



**UNIVERSITY OF
SURREY**

**Pre-service and novice teachers' cognitions and attitudes towards
teaching pronunciation**

Author: Lauren Gurteen

University of Surrey

British Council ELT Master's Dissertation Awards 2019

Commendation

Pre-service and novice teachers' cognitions and attitudes towards teaching pronunciation

Name of Student: Lauren Gurteen

URN: 6483634

Supervisor: Wilma Dampier



Degree: MA Teaching English to Speakers of Other Languages

School of Literature and Languages
Faculty of Arts and Social Sciences

Date: 10th of September 2018

Word count: 13,474

Abstract

The aim of this research is to discover more about the cognitions of pre-service and novice EFL (English as a Foreign Language) teachers with regard to teaching pronunciation in the classroom. In addition, it explores and considers what tools and resources they might use to prepare for and teach the topic. Whilst the field of teacher cognitions has been explored quite extensively, less research has examined beliefs concerning pronunciation and teachers, at these beginner stages specifically. It is felt more investigation is required therefore. This research looks at three pre-service teachers who have just completed their training, and four novice teachers already working in the UK. A qualitative approach is adopted using semi-structured interviews and thematic analysis to learn more about the candidates' attitudes and ideas as they either embark on a career or continue to grow within the profession.

The findings generally depict the participants' recognition of the work required and the desire to improve and learn more about pronunciation. The data particularly highlights the pre-service teachers' optimism before they begin to teach professionally. The area is not without its specific challenges however, which can be magnified by the participants' lack of experience and knowledge. The findings from the novice group suggest the challenges become more of an issue once teachers are in-service, whilst pre-service teachers seem less affected. Insecurity and uncertainty among the novice group participants, if present, may lead to some resistance and reluctance to embrace the topic. Incorporating pronunciation into lesson plans may consequently be avoided.

It is suggested that teachers at these stages might benefit from targeted guidance, which encourages more acceptance and experimentation and by so doing, they may increase in confidence overall. It is also proposed that more emphasis should be given on how to blend and incorporate pronunciation more successfully into lesson plans.

Table of contents

1. Introduction.....	6
1.1. General background.....	6
1.2. Personal motivation.....	7
1.3. Main aims.....	7
1.4. Key terminology.....	7
1.4.1 Pre-service and novice.....	7
1.4.2. Cognitions.....	8
1.5. Dissertation structure.....	8
2. Literature Review.....	10
2.1. Pre-service and novice teachers' cognitions.....	10
2.1.1. The power of cognitions.....	10
2.1.2. Apprenticeship of observation and the impact of training.....	11
2.1.3. From training courses to the reality of the classroom.....	13
2.1.4. Novice versus expert.....	14
2.1.5. Teacher socialization, mentoring and resources.....	15
2.2. Pronunciation.....	16
2.2.1. A brief history.....	16
2.2.2. Cognitions regarding pronunciation.....	17
2.2.3. Three beliefs from Baker's (2014) data.....	18
2.2.4. Possible new directions and teacher anxiety.....	20
2.3. Research questions.....	21
3. Methodology.....	23
3.1. Research approach and justification.....	23
3.2. Participants.....	23
3.3. Research design and procedure.....	24
3.4. Ethics.....	25
3.5. Limitations.....	25
3.6. Data Analysis.....	26
4. Findings and Discussion.....	27
4.1. Research question 1: What are pre-service teachers' cognitions about pronunciation teaching after completing a CELTA course?.....	27
4.1.1. Thematic map 1.....	27
4.1.2. Introducing the pre-service themes.....	27
4.1.3. Theme 1: Starting out, looking ahead.....	28
4.1.4. Theme 2: Awareness of pronunciation work.....	29
4.1.5. Theme 3: Pronunciation challenge.....	32
4.2. Research question 2: What are novice teachers' cognitions about pronunciation teaching after working for 1-3 years?.....	35
4.2.1. Thematic map 2.....	35
4.2.2. Explaining the novice themes.....	35
4.2.3. Theme 1: Developing the ability to teach pronunciation.....	36
4.2.4. Theme 2: The challenge of teaching pronunciation.....	39
4.3. Research question 3: What resources or sources of help might pre-service and novice teachers expect to use if requested to teach pronunciation in a class?.....	42

4.3.1. Thematic map 3: pre-service teachers.....	42
4.3.2. Thematic map 4: novice teachers.....	43
4.3.3. Explaining thematic maps 3 and 4.....	43
5. Conclusion.....	47
5.1. Revisiting the purpose of this study.....	47
5.2. Summary of the main findings.....	47
5.3. Conclusions and practical recommendations.....	48
5.4. Limitations of the study.....	48
5.5. Suggestions for further research.....	49
6. Bibliography.....	50
7. Appendices.....	55
7.1. Ethical approval email.....	55
7.2. Pre-service interview questions.....	56
7.3. Novice interview questions.....	58
7.4. An example of a pre-service consent form.....	60
7.5. An example of documenting first observations from a transcript.....	61
7.6. Pre-service coded transcripts.....	62
7.6.1. Teacher A.....	62
7.6.2. Teacher B.....	70
7.6.3. Teacher C.....	79
7.7. Novice coded transcripts.....	93
7.7.1. Teacher D.....	93
7.7.2. Teacher E.....	101
7.7.3. Teacher F.....	111
7.7.4. Teacher G.....	120
7.8. An example of developing and recording codes.....	130
7.9. Initial pre-service themes and prevalence.....	131
7.10. Initial novice themes and prevalence.....	134
7.11. Pre-service mind-map development.....	137
7.12. Novice mind-map development.....	138

Acknowledgements

I would like to thank first and foremost Catherine Howard, Maya Hughes, Lizzy Adams and Colin Spicer for helping me with the challenging task of finding participants, and the participants themselves, who generously volunteered their time and were willing to share their thoughts and experiences so openly with me. This research would not have been possible without them.

My academic tutor, Wilma Dampier, also deserves a mention for her interest and valuable feedback.

Finally, a big thank you to my family and friends, particularly my mother who suffered with me through the challenges, my friend Megan Hayes for her encouragement and academic expertise and Jonathan Ainsworth for dragging me away from the books periodically to have a much needed break. My academic peers also deserve a special mention – we were all in the same boat doing the work and it really helped to have their comradeship and support throughout. Thank you so much.

1. Introduction

The following section will provide a general background to the study and the major reasons for why it has been conducted. The main aims will be presented and any key terminology explained. It will end with an overview of the structure of the dissertation to help guide the reader.

1.1. General background

Research on teaching pronunciation has been a neglected topic for some time, but recently its popularity has increased. The reason for this initial deficit could be owing to its varied history, where its importance has fluctuated as theorists and second language acquisition researchers have debated various ideas; subsequently, leading to different and shifting trends in English as a Foreign Language (EFL) methodology. Research on teachers' cognitions has also been a growing field in recent decades and the two areas have just begun to overlap. A few studies have examined teachers' cognitions and concerns in relation to pronunciation, but there is still further room for exploration. Such studies have focused particularly on the negativity which surrounds pronunciation teaching: the reluctance to teach it and teachers' feelings of anxiety, and there have been repeated calls to give the topic more prominence, both in training and in resources, with the hope of leading to better classroom practice.

Many of the studies have focused their attention on teachers in general or those with significant experience. There have been a few which have researched novices' experiences, but to date, no researcher has examined pre-service teachers' initial ideas about pronunciation teaching closely and how they feel about incorporating it into their practice as they pursue their forthcoming careers. Neither has there been a detailed examination and comparison of this stage with that of novices a few years further ahead. Examining the topic, from the starting point of becoming a teacher through to being an early novice, might offer some useful insights and provide further support and impetus for action within the industry. Training course providers, publishers and schools themselves could be requested to support teachers further and build on their skills and confidence.

1.2. Personal motivation

From a personal perspective, as a teacher looking back, there was a fear of teaching pronunciation and an absence of intuitive ideas in comparison to other areas of school curricula. Memories of pronunciation instruction from early school days are vague so there has been little to draw from. The Certificate in English Language Teaching to Adults (CELTA) course dealt with the topic, but only briefly, focusing on the presentation of the phonemic chart, which seemed formidable. This resulted in the reasoning that learning it could be postponed until later, whilst other more pressing aspects were given priority, although, in truth, it was just an excuse to avoid it. During the first initial years of teaching, it also seemed that institution resources weighed heavy in favour of grammar materials, but in contrast they were light on pronunciation ones and therefore the idea of teaching long classes dedicated to this subject alone was something that provoked anxiety as there was less to consult for help. In reflection of this experience, one wonders: are these usual, normal cognitions and situations? Research seems to imply that such negative experiences and cognitions are not uncommon, but there may be more to learn (MacDonald, 2002; Baker, 2014; Couper 2016).

1.3. Main aims

The main aims of this research will be to explore the beginning stages of becoming a teacher, focusing specifically on cognitions and attitudes towards pronunciation teaching and how these could develop over time. The study will attempt to capture and document some initial ideas and both the reflective and trajectory thoughts of a small number of pre-service teachers. In addition, it will also do the same for a group of novice teachers. The study will also look at how both groups intend to approach and incorporate pronunciation into their teaching and what resources or sources they might draw upon in order to help them. The groups will be compared to see if there are any differences or suggestion of developmental changes.

1.4. Key terminology

1.4.1. Pre-service and novice

For this study, 'pre-service' refers to teachers who have just completed their CELTA and who are about to embark on further teaching. This does not take into account specifically whether they have taught English before the CELTA training; however, if

participants revealed this it was noted. Farrell (2012), whilst acknowledging that some may argue that any teacher is a ‘novice’, if teaching in a new school or context, proposes that the first three years are suitably apt for this term as they can be regarded as an entry career period. This study adopted a similar stance.

1.4.2. Cognitions

With reference to the term ‘cognitions’ or other similar synonyms such as ‘perceptions’, ‘attitudes’, ‘beliefs’ and so on, this research adopts, in part, Borg’s (2003: 81) definition. This term refers to what teachers ‘believe and think’. Borg also includes what they ‘know’ and whilst this is also important and taken into account because it can be influential, as the literature has shown, knowledge, such as training for example, can be superceded.

1.5. Dissertation structure

The structure of the dissertation will begin with the literature review, which will be broken down into two general main sections. The first will focus on any existing research regarding teacher cognitions, specifically related to pre-service teachers and novices, though some comparison to experienced teachers may prove useful. It will explore why cognitions are important, the initial beliefs trainees can often bring to their training, and how training impacts on such attitudes and ideas. It will also examine any research that documents teachers’ cognitions in their initial years in the field and what support they rely upon.

The second section will focus on pronunciation, giving a brief history of its fluctuating influence on methodology and pedagogy and then it will look more specifically at any literature related to teacher cognitions, particularly any recent work. Key recurring themes will be highlighted and analysed and if the research offers any useful new ideas, directions or shares similar insights, this will be noted. The review of the literature, in line with the aims of this dissertation, will work as a channel to reveal a gap. The research questions will then be introduced at the end of the literature review ready to act as guiding principles for the justification, design and execution of the methodology.

The methodology section will explore the reasoning for the research approach, arguing for the benefits of the selected method but also highlighting any drawbacks or issues. The participants and the recruitment process will also be described. The chapter will then provide more detail on the specific research tools, justifying why they were chosen and explaining how the data analysis was conducted. It will also present any ethical issues and the wider limitations of the whole investigative approach.

The research and the discussion will then be presented collectively, but divided into sections based on the themes that have emerged and this will be related back to the literature and the implications will be explored. Finally, a conclusion will be offered which will summarise the main findings, how these have been interpreted, and suggestions for further research and improvements will be provided.

2. Literature Review

This section will first explore the literature concerning teacher's cognitions, focusing on studies regarding pre-service and novice teachers. It will then narrow further to investigate studies, which link and concern pronunciation. Through this process, gaps and reasons for this project will be made clearer.

2.1. Pre-service and novice teachers' cognitions

Interest in teachers' cognitions appears to have begun as early as the 1970s, though the topic really gained momentum in the 1990s contributing to the wealth of research that exists today (Borg, 2003). Among the existing studies, a proportion has been dedicated to pre-service and novices' cognitions in particular, examining initial teacher training, how novices develop in their first year of teaching, as well as comparison studies of novices and experts. This part of the literature review will examine some of the key findings and frequent themes, relate them to one another and comment on and critique them.

2.1.1. The power of cognitions

Firstly and more generally, much of the literature supports the fact that teacher cognitions are powerful, illustrating the impact they can have on instructional decisions (Farrell and Bennis, 2013). This point has important implications. A study in Bahrain by Hayes (2016), for instance, documents the tacit rejection of government educational policy by teachers, owing to it contrasting with their own ideas. The policy directed the inclusion of a more Communicative approach towards curriculum design, whereas many teachers in Hayes' study believed a Grammar-Translation method would be more appropriate. The initiative was therefore proving problematic as the teachers attempted to strike a balance between meeting government aims and delivering instruction in line with their views. This study only represented 30% of all national schools in the country, and it is arguable that this situation is less to do with teachers' ideologies of best practice, and more to do with cultural issues and appeasing students and wilful parents who, whilst arguably misguided, only saw the benefit of working towards exam achievement; nevertheless, it is a good example to highlight how teachers' beliefs are often fundamental in the success of such policy directives, thus emphasizing the need to study and be aware of them. As Tang, Lee and Chung (2012: 92) state: teachers' participation is crucial for every educational

change to take place, as they are the ‘frontline enactors’. That said, Farrell and Bennis (2013) indicate that sometimes other factors can restrict the enactment of such beliefs. It would seem there is often a tension where the latter meet classroom practice and either one can triumph depending on the circumstances (Breen et al, 2001).

2.1.2. Apprenticeship of observation and the impact of training

The power of cognitions is an important point, especially with regard to one of the main issues research reiterates frequently, concerning pre-service and novice teachers. This is regarding ‘the apprenticeship of observation’, a concept coined by Lortie (1975, as cited in Borg, 2005), which refers to the idea that, unlike other professions, teacher trainees have already experienced thousands of hours observing practitioners, as students themselves in the classroom (Borg, 2004; Tang, Lee and Chung, 2012). Research suggests that owing to this, pre-service teachers enter the profession with pre-established, deeply seated beliefs and they will deliberately exploit or avoid instructional strategies based on these (Numrich, 1996). Kagan (1992) even believes that training can often have little effect on ingrained beliefs, whilst Borg (2005) believes the beliefs act as a filter, which decides what information will be accepted or rejected. Arguably, trainers and course providers need to be aware of this issue and the power of cognitions when designing and planning training instruction. Shin (2012) asserts that there is the potential for new teachers to be ‘agents of change’ within their schools if they are empowered to apply their new learning. To ensure this happens is challenging, however, and perhaps some might wonder if it is too idealistic.

Research by Kelly (2017), Tang, Lee and Chung (2012) and Peacock (2001) are all examples, which support Kagan’s (1992) assertion. Kelly (2017) conducted some novel research requesting pre-service teachers to draw teaching strategies at the beginning and end of a training course. Whilst there was some development in the range of activities drawn, by the end, trainees were still depicting images of teacher-led classes with passive students receiving information, suggesting attitudes had failed to change. This research is questionable however, as there is a big assumption that such drawings do actually reflect beliefs rather than what is most easy to draw but it is certainly suggestive. Tang, Lee and Chung (2012) and Peacock (2001), on the other hand, conducted more longitudinal studies following pre-service teacher

development. Tang, Lee and Chung (2012) note that whilst their participants said one thing in training, they did another once in the classroom, which was in line with their original prior beliefs. Peacock (2001) carried out a large study with a wide range of research tools and still, ‘disturbingly,’ found little change in students’ beliefs related to the teaching of vocabulary and grammar; consequently, Peacock called for educational programs to focus specifically on addressing such detrimental attitudes by incorporating guided reflection.

Other research by Johnson (1994) even captures pre-service teacher awareness of the struggle to change. Whilst appearing to agree with lessons in training, Johnson found that students would then act out old beliefs instinctively when faced with the realities of the classroom. On reflection, afterwards, trainees stated that such occurrences made them feel ‘powerless’ to change. They speculated that this could be a result of their lack of experience of alternative methods or approaches. Freeman (1989) supports this idea, stating that whilst knowledge and skills are more ‘trainable’, awareness and attitude are also necessary for success and, arguably, it is naïve to believe that the process of learning is solely a simple transfer of such knowledge from educator to trainee. Other factors have a role to play such as experience in the field, collaboration with others and reflection (Roberts, 1998). Larsen-Freeman (2004, as cited in Mann and Tang, 2012) echoes Peacock’s sentiments, stating that educators need to do a better job at researching trainees’ belief systems and knowledge bases throughout training, Busch (2010) concurs, suggesting using belief surveys might be beneficial to help educators determine what areas to target within the course.

In contrast to Kagan (1992), Borg (2003) argues that some evidence exists in research to suggest training can be impactful, quoting Richards, Ho and Giblin’s (1996) study, which demonstrates teachers experiencing a range of cognitive changes to varying degrees. Borg like others, however, also reiterates the need for educators to address prior beliefs. To support this point Almarza’s (1996) work is used, which shows how often trainees enact preferable ‘behaviours’ to conform during the course, without much change in their fundamental ideas. Hayes (1995), though, looking at in-service teacher development, has also provided evidence to suggest ingrained attitudes can be gradually overcome if, adopting Prabhu’s (1987) terminology, teachers’ ‘sense of plausibility’ is in agreement with what they consider to be effective teaching and

beneficial learning activities. Borg (2002) explores this topic further still discussing Piagetian concepts of ‘assimilation’: where new knowledge merges with existing, and ‘accommodation’: where new information creates a change in the existing beliefs and the training strategies that derive from these concepts.

2.1.3. From training courses to the reality of the classroom

Trainers have a difficult job, and some researchers question whether a one-month intensive course such as the CELTA is adequate (Ferguson and Donno, 2003; Borg, 2008). Once in service, the reality of the classroom experience can be extremely varied with the existing environments, cultures and scenarios near impossible to account for (Brandt, 2006; Farrell, 2006). As Brandt (2006) argues such courses are more concerned with imparting survival techniques: the real learning is expected to take place on the job. It might be preferable to refer to graduates as ‘TEFL-initiated’ rather than ‘TEFL-qualified’ (Lewis, 2001 as cited in Borg, 2008). As studies such as Peacock’s (2001) have shown however, the issue is probably not a question of the length of a course, but more about what aspects are given precedent. When referring to the longer TESOL programme, even Kiely and Askham (2012) comment that it merely gets students into a state of ‘readiness’, whilst Kuzborska (2011) speculates whether teachers have enough time and support, not only during their training, but throughout their teaching lives, to reflect critically on their beliefs and change over the course of their careers.

In spite of training, the literature often documents the tension between teacher beliefs and the reality of teaching. As previously stated, the variety of potential teaching contextual factors is vast and putting newly acquired ideas into practice depends on the school (Brandt, 2006; Shin 2012; Farrell and Bennis, 2013). Unsurprisingly, novice teachers can undergo what has previously been labeled in the literature as ‘reality shock’ in their first year of teaching and experience some anxiety (Peacock, 2009; Kanno and Stuart, 2011). Another growing area of research on cognitions focuses on this issue with regard to cases of non-native teachers in particular and their avoidance of using the target language or specific language-intensive classroom activities for fear of appearing foolish or inadequate (Horwitz, 1996; Tum, 2013; 2015). It is plausible that any novice, native or non-native may, at first, avoid certain problematic aspects of teaching and tentatively experiment and trial new things as

their confidence and skills grow, though as Tum (2015) points out, non-natives may particularly need support.

2.1.4. Novices versus experts

Comparing novices to experts for any insights, research collectively suggests some distinct contrasts. Initially, unlike more experienced teachers, novices are cited as being preoccupied with their own teaching and the desire to be innovative. Classroom management techniques and concerns about the overall atmosphere preside over concerns for providing language learning opportunities and meeting the needs of the learners (Nunan, 1992; Johnson, 1996; Numrich, 1996). Research by Brandt (2006) on TESOL teacher training, however, possibly contradicts the notion that new teachers are only preoccupied with themselves. One of the issues of the TESOL course, raised by both tutors and the trainees in the study, highlighted the difficulty of balancing the trainees' learning with the important understanding that their students' needs should be the central focus. In reality, the course design gave a contradictory message and trainees described the pressure to carrying out taught techniques without question, simply for the sake of assessment rather than really attending to their students. This is just one case study, but it illustrates potential faults in the training process.

Beyond training, Johnson (1996) states novices need to experience some dissonance during their practical experience to prompt them to question their instructional choices and subsequently modify their beliefs, to start focusing more on their students. Kagan (1992) agrees that this growing knowledge of pupils is what challenges and helps reconstruct old cognitions and is a catalyst for professional growth. Basturkmen (2012) concurs, stating from his review of research on teachers' cognitions, that experienced teachers' beliefs tend to be shaped more by their classroom experiences, though he calls for more novice, expert comparative research. Kagan (1992) however, argues that teachers' general ability to change still lies in their biography: who they are and what they believe exactly, and without the right procedural knowledge and support there is also the alternative of teachers growing more authoritative and preoccupied with class control.

2.1.5. Teacher socialization, mentoring and resources.

Teacher socialization is also a key recurring theme. Whilst pre-service teachers bring their own ideas to the classroom, research suggests they also learn through interacting and seeking support from more experienced colleagues (Lave and Wenger, 1991). This may be achieved through formal mentoring, organized by their institution or through natural socialization: engaging and discussing classroom issues in the staff room or after work. Whatever the case, research claims support is often crucial for teachers in their starting year where it can sometimes be a case of ‘sink or swim’ and it is welcomed by the novice (Ingersoll and Smith, 2004; Farrell 2006; Mann and Tang, 2012). Courses such as the CELTA prescribe the level of support depending on the teacher’s assessment score illustrating their understanding of this (Borg, 2008). Farrell (2012) even asserts that evidence suggests those mentored and supported are more likely to become effective and contented teachers later.

The formal support provided depends on the institution however. In Farrell’s (2006) case study, it would appear that whilst a mentor was assigned, the novice teacher only met with them once within the whole year, whilst Ingersoll and Smith (2004) comment that such mentoring can vary greatly from place to place, though the implementation of these systems within schools is on the rise. In their research, they attempt to identify the most effective factors for successful mentoring; however their data sources prohibit them from going into greater depth. Research by Tellez (1992 as cited in Mann and Tang, 2012) on the other hand suggests, regardless of mentoring, novices will often seek help from the teachers they perceive as most approachable and friendly. Issues with socialization can arise, however, when the culture of schools thwart the lessons of training and encourage more archaic or perceivably ‘backward’ pedagogical methods as Shin (2012) found in her study where teachers were discouraged from using L2. This challenges the idea of novices acting as ‘agents of change’, providing their beliefs are progressive in the first place, and with this in mind, it is easy to see how difficult change within the industry can be to implement. On a final note, whilst there is a wealth of existing research for novices to also consult for support, Crookes and Arakai (1999) suggest many teachers are too busy and even have a negative perception of it. Communication in the staff room therefore tends to centre round what they term: ‘tricks of the trade’, rather than empirical research which explores beneficial pedagogical principles and progressive ideas. This is only

one case study however, and there may have been changes since; furthermore, it does not account for experienced teachers who have undergone further training and may impart knowledge informally from their academic studies.

When Borg (2003) was surveying the existing research on cognitions, a wide range was found, though in terms of specific curricular areas, the majority focused on grammar and a few on literacy. Since then, other areas have been addressed such as pronunciation, but this is still a growing area. The next part of the literature review will now focus on those studies of pronunciation specifically.

2.2. Pronunciation

2.2.1. A brief history

Pronunciation has sometimes been referred to as the ‘Cinderella’ of foreign language teaching; it has great benefit but has often been overlooked and neglected (Siedlhofer, 2001). This was not always the case and a pendulum effect might adequately describe its past. Initially with the Grammar-Translation Method, pronunciation was not a key feature of pedagogical instruction, but its influence noticeably increased with the influence of Behaviourism, the popularity of Audio-lingualism, and the Direct Method during the 1930s through to the 1960s. The Reform Movement in the 1890s also impacted with the invention of the International Phonetic Alphabet (IPA), which meant for first time there was a visual representation of the sounds to aid teaching (Celce-Murcia, Brinton, and Goodwin, 2014).

Disillusionment grew, however, as Behaviourism was refuted whilst Cognitive arguments emerged. Krashen’s (1988) idea of implicit acquisition was also lauded and the importance placed on accuracy diminished as views evolved to believe it was near impossible to achieve ‘native-like pronunciation’ (Scovel, 1969; Morley, 1991). A renewed focus on grammar and vocabulary grew and fluency flourished with the event of the Communicative Approach and the emphasis on communicating meaning. Methods such as the Silent Way and Community Language Learning in the 1970s continued to have some pronunciation focus but generally, it could be said that pronunciation has undergone varying degrees of attention. The Communicative Approach has attempted to restore its importance however. Currently, pronunciation rests somewhere ambiguously in the middle of the extremes, having regained some of

its status as research has begun to suggest that a focus on fluency alone is insufficient and that if accuracy drops below a certain threshold, communication can be impeded (Celce-Murcia, Brinton, and Goodwin, 2014). It might therefore be debated that its recent history has had its impact on teachers' cognitions collectively. This is a difficult thing to measure, but the small amount of growing research and the reoccurring thematic content concerning cognitions provokes speculation.

2.2.2. Cognitions regarding pronunciation

Until recently, research regarding teacher cognitions and pronunciation has been relatively unexplored. The most recent comes from Buss (2016), Couper (2016) and Baker (2014). From these, and other similar studies, emerge some re-occurring themes: primarily teachers' insufficient knowledge and ideas for pronunciation activities and the scarcity of institutional resources and guidelines. These possibly equate to additional themes of a lack of confidence coupled with anxiety, a reluctance to teach the topic, and calls for more professional development and support.

