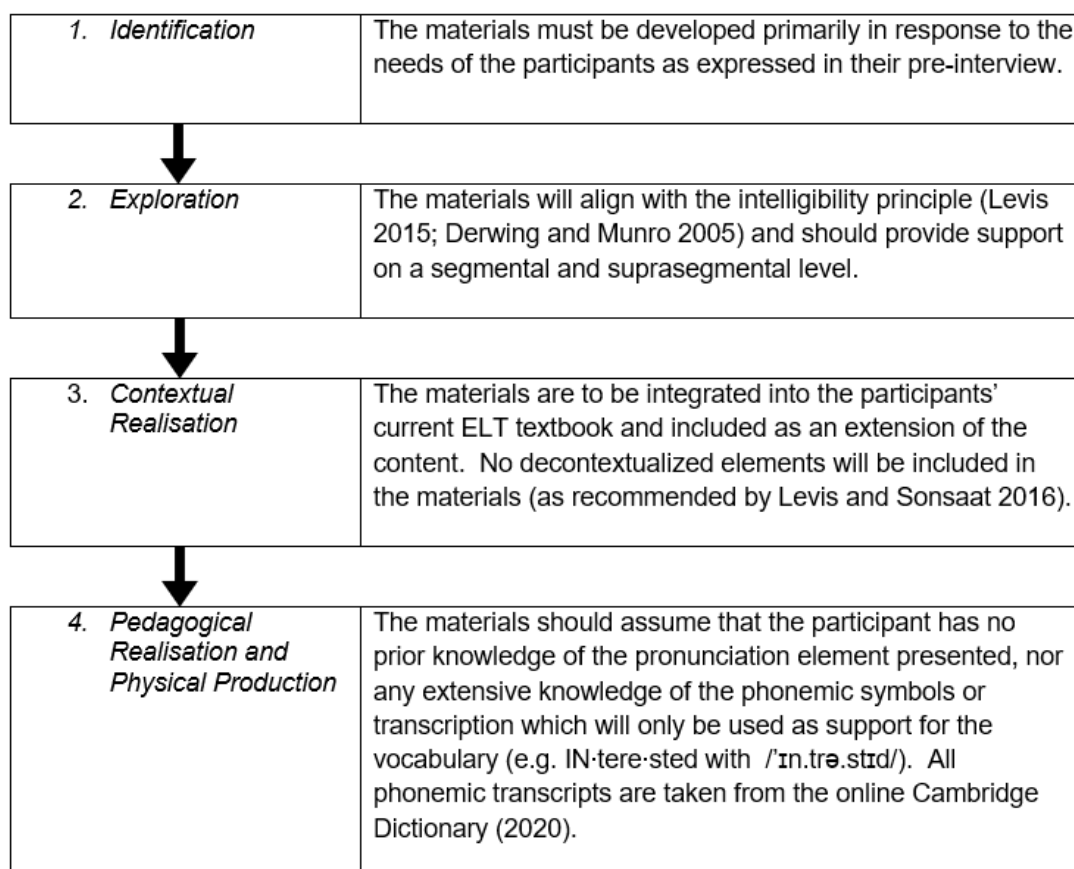| 1. Identification	The materials must be developed primarily in response to the needs of the participants as expressed in their pre-interview.
2. Exploration	The materials will align with the intelligibility principle (Levis 2015; Derwing and Munro 2005) and should provide support on a segmental and suprasegmental level.
3. Contextual Realisation	The materials are to be integrated into the participants' current ELT textbook and included as an extension of the content. No decontextualized elements will be included in the materials (as recommended by Levis and Sonsaat 2016).
4. Pedagogical Realisation and Physical Production	The materials should assume that the participant has no prior knowledge of the pronunciation element presented, nor any extensive knowledge of the phonemic symbols or transcription which will only be used as support for the vocabulary (e.g. IN·tere·sted with /ˈɪn.trə.stɪd/). All phonemic transcripts are taken from the online Cambridge Dictionary (2020).

Figure 4.1: Materials development flow chart and criteria

Steps 1 and 4, '*Identification*' and '*Pedagogic Realisation and Physical Production*', play important roles in the materials design and are the main focus of the subsequent sections.

4.2 Identification of Needs

Reacting to teachers' needs the researcher sought to produce materials to better support the participants and help improve their confidence in teaching pronunciation. Following analysis of the pre-interviews, teacher profiles were created to identify the needs and concerns of each participant. These profiles have been summarised to highlight key findings relevant to the materials design. The full teacher profiles and materials are provided in Appendices 6 – 9.

4.2.1 Teacher 1 (T1)

The first thing to note is that T1 provided somewhat contradictory information about her classroom practices and attitudes towards teaching pronunciation throughout her interview, and so it was difficult to identify specific needs that could address this. When asked what additional support she seeks in her ELT teacher book, T1 explicitly requested:

> *a little link to somewhere that, as teachers, we can practice or see exactly how we want to teach that pronunciation.*

Furthermore, as her ELT textbook provides different variations of accents in the listening texts, she would like to see some extra support on these assorted accents. Finally, she notes that when it comes to pronunciation teaching "*anything extra for me would help*".

To respond to T1's practices, beliefs and concerns, the pronunciation activities and support materials were created to provide clear instructions on why and how to teach the chosen pronunciation element, in addition to expanding her current pronunciation practices. T1 provided a weekly unit of her assigned C1 ELT textbook and teacher book and gave the researcher the choice of which aspect to add pronunciation

materials to. T1 would typically teach in a face-to-face classroom but, as a direct result of COVID-19 restrictions, her classes were moved to an online format.

4.2.2 Teacher 2 (T2)

T2 is the most confident participant and already uses a range of pronunciation practices in her classroom, however she still seeks additional support in her ELT teacher book.   Inclusion of manner of articulation diagrams (Roach 2009) to help students visualise the sound/phoneme was suggested as well as providing details of difficult phonemes within the target vocabulary or, in some cases, the full phonemic spelling.

Based on T2's practices, beliefs and concerns, the pronunciation activities and support materials were produced to include details of likely pronunciation issues and give opportunities for using more visual cues to use in the classroom. T2 provided a weekly unit of her assigned B2 ELT textbook and teacher book of which the researcher was able to choose which pronunciation aspect to add. The designed materials were used in a face-to-face classroom.

4.2.3 Teacher 3 (T3)

When asked about his textbook materials and the accompanying teacher book support, T3 states that pronunciation exercises are not provided in either. This includes any phonemic transcripts for the vocabulary, suggested activities, or support on troublesome aspects. These have to be provided by the teacher for use in class either through their own materials or supplementary materials, such as Pronunciation Games (1996). To this end, he has specified the need for notes within the teacher book that outline problematic areas of the vocabulary, "*things [that] are important for teachers to emphasise with [the] students*" or details of some common mistakes that students might make.

So, in response to his practices, beliefs and concerns, the pronunciation activities and support materials were created primarily to address his lack of confidence in teaching higher proficiency levels and suprasegmentals. T3 provided a weekly unit of his assigned C1 ELT textbook and teacher book and gave the researcher the choice of

which aspect to add pronunciation materials to. T3's materials were used in a face-to-face classroom.

4.2.4 Teacher 4 (T4)

As a result of the pandemic, T4 is teaching online for a UK-based private language school while residing in New Zealand. The materials were therefore used in an online classroom. At the time of the interview, T4 did not have access to her ELT teacher book so could not provide details of the pronunciation support provided by the textbook, but she was able to note some recommendations on the support she would welcome in a teacher book. Firstly, she indicates the need for "*visuals*" to demonstrate "*how your mouth should move*" with a manner of articulation diagram or insight into tactile aspects of pronunciation such as explaining "*how the paper should move*": a common activity used to demonstrate the articulation differences in the voiced bilabial plosive /b/ and unvoiced bilabial plosive /p/ (Roach 2009). It would also be beneficial for her to have images that can be directly transferred into the classroom. Her final request was to include information about common mistakes and how to make effective corrections.

In response to T4's practices, beliefs and concerns, the pronunciation activities and support materials were created to address segmental elements as she has highlighted this to be lacking in her practices. Additional areas include providing visual cues, highlighting the physical aspects of segmental features, along with anticipated issues and their corrections. Finally, as pronunciation was often "*cut*" when time runs short, providing materials that were as integrated as possible to the lesson was crucial.

4.3 Pedagogical Realisation and Physical Production

Pedagogic justifications for the materials design are provided for each participant with reference to their needs and concerns, along with the researcher's personal reflections. It is important to note that all personal reflections took place before the follow-up interview with participants and all information is independent of any materials evaluation data received from them.

4.3.1 Teacher 1 (T1)

When considering appropriate activities and pronunciation support, the original ELT materials offered an opportunity to include pronunciation of vocabulary arising from the reading text. A collection of the target vocabulary used the weak form schwa /ə/, and so the materials aim to address the use of the schwa /ə/ in word stress.

The first activity, modified from a task by Celce-Murcia et al. (2010), aims to help students to discriminate between stressed and unstressed syllables. This is particularly important as in contrast to English, some languages have "fixed-stress" (Field 2005, p.403). It was important here to ensure that the main focus was the stressed and unstressed discrimination; the consonant and vowel sounds have to be easily perceived or produced by a range of L1s so T1 does not need to spend time correcting phonemic errors. Support on the function of a syllable was also explained, giving T1 the opportunity to understand the makeup of English syllables:

Before we address pronunciation of the vocabulary, it is important to check that the students can distinguish between STRESSED ● and unstressed ₒ syllables **

** A syllable is a unit of pronunciation in word with one vowel sound, with or without surrounding consonants. A combination of syllables forms a full word.

Example: syllable syll·a·ble 3 syllables
/ sɪl·ə·bəl / 3 vowel sounds = /ɪ/ /ə/ /ə/

Activity 1: Stress perception [1]

- Take the pairs of words below (1-5)
- Each pair has a STRESSED and unstressed syllable(s)
- Read each pair out loud with the appropriate stress placement
- Students decide if the stress in each pair is the same or different

1.	ma·MA	ma·MA	(same)
2.	MA·ma	ma·MA	(different)
3.	ma·MA·ma	MA·ma·ma	(different)
4.	ma·ma·MA	ma·MA·ma	(different)
5.	MA·ma·MA	MA·ma·MA	(same)

Figure 4.2: T1 - Stress perception activity with syllable support

The pronunciation notes follow with reference to the importance of word stress in intelligibility and comprehensibility as well as providing an example of how potential misunderstandings can occur from the incorrect placement of stress (Field 2005). This was included to help T1 understand the importance of syllables and to prompt if an explanation was needed:

Figure 4.3: T1 - Pronunciation notes on importance of word stress

Identifying syllables in the target vocabulary is the aim of Activity 2 and plays an important role in word stress as stress falls on a syllable, not a vowel phoneme (Brown 2015). Activity 2 uses kinaesthetic reinforcement to demonstrate the number of syllables in the target vocabulary (Celce-Murcia et al. 2010). Chan (1988 as cited in Celce-Murcia et al. 2010) highlights the use of fingers when identifying the number of syllables in vocabulary as this can help "…learners form a physical association with a pronunciation feature" (Celce-Murcia et al. 2010, p.338):

Figure 4.4: T1- Kinaesthetic activity

The activity is supported with stress patterns through 'bubbles' and capitalisation (Kelly 2000) and a small adjustment to the stress patterns was made after the pilot. To aid the production and perception of schwa /ə/ the materials highlight the use of unstressed schwa /ə/ in the target vocabulary with colour and phonemes. As the schwa /ə/ is a common vowel sound in English, particularly British English, it is

important for the students to distinguish this sound in order to better understand native speak speech (ibid.):

Figure 4.5: T1 - Stressed and unstressed support for Activity 2

The materials also include anticipated issues which directs T1 to potential areas of difficulties on a segmental level. Recommendations on how to approach practising the articulation of *-th* (phoneme /ə/) in *pathetic* with use of a kinaesthetic activity to demonstrate tongue placement and a comparison to the voiced *-th* (phoneme /ð/) was also provided. The spelling and pronunciation differences of *-ous, -eous* and *-ious* are included as these endings, when used specifically in the target vocabulary, are not pronounced the way they are spelt. Feedback from the pilot enabled the anticipated issues to be amended to incorporate the phonemic script with "sounds like…", as the phonemic script does not seem to be an area of expertise for T1:

Figure 4.6: T1 - Anticipated issues

As T1 identified a need for notes where she can practice the pronunciation, the next section delivers a practice activity for T1 to familiarise herself with the manner of articulation with the schwa /ə/. A diagram provides visual support on tongue and mouth position when articulating /ə/ along with vocabulary examples (Appendix 6).

Although not all unstressed or weak syllables include the schwa, it is the most frequently occurring vowel in English and so learners need to be aware of the appropriate use of this phoneme in word stress (Roach 2009).

The materials conclude with an additional activity that can be used as a review task. It builds on the use of stress bubbles to identify other vocabulary from the reading text with the same stress patterns:

Additional activity:
- Using the stress pattern bubbles below
- Students use the reading text to find other words that match these stress patterns
- Depending on time you can choose only 1 or 2 patterns to search for or set as a small homework task
- Examples provided below:

● ○ ○	○ ● ○ ○	○ ● ○	● ○
AM·pli·fied	pre·DIC·a·ment	trans·LU·cent	MO·ment

Figure 4.7: T1 - Additional activity review and examples from text

Personal reflections and limitations:

At the outset, T1 made a broad statement that "*anything extra would help*" her pronunciation teaching, which, although an indicator that her pronunciation needs were not being met, made the production of the materials challenging. Detecting exact areas which might improve her confidence, while expanding her practices, took some time. T1's transcription was re-read numerous times to try to determine what activities would best help her build her confidence in teaching pronunciation and for her future classes and practices. It was decided that adding pronunciation to the vocabulary from the reading text would offer a manageable amount of pronunciation to her class and could influence future classes. The lesson's main aim would continue to be the reading comprehension from the original materials; the pronunciation was added to support the vocabulary task. This means that the materials do not go into great detail

on the schwa /ə/, stressed and unstressed syllables, or the use of other weak forms, as the pronunciation element of the vocabulary is the secondary aim of the original materials.

4.3.2 Teacher 2 (T2)

When considering suitable activities and pronunciation support for T2's original ELT textbook materials, it became clear that incorporating connected speech in phrasal verbs would be the most practical. The students are B2 level and therefore need to develop their perception of natural spoken English, i.e. language that is unadjusted in speed or style, unlike the typical adapted speaking style used in ESL classrooms (Alameen and Levis 2015). This is especially important in this study's ESL setting as they are "…surrounded by English and this constant exposure should affect pronunciation skills" (Kenworthy 1987, p.6).