Couper (2016) interviewed nineteen English language teachers in New Zealand to explore their knowledge and perceptions towards pronunciation. Much of the themes already mentioned surfaced and the study also showed that a lot of pronunciation teaching was reactive to errors and ad hoc; furthermore there was confusion regarding how to teach the subject in mixed multi-national classes. Couper admitted that, unlike the TESOL training courses in the US, those in New Zealand often omit phonology and pronunciation teaching. Additionally, whilst the sample was quite random, the majority of teachers had been practising over eleven years or more and they were therefore considered experienced. Baker's candidates (2014) are similar in this regard. This point is highlighted, as there is seemingly less research on pre-service teachers and novices and it raises questions about cognitions for these initial stages.

Baker (2014) also researched teachers' cognitions regarding pronunciation instructional techniques and whilst the study only had a small cohort, the use of research tools was fairly thorough with a variety of approaches from semi-structured interviews to student questionnaires and observations. Baker found that many of the techniques teachers used were highly controlled and less communicative. Although this has some benefits for learner intelligibility, it is argued that it may limit

development of comprehensible pronunciation in authentic contexts. Baker references research by Khatib and Nikouee (2012), which supports the balance of having both controlled and freer techniques for greater positive effects and uptake, though these conclusions were drawn in relation to grammar more specifically. Baker's (2014) research nevertheless suggests teachers may require more guidance on integrating this mix into their classroom practice.

2.2.3. Three beliefs from Baker's (2014) data

Interestingly, though a side result to the main research, three themes also emerged regarding pre-established beliefs from Baker's data: the belief that listening perception is vital in aiding comprehensible speech and that students must first recognize a sound before they can produce it; the belief that phonological improvement is fundamentally enhanced by kinesthetic practice, thus listening and repeating is considered insufficient and added creativity is required; and the belief that teaching pronunciation can often be boring, though some of the teachers believed their lack of knowledge was responsible for this. The challenge, therefore, is to avoid this outcome and seek a variety of instructional techniques and resources. The beliefs from this study are particularly useful to analyse as other relative research can be related and discussed.

Regarding the first belief on listening, perception or 'noticing' is an established idea in the field of second language acquisition supported by Schmidt (1990), but it also links to Krashen's (1988) work on comprehensible input and implicit acquisition. Some, echoing Krashen, argue that exposure to L2 can be more important than actual focused instruction of certain aspects of pronunciation (Trofimovich and Baker, 2006). Sifakis (2014), for example, argues that pronunciation teaching should be handled more as a process of raising awareness and less of actual instruction, with the aim to equip learners with sufficient tools so that they may then take control of their own development. In contrast, however, there are also studies that support the benefit of explicit pronunciation instruction, though to what exact extent, it has not been measured (Derwing, Munroe and Wiebe, 1997; 1998, Couper, 2003).

As for the importance of kinesthetic practice, having a range of techniques that appeal to different types of learning styles seems logical to help improve memory retention,

and there are existing studies, for instance, that support the inclusion of gesture and movement (Smotrova, 2017). Buss' (2016) research is curious in relation to this point however. The research studied the beliefs and practices of a random sample of Brazilian EFL teachers, who were generally positive about pronunciation teaching. The teachers agreed with the first belief from Baker's (2014) research in conjunction with recognizing the importance of explicit instruction. Yet, conversely, the study illustrated how little consideration was given to kinesthetic aspects of teaching. Similarly, however, their instructional methods were more traditional and controlled, but a heavy reliance centered on an imitate-repeat dynamic addressing pronunciation errors simply when the need arose also, much like Couper's (2016) sample.

Such research feeds into the common theme about lack of teacher knowledge and possibly confidence and maybe it is no co-incidence that Buss' (2016) group stated a wish for more training. The suggested need for this is prevalent in the research. One candidate in Baker's (2011) study stated how they avoided teaching certain pronunciation aspects owing to lack of training and thus confidence. On the other hand, other teachers in the study who had attended pronunciation workshops felt more inspired and willing to experiment with new techniques, though a few admitted to feeling overwhelmed by all the ideas and sometimes struggled when trying to turn theory into practice. In addition and similarly, to Crookes and Arakai (1999) study, Baker also found teachers were unlikely to find time to read articles and papers on pronunciation to assist them. MacDonald's (2002) research also tells a similar story of a reluctance to teach pronunciation owing to a lack of insufficient knowledge, though arguably the study is one-sided as it only focuses on a select few candidates who responded negatively in the questionnaire issued. It fails to examine the positive responses. The issue of knowing how to integrate pronunciation instruction emerges once again in this study however, along with the call for more institutional resources. Besides research papers, it can be argued that there are now more pronunciation materials available than before but as these recent studies show, perhaps they are not being accessed quite so frequently yet.

Finally, the view that pronunciation teaching can be boring is not an original concept. Baker (2014) cites Prabhu's (1992) concept of 'overroutinisation' as a potential culprit for boredom as teachers worry about the tedium of the same or similar

activities. This seems reminiscent of research regarding pre-service teachers' preoccupations about being innovative, though here it is not simply limited to new professionals (Baker, 2011). The perception that pronunciation can be boring also indicates teachers' possible inexperience and perhaps it can be linked to the reliance on controlled repetitive techniques, which, by their nature, if used too much, may start to be perceived as mechanical and monotonous and may not immediately result in improved pronunciation in natural communication. As Morley (1991) states, with the original demise of pronunciation teaching, such intense practice lost its appeal. This is probably owing to the amount of energy expended by the teacher in relation to the subsequent successful uptake of the students. The earlier methods are also not concerned with genuine communication and it may be argued that during interaction there is more awareness and motivational drive to work harder to be understood. With these ideas in mind, the boredom aspect suggests a lack of knowledge on how to blend pronunciation more holistically with other areas. Pennington and Richards (1986) advocate this idea of better integration and the need for it to be explored further. They caution against the expectation that learning it is solely a direct result of teaching instruction with immediate results. It is a much more gradual process that requires long-term goals with objectives inline with this understanding. This might help alleviate frustration and hence the 'boredom' aspect.

2.2.4. Possible new directions and teacher anxiety

Morley (1991) also stresses the importance of learner training and giving students more responsibility for their active learning, rather than fostering a passive environment, which more traditional techniques such as drilling encourages; furthermore, she argues that adhoc correction on pronunciation errors is the wrong approach owing to the negative feelings and frustration it can create. Pronunciation might have better reception presented in an exploratory, fun way, which relaxes students and is potentially more engaging. To ensure that such measures and ideas are realised, she pushes for more initial and in-service training to equip teachers more fully. Bearing in mind, what is known about teacher training and cognitions however, perhaps it is unsurprising that more current research is still researching such issues in this field.

The last point to make relates to teacher anxiety. Anxiety has been touched upon when discussing cognitions, especially in relation to non-native speakers, and there is research to suggest that whereas non-natives may feel confident in other areas of language teaching such as grammar, they can be more uncertain with regard to pronunciation (Ma, 2012). Interestingly, Levis et al. (2016) carried out a study, which suggests that although students perceive native speakers to be better models of pronunciation and there can be bias in the industry with regard to hiring decisions, students are not necessarily disadvantaged if their teacher is non-native. Further research needs to be conducted in this area moreover, but Levis et al. suggest this is not just an issue of training or lack of resources, but one of developing confidence and dispelling incorrect assumptions. In fact, non-native speakers arguably have a greater understanding of students' difficulties and needs (Ma, 2012).

2.3. The Research Questions

This literature review has demonstrated a myriad of themes and issues that feed into and influence the current research project and it is important to be aware of them. The project may result in supporting or contesting such ideas and might indicate if cognitions are changing. What it will aim to achieve specifically, where other studies have brushed over, is a more focused examination of pre-service teachers' initial thoughts and feelings regarding pronunciation as they begin work, and how they intend to prepare themselves. Then, by examining a group of novice teachers in the same manner, a few years further ahead, it will also seek to see whether there is any indication that such cognitions shift or broaden through experience and further practice. It will also investigate the support and resources each group draws upon when dealing with pronunciation to see if this indicates anything insightful or any differences or changes.

To guide this investigation, the research questions are, therefore, as follows:

1. What are pre-service teachers' cognitions about pronunciation teaching after completing a CELTA course?
2. What are novice teachers' cognitions about pronunciation teaching after working for 1-3 years?

3. What resources or sources of help might pre-service and novice teachers expect to use if requested to teach pronunciation in a class?

3. Methodology

The following section details the research approach and why it has been selected. It provides information about the participants and explains the research design and procedure. Ethical issues and limitations of the project will then be explored and finally this section will describe how the data was analysed.

3.1. Research approach and justification

With a study that seeks to explore cognitions, qualitative research appears an appropriate choice as such thoughts, feelings and beliefs are challenging to quantify. Qualitative research is more exploratory by nature in comparison to quantitative research and can allow for deeper, richer data and multiple perspectives of similar situations as it is regarded as a way of ‘seeing through the eyes’ of the individuals involved. (Bryman, 2008: 399). Much of the research on cognitions in the literature review, and documented by Borg (2003), is qualitative, although Borg has suggested there is room for quantitative work. She also argues that there should be a connection between the investigation of cognitions and what takes place in the classroom. To do both interviews and observations was unrealistic owing to limited time and resources, but the research tools attempted to gain some insight through their careful construction.

Qualitative research is subjective and often impressionistic, thus Bryman (2008) questions how findings can be applied to other settings. Making generalizations was not the purpose here; the research was more concerned with in-depth insights and multiple interpretations, whilst assessing whether any themes or patterns emerged that corresponded or contrasted with previous studies (Patton, 2002). Bias should be avoided when carrying out such research and applying data analysis, acknowledging that the role of the researcher is one, which is fallible. Interviewees will inevitably be affected by the researcher’s personal identity (Denscombe, 1998); therefore, where possible, scrutiny was applied to avoid any negative impact that might have affected reliability and validity.

3.2. Participants

The two groups were formed from a random selection of volunteers. They came from the researcher’s previous contacts: a CELTA training centre and a reputable English

academy. One pre-service candidate came from a separate training centre. The academy teachers were selected by their director of studies; they were encouraged to volunteer owing to their inexperience, whereas the CELTA trainees were self-selecting, which suggests they already had an interest in the project topic. This, arguably, may have had some effect on the results but it is an expected consequence of such research (Denscombe, 1998).

The pre-service group consisted of two non-native speakers from abroad and a local native speaker. All three candidates were roughly middle aged or older and had had previous jobs or careers before. They had taken the CELTA in hope that it would provide more employment opportunities. The novice group was younger and the candidates were all native speakers. They worked at the same school, which taught multi-lingual classes rather than monolingual ones. As well as teaching general English classes, some of the teachers specifically taught additional pronunciation focused sessions called ‘spins’ as directed by the school curriculum. Their reasons for becoming EFL teachers were varied, for the majority this pathway was not their original intention, and therefore was regarded as a career change.

3.3. Research design and procedure

Semi-structured interviews were chosen owing to the freedom they allow for exploring ideas and thoughts in depth. Structured interviews would have been too rigid, not allowing for the exploration of ideas as they arose, whereas unstructured ones could cause an issue of deviating from the topic too much. By having some flexibility semi-structured interviews helped to maintain a focus on the themes and areas reported in the literature review.

In using a specially designed set of questions for each group, this research technique enabled comparison between the two groups by having similar questions; however, there was some deviation and adaptation to suit the different contexts. The questions took into consideration themes from the literature and, where possible, they were structured to be open-ended and unbiased to include detail, whilst aiming to be reliable and valid as much as possible (Nunan, 1992). The questions were then piloted to avoid possible issues or repetition. They were slightly altered based on this trial and

some images were added on a separate sheet to act as a prompt to generate further information and reactions from the candidates (see Appendices 7.2. and 7.3.).

All the interviews were then conducted face-to-face and transcribed with a focus on the words, rather than the manner in which things were said. At times, to maintain the flow of conversation and further probing, there was deviation from the written questions. It was later noted, however, that issues arose from this spontaneity as some questions unintentionally became leading or closed. Managing the technique of remaining biased and non-influential is challenging, although as Robson (2011) states this requires skill to achieve. Awareness of this issue was considered when analyzing the data and extra care was taken in these instances to find supporting evidence from answers from more open questions.

3.4. Ethics

The research followed the ethical guidelines as directed by the University of Surrey and was granted approval (see Appendices 7.1.). All candidates who elected to participate were informed beforehand of the aims of the study and the data collection procedure in detail through a brief verbal presentation and an information sheet. They were requested to sign consent forms, which stipulated what was expected and included details of their right to request the removal of any sensitive data or to withdraw completely from the study up until a certain deadline, if they so wished (see Appendices 7.4. for an example). The anonymity of the candidates was assured and critical personal details kept confidential. They were informed that the data collected would only be used for the research project. Additionally, the course providers and the school were first approached and the nature of the project was explained with reassurances that the focus of the research study was not targeted towards their companies in any way and their anonymity was also assured.

3.5. Limitations

Whilst acknowledging the importance of triangulation, owing to the limited amount of time, this project lacks the exploration from other angles that might provide deeper and further insights. For example, it might be useful to interview the course tutors from the training centres and the director of the academy with regard to the candidates involved and their performance, but this would raise further ethical and sensitivity

issues. If the study were longitudinal, observations with stimulated recall sessions could be considered, though they may only be applicable to the novice group, who were already teaching. Scheduled observations can distort the data as candidates may feel the need to ‘perform’, incorporating more pronunciation activities and instruction than was usual, if they were aware of the topic of analysis. This could be the case, particularly if they were anxious about the topic. On the other hand, if left unaware, they might also include little relevant instruction, resulting in the risk of having little to analyse. Reflective journals could also have been used if the study were longer as the pre-service teachers could have been documented for the duration of a year to investigate the developmental process more closely. This may have provided a useful ‘backwash’ function, giving the teachers the opportunity to reflect on their practice and thus develop more awareness, potentially motivating them towards making improvements (Roberts, 1998; Kuzborska, 2011). Such ideas might be beneficial to explore in another study.

3.6. Data Analysis

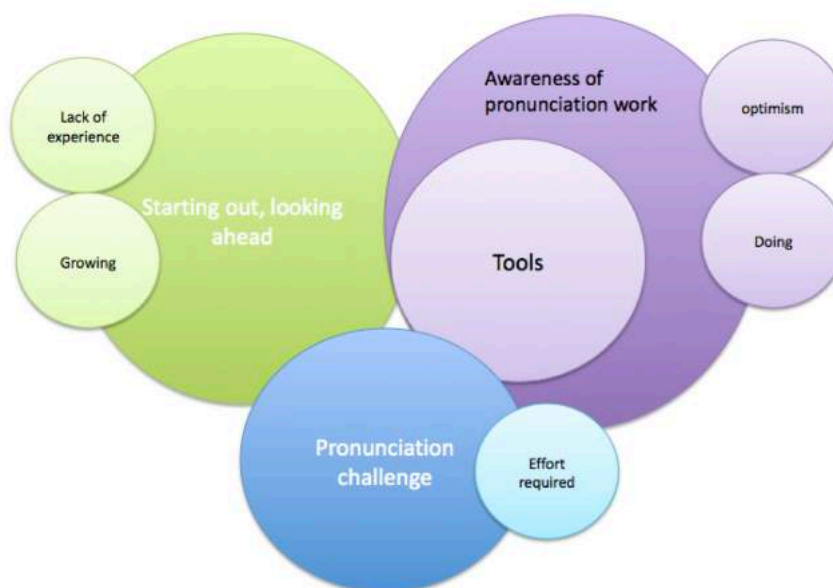
After the conversations were transcribed, thematic analysis was applied following direction from Braun and Clarke (2006). The data from each group was initially coded using highlighter pens and through use of memos (see Appendices 7.5., 7.6. and 7.7.). These codes were then further scrutinized and grouped under potential themes using mind-maps and charts (see Appendices 7.8.-7.12.) while considering the literature review and research questions. Whilst it could be argued that referring to prior studies might lead to bias, Tuckett (2005) argues that the analysis of the data can benefit from heightening sensitivity to some of its crucial features that might otherwise be overlooked. The data from each group was then compared and analysed in order to obtain an overall idea and ascertain differences and similarities or interesting insights, which are examined in the results and discussion section.

4. Findings and Discussion

The following section will combine the findings and discussion. The analytical procedure resulted in four thematic maps highlighting the key themes and sub-themes for the research questions. These will now be presented and supported by selected quotes from the interviews, which is felt typify and explain these themes in more detail and will be related back to the literature to see what additional insights might be gleaned.

4.1. Research question 1: What are pre-service teachers' cognitions about pronunciation teaching after completing a CELTA course?

4.1.1. Thematic map 1



4.1.2. Introducing the pre-service themes

The data revealed three major themes for this group: *Starting out, looking ahead*, which illustrates the teachers' recognition of their status within the backdrop of pronunciation; *Awareness of pronunciation work*, which shows what they know, have learnt about this area and their readiness to continue; and *Pronunciation challenge*, which indicates their notions of the work ahead and the potential issues. All three overlap, but for ease of explanation, they will now be handled individually.

4.1.3. Theme 1: Starting out, looking ahead

This theme, as stated, concerns the candidates' status as pre-service teachers and what this means for them as they begin their teaching career. It can be divided into two smaller sub-themes: their *Lack of experience* as beginners, offset by how they are *Growing* and in doing this are experiencing new ideas and noticing developmental changes. Teacher A demonstrates this by saying:

'When you don't know the subject very well, you are not very good at teaching it to the students. This is something I have to improve.'

highlighting the essence of first sub-theme, yet, she has already noticed her progress from the CELTA course, also illustrating the second:

'It's really good that you can teach for the second day here, because it feels like you cannot do it, but once you start, you work on it and they can say my first lesson and last lesson were really different levels.'

Similarly, when talking about what she envisaged from the course, particularly in reference to pronunciation, Teacher B speaks of her back of expectations but later states:

'Now, I understand, so it helps you prepare your classroom and makes you a better teacher.'

When asked if she felt more confident now, her answer was affirmative. Teacher C echoes Teacher B:

'I really didn't have any expectations...you think maybe about explaining that um, about grammar or vocabulary...but pronunciation is, you don't really think about that.'

then also asserts:

'I've learnt so much about language from a totally different perspective.'

Regardless of whether training impacts on beliefs, which Kagan (1992) queries, it may be argued that the CELTA has its benefits in developing confidence, which is a starting point for pre-service teachers. The teachers appear to recognize their lack of knowledge and current ability but are aware of their developmental process and initial improvement. The knowledge and practice provided from training, arguably, empowers them. It is difficult to measure whether it alters their beliefs but, at the very least, it equips them with more options and allows them to trial some teaching ideas. This loosely supports Kelly's (2017) research in the sense that it corresponds with the part of her results that depicted a broadening in her candidates' awareness of various activities and ideas that could be utilized. Referring back to Piagetian concepts (Borg, 2002), perhaps at this stage, it is too early and unfair to expect teachers to 'accommodate' all their training, thus adapting their beliefs. At this stage 'assimilation' appears to be occurring, where new knowledge merges with that already existing. A possible example of this will be provided when research question 3 is addressed later (see 4.3.3).

Peacock's (2001) longitudinal study warns that accommodation can fail to occur even as time passes, which raises the question of how this process might be initiated. Comparison may be drawn with the language learning process: it is one thing to have explicit knowledge but it is another to be able to execute it successfully. Scaffolding, encouragement, space and more opportunity continually to trial ideas might be a suggestion.

In summary, when considering the research question, this theme suggests that pre-service teachers, aware of their beginner status, believe they still have much to do and learn, but are confident that they have already started this process.

4.1.4. Theme 2: Awareness of pronunciation work

As already stated, the themes overlap and are connected. This major theme, *Awareness of pronunciation work*, is affected by the previous one, because the status of the candidates is over-arching. In some ways, this theme is thus an extension of the first theme. The two main sub-themes here illustrate the *Optimism* and interest of the teachers regarding the subject matter and their readiness and understanding that *Doing*

is a starting point through which more can be learnt. This applies to themselves with regards to teaching, and also for their students in terms of improving. It is important to observe that the theme *Tools* also falls into this category as it informs ‘what’ can be used and ‘how’ pronunciation teaching can be done, but it will be discussed later in the third research question. The final theme: *Pronunciation challenge* also overlaps and this will be explained shortly.

Teacher B’s words offer a sense of this theme:

‘My feeling is optimistic that I will be able to master it within my teaching career.’

whilst Teacher C’s comments include the students in the process:

‘It’s more about people just having a go and speaking.’

All three teachers discuss, to varying degrees, the importance of practice and trying, which suggests the belief that it is only by ‘doing’ that learning may occur. Their attitudes appear positive, despite the effort required and challenges ahead and this is why the final theme: *Pronunciation challenge* is connected. Teacher A admits:

‘I’m still not very confident...but the positive thing is I do understand how to work on that.’

which is a good example to illustrate how all these three themes can overlap. This admission alludes to her status and the pronunciation teaching challenge ahead, but also shows her positive outlook that by working or ‘doing’, she believes she can develop.

The pre-service candidates were self-selecting for this research and it is within this theme that their bias towards the subject matter might also be hinted at. Teacher A states:

‘I decided to come here when I heard you talking about pronunciation, I really think that this is my weak point...’

whilst Teacher C also describes her fascination with the topic, but her struggle with it. Such confessions possibly suggest that these teachers are already recognizing areas they need to work at and it might be reasoned that by volunteering for this research, they are actively seeking learning opportunities.

With this theme, it could be argued that the ‘ideal’ elements are present: the teachers are enthusiastic and emboldened, or are at this state of ‘readiness’ as Kiely and Askham (2012) have described. Such optimism needs to be cultivated, but its momentum is arguably susceptible to aspects from the final theme and what the literature terms as ‘reality shock’ (Peacock, 2009; Kanno and Stuart, 2011). Belief surveys, suggested by Busch (2010) might aid teachers here, but by acknowledging this delicate balance that the analysis presents, it may be asserted that there should be measures in place for further assistance with targeted mentoring and space for reflection as pre-service teachers begin teaching. This is in-line with Kuzborska’s (2011) and Peacock’s (2001) concerns on whether teachers get enough support, tailored to their individual needs. If left alone, it is unsurprising that pre-service teachers might, at first, avoid more challenging aspects of teaching, such as Horwitz, 1996 and Tum’s (2013; 2015) research also suggested or, when under pressure, instinctively reject new, less familiar concepts with a preference instead for whatever comes more naturally.

Touching on the student aspect, it could be said that there is evidence to show the teachers are beginning to consider their future students’ needs and how best to help them. Teacher B states:

‘If you tell, they’re not going to er, they’re going to hear it and forget, but if you teach the person how to do it, they obtain that knowledge forever.’ ‘

whilst Teacher C echoes this sentiment:

‘I think it is practice that gets you used to it...It’s only through doing it that you learn.’

From another perspective, however, it might be contested that this has little to do with needs and more to do with their own learning experiences, which have informed their thinking on what they consider to be ideal teaching methodology, regardless of the learner and situation. This interpretation might be made when considering conclusions drawn from past research that suggest novices are more focused on their own teaching and on trying to be innovative (Nunan, 1992; Johnson, 1996; Numrich, 1996). This is something that is explored further in the next section.

Overall, this theme gives the impression that as learners, fairly new to pronunciation themselves, pre-service teachers believe they can progress and master ways to teach it through practice, the right tools, and with a positive attitude. They seem to believe, to some extent that the same ideology could be applied to their potential future students when facing pronunciation issues, but there are also some doubts. This is where theme 3 becomes relevant and completes the overall picture.

4.1.5. Theme 3: Pronunciation challenge

The challenge of becoming confident and teaching pronunciation: *Pronunciation challenge* is the final theme. The data here suggests teachers believe the field is beset with issues and obstacles that require effort to overcome and this explains why the sub-theme: *Effort is required*, also exists. Teacher C is aware that, executed without thought, pronunciation teaching has the risk of being ‘dry’ and ‘sort of dull’ and that student enthusiasm can wane if teachers are too reliant on repetitive techniques. She also recounts an anecdote of a famous personality who, despite endless pronunciation lessons, failed to improve, casting doubt on the validity of teaching the topic. Teacher A, on the other hand, conscious of her non-native accent, voices her frustration and doubt of not sounding ‘well’ and both Teacher B and C touch upon student anxiety: students’ potential shyness when encouraged to practise, and the care, which must be taken not to target students too specifically. These are some of the challenges and issues that emerge from the interviews, which create this theme.

An additional challenge that all three raise concerns about is: how to make pronunciation fun and varied. As Teacher A states:

‘...from my learning experience, this is something that is really dull.’

Whereas the previous theme seems to encapsulate the belief that *'doing'* aids learning, here, it might be suggested that one of the key cognitions is that fun and enjoyment in the classroom are factors, which aid knowledge retention. Teacher B argues:

'...if they are not having fun, they are not learning...'

and there is a preoccupation among the group to cultivate variety when teaching pronunciation. This links back to the point made in the previous section about novice teachers' wanting to be innovative and supports prior research (Nunan, 1992; Johnson, 1996; Numrich, 1996). Teacher C, in her own training experience, however, makes an interesting discovery. She describes how her course brought in a specialist to teach a session on pronunciation, which was *'fantastic'* fun owing to the specialist's energy and expertise. Afterwards, on reflection, though, she wishes there had been a *'little bit less fun'* and more focused practice. Whilst she does not openly draw or state conclusions, which might connect to and affect her own teaching philosophy, this personal experience conceivably has the potential to push her beyond initial cognitions regarding fun and could be a catalyst for her to begin thinking more about specific needs.

This anecdote is also a potential concern for other reasons. The existence of such a specialist on this specific course could imply a belief within the industry that pronunciation is a niche area that one must choose to dedicate time to. In this case, it was handled separately, rather than presented as an interwoven element. As the literature has highlighted in studies such as MacDonald's (2002), there seems to be an issue on how to integrate pronunciation into classroom practice. Then again, it may have been that Teacher C also encountered other specialists, but it was not brought to the interviewer's attention. It would seem nevertheless that Teacher C is aware of this notion that pronunciation is sometimes regarded as this *'other'*, separate entity that can be optional:

'I've heard other teachers say 'oh, you know, I've gone through my whole career without really focusing that much on pronunciation'...whereas another teacher did say, you know, I think it is under used.'

The fact that this specialist seemingly aimed to emphasize the ‘fun’ elements of pronunciation, also ties in with Baker’s (2014) research on existing concerns that pronunciation can be boring and repetitive without enough knowledge of activities and techniques. It is this lack of sufficient knowledge that MacDonald’s (2002) research also suggests is the cause for teachers’ avoidance of the topic. Perhaps CELTA course designers, aware of this, are keen to address these issues but maybe the way this is done requires further consideration. Despite some gaps in their knowledge, the teachers demonstrate an enthusiasm and desire to talk about the new pronunciation teaching ideas they have acquired during the course and their words imply they have positive intentions to use them. For example, drilling is a new concept to Teacher B, which she shares her enjoyment of and how she has already trialed saying:

‘I was like and especially like drilling...I’m a little bit good at it.’

Perhaps at this stage, the issue is not simply insufficient knowledge, but that the teachers feel they need to build their confidence further by having opportunities and time to trial their new ideas. Teacher C, when asked how she might help a student with a problem, expresses her lack of confidence but then she adds:

‘...but I’d certainly say, you know, I’d have a go.’

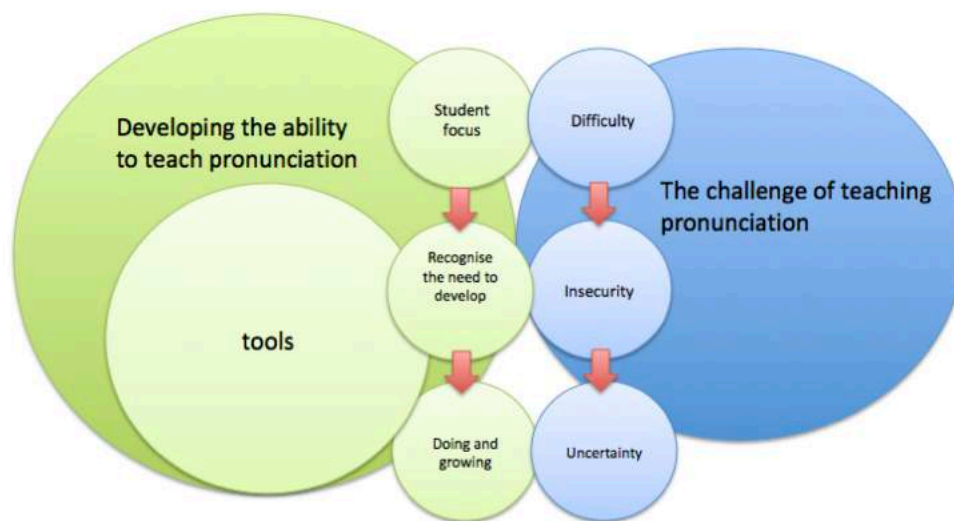
She refers to the research she might need to help her and Teacher A also talks about consulting recommended books from her course. Teacher B even asks to take a photo of some of the pronunciation ideas the interviewer presents as prompts as she is keen to study them later and learn more. This all illustrates acknowledgment of effort still required.

To conclude, this theme captures the pre-service teachers’ concerns and the potential struggles they may face that require work to overcome. They have a positive attitude on approaching these issues, which is where theme 2 overlaps, and the philosophy of creating fun and variety is their starting point. It is therefore not a negative theme, but

it raises the question as to whether teachers will be equipped sufficiently enough to deal with the potential problems that it highlights, as they enter the service.

4.2. Research question 2: What are novice teachers' cognitions about pronunciation teaching after working for 1-3 years?

4.2.1. Thematic map 2



4.2.2. Explaining the novice themes

The data revealed two major themes for this group: *Developing the ability to teach pronunciation* and *The challenge of teaching pronunciation*. Such themes are not too dissimilar from those of the pre-service group, but the noticeable difference is that novice teachers are already in service. As they are working, it would seem they are noticing challenges, which trigger an awareness of the need to improve. The sub-themes are meant to illustrate this process and subsequently intertwine. *Tools* is handled in a similar way to the pre-service group themes, and will be discussed further in the research question 3 section.

4.2.3. Theme 1: Developing the ability to teach pronunciation

Similar to the pre-service group, the novice teachers appear to be developing and show awareness in relation to pronunciation teaching. For some, however, there is still much work to be done.

'I think about it more, but I still find it challenging.'

states Teacher E, whereas Teacher F confesses that she does not teach pronunciation much in her general classes, but admits that she should. Teacher G expresses his growing confidence:

'I'm certainly not as daunted as before.'

and Teacher F wonders whether it is better to concentrate on vocabulary and grammar primarily or to ensure pronunciation teaching is incorporated from the beginning.

The sub-themes break down this main theme, illustrating a process. First, the teachers appear to be aware of their students' needs, introducing the sub-theme: *Student focus*. Following this, they acknowledge they need to improve their own skills in order to help them: *Recognize the need to develop*. Then, similar to the pre-service group, there is an awareness of this process and how it changes their teaching: *Doing and growing*. These sub-themes are offset and partnered with other sub-themes from the second major theme: *The challenge of teaching pronunciation*, because each stage comes with some issues.

Evidence for the first sub-theme can be seen as Teacher D describes the process of attending to students' needs as a *'dialogue with the students'*, whereas Teacher E's ideas appear to go beyond the pre-service teachers' thinking of this concept of providing a fun lesson when she states:

'How do I make this not only interesting, but that they are learning and that okay, they are meeting their aims?'

Teacher D also reveals:

'I don't really approach it from kind of what I think about it...I try to approach it from what...they want really.'

Such revelations support Brandt's (2006) research, suggesting some of these teachers' pedagogical choices are student led and do not solely stem from their personal teaching ideologies. There is also some evidence of tailoring lessons to suit different learner styles; Teacher G refers to the benefit of using visuals, for example. All teachers, furthermore, indicate a growing ability to recognize different pronunciation issues that their students may encounter. This could be owing to the fact that the schools' classes are all multi-lingual and it may be that these differences are driving teachers to become more aware of needs, motivating them into action. Conversely, it may also be something that has the potential to thwart their efforts if there are too many factors to focus on, as Teacher E illustrates:

'You've got so many areas coming with pronunciation, it can be hard to focus in.'

This is why this sub-theme is partnered with the sub-theme: *Difficulty* from the second major theme.

The sub-theme: *Recognise the need to develop* suggests the teachers are beginning to acknowledge and accept pronunciation's importance, although different teachers feel more strongly about this issue than others. Both Teacher D and G assert their belief of pronunciation's importance and Teacher G even states:

'There should be more of an emphasis on it in training and during our teaching tenure.'

and later describes how he purposely took the initiative to learn more in his own time, as he explains:

'Just going in there without knowing the theory is pretty unprofessional.'

Teacher F, on the other hand, describes how she would be '*excited*' if a student came to her with a problem, which she needed to '*figure out*', which suggests a positive attitude towards the learning process for both her and her student. Whilst neither teacher admits to consulting current academic research specifically, such examples contrast with Crookes and Arakai's (1999) study of teachers being too busy to seek out the answers they require. Perhaps the most obvious reason for this that is their schedules are not too demanding as novice teachers. The opposite reaction to this positivity mind-set, however, can be *Insecurity*, hence why this is the sub-theme that offsets it.

Doing and growing, the final sub-theme of this major theme, is illustrated by teachers such as Teacher G, sharing their experiences of how they learnt the most and grew in confidence with pronunciation teaching when they had to '*do*' or teach it. In many cases, for these teachers, the experience was 'put upon' them by their being given specific pronunciation focused classes, but Teacher D also talks of being '*brave enough to do it*' and Teacher E recognizes the amount of practice and time that is required for the topic if the teacher opts to focus on it. This sub-theme is paired with the sub-theme: *Uncertainty*, which highlights the doubts some teachers have about the benefits of teaching pronunciation.

Developing the ability to teach pronunciation and its sub-themes link back to Johnson's (1996) research, which argues that the reality of the classroom is a catalyst, which forces teachers to question their instructional choices and reshape their beliefs and the data suggests this may be occurring. Kagan's (1992) caution about having the right guidance and procedural knowledge is important to remember here, however. Reassuringly, the group all refer, in varying degrees, to the support available from their more experienced peers, or mentors, which exists at their school and do so in a positive manner.

'She has some really good ideas.'

states Teacher E about her mentor, whilst Teacher F refers to her peers as a '*good resource*'. Such data supports other research ideas of teacher socialization and its benefits (Lave and Wenger, 1991), although whether these mentors are providing

positive guidance that might influence cognitions on pronunciation teaching specifically, it is unclear.

In summary, this theme indicates that cognitions towards pronunciation are developing and teachers are deciding how they feel. Some are more positive than others, who still have their doubts about the topic. Teacher D perhaps offers reassurance:

'When it is done right, everyone can enjoy it.'

There are the issues that cannot be ignored, however. The next major theme addresses these.

4.2.4. Theme 2: The challenge of teaching pronunciation

The second major theme summarizes the struggle of becoming skilful in this area. It has its negative connotations, but there still underlies the intention to try and this is why it overlaps with theme 1. The teachers interviewed vary greatly in this area and it might be suggested that those who are less resistant and accepting of this challenge, seem to benefit the most. Teacher D, the most accepting, even describes his initial dislike for the topic and then the change in atmosphere when he decided to try incorporating it more: a decision, which he states has now led to a growing enjoyment.

The sub-themes, as stated, pair with the others from the first theme. Whilst teachers increasingly become familiar with their students' needs, there is the *Difficulty* some believe they are faced with. These difficulties covers a range of facets, and can affect teacher confidence as they think about developing their skills, explaining why *Insecurity* is the next sub-theme. *Uncertainty* is the final sub-theme, which arises when teachers question whether their efforts will prove to be successful.

Teacher E, one of the less experienced candidates of the group, particularly contributes to the sub-theme, *Difficulty*, voicing both her and her students' *'frustration'* with pronunciation when trying to use it in order to be better understood.

It would appear that she uses a lot of drilling and repetition and this frustration may be a consequence of a prolonged period of such methods with no distinct changes. It is an interesting point to highlight as it provides evidence for the idea of apprenticeship of observation (Lortie, 1975, as cited in Borg, 2005). Teacher E summarizes her memories of learning a language at school as *'a lot of parroting and just copying'*, a phrase she later repeats to describe her own techniques that she reverts to, when her confidence in class drops and she recognizes her lack of experience. This example could support Johnson's (1994) research regarding how teachers act instinctively under pressure resulting in feelings of powerlessness. Teacher E further states:

'...with grammar, you've got a real structure...you set it up, you give them the language. Pronunciation, it can sometimes be a bit all over the place...then you can kind of go off on a tangent.'

This perception of a lack of guidelines does not aid her confidence and her approach appears reactive rather than carefully planned. It relates to Couper's (2016) research, which also illustrates teacher confusion on how to set up the class and Morley's (1991) assertions that adhoc correction on pronunciation errors only leads to negative frustration. Teacher E might be compared to Teacher D, who, inline with Morley's ideas, has noticed that focusing on mistakes and error correction as they occur can have a detrimental impact. He has adjusted his approach and found a structure that helps him, although he admits:

'It took me a while to get comfortable with the idea of doing it...and kind of setting the class up.'

Many of his techniques appear to have an element of encouraging students to recognize or kinesthetically feel differences in sounds, concepts Teacher E mentions less, suggesting she has more to learn and trial.

Teacher D's admission illustrates the *Insecurity* which comes with lack of experience and confidence of the novice and Teacher E also shows it. The case for apprenticeship of observation might be made again under this sub-theme. All four teachers, when

asked about their original school experiences of being taught pronunciation, begin: *'I don't/I can't remember...'* and the majority of the group express their concerns over lack of training or knowledge. Perhaps this lack of experience can be attributed to the history of pronunciation pedagogy and its diminished prominence for some time in recent curricula. Teacher G, furthermore, describes a *'loss of confidence'* that has developed since his initial training owing to lack of practice. It is therefore unsurprising that insecurity is present for pronunciation if there has been significantly less exposure to it both through previous school experiences and in training. It emphasizes the need to encourage teachers to keep trying and to trial and experiment with ideas.

Uncertainty is the final sub-theme, which is illustrated by some of following sentiments:

'I think sometimes as well, I can't really see a difference.'

states Teacher E, who believes more individual work needs to happen beyond the classroom, whilst Teacher F remarks:

'I think a lot of people think it is really important and they really want to change their pronunciation, whether I think that is possible is another story.'

She admits that she *'almost put pronunciation on the back burner'* because she didn't see it *'as relevant as everything else.'* She also wonders if the topic is actually taken seriously by others and asks:

'I'm not really being monitored, is it necessary? Is it? I don't know.'

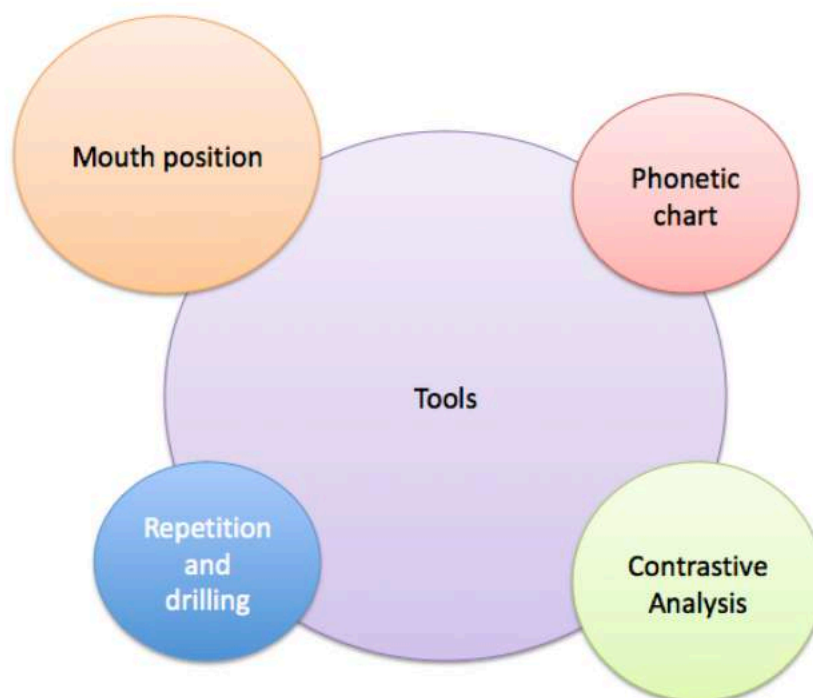
which corresponds to Tang, Lee and Chung's (2012) findings of pre-service teachers performing in a certain way when observed, but changing once they are no longer under scrutiny. Teacher F adds, however, that her ideas have changed now she has been required to teach it solely in a class. She has begun to accept and recognize its importance, once again emphasizing the benefits and growth that can come from 'doing'.

This theme ultimately demonstrates a sense of resistance to the process that is required if teachers are going to attend to their students' needs and develop as professionals. It suggests that cognitions may centre round an internal debate of whether pronunciation can remain an optional feature in their pedagogical instruction, especially if they are to consider themselves as effective teachers as they move forward.

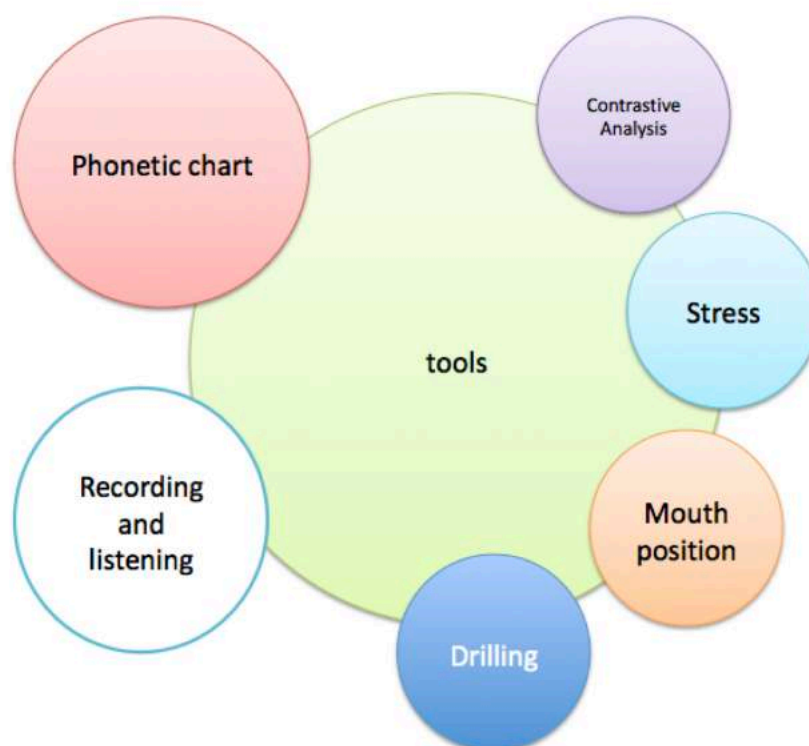
4.3. Research question 3: What resources or sources of help might pre-service and novice teachers expect to use if requested to teach pronunciation in a class?

In this section, the results for the two groups will be presented and discussed together.

4.3.1. Thematic map 3: pre-service teachers



4.3.2. Thematic map 4: novice teachers



4.3.3. Explaining thematic maps 3 and 4

These two maps are more simplistic than 1 and 2. Generally, there are quite a lot of similarities between the two groups. Both mentioned a range of resources but some had more prevalence than others. The main theme: *Tools* encompasses everything discussed, whilst the sub-themes indicate the most frequently mentioned items giving some indication of the answers to the research question. It is felt, however, that analysis and discussion of some of the comments related to *Tools* and how they link back to research questions 1 and 2 and teaching cognitions might prove more useful than a simple answer to question 3, which the mind-maps nevertheless highlight.

When discussing pronunciation, both groups seem to be familiar with many key resources, particularly the phonetic chart, drilling, awareness of the benefits of looking at mouth and tongue position and using Contrastive Analysis as a starting point to anticipate the issues students may have. Contrastive Analysis is not referred to explicitly, however. The teachers merely indicate the idea and belief that

comparing English to the learners' L1 might prove useful. Whilst the pre-service group mentions identifying word stress, this features marginally less than the novice group. The most striking aspects about each group actually seem to be the large degree of enthusiasm centered round the potential resources from the pre-service group and the awareness of the benefits of *recording and listening*, a sub-theme, from the novice group.

Such enthusiasm in the pre-service group may be attributed to the CELTA course and many of the ideas are new and exciting to the candidates. When talking about tongue and mouth positions, for instance, Teacher C states:

'I'd like to know more about all that sort of stuff, I think it's pretty interesting.'

and she is keen to share how she put her new knowledge into practice at work, helping someone with a pronunciation issue by referring to their tongue position. Teacher B also confides that she *'feels good'* now she is equipped with new ideas and tools and Teacher A states:

'They kind of showed the direction....I do now realise where I can get the answers to my questions.'

There is still the realization, however, that using these tools requires practice, as Teacher A admits regarding the phonetic chart:

'I still can't say I know it now but even though we've practised it over time...I find it really, really difficult.'

This enthusiasm and awareness of challenges relates directly back to and supports the key themes explored in research question 1. Apprehension regarding the phonetic chart specifically is also useful to examine, especially if it is compared with the novice group. Whereas half the novice group have embraced it, the other half still struggle with utilizing it:

'it is something that is quite complicated and maybe I'm scared of teaching it,'

admits Teacher G and Teacher E also states:

'I think it can be useful, but I don't think the students will ever learn all of it.'

Even Teacher D, an enthusiast, believes that with the development of apps the need for the phonetic chart is lessening. The comparison of attitudes towards the phonetic chart within the two groups supports the idea that such beliefs do not always alter once teachers are in-service. The literature has already argued this point, stating it often depends on a teacher's biography (Kagan, 1992). Despite the initial optimism and good intentions, the data therefore suggests pronunciation challenges; doubts can follow teachers throughout the course of their development.

Further evidence of the apprenticeship of observation can also be detected through this research question for both groups. For the novices it can be seen in the sub-theme: *recording and listening*. The presence of this, it might be speculated, demonstrates a growing notion that listening perception is key when teaching pronunciation, thus providing more support for one of Baker's (2014) three beliefs. It could also be argued, moreover, that the prevalence of this sub-theme is led by Teacher D's original ideas, which stem from his school experiences of using a language lab. He asserts:

'I'm a firm believer in receptive skills helping productive skills... I kind of really encourage more listening.'

and frequently mentions the process of recording, playing conversations back and self-correcting in his classes, demonstrating that he still values and wishes to replicate his own learning experiences for his students. Developing listening skills to aid pronunciation is a recognized and valued approach of which Teacher D is probably aware. The fact that his ideas correspond to those already existing arguably increases his confidence. Teacher B, in the pre-service group, provides a similar situation. Whilst she is enthusiastic about all the new techniques, particularly drilling and mouth positions, when asked how she might teach a pronunciation class, she combines these items with reference to *'chunks'* and *'breaking down'* words, which she revealed

initially was how she encountered pronunciation as a language learner. She believes this mix will benefit her learners. This amalgamation could conceivably be an example of early assimilation, which was mentioned previously in 4.1.3. Teacher B is yet to trial such ideas however.

In summary, both groups demonstrate their awareness of a range of resources they can utilize. The issue is more concerned with what they feel comfortable using or are willing to take risks with and what resources correspond to their ideas more naturally. Trialing and using the resources they are less familiar with, might help to develop their confidence, but they need to be motivated to do this and see a 'sense of plausibility' in such actions (Prabhu, 1987) for incorporation to be successful.

5. Conclusion

This section will now revisit the original aims and research questions of the study, summarize the main findings, and draw conclusions. It will also make practical recommendations based on the research, highlight the limitations of the study and offer suggestions for future research.

5.1. Revisiting the purpose of this study

This study aimed to explore pre-service and novice teachers' cognitions in relation to pronunciation teaching and investigate what resources they used to help them cope and be successful in this area. It enquired specifically about pre-service teachers' cognitions, directly after completing a CELTA course in research question 1, and also the cognitions of novices with 1-3 years of experience already working in the industry for research question 2. The qualitative methodology utilized semi-structured interviews and was executed with questions that were designed to probe and seek out the teachers' feelings and beliefs whilst enquiring about what resources they might use to teach a pronunciation lesson, which was the third and final research question.

The literature review revealed that little had been covered on this area before this study, prompting these questions and research.

5.2. Summary of the main findings

The main findings were that pre-service teachers tend to feel optimistic and equipped for service, but acknowledge the extra work that is required and the potential challenges ahead. They seem to subscribe to the ideology that through practice they will be successful in teaching pronunciation and, it would seem, they apply this belief: the benefits of doing and practice, to their future students too. They appear, however, to have some initial doubts regarding what exactly is achievable with pronunciation that should not be overlooked. They also seem to adopt a philosophy that fun and variety is crucial to successful teaching.

The novice teachers, having been in-service for some time, on the other hand, display more mixed emotions. This is arguably as a result of their varied successes and perceived failures. Some seem to have embraced pronunciation teaching, and in doing so appear confident and positive, whilst others seem to be resisting it, resulting in the opposite effect.

Both groups demonstrate an awareness of a range of resources they can use to assist their teaching, but whether they utilize and adopt these ideas seems to be influenced by their prior beliefs, confidence and willingness to put in the effort.

5.3. Conclusions and practical recommendations

The conclusions drawn at present are that owing to a lack of apprenticeship of observation and minimal training, pronunciation is an area that particularly needs extra support and focused attention for most teachers. Depending on teachers' backgrounds, left to their own devices, they can drift one of two ways, as demonstrated in the results of the novice group. To encourage a more positive, confident approach to pronunciation teaching, institutions should consider targeted mentoring, more professional development sessions and the fostering of an atmosphere and understanding amongst their staff that a willingness to experiment and trial different pronunciation pedagogical techniques would be beneficial.

It is argued that the topic of pronunciation has suffered from trends in EFL's recent pedagogical history and more attention is required, therefore, to readdress the balance. At the same time, trainers and institutions should be aware that separating the topic from other areas, such as grammar and vocabulary, may give the impression inadvertently, that it is optional in teaching practice. Demonstrating how it can be integrated more fully into lesson plans might better equip teachers and mitigate confusion and doubt surrounding it.

5.4. Limitations of the study

The study only examined a small number of candidates and with more time it might have been better developed by using additional research instruments besides semi-structured interviews, such as observations and journals. Rather than two separate groups, one pre-service group could have been followed and documented over a longer period of time. The interviewer's bias and subjectivity when analyzing the data must also be taken into account, though there was an awareness of this and attempts to counteract the effect were taken where possible. As already stipulated, there is always the risk of some bias from self-selecting volunteers also.

5.5. Suggestions for further research

As the novice candidates were taken from a multi-lingual school, for future research it might prove insightful, in comparison, to consider candidates from a monolingual teaching context to see if there are any differences. A larger action research led study might also greatly benefit this area as, whilst much of the literature highlights the issues, less has been done to combat the problems and, as this research has perhaps demonstrated, there seems to be a great advantage of putting ideas into practice. The ‘doing’ and the practice could have the ability to lessen teachers’ more negative cognitions; their doubts and hesitations, and this course of action could prove to have successful results. A research project that documented the implementation of regular, practical workshops, targeted mentoring, or professional development sessions and observations may be a useful starting point.