The materials firstly address the phonetic notes and anticipated issues expected when teaching the target phrasal verbs. Both segmental and suprasegmental features have been highlighted as the vocabulary includes problematic differences in spelling and pronunciation. In the case of the segmental features it seemed appropriate to include phonemes to support these difficulties.   A manner of articulation diagram, as requested, was also included with the aim of demonstrating the tongue placement when articulating the phoneme /ʌ/ in *confront /kənfrʌnt/*:

Figure 4.8: T2 - Use of phonemes and manner of articulation diagram

The suprasegmental elements of the anticipated issues address the use of weak forms in the verbs *confess* and *confront* as well as weak forms in the prepositions or particles. These were included in response to feedback from the materials pilot. It was felt that including these prompts on the weak forms would contribute even more to the 'natural native-like' English the materials aimed to teach:

3. Encourage the students to use the <u>weak form</u> of con- **/kən/** in both *conFESS* (**/kənˈfes/**) and *conFRONT* (**/kənˈfrʌnt/**)
4. Encourage the use of <u>weak forms</u> in the prepositions/particles using /ə/
   i.   of > **/əv/**
   ii. away > **/əˈweɪ/**

Figure 4.9: T2 - Suprasegmental elements

Kelly (2000) states the importance of a teacher being confident in the use of connected speech rules before they attempt to explain these features to the students. In light of this, it was important to include clear instructions and visual cues of the typical rules of consonant linking in connected speech and to ensure the explanation could be easily transferable to the classroom.

The pronunciation notes address intervocalic consonant sharing in the target phrasal verbs and highlight the link between a verb that ends in a single consonant and a particle or preposition beginning with a vowel (VC + V) (Celce-Murcia et al. 2010). T2 emphasised that having more visual interpretations of the pronunciation element being taught would be useful, so the linkage is demonstrated in two forms on which she can decide how to present to her class:

Pronunciation notes for connected speech in phrasal verbs [2]
-   We want to raise the student's awareness of natural native-like spoken English
-   Connected speech is present throughout spoken English.
-   When we speak, we don't pronounce each individual sound; sounds can blend or link together.

<u>Linking - Consonant Sharing</u>
-   Phrasal verbs often have a verb ending with a <u>single consonant</u> followed by a particle or preposition that begins with a <u>vowel:</u>

Look at	Drop off	Cover up

Figure 4.10: T2 - Pronunciation notes / visuals of consonant sharing

The objective of subsequent activities is to raise students' awareness of connected speech. Often words spoken in context can sound different to when these same words are spoken in isolation, so misunderstandings in communication can occur: "…[native speakers] do not pronounce English the way L2 learners are taught in the classroom" (Alameen and Levis 2015).

Comparing the difference between seamless natural connected speech and choppy enunciated speech is done by modelling the two styles in the classroom in this activity. No audio was provided in this case and T2 will need to model this herself. T2's pronunciation model would be feasibly within the students' reach and fits well with the English the students will likely hear outside the classroom (Murphy 2014). The activities also provided short, concise explanations and ready-to-use visual cues that can easily be taken from the materials and presented in class:

Figure 4.11: T2 - Awareness raising activity

	Linked sounds		
1. Get hold of	Get hol _ d _ of	Get hol·dof	
2. Get away with	Ge _ t _ away with	Ge·taway with	
3. Follow up	Follo _ w _ up	Follo·wup	
4. Cover up	Cove _ r _ up	Cove·rup	
5. Coax (sth) out of (sb)			
6. Stand up to	Stan _ d _ up to	Stan·dup to	
7. Confess to			
8. Inform on	Infor _ m _ on	Infor·mon	
9. Confront with			

Figure 4.12: T2 - Visuals cues for vocabulary

Finally, due to the morphic elements of phrasal verbs, the materials present a reminder that the linkage would still take place even when the endings changed for tense adjustments:

CAUTION: the verb endings will of course change with the tense; in this case the consonant is still shared **but**, remember the phonemic /t/ sound with some -ED endings.

- In this case the /t/ sound is shared, <u>not</u> /d/

Looked at	/lʊk _ t _ æt /	Look·tat

Figure 4.13: T2 – Caution note on ending changes

<u>Personal reflections and limitations:</u>

As the most confident participant in this study, who uses a range of pronunciation practices in her classroom, creating materials that might improve T2's confidence proved to be challenging. Although the exercises aligned with her requests, they might not necessarily expand her current practices and consequently improve confidence. This was further impaired by the previously mentioned pandemic restrictions faced when designing the materials. However, her contribution to the evaluation could form a reflective assessment of the materials, looking back to what she may have wished for before her phonological training.

<u>4.3.3 Teacher 3 (T3)</u>

The original ELT textbook materials lent themselves well to teaching word stress in vocabulary with prefixes. Word stress plays an important role in communicating

multisyllabic vocabulary with prefixes and suffixes (known as affixation) (Celce-Murcia et al. 2010). The meanings of these words can change depending on the stress placement (ibid.) and ignoring this could cause a loss of intelligibility between the speaker and listener.

Due to the variation of stress placement in affixation, identifying the most important rules for the target vocabulary was the first step in creating these activities, with the aim of reducing confusion when trying to find the applicable stress placements and detecting differences in word types.

As word stress is placed on a syllable and not on specific vowel and consonant phoneme, it was important that the students and T3 were firstly able to identify the syllables in multisyllabic words (Brown 2015). Establishing these syllables in the target vocabulary was the aim of Activity 1 (Appendix 8). Following the materials pilot, the decision to provide the target vocabulary split by syllables and the stress placement indicated with capital letters was taken rather than solely relying on the phonemic script. The phonemic script was still provided as support for T3, who likes to use this in his lessons:

Answers and phonemic script:

dis –	IN·tere·sted / ˈɪn.trə.stɪd / (3)	di·SIN·tere·sted / dɪˈsɪn.trə.stɪd / (4)
im –	POSS·i·ble / ˈpɒs.ə.bəl / * (3)	im·POSS·i·ble / ɪmˈpɒs.ə.bəl / (4)

Figure 4.14: T3 - Example layout of word stress, syllables, and phonemic script

It was felt that, based on the C1 proficiency level of T3's current students, it was unlikely that students would find any of the individual phonemes/sounds of the target language to be difficult, so the focus of the anticipated issues was suprasegmental and tailored specifically to word stress, syllables and varieties of English:

Anticipated issues:

1. /ɪn.trə.stɪd / and /dɪˈsɪn.trə.stɪd/ students may want to add an additional syllable here due to spelling.
2. *possible* has distinct British English vs American English differences:
   i.   /ˈpɒs.ə.bəl / (BritEng)
   ii. /pɑː.sə.bəl/ (AmEng)
3. Changes in syllable number of *national* when added to *inter*
   i.   NATIO·nal /ˈnæʃ.nəl / > in·ter·NATI·on·al /ˌɪn.təˈnæʃ.ən.əl/

Figure 4.15: T3 - Anticipated issues

The pronunciation notes present the general rules of word stress for prefixes and demonstrates the range of word stress with 'bubbles' in conjunction with capitalisation (see Kelly 2000). On account of the proficiency level stressed ●, unstressed ₒ and secondary stressed • syllables were highlighted. Applying the two different presentation styles also gave options on how T3 could present it to his students:

Pronunciation notes for prefixes[1]
The general word stress rules for prefixes:
- the <u>first syllable</u> following the prefix is **stressed** ●
- the prefix can be **unstressed** ₒ or have a **secondary stress** •

Figure 4.16 : T3 - General word stress rules for prefixes

Of the six different prefixes presented by the textbook, *out-, over-,* and *dis-* were addressed specifically in the support notes as these prove more problematic in their adherence to the standard rules and changes of stress in word forms:

Out -	Over -	Dis -
• ●	• ₒ ●	ₒ ● ₒ ₒ
Out·DO	O·ver·LOOK	di·SIN·t(e)re·sted
Out·RUN	O·ver·TAKE	di·SOR·ga·nised
Remember the schwa / ə / is <u>never</u> stressed, so word stress placements can change to accommodate this:		
• ₒ ●		• ₒ ●
Out·per·FORM /aʊtpəˈfɔːm/		dis·o·BEY /dɪs.əˈbeɪ/

Figure 4.17: T3 - Changes of word stress in prefixes with schwa /ə/

It was particularly important to highlight changes in word stress when *out-, over-,* and *dis-* are used in compound nouns, used to add extra meaning to verbs, or used to oppose an adjective. In this case, examples of the differences in word stress

placement and an indication of why these placements varied in this vocabulary were also given to assist T3 in explaining these to the students:

Figure 4.18: T3 - Examples and support on noun and verb word stress differences

The final activity of the materials design provided an opportunity for T3 to review the vocabulary at the end of the lesson and / or to use as a review activity the following day. Having this activity would allow him to check that the students had understood the input provided:

Figure 4.19: T3 - Additional activities

Overall, as T3 stated he likes to take lesson plans or resources and adapt them to make them his own, the materials were prepared to allow him the flexibility of adapting the materials as he felt necessary.

Personal reflections and limitations:

Although T3 expressed difficulty and reluctance in teaching word stress, stating that he personally "*struggles*" when teaching, it might have been useful to have provided him with pronunciation materials that weren't part of the vocabulary section to expand

his practices of pronunciation. However, difficulties arose during this research with COVID-19 affecting the method of instruction, so obtaining audio proved to be problematic. Furthermore, disregarding this unit's target vocabulary would have been more detrimental to the students' understanding than that of the listening text, and, as mentioned above, the pronunciation aspects in affixation are vast so it felt more appropriate to provide support for this.

Following the pilot/discussion of these materials, the number of phonemic transcripts came into question. As research suggests (see Couper 2017), the use of the IPA varies greatly between teachers and is mostly influenced by their teacher training or level of qualifications. When analysing the feedback from these materials, it will be interesting to gain insight on T3's views on the use of phonemic transcripts and determine how it can be balanced in ELT textbook and teacher book materials.

4.3.4 Teacher 4 (T4)

As T4 tends to shy away from segmental features it was important to create materials to address this while ensuring that the materials were appropriate for the students' A2 proficiency level. As a result of the proficiency level of the students and T4's experience, the use of metalinguistic and technical language needed to be kept to a minimum (Sicola and Darcy 2015) so T4 could confidently teach the pronunciation at hand, without the possibility of confusing the students or herself.

The original ELT materials lent themselves well to teaching the pronunciation rules of *-ed* endings in adjectives and aimed to fulfil the needs of T4 while accounting for the possible difficulties arising from her students' proficiency level. The *-ed* ending of adjectives can be a troublesome area for students in regard to the production of consonant clustering and so the desire to express *-ed* as an additional syllable can arise (Celce-Murcia et al. 2010). It can also be difficult to correct this common mistake if not addressed at an early stage of proficiency (ibid.).

It was important to provide clear and informative phonemic notes and anticipated issues for the target vocabulary as this was an explicit request from T4. The phonemic notes and anticipated issues mainly cover suprasegmental support on the target

vocabulary, as the main pronunciation support materials address the segmental features. The spelling and pronunciation difference of *-ous* is presented as an anticipated segmental issue by using both the phonemic script and "sounds like…", as the phonemic script is not an area of expertise for T4:

Figure 4.20: T4 - Segmental anticipated issue with target vocabulary

The suprasegmental implications of the target vocabulary firstly focus on the effect of intelligibility with incorrect word stress placement on *AN·gry* misheard as *ag·REE.* The remaining suprasegmental notes highlight the syllabic challenges the students may encounter with the target vocabulary. As syllables are a salient feature in the target vocabulary and are relied on heavily to both "locate word boundaries and lexical access" in the English language (Zielinski 2015, p.408), it was important to highlight these:

Figure 4.21: T4 - Suprasegmental anticipated issues

A change was made during the pilot, which called for the inclusion of the "backchaining" exercise in the phonemic notes to help with all areas of the target vocabulary, and not just for the adjectives ending in -ed. Backchaining is a "drilling technique intended to help learners pronounce difficult sound groups, words and

phrases" (British Council n.d.) and is used here to help students to practice the syllabic /ɪd/ and the consonant clustering that often occurs in /d/ and /t/ -ed endings:

Backchaining
- This activity can be used to help students practice pronouncing vocabulary in Ex 4 & 5 p.14 or specific problematic areas such as -ed pronunciation
- Start with the last sound of the word and students repeat after the teacher
- Continue to add the sounds in front and build up the word by going 'back' to the beginning

Examples:

Interested	/id/ (-ed)	/tid/ (-ted)	/stid/ (-sted)	/estid/ (-ested)	/restid/ (-rested)	/terestid/ (-terested)	/interestid/ (interested)
Excited	/id/ (-ed)	/tid/ (-ted)	/citid/ (-cited)	/excitid/ (excited)			
Frightened	/nd/ (-ned)	/tend/ (-tened)	/ightend/ (-ightened)	/frightend/ (frightened)			
Pleased	/zd/ (-sed)	/eazd/ (-eased)	/leazd/ (-leased)	/pleazd/ (pleased)			
Similar	/ar/	/lar/	/ilar	/milar/	/similar/		
Different	/ent/	/rent/	/erent/	/ferent/	/different/		

Figure 4.22: T4 - Backchaining activity with support

The aim of Activity 1 is to raise the students' awareness of voiced and unvoiced consonants through tactile reinforcement (Celce-Murcia et al. 2010). The physical differences of voiced and unvoiced consonants' vibrations on the throat are highlighted and T4 is directed to an articulatory visual (Roach 2009) for support. It is important to start with an activity like this as a key factor in the expression of -ed sounds is the pronunciation of voiced and unvoiced consonants. Without this lead-in activity the application of voiced and unvoiced consonants in further activities could be confusing:

Activity 1: Recognising voiced and unvoiced consonants

Before we address the different pronunciation of -ed, let's check that the students can feel the difference between voiced and unvoiced consonants sounds.

- Take the consonant sounds in the table below to demonstrate and practice
- Place two fingers on your neck as follows
- When a sound is voiced, you will feel a vibration.
- When a sounds is unvoiced, there will be no vibration.
- Practice this technique with the students until they can feel the difference

Voiced	Unvoiced
/n/	/k/
/r/	/sh/
/m/	/p/
/b/	/f/
/z/	/ss/

Note: these examples have been chosen to help with the Vocabulary in Ex 4 & 5 p.14.

Figure 4.23: T4 - Recognising voiced and unvoiced consonants activity

The next phase of the materials provides the pronunciation notes for -ed endings and builds on from the voiced and unvoiced activity. The pronunciation rules for the three different -ed endings (/d/, /t/ and /ɪd/) are separated and key features of the rules are colour coded for ease of reference.   The rules are provided with examples, not included in the target vocabulary, so T4 can first understand the application in general before moving onto the specifics for the lesson:

Pronunciation notes for -ed endings

The -ed ending, found in adjectives and regular past tense verbs (and past participle verbs) has 3 different pronunciations.

It is important that students are aware of these as early as possible to ensure they are using them correctly in speech. This can be a distracting error and may become harder to fix as the students progress through the levels.

The pronunciation rules are:

/d/	/t/	/ɪd/

When the adjective stem ends in a *voiced* consonant or a *vowel* sound -ed is pronounced as /d/
Charmed
    /md/
Terrified
    /ayd/
	When the adjective stem ends in an *unvoiced* consonant -ed is pronounced as /t/
	
	Distressed
	    /st/
		When the adjective stem ends in d or t the extra vowel sound is added to make /ɪd/
		
		Disappointed
		    /tɪd/

Note: this also applies to regular past tense verbs, but only adjective examples will be used here		

Figure 4.24: T4 - General -ed pronunciation rules

Examples from the target vocabulary are then applied to the rules, again with colour coding to help identify the voiced and unvoiced consonants or vowel sounds. As no examples of /t/ -ed ending arose in the target vocabulary, it was decided during the pilot to leave the instruction of this sound to the discretion of T4 and, if she chose to include this in the instruction, additional vocabulary was provided to help with this. Other examples of vocabulary with /d/ and /ɪd/ -ed endings were also provided for further support. A caveat was included for some of the additional vocabulary examples as these were beyond the scope of A2 proficiency learners, and so were for the benefit of T4 rather than the students:

Figure 4.25: T4 - Example vocabulary

To complete the materials, several additional activity suggestions were supplied. T4 could encourage peer correction where students check or monitor fellow classmates' pronunciation during the speaking activities. A short 5-minute review activity allows the students an opportunity to apply their new pronunciation knowledge and find other examples of -ed adjectives with the three -ed endings (/d/, /t/, and /ɪd/):

Figure 4.26: T4 - Additional activities

Personal reflections and limitations:

The materials were created to be as graphic as possible, with the use of tables, colours and an articulatory visual. It was anticipated that by using these it would help T4

provide clear instructions and support for the pronunciation materials and ease their integration into the lesson. If the feedback from T4 establishes this view, it could help guide the recommendations on an amended structure or layout of support materials needed for pronunciation.

Chapter 5: Data Analysis and Discussion

This chapter presents and discusses the data arising from the pre- and post-interviews with the four participants of this study (Table 5.1). Each research question is addressed in turn and provides details of the results relevant to the phenomenon being investigated.

Participant	Age / Gender	First Language	English/Regional Accent	ELT Quals[1]	Non-ELT Quals[2]	ELT Exp[3]	Age Group Exp[4]	Country of work	Institution Type	Class Level / Age Group[5]
T1	31 / F	English	Irish (Republic of)	CELTA	BA Journalism	4 years	Teens Adults	UK	Private language school	C1 / A
T2	37 / F	Filipino & English (Bilingual)	New Zealand/British	CELTA DipTESOL	BSc Nursing	7 years	YL Teens Adults	New Zealand	Private language school	B2 / A
T3	31 / M	English	British (West Country)	CELTA DELTA (module 3) IDLTM	BSc Music & Audio Technology	5 years	Teens Adults	New Zealand	Private language school	C1 / A
T4	29 / F	English	British (London)	CELTA	BA Business	2.5 years	Teens Adults	New Zealand	Private language school	A2 / T

1. ELT Qualifications: CELTA = Cambridge Certificate in Teaching English to Speakers of Other Languages; DELTA = Cambridge Diploma in Teaching English to Speakers of Other Languages; DipTESOL = Trinity Diploma in Teaching English to Speakers of Other Languages; IDLTM = International Diploma in Language Teaching Management.
2. Non-ELT qualifications: BA = Bachelor of Arts; BSc = Bachelor of Science.
3. Years of ELT experience: includes both English as a Second Language (ESL) and English as a Foreign Language (EFL)
4. Ages Group Experience: YL = Young Learners; Teens = Teenagers
5. Current class level based on the CEFR scale and age group: A = Adult; T = Teenagers/Young Adults; YL = Young Learners

Table 5.1: Participant Information

5.1 RQ1: What are ESL teachers' cognitions, concerns and confidence levels when teaching pronunciation in the English for General Purpose classroom?

To analyse RQ1, the prominent themes of '*importance and training*', '*accent perception'*, '*teaching goals and integration*', and '*learner differences*' arising from the pre-interview responses are highlighted in search for each teacher's cognitions, concerns, and their confidence issues with pronunciation teaching. It is followed by a discussion of the results with links to previous research.

5.1.1 Importance and Training

All of the teachers placed a degree of importance on pronunciation teaching, but gave contrasting reasons for their beliefs:

T1:	"Personally, I think it can be important depending on the context...if it's hampering my understanding of what a student is saying I will always address the pronunciation issues"
T2:	"I personally believe that pronunciation is just as important as the other academic skills. I believe that with pronunciation a student will be able to read well, [to] become more fluent...[and it] has something to do with a student's improvement in grammar"
T3:	"I think it is important but...perhaps not so much at the higher level"
T4:	"I think it is important yes...it's important for the student's confidence and understanding of each other, for all levels...and fluency"

Table 5.2: Participants' beliefs on the importance of pronunciation

Although the teachers indicated an importance, three of the participants, with the exception of T2 who regularly included pronunciation in the classroom, explicitly specified that they avoided pronunciation in the EGP classroom:

T1:	"I do tend to avoid pronunciation, unless I really have to"
T3:	"In terms of General English, I haven't gone out of my way to really add extra pronunciation"
T4:	"No, I don't [enjoy it], I avoid it so much!"

Table 5.3: Examples of participants statements of avoidance

It appears that the participants' training and qualifications had influenced their teaching practices or confidence with pronunciation teaching:

T1:	"I remember my training focussing a lot on drilling when it comes to pronunciation...I was expecting to be constantly doing this drilling with pronunciation...but it's not something that I've used that often"
T2:	"After my diploma course I believe I am better equipped because of the phonology section of the course"
T3:	"I just think it's what I've been taught is [to include it] in vocabulary, make sure you focus on pronunciation because I was never taught to fit it in elsewhere, I guess"
T4:	"I did kind of teach a little without [the CELTA], but definitely not pronunciation, I just would have 'listen and repeat'...there is a whole other world to pronunciation, [like] the phonetic alphabet"

Table 5.4: Participants' training influences

T2 is the most confident of the participants in teaching pronunciation, which she put down to her training in the Trinity Diploma TESOL. The qualification gave her knowledge of "*phonemes, phonetics, and phonics*" along with "*different pronunciation techniques like assimilation and elision*". T4 also acknowledged her CELTA training as the reason she felt more confident when teaching pronunciation. However, T1 and T3's training and qualifications have appeared to influence their teaching practices rather than their confidence which helped them to make decisions on what practices to implement into their classroom.

5.1.2 Accent Perception

It was apparent from the interviews that accent perception was a contributing factor to the teachers' cognitions, concerns, and confidence with pronunciation teaching. When asked about their views on their own pronunciation the participants responded with varying degrees:

T1:	"*I feel fine with mine*"
T2:	"*I am quite confident about my pronunciation*"
T3:	"*I think my own pronunciation is alright*"
T4:	"*It lacks at times*"

Table 5.5: Participants own accent perception

T4 also added that regardless of her own accent perception, she tried to be "*confident to model the best pronunciation*" possible in the classroom. The four teachers are L1 speakers of English, with T2 being bilingual English and Filipino, but despite this, three of the teachers appeared conscious of their regional British or Irish accents. They felt that it did not match the typical standard British or American accent they believed their students would be used to or wanted as a model. This seemed to be affecting their teaching practices and confidence levels in particular. Firstly, T1 expressed that:

> *Being an Irish person, I have a different accent to what they're used to, so they are either used to learning British English pronunciation or American English pronunciation. As a result of that I do tend to avoid pronunciation, unless I really, really have to.*

This outlook on her Irish accent led T1 to interpret her practices as "*reactive*" rather than as a planned aspect of her lessons. She felt that she would have to *"think which pronunciation"* the students wanted to learn, and this meant that she did not do pronunciation often. Similarly, T2 commented on the students' expectations of and accustomedness to the American English pronunciation which has made her doubt her British English pronunciation:

> *I know most of my students are used to the American pronunciation and sometimes they call me out, because I was raised in a bilingual home mainly the English used is British English so sometimes I would feel, I'll doubt myself 'oh did I say it right?'*

T3 conveyed that his perception of accents in the classroom had changed over the years. He used to adjust his accent to "*proper*" or "*Received Pronunciation*" English so the students could understand him better, to which he was often told that he was "*easier to understand than most of the other teachers"*. However, his perception shifted as he felt this adjustment was not helpful for the students' exposure to real English:

> *It's probably not doing them any benefit, so I've kind of over the years let my 'West Country' twang come back in at some points because I think it's more beneficial for them to hear…how often do people really speak 'Received Pronunciation'?*

Finally, T4 differed from the other teachers and suggested that any pronunciation adjustments made were to account for the students' proficiency levels, through a change of speed or by "*drop[ping] certain letters*", not due to her accent.

5.1.3 Pronunciation Goals and Integration

Responses from the pre-interview displayed the differing pronunciation teaching goals of the four participants. Elements such as segmentals, suprasegmentals, and fluency were specifically referenced by the participants:

T1:	"*I tend to go with stress and intonation really; consonants and vowel [pfft] no I don't focus on it so much but it's more about the particular stress on words, and intonation*"
T2:	"*My main objective is not just for the students to feel that we're just opening our mouths; my main objective is for them to understand that it is an integral part of learning the English language*"
T3:	"*I think consonants and vowels are something I focus on; just getting them to practice producing the sounds and making sure that the words they're trying to pronounce are understandable*"
T4:	"*I think the main objective is stress and intonation…as long as the speaker is delivering an understanding, like the odd sounds that you get wrong are ok, it's just making sure the sentence is clear enough*"

Table 5.6: Participants' pronunciation goals

With a broader view of pronunciation, T2 wanted her students to understand that pronunciation could help with not only communication and fluency but also other language skills like reading, vocabulary, or grammar, which originated from an "*introspective*" standpoint. She often looked back at how she was taught pronunciation in school and she wished her pronunciation instruction went beyond "*simply opening your mouth*".

Phonemes and segmental elements appeared to play a significant role in determining the participants' pronunciation teaching practices and goals. Firstly, T3 was the only participant who highlighted segmentals as his main pronunciation goal (Table 5.6). He found consonants and vowels easier to teach than that of suprasegmental elements such as stress and intonation.

Although T3 preferred to teach segmentals, he conveyed that he was lacking in knowledge of the phonemic script, which did not align to some of his practices of "*going through the pronunciation chart*" or "*referencing particular sounds on their pronunciation chart*" when teaching new vocabulary. Additionally, the pronunciation goal of intelligibility, and comprehensibility, was implied by T3 particularly from the perspective of vocabulary teaching:

I think it's good for them to be familiar with what it's going to sound like when it's fired out in this really fast listening, so they can recognise hearing it, but also be comfortable saying it as well.

A lack of phonemic alphabet knowledge is mirrored by T4 whose avoidance of pronunciation teaching stemmed partly from this as "*it requires additional preparation and experience*", which she lacked. Instead, T4 opted for suprasegmental factors in pronunciation teaching, along with T1 (Table 5.6). T1 and T4 both indicated "s*tress and intonation*" as their main teaching objectives.

However, with these goals in place, it was visible that T1, T3, and T4 found it difficult to, or did not, integrate these goals as a planned aspect of their lessons:

T1:	"*I don't spend specific amount of time doing it…I don't ever go into a class thinking I'm going to teach pronunciation…I would only touch on pronunciation if I feel I need to clarify something in class…depends on what happens on the day, in the moment in class…*"
T3:	"*I find it difficult to put it into my lessons*"
T4:	"*I won't purposely pull out a pronunciation section*"

Table 5.7: Participants' difficulties in integrating pronunciation in their lessons

T1 and T4 instead dealt with pronunciation on an ad-hoc basis in the classroom through responding to students' errors. T1 provided pronunciation clarifications (Table 5.7) and T4 would do *"error correction for at least 5 minutes*" each lesson. However, they both admitted that this could be an uncomfortable occurrence.   When T1 explained pronunciation "*off the cuff*" it became "*a bit stressful*" for both teacher and students. For T4, when she tried to think of pronunciation examples *"'on the fly'"* it was "*not always the best*". To this end, T1 and T4 both encouraged preparation when it came to pronunciation teaching, even though it seemed that neither of the participants considered this recommendation in their own practices.

T2 differed considerably from the other participants as corrections took a role in her teaching practice alongside her planned pronunciation practices and so she seemed not to present any issues with integrating pronunciation into her classroom.   Her planned practices were mostly with vocabulary teaching because "*you can't just teach*

vocabulary words with merely the definition or examples" but occasionally "i*t could just be something random"* and error correction would take place.

5.1.4 Learner Differences

This final theme is centred on the students' expectations, and the implications of teaching in an ESL context. Each participant expressed the implication of learner differences and the ESL contexts with differing sub themes:

T1:	Differences in age groups "*I think age groups, it all depends, everyone will do it once they realise why you're doing it and once that is explained to them, I think helps*"
T2:	Mixed L1 class "*I do find excitement every time I learn something about my students' language, like the sounds that are present in their language that aren't present in English and vice versa and with my students' pronunciation I could come up with ways how to help them overcome the pronunciation problem*"
T4:	"*Mostly my experience is multilingual, so different nationalities have different mistakes and corrections…some pick up some sound really easily and then others can't even hear the difference*"
T3:	Differences in CEFR Levels "*I'm not sure what to teach at a higher level myself, so perhaps I'm more confident at a lower level, but at the higher level not so much…so I think that I've had positive experiences at the lower level but I haven't really touched on it at the higher levels*"

Table 5.8: Participant sub themes in learner differences

T1 showed that her pronunciation practices could be affected by the age of her students. Some of her teaching techniques, such as a visual representation of phonemes by using her hands and fingers to indicate tongue placement, would only be effective for her older students as long as she gave a reason for presenting pronunciation this way.

T2 appeared to revel in the mixed L1 classroom and took enjoyment out of the various L1 pronunciation interference and differences that could occur in her classroom. Her practices reflected this and she would often create activities "*that promote*

pronunciation awareness" in response to the students' needs.   Similar to T2, T4 also reflected on the effect of mixed L1 classes however, she referenced her difficulties of managing a mixed L1 class. This was particularly noticeable when she had to address error corrections as students "*can't always hear what they're listening for and then they repeat the same mistake".*

Finally, T3 discussed the effect of student proficiency levels on his practices and confidence. This learner difference seemed to shape his belief that pronunciation teaching might not be as important for higher proficiency level students than that of a lower level class. He expected that higher level students "*would have gotten their own pronunciation pretty good by then*". However, he noted that this expectation did not align with his current C1 level class, as "*there are still some areas they are struggling with*" and revealed that there may be more of a need for it at a higher level than he initially thought. His varying confidence in teaching pronunciation through the CEFR levels seemed to stem from an uncertainty of what high level pronunciation teaching "*might look like*" and that he did not have the knowledge to integrate "*higher level parts of pronunciation"* into the classroom.