6. Bibliography

- Almarza, G. (1996) 'Student foreign language teachers' growth' in Freeman, D and Richards, J. C. (eds.), *Teacher Learning in Language Teaching*. Cambridge: Cambridge University Press, pp.50-78.
- Baker, A. (2014) 'Exploring Teachers' Knowledge of Second Language Pronunciation Techniques: Teacher Cognitions, Observed Classroom Practices, and Student Perception', *TESOL Quarterly*, 48(1), pp.136-163.
- Baker, A. (2011) 'Discourse prosody and teachers' stated beliefs and practices', *TESOL Journal*, 2, pp.263–292.
- Basturkmen H (2012) 'Review of research into the correspondence between language teachers' stated beliefs and practices', *System*, 40(2), pp.282-295.
- Borg, M. (2002) *Learning to teach: CELTA trainees' beliefs, experiences and reflections*. PhD thesis, University of Leeds. Available at: <http://etheses.whiterose.ac.uk/1009/> (Accessed: 26 June 2018)
- Borg, S. (2003) 'Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do', *Language Teaching*, 36(2), pp.81-109.
- Borg, M. (2004) 'The apprenticeship of observation', *ELT Journal*, 58(3), pp.274-276.
- Borg, M. (2005) 'A Case Study of the Development in Pedagogic Thinking of a Pre-Service Teacher', *TESL-EJ: Teaching English as a Second or Foreign Language*, 9(2).
- Borg, M. (2008) 'Teaching post-CELTA: the interplay of novice teacher, course and context', in Farrell, T.C. (ed.) *Novice language teachers: insights and perspectives for the first year*. London: Equinox, pp.104-117.
- Brandt, C. (2006) 'Allowing for practice: A critical issue in TESOL teacher education', *ELT Journal*, 60(4), pp.355-364.
- Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), pp.77-101.
- Breen, M. P., Hird, B., Milton, M., Oliver, R. and Thwaite, A. (2001) 'Making sense of language teaching: teachers' principles and classroom practices', *Applied Linguistics*, 11, pp.470-501.
- Bryman, A. (2008) *Social research methods*. 4th edn. Oxford: Oxford University Press.
- Busch, D. (2010) 'Pre-service teacher beliefs about language learning: The second language acquisition course as an agent for change', *Language Teaching Research*, 14, pp.318-337.

- Buss, L. (2016) 'Beliefs and Practices of Brazilian EFL Teachers Regarding Pronunciation', *Language Teaching Research*, 20(5), pp.618-637.
- Celce-Murcia, M., Brinton, D. and Goodwin, J. (2014). *Teaching pronunciation*. New York: Cambridge University Press.
- Couper, G. (2003) 'The value of an explicit pronunciation syllabus in ESOL Teaching', *Prospect*, 18(3), pp.53–70.
- Couper, G. (2016) 'Teacher Cognition of Pronunciation Teaching: Teachers' Concerns and Issues', *TESOL Quarterly*, 51, pp.820–843.
- Crookes, G. and Arakaki, L. (1999) 'Teaching Idea Sources and Work Conditions in an ESL Program', *TESOL Journal*, 8, pp.15-19.
- Denscombe, M. (2007) *The good research guide: For small-scale social research projects*. 3rd edn. Maidenhead: Open University Press.
- Derwing, T. M. and Munro, M. J. (2005) 'Second Language Accent and Pronunciation Teaching: A research based approach', *TESOL Quarterly*, 39(3), pp.379-397.
- Derwing, T. M., Munro, M. J., and Wiebe, G. (1997) 'Pronunciation instruction for "fossilized" learners: Can it help?', *Applied Language Learning*, 8, pp.217–235.
- Derwing, T. M., Munro, M. J., and Wiebe, G. (1998) 'Evidence in favor of a broad framework for pronunciation instruction', *Language Learning*, 48, pp.393–410.
- Farrell, T. S. C. (2012) 'Novice-Service Language Teacher Development: Bridging the Gap Between Preservice and In-Service Education and Development', *TESOL Quarterly*, 46, pp.435–449.
- Farrell, T. and Bennis, K. (2013) 'Reflecting on ESL Teacher Beliefs and Classroom Practices: A Case Study', *RELC Journal*, 44(2), pp.163-176.
- Ferguson, G. and Donno, S. (2003) 'One-Month Teacher Training Courses: Time for a Change?' *ELT Journal*, 57(1), pp.26-33.
- Freeman, D. (1989) 'Teaching training, development and decision making: a model of teaching and related strategies for language teacher education', *TESOL Quarterly*, 23, pp.27-45.
- Hayes, A. (1995), 'In-service teacher development: Some basic principles', *ELT Journal*, 49(3), pp.252-261.
- Hayes, A. (2016) 'Tacit Rejection of Policy and Teacher Ambivalence: Insights Into English Language Teaching in Bahrain Through Actors' Perceptions', *TESOL Journal*, 9(1), pp.114-137.

- Horwitz, E. K. (1996) 'Even teachers get the blues: Recognizing and alleviating nonnative teachers' feelings of foreign language anxiety', *Foreign Language Annals*, 29, pp.365–372.
- Ingersoll, R. and Smith, T. (2004) 'Do Teacher Induction and Mentoring Matter?' *NASSP Bulletin*, 88(638), pp.28-40.
- Johnson, K. E. (1994) 'The emerging beliefs and instructional practices of preservice English as a second language teachers', *Teaching and Teacher Education*, 10(4), pp.439-452.
- Kagan, D. (1992) 'Professional growth among preservice and beginning teachers', *Review of Educational Research*, 62, pp.129-69.
- Kanno, Y. and Stuart, C. (2011) 'Learning to Become a Second Language Teacher: Identities-in-Practice', *The Modern Language Journal*, 95(2), pp.236-252.
- Kelly, L. B. (2017) 'Preservice Teachers' Developing Conceptions of Teaching English Learners', *TESOL Quarterly*, pp.1-27.
- Khatib, M. and Nikouee, M. (2012) 'Planned focus on form: Automatization of procedural knowledge', *RELC Journal*, 43(2), pp.187–201.
- Kiely, R. and Askham, J. (2012) 'Furnished Imagination: The Impact of Preservice Teacher Training on Early Career Work in TESOL', *TESOL Quarterly*, 46(3), pp.496-518.
- Krashen, S. D. (1988) *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon.
- Kuzborska, I. (2011) 'Links between teachers' beliefs and practices and research on reading', *Reading in a Foreign Language*, 23(1), pp.102–128.
- Lave, J. and Wenger, E. (1991) *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.
- Levis, J. M., Sonsaat, S., Link, S. and Barriuso, T. A. (2010) 'Native and Nonnative Teachers of L2 Pronunciation: Effects on Learner Performance,' *TESOL Quarterly*, 50(4), pp.894-931.
- Ma, L. (2012) 'Advantages and disadvantages of native- and nonnative-English-speaking teachers: Student perceptions in Hong Kong', *TESOL Quarterly*, 46, pp.280–305.
- Mann, S. and Tang, E. (2012) 'The Role of Mentoring in Supporting Novice English Language Teachers in Hong Kong', *TESOL Quarterly*, 46(3), pp.472-495.
- Macdonald, S. (2002) 'Pronunciation views and practices of reluctant teachers', *Prospect*, 17(3), pp.3-18.



- Morley, J. (1991) The Pronunciation Component in Teaching English to Speakers of Other Languages, *TESOL Quarterly*, 25(3), pp.481-520.
- Numrich, C. (1996) 'On becoming a language teacher: Insights from diary studies', *TESOL Quarterly*, 30, pp.131-151.
- Nunan, D. (1992) *Research methods in language learning*. Cambridge: Cambridge University Press.
- Patton, M. (2002) *Qualitative research & evaluation methods*. 3rd edn. London: Sage.
- Peacock, M. (2001) 'Pre-service ESL teachers' beliefs about second language learning: A longitudinal study,' *System*, 29, pp.177–195.
- Peacock, M. (2009) 'The evaluation of Foreign-Language-Teaching Education programmes', *Language Teaching Research* 13(3) pp.259-278.
- Prabhu, N. S. (1987) *Second Language Pedagogy*. Oxford: Oxford University Press.
- Prahu, N. S. (1992) 'The dynamics of the language lesson', *TESOL Quarterly*, 26, pp.225–242.
- Richards, J. C., Ho, B. and Giblin, K. (1996) 'Learning how to teach in the RSA Cert.' in Freeman, D. and Richards, J. C. (eds.) *Teacher Learning in Language Teaching*. Cambridge: Cambridge University Press, pp.242-259.
- Roberts, J. (1998) *Language teacher education*. London: Arnold.
- Robson, C. (2011) *Real world research: A resource for users of social research methods in applied settings*, 3rd edn. Chichester: Wiley.
- Sifakis, N. C. (2014) 'Teaching pronunciation in the post-EFL era: Lessons from ELF and implications for teacher education' in De Dios Martínez Agudo, J. (ed.) *English as a foreign language teacher education: Current perspectives and challenges*, New York: Rodopi, pp.127-146.
- Schmidt, R. (1990) 'The role of consciousness in second language learning', *Applied Linguistics*, 11(2), pp.129-158.
- Scovel, T. (1969) 'Foreign accent: Language acquisition and cerebral dominance', *Language Learning*, 19, pp.245-254.
- Seidlhofer, B. (2001) 'Pronunciation' in Carter, R. and Nunan, D. (eds.) *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press, pp.56-71.
- Shin, S. (2012) "'It Cannot Be Done Alone": The Socialization of Novice English Teachers in South Korea', *TESOL Quarterly*, 46(3), pp.542-567.




- Smotrova, T. (2017) 'Making Pronunciation Visible: Gesture In Teaching Pronunciation' ,*TESOL Quarterly*, 51(1), pp.59-89.
- Tang, E. L.-Y., Lee, J. C.-K., and Chung C. K.-W. (2012) 'Development of teaching beliefs and the focus of change in the process of pre-service ESL teacher education' , *Australian Journal of Teacher Education*, 37(5), pp.90–107.
- Trofimovich, P. and Baker, W. (2006) 'Learning Second Language Suprasegmentals: Effect of L2 Experience on Prosody and Fluency Characteristics of L2 Speech' , *Studies in Second Language Acquisition*, 28(1), pp.1-30.
- Tuckett, A. G. (2005) 'Applying thematic analysis theory to practice: a researcher's experience' , *Contemporary Nurse*, 19, pp.75-87.
- Tum, D. O. (2013) 'Our struggle with language teacher anxiety' , *Teacher Trainer Journal*, 27, pp.15–18.
- Tum, D. O. (2015) 'Foreign Language Anxiety's Forgotten Study: The Case of the Anxious Preservice Teacher' , *TESOL Quarterly*, 49, pp.627–658.

7. Appendices

7.1. Ethical approval email

FW: Webform submission from:

 Dampier W Ms (Literature & Langs)
Wed 28/03, 12:05
Gurteen LC Miss (PG/T - Literature & Langs) 

  Reply all 

Dissertation

Flag for follow up. Start by 28 March 2018. Due by 28 March 2018.

You replied on 29/03/2018 14:03.


Dear Lauren,

Please find below an electronic copy of your ethics form which I have now signed.

Best wishes,

Wilma Dampier

I agree with the results of the self-assessment



Date and Supervisor's Signature _____ 28th March 2018

Submitted on Wed, 21/03/2018 - 09:34
Submitted by: Anonymous

Submitted values are:
S3 [View details](#)

Name of student: Lauren Celia Gurteen
Project title: Preservice and novice teachers' perceptions and attitudes towards teaching pronunciation Email address: lg00543@surrey.ac.uk
Faculty: Faculty of Arts and Social Sciences (FASS) Level of research: Postgraduate taught
Supervisor: Wilma Dampier
Supervisor email: w.dampier@surrey.ac.uk 1. Does your study involve animals or their data?: No 2. Does the study require review by an NHS Research Ethics Committee?: No

Research participants

3a. Is the research to be carried out by persons unconnected with the University, but wishing to use staff and/or students as participants?: No 3b. Does the study involve prisoners or young offenders?: No 3c. Does the study involve children under 16 years or other vulnerable groups such as those 16 and over who may feel under pressure to take part due to their connection with the researcher?: No 3d. Do you plan to provide financial payments or payments in kind to participants above reimbursement for travel or out of pocket expenses, provision of refreshments or entry into a low-value prize draw, or could the compensation amount be an hourly rate more than the minimum wage or more than £100 in total, or do you otherwise plan to offer incentives which may unduly influence participants' decision to participate?: No 3e. Are you investigating existing working or professional practices among participants, identifiable to yourself as the researcher at the University of Surrey?: No

Research protocol

4a. Does the study involve any risk to a participant's health or well-being (for example intrusive physiological or psychological procedures)?: No 4b. Does the study involve the use of surveys, questionnaires and any research, the nature of which might be offensive, distressing or deeply personal for the particular target group, even if the individuals are not identifiable?: No 4c. Does the research involve the new collection or donation of human tissue from a living person or the recently deceased according to the Human Tissue Authority?: No 4d. Does the study involve any of the following?: No 4e. Does the research require participants to take part in the study without their knowledge and/or consent at the time (e.g. covert observations, emergency research)?: No 4f. Does the research involve deception other than withholding information about the aims of the research until the debriefing?: No 4g. Does the research involve activities where the safety/ wellbeing of the researcher may be in question?: No 4h. Could the behavioural/physiological intervention incidentally lead to discovery of ill health or concerns about wellbeing in a participant, even if the intervention in itself causes no more than minimal stress to the research participant?: No

Data protection

5a. Are you planning to access records of and/or collect personal confidential data concerning identifiable individuals as defined by the UK Data Protection Act 1998?: No 5b. Are you linking or sharing personal data or confidential information beyond the initial consent given (including linked data gathered outside of the UK)?: No 5c. Will you collect or access audio/video recordings, photographs or quotations within which participants may be identifiable and with the intention to disseminate those beyond the research team?: No

7.2. Pre-service interview questions

Tell us a little bit about who you are, your background and why you decided to become an EFL teacher. What motivates you?

How did you find the CELTA course you have just done? What were some of the interesting things you learnt from it?

Before doing the CELTA course, what were your perceptions and ideas about teaching pronunciation? Did you have any expectations for the course?

Can you remember any experiences from **learning a language at school** and how your teacher presented pronunciation?

How do/did you feel about pronunciation as a **language learner**?

How do you feel about the topic area of pronunciation now that you have done the CELTA?

Did you cover anything about it on the course and if so, can you provide details. Do you think it was covered adequately and did you learn anything useful? Tell me about it.

Has doing the course changed your perception about pronunciation in anyway?

How do you feel about the topic of pronunciation generally now? Do you have any negative or positive feelings towards the topic? If so, please explain.

If your new employer asked you to prepare and teach a lesson with **some** elements of pronunciation what would you want to know about the class and topic and how would you prepare yourself?

What sort of activities and resources would you expect to use? Can you describe or talk me through one or two of them? (*Give me some examples*)

In comparison to the last question which asked about teaching pronunciation a little bit in a class, how would you feel initially if your employer asked you to prepare and teach a lesson **specifically** on pronunciation for an hour? Why?

How might you begin to prepare for this lesson? What resources or help might you seek? (*How might you structure the lesson and what activities might you do?*)

What would be your concerns when planning or teaching?

How do you think a good teacher should be? What qualities and skills should they have? And more specifically when teaching pronunciation?

How do you feel about the phonetic chart and using it? (*Please expand. Are you aware of any other techniques, knowledge and items you can use to teach pronunciation in the classroom?*) – **See image sheet for prompts**



If a student came to you with a specific pronunciation problem, how would you feel? How might you initially help and advise them? Would you consult anyone else or anything for help?

Example of problem – pronouncing /v/ or /i:/ and /I/ as in /sheep/ or /ship/

Do you have any further ideas or thoughts on the topic of pronunciation you would like to share that might be interesting?

7.3. Novice interview questions

Tell us a little bit about who you are, your background and why you decided to become an EFL teacher. (*What motivates you?*)

Can you remember any experiences from learning a language at school and how your teacher presented pronunciation?

How do/did you feel about pronunciation as a **language learner**? (*Do you think this is important?*)

Do you remember/ recall any specific training you have had on pronunciation teaching – including your CELTA or in your job? (*Can you tell me about it? Has it influenced your teaching?*)

Do you teach pronunciation regularly in your classes?

(How and what do you teach?

What activities do you like to do?

What materials do you like to use?

What activities or materials, if any, do you prefer to avoid?

Talk me through some examples.)

How do you feel about the topic of pronunciation generally now? Do you have any negative or positive feelings towards the topic? If so, please explain.

Has your perception or attitude towards pronunciation changed as you have developed as a teacher? (*Can you think of how you perceived it initially compared to how you view it now?*)

If your employer asked you to prepare and teach a lesson with **some** elements of pronunciation what would you want to know about the class and topic/content and how would you prepare yourself?

What sort of activities and resources would you expect to use? Can you describe or talk me through one or two of them? (*Give me some examples*)

In comparison to the last question which asked about teaching pronunciation a little bit in a class, how would you feel initially if your employer asked you to prepare and teach a lesson **specifically** on pronunciation for an hour? Why?

How might you begin to prepare for this lesson? What resources or help might you seek? (*How might you structure the lesson and what activities might you do?*)

What would be your concerns when planning or teaching?

How do you feel about the phonetic chart and using it? (*Please expand. Are you aware of any other techniques, knowledge and items you can use to teach pronunciation in the classroom?*) – **See image sheet for prompts**



If a student came to you with a specific pronunciation problem, how would you feel? How might you initially help and advise them? Would you consult anyone else or anything for help?

Example of problem – pronouncing /v/ or /i:/ and /I/ as in /sheep/ or /ship/

Do you have any further ideas or thoughts on the topic of pronunciation you would like to share that might be interesting?

7.4. An example of a pre-service consent form



Consent Form version 1, date 14/04/18. Pre-service Group

Pre-service and novice teachers' perceptions and attitudes towards teaching pronunciation.
Study reference number: 6483634

Please initial each box

- I have read and understood the Information Sheet provided. I have been given a full explanation by the investigators of the nature, purpose, location and likely duration of the study, and of what I will be expected to do.
- I have been advised about any disadvantages. I have been given the opportunity to ask questions on all aspects of the study and have understood the advice and information given as a result.
- I agree for my anonymised data to be used for this study.
- I give consent to my interview being audio recorded.
- I give consent to anonymous verbatim quotation and audio recordings being used in reports
- I understand that all project data will be held for at least 6 years and all research data for at least 10 years in accordance with University policy and that my personal data is held and processed in the strictest confidence, and in accordance with the UK Data Protection Act (1998).
- I agree for the researchers to contact me to provide me with a study results summary.
- I understand that I am free to withdraw from the study at any time without needing to justify my decision.
- I understand that I can request for my data to be withdrawn until 2 weeks after my interview and that personal data will be destroyed but I allow the researchers to use anonymous data already collected.
- I confirm that I have read and understood the above and freely consent to participating in this study. I have been given adequate time to consider my participation.

Name of participant (BLOCK CAPITALS)

Signed

Date

Name of researcher taking consent (BLOCK CAPITALS)

Signed

Date

7.5. An example of documenting first observations from a transcript

Q2. Experiences @ school

- Afrikaans + Spanish
- don't remember pron.
- stress?
- repeating

Q3. Feel?

- like accents
- imitating accents
- tried sounds
- independent learning
- instinctively pick up
- pre-occupied with ^{stress} sending English / change accent.
- trying too hard
- difficult to change pron.

Q4 Training

- interesting
- ♥ phonetic chart
- decoding chart
- schwa
- interesting decoding
- no hang at school
- teaching pron = chunky.
- Celta influence
- stress
- contrastive analysis
- Celta case booklet - specific lang learning issues.
- independent research for teacher.

Q5 Pron in class

- never teach pron
- too much else to do
- interesting = do.
- repeating = bang
- meaning
- stress changes meaning
- interesting
- high level
- should teach but don't

7.6. Pre-service coded transcripts

7.6.1. Teacher A

Q1 L: I'd like you to tell me a bit about who you are, your background and why you decided to become an EFL teacher. What motivates you?

H: Okay, so my name is ~~Ilina~~, I'm from Russia, St Petersburg. I -my (inaudible - badge?) was primary education but I went in business because in 90s when you could speak English in Russia you were really popular among international companies and I never had my teaching experience but now I have two kids and I have to -I think my business life is not compatible with being a mother of two kids and I am looking for something that I would enjoy more than office job.

L: Do you live in the UK or?

H: No, in St Petersburg.

L: Ah okay so you've come here to do...

H: Yes, just for this Celta and um I hoped that this job will let me do flexible hours and spend more time with my kids and learn English with them together.

Q2 L: Okay, cool! Um... How did you just find the course you've done, the CELTA course? Tell me about some of the interesting things you learnt on the course?

H: Okay, I learnt about Celta from my friend in St Petersburg. I've done my CAE exam in winter and then asked what would be next, she said it's, well you could do CPE or if you want to teach English, you really need, even um officially I can teach English, according to my diploma, but I'm not really confident because I didn't have experience and so she said it would be the best idea to take Celta. We do have celta in St Petersburg but it's not that- it's not rated that well, you know. And I thought it would be a really good idea to have it in London and I had to overcome a lot of difficulties to have this spare month for me because I...

L: Yeah and children...

H: employ - and I do work now in the football club, so it's my vocation.

L: Ah you work in the football club?

H: Yes, it's Zenit, I don't know if you know it?

L: (laughs) okay, alright.

H: So it's my vocation and I really enjoy it. So however, my Celta in teaching oxford house it just I browsed the information and it was the right time and the right place.

L: What do you- have you learnt anything on the course that you think is interesting?

teaching enjoyment/
must be fun for
teacher

lack of experience

benefit of doing

teaching enjoyment

gaining confidence

structure benefit

H: Of course, I think that I feel more confident now, it gave me structure of how the lesson has to be taught and I- it's really good that you can teach for the second day here, because it feels like you can not do it but once you start, you work on it and they can say my first lesson and last lesson were really different levels.

noticeable self improvement

Q3

L: Yes, I remember that myself (laughs). Um before you did the Celta course did you have any ideas about teaching pronunciation and did you have any expectation about what you were going to learn?

rephrases

H: You know what I decided to come here when I heard you are talking about pronunciation, I really think that this is my weak point and well, when I was a student and I really enjoyed learning English, pronunciation was something I didn't like to focus on and now when I am teacher I realise that I feel uncomfortable giving the model. I would prefer using like native speaker authentic materials to for listening but I do understand I have to drill pronunciation still like in the middle of the lesson and this is something that I really think needs experience because now I'm kind of not very confident in that.

Pron Interest

Pron weakness

lack of confidence

need to improve

lack of confidence

L: But you did some practice in your teaching?

H: Yes, and er what was it? Well, I gave a grammar lesson and a lesson on functional language where you are supposed to drill pronunciation of a model sentence there and I don't feel very comfortable when I put stress on the sentence - which one is really stressed more and which one is not - and that's why you know I when you don't know the subject very well you are not very good at teaching it to the students. This is something I have to improve.

Assessment teacher performance

lack of confidence / experience

Q4

L: Okay, when you were learning English at school, can you remember any experiences how your teacher handled pronunciation, how they taught you pronunciation in your English school...when you were a learner at school?

H: Yeah I think we did have these drilling exercises, but at the same thing I understand my teacher wasn't really confident in her English because the teachers we had in Soviet times they never visited countries like the United Kingdom or United states, they didn't have experience in having a conversation with native speakers so can you imagine what was their pronunciation?

drilling

non-native speaker issue

L: Yeah did they seem nervous when they were doing it?

Past teachers

lack of experience with natives

H: No, they didn't. They were really like confident because they were experienced teachers, nobody knew that their English is not perfect, you know?

L: Yeah and when you were doing were you just drilling or was there other things they did with you?

H: I think we had drillings, we learnt poems by heart with the stress put on the right word. We always had to write the phonemic transcription of the word and

drilling

memorising

stress on word

Writing phonetic transcription

put the stress in the right place. There were songs and well, is there anything I missed? What-what could be?

L: Um...

H: What ingredients?

L: Well if that's what you remembered, that is fine.

H: Okay.

Q5

L: And when you were learning English, how did you feel about your pronunciation when you were learning it?

H: It is a - the lower level you have the more unconfident you are with that because I tried to learn several other languages and I can compare my feeling, I feel much better in English even if I do realise that I have pronunciation problems but when you start learning another language it is really frustrating because you don't feel like you sound well.

L: Okay, but as you get more experience, do you feel?

H: You feel more confident, it really helps you to brave conversation various...

L: So why do you think your confidence improves?

H: Uh you, well, you say something you would be understood, in case, I even have that feeling now when because I'm not a native speaker, my students, my partners they try to concentrate and for some reason they don't get it that easy than from their other native speakers.

Q6

L: Okay, so now you've done the Celta, how do you feel about the topic area of pronunciation if you are going to be a teacher?

H: Well, first of all, it's good that I do have a general understanding of this topic because we had a lesson on connected speech, on str- intonation and on phonemic transcription so it looks like this is a really narrow subject to study, you can go really deep into that but it still has like limits, I mean it is something that is not, if you really want to master it you will be able to do it (laughs).

L: Okay, that's cool. So you said you covered connected speech, phonemic chart, um what was the other thing?

H/L: Intonation

Q7

L: Yep, and do you think that they went into good detail with this?

H: They kind of showed the direction and it is easy to go deep into this subject if you are interested to, I don't think it was the subject of the course to really spend

non-native speaker issue

lack of confidence

growing confidence

importance of being understood

native speaker benefit

intonation

Phonemic transcription

Phon perceived intonation skills

Phon. Possibility

autonomous study teacher

a lot of time on learning phonetics and pronunciation but I do now realise where I can get the answers to my questions.

lack of time

Q8 L: Has doing the course changed your perception about pronunciation in anyway?

H: Well, it, of course it helped me to understand that there are certain patterns, I never realized that I stress particles - participles - particles in phrasal verbs (laughs)

new ideas + learning

L: (laughs) okay.

importance of intonation
importance of being understood

H: And I kind of realized that it is important to, if you want to sound like a native speaker, close to that, it's important to understand what is the right intonation pattern, you cannot notice because otherwise you sound really weird and I could hear some students from Turkey and maybe some African countries, it's really challenging to understand them because there is something wrong with their pronunciation and intonation, although they are quite on a good level in terms of grammar and um they can do reading and writing quite well but it is not easy to listen to them.

native speaker benefit

Q9 L: Okay, that's interesting. So now, how do you feel about the topic of pronunciation generally? Do you have any negative or positive feelings towards it?

H: Well, the negative feeling is that I'm still not very confident in that but the positive thing is that I do understand how to work on that.

lack of confidence

L: Okay so you can build on this.

autonomous study teacher / know how to improve survival skills

H: Yes.