5.1.4 Discussion

In line with Couper's (2017) study, the teachers' training influenced their cognitions; the CELTA qualified teachers use a limited selection of pronunciation practices in their classroom compared to T2, who demonstrated that having a Diploma provided further understanding of what and how to teach pronunciation. Although, typical vocabulary teaching practices taught in CELTA do have value in the classroom, they were usually avoided by those teachers, highlighting a general lack of confidence to implement pronunciation in the classroom and hinting at gaps in current certificate level training on "how to teach pronunciation" and "what to teach" (see Couper 2017; Baker 2011). However, it is important to note that the Trinity CertTESOL (Trinity College London 2016) course has more focus on phonological awareness than CELTA, so the findings are specific to responses from CELTA trainees.

Complexity in pronunciation elements and its implementation was also prominent in the data. Three participants in Burri et al.'s (2017) study, found some pronunciation

elements to be challenging, which was reflected by T1, T3 and T4, who found certain segmental and suprasegmental features difficult and were actively avoided.

With the apparent "inner circle" (Kachru 1986) influence on target pronunciation models, it is interesting that four NS teachers, who speak "inner circle" variants of English, expressed some concerns about their own accents. A possible explanation for this is they only perceive "standard" English accent to be appropriate in ESL teaching, not regional accents, further highlighting the prevalence of accent discrimination and perception in English language teaching (Derwing and Munro 2015; Murphy 2014). The possible continuation of accent reduction aims could also be tainting this perception. The teachers seem conscious of sounding as native-like as possible; in some cases reducing or manipulating their accents (T1 for her Irish accent and T3 for his regional West Country accent) when speaking in the ESL classroom. To some extent, this follows the results of Timmins' (2002) study, demonstrating the 'desired' goal of sounding like a native is ever-present and has further implications on establishing an acceptance of accent variation in the ESL classroom.

5.2 RQ2: Do ESL teachers believe their integrated skills ELT textbook and accompanying teacher book provide appropriate support on how to teach pronunciation?

To analyse RQ2, the themes *'materials and pronunciation activities'*, '*negative influences of materials*', '*positive influences of materials*', and '*request for support*' are addressed. A discussion of the results pertaining to RQ2 follow. Before proceeding it is important to note that the analysis relates only to data arising in reference to General English classes.

5.2.1 Materials and Pronunciation Activities

The participants' ELT textbooks and teacher books did not dedicate a large amount of resource or time to the teaching of pronunciation:

T1:	"Very little, I think...there is very little dedicated to pronunciation as such within a unit...there might be a little pronunciation note but very little actually dedicated to pronunciation"
T2:	"It would be bare minimum without my input, it would be just a small focus at the bottom of the page of the book..."
T3:	"None I don't think, I'm just trying to think even on the vocabulary pages, I don't really see any pronunciation activities, I'm pretty sure there's none"
T4:	"I wouldn't even say 5%...and we'd usually have a 6-page unit"

Table 5.9: *Pronunciation dedication in participants' ELT textbook and teacher book*

For T2, the "*small focus*" was not an activity per se, but instead a "*clarification when it comes to spelling or pronunciation*" and would normally clarify the differences in British and American English. The ELT materials used by T1 also included "*a little pronunciation note*", but this was not a regular occurrence. If T3 wanted to teach pronunciation, it would be "*up to [him] to deliver that*" as the book did not include "*any phonetics, phonemic script or things like that to help*". T4's ELT materials seemed to provide more pronunciation activities than the others, but she felt that it did "*not provide enough*". Activities such as listen and repeat and underlining the stress were examples T4 highlighted. However, she would supplement these if "*more of a focus on pronunciation*" was needed.

5.2.2 Negative Influences of Materials

Overall, it seemed the participants doubted the effectiveness of the pronunciation activities or clarifications (Table 5.8) provided by their ELT materials:

T1:	"For me I think the simple answer is no, I don't find it effective because I don't use it"
T2:	"I guess yes when it comes to making students aware of the other pronunciation, but I don't think it's enough"
T3:	"You're expected to teach them the pronunciation of the new vocabulary at the start...it's just up to the teacher to deliver that"
T4:	"I feel they just zone out; they listen repeat and they're not sure what they're saying or why they're saying it"

Table 5.10: Participants' view on the effectiveness of pronunciation activities in ELT materials

T4 called on her previous experience using the '*listen and repeat*' activities from her textbook and found that these were ineffective as students would "*fall into old habits*" after the drilling:

> It goes in one ear and out the other, unless you really, really drill it, but I don't have time for that.

In the classroom T1 tended to "*cover all of the important points for the students*" from the textbook but, with the small amount of pronunciation provided by her textbook, she would still "*tend to avoid it*". In contrast, despite the absence of pronunciation activities in his textbook, T3 still tried to embrace the use of pronunciation but had to add it to the materials himself. T2 believed that British and American pronunciation clarification was needed, but it was not sufficient. She would therefore go "beyond that" and add additional pronunciation exercises for the students.

The availability of resources for General English classes also seemed to be an area of negative response for T2, T3 and T4:

T2:	*"There are no ready-made materials for it"*
T3:	*"I just struggle to find good lessons"*
T4:	*"If you look at ESL then there are a lot of materials given to you for every single grammar point, this one (pronunciation) probably still lacks practical materials and practical advice"*

Table 5.11: Negative responses to availability of resources

In addition, the three participants linked the insufficiency of pronunciation in their General English ELT materials to their confidence levels:

T2:	*"Our material at work…I don't think it has done anything for me, it hasn't done anything for me when it comes to my confidence in teaching pronunciation"*
T3:	*"I think what's probably pulled me back a bit in recent years is that there's not a lot of it in general English. And then you'd have to if you wanted to really focus on pronunciation with the students, you'd have to go out of your way to find some extra stuff"*
T4:	*"It hasn't really given me that much confidence but then I haven't really spent enough time to research it for that self-development"*

Table 5.12: Link between confidence levels and ELT materials

5.2.3 Positive Influences of Materials

T4 was the only participant who provided a positive response for their current ELT textbook. She discussed the types of pronunciation activities from her ELT textbook that she found "*underlining of the stressed syllable or the stressed word in a sentence*" worked well in the classroom. T4 believed these to be "*effective*" activities for the students as they would often demonstrate a general understanding of these pronunciation elements when tested in a weekly unit review.

5.2.4 Request for Pronunciation Support

This theme focusses on the participants' request for pronunciation support materials. When asked if they believed their current ELT teacher book provided sufficient support on how to teach pronunciation, the participants responded as follows:

T1:	"*No, I don't think so, not my teacher book for my general class. As I said it's not something I'm really aware of, which leads me to believe there really isn't [anything] within the lesson guides or ideas on how to deliver the lesson. There is really not much on pronunciation within that at all*"
T2:	"*To be honest, I haven't looked at the pronunciation part of the teacher book, I haven't seen it there*"
T3:	"*I would say, the book I'm teaching from is not; the teacher notes are already quite sparse and the fact that there's no pronunciation activities means there's no pronunciation teaching notes either*"
T4:	"*I wasn't given the accompanying teacher's book…maybe I can find it, she [T4's supervisor] said she would be able to find it if I needed it, because it's elementary they just didn't think I needed it*"

Table 5.13: Participants' beliefs on sufficiency of pronunciation support in ELT teacher books

T4 did not have access to her ELT teacher book during the research, so was unable to provide feedback in this case, however, the three remaining participants all gave negative responses. To this end, the participants subsequently expressed their specific requests for pronunciation support materials in their ELT textbook and teacher's book:

T1:	"*I think a little link to somewhere that as teachers we can practice or see exactly how we want to teach that pronunciation…I can't put my finger on any specific examples I do have, so I think anything extra for me would help*"
T2:	"*I think it would be nice if they could make diagrams of the mouth…I believe that if they [students] could see it visually they would be able to relate to it more…perhaps they could [also] write the phonetic spelling*"
T3:	"*I think for a vocabulary unit or lesson… it would be good to have some notes which might say what words students might struggle with, what sounds they might struggle with, what things are important for teachers to emphasise with these students*"
T4:	"*I would love to see visuals; this is how your mouth should move, this is how the paper should move…I am a visual learner and I need to see what it should look like. They don't do that at the moment*"

Table 5.14: Participants' teacher book pronunciation support requests

Both T2 and T4 wanted to see more visuals, such as the manner of articulation, in their ELT teacher book. T2 stated that having more visuals, along with having more phonemic support, would "*make [her] job easier*". T4 also highlighted the need for a "*more practical way of teaching a teacher how to do it*" which was echoed by T1 who needed an opportunity to practice the pronunciation element at hand before taking it into the classroom.

T3 expressed his need for support on L1 specific pronunciation problems that could arise on the pronunciation of vocabulary but acknowledged that country detailed information would be difficult to implement. Instead he suggested:

> *Some common mistakes that student make would be good and you could help them before they even make the mistake.*

5.2.5 Discussion

The lack of appropriate pronunciation support seemed to negatively affect all participants and it appears the teachers cannot confidently look to their ELT materials for much-needed support. Here, ELT materials influenced to a greater extent than in

Couper (2017) and MacDonald (2002) but aligned with findings in Baker's (2014) study. A teacher admitted that due to the repetitive and tedious nature of the drilling exercises provided by the textbook, pronunciation was often left out, which was echoed by T4.

The findings also seem to extend the problem highlighted in cognition research that teachers are not sure "how…" and "what to teach" when it comes to pronunciation. T1, T3, and T4 do not seem to have a wide range of pronunciation teaching techniques which could largely influence their need for additional support, similar to a participant in Baker's (2014) research.

Finally, the requests for pronunciation support mirrored some requests made by Sonsaat's (2018) teachers, with appeals for phonemic transcripts, rationales and explanations, and clear visuals.

<u>5.3 RQ3: To what extent do pronunciation support materials address and alleviate ESL teachers' concerns with pronunciation teaching and improve their confidence?</u>

Table 5.14 outlines the participants' concerns and needs, on which the materials were developed. The data analysis for RQ3, arising from the post-interviews, is presented by each participant with themes of integration, content, recommendations and looking forward.

T1:	Opportunity for teacher to practice the pronunciation element
	Clear instructions on why and how to teach
	Any additional support welcomed
T2:	Diagrams of manner of articulation
	Additional visual support
	Details of difficult phonemes or vocabulary
	Full phonemic spelling of the vocabulary
T3:	Notes on potential problematic areas of the vocabulary
	Support on teaching pronunciation at a higher proficiency level
	Support on teaching suprasegmentals
T4:	Visual support on teaching phonemes
	Diagrams of manner of articulation
	Notes on common mistakes made by the students
	Support on how to make effective corrections

Table 5.15: Summary of participants' support needs based on concerns and confidence levels

5.3.1 Teacher 1

Initially T1 was "*a bit nervous*" about using the materials as the inclusion of pronunciation was "*new to [her] teaching style*". However, having started planning, she found the materials comprehensive enough to understand what to do, why, and the concept behind it. When planning the lesson, she found it best to rearrange the flow "*ever so slightly*" to better fit the class, and herself, and found it "*relatively easy to incorporate*" the materials into her lesson. She also incorporated additional notes for her own comfort, which she took into the classroom:

> *I thought all of the information was there step-by-step… I would just for myself add a few little extra things in.*

T1's nerves appeared to be reduced by the addition of the anticipated issues. These helped her from "*stumbling*" on error corrections and it was "*very handy to have all that information*" as one arose in the lesson: the mispronunciation of 'ous' in *famous.*

When executing the lesson with the activities, T1 "*didn't feel stressed at all*" and was "*very confident in what [she] was doing*". She also felt she "*learnt a lot*" and appreciated the activities being "*broken up into 3 different style of activities*" based on

a text which she viewed as "*simple and effective*". In terms of the pronunciation notes, having the breakdown of the pronunciation element (the schwa /ə/) helped a lot, as although she knew of the existence of the schwa, having the specific notes were "*hugely beneficial*" for "*someone who has never really looked at pronunciation*".

The only improvement T1 would make to the materials was layout:

> *It would have been easier for me to follow if the notes and plan were separated; I did a lot of scrolling up and down to keep on track of what I was doing.*

Overall, T1 felt the materials were useful and stated she wanted to include pronunciation more than before:

> *As I mentioned before I don't really focus on pronunciation that much and it's actually a very useful way of doing it something as simple or conceptually simple as breaking down the syllables and having the stress patterns, I found it very useful and I would definitely use it again in some shape or form for sure.*

5.3.2 Teacher 2

T2 believed the materials were "*very easy to follow and the flow was sensible*". The visual guidance was "*helpful*" as instead of reading "*paragraphs after paragraphs*" of information about phonemes or connected speech, she easily referred to the manner of articulation diagram and used the tables content in the classroom:
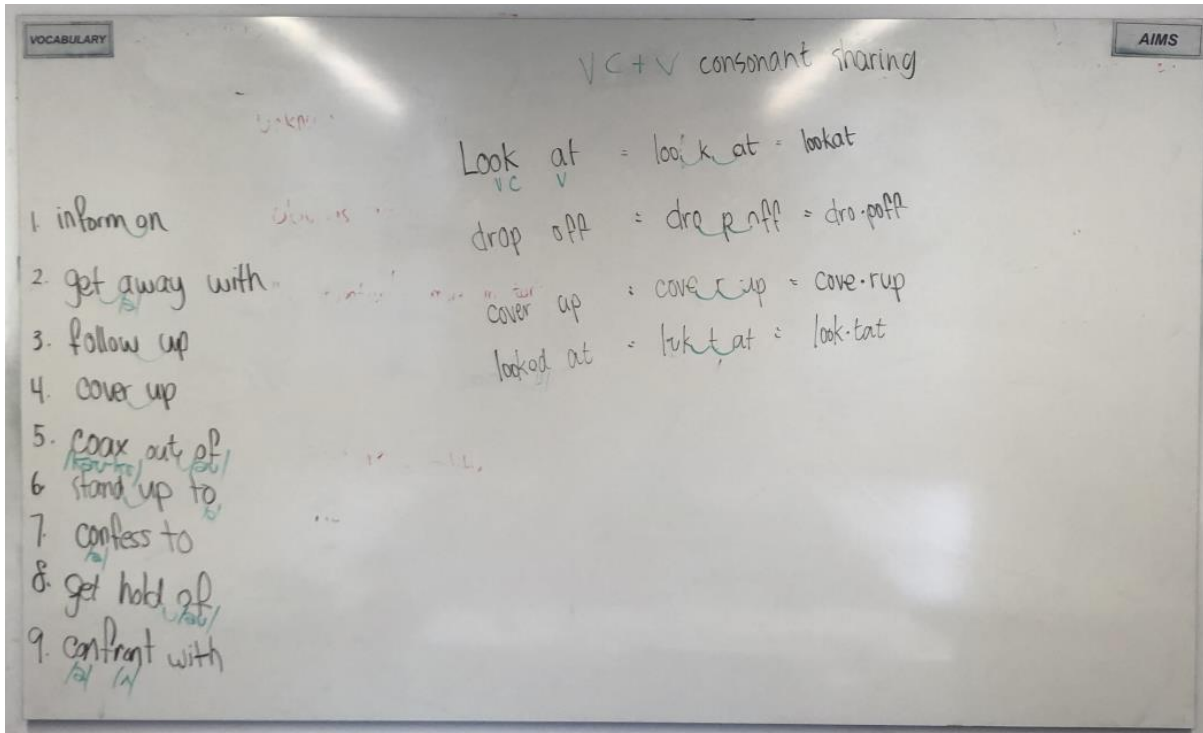
Figure 5.16: T2's classroom board layout for VC+V consonant sharing

The inclusion of the manner of articulation diagram appeared to be a welcomed feature and she felt that if teachers had more access to this visual representation, it would benefit both teachers and students:

> *When a student learns a new sound, hearing it from a teacher is good, but since it's an alien sound it would be so much better if a teacher could take time to show the manner of articulation.*

The lesson went well for T2; the students "*practising their connected speech and linkage*" which demonstrated their understanding of the "*aim of the lesson*" (see Appendix 10 for lesson aims). She was able to easily integrate the activities into her lesson and praised the use of the awareness-raising task:

> *I love the part where I read the two sentences and had to ask them which one sounds more natural, and it's a good way to raise awareness because two students actually answered both, and that could be a great leeway into teaching connected speech.*

The anticipated issues appeared to be successful when helping T2 in the classroom, as students asked for further clarity on *coax* /kəʊks/, which had been highlighted as

an anticipated issue. However, T2 stated the anticipated issues needed to explain the sentence stress in phrasal verbs. She would have appreciated a "*freer practice*" activity to finalise the materials and more phonemic script but stated that she "*love[s] the phonemic chart*" and acknowledged not all teachers are "*well-versed in phonology*".