Q10a L: Yeah, okay so now this is a little bit different, so imagine you have your first job, your employer says to you, 'okay, I want you to prepare a lesson with a little bit of pronunciation in the class, what would you want to know about the class first and the topic and how would you prepare yourself?

using constructive analysis / benefit

H: That would be nice to understand where the students are from. I've got a nice book, I don't remember who is the author, where he put it really well which countries has which pronunciation problems, because I read the part on Russians and its uh mean, it's gave me a good picture.

shedout background

L: Did you agree with it?

H: Yes, totally. And it's quite like, there are not that many points that you have to concentrate on and if you have research on students' country of origin, what would they struggle with that would really be helpful, because it is easy for me to work with Russians but with yeah, not with those who...

non-native speaker benefit

Q10b

L: And um, what sort of activities and resources would you expect to use for this class? So say you are planning to do this class and you want to know who they are then what pronunciation activities might you try to use?

H: Ah I have a friend that I had to consult on some of my issues and she had recommended me, I know it is just an activity, I don't know what the book is.

L: Okay.

H: It is something.

L: Maybe you can send that to me, it would be great afterwards.

H: Yeah no problem, so there are certain books that the author gives good activities to make er working pronunciation fun because it is really a challenging thing to make it fun.

L: Yeah, I have lots of things to say but I'm not allowed to talk right now (both laugh). Okay, so this is like a class with a small amount of pronunciation, but what if you started your teaching career and your employer said okay I want you to do a class for an hour on pronunciation, how would you feel initially about this idea?

Q11a

H: Well, this is really challenging but I'm sure if you do some research you can cope with that. It depends on the level of the students of course but you have to do a variety of activities to make it like really interesting for students. I think I would still use some authentic materials like I know there is some materials, video on Youtube when er like English lady speaking, giving a model for some certain context and vocabulary and that would be really useful, especially when you want to show that there are different accents and different manners of speaking, you can compare this speech with something from other culture and the context because it is really challenging for students to even if they are on the good level of English, when they deal with Americans and when they deal with people from the UK then its a shock.

accent issues

vocabulary

Pron is difficult

level issues

fun students

autonomous study teacher

model

Q11b

L: Yeah I know! I know! (both laugh) And would you - are there any textbooks or anything that you are aware that you might use? To help you? (15:26)

H: That's the one I've told you about. There are books in the library, I don't really remember them but I do feel I will have to look for some books on that subject.

books
autonomous study teacher

Q12

L: Okay, would you have any concerns when you were planning or teaching the class? Like anything that was worrying you?

H: The major concern is how to make it really interesting for students because it looks - sounds like something, from my learning experience, this is something that is really dull.

L/H: (laughs)

Pron - danger dull

H: So I'll have to think of different activities and different contexts to make it really interesting for students.

Q13 L: Um, this is a slightly different question um how do you think a good teacher should be? What qualities and skills should they have when they are teaching?

H: Well, first of all I think the teacher should enjoy what he or she is doing and think of how students can benefit from the classes most. I think it is important to be sociable and to interact really well with people because you are kind of modeling the interaction pattern for students as well and its good to be broad minded and to be able to discuss different, cover different subjects.

Q14 L: And more specifically with pronunciation if you are a good teacher, teaching pronunciation?

H: Ah okay! If you are a good teacher you of course it would be nice if you have good pronunciation and can follow like authentic pronunciation patterns and intonation.

L: Okay, so it's good that you have a good quality yourself?

H: It's - I mean it's essential, it's really important and I think yeah.

Q15 L: Okay, just a few more questions, so, how do you feel about the phonemic chart and using it?

H: Um, I'm absolutely fine with that because we were taught using that. We were - I think we had an old school methodology and I still need to understand phonemic transcription of some difficult words and I often refer to the dictionary and in my notes I use the phonemic chart so...

Q16 L: Um, I've also got some pictures of things people use for pronunciation, and I just wanted to talk about them briefly and if you don't know what they are used for then we can skip over them but you can speculate or just, so for example we've got here kazooos, um do you have any thoughts on this?

H: No, I don't even know what the name is. What's kazooos?

L: It's like a, you breathe in it and go mmm, mmm, mmm.

H: Oh yeah, so my elder daughter has, unfortunately, we have a rare genetic disease and she face is paralyzed, she cannot smile and do we have really challenges with speech, but she's fine now. She cannot move her lips and that's why we use it really often to, we used it when she was young with speech therapists.

L: Ah okay!

H: So I do realise it helps to produce some sounds and give training to the lips.

L: Yeah, well, usually, I'll tell you about it actually at the end, then tend to use it for like intonation as well and stress. What about using your hands?

H: Yeah it is a good idea and its I haven't thought about it when I asked you about it your questions, but yeah we, our teachers told us about using the rhythm (claps) as a tool to encourage students produce some sentences correctly.

L: And gesture?

H: Yeah, yeah and gesture is like anything, any er...

L: Er minimal pairs, have you come across minimal pairs?

H: Er, well we haven't come across but I can easily understand that you are supposed to match words that sound, that have the same sounds,

L: Yeah its different, it's similar sounds but like different um...

H: It's can be like a memory game.

L: Yeah you can do like that. Um recording?

H: It's a good thing to have it because it gives you opportunity to listen to your speech and work on...

L: Pronunciation?

H: Yeah pronunciation.

L: Um this one?

H: This thing, I think it is quite challenging for students but teachers are supposed to know what's happening with their hmm tongue and lips and all this things. Er maybe, we do use it with my daughter when we try to produce certain sounds er her speech therapist tells you where is the tongue supposed to be but I'm not sure you can use it for younger learners, its more for like older learners.

L: Older learners? Okay, Rubber bands?

H: No idea.

L: It's a bit like the kazoo you can use it mark the stress. Um mirror?

H: Um okay, yeah it's ...I think we used it when were taught English in the university. You use it to make sure you have lips in the right position and tongue for the right place. Again, I'm not sure it's good when you are like, you are study English as a linguist already hmm...yeah, yeah you are right, if, you don't have, not have it too much.

L: Um, marking the stress on the word?

H: That's also really helpful and I also told you I do use these techniques and they are - it's important to me for producing the word to understand where the stress is.

L: Okay, have you come across Cuisenaire rods?

H: No. *lack of awareness*

L: No? Okay, they are like little blocks and you can use them to see where the stress is and this is the phonetic chart so we've already talked about that.

H: Yeah, yeah.

Q17

L: Okay, just two more questions. If a student came to you with a specific pronunciation problem, how would you feel? How might you help and advise them? Would you consult anyone else or textbooks or anything else?

H: Er yes I think it's the thing that I've um I came across here. That there are students that sound for me really peculiar and I would need, yeah, I would study there some the peculiarities that they have because of the country of origin and I think advice would really be helpful because I am sure there are techniques that would or some activities that would help with drilling certain er problematic issues. *autonomous study*
admirer *comprehensive benefit* *daring positive* *Using contrastive analysis*

L: Hmm, so I've got some examples here, for example so if they had a problem, you can choose, so if they are having a problem pronouncing v or maybe pronouncing /i:/ or /l/ um so if say they had a problem with v how would you maybe?

H: v, well this helps because you can like explain that...

L: The diagram? *- using diagram*

H: yeah that where your upper lip

L: Okay, so you might use this to help you?

H: Yeah, yeah and mirror as well. *Mirror*

Q18

L: Okay, yeah, okay, final question, just to wrap it up, do you have any further ideas or thoughts on the topic of pronunciation you would like to share with me that you think I might be interesting? Like your general feeling?

H: Er well the general feeling is that I do need to study the subject more (both laugh). *autonomous study teacher*

L: Okay, thank you ever so much. *desire to improve*

7.6.2. Teacher B

Q1 L: So my first question is - Tell us a little bit about who you are, your background and why you decided to become an EFL teacher. What motivates you?

S: um, my background is um I work as a student councilor back in Canada I'm from Canada and I worked there for 11 years which I loved, I loved working with students and teacher but I was not teacher. I was just a doing, there's a program called now it's expanded across Canada, (inaudible) education so we helped young people who are in disadvantage, help them prepare and allow them to graduate from high school move onto post secondary, um it was very fun but then I guess I burnt out and I needed a change so I took one year sabbatical and then I was like okay let me travel and see around and then I also my ethnicity background is Somali so and I always hear about back home how people are, and then I was like okay, let me check since I have time, let me check it out, so I went there volunteer um with organization and communities and then there is a school that run by the Turkish government and then I start volunteering there because my nephews, my cousins go there and I went there and was like oh this is nice and oh I am from this I was telling my background and they were oh we don't have counselor here can you come volunteer with us so I was like I volunteer in a school like 1:1 as a group which I usually do back in Canada but not in a context because we have our own space and we just go to the schools, talk about teachers and the problem of the students but not directly so then I liked the atmosphere so I said okay, what can I do to go into this er field? So I was since I have a lot of time I just googled and then my friend was telling me oh teaching CELTA and why don't you just look for that and I looked there is the closest one was in the teaching house, they also have one in Toronto but their program starts in July and this program started in June. So I was like ok it's closer and then if I want find another job maybe then I'll have time than when I officially go back.

L: Okay so you are going to go back to Toronto or Somalia?

S: Yeah, No, Toronto.

L: Toronto?

S: Yes.

Q2 L: Okay, okay, and how have you just found the course, so you've told me but tell me again, were there any interesting things you learnt on it?

lack of expectation

S: Um a lot, the course at the beginning I found it very - a little bit difficult because I was not expectation. I know the school system but I don't know like the teacher what they actually do. I found it a new appreciation for teachers now...

celta default

lack of awareness

L: Okay, that's interesting.

lack of awareness
lack of experience
 S: I learned because I knew about lesson plan, they do lesson planning and stuff so and my colleagues were teachers as well but I don't know if its different Celta compared to teaching you learn in bachelor. But the diff -The timing first of all is a very short amount of time and I totally understand and another thing that I didn't have a background understanding was the function - language functions um language analysis, the grammar, the function and the vocabulary. So which is the way they set it up, which is now three weeks later, like you ask me this conversation from like why are we doing this, now I understand so it helps you prepare your classroom and makes you a better teacher, so...

L: So you feel more confident now?

S: Yes.

Q3 L: Okay, Um before doing the CELTA course, what were your perceptions and ideas about teaching pronunciation? Did you have any expectations for the course?

S: Um no, I did not have no expectation. The way I learned when I was a kid, the pronunciation is like, now is the phonic subscription, where is the word stress, when I was learning English that does, I did not, that was not the way I was taught.

L: Did you learning English in Toronto?

S: Yes in Toronto.

L: Yeah, yeah, so your first language is?

rhythm
stress on word
 S: Yes Somali, but then maybe I was a kid, I don't know if kids different they way as we taught but um but then I used to remember my teacher used to say 'Break the word down into chunks and then by say it by each of it and then add it together.' But now its like oh you have the phonics description then you have where's the stress word, that you hear it and then like you do like counting the rhythms like oh where is that? And then you find the pronunciation. So that was at the beginning a learning curve for me and yeah I'm still improving it so yeah.

Q4 L: Ok, so my next question was can you remember any experiences about learning a language at school and how did your teacher presented pronunciation? You said something about rhythm, did they do anything else?

chunks
 S: Um, no, not much. I remember just break the words into chunks and then read for example it was professional - pro- fess -ion-al. So then it was like break that and then so that was how I learned when I am ...

L: Stre- yeah. Did you do some drilling and things like this?

S: No, drilling all this terminology is right now, is new to me.

L: Okay, so you just did the practising in your own time?

autonomous study student

S: Yes. Yeah.

Q5

L: Okay, that's interesting. And when you were learning English how did you feel about pronunciation as a language learner?

importance of being understood

S: Um I- it was very important because then that means you can communicate very well and able to understand, I remember even like because my teacher if you have an accent its okay, like you know, but I remember my classmate, we became friends, she was from china and she wants to lose her accent because she used to practice and I said do I need to do that? And then teacher said I don't have to and that seems like extra work so I was like... hahaha I didn't want to do but like my friend, she wanna lose the accent so she would pronounce the word how is native speaker would pronounce it, and I was like okay, if I have an accent it means I am exotic so its okay for me.

importance of pron.

importance of communication

accent

native-like pron

Keep accent benefit

need to make an effort

L: Did she eventually lose the accent?

S: Yes.

Q6

L: Wow, okay, interesting. Um how do you feel about the topic area of pronunciation now that you have completed the CELTA?

granny answers

S: I'm a little bit more, now I understand the reason why though how you use it and how you do it when to drill, when not to drill and the importance of it, before I didn't have no clue over that so which is...

importance of pron

lack of awareness

need to make an effort

L: So how do you feel now?

Pron possibly

S: I feel good. But it comes more practice for me my end, so using it to student but now I would, it is very important how they pronounce it and especially today we talked about business contacts and business English language so that is very important, they need the correct terminology or say the right words in order for them to like communicate officially.

importance of Pron

importance of communication

Q7

L: Okay, Um, so on the course what did you cover about pronunciation and do you think it was covered adequately and did you learn anything useful?

S: Um yeah, it was covered, I learned the phonic 'scription, we learned the sounds um I forgot the guy's name who invented...

L: Um Adrian, Adrian Underhill...?

new ideas + learning

S: Yes, so then we learned the difference and how he used the history behind the 'scriptions and the sounds of it that each one it makes and yeah it was, we learned the background, able to use it and practise it so

L: Okay, anything else at all or just that?

S: I don't remember now.

Q8

L: Okay, um has doing the course changed your perception about pronunciation in anyway?

S: Yes.

L: How?

growing confidence -
achievable self-improvement learning

S: Now I am able to know where the stress words are, how to change the phonetic description to it and like sometimes we use of it's oh it's a silent p or silent a and now we can actually write it down so like this is how it is pronounced so...

L: And how did they teach you how to recognize where the stress?

S: The stress they on the phonetic description, the apostrophe...

L: Ah okay and then looking in the dictionary?

S: The dictionary and then like...yeah

Q9

L: Okay, right and how do you feel about the topic of pronunciation in general? Do you have any negative or positive feelings towards it?

S: I think I am in between. So I was like, now before I was like negative, I don't like it but now like I understand the importance of it and the use of it and how to able to teach than yes, there is a good and bad involved.

not good not bad
regularly
growing confidence
importance of pron.

Q10 a

L: Okay so now this is a sort of hypothetical situation, so imagine your first job and your new employer asks you to prepare and teach a lesson with some elements of pronunciation in the class what would you want to know about the class and topic and how would you prepare yourself?

S: Um, one of the most important, what I want in my future is to find out the students level of efficiency and background and er maybe so then once I know if the students are in the same level or they are the same their mono-like language are the same so then it would be easier so to prepare differently, so I would prepare them the instruction that we be giving especially following, which helped me a lot in my lessons throughout here, and like have my language pronunciation instruction ready, analyse the words that I'm going to teach that words and have them prepare the meaning and the forms for them to able to understand...

lesson planning

L: So like the problem areas?

(my bio?)
anticipating problems

S: Yeah the problem areas, have some area for them and have a better concept checking, they understood the meaning, or able to teach them.

strategic benefit?

Q10b

L: Okay, and what sort of activities and resources would you expect to use in this class? If you are doing just little bit on pronunciation are there any activities or resources you might like to use?

Student anxiety

S: um, the activities I liked which helped for pronunciation is drilling so I was like and especially like drilling (inaudible) I'm a little bit good at it so I was like either using (inaudible - just stares?), you, everybody, somebody, like you, me and that's technique, that's really helpful. Then people, then students will not be felt like they are targeting. I'm targeting them or like everybody's doing same than I'm doing, practicing with just stares.

grazing confidence

drilling

Q11a

L: Okay, so now in comparison, to the last question which asked about teaching some, now what if you start the job and they say I want you to teach an hour of pronunciation class, how would you feel and how would you prepare yourself?

S: Oh, that would be tough. I don't know. I feel I would probably think, yeah the whole hour of pronunciation? That's going to be like at the beginning, I think I would probably add games in between and instead, break it - the flow and then maybe teach them in small chunk of it, then maybe we learn five words here, play a game, five words there, play a game, five words

using games

Chunks

L: Play a game related to?

S: Play a game related to the activities and how to say, maybe a role play, or like a using the five words we discover and learn how to pronounce it properly in either a play or (inaudible - newsletter?)

Q11 b

L: Okay so would you seek any books or resources or anything?

S: Um, one of the book right now they recommended like I don't have the list I have it with it now, I can't tell you now the type so yeah you read those ones as well.

recommended books

L: So you would use some of the recommendations the school has given you?

S: Yeah.

Q12

L: Okay, and would, what would be your concerns when planning or teaching the class? Would you have any concerns?

benefit of doing

S: Um, is my plan, my concern would be how to er like the whole hours, I mean the whole (three?) hours and then also how to make it interesting and fun for the students because if they are not having fun they are not learning or retaining the knowledge they just heard. They probably will er unable to use that. So I was like my philosophy is like if you teach a person how to do it, if you tell they're not going to er, they're gonna hear it and forget, but if you teach the person how to do it, um you they obtain that knowledge forever. So, somehow to use the language and to say the pronunciation properly and then hopefully it will stick to them.

fun

accuracy

Importance of knowledge

L: Okay, so you are saying teach it in a way that makes it memorable?

memorable / memorising

S: yes.

anticipating problems Q13

L: Um, this is a little bit different now - what do you think a good teacher should be? What qualities and skills do you think they should have?

S: Um, the quality of a teacher I feel like should have its um friendly, open-minded, able to do think quickly on their feet, because we try to plan everything details, always something gets wrong so then you have to able to think on your feet and know your knowledge, like you have to you can't just give them the incorrect information um and uh I feel like in you have to have energy as well, one of the things I learned, if your the kids, the students will see if your energy is not up, if you're just like 'oh this is what we are doing', like your even voice level is not 'hey let's have fun, let's do this' then they are more energetic they are more engaging compared to if you are just like 'this is what we need to learn, this is eh...'

lesson planning

teacher positive qualities

teacher energy

teacher engaged fun

accuracy?

fun

L: Yeah like it's your personality?

S: It's your personality need come out a little bit um so...

Q14

L Okay, and more specifically how should a good teacher be when teaching pronunciation?

S: um, pronunciation it is, I feel we observe from the teacher here, and the way he's like using his mouth, and er is like say it with me/s like do your job this how you say it and break it down for you /θ/ /θ/ , it's like /θ/ /θ/ thirteen and its like break it down and then 'one student, actually one of my er colleagues , student learner, she did that and there is one student who very difficult for him to pronounce certain words or even a lot of the words he's er new learner , she break it down very, and then she focused on where he having difficulty with, which I really liked instead of the whole word saying that so she just break it down for the he had a difficulty saying the /θ/ and then so she was like show his her tongue coming out and like also one of the technique they use either show them how to pronounce it with your tongue your cheek if its open, closed...

using mouth

break it down / chunks

non-positivity

L: The mirror or?

mirror

S: They say the mirror but with the tongue as well, like so

L: With your finger?

finger

S: With the finger I mean. So fingers, then you say /θ/ and then your tongue has to come out. (finger in front of mouth and tongue touches it)

L: You can feel it?

S: You can feel it.

} benefit of doing.

Q15

L: Ah, okay, that's interesting. Um okay, almost there. **How do you feel about the phonetic chart and using it?**

growing awareness/confidence

S: Still needs, **like phonetic chart now I understand** but I still need to um I can't come out right away say oh here's this word without looking myself so like okay, now I haven't (inaudible) Hopefully I will so...

L: Ah there's an app actually, I'll show you on my phone afterwards that you can use to help you to memorize it.

S: Yes.

Q16

L: **Um I've got some images here that people sometimes use for pronunciation,** um even if you don't know what they are you can speculate or really don't worry. But I just want to talk about them a little bit so we've got here a kazoo. Do you have any ideas what this might be used for?

S: Uh, no. *lack of awareness*

L: No? Okay, - (gives a little explanation). Hand and gesture?

S: Yes. **We did that so, we, the clapping (clapping), um or (starts clicking)** *- using clapping*

L: clicking?

S: Yes, the clickings.

L: And you were saying earlier like using your hands...

S: Yes, yeah.

L: Anything about minimal pairs? Have you come across them?

S: No. I have not.

L: Okay, that's alright. Um recorder?

S: No.

L: No?

S: We did the hand, the syllable, this one.

L: Yeah?

tongue or mouth position mirrors

S: (inaudible) **We, this and this...**

L: These are the mirrors...

S: The mirrors...

L: Um, this is, what do you think this is?

S: This just tells you, I think we talked about it but we didn't use, um I think we did yes and this one as well...

L: The diagram...

S: The diagram of the, where the sounds coming from. Yeah. / diagram

L: Okay, so well this is a recording device (gives some more explanation on recording and rubber bands) Do you know what these are?

S: No. - lack of awareness

L: These are Cuisenaire rods (gives explanation). These are some things that might be useful to you if you were doing a pronunciation class for an hour.

S: It is. Do you mind if I take a picture? ← *Pract. Interest*

L: Yeah, sure, go for it.

S: Thank you. That's awesome.

L: Yeah if I take your email maybe I can send you some notes, some things if you want as well.

S: Okay.

L: And some videos if you are interested.

S: Yes please, I would ←

Q17

L: Um just two more questions, if a student came to you with a specific pronunciation problem, how would you feel? How might you initially help and advise them? Would you consult anyone else or anything for help?

non-native issue

S: Um, depending on the words that the pronunciation are, still for myself I have some pronunciation problems, some of the English words, I would definitely consult with the either my colleagues whoever is that near me um and also try to help them because, students, I don't want to say I can't help you, find somebody else. I was wanna help them out and if I know the answer, if I know how to pronounce it, break it down and maybe use some of these techniques that now you show me and see from that

lack of confidence

peer help

Desire to help students

Chunks (re-learn learning?)

new ideas/learning

L: So for example they had a problem with the /v/ the v sound how might you help them with that?

Q18

S: Maybe um use other similar words that start, that have the same /v/ problem and then or the v problem and then see for them to hear and then listen and then maybe then mark the stress where the thing is, and um use hand gesture and because I have these tools as well because I think this is a great idea.

L: Yeah I discovered these on my course actually (laughs) Okay, last question do you have any further ideas or thoughts on the topic of pronunciation you would like to share that I might be interesting? Just your general feeling about it.

S: Um, no, I'm like hopefully you can tell me. - lack of experience / pron interest.

L: (laughs) but generally going forward do you what is your feeling?

S: My feeling is um optimistic that I will able to master it within my teaching career and hopefully able to teach properly because I want my student to have a be able to pronounce it, yeah.

L: Okay.

bought of sing

shemawed

Using similar words for sounds

importance of listening

pron interest / positivity

using hand gesture

pron positivity

desire to improve

students needs

7.6.3. Teacher C

Q1

L: Okay so this first question is can you tell us a little bit about who you are, your background and why you decided to become an EFL teacher. What motivates you?

K: Okay, so my background is, my name's ~~Karen~~, ~~Karen Elford~~, my background is in journalism, I've got a German degree and I've also got a certificate in training practice so for the last 30 years I've been a magazine journalist, magazine editor and then I became a trainer so training journalists in writing skills really which I really love and I'm really interested in, so I've been freelance for about 25 years, do all sorts of projects, sometimes I work in house for companies so for the last 6 years I've had a long term contract doing internal communications so that's producing magazines and literature within a company so it was really quite a convenient job fitted in with my family life cause I've got two older children - two teenage children who are still live at home. But then the contract came to an end so I knew that I was going to have a bit of a sort quiet time because obviously I'm towards the end of my career in a way, fair bit off retirement but um you know obviously a lot of young people coming through, got lots of contacts so I thought while I was waiting for things to settle a bit and see if I was going to get another contract with them I would do something, I've always been interested in languages having done a German degree and I just fancied doing something different and then I didn't know which course to start with I just liked the idea of, you know even though I probably should have done it years ago, of doing something like this.

Anyway, to cut a long story short, I was talking to a friend who happened to do the same job and she said the course you've got to do is, do the ULT, they are a really, really good organization, they are in Woking, not too far away, it's cert TESOL, I'd also heard about Celta but that was a bit further away so, and they both seemed to be pretty much of a muchness, both of a good high standard, so went for the open evening, thought there would be lots of people over 20 but there was a real mixture of ages and did the course. It was such a lot of work, oh my goodness, I really thought because I had a language degree and cause I of the job I do and lots of work experience, I would find it really easy, it wasn't. It really tested me, just the volume of work, but I absolutely loved it, you know really loved it. Even though it was such a lot of work and just so many hours of just assignments and things, and even though I've worked as a trainer, you know the teaching practice was just so intense. So I loved the whole thing, really liked it. I'm so glad I've done it. I've learnt so much, even though I've spent my life writing, I've learnt so much about language from a totally different perspective because obviously it's-it's a foreign language, you think about things in a different way and aspects of grammar that I thought you know actually run a training course in grammar for journalists but I (laughs) learnt about grammar in a totally different way so that's really, that's how I became involved in doing it so, I'm glad that I've done it really.

Course enjoyment

new perspective
aspects

- Celta lots
of work

learning /
self improve
ment

Q2

L: Okay, well look the next question was how did you find the CELTA course, well the trinity course you have just done? What were some of the interesting things

you learnt from it? So I guess you've obviously just told me um that you found it really hard and everything but interesting things do you know?

K: Lots of things actually, I particularly really enjoyed the phonetics section because that's something I'd never studied and you know before the course, I don't know, casting your mind back to yours, we were given a little assignment to actually look at the phonetic alphabet and things like that, which to me was like looking at Greek, even though it is in dictionaries and things, I really didn't know it at all and I found that really difficult, um you know I still can't say I know it now but even though we've practiced it over time I thought that that was really, I was sitting in my office going uh-uh -uh all this stuff with my lips and you know, but I found that so interesting, even though I have to say I find it really, really difficult, but I thought that was, it was just so, for me, so out of the box, the other bits about, you know, engaging people, things like that I was fine with that and some of the grammar was okay, a lot of the teaching thing was so different because obviously you-your, the whole approach, I mean when I work as a trainer I have a whole days course whereas this was literally doing group work two minutes or something or that sort of stuff, it was really, so much was packed in. So I found that really interesting but I did find the pronunciation even though I struggled with it, if I'm honest, I did find that a really interesting aspect of the course because it was just something that was completely new that I'd never ever thought about really.