T2 reiterated the influence her Diploma training had on her pronunciation practices, stating that the materials had not necessarily improved her confidence, as it was "*similar to how [she] would present a phrasal verb lesson*". Her diploma had given her the much-needed skills to understand important pronunciation features. However, she reflected on her experiences before the Diploma and believed that had she "*been someone who just started teaching, it would have been a great help*".

Overall, T2 thought she would include pronunciation even more if her textbook included teacher notes similar to these and felt "*any teacher would be able to use [the materials]*" and was:

> *positive that the material would be a helpful and effective tool for teachers who find teaching pronunciation a challenge.*

5.3.3 Teacher 3

In general, T3's confidence in teaching pronunciation improved by using these materials which were "*the kind of thing [he'd] like to see in [his] textbook*". He indicated the materials gave him:

> *an understanding of stress with prefixes which I'd never even bothered to think about or let alone teach before.*

When planning the lesson, he found the materials "*clear to read*" and "*helpful*"; the inclusion of clear lesson staging and instructions without "*waffle*" made integration of the materials fairly easy. However, he faced some issues when he taught the specific rules of prefix word stress with verbs and nouns, creating some nerves and anxiety. He believed:

this was partly due to the fact that I could have been better prepared with regards to my board work as it quickly became difficult to follow the different stress patterns on the board.

On reflection, he suggested that teacher materials provide support on *"suggested board layout"* to help teachers present pronunciation effectively in the classroom. However, the presence of the capitalisation of word stress with the phonemic script made the presentation of the target vocabulary "*a little bit easier to write on the board*".

The inclusion of anticipated issues appeared to improve T3's confidence in teaching advanced (C1) learners and it was "*a very useful thing to have*":

> *It just prepares you for those questions that will come up when they say, "why can't we use it like this, why don't we do it like that?" which sometimes catch you on the back foot… being able to just give the answer straight off the bat was nice for a change.*

Overall, the activities within the materials proved to be most useful in the classroom; the syllable activity seen as particularly successful as it fitted "*very nicely*" into the lesson. T3 indicated his intention to use this activity in future and felt it provided "*some ideas on how to implement some pronunciation activities into future grammar / vocabulary lessons*". T3 concluded:

> *just having an easy pronunciation activity to supplement a vocabulary point or a grammar point, I think that's what teachers want to see… a nice activity that's easy to throw in but gets results… but they still get the students thinking about the target language.*

5.3.4 Teacher 4

T4 expressed the overall ease in integrating the materials into her lesson and was "*really impressed*" with the content of the materials. She found the visual support provided by her materials to be "*excellent*", contributing to improved confidence:

> *I think the teaching notes and the materials really increased my confidence…I would have avoided it without this level of detail.*

T4 felt the materials helped her pass a "*tangible pattern*" onto her students rather than "*just listen/repeat*", which helped her confidently integrate the materials into the lesson. Whilst lesson planning, she incorporated some visuals directly in her lesson presentation, with the voiced / unvoiced table, and manner of articulation diagram. T2 "*had to read it a couple of times*" and was a little "*daunted*" by the amount of materials at first. During the lesson she referred to her teacher notes, which she made 'her own' for ease of reference, allowing her to "*read them quickly while teaching*" as the original documents were otherwise too detailed.

She found her students were engaged in the lesson as the materials helped make the lesson "*completely interactive*", also helping her confidence. When asked about the importance of the activities' support notes, T4 "*wouldn't go near it*" without the teacher notes:

> *otherwise, I'm just doing it because I think it should sound like this but having those instructions helped a lot …if it just said in the book let's practise voiced and unvoiced, I would want the diagram, I would want the instructions and the teacher notes.*

The phonemic notes and anticipated issues also helped T4 feel "prepared" because she was:

> *listening out for those common mistakes before they happen…so that when they happened, I was 'on it.*

Having the "*backchaining table was a fantastic tool again for teacher confidence and support*". She intends to use this activity again in future lessons to overhaul her usual pronunciation activities, which would typically involve standard drilling of the target vocabulary.

Overall, T4 believed the materials gave her "*some tools*" to help with the integration of pronunciation and she stated she would "*appreciate this in the teacher book*" moving forward for the vocabulary in each unit. She cautioned that these materials may be excessive:

There may be an argument that teacher books are already ginormous and adding four pages [for pronunciation] for each unit is not suitable because it's already overwhelming.

5.3.5 Discussion

Overall, the pronunciation support materials appeared to be successful in addressing teachers' concerns and improving their confidence:

	Concerns expressed by the teachers (from pre-interview)	Does the teacher believe their concerns have been addressed? Y= yes; N= no; MR= mixed response	Overall, does the teacher feel more confident after using the materials? Y= yes; N= no; MR= mixed response
T1:	- Not confident when teaching pronunciation	Y	Y
	- "Off the cuff" style causes stress	Y	
	- Minimal pronunciation support in her textbook	Y	
	- Accent variations (including her own)	MR	
T2:	- Minimal pronunciation support in her textbook	Y	N
	- Lack of visual support to teach pronunciation and phonemes	Y	
	- Lack of support on difficult phonemes and phonemic transcriptions	Y	
T3:	- Not confident in teaching suprasegmental pronunciation	MR	Y [2]
	- Not confident in teaching higher proficiency students	Y	
	- No phonemic transcription support in the textbook	Y	
	- No support on common pronunciation mistakes	Y	
T4:	- Difficulties in managing pronunciation in a multilingual class	N [1]	Y
	- Not having practical examples of pronunciation elements	Y	
	- Absence of diverse pronunciation activities in her textbook	Y	
	- No visual support on teaching pronunciation	Y	
	- Providing effective error corrections	Y	

1. T4 was teaching a monolingual class at the time of the research, so addressing this concern was not possible.
2. T3 faced an instance of low confidence during the lesson, but overall stated his confidence in using the materials again.

Table 5.17: Overall findings of addressing participants' concerns and improving confidence

The instances of 'mixed response' from T1 for accent variations accounts for the absence of support on varieties of English, as requested by T1. However, the materials seemingly addressed her concern about her accent, as they required her to model the vocabulary herself, which she found successful. She may have addressed her concerns with her usual "*off the cuff*" style of pronunciation by providing supporting examples for the vocabulary. T3's 'mixed response' to confidence in suprasegmental pronunciation teaching stemmed from the expressed instance of nerves and anxiety he experienced when presenting the differences of prefix nouns and verbs.

It was anticipated T2 would not find the materials to improve her confidence as she was confident from the outset, however, her reflective view on what she would have wanted before her Trinity Diploma is insightful. This further highlights considerable confidence differences with training levels, similar to some teachers in Couper's (2017) study. It is difficult to fully compare with Couper (2017) as he does not relate the type of Diplomas studied by his participants and their confidence levels (e.g. Cambridge DELTA or Trinity DipTESOL), as similarly to the Cambridge CELTA and Trinity CertTESOL, these differ in content (The Cambridge Assessment 2019; Trinity College London 2006).

Overall, T1, T3 and T4 found the materials improved their confidence. Although they are experienced in-service teachers, they seemed to be novices in pronunciation teaching and as Zimmerman (2018) found, ELT materials do not always acknowledge knowledge levels of teachers in their creation.

The visual support (manner of articulation or articulatory diagrams, tables, and colours) and the inclusion of phonemic notes and anticipated issues appeared to be areas most favoured by the teachers. These contributed most to alleviating their concerns and improving confidence. These findings support Masahura's (2011) view that conducting research on teachers' needs and desires can help establish much-needed insight on how to create effective ELT materials for teachers.

Chapter 6: Conclusion

6.1 Summary of Findings

The research findings for this study are:

RQ1: *What are ESL teachers' cognitions, concerns and confidence levels when teaching pronunciation in the English for General Purpose classroom?*	This study found teachers to have a range of cognitions of pronunciation teaching, with factors such as training, pronunciation goals, accent perception and learner differences influencing pronunciation practices, beliefs, and concerns. The confidence levels, with the exception of one were found to be low for the participants.
RQ2: *Do ESL teachers believe their integrated skills ELT textbook and accompanying teacher book provide appropriate support on how to teach pronunciation?*	Overall, the teachers doubted their ELT textbook and accompanying teacher books' effectiveness at providing appropriate support on how to teach pronunciation. Three textbooks only included a small focus or activity, and one did not have any.
RQ3: To what extent do pronunciation support materials address and alleviate ESL teachers' concerns with pronunciation teaching and improve their confidence?	The study indicates that the pronunciation support materials, with the exception of one instance, addressed and alleviated the concerns of the teachers. Overall, the teachers felt the materials improved their confidence, except for one teacher, who had already stipulated her existing confidence from the outset.

Table 6.1: Summary of Research Findings

Although T2's confidence was not improved through the use of the materials, she indicated that she would have welcomed these materials if they had been provided prior to her completion of the Trinity DipTESOL. The findings of this study align with the results of cognition research and demonstrate the impact of numerous variables on teachers' pronunciation cognitions (see Couper 2017; Baker 2014). Research on ELT material design and evaluation has also shown comparable outcomes, highlighting the need for pronunciation support materials (see Sonsaat 2018; Zimmerman 2018). Finally, these findings further extend the influence of accent reduction aims in ESL (see Timmins 2002; Murphy 2014; Sugimoto and Uchida 2018).

6.2 Implications

This study raises some important implications, which should be explored. It is expected that ESL teachers fall on a continuum of 'novice' to 'expert' in teaching pronunciation regardless of their language background. The complexity of variables arising in teacher cognition research has not necessarily allowed distinct recommendations on how to appropriately address the differing needs of ESL teachers, and so it is crucial that further research examines the impact these variables (e.g. training, learner differences or pronunciation goals) have on teachers so more concrete recommendations can be afforded.

Overall, it would seem a complete lack of pronunciation support in materials is disadvantageous, from the perspective of the teachers in this present study and those who have contributed to other research papers. To this end, it is essential that material developers seek to produce pronunciation materials that are accessible to the majority ESL teachers. However, there needs to be an assurance that teacher training is providing the appropriate 'base' for all teachers, and that research pertaining to pronunciation goals or 'how' and 'what to teach' is playing a role.

Following the findings of this study, some recommended elements for inclusion in ELT textbooks and teacher books can be suggested:

1. Visuals	Manner of articulation diagrams, tables, stress bubbles, capitalisation for stress and colour coding.
2. Anticipated issues	Support on potential errors students may face and how to address them in the class.
3. Phonemic transcriptions	To be included to support target vocabulary.

Table 6.2: Recommendations

6.3 Limitations

With four participants, this research is somewhat limited by its small sample size. Although this allowed the researcher to delve deeper into the data, it is not necessarily representative of all teachers. It is fairly homogenous sample; all are NS teachers, have a range of 2-7 years' experience and hold a CELTA. Further insight from NNS teachers, teachers with different qualification types and pronunciation training from a

larger sample would allow for a broader perspective of pronunciation cognitions and further analysis and evaluation of the designed materials.

More teachers with various qualifications, experiences and language backgrounds were approached to take part in this study but only the four participants were available throughout the research. This was a result of COVID-19, which caused fewer teacher numbers in many language schools as student numbers dwindled and changes to the participants' time availability. From the time of pre-interviews, the researcher only had 2-3 weeks to complete the materials for all four participants, which was not a desirable time frame. Under different circumstances, it would have been preferable to spend more time developing the materials, allowing for further refinement and discussions with the participants and peer reviewers.

In terms of the materials design limitations, the materials primarily focussed on pronunciation support for vocabulary teaching. Although, this has improved the teachers' confidence, the implications for future development of materials are mostly limited to this language skill. Expanding the pronunciation materials to support teaching language skills (e.g. listening or grammar) could provide further evidence of how materials can foster confident pronunciation teachers.

6.4 Suggestions for Further Research

Acknowledging the scope of the study, replicating this research to include a broader sample with the addition of classroom observations would be recommended. It would also be interesting to study students' cognitions of pronunciation and gain insight of their evaluation of the materials and compare the results with this current research. Students are also stakeholders in materials development, and although there is an argument that materials developers take the needs of the students more seriously than the teachers (Zimmerman 2018), ignoring students' needs could be detrimental (Levis and Sonsaat 2016).

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Appendices

Appendix 1: Pre-interview Schedule

Interview Schedule

Section 1:

1. What is your age and gender?

2. What is your first language?

3. What ELT and Non-ELT qualifications do you hold?

4. Do you have any specific pronunciation qualifications or certificates?

5.
   a. How long have you worked as an English language teacher? (This could be as an English as a Second Language [ESL] or English as a Foreign Language [EFL])
   b. What age groups have you taught?

6.
   a. What type of course are you currently teaching? (e.g. General English or English for Academic Purposes)
   b. What age group and level are you currently teaching?
   c. Are you teaching a monolingual or multilingual group?

7. What is the main textbook you are using for this course?

Section 2:

8. Do you think pronunciation teaching in the ESL classroom is important? If so why? If not, why?

9. Do you enjoy teaching pronunciation? Why or why not?

10.
    a. Do you feel confident when teaching pronunciation? Why or why not?
    b. How do you feel about your own pronunciation?

11. What would you say is your main objective when teaching pronunciation? Why is this your main objective? (e.g. consonants, vowels, rhythm, stress, intonation etc.)

12. What emphasis is placed on teaching pronunciation by your institution through the syllabus, materials and course aims?

13. How often and for how long do you teach pronunciation during a week or a lesson? What influences this decision?

14. How much of your weekly unit in your assigned textbook is generally dedicated to the teaching of pronunciation?

15. What types of pronunciation activities are used in this textbook?

16. Do you find the pronunciation exercises provided by this textbook to be effective? Do you need to supplement the exercises with other materials? And why?

17. If or when you supplement, are there any materials (e.g. pronunciation books or self-made exercises) you like to use? Why do you use these?

1

18. Do you think the accompanying teacher book provides enough support on how to teach pronunciation? Why or why not? Please give examples.

19. Is there any additional pronunciation support you would like to see in the teachers' book? Please give details.

20.
   a. In your experience are there any techniques/methods/activities from your textbook that you have found worked well when teaching pronunciation? Did it work for all age groups?

   b. Are there any you have found did not work as well?

21.
   a. In your experience are there any techniques/methods/activities from your own materials that you have found worked well when teaching pronunciation? Did it work for all age groups?

   b. Are there any you have found did not work as well?

22. Overall, do you think any of the following areas have impacted, affected, or influenced your confidence, enjoyment, and methods of pronunciation teaching:

   a. your ELT training
   b. the suitability of pronunciation materials available
   c. your teaching experiences
   d. any other factors (please explain)

2

Appendix 2: Participant Log

<u>**Materials Testing**</u>

<u>Participant Log</u>

To help evaluate the materials provided, it would be useful to keep a record of your opinions of the activities and notes that have been provided to you. The comments can be made in bullet point form. The information in this log will be used during/as part of our final interview so please keep a copy of your notes.

Any comments on your initial impressions of the materials, this could include:

- Layout
- Structure (e.g. information flow)
- Content

Any comments on the materials while you were planning your lesson:

Any comments on the materials while you were teaching them:

Any comments about the materials after completing the lesson, this could include:

- Any aspects that worked well or didn't work as well
- Any improvements that could be made
- Would you use the materials again?
- Did it improve your confidence in teaching pronunciation?

Any other relevant comments:

Appendix 3: Post-interview Guide

Post-Interview Guide

What were your first/initial impressions of the activities and teacher notes you were provided with?
- Layout
- Structure
- Content

What were your impressions of the teacher notes while you were planning your lesson?
- If a students asked a question were you able to provide a more in-depth answer to your students?

Were you able to successfully integrate the activities into the lesson?
- Were there any issues?
- What were they?

What were your impressions of the activities when you were using them in the classroom?
- Do you feel they went well?
- Were the students engaged? Why were they engaged? Was it because the teacher had more confidence/information with the content?
- Did you find it hard or easy to use the activities?
- Were you more nervous leading up to the activity and if so, how long did it last? Did it reduce as the activity progressed?

Same again but with the teacher notes?
- Did you find the teacher notes useful in the class?
- Did you use the teacher's notes in the classroom as part of your lesson or did you try to remember them?
- Did you take your notes in, or did you change it/summarise it yourself?
- Did you make them into your 'own' before teaching them?

How did the students react to the activities?
- Did they seem engaged, happy, did they participate, did they ask questions, did they learn something, did they enjoy the inclusion of pronunciation? How did you know this?
- Did anyone express interest in doing more pronunciation activities?

Did the activities improve your confidence in teaching pronunciation? Why/why not?
- Do you feel in your future teaching you would devise similar activities?
- Do you think activities like this in your textbook would enhance your teaching of pronunciation?
- If this were in your book without an explanation would you have used it?
- If these activities were included in a textbook and your teacher book would you actually use them in your own lesson?

Did the teacher notes improve your confidence in teaching pronunciation? Why/why not?
- Do you think teacher notes like this in your textbook would enhance your teaching of pronunciation?
- If you were teaching this again, would you use this particular knowledge on this pronunciation topic in future lessons where you would have to devise your own activities?

- If these teacher notes were included in your teacher book would you actually use them in your own lesson?

Overall...
- What could have been improved? What would you like more of or less of?
- Would you have preferred more use of phonology? Or was it enough or was it too much?

Do you feel participating in this has addressed your concerns of including pronunciation in the classroom? Why/why not?

Would you consider including more pronunciation in future lessons, if you knew where to find the answers/knowledge of the pronunciation?

Appendix 4: Example of Pre-Interview Transcription

Transcription of interview with T2

Date: Saturday 23rd May 2020

Start Time: 9:00   End Time: 9:26

Participants: Researcher (R) and Interviewee (T2)

01 R   What is your age and gender?
02 T2 I am 37 years old and I'm female
03 R   And what is your first language?
04 T2 My first language would be Filipino
05 R   Great and how long have you been speaking English?
06 T2 Since…ever since from the beginning
07 R   Ok cool so you're bilingual?
08 T2 Yeh
09 R   Ok, what ELT and non-ELT qualifications do you hold?
10 T2 For my non-ELT I've got a Bachelor of Science in nursing, for ELT I've got a Cambridge CELTA and I've also got a postgraduate diploma in TESOL
11 R   Ok great, and do you have any specific pronunciation qualifications or certificates?
12 T2 No, however, there is a phonology section in the postgrad diploma
13 R   So how long have you worked as an English language teacher? So, you can include ESL or EFL here.
14 T2 I've been an ESOL teacher for about 6 years now
15 R   And what age groups have you taught over the 6 years?
16 T2 Uhm, sorry can I just correct myself, that will be 7 years, started 2013, so 7 years. I've taught students with ages between, the youngest would be 2 and half/3 years old young learners then oldest would be about 60-65 years old.
17 R   Ok cool so a range of young learners, teenagers, and adults?
       Mmhmm
18 R   Ok so right now what type of course are you currently teaching? So, is it a general English or an Academic course, exams, what are you doing?
19 T2 I'm currently teaching general English
20 R   And what age group and level are you currently teaching?
21 T2 I've just finished teaching a C2 level class, the age group is between 18 to early 30s
22 R   And are they a monolingual group or a multilingual group?
23 T2 The are multilingual that consists of students from the Netherlands, Sweden, France, and Mexico
24 R   And prior to this interview you said that you were starting with a new group, could you tell me a little bit about them as well?
25 T2 Right, that would be a B2 class and it's a fairly new class, I haven't really met them
26 R   That fine just knowing the level is good, and this is still a general English group, yeh?
27 T2 Yeh
28 R   Ok and what is the main textbook that you're using for this general English course?
29 T2 ███.
30 R   OK so we're going to move on to the next part of the interview now, we're going to look at pronunciation in a bit more detail. Most of the questions relate to the general English teaching of pronunciation. So, do you think pronunciation teaching in the ESL classroom is important? If so, why? And if not, why?
31 T2 I personally believe that pronunciation is just as important as the other academic skills. I believe that with pronunciation a student will be able to read well, it would help the

student to become more fluent, I also believe that pronunciation has something to do with a student's improvement in grammar.

32 R Do you enjoy teaching pronunciation? Why or why not?

33 T2 I do, personally I just love languages and I do find excitement every time I learn something about my students' language, like the sounds that are present in their language that are present in English and vice versa and with my students' pronunciation I could come up with ways how to help them overcome the pronunciation problem.

34 R So do you feel confident when teaching pronunciation? Why or why not?

35 T2 Yes, I do, I mean after my diploma course I believe I am better equipped because of the phonology section of the course.

36 R Could you just explain a little bit about the phonology sections, like roughly what did you learn?

37 T2 Right so we learnt the difference between phonemes, phonetics, and phonics, we learnt about derivational etymology we also learnt about the different pronunciation techniques like assimilation, elision, we studied the whole phonemic chart and those things.

38 R And so how do you feel about your own pronunciation?

39 T2 Let's see, I'm quite confident about my pronunciation however I do sometimes think about it first I know most of my students are used to the American pronunciation and sometimes they call me out, because I was raised in a bilingual home mainly the English used is British English so sometimes I would feel, I'll doubt myself, "oh did I say it right?"

40 R So when you're teaching pronunciation, what would you say is your main objective?

41 T2 Well I guess it depends on the lesson, but my main objective is not just for the students to not only feel that oh we're just opening our mouths, my main objective is for them to understand that it is an integral part of learning the English language that it could help them become a better speaker when it comes to reading, vocabulary, fluency and grammar

42 R Ok so why would you say that it your main objective?

43 T2 I think I'm looking at, I'm being introspective, because I remember for pronunciation, I remember pronunciation lessons at school and at that time all I really thought was it's just simply opening your mouth and nothing else, had I been taught the way I am teaching my students how, I'd have had better understood, I would have put more emphasis or time in studying pronunciation.

44 R So where you're currently working, what emphasis is placed on teaching pronunciation by your institution so through the syllabus, the materials or the course aims?

45 T2 Now we, aside from general English, there are ▮▮▮▮▮▮▮▮ and that would be like focused lessons ▮▮▮▮▮▮▮▮▮▮▮▮▮ also one of them would be pronunciation. When it comes to general English pronunciation always comes hand in hand with vocabulary at least for me personally, in our books, on our books you would see some parts you would see pronunciation sections but I do go beyond that so for example in teaching lexis I always cover difficulties in pronunciation.

46 R So how often and for how long do you personally teach pronunciation during a week or a lesson?

47 T2 So lesson plan wise that would be twice a week, 2-3 times a week, however it could just be something random a word could come up and, a difficult word could come up, and bring it [the pronunciation] up to the class.

48 R So what influences your decision to include it twice within your weekly plan?

49 T2   For vocabulary it has always been, I was trained and educated like that, you can't just teach vocabulary words with merely the definition or examples, so I was trained to teach the word and the difficulty in pronunciation.

50 R   How much of your weekly unit in your assigned textbook is generally dedicated to the teaching of pronunciation

51 T2   Are we talking about time or?

52 R   Yes, so kind of, in comparison to the other skills, how present is it compared to the other skills, like listening reading writing, things like that that's in your textbook, so not what you add to, if you do decide to do that.

53 T2   So without my input…

54 R   So without your additional input if you give any…

55 T2   Ok so without that, it would be bare minimum without my input, it would be just a small focus at the bottom of the page of the book.

56 R   So you say there's only a small part, what type of activity is that normally in the textbook?

57 T2   It's not really an activity but rather just a clarification when it comes to spelling or pronunciation, for example British vs American pronunciation.

58 R   So do you find the pronunciation exercises or as you said notes provided by the textbook to be effective?

59 T2   I guess yes when it comes to making students aware of the other pronunciation, but I just for a certain word, but I don't think it's enough.

60 R   So do you need to supplement the exercises with other materials?

61 T2   Yes

62 R   Why do you supplement?

63 T2   I supplement because unless it's a ███████████████████
        ████████████████████

64 R   So when you supplement, are there any materials so, it could be pronunciation books or any self-made exercises, that you like to use?

65 T2   Yeh, I particularly use Pronunciation Games and I really like using the phonemic chart just so that they, rather than me talking about a phoneme right, I would like to cater to those students who are visual learners and I want them to see "why is it there and what is the connection with the opening of the mouth or where does the tongue place".

66 R   Do you have easy access and do the students have easy access to the phonemic chart?

67 T2   Yes, yes, they do, so usually it'll be on the back covers of their books.

68 R   So why do you use those other materials, so you mentioned the pronunciation games, why do you like to use that one?

69 T2   I guess I'm going to go back to my experience as a student, I really didn't think pronunciation was that interesting and because of the importance I placed on pronunciation I try to make it as interesting as possible for those students who might think that pronunciation is dull.

70 R   So going back to your general English book, do you think the accompanying teacher book provides enough support on how to teach pronunciation?

71 T2   To be honest, I haven't looked at the pronunciation part of the teacher book, I haven't seen it there.

72 R   So, there's nothing that you're aware of?

73 T2   (Nods in agreement on video)

74 R   And so is there any additional pronunciation support, so how to teach or why to teach pronunciation that you would like to see in that teacher book?

75 T2   I think it would be nice if they could make like diagrams of the mouth, like for example just making the /ɔː/ sound, we do have a lot of French students who can't say that

sound and I believe that if they see it visually they would be able to relate to it more, maybe just a small diagram of the sound or, perhaps, one thing that would make my job easier would be probably, let's see, in one of the vocabulary words from the unit or maybe more, depends on the difficulty in pronunciation, perhaps, they don't have to write the whole phoneme you know, but just the part, just the difficult, the part where the students might find it difficult to pronounce, perhaps they could write the phonetic spelling.

76 R   So for the problematic phonemes, just to...

77 T2   (Nods in agreement on video)

78 R   So in your experience are there any techniques, methods, or activities from your textbook, that you have found worked well when teaching pronunciation?

79 T2   I haven't used any from there.

80 R   So I would here also then ask any that didn't work well, but of course if you've used any then I can't ask that one, so we'll move on to the next bit. In your experience are there any techniques, methods, or activities from your own materials that you have found worked well when teaching pronunciation?

81 T2   Own materials meaning the supplemental materials?

82 R   Yeh, the supplementary materials

83 T2   Sorry could you say that again?

84 R   Of course, so is there in your experience, any techniques, methods, activities from any of those supplementary materials, so that can be self-made or the books, that you have found worked well, were successful, when teaching pronunciation?

85 T2   I think the activities that promote awareness, pronunciation awareness work well at least for me and my students, like for example the just using your middle and your index finger feeling the vibration on your throat, they find that interesting and then you know like sometimes students would come to class and [say] "oh they both sound the same" but when you actually practice or isolate the two individual sounds and you make them feel oh ok there's no, for example, there's not vibration on the other one then you can feel the vibration on the other.   So those activities that give them awareness I think work well.

86 R   So do you find that these activities work well for all age groups?

87 T2   Yeh, because, at least from a personal experience I would say yes, because they would then realise oh ok so it's really different in /ɪ/ and /iː/ are both different sounds.

88 R   Ok and same again, any techniques, methods, activities from your own materials that didn't work well?

89 T2   I can't really say that because I guess it really depends on, well for me it usually depends on the group, there would be materials that would just work like a charm on one group and then it would just flunk on the other.

90 R   Yeah, we've all had that! Ok so this is the final question, so I'm going to talk about some elements of ESL teaching and I just want you to say if they have affected, impacted or influenced your confidence, enjoyment or methods of teaching pronunciation. So firstly, your ELT training?

91 T2   It has definitely impacted my confidence/

92 R   Ok, and why would you say that?

93 T2   Again I'm going to go back to how I studied pronunciation, with my training I was able to delve deeper and I was able to understand the reason why this sound doesn't exist, why this sound exists, why the, the why to the pronunciation basically.

94 R   Ok and next, the suitability of pronunciation materials available, so again with confidence, enjoyment, or methodology

95 T2   Are you talking about material...

96 R So you can talk about general English materials that you currently have or used before, any supplementary books that you would use, things like that…

97 T2 With my general English, can I talk about my general English book?

98 R Yeh

99 T2 For my, our material at work I don't think it has done anything for me, it hasn't done anything for me when it comes to my confidence in teaching pronunciation.

100 R Next, your teaching experiences?

101T2 I would say yes, just over the years, over the years I find myself being able to explain when a student asks, "teacher, why is this sound different from this sound?" and you just develop that knowledge, and you continue to store that knowledge and so I would say it has definitely impacted my teaching pronunciation

102 R And any other factors? Is there anything else you think that has influenced your confidence, your enjoyment, your methodology?