L: Why do you think you struggled with it?

Phonetic
Pronunciation
never
studied

deciphering
phonemes

need
improvement

difficulty

lack of
prior
know-
ledge

Pronunciation
interest
- phonetics
possibility

Pron/Phonetic
difficulty

mouth +
lips

Group work

CELTA work

learning new

K: Um, I think because its, it's not a very big section of the course, I mean the way that we did it, we just had one session for like pretty much it was about 4 or 5 hours so it was, we had a specialist that came in who was fantastic, fantastic teacher, really engaging, but it was just one focus and she was sort of the expert and then it was constantly dropped in but not in a lot of detail. I felt really and then constantly we were asked towards the end of the course, when we started to get more detail in our teaching practice to put all the stuff about intonation and stress and it's not easy, you know cause I mean intonation is difficult anyway, isn't it? It's a difficult thing to teach because everyone has different intonation where they come from, the way they speak and so you're sitting, you know, constantly reading things out like: 'I'm going for a walk.', 'I'm going for - you know just to try and work out what the stress is and I think because you just have this one intense afternoon, you're constantly referring to your notes. It would almost be quite good if you did like a section on it, every lesson for me, I think other people took to it more easily and even though, I found it really engaging, I just found it quite difficult to get my head round, if I'm honest, yeah, yeah.

L: Okay, um, before doing the CELTA course, what were your perceptions and ideas about teaching pronunciation? Did you have any expectations for the course?

K: For the pronunciation I didn't really have any expectations if I'm honest, I mean I probably, I suppose with a lot of these things you go into it and you think it will probably be an interesting thing to do, you don't really think about the

enjoyment

doing to
learn
Assessment
performance

enjoyment

specialist

desire
for more
detail

intonation/
pron
difficulty

lack
of
experience

Q3

lack of expectations

technicalities of it, you think maybe about explaining that um, about grammar or about vocabulary or you know, drawing a picture and saying 'What's this?' you know, but the pronunciation is, you don't really think about that. So it wasn't something that I had any sort preconceived ideas about. It was probably all a bit of a magical mystery tour (laughs).

lack of separability

Q4

L: Okay, this slightly different question, regarding when you were a language learner yourself, can you remember any experiences from learning a language at school and how your teacher presented pronunciation?

K: No, not really, I mean my degree is German, was in German, I did French and German for A-level as well, um what I remember about French particularly is that cause the French accent is so, I do remember the very much nasal aspect that you really had to almost embrace that 'oh', you know you really had to sort of squeeze your nos- I do remember that in French because if you don't try and make an effort with the French accent it just sounds awful whereas with German its probably why I ended up doing German possibly is that with German it's, for an English speaker its very much what you see is what you get you know, it sounds very much like it is so its much easier, whereas I do remember the French being, you know the French teachers, going back a bit, but very much sort of saying 'no, you know have to its 'oh' 'oh', you know, doing that sort of noise, I don't remember them ever sort of saying where to put your lips and things like that but I do remember them almost having to sort of embrace that sound.

make an effort
accuracy correction

French accent important
intelligible

use of lips

L: Did they do any like drilling or repetition or repeat that sort of thing?

K: Yeah I think at school we must have done, we must have done. We must have done drilling certainly in those days, yes, I mean thinking about it now. The German I don't remember so much but I think cause Germans, is an easier to pronounce language from for an English speaker, probably for other nationalities its not but I think certainly for French we must have done drilling to just to sort of, you know 'Comment allez-vous' you know we would pronounce that again and again and again to get the intonation and to get that sort of French accent as best we could, I do remember that.

repetition

German easier

accent

Q5

L: Okay, and how did you feel about pronunciation as a language learner? Like what were your feelings like maybe when you were doing the French?

K: I think when, certainly, when you're a school child you feel very embarrassed about all of that, having to put on like an accent, you know, I think that's possibly why people go for languages that are easier to pronounce, I think there's a lot of - you feel quite self-conscious having to put on, you know you can make a joke and make a French accent but its such a distinct accent the French accent that I think as - as a child or you know as a secondary school student you do feel a bit embarrassed, a bit sort of silly that you're going to sound, people are going to laugh at the way you pronounce it, yeah.

Constructive Analysis benefit

anxiety also

L: Did you practice it maybe like when you weren't in front of your peers? -leading question?

K: I don't really remember that I mean having done for A-level, obviously we had to do it to a reasonable standard so, you had to do oral exams, so I must have done some stuff where I must have literally had to say to myself at home and try and embrace the accent, certainly for an oral exam, you've really got to make the effort to create the accent. I mean also I think it is practice that gets you used to it I mean when I used to go on holiday, we used to go to France a lot my dad always used to go and get me to ask for stuff, like go and ask for ba- and you know I really used to dread it but the more you do it and the more you try it then its just that whole practice element that gets across really.

autonomous study

effort/assessment
embarrassment anxiety
Q6

L: Yeah, okay, how do you feel about pronunciation now that you have done the course? We've talked about this a bit before...

K: Um, I think...

L: Sorry, if it is a bit repetitive but...

K: No, I think it's quite an interesting one actually because we had a really good the teacher was really, really good and she told us about this guy, I've forgotten his name now, but she recommended some youtube videos which I did watch um where he was just talking to a group of students and um just getting them to pron- and you know I found that really interesting watching his technique because I think it can seem quite a dry subject you know, oh surely it is all about understanding you know and this sort of thing rather than, as long as you can get your point across, some people might say but watching, I forgot, I don't know if you know his name but he's quite well know apparently in these sort of fields, but watching him do it and the way that he taught it I thought right I'm going to try and use those elements because he made it quite fun, in the way that he asked people to say certain things and you know well put your tongue here and that sort of thing, and I think that is really interesting cause there is no point in just say 'go' - 'go' without actually explaining to them how they shape that and I find that, I would like to know more about that all that sort of stuff, I think it's pretty interesting

Yeahhh

specialist enjoyment

Pron is dull

doing

Pron inherent

benefit of doing and taking notes

Pron inherent

fun

L: I think was it Adrian Underhill? Was it that?

K: That could be.

L: I could be him. I think he's got some videos online.

K: Yes.

L: Um dum-dum-dum, let's check this question...Did you cover anything about it- yeah well we talked about that - Did you cover anything about it on the course and if so, can you provide details. Do you think it was covered adequately and did you learn anything useful? We've kind of talked about that already.

K: Yeah.

lips + tongue / shape

4

Q8

L: Um, has doing the course changed your perception about pronunciation in anyway? ... Kind of also talked about that...

tongue / mouth

environment

K: I think what it's done is its made me a lot more aware of pronunciation, a lot more aware um I do a voluntary job one day a week at citizens advice in Aldershot and we have a Chinese student there and um she's really lovely, she's a law student from the University of Law in Guildford and she said the other day there was a word she had written down, it was 'dad' and she's said how - and she has a fantastic English and she said 'How do you say it?' I really thought to myself where my tongue was to actually explain to her which I never would've I'd have felt such an idiot, I wouldn't have known what to do but I just thought where am I putting my tongue and when she said it I just thought about it, you know, the sound, to help her replicate it which for me was quite, you know in a work situation, was really, really good to have to think about, and you know, obviously I haven't really started teaching yet think about -

awareness

Grains awareness

benefit of doing (knowing)

gaining confidence / positivity?

Desire to help.

new ideas / learning

awareness / developing

L: And it's like an idea for you that you didn't have before perhaps?

K: Absolutely, very much so, certainly, yeah so that was good. It certainly changed my whole views on how things are said, very much so.

Q9

L: Okay, so how do you feel about the topic of pronunciation generally now? Do you have any negative or positive feelings towards the topic?

K: No, I don't have any negative, I think it probably makes me appreciate when foreigner learners are actually, you know, especially depending on their mother tongue, you know the -the way they make sounds themselves, it gives me a great appreciation of the effort that people make to pronounce English, you know, you know so yeah no negative feelings at all.

positivity / interest

effort

Q10a

L: Okay, that's good. So this is a hypothetical scenario, if had a new employer and they asked you to prepare and teach a lesson with some -some elements, the emphasis is of some here, some elements of pronunciation, what would you want to know about the class and topic and how would you prepare yourself?

K: Well I think it would be good to know what their native tongue was, what their native language was to know what they'd be good at and what they'd find more difficult, so certainly you could sort of tailor it as much as you could. Um what was the other ques- what would I include?

Contrastive Analysis

benefit / needs

L: Um so what would you want to know about the class and topic and how would you prepare yourself?

K: Um, in terms of the topic so yeah thinking about them being their native language, um the topic, it could be any topic really. In terms of preparing it I think it would be quite good to do something that was just quite a fun element, it would be hard to know with my limited experience what it would be but to try and do something that just brought it to life and made it quite a fun experience really, yeah.

fun

Q10b L: So this is just sort of expanding on that: what sort of activities and resources would you expect to use? Can you describe or talk me through an example?

K: I think the one thing we did on the course which really stuck with me actually was we did um a dialogue, this was all really about intonation, so it was the dialogue called 'Train to Oxford'. And so it was a whole dialogue that was written and um the whole meaning was explained through pronunciation so it's just-it's just made of words such-un such, so it just says 'where', 'Oxford?' and then 'you' and then it's just the whole, so it would be 'Where?', 'Oxford, you?' with a question mark so the whole thing... I just thought it was brilliant because it really made you think that if, when you, if a non-native speaker read that: 'where', 'Oxford', 'you' (said in a monotone voice) 'tomorrow', 'now', it would just be absolutely meaningless and so I thought that was really, really, clever so I really, really like that as an idea...

L: Yeah, yeah that sounds good.

K: And the other thing we did as well were called jazz chants by Carolyn Graham, I don't know if you heard...

L: I don't think I have.

using dialogue
Pran intonation
importance of intonation/pran.
Pronunciation/ intonation for meaning.
Positivity
meaning awareness

K: ...heard of her um and its very rhythmical so its something like 'Got-up-this-morning-and-caught-the-bus-du-da-du-da-du-da' so its again all very, they're like poems really but a real sort of, almost like a chanty, rappy thing to them, might be quite fun to do something like rap or something if it was like young people. Just to get that rhythm of um just of the words really, cause you know often people, native speakers they -non-native speakers, you know, things are a bit flat aren't they, you know some like say Polish, is it Polish? Where they have the stress on the, always on the second part of the word so sometimes they way that they speak, you know, just people - lots of Polish people here, it's because their stresses are different so to get that, maybe like a rap song they might have heard might be quite good because then they would be able to memorize that, something like that.

L: Yeah that sticks in your brain.

K: yeah.

rhythm
Jazz.
non-native issue
memorizing

Q10a L: Okay, next question, in comparison to the last question, so that question was about some now if a teacher asked you, sorry your employer asked you to prepare and teach a lesson specifically on pronunciation for an hour like how would you feel initially?

K: Oh gosh! I don't know really, I mean I'm quite new, I'm newly qualified so this is not something that I've really thought about especially for a whole hour so maybe something to do with one of those poems or something like that.

- lack of experience / confidence

L: Like for a whole hour or?

K: I don't know, I don't know really.

lack of confidence / experience

L: Okay, that's alright.

K: No experience to do that having, never having done it and never having been around a whole lesson for an hour.

Q11b

L: Well the next question is how might you begin to prepare for this lesson? What resources or help, what resources or help might you seek maybe so if you don't know?

K: Okay, so say for example it was a real life situation like you've said you've got to do this by tomorrow Karen, you need to get on with it. I would certainly go back and watch a lot of the Adrian Underhill ones, to see how it was done and then see how you could do that in a sort of group scenario, you know so you could do some group work with each other, so yeah, certainly some sort of drilling within that but how to get them to work together was something, you know maybe, I don't know, writing a poem or trying to get something along those lines might be an idea.

teacher / expert

group work

poem

L: Would you- are there any books or people or other resources you might consult?

K: No, not really, I mean as I said the pronunciation section that we did was really fairly small and I have heard other teachers say 'oh you know, I've gone through my whole career without really focusing that much on pronunciation', one person did say that whereas another teacher did say, you know, I think it is under-used.

small

not important

Importance of Pron.

L: Yeah?

K: Under-used.

L: Interesting.

K: Hmm...yeah.

QR

L: So, say, imagine you are preparing for this lesson, what would be your concerns when planning or when you are actually teaching it?

K: I think the concerns when, I mean I think when planning it's just a matter of just, you know, looking at your books, looking at your resources, looking at what's out there, and you know, you could- could plan, you could easily plan the lesson doing something um so the second one was actually when teaching it, wasn't it? I think when teaching it is to make it interesting, because I think that's where a whole lesson, you know if you think maybe you've got sort of, you know, children over 13-14 they're going to get a little bit bored just maybe having to sort of repeat things again and again and again, so you just gotta have a bit of

lesson planning

repetition is dull

7

Passive vs active?
Passive/realistic
or
cult?

variety or try and make it fun or try and make it even funny, I don't, you know I don't know quite how you'd do that because I think otherwise, they would soon get a little bit twitchy having to say this- even though it would be beneficial to them, it could be a bit on the sort of the dull side but um I think the thing is that, you know from-from people who've said they've um not put too much focus on pronunciation, it's just more about just people having a go and speaking I think it's... from my limited experience because I've only just done the course, it's just a balance that I think people shy away from it because it's a bit hard, if I'm honest.

danger of being dull

learn wrong by doing

lack of experience

difficult

L/K: (laughs)

K: So I think sometimes that's why it's quite good to do it because maybe there's a bit of a novelty aspect in it, you know, people are not, you know if people are not taught it quite so much um but then it's quite an interesting one to sort of think about really. But I had a really interesting thing, it's a bit left-field really, but I was listening to this podcast from Ariana Huffington, who had formed the Huffington Post, it's a podcast on the Tim Ferris show, is American and uh she's, she's Greek, you know, even though she's um lived in the states for many, many years, and so she's still has, even though she's in her sixties now and she's been very successful and, she still has a really, really heavy accent and her ex-husband, you know, paid for her to have like a dialect coach and she, you know, she said that it sounds like a bit of a controlling thing to do in retrospect but she didn't mind, but she spent many, many months with this dialect coach but she just, you know, she just couldn't improve her pronunciation and she said that for her, her heavy accent, she can just think really quickly, she's - it's what she's always known and it was just too difficult and she had this chat with Henry Kissinger, who still got a very heavy German accent, despite being in the states for so long, and he said sometimes being incomprehensible is sometimes quite useful (laughs).

interest

time + can't change

Argument
Pron not as important?

L: Being incomprehensible?

maybe important explanation
Pron is difficult

Pron interest

Keep accent benefit

K: Yes! Yes, meaning that if people can't always work out what you're saying it makes them maybe listen a bit more and I found that her comment really interesting and her accent is really, really, heavy, you know, it's very gru-very intense Greek accent and I thought that is quite interesting and it does prove to a certain extent that if you're fluent and you're good enough at the language your accent is really secondary um, which might, you know be an argument for some people, not putting that focus on pronunciation but I think it also shows, in my, you know, my theorizing that it's something that needs to happen when you are younger, the younger, well you know she's now 67, maybe when she was in her fifties when he ex-husband sent this dialect coach, maybe that was too late, maybe it would have been better when she young, I don't know.

age

Q13

L: Yeah. Interesting. Okay, this is slightly different, um how do you think a good teacher should be? What qualities and skills should they have?

K: Oh a good teacher...Well, a good teacher's just really got to care about um bringing the children on and developing their skills really, I mean I think, they've

Teacher qualities

got to be, I think it is really important to engage people because you can be the most technical teacher in the world but if you're not putting your message across in a way that's going to captivate them or interest them then there's not a lot of point so I think that's really, really important. I think it's sort of a balance really, um and I think it's good to have a bit of variety, I think people like a bit of variety so it's not too sort of samey and ultimately to make the lessons fun, you know, I think obviously for children it is important that they're fun but I think adults quite like to have fun as well (laughs), so I think that's really important that you know you have a little bit of balance and you've got to show that, what I think is most important more than anything, is that as a teacher you've got to show that you really enjoy what you do and that you really love it, you like this topic and you find it interesting and you like the whole process of it being exciting so you put that across to your students really.

republican's child
balance of fun + work

fun variety

Q4

L: Okay, so then, that's generally what a good teacher should be, what about more specifically when teaching pronunciation?

K: I think when teaching pronunciation, I think it's, to a certain extent, it's, I would imagine it's probably being really thorough, because certainly when we did our pronunciation course, even though it was great, when we came to do our first assignment, we were all, well, most of us were struggling a bit and I think that's because she was really fun, as I was saying, and she was, you know, she was very experienced, you know, when she did something she would like sit down on the floor even though she was in her sixties, sit down on the floor and she was really, really good but I think possibly what would have been better for some of the things would have been if we'd had maybe a little bit less fun and more sort of, you know, let's, let's drill this where the tongue goes for your voice and all that sort of stuff, so maybe a bit more of a stress on the technical stuff, even though it's maybe not so much fun, it's - it's the stuff that you need to get in your head cause then we were saying 'oh my goodness, what's this and what's that?' and we did a really good diagram with like the head and all the tongue - and you know we had to label it. That - that was quite good. That I quite enjoyed but I think maybe for us we only had like I sort of think it was like an afternoon, I think what would have been good would have been to maybe another session, so almost to, you know one is to engage you and make it fun and then have another session then to reinforce that learning.

fun / specialist

lesson planning / knowledge?

pron. difficult for teacher too.

balance.

tongue

diagram - pron interest.

pron makes field.

pron takes time.

blending pron.

L: Okay, so then when you go into the classroom you can do similar things?

K: Yeah, yeah I think it would be quite good you know, she said, you know, to have bring pronunciation into maybe an aspect of each lesson rather than just one big lump, but I get the impression from certainly our tutors that um, some were more interested in pronunciation than others and certainly they brought in an expert to do that day bit

pron not important.

L: Yeah there are some areas where teachers just specify, I mean it depends on the school, you do have schools which do just have like students who just want to spend two hours on pronunciation.

01

K: Yeah, yeah so it's interesting.

L: Okay, I've got one-two-three-four, three or four questions let.

K: Okay.

Q15

L: So um, my next question is how do you feel about - you've already talked about this a bit - how do you feel about the phonetic chart and using it?

lack of experience

K: I think it's um, I think it's great! Yeah, I mean, you know, it's, what I'm interested in is to know how many students know it before they come to their lessons. I mean we were told that a lot of them probably would know it. Because obviously we were quite apprehensive about using it in our teaching practice because we didn't know it much ourselves and we were saying well they all know it, they said well you'll probably find that they will know it, what's your experience of that?

teachers anxious phonetic chart difficulty

L: (laughs) They can and they can't, it depends, I found that they don't know it so much but I don't know if that's changing.

K: Yeah, cause we watched, we - for one observation we watched a sort of a video and the teacher was sat there and she was, you know, writing down all the phonetic stuff, I mean it's hard to know from the students because they were quite a quiet bunch whether they were grasping it or not but I think it's really good and I do feel it's something that I really do need to practise and understand more. And you - it's like learning a language, isn't it? It's only through doing it that you learn it, the more you start transcribing it and getting to know the sounds and um, so yeah I think it's, it's really useful.

desire to improve / benefit of doing.

possibly phonetic chart

Q16

L: Okay, I've got some pictures of things that are related to pronunciation.

K: Okay!

L: And I just want you to tell me what you might know about them or what you think they're for.

K: Okay!

L: Just to see, just to prompt stuff and other ideas so we've got...

K: Okay!

L:...like kazoos here first, um do you know anything about them, at all?

K: Well, I know what they are from a musical point of view, that you obviously can go duu-doo-duu-doo, yeah, so how do you use them in a pronunciation?

lack of awareness

L: Well, you can use them with stress...

K: Okay!

L: So you can put it in your mouth and like, I dunno, if you are saying like 'I'm going to eat dinner', hmm-hmm-hmmm.

K: Oh okay! ^{interest} That sounds good! Yeah, no, not come across that one at all.

L: Yeah.

K: Clapping definitely! Clapping the rhythm (claps), I'm in a choir as well and you know (claps) clapping is really good for the rhythm of stuff. We did do some clapping, yep, certainly.

L: Also, not just with clapping but just thinking about your hands in general...

K: Okay!

L: What would you? Is there anything you would do?

K: I don't know, I'm not sure, what else apart from, apart from clapping. ^{lack of awareness}

L: Okay, I'll tell you about it afterwards.

K: Okay (laughs) alright. We did do the minimal pairs, ^{using minimal pairs} yes, we did a lot on those, yes, yes.

L: What did you learn about them?

K: Well, you know things like um, where you've just got one character that's different so ship and sheep and those sorts of things, just to sort of you can play games where you get people to put their hands up when they hear different ones and to, you know, to look at how they look phonetically. ^{games: distinguish phoneme search.}

L: Okay.

K: Yep.

L: Um a recording device?

K: Um, didn't do anything particularly to do with recording on our course, you know obviously we had our teaching practice where we did um comprehension and so on, like nothing specifically with pronunciation...

L: But what -how do you think you could use this in the class maybe, do you have any ideas?

K: Um, well you could just record what ^{listen to hear / importance of listening} people say I guess and play it back to them and listen to hear the difference, yeah I suppose you could see the improvement, you know this is how it sounded, this how it sounds now, yeah.

L: Um, the diagram?

K: We did that one, we did that one. That was really quite good yeah. First of all we had to label it, didn't know what anything was, half the words I had never even heard of.

L: Yeah? (laughs)

K: So, I thought that was really quite interesting.

L: And do you think you'll remember it?

K: Um, some of it I think, probably need a bit of revision to get my head round it, yeah (laughs).

L: Rubber bands?

K: Rubber bands! I dunno! What-not-not sure what that one's for!

L: You can, again it's for stress, you can use it so if you've got, if think I've got one in my bag (rummages), or somewhere, here... so you can be like, stretch it as you are talking so 'hello -how- are - you'

K: Ah okay!

L: And so you can like you see on a voice monitor.

K: Yeah, yeah, yeah, oh that's clever! Hmmm

L: Um, mirror?

K: Mirror? Well, I suppose if you're actually looking at your mouth and where everything goes, yeah, yes, yeah, yeah, yeah.

L: Um, marking the stress on (inaudible)

K: Yes, we did this. I found this really quite difficult. It's difficult to work it out, isn't it? Where the stress goes because everyone's got individual intonation and the way that they speak and things like that so...

L: Were you looking at it at sentence level or word-level?

K: um, mainly sentence level.

L: Okay.

K: Sentence level, we did look at some words as well, if it was a long word, yeah we did do a the whole? thing, but yeah.

L: And we've talked about the phonetic chart, do you know what these are?

diagram

learning/reusings

Pron
interrog

teacher
autonomous
study

lack of awareness

mouth-position

Pron is difficult
stress is difficult

intonation difficulty

word level

K: Well, they look like they're sort of, dunno, like a big le- I dunno, bricks or something.

L: They're called Cuisenaire rods.

K: Cuisenaire rods?

L: (Gives an explanation - silent method etc)

K: oh okay!

Q17 L: (More explanation - Fidel charts etc) Okay, so moving on if a student came to you with a specific pronunciation problem, I've got two examples that you can use if you want, how would you feel? How might you initially help and advise them? Would you consult anyone else or anything for help? And I've just got two examples if you want to use them, maybe they have a problem with pronouncing /v/ or as we were talking about minimal pairs ship and sheep, but you can choose your own problem, if you want to. So just to repeat, how would you feel? How might you initially help and advise them? Would you consult anyone else?

K: I think for something like this because you know I'm quite new and I've never taught a pronunciation lesson, I'd have to do some research and then maybe, I'd probably just be able to do enough research myself, I think, watch stuff on YouTube and whatever, there's so much stuff out there to try and work something out.

L: If it was just in class and they were saying oh /b/ /b/ making that mistake, would you try and do something there and then in the class? Or?

K: Um, I think if it was now, I probably wouldn't be confident enough to do it, no, because I don't feel I've covered enough on that.

L: Um...

K: But I'd certainly say, you know, I'd have a go.

L: Yeah.

K: But I wouldn't feel I was doing it correctly, I'd say.

L: So you'd want to go and...

K: hmm

L: research it?

K: hmm

- need to improve

lack of awareness

lack of experience

desire to improve

benefit of doing

Youtube

Q17 L: okay. Um and then the final question is do you have any further ideas or thoughts on the topic of pronunciation you would like to share that might be interesting? Or your feelings? Or to generally sum it up (Laughs).

K: No, not really. I mean, as I said that interview was very interesting with Ariana Huffington about her whole approach to the way that she speaks, I thought that was quite interesting, um I think it's just that doing the course has made me aware of how everything's pronounced. I mean obviously when you're, you know teaching foreign learners you have to be clear with the way you speak anyway so I think, I think it's made me more aware of my own pronunciation um and probably just given me a great understanding I suppose of how different languages, particularly, you know, some Asian languages, it can be so difficult for them to get certain sounds, I mean like just this thing with the dad, I mean she speaks English so well and yet to me that looks like such an easy word, but for her that was, and I suppose it's being mindful that different foreign languages speakers and going to have different um difficulties in a way and the things that and I think that's quite interesting because my profile student for my course was um from Pakistan so her first language was Urdu and I found researching all that was quite interesting in a way that certain sounds are a bit like English but some are really different, you know the way they pronounce things or even say certain phrases and things you know, that's quite interesting.

awares.

Pron is difficult

contrastive analysis

learning.

Interest in pron.

L: Okay, cool, thank you so much.

7.7. Novice coded transcripts

7.7.1. Teacher D

L: Tell us a little bit about who you are, your background and why you decided to become an EFL teacher. (What motivates you?)