103T2 I think it's just generally just my interest in language, I think that has made a difference, sometimes because I really like it I do go overboard, I find myself going overboard, but I think that's the main reason why I continue or I still want to be better at it.

104 R Ok so that's the end of the questions that I have for the interview, is there anything else you want to add about anything we've spoken about, any questions?

105T2 No, I think I'm good.

Appendix 5: Information Sheet and Consent Form

Dear Participant

Thank you for your interest in taking part in my dissertation research project. Before we can proceed with the research, please read the following information carefully and confirm your agreement of the Participant's Statements.

<u>Purpose of the study and relevant information</u>

Your participation in this research will help to find out if teacher's confidence in teaching pronunciation could be increased by calling on textbook publishers to consider current teacher's issues and concerns with teaching pronunciation and adjust their materials accordingly.

The research is split into 3 sections; the pre-interview, materials testing and the follow up interview. Participants will be asked to take part in all 3 sections. However, as this is a voluntary role you may withdraw from the research at any time.

The interviews will be recorded upon your consent. You may decline this request. The transcriptions of the recorded interviews will be stored on password protected file drives and all original audio recordings will be deleted. You can request to view your transcription at any time and edit if necessary.

The information obtained from the interviews will be used in the final dissertation document. However, **you will not be identifiable** from any of the information collected during these interviews and all personal details will remain strictly confidential. These identifying features also include your institution names and some textbook materials, and such will not be disclosed in the research.

<u>Participant's Statements</u>

I agree that:

- I have read the above information about the research; I understand what the study involves, and I agree to take part in the research.

- I understand that if I wish to withdraw from the research I can do so at any point by contacting the researcher.

- I consent for my interviews to be audio recorded and these materials to be used in the final dissertation research paper.

- I understand that all personal data will remain strictly confidential under the provisions of the Data Protection Act 1998.

Once you have read all the information above please respond to this email confirming your agreement of the Participant's Statements.

<u>What's Next</u>

The next step is to arrange an interview date and time. The interview should last around 30 minutes and you will find a copy of the interview questions attached for you to read and consider prior to the interview.

Please can you confirm a suitable interview time between **Friday 22nd – Monday 25th May 2020.**

Finally, if you do have any questions about any of the information outlined in this email please do not hesitate to contact me.

Many thanks and best wishes,

Appendix 6: Teacher 1 (T1) – Full Profile and Final Materials

T1 has a "*reactive*" approach to pronunciation teaching and practice:

> *"if it's hampering my understanding of what a student is saying, I will always address the pronunciation issue, but I don't ever go into a class thinking I'm going to teach pronunciation".*

Her main objective when teaching pronunciation would be stress and intonation but she does not "*spend [a] specific amount of time doing it*". Stress and intonation are highlighted in the context of teaching homographs or homophones, as this is a pronunciation aspect she has occasionally used in the classroom. T1 notes that she does not like to address vowel or consonant phonemes when addressing pronunciation, which could be a result of her own accent perception. T1's self-awareness of her "*different*" Irish accent means that she actively adjusts her own pronunciation in the classroom, as T1 believes that her students only want to learn British or American accented pronunciation. This therefore results in a general avoidance of pronunciation teaching.

Over the years, T1 has picked up some pronunciation practices from her colleagues including a kinaesthetic reinforcement activity (Celce-Murcia et al. 2010) that uses both hands and fingers to mimic the mouth and tongue placements of a phoneme. When, although not often, T1 uses this kind of activity it can become quite humorous and light-hearted, which she enjoys. However, she noted that she does not want to alienate some of her "*older*" students, so she is cautious of using an activity like this without trying to explain why it is being done.

It seems that her confidence in teaching pronunciation fluctuates in different situations. T1 considers herself confident about "*how words are pronounced*" but there have been occasions where her usual "*off the cuff*" style of pronunciation teaching has not worked favourably and has caused stressful situations. Consequently, she says that this has affected her confidence and perhaps incidence of teaching pronunciation.

The ELT materials she currently uses do not offer more than a 5 or 10-minute section in the weekly unit, and so she has to look elsewhere for supplementary materials. She cannot recall the name of the specific pronunciation book she likes to use but will refer to that when needed. She also uses internet resources if "*there's a specific point I'm trying to teach*".

TEACHER'S NOTES
Vocabulary from reading text

Before we address pronunciation of the vocabulary, it is important to check that the students can distinguish between STRESSED ● and unstressed ○ syllables **

> ** A syllable is a unit of pronunciation in word with <u>one vowel sound</u>, with or without surrounding consonants. A combination of syllables forms a full word.
>
> Example: syllable   syll·a·ble   **3 syllables**
>   / sɪl·ə·bəl /   3 vowel sounds = /ɪ/ /ə/ /ə/

Activity 1: Stress perception [1]

- Take the pairs of words below (1-5)
- Each pair has a STRESSED and unstressed syllable(s)
- Read each pair out loud with the appropriate stress placement
- Students decide if the stress in each pair is the same or different

1. ma·MA	ma·MA	(same)
2. MA·ma	ma·MA	(different)
3. ma·MA·ma	MA·ma·ma	(different)
4. ma·ma·MA	ma·MA·ma	(different)
5. MA·ma·MA	MA·ma·MA	(same)

Pronunciation notes for vocabulary (Ex F) [1]

It is important to note that misplacing stress can cause a breakdown of understanding. This is particularly true if the stress is misplaced to the right of the correct stress syllable.

Example: normally NOR·ma·lly   >   nor·MA·lly
                                                        misheard as *no money*

The main aim for these pronunciation activities is to raise the student's awareness of the stressed syllables and the unstressed vowel sound /ə/, schwa, so they can better understand native speakers.

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1. Adjusted from Celce-Murica et al. (2010) *Teaching Pronunciation: A Coursebook and Reference Guide.* 2nd ed. Cambridge: Cambridge University Press.

Activity 2: Identifying syllables

- First, we need to identify the number of syllables in the word
- Read out the words at normal speed to hear the true pronunciation
- Read out again but slower and highlight the syllables with your voice
- Finally using your fingers to count with the students, read out each individual syllable demonstrating the number of syllables

2 syllables	3 syllables	4 syllables
Grate·ful	Fu·ri·ous	In·ge·ni·ous
Awe·some	In·sult (ed)	
	E·la·ted	
	Pa·the·tic	
	O·ffen·sive	
	Out·ra·geous	

Word stress and unstress

Students will need to be familiar with the stressed and unstressed syllables in this vocabulary.

- Below are the stress patterns for the vocabulary
  - **stressed ●**
  - **unstressed ○**

● ○ ○	○ ● ○ ○	○ ● ○	● ○
FU·ri·ous /əs/	in·GE·ni·ous /əs/	in·SUL·ted	GRATE·ful /fəl/
		e·LA·ted	AWE·some /səm/
		pa·THE·tic /pə/	
		o·FFEN·sive /ə/	
		out·RA·geous /əs/	

Anticipated issues:

1. Spelling of *-ous* differs from pronunciation /əs/ *(sounds like "us")* so students might want to pronounce as /aʊs/ (sounds like "ows").
2. -th sound in *pathetic* is likely to cause issues for most nationalities: place index finger on your lips, when the -th sound is made, the tip of the tongue should touch your finger
   - -th in *pathetic* is <u>unvoiced</u> / θ /   > <u>no vibration</u> is felt on the throat
   - -th in *brother* is <u>voiced</u> / ð /   > <u>vibration</u> is felt on the throat
   Students need to be aware of the differences in these phonemes/sounds to help with pronunciation
3. *-eous* is a single vowel sound but *-ious* is 2 separate sounds

---

The *schwa /ə/* is a common unstressed vowel sound found in English (more so in British English). Examples include:

/ə/
about
photography
submit
tiger

https://pronunciationstudio.com/schwa-pronunciation-guide/schwa-pronunciation-2/

Understanding the mouth and tongue position when creating the unstressed vowel sound /ə/ can help students to recognise and use the sound correctly.

- The tongue and mouth placement of the /ə/ is shown in diagram below:
  - Take the words *bad* /bæd/ and *about* /ə'baʊt/ > notice the shape of your mouth and tongue position when pronouncing the vowel sounds

https://core.ac.uk/download/pdf/82035996.pdf
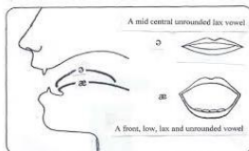
<u>CAUTION</u>: not all unstressed syllables contain *schwa /ə/*

<u>Note:</u> if a word ends in *-ous, -ful* , it is very common for this to be unstressed with /ə/ sound.

Additional activity:

- Using the stress pattern bubbles below
- Students use the reading text to find other words that match these stress patterns
- Depending on time you can choose only 1 or 2 patterns to search for or set as a small homework task
- Examples provided below:

● ○ ○	○ ● ○ ○	○ ● ○	● ○
AM·pli·fied	pre·DIC·a·ment	trans·LU·cent	MO·ment

(Blank copy for projecting/screen sharing)

● ○ ○	○ ● ○ ○	○ ● ○	● ○

101

Appendix 7: Teacher 2 (T2) – Full Profile and Final Materials

T2 believes that "*pronunciation is just as important as the other academic skills*" and really enjoys teaching pronunciation. She thinks that due to her love of languages, she is interested in finding out about her students' L1 pronunciation and wants to find the best ways to overcome their English pronunciation problems.

Having completed a Diploma in TESOL, she has more in-depth knowledge of phonology, learning about the differences of phonemes, phonetics, and phonics as well as assimilation and elision. This course has given her the confidence to teach pronunciation in the ESL classroom and her main objective is for the students "*to not only feel that we're just opening our mouths*" but instead she wants them to understand that it is "*an integral part of learning the English language*".

Although her ELT training has provided a lot of her pronunciation practices, she also claims that it stems from her experience as a language learner herself. Thinking back to her experience as a student, she did not think pronunciation "*was that interesting*". She therefore tries to ensure that it is as interesting as possible for her "*students who might think that pronunciation is dull*".

T2 would normally include pronunciation when teaching vocabulary as this was how she was trained to do but has to supplement her ELT textbook with exercises from pronunciation specific materials, such as Pronunciation Games (Hancock 1996). The only pronunciation in her assigned ELT textbook is "*just a clarification when it comes to spelling or pronunciation, for example British vs American pronunciation*" which she acknowledges is somewhat effective to use, but it is limited and not sufficient.

The phonemic chart is something she also likes to use in class to cater to the visual learners and she wants the students to see "*the connection with the opening of the mouth*" or where the tongue places when pronouncing a particular phoneme. So, it seems that awareness-raising activities are her preferred tasks in classes, and she likes to inform students of the physical aspects of pronunciation through tactile reinforcement (Celce-Murcia et al. 2010). For example, students can place a finger on their throat to identify the presence of vibration in their vocal cords when articulating a voiced or unvoiced consonant.

Connected speech in Phrasal Verbs

Phonemic notes and anticipated issues:

1. Spelling of *coax* differs from pronunciation /kəʊks/ so students may want to add a syllable and pronounce as ~~co-ax /kəʊ.æks/~~
2. Spelling of *confront* and pronunciation /kənˈfrʌnt/ may cause use of /ɒ/ instead of /ʌ/ [1]

/ʌ/ tongue is half-way up in the middle of the mouth

/ʌ/ bus

3. Encourage the students to use the weak form of con- /kən/ in both *conFESS* (/kənˈfes/) and *conFRONT* (/kənˈfrʌnt/)
4. Encourage the use of weak forms in the prepositions/particles using /ə/
   i.   of > /əv/
   ii. away > /əˈweɪ/

Pronunciation notes for connected speech in phrasal verbs [2]
- We want to raise the student's awareness of natural native-like spoken English
- Connected speech is present throughout spoken English.
- When we speak, we don't pronounce each individual sound; sounds can blend or link together.

Linking - Consonant Sharing
- Phrasal verbs often have a verb ending with a single consonant followed by a particle or preposition that begins with a vowel:

Look at	Drop off	Cover up

- In cases like this the consonant is shared as if it were part of both syllables (the last syllable in the verb links with first syllable in particle/preposition):

VC + V = Consonant Sharing		
Loo _ k _ at	Dro _ p _ off	Cove _ r _ up
Loo·kat	Dro·poff	Cove·rup

Activity 1 (recommended after Ex B:

Step 1: (students listen carefully)
- Take sentence 1 and 2 in Ex A
- Read sentence 1 out loud to the students using 'unnatural' speech: slow and pronouncing each of the sounds
- Read sentence 2 using natural speech with the linking sounds
- Ask the students which sounds better and more natural (hopefully this will be sentence 2!)

Step 2:
- To raise awareness of these linked consonants, model the verbs with and without the consonant sharing
- Explain that linking sounds are used for ease of pronunciation when speaking and allows the speaker to maintain speed and rhythm.
- Below are the linking sounds found in the phrasal verbs (ordered from in Ex A)
- Put the table on the board for additional support and visuals on where the linking takes place

1. Image from https://www.accurateenglishacademy.com/courses/american-accent-course-vowel-sounds-in-detail/lectures/8893283

2. Adjusted from Celce-Murcia et al. (2010) *Teaching Pronunciation: A Coursebook and Reference Guide.* 2nd ed. Cambridge: Cambridge University Press and Underhill, A. (1994) *Sound Foundations: Living Phonology.* Oxford: Macmillan Heinemann.

	Linked sounds	
1. Get hold of	Get hol _ d _ of	Get hol·dof
2. Get away with	Ge _ t _ away with	Ge·taway with
3. Follow up	Follo _ w _ up	Follo·wup
4. Cover up	Cove _ r _ up	Cove·rup
5. Coax (sth) out of (sb)		
6. Stand up to	Stan _ d _ up to	Stan·dup to
7. Confess to		
8. Inform on	Infor _ m _ on	Infor·mon
9. Confront with		

CAUTION: the verb endings will of course change with the tense; in this case the consonant is still shared **but**, remember the phonemic /t/ sound with some -ED endings.
- In this case the /t/ sound is shared, not /d/

Looked at	/lʊk _ t _ æt /	Look·tat

Note:
- When going through Ex C - E, encourage the students to use the linking sounds during the activity and giving answers

2. Adjusted from Celce-Murcia et al. (2010) *Teaching Pronunciation: A Coursebook and Reference Guide.* 2nd ed. Cambridge: Cambridge University Press and Underhill, A. (1994) *Sound Foundations: Living Phonology.* Oxford: Macmillan Heinemann.

Appendix 8: Teacher 3 (T3) – Full Profile and Final Materials

Participant T3 places an importance on pronunciation teaching in the ESL classroom, particularly with lower level students, and stated his main objective when teaching pronunciation is to focus on consonants and vowels. He "*finds it difficult to put [pronunciation] into [his] lessons*" but does enjoy teaching it when he has access to good resources and is able to make the activity fun with a game.

T3's typical pronunciation practice usually takes place when teaching vocabulary, which stems from his CELTA training. Ordinarily T3 would ensure that students are able to understand what the word sounds like when "*fired out in [a] really fast listening*" exercise, as the vocabulary exercises in his current textbook are usually attached to a listening text.

Where vocabulary problems occur, he likes to direct students to a dictionary so students can note down a particularly difficult sound and make references to the IPA chart. However, he did express that he is "*not so good with the phonemic script*". His wavering confidence in teaching pronunciation depends on the proficiency level being taught. Teaching pronunciation for lower levels, when the task is "*comparing two different sounds*" for example, has become something he is comfortable with. However, addressing pronunciation with higher level students in the classroom is something he feels he is not equipped to do: "*I'm not really sure what to do with advanced [learners]*".

It seems that the use of suprasegmental pronunciation is also something that he is not confident in teaching, explicitly identifying stress and intonation as "*struggle*" areas. He believes that this could be down to the lack of resources or suggested lesson plans that he can comfortably adapt from.

Prefixes

Identifying the syllables can help students to isolate the stress pattern.

A syllable is a unit of pronunciation in word with <u>one vowel sound</u>, with or without surrounding consonants. A combination of syllables forms a full word.

Example: syllable   syll·a·ble   **3 syllables**
                                     / sɪl·ə·bəl /   **3 vowel sounds** = /ɪ/ /ə/ /ə/

Activity 1: Syllable Pyramid

- Draw a triangle split into 5 sections on the board.
- Each numbered section represents the number of syllables.
- Students work with a partner to place the vocabulary in the green box into the correct section of the pyramid.

Example: interested = in·tere·sted / ˈɪn.trə.stɪd/ 3 syllables
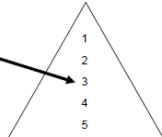
Triangle with sections numbered 1, 2, 3, 4, 5

Answers and phonemic script:

dis –	IN·tere·sted / ˈɪn.trə.stɪd / (3)	di·SIN·tere·sted / dɪˈsɪn.trə.stɪd / (4)
im –	POSS·i·ble / ˈpɒs.ə.bəl / * (3)	im·POSS·i·ble / ɪmˈpɒs.ə.bəl / (4)
inter –	NATIO·nal / ˈnæʃ.nəl / (2)	in·ter·NATI·on·al / ˌɪn.təˈnæʃ.ən.əl/ (5)
mis –	quote / kwəʊt / (1)	misQUOTE / mɪsˈkwəʊt / (2)
out –	per·FORM / pəˈfɔːm / (2)	Out·per·FORM / ˌaʊt.pəˈfɔːm / (3)
over –	cook (1)	O·ver·COOK / ˌəʊ.vəˈkʊk / (3)

Anticipated issues:

1. / ˈɪn.trə.stɪd / and /dɪˈsɪn.trə.stɪd/ students may want to add an additional syllable here due to spelling.
2. * *possible* has distinct British English vs American English differences:
   i. / ˈpɒs.ə.bəl / (BritEng)
   ii. / ˈpɑː.sə.bəl / (AmEng)
3. Changes in syllable number of *national* when added to *inter*
   i. NATIO·nal / ˈnæʃ.nəl / > in·ter·NATI·on·al / ˌɪn.təˈnæʃ.ən.əl/

Pronunciation notes for prefixes[1]

The general word stress rules for prefixes:

- the <u>first syllable</u> following the prefix is **stressed** ●
- the prefix can be **unstressed** ○ or have a **secondary stress** •

Out -	Over -	Dis -
• ●	○ ●	○ ● ○ ○
Out·DO	O·ver·LOOK	di·SIN·t(e)re·sted
Out·RUN	O·ver·TAKE	di·SOR·ga·nised

Remember the schwa / ə / is <u>never</u> stressed, so word stress placements can change to accommodate this:

• ○ ●		• ○ ●
Out·per·FORM /aʊtpəˈfɔːm/		dis·o·BEY /dɪsəˈbeɪ/

<u>CAUTION</u>: Some exceptions when prefix attaches to a NOUN (making *a noun compound*). The stress position is different in this case, such as:

Out -	Over -	Dis -
● •	● ○ •	• ○ ●
OUT·rage	O·ver·dose	Dis·re·SPECT
OUT·put	O·ver·flow	

Practice the stress differences on Prefix + VERB and Prefix + NOUN using these examples:

Prefix + VERB	Prefix + NOUN
She tried to out·RUN the police, but they caught her in the end.	The tax increases sparked OUT·rage across the whole county.
It seems that he has o·ver·LOOKED one important fact.	They couldn't stop the O·ver·flow from the tank.

<u>Additional activities:</u>

Ex I – Let's take the exercise out the book; can be used as a final activity or review:

- Put students into groups of 3 or 4
- Using the flash cards below (printed or projector), show the students one prefix
- They have 2 minutes to write as many words as possible using that prefix AND they must show where the stress is placed (without dictionaries)
- Points for each correct word and additional 2 points if they correctly identify the stress
- Make use of paper/online dictionaries for students to check the stress pattern

1. Adjusted from Celce-Murica et al. (2010) *Teaching Pronunciation: A Coursebook and Reference Guide*. 2nd ed. Cambridge: Cambridge University Press.

Dis-	**Ex-**	**Im-**
In-	**Inter-**	**Mis-**
Out-	**Over-**	**Pre-**
Re-	**Un-**	**Under-**

Appendix 9: Teacher 4 (T4) – Full Profile and Final Materials

While T4 believes that pronunciation is "*important for students' confidence and understanding of each other*", she does not enjoy pronunciation teaching. It is something she "*avoids*" as she feels unprepared to use the phonetic alphabet and finds it difficult to manage pronunciation in a multilingual class as "*different nationalities produce different mistakes and [use different] corrections*".

She builds on this by highlighting her "*lack of experience*" and "*not having practical examples to hand*" as reasons for her avoidance and low confidence of teaching pronunciation. T4 does however "*try to be very confident [to] model the best pronunciation*" when she is teaching and states that she adjusts her speech style to best fit the proficiency level being taught. When she is teaching higher proficiency levels she will speak at a more natural speed and "*drop certain letters*".

T4's common practices in pronunciation would be to correct pronunciation errors. She "*won't purposely pull out a pronunciation section*" but when asked about her main pronunciation objective, stress and intonation were highlighted as areas of focus. This stems from what she believes to be her "*British politeness*" as incorrect intonation and stress can sound rude or robotic. She will, however, address specific sounds if the need arises, but did not offer any specific examples, which could be due to her low confidence in using phonemics.

The absence of diverse pronunciation activities in her current ELT textbook is also contributing to her avoidance of pronunciation. She considers that the standard "*listen and repeat*" activities seen in her textbook are not effective. These activities are subsequently the "*first thing to get cut*" when time runs short as, based on experience, the students "*zone out*". T4 states that this could be a result of repeating a pre-made sentence, not a sentence the students have created themselves. Supplementary pronunciation books and internet resources are used by T4 as these materials "*give more teacher support on how to teach pronunciation*" in terms of the manner of articulation, as well as physical and visual aspects of pronunciation.

TEACHER'S NOTES
-ED Endings for Adjectives

Phonemic notes and anticipated issues:

5 VOCABULARY Read the *Learn this!* box. Then look at the highlighted adjectives in the text. What prepositions follow them? Complete the table.

Adjectives and prepositions

1 angry		4 keen	
2 different		5 proud	
3 interested		6 worried	

LEARN THIS! Adjectives and prepositions
Some adjectives are followed by certain prepositions. Sometimes, more than one preposition is possible.
excited about   famous for   frightened of
good at   pleased about / with   similar to

1. Spelling of *-ous (famous)* differs from pronunciation /əs/ *(sounds like "us")* so students might want to pronounce as /aus/ (sounds like "ows").

2. Misplacing word stress on *angry* could cause listeners to mishear as *agree*
   AN·gry   >   ~~an·GRY~~   (misheard as *agree*)

3. Usually '*interested*' has 3 syllables in 'normal' conversational speech in·tere·sted
   /ˈɪn.trə.stɪd/ BUT for A2/Elementary learners break the word in 4 syllables:
   in·ter·es·ted

4. Use your fingers to demonstrate and break down the 3/4 syllable words:
   i. IN·ter·es·ted
   ii. DIF·fer·ent

5. Students may want to add another syllable to *frightened* due to the length of the word and *ed* ending (see -ed endings on p.2):
   frigh·tened   >   frigh·ten·ed

6. If students have any problems with pronunciation you can use a 'backchaining' activity:
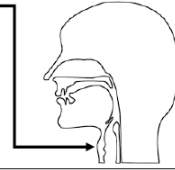
Backchaining
- This activity can be used to help students practice pronouncing vocabulary in Ex 4 & 5 p.14 or specific problematic areas such as -ed pronunciation
- Start with the last sound of the word and students repeat after the teacher
- Continue to add the sounds in front and build up the word by going 'back' to the beginning
Examples:

Interested	/id/ (-ed)	/tid/ (-ted)	/stid/ (-sted)	/estid/ (-ested)	/restid/ (-rested)	/terestid/ (-terested)	/interestid/ (interested)
Excited	/id/ (-ed)	/tid/ (-ted)	/citid/ (-cited)	/excitid/ (excited)			
Frightened	/nd/ (-ned)	/tend/ (-tened)	/ightend/ (-ightened)	/frightend/ (frightened)			
Pleased	/zd/ (-sed)	/eazd/ (-eased)	/leazd/ (-leased)	/pleazd/ (pleased)			
Similar	/ar/	/lar/	/ilar/	/milar/	/similar/		
Different	/ent/	/rent/	/erent/	/ferent/	/different/		

1

Activity 1: Recognising voiced and unvoiced consonants

Before we address the different pronunciation of -ed, let's check that the students can feel the difference between voiced and unvoiced consonants sounds.

- Take the consonant sounds in the table below to demonstrate and practice
- Place two fingers on your neck as follows
- When a sound is voiced, you will feel a vibration.
- When a sounds is unvoiced, there will be no vibration.
- Practice this technique with the students until they can feel the difference

Voiced	Unvoiced
/n/	/k/
/r/	/sh/
/m/	/p/
/b/	/f/
/z/	/ss/

Note: these examples have been chosen to help with the Vocabulary in Ex 4 & 5 p.14.

Pronunciation notes for -ed endings

The -ed ending, found in adjectives and regular past tense verbs (and past participle verbs) has 3 different pronunciations.

It is important that students are aware of these as early as possible to ensure they are using them correctly in speech. This can be a distracting error and may become harder to fix as the students progress through the levels.

The pronunciation rules are:

/d/	/t/	/ɪd/
When the adjective stem ends in a *voiced* consonant or a *vowel* sound -ed is pronounced as /d/ **Charmed** /md/ **Terrified** /ayd/	When the adjective stem ends in an *unvoiced* consonant -ed is pronounced as /t/ **Distressed** /st/	When the adjective stem ends in *d* or *t* the extra vowel sound is added to make /ɪd/ **Disappointed** /tɪd/
Note: this also applies to regular past tense verbs, but only adjective examples will be used here		

1. Adjusted from Celce-Murica et al. (2010) *Teaching Pronunciation: A Coursebook and Reference Guide*. 2nd ed. Cambridge: Cambridge University Press.

2

Examples from Vocabulary in Ex 4 & 5 p.14:		
Frightened /nd/	No examples are given in the text or the vocabulary exercises (teacher can decide to present to the students or not).	**Excited** /tɪd/
Pleased /zd/		**Interested** /tɪd/
Worried /eed/		
Other adjective examples include:		
Bored /rd/	**Shocked** /kt/	**Exhausted** /tɪd/
Confused /zd/	**Embarrassed** /st/	**Astounded** * /dɪd/
Annoyed /oid/	**Relaxed** /kst/	*only for teacher reference not for students

Note: Backchaining (as presented on p.1) could be used here to practice the sounds with the students, particularly if they are having trouble with them.

Additional activities:

1. Encourage peer correction
   i. The students check/monitor each other when speaking in Ex 6
   ii. Teacher to make corrections if students persist to use the incorrect pronunciation

2. A short 5-minute activity to finish off the lesson or as a warmer/review:
   i. Students add more -ed adjectives to the 3 pronunciation columns
   ii. Points for each correct word
   iii. Encourage the use of paper/online dictionaries to help students

(blank copy for projecting/screen sharing)

/d/	/t/	/ɪd/

1. Adjusted from Celce-Murica et al. (2010) *Teaching Pronunciation: A Coursebook and Reference Guide*. 2nd ed. Cambridge: Cambridge University Press.

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Appendix 10: T2's Lesson Plan

	Lesson Plan	▮
		Phrasal Verbs

Teacher	▮	Week	2023	Date	4 June 2020
Aims		By the end of this class the SS will be able accomplish the following: • Learn new phrasal verbs related to law • Raise awareness of natural spoken English through connected speech (linkage, consonant sharing) • Practise using new phrasal verbs in a variety of controlled activities • Practise speaking and fluency using new phrasal verbs by performing a roleplay ("Alibi" - policemen and suspects interrogation)			
Target Language/Vocabulary		**Phrasal verbs:** coax (something) out of (somebody), confess to, confront with, cover up follow up, get away with, get hold of, inform on (somebody), stand up to			
Materials		Kahoot.com, B2.2 pg. 61, alibi game (adapted from eslgames.com)			

Time (mins)	What will the teacher do?	What will the students do?	Why?	Interaction
5	Pg. 61 D – use "report" instead of "inform on" Facilitate discussion and feedback.	In groups, ss answer the question prompt: Why do you think people report criminals? Are the informants always right?	Activate schemata and gauge ss' existing knowledge of the world	S – S - S
15	Present new language and facilitate Kahoot activity.	Look at the pictures that convey the meaning of each phrasal verb and select the appropriate phrasal verbs/main verb/particle.	Increase lexical resource	S – mobile phone
20	Board phrasal verbs, elicit meaning and form, and teach pronunciation.	Revise new phrasal verbs, identify their forms, and learn pronunciation.	Learn and develop connected speech in phrasal verbs	T – WC Ss - T
5	Pg. 61 B Give instructions, monitor, and facilitate feedback and error correction.	Read the definitions and supply the correct phrasal verbs. Compare answers with a partner.	Practise using new TL (controlled practice)	S – book S – S WC
5	Pg. 61 A Give instructions, monitor, and facilitate feedback and error correction.	Look at picture prompts to complete the sentences with the correct form of the phrasal verbs. Compare answers with a partner.	Practise using new TL and grammar (more controlled practice)	S – book S – S WC
5	Pg. 61 C Give instructions, monitor, and facilitate feedback and error correction.	Read the passage and circle the correct phrasal verbs. Compare answers with a partner.	Practise using new TL by reading a passage and using context clues (more controlled practice)	S – book S – S WC

20	"Alibi" Facilitate activity, monitor TL usage.	Assimilate an interrogation between policemen and suspects using TL.	Practise fluency (free practice)	ss - ss
5	Facilitate feedback.	Vote on which pair/group of suspects are guilty of the crime.		WC
	Board instances of incorrect TL usage and elicit corrections.	Ss self-correct.	Increase TL awareness	T – Ss Ss - T