S: Yeah sure, so my name is [redacted], I'm [redacted], I was a civil servant and then went into digital marketing, hated working in an office, I gradually realized I hated working in an office, but really liked travelling so I thought I'd have a career change and do something that meant I could earn money and um travel and being an EFL teacher seemed to fit the bill, um I did Celta in 2015 in the November in International House, I finished in December, did some voluntary teaching for a couple of weeks and then started working here.

L: okay, brilliant so this is now a question that kind of goes back to when you were at school - Can you remember any experiences from learning a language at school and how your teacher presented pronunciation?

S: Wow. Um vaguely it's a long time ago but I think the, I only learned French at school and the thing I remember most about that was accent rather than necessarily how to pronounce individual words, I don't remember any drilling, but we had quite an immersive set, I mean we had a language lab so we could listen, record, hear back and practice but yeah the focus was very much on accent.

importance of listening

recording

had to remember from past

French accent importance

drilling

language lab

L: Okay, so what, just trying to get the right French accent?

S: Yeah trying to sound French rather than just kind of say the word but in an English accent.

L: Okay um, and this is a question, how did you feel about pronunciation as a language learner, so as a language learner when you were learning French um, you know what were you preoccupied with the -the getting the accent right, were you aware of that as you were learning French?

S: Um, I quite liked it, its um, I don't know it's something that might be peculiar to English people learning foreign languages, I think they are more prepared to adopt a different accent when they are learning a foreign language and I was quite happy to try and sound French and I guess when you're kind of 13-14-15 the kind of embarrassment of getting stuff wrong in the classroom where everyone's getting it wrong doesn't really matter really much, I just quite enjoyed it.

pron position

willing to try

embarrassment of 4c

L: Okay, um do you remember or recall any specific training you have had on pronunciation teaching, including your CELTA or in your job here.

S: CELTA, it doesn't play a huge part in CELTA, it's more the - well we went through phonetics which I really quite enjoyed and the kind of shapes of your mouth how the chart is organized by what your mouth is doing um, going through that a little bit and what else? Some of the exercises you do you know

lack of pron in Celta

mouth, tongue, lips

1

Phonetic Chart

drilling but not, you know that would kind of be it from CELTA, from here I guess just the encouragement to do it and to do what had been taught in CELTA um and kind of yeah encouraged to feel brave enough to do it I guess...

lack of prac in Celta

survival skills
benefit of doing +

L: Have you had any professional development sessions on it?

S: Um possibly...

L: Can't remember? (Laughs)

Can't remember
prac. pds.

S: Can't remember them! (Laughs)

L: Okay and has that, has the CELTA and the sessions that you've maybe had has that had an influence on your teaching when you have been in class?

Prac. Postively +

S: Um, I don't know really, yeah, undoubtedly yeah, I refer to the phonetic chart, I do kind of encourage students to, I do use it in lessons but there are so many apps these days that they kind of don't need to because they can put a word in, hear the word so the kind of need for that phonetic chart is less, is reduced. Um, but I still use it um and I kind of enjoy teaching pronunciation, I don't necessarily do a whole lesson on it but I will do some in lessons, first six months, hated it um but I don't know there is a kind of change in atmosphere when you decide to do it and I think if the majority of the class buy into drilling and kind of feel free to make mistakes then I think it can create quite a nice atmosphere - as long, if you are focusing on getting things right rather than error correction...

Celta influence

Phonetic chart

less need

Int'l prac. available

benefit of doing

Importance of listening

accuracy

error correction + require

drilling +

drilling

L: okay, so when you are getting things right they're more, what's the word - happy to do it?

S: Yeah I think you've got to have a balance of, you don't want to focus too much on the mistakes, I think you've got to reinforce what's good rather than necessarily focus on what's wrong and I don't know where that balance is um, it's kind of down to the individual student and kind of how you feel on the day but yeah, no, generally I think they are quite positive about doing it cause when they don't know how to pronounce a word I think there's more embarrassment with that then the kind of temporary embarrassment of learning how to pronounce it ...

reinforce good/gettings right-

benefit of doing

L: yeah and trying to pronounce it, so my next question is do you teach pronunciation regularly in your classes and then I've got these set questions so I'll just tell you them in one go and then we can go back to them

S: Okay.

L: So um - Do you teach pronunciation regularly in your classes?

(How and what do you teach?)

What activities do you like to do?

What materials do you like to use?

What activities or materials, if any, do you prefer to avoid?

Talk me through some examples.) Just anything on those topics so the first one was how and what do you teach...?

S: how and what. So we might teach individual - we, I - teach individual items of vocabulary um with, different nationalities you know Spanish students might typically make some mistakes around pronouncing /ju:/ and /ju:/ in certain words, you know /stakʃu:ræl/ rather than /strakʃræl/ um so specific vocab, specific L1 difficulties, um mouth control and muscle control er and you know how to produce an /r/, how to produce a /v/ and not a /w/, voiced and unvoiced, and getting them to know the difference and kind of feel the difference when they are actually doing that, that's the kind of, yeah trying to teach a fairly broad range.

background

tongue, mouth, lips

-voiced/unvoiced

benefit of doing

distinguishing phenomena

variety

L: Is that in the books or is that-that how does that work?

S: That kind of comes out you know, it's me listening to kind of what they doing, the mistakes they are making and trying to help them make fewer mistakes, generally.

importance of listening

mistakes are made

desire to help students

L: okay and so what activities do you like to do to get them to-

S: Um, I actually quite enjoy drilling; um I quite enjoy getting them to feel how they speak and uh my class has kind of been progressing through the year so a lower level won't have done this but I do like getting them to record themselves record conversations, listening to it back so they can actually, hopefully correct their own speech by listening to it but I think, I think they are only really cap - there's a greater capability at a higher level.

benefits of prep for higher level

pron/drilling positively

benefit of doing

recording

importance of listening

L: Okay, that's interesting um are there any particular books or materials that you like to use?

S: Um, no, no I don't really use any, I don't use the pronunciation stuff that ef have produced although I'd quite like to, everyone says its quite good but no, it's just kind of native understanding, phonetic chart, and the kind of CELTA training of muscles.

school resources (but doesn't use)

phonetic chart

tongue, lips, exactly

L: Okay and would you - you wouldn't avoid then the books here like then if you needed to teach a lesson

S: No, no, no

L: Um okay so next question is how do you feel about the topic of pronunciation generally now, do you have any negative or positive feelings towards the topic and if so explain.

original drilling -

S: Um, I think it took me a while to get comfortable with the idea of doing it, particularly, kind of drilling and kind of setting the class up, now I quite enjoy it um sorry, kind of what was that?

initial pron dislike/discomfort

drilling positively

L: Yeah how do you feel about it?

S: How do I feel about it?

or effort

L: Yeah some people have different mixed feelings and emotions about teaching pronunciation.

S: I think it's necessary, um and I think you've gotta, the whole thing has gotta be a dialogue with the students, um how much do they want to keep their accent, how much do they want to try and sound English, how happy are they to be corrected, how precise do they want to be so yeah I don't really approach it from kind of what do I think about it, I try to approach it from what are they comfortable with and then do what they want really.

student needs

accent

needs

L: That's really good...um would you say your perception or attitude towards pronunciation has changed as you've developed as a teacher so thinking about how you initially viewed it when you were first, like the first couple of days of being as teacher to how you view it now.

S: No, not really, I think it is an important part of English, if you can't say the word then the listener can't understand it, so no I kind of think its stayed the same really.

then importance

communicating / being understood

L: okay, um right this is more specific now um so there are two of these questions, one is looking at a smaller sample of pronunciation and ones looking at bigger so they are the same question but the first question is um if your employer asked you to prepare and teach a lesson with some elements of pronunciation what would you want to know about the class and the topic and content and then how would you prepare yourself for that class.

S: Okay, I think um the L1's are quite important so you can kind of like anticipate where the problems are um, the level although it's not necessarily that important but chances are less exposure at a lower level they are going to have more basic mistakes than kind of high level but you do kind of see the same mistakes like fossilization of language you can kind of see it continue all the way through, um I guess context, you know why, why teach that pronunciation and to that group at that time, why is that a focus, why is that particularly important and any advice on materials really, from whom? Experienced

anticipate problems

level

student needs

awareness of fossilization

L: okay so the next question on that, this is not the next question, next question but on this question still like an extension of it, um what sort of activities and resources would you expect to use, can you describe or talk to me through one or two of them if you were going to....

recording / listening

S: Yeah I guess um there might be a recording, that's always quite useful, I guess there is two types of recording there's that very staged kind of material production recording where regardless of how well it's done it doesn't sound particularly natural but hopefully it gives you a good idea of how words should be pronounced...

should be authentic?

importance of listening

L: are you talking about a recording where they are listening first?

S: Yeah

L: okay

S: Um and then there is a recording of native speakers really saying stuff and there is a huge difference between kind of how something should be said and how it ends up being said, I guess I'd stick with how it should be at a lower level but then kind of between B and C and moving up the levels start introducing that kind of um, kind of you know, phrases, how just about everything becomes a schwa in terms of vowel sounds, um so at a lower level you can learn the rules and at a higher level you can learn that those rules actually need to relax a little bit.

Schwa

native speaker benefit

Lower levels
Prac for higher levels

L: Okay, yeah, that's great. Okay, so this is then the next question which is very similar to the last question, in comparison to the last question, which asked about teaching pronunciation a little bit um how would you feel initially if your employer asked you to prepare and teach a lesson specifically on pronunciation for an hour and why would you feel that way, how would you feel basically first of all.

S: Yeah, I think I'd be alright.

L: Yeah?

S: Yeah.

L: And why would you feel okay?

S: I guess I'm more comfortable doing it, more confident doing it and I think when it is done right everyone can enjoy it.

Growing confidence

pron positively

L: Okay and then again the same thing with the last question, how might you begin and prepare for this lesson so again the similar things of what you'd want to know and um what resources or help might you seek? How would you structure the lesson perhaps?

Lesson planning

student background

student needs

S: Um so same info as before, the L1, the level, the context, you know is it are you talking about finding- you know what's the language focus um and then preparing it, kind of thinking about you know, how I say stuff, not that I'm necessarily the perfect example of pronunciation but a reasonable kind of example of pronunciation um maybe prepare something myself, you know a conversation they can listen to um and I'd also want some capacity for them to record themselves doing it as well.

should model / good pron

Using conversators

recording

importance of listening

L: Alright um would you have any concerns or worries about how the class might go? Like any..

L: This is just more about marking the stress...

S: Stress, I use often.

sheep

L: Do you ever get them to mark it?

S: Yeah so if we are learning new words, where does the stress go, we'll do stress in phonetics as well, so you can have your major stress your minor stresses, kind of how language goes together so it's not individual words it's kind of groups of three or four words that become kind of chunks of pronunciation um, Cuisenaire rods, are they Cuisenaire rods?

major/minor stresses

L: yeah they are...

S: No, an elastic band I'd have no idea. - lade of amirons

L: well with an elastic band you can pull it as you say the word so like 'I like to eat' that kind of thing so then you can kind of see the stress...

S: Uh okay,

L: Um anything about minimal pairs do you use minimal pairs, do you know what minimal pairs are?

S: Uh yes, um I do use that sometimes like listening drills um with vowel sounds you know when, when am I saying, when does the vowel sound change, you know quite often that's an eyes closed, hand up when you hear the sound change kind of drill...

minimal pairs drills

achieves

distinguishing vowel sounds

L: okay, um I've just got two more questions, so if a student came to you with a specific pronunciation problem, how would you feel? How might you help and advise them and would you consult anyone else or ask anyone for help? So I've got an example here of two different examples, you can choose any which one you prefer. Either pronouncing the /v/ sound or with the minimal pairs situation with the /i:/ in sheep and the /I/ in ship...

S: The /I/ in ship... um so I am a firm believer in um receptive skills helping productive skills so for something like a minimal pair like a sound issue I kind of really encourage more listening, um stress why it's important, you know particularly around 'bitch' and 'beach' and those type, you know what might happen and if you get it wrong um, with the /v/ and /w/, uh its more of a kind of it's an action thing, kind of more, you know have a mirror, drill, listen to yourself so yeah I think the approach depends on what the problem is and in terms of if anyone ever did and I don't think anyone ever has um, yeah kind of use what I know to begin with and then, kind of review it and then if it's not helping, kind of speak to someone...

importance listens

height of dug

listen to yourself - importance + ready

student reads

experienced teacher

L: Would you ever ... yeah speak to someone else...and my final question is just to round it up do you have any further ideas or thoughts on the topic of

pronunciation that you'd like to share with me that you think I might find interesting.

S: Um probably not, no, I just think done well, it's enjoyable but I think most students when I've asked them they're not bothered about sounding English but they are bothered about pronouncing things correctly to a degree.

L: Things like you mean like being comprehensible?

being understood

S: Yeah like not getting /v/ and /w/ mixed up but I think the vast majority of students if they are understood or at least perceive themselves to kind of having been understood they're quite happy. I'm not sure if they are as bothered as we are sometimes.

L: Have you ever noticed a difference in the nationalities and maybe if one nationality is more preoccupied than another nationality to be, to get that more clear.

S: Yeah I think the European students, not that fussed, their more confident speakers anyway, typically. Turkish speakers quite often know they don't sound that good and do want to sound better and Asian students want the British accent but they don't necessarily go about practicing it. Um so yeah there is definitely a difference.

diff background needs (student needs)

L: Okay, thank you.

ability to recognise diff. pron issues

7.7.2. Teacher E

L: Tell us a little bit about who you are, your background and why you decided to become an EFL teacher.

B: Okay, er so I trained to do my teaching about this time last year and I finished in August and to be honest, (laughs) this is going to sound quite bad, I wanted to move abroad more than actually knowing that this is what I wanted to do, it was more that I just wanted to live abroad. And I had previously had lived in Germany and I'd missed it and I wanted to move back abroad so I found an opportunity to train and...

L: And then you ended up back in England (laughs)

B: do this ...Yeah so it finished and I came back to England I had nothing and I was like okay, well I've got this qualification, I've spent money and time doing it... let's try it and it was only going to be a temporary thing to be honest I didn't think, I thought this was going to be ah okay I go live abroad and then I'll come back and get a job in charities and marketing and what I'd done previously, um, but I found that I actually really enjoyed it so that's why I'm still here]

L: Yeah that sounds similar to me, don't worry

B: nine months later, yeah, anything else you would like to know?

L: Yep, that's all... Okay so now I'm going to go back to when you were at school and you were learning a language maybe at school, okay?

B: My education?

L: Yeah your education, so when you were a language learner yourself and the question is – Can you remember any experiences from learning a language at school and how your teacher presented pronunciation?

B: Way back? Kinda what secondary school?

L: Yeah or even if you've been doing languages later in life.

B: Er okay, um okay, so I learnt German, I lived in Germany and I learnt there er, it was a lot, a lot... I don't really remember a lot of pronunciation if I'm honest, it was just, there was always a focus on grammar and vocabulary and just yeah when I think about those lessons it was always I just think about book work.. I don't think about

L: do you never have to do like any drilling or anything?

B: I remember just kind of a lot of parroting and a lot of just copying and I don't remember doing any of the activities we do here, learning, it was always just kind of you listen to a native speaker and you try to copy it and... yeah

L: Okay, that's fine, okay so how do/did – How do/did you feel about pronunciation as a language learner?

value
speaker
benefit

had to remember

copying/repetition

importance of listening

B: It was quite frustrating at times because you think you are saying it, you think you are saying a word and you think ah it sounds the same and it doesn't sound the same to them and no - its this - um so I can kinda see why my students get frustrated erm but at the same time when you can be understood it's a good feeling and you notice like ah they understood, my accent must be okay enough for them to understand and communicate but yeah it can be really, really frustrating.

frustration
distinguishing sounds

L: Yeah (laughs) Okay - Do you remember/ recall any specific training you have had on pronunciation teaching - including your CELTA or in your job? - do you remember or recall any specific training you had on pronunciation...

B: Um I'm really not the best person for this because I have just haven't had that much training on pronunciation I feel, like it's never really...

L: That's okay...In the Celta, do you remember?

B: In Celta we had to study the chart a bit but not really like it was kinda introduced and we had a test at the end on the sounds um...

chart
survival skills
deciphering/linking sounds

L: did they encourage you to use it in like your demonstration lessons or anything like that?
B: not the phonemic chart, no, it was more like kind of rhyming words and getting students to use rhyming words and I worked with quite young students in my training so it was actually more of a young learners, I did teach adults but then again that had more of a grammar focus so with the young ones um we did a lot through songs and copying through songs but quite honestly, yeah...

rhyming
songs
copying
songs

L: Where did you do your CELTA?

B: So I did it in Austria, did it with a company it was called ABCI and they...

L: Um okay, no I was just interested...and with this job? Any professional development sessions?

B: Um I've had feedback from my classes and my tutors' quite good...um professional development I haven't no...no I haven't had one but I've had meetings with Martha who is my tutor and she's really good at giving me like tips and showing me like the books and how to do it um but its an area I need to improve on really because I just...

mentor

L: It's okay...don't worry, its all good to hear all this

B: No I've been saying it a bit now, like it is something I really, I know is a weakness for me and a lot of time it turns into copying and par - I haven't really had that much training on it and I just I don't know yeah...

pron weakness
copying
lack of experience/trang

L: Okay - Do you teach pronunciation regularly in your classes?

(How and what do you teach?)

What activities do you like to do?

What materials do you like to use?

What activities or materials, if any, do you prefer to avoid?

Talk me through some examples.)

B: Ok, um so I actually teach the pronunciation spin so I think that's quite different to my general English...pronunciation spin, yeah obviously there is that whole focus on so I use different games, um lots of kind of you know they'll have pieces of paper and gotta match the rhyming words, they've gotta find the phonemic chart sound and match it or you put like a word on the board in the phonemic script and they've got to then work out what the word is and games like that...

match (pointing to 'match it')
rhyme (pointing to 'rhyming words')
charts (pointing to 'phonemic chart')
deciphering (pointing to 'work out what the word is')
chart (pointing to 'phonemic script')

L: That's the whole class or

B: Um...so there is normally a focus each week, the focus will be on..okay the focus is on this one sound like the /i:/ sound and they you'll really focus in on it or the /θ/ sound or whatever it is but sometimes it can be more general, it can be the different sounds together or elision and all that kinda stuff.

individuals and focus (pointing to 'focus in on it')

L: So you said about the activities, any materials you like to use specifically, if you got efl materials...

B: So we have a PowerPoint that we can use. It normally has...yeah it normally has materials so there is normally a transcript...yeah some recording...

using a transcript (pointing to 'transcript')
importance of listening (pointing to 'recording')

L: They listen to something?

B: Normally, yeah, normally they'll listen to something at the start so they can hear it first, they can hear what the sound, then its normally kind of identify the sounds so okay, you've heard it, now here's a sound and give an example and you've gotta kind of under-go through and underline where the sound is, no that not /i:/ that's /l/ or whatever it is, that kind of thing.

distinguish sounds (pointing to 'identify the sounds')

L: That's interesting....and is there anything you don't like doing? Or you want to avoid in those classes, that's out of your comfort zone or....

B: Um...anything I don't like doing? Not really, just sometimes it can get quite repetitive, you can end up kind of at the end if a class has focused on a certain sound by the end of it they're like /i:/ /i:/ /i:/ like that they're just...

challenge (pointing to 'repetitive')
repetitive (pointing to 'repetitive')

L: Yeah how long is the class?

B: Class is an hour and twenty but then on a Friday we have two of them so that's 2 hours...

L: the same class...

B: yeah back to back, yeah same class so that's 2 hours 40 just on pronunciation ...

L: On /i:/ (laughs) → *for challenge*

B: (laughs) On /i:/ yeah normally in that case it would probably be /i:/ and then another sound after so an hour and twenty on one sound and then...

L: Okay so question 6 (how do you feel about the topic of pronunciation generally...)

B: I just, yeah, no, I think I'm probably going to come out quite negative, I feel that it just... I don't know...I - it's obviously important but I think it takes a long time to - for a student to get the pronunciation right generally and I think um, sorry what was the question again, just negative and positive?

L: how do you feel about pronunciation generally...and then negative and positive, basically expanding on that

B: Yeah I think it's important but I think its frustrating for the students sometimes and in this...

L: And you, how do you feel?

B: How do I feel? Um, I just, to be honest I forget about it which is really terrible but I focus on the grammar and vocab and sometimes it can just turn into a copying and parroting thing and that can be frustrating for me as well because I don't really plan it in to my general English classes and when I do sometimes I feel like the students, some students just don't want to do that, they want to just get on to the grammar and...

L: So you feel like it might its not of actually of interest to them even?

B: Yeah cause sometimes, yeah because again because we've got a class full of different nationalities, some students are really going to have problems with certain sound and other students with a certain sound, you've got so many different areas coming with pronunciation - it can be hard to focus in.

L: Okay, yeah, yeah that's fair enough, this is the next question - how's your perception or attitude towards pronunciation changed as you've developed as a teacher... like thinking about how you first perceived it when you finished the CELTA to now.

B: I think...I think its strange in that I do think about it more now, even though it is still hard for me, erm and I think... I -I don't really know. Erm, I think about it more but I still find it challenging and I think sometimes as well I can't really see a difference in a way, sometimes those ingrained errors come up so much that you just, it's like okay I told you this last week, I told you the week before but

L: yeah the fossilisation of it...

B: yeah, exactly, exactly and I think it takes more than just seeing me every day in a way, I think it needs to come from other...

L: other sources?

B: other sources, other areas of like their host families or whatever, I think, generally I tell my students you need to speak to a native speaker everyday you need to listen to something in English everyday and if they don't do that its going to take a lot more than just me saying the word like because we only have a limited amount of time in class and they have to do more work outside of class.

Pron importance

negative

Pron takes time

vocab + grammar focus

frustrating

grammar/vocab

Multi lingual issue - pron is difficult

growing pron awareness

hard to see results

Pron takes time

fossilisation

autonomous study

help from other areas

native speaker benefit

importance of listening

limited class time

need to make an effort

frustrating neg.

L: how long have you been a teacher now?

B: Here I started in mid-September...

L: Okay, cool, hmm, okay now...there are two questions they are pretty much the same question but um we've kind of covered this a little bit so if your employer asked you to prepare and teach a lesson with some – with the emphasis here on some – some elements of pronunciation, so imagine your general English class, but imagine this you didn't know you were just a new teacher in a new school um what would you want to know the class and topic or content and how would you prepare yourself?

B: Okay, um so new school, new class what would I need to know to teach some pronunciation. So um obviously kind of what vocabulary has already been taught, like and I guess as well, yeah what vocabulary has already been taught and what focus, what's the aim of that class, so what is their focus on new vocabulary, if so then the pronunciation at the start for the new vocabulary...erm also just generally the nationalities, where they have had problems with in the past and what has been done...

should repeat

background

L: Okay, yep, okay so if you were doing just some pronunciation, what sort of activities and resources would you expect to use, can you just give me some examples or talk me through...

B: What I would do?

L: Yeah

B: Umm

L: That little bit that you're going to do in the class...

B: That little bit in the class, I mean, I would possibly do some of the phonemic chart stuff and get them to, I don't know if it was like new words I'd give them the chart and its like okay, try and make the words with the symbols but before that obviously they'd need to have some kind of listening, yeah or me dictating something or whatever...

deciphering / writing phonemes

listening

model

L: Dictating and then repeating?

B: Yeah exactly, um and then it would definitely be a back and forth back and forth until they I –felt comfortable

L: felt comfortable?

B: yeah exactly got it. – few accuracy

L: Okay, now in comparison to that question and this is related to your spin classes I suppose, if you are at a new school or whatever or you started here or even when you started here and you got told you were going to start teaching pronunciation spin, how did you initially feel about that?

B: Um I think yeah, I think when I got told, yeah I had a pronunciation spin near the start of my time here at EF and I was a little bit anxious, yeah not really sure about it because they

anxiety

lack of confidence

from can
lucky
structure

context
structure brought

provide the PowerPoint it gave a bit more structure which was good, I definitely need that because sometimes I feel, do you know kind of with grammar you've got a real structure and you kind of set it up and I've really had my training in that, you set it up, you give them the language and then we do practice control practice whatever. Pronunciation it can sometimes be a bit all over the place in a way like sometimes okay, there's a word there, oh you've got that word wrong and then you can kind of go off on a tangent, quite a lot, I do anyway um...

L: That's really interesting, obviously I'll comment more at the end. Okay, so you're doing a whole hour of pronunciation, again how would you begin to prepare for this lesson, what resources or help might you seek, you know, how would you structure it

B: Um, you see, that's the thing, with pronunciation, I feel like it has to be in a context but just sometimes where I feel like it can be a problem when you're just like okay we're going, yep, like I was saying it can be a bit all over the place. There needs to be like okay, we're doing this topic and we look at what errors are being made and um, whereas when we do the /i:/ sound that can be a little bit confusing for me.

lack of confidence

L: So what you're saying is with the grammar you have the topic and you can see the errors or...

B: Yeah So like, kind of if I'm in class and I'm teaching grammar, a grammar point and its in the topic - at the moment I'm doing sleep um then I hear their errors through the task that they are doing and then, okay, I hear what the class is doing, what problems they are making and can focus on that

india
errors
ad hoc

L: That's grammatical errors or pronunciation?

B: Pronunciation errors, yep, um ah completely forgot what the question was, sorry.

L: saying about how you be prepare for the lesson...

B: prepare for the lesson...

L: saying using (inaudible) and how you structure...

B: Ah yeah..

L: You were talking about grammar before and how that works...

B: yeah and yeah exactly so grammar has like a structure um so ah okay, if I had a pronunciation class next week I would want this topic and then base it all around the pronunciation okay you're going to need the stress for this

L: okay

B: does that make sense? sorry

L: you want a framework? Is that right?

lack of confidence

B: Exactly, yeah, sorry I'm a bit, I'm trying to formulate my ideas really, I don't really know.

L: Yeah, okay, that's fine, that's fine, and what would be your concerns when you were planning or when you were during the teaching, would there be any concerns or things that would preoccupy you?

B: My main concern is that I would plan it like reviewing what we'd already done with pronunciation um because yeah its like this parroting parroting, parroting and not going back to any errors and er errors would be sometimes a little bit boring and frustrating for the students and that okay we're doing another task, great, obviously they are going to have to...and there are going to be a lot more errors and maybe they can't identify their errors, as easily, and you know when you've got and they are doing a piece of writing and I go okay you've made a mistake there and I won't even say what it is but they can kind of work out, okay is it? You know? Whereas, okay you've made a mistake there phhhhhh and they don't know, they don't know, you know and that definitely that would need to be um looked at and um that would definitely be a concern when in the planning stage, okay how do I make this not only interesting but that they are learning and that okay they are meeting their aims in this context, it's a lot to think about but they get really frustrated...

challenge
do!

Pron is dull
frustrating

Pron is difficult!
ident errors
difficult

Student needs

L: Yeah that's fine. Okay, how do you feel about the phonemic chart and using it?

B: Okay um I've used it I'm kind of in the middle of it I think, I think its can be useful but I don't think the students will ever learn all of it so it's always gonna come back to having the examples under the phonemic chart kind of okay yeah that's the schwa that's the um with an example word and then comparing the words so I don't actually use it that much because I'd rather just use their knowledge of what words they know and rhyming it to work, rhyming those same sounds and what sounds um

unsure of
phonemic
chart

Phonemic
search

frustrating

possibly

rhyming

L: Do you have the phonemic chart in the classroom at all?

B: yeah in every classroom yeah

L: Okay, that's good, I've got some images of things you can sometimes use for pronunciation

B: oh

L: and its just sort of like, you know I'd like you to talk about them basically and see...I mean if you don't know what they are don't worry or if you just...

B: Ah okay

L: So um hands

B: (claps) syllables yep, yeah I've definitely used that um I do it a lot and I get the students to do it because I think that's quite good um ah the Cuisenaire rods..ah we did have a pd! Sorry, I completely forgot (laughs) um yeah we had a pd about the Cuisenaire rods and how you can like put the stress on the word or the stress on the sentence using pronunciation, I've never used them.

hands for syllables/clapping

lack of experience

Cuisenaire
rods

L: Do you have them here?

B: Yeah we do. Um and I have got students to ^{show} like instead of using them I just kind of get the students to like underline and I kind it's something quite similar...

L: The stress?

B: yeah like underline the stress on the word which I think that can be used in the same way

L: We've already talked about that so... ^{mouth, lips, tongue} ^{Powerpoint}

B: Yep, we get diagrams of the mouth shapes in the PowerPoint slides in the pronunciation spin um I, here's the thing, I sometimes do the activity where they have to mouth the words without making a sound for the shape of the mouth because then they really have to, yeah get the right mouth shape, so because that's obviously important for pronunciation but I think this, like, showing them a diagram, like when I look at the diagram, I kind of (laughs) I don't know, I feel like I feel like I'm being very very negative...

L: That's okay, that's okay, that's fine... ^{negative}

B: I look at the diagram and I think I don't really know what's going on here to be honest because I've never seen, I don't study the anatomy and... ^{lack of experience}

L: If this had been like maybe shown to you and gone over in detail in a professional development session, do you think that this might help you at all?

B: Hmm... ^{lack of confidence} possibly, I think like maybe to explain to the students like okay your tongue should be here or...that would be good and I don't really do that at the moment. So I think that could be used to help me to understand kind of mouth shapes because I don't really know what shapes, yeah where the tongue should be with this sound or this sound, I don't really know that so I think it could be useful for me but I don't really know how useful it would be for the students I think... ^{need to improve}

lack of experience

L: Okay, what about the mirror there

B: errrr I'm guessing its used to look at your mouth shape but I haven't used it and I've never really come across it. Microphone um I've got the students to record themselves and done like a, okay you record yourselves you pass it to the next group, you listen and the identify where the errors are and they can't understand you okay go through - that has been quite useful um because then but then again at the same time I've had students go he can't understand anything!! (laughs) ^{mouth, lips, tongue} ^{lack of experience} ^{lack of confidence} ^{importance of listening}

Prox visibility

L: So do you think that makes...how do think that makes them feel?

B: Not -not great, yeah, I don't think but again maybe it highlights...I haven't really thought about that before or really had it, because when you are just speaking to someone you use gestures and hand motion, yeah all of this so point and sometimes you yeah their English is quite broken but they understand each other because its international speaking to each other they kind of have this um so I think that highlights okay just in speaking just in pronunciation their errors because you don't have these other tools like gestures to focus on erm.. ^{lack of awareness}

hand using gestures

L: minimal pairs?

B: erm - lack of awareness

L: I think that's more like different vowel sounds and things...like /i:/ and /I/

B: Yeah, oh yeah, I haven't really used it to be honest - lack of experience

L: okay, kazoo?

B: kazoo, I've never used it er what could it be? - lack of awareness

L: Don't worry if you don't know, I'm just wondering if you... had come across it that's all...rubber bands? Nope?

B: no, no, oh no

L: Well that was just there to see if, what your thoughts were, to see if there was anything deeper we could go into with that...

B: okay

L: okay, two more questions

B: okay

L: If a student came to you with a specific pronunciation problem how would you feel, how would you initially help them or advise them and would you consult anyone else or anything for help and I've just got two examples so you can use if you want to because I did this with my sister, I piloted it and she was like what do you mean I need an example um so for example they had real trouble pronouncing the /v/ sound or they couldn't distinguish between sheep and ship so /i:/ and /I/ sound so how would you feel if they came to you with these problems and then what would you do how would you handle the situation

B: Um, I've had students come to me with specific problems before, not these examples but I have had a student say 'I was on the bus and he couldn't understand when I said 'um...I think it was return or I can't really remember exactly but it was definitely on the bus, he couldn't understand so I um sat with her and I went through the dialogue of what you would say on the bus and um, and I kind of I always do the rhyming words, it's kind of my fall back, it's what I go to, I always find a word that they know and that I know that they can say, they know that sound and then put it into, get it

L: make that connection

B: into the connection of, which I guess works for some students but its just my go to method so I did that with her and I got her to tell me and I also told her to record it at home and I could get a friend to listen to it or get me to listen to it, she didn't give it back to me so I don't know if she actually did it but I told her to record it at home um, I think its good when they say and I would I want students to come to me and say hey I can't, they don't understand me when I say this what am I doing wrong? Um but it takes a lot of practice I think, pronunciation, it's not something like you can learn a word and its like (snaps fingers)

9

takes time

need to make an effort

don't have to help students

rhythm/rhyme

Survival skills?

record themselves

lots of

regularly record embarrassment effort recording nonverbal possibility listen
all of language is like that I think it takes a lot of practice and you do just have to keep going
okay and that's why I think recording yourself is really good but the students are often quite
reluctant to do it they don't, there is that I don't like the sound of my voice but it's I
think its good, I think recording yourself is really good and getting others to hear it, yeah.

L: Okay, and this is the final question just to wrap it up do you have any further ideas or
thoughts on the topic of pronunciation you would like to share that might be interesting.

B: Um not really I think, that's it, I think I've covered it. I think generally I should have done
more in my (inaudible) TESOL um and I really can't remember doing it at all and...

L: and going forward how do you think it will continue to remain or continue to develop...?

B: um I hope, I'm going to keep speaking to Martha as she has really good ideas and observe
another pronunciation class to see what other teachers do um but yeah definitely do some
more reading on it more because it is definitely...

L: it's useful

teacher study

B: yeah it's useful and it's an area I definitely need to work on, yeah okay...!

need to improve

L: brilliant thank you!

possibility

want
to
observe
classes

7.7.3. Teacher F

L: First question...

E: Okay, so um I'm Polish and South African, grew up in South Africa, um I did a university degree here, I did in screen writing so initially wanted to get into screen writing. Screen writing is quite a difficult, or film in general, the film industry is difficult to get into. I needed some money. My mum was also an English teacher so it was always kind of, unfortunately a back up plan but I did think that I could use that, you know knowledge of language and love of language and bring it to EF or being a language teacher. So I've just finished, I finished my CELTA last year June, then did some film work so then it was kind of like film and English at the same time and yep started here, this is my first job, in January.

L: Okay brilliant. Um so now we are going to go back to when you were learning languages at school or maybe even what you said about your background um but I think more specifically about being in the classroom - Can you remember any experiences from learning a language at school and how your teacher presented pronunciation?

E: So I did Afrikaans first language in high school and then I also did Spanish 'abinito' at University... um I...

L: abinito?

E: Abinitio I think it's like Spanish for beginner-beginner

L: Okay.

E: So like not knowing anything. To be very honest with you for both of those things I don't think, I don't remember there ever being pronunciation, being taught.

difficult to remember
past pron
exp.

L: You didn't get anything like say it after me, repeat, any of that sort of thing?

E: Okay, maybe stress? So there was that. Repeating words, making sure the stress was there but really nothing ever in depth. I suppose with the Spanish... I honestly, honestly, can't remember.

stress

L: It seems to be a common thing actually I find...okay um so now this is related to you as a language learner - How did you feel about pronunciation as a language learner?

E: Um, I don't know. I quite like accents, I quite like imitating accents so especially for the Spanish I really tried - tried to understand that kind of sound but I did that independently. I don't know I think I picked it up sort of instinctively, um, what's the question again?

focus on accents
effort

autonomous
student

L: You know, just how you feel about it, like because some people may be...preoccupied

accent story

E: As a language learner...? Yeah so I found that a lot of people are pre- a lot of people here as well are pre - they want to sound English but I also feel like its just, I've had people that want to sound so English that they, their accent changes completely to something like not even English, not even German, not even, it's just some weird mix of trying too hard in a way, which is really strange. I think a lot of people think its really important and they really want to change their pronunciation um but whether I think that is possible is another story.

shut out desire to sound English

default

L: Okay, do you remember/ recall any specific training you have had on pronunciation teaching - including your CELTA or in your job?

E: Okay, for the CELTA definitely, I found that, it was very interesting, especially the phonemic chart. But that's - you know that's quite a fun activity anyway, you're decoding, it's interesting to see those and the schwa! Particularly, and what it sounds like, so it was interesting and I was interested in it. What did we do? We did quite a lot of - a bit on pronunciation teaching, pronunciation on the CELTA when I got here- here- here, it was

positively

phonetic chart +

deaphony

(Interruption of someone coming in)

E: It was, I don't think I got any training on the pronunciation because it was only, the first thing I did was teach a spin on pronunciation and it has those kind of already made for you things which was daunting at first but yeah no training, no training.

lack of training

school resources

anxiety

L: Um, do you think though with the teaching pronunciation with the CELTA that helped to influence your teaching?

E: Definitely, I think out of all the people, I was at least, out of all the new teachers I was familiar with the phonemic chart and used that so yes, yeah there was also a couple of lessons on stress, so that's what I actually, used today. Which was quite fun for them as well so like changing contrastive stress, contrastive?

gain confidence

phonetic chart

positively

stress must be fun

Am I ever pronouncing that right? Yeah, so it was like, yeah, it was interesting to see and actually they gave us in the CELTA course a little booklet, some, um not a booklet, like a study of like how specific language learners have difficulties with these particular things and why

using contrastive analysis

L: Um okay,

E: That was super interesting...

L: like contrastive analysis sort of thing?

E: yes, yes, so like your Spanish um what you are going to have difficulty with, why because this is what it's like in your language. That was super interesting but that was also sort of more independent research.

autonomous study/teacher

L: okay, where did you do your CELTA?

E: London.

L: London, okay.

E: London

L: okay, so I am going to tell you know this is a long question -
So if we go back to do you teach pronunciation regularly in your classes first.

E: In my general English classes? I - Never. Or like barely. If there is, I mean I just
leave it out completely because there is just so much more to get through.

Pron not
as
important

L: Is it in the books? Or is it, I mean?

desire
to
improve/
mot

E: No, it's not in the books. It's not in the books. I did it today though, I wanted to
see that it was like. But it was like one of those pronunciation points - points that
I found, that I thought that they would find interesting and that they would sort
of understand so it wasn't just like repeating. It was about meaning - where do
we change the stress for that meaning.

repeating possibility

L: What was the point?

E: Contrastive stress.

L: Oh yes, you said. Can you give me an example?

E: So, I DIDN'T say she stole the money. I didn't say she stole the money. I didn't
say SHE stole the money, so changing the meaning and that...

L: Yeah in the way you indicate

E: Which they found very interesting and intriguing rather than just this is how it
sounds um...

pron interest

L: And what level is that class?

E: B2-2

L: okay and so, you don't teach in your regular classes, so most...

E: Really not, I should...

desire to improve

L: ...of these questions are like what activities do you like to do, what materials
to...they are kind of redundant but don't worry there is going to be more on that.
Um how do you feel about the topic of pronunciation generally now? Do you
have any negative or positive feelings towards the topic?

difficulty of multilingual class

improve / autonomous study

E: I think I need to get better at it and I think I need to, like I feel like I need to do so much more research about it, but also it's quite difficult when you have not a monolingual class so that would be so great because I could find out exactly what they have an issue with, so like especially you know like Chinese or Japanese students that have a problem with the r or the l like that's what we could get into. So it could be more direct. Here it's like well we have many problems we have to deal with um I just feel like it's something that should come later. I mean I don't know, like this is just what I think at the moment.

L: No, that's interesting. Why do you think that?

lack of confidence

growing awareness

E: Because there's so much more that they have to like - you know vocabulary, grammar that has to first like settle in, before we get onto that but then again thinking about it when you are learning those things why not learn how to pronounce them properly at the time? But I don't know, yeah, yeah. So it's just a journey.

priority

L: That's interesting, yeah, an idea you have, a process. Um... Has your perception or attitude towards pronunciation changed as you've developed as a teacher, from like when you first started off like the very beginning maybe pre-CELTA to now?

E: So pre-Celta?

L: Well we could touch on that if you want, as well?

E: God, I didn't even realise it was a thing that was going to be taught.

lack of awareness

L: Yeah, okay so after your Celta till now.

E: Okay, during the Celta, umso how's it changed?

L: So from the point you finished your Celta, started as a new teacher, to this point now.

other has a priority

E: Um, I don't think its changed that much. Um I don't think I've gotten... I think because so much has been going on and like getting to grips with like how to teach and you know what are my weaknesses and trying to develop those and stuff so it feels almost like I've almost put pronunciation on the back burner because I'm like this isn't as relevant as everything else, so... but I feel like especially in the last couple weeks and now I've got this spin like how useful it can be. So I feel like I need to do more research into it and I need to find out more about it but at the moment it's not in my lessons unfortunately.

desire to improve

Pran not as important

important

autonomous study

pran posh

growing awareness

L: Well that's interesting, it's all really interesting but I'll comment more about it after I've stopped this recording actually. I can't say what I think at the moment. Now, there are two questions that are the same and there are expansion questions from them. So the first question is if your employer asked you to prepare and teach a lesson with some elements of pronunciation what would

you want to know about the class and topic - what content - and how would you prepare yourself? So right now the emphasis is on some pronunciation in the class.

E: Some?

L: Yeah so like maybe your general English class, if they said we want you to do more pronunciation in your general English class, um what...say you didn't even have the class right now, what would you want to know about the class, the topic and content...to prepare yourself.

E: I would definitely want to know what level they were, I guess it's not really an issue if its bilingual or monolingual cause its probably going to be bilingual um I guess how what percentage of that class is from where? What else would I want to know? I really don't know...

L: Okay, and how would you prepare yourself in advance for teaching that pronunciation point or pronunciation class?

E: Google it.

L: Google it.

E: Google it first of all, yeah, so I'd try to figure out yeah pretty much see what the internet says, see what's difficult about it then check out our resources see if there's anything on that already, maybe ask some people as well, some people that, you know, experienced teachers, yeah.

L: Okay, um so then this is kind of the same question but just in case we've missed anything, what sort of activities and resources would you expect to use, you said google, but maybe activities? Like can you think of any activities you might use if you were teaching it?

E: hmm I don't know, I think, I mean I always try to make like quite fun lessons so even the drilling, because they I mean they just enjoy saying it over and over again and trying to get that accent so. Activities wise, that's something that I have to work on is what I have to say because I don't know any besides you know like the thing that we did today was like match the meaning and match the pronunciation here that kind of thing, so make it interactive I guess but I don't know how.

L: Yeah, now in comparison to the last question that asks about some, this is relates to your spin really. If you were teaching a pronunciation class for a whole hour specifically...

E: Actually more than that yeah...

student background

Internet

school resources

experienced teachers

fun for students

repeating words

accent focus
desire to improve

grab words / interact

match phonemes

lack of awareness

exhausting

L: What would you... it's the same question, what would you need to know, you know what activities, how would you prepare for this lesson and what resources would you use.

takes time

E: I mean if I had to do it on my own I think I would be very scared, if I had to make up, because we -we did the spin on a Friday with two lessons back to back and a) it was exhausting for me and exhausting for them as well because its so niggly, all these little small points that we had to get through but there were activities there were like, you know you start with the listening and then you get into the nitty-gritty and they do an activity, um... I-I would be so stressed if I had to do it on my own but those materials really did help.

anxiety

school resources

lack of confidence listening

L: Yeah and if you have to do it every week as well yeah...

E: So I've yeah, I'd be very scared.

L: Okay so, um would you maybe talk to a teacher, what would you do to kind of do try to start preparing for it?

school resources

E: Um... I'd probably look over everything that's available, so all the resources that are available and pick something that I felt um was the most useful and was the most like well prepared, so you know something like a resource that's already quite um fruitful I guess, but yes I'd also speak to Bill, I'd speak to everyone who has taught pronunciation before or James even. Um and get some recommendations on books to get into.

books

mentor

L: Um okay, and what would be your concerns when planning or teaching this lesson? Would there be anything running through your mind when you were doing it, do you think?

time

E: Um, Even with the planned lessons, because there are so many elements to get through, um I felt like, I was getting confused myself, so I was confusing myself and its also like once you start repeating yourself, and you go over a pronunciation point like I can't even hear it anymore. So I feel I'm not equip enough to like, also with my own accent...

lack of confidence

non-native / pronunciation issue

L: hmm, do you think it's because of the fact your not a native speaker or...

E: I guess so, yes, so I would pronounce things differently, pronounce, pronounce, like I don't feel like I have a base of knowledge that if somebody came at me with a question that I hadn't prepared I'd be like eeeeeee, I don't know, like I really don't know and yeah, so.

L: Okay, That's good ...Okay next question, how do you feel about the phonetic chart and using it?

E: It's great. I use it all the time!

phonetic chart perfectly

L: Do you? (Laughs)

E: No, I just think that because I enjoyed it so much that it was like understanding the sounds of a language and it is just like you know, in the pronunciation class, I just used to come up and just like if you can read this sentence then you are a genius or something, in the phonemic script, they enjoy looking at those kind of sounds and just making those sounds at each other.

Positively

deciphering phonemes

L: Yeah oh this is just in your class if you do use it they-they like they enjoy it?

E: Yeah, they definitely and the pronunciation.

L: You don't ever have anyone going like oo I don't want to use that or...

E: like we don't want to...?

L: yeah like oo this is scary or we don't like using this chart or they've always, always been receptive to it?

E: I think at the beginning they were just a bit like well just I'm like have you seen the phonemic chart before? And they are like no I don't know what this is, but the first lesson I literally went through each single one and we were thinking of words and a lot of people immediately came back to me, after, during the break saying what is the difference between 'o' and 'oo' here and cat and the 'a' here, like I really want to try and understand this so its good to like have a base they can go back to and understand those sounds, especially I think Chinese students, they really wanted to get into that, so that was nice.

Positively

L: Yeah, I've got some images here now, we've probably talked about, we've talked about the phonemic chart here...

E: Yeah.

L: We've talked a little bit about the stress here earlier. Um, these are just some things that you can use, techniques and ideas for teaching pronunciation, Um...

E: What?

L: Yeah I don't know if, I was just wondering if you could like maybe talk about each one and what you might you know what your thoughts are on, when you look at them?

E: Um okay, so that's good for seeing your own mouth move.

L: Okay, that's the mirror yeah.

mouth, lips, tongue

E: That's a mirror. (Laughs)

L: Yep, yeah I'm just saying it out loud so I know what we are talking about (laughs)

m, t, k
E: I'll be more obvious. Um so a diagram of the lips, seeing what your moving so that could be if you know like a t-h sound, to show them exactly where the tongue is, exactly where everything goes, so I guess that's useful, um minimal pairs, okay, well that's just examples of using that, using the sounds in different contexts I guess, so yeah I have used that. Um stress...

L: Do you get them to mark the stress ever on their words when they learn new words?

read to capture *stress*
E: I should do that, I should do that more, but um, I'm sorry, I do that on the board, I ask them where the stress is um especially if it's like, what was the word recently? Vineyard, vineyard. Blocks?

L: Do you-

lack of awareness
E: How would you use that?

L: If you don't have any ideas don't worry, it's just there as a prompt really...

E: Okay, throwing them at students, no?

L: (laughs) No, what about hands, using your hands?

E: Hmm, hmm... I don't know, god I can't be creative today, I'm so sorry.

L: No worries...

recording themselves
E: Making things a bit clearer with the microphone, so you can hear yourself, that's quite interesting, that could be quite fun as well um, I don't know you blow on those things to make a sound?
possibility

L: Yeah kazoo's

E: Kazoos?

L: It's alright, don't worry, its just there to see if you had any ideas and just to see if you are aware of some things. Okay, I've only got um two more questions for you now.

E: Okay,

L: Um so if a student came to you with a specific pronunciation problem, first of all, how would you feel? How might you initially help and advise them? Would you consult anyone else or anything for help? So just to give you some idea of some problem was when I trialed this on my sister she was like 'you need to give me some example...' either pronouncing the /v/ sound or the difference between the /i:/ and /I/ as in /sheep/ and /ship/, so those could be examples you could use.

E: Okay so if somebody came to me with like the /v/ sound that would be a lot harder than the other example so I think I'd be excited to be like okay how can we figure this out but I'd have to say, look I'll come back to you at some point so I think definitely go to somebody else like I ask those guys questions all the time and I think its kind of annoying at this point.

desire to help.

experienced teachers

L: You'd say you are a question asker?

E: Yeah, I need to know so yeah so they are a really good resource and I'm really thankful for them. Um question again?

L: Oh so just how would you feel? You said you'd feel excited but you'd have to go away. Um and you said would you consult anyone or anything for help and you've said that as well, so that's all really. Um this is the final question it's just do you have any further ideas or thoughts on the topic of pronunciation you would like to share that might be interesting? It's just sort of to wrap it up basically.

E: Just that because of this study I'm now kind of like, you know I'd written it off, only because you know, it's kind of been tough for me, not totally, just getting to grips with the material and how to teach basically but I don't know its taken seriously, I don't know, I'm not really being monitored, is it necessary? Is it? I don't know.

difficult

developing

pron not important

L: Depends on whether or not you feel it's necessary, I suppose. If you don't feel like you are being monitored about it.

E: hmmm

L: I don't know (laughs).

E: I don't know. No, I think it's something I will consider a bit more after this study, but yeah nothing more really, sorry.

lack of confidence

need to improve

7.7.4. Teacher G

L: Okay, so first thing is tell us a little bit about who you are, your background and why you decided to become an EFL teacher.

D: Okay, my name's ~~John~~, I'm from Oxford, England. I studied Multi-media journalism at university but during that time I realized that I didn't want to go into that industry and in between my years of studying and completing that degree I spent some summers, some time in United States at a summer camp and um and because of my media background my activity was teaching radio podcasting and I enjoyed that so much that I, well, I did it for consecutive years and ended up doing it for three summers and I thought, okay, what's a similar job that I can do that full time, because unfortunately it was only short term for the summer and the logical choice seemed to be becoming a teacher. Considered becoming a primary school and spent some time volunteering at my old primary school but decided that becoming an EFL teacher would be the best option and I could also combine that with um sort of um ambitions of travel as well, experiencing another country and culture, um yeah.

L: So after I switch this off tell me about the podcast thing as that sounds interesting, okay, so that's just your background. Now I want you to think back to when you were at school or even if you've been learning a language um in your adult life, um I just want you to, the question is can you remember any experiences from learning a language at school and how your teacher presented pronunciation?

D: Okay, um, that's a really excellent question and looking back I can't remember if it was ever that prescribed or prescriptive, there weren't any, there weren't ever any pronunciation sessions really, I don't think I can recall any...

L: Did they, when they were introducing new vocabulary to you, what did they do?

D: I can- I can just now um recall my French teacher just speaking French rapidly, me probably not understanding much, and I can't really recall if pronunciation was actually mentioned or included...

L: Did you repeat any of the words or anything like that in class, do you remember?

D: Hmm

L: Like how did you learn to say the words?

D: I think there must have been some repetition, some form of drilling but yeah it must have been that minimal because I can't... *repetition* *drilling*

L: Can't remember it. And have you done any classes in your adult life?

D: Yes, I taught in Spain for a time and um, so I did have Spanish lessons in my academy in Spain, they were more geared towards, because I taught at a speaking academy, they were more geared towards speaking and actively speaking and communicating. Um and our teacher was my director of studies wife um, and there wasn't, again, there wasn't a focus on pronunciation but I think she would have us drilling and repeating. Not very often...but um yeah in terms of isolating a word and looking at its stress and syllables and things like that, there wasn't yeah,

stress / syllables

L: Okay...

D: I haven't experienced much of that as a - from a student's perspective. No / lack of pron lessons in past experience

L: Yeah, okay, still on that vein, how do you feel about pronunciation as a language learner?

D: As a learner?

L: Yeah.

D: Okay.

L: Do you think this is important?

Contrastive Analysis

D: Absolutely, yeah, I think it's absolutely integral and it's something that I realized when learning Spanish in Spain that I really realized that because slight differences and I think they're even more apparent in um Korean or Chinese but slight differences can completely alter the meaning (laughs) and so yeah for that reason alone they're, they're essential and for um be understood um...

importance of pron

importance of being understood

L: So how do you feel about that when you think about your own pronunciation? When you've had to do it?

D: It was always something that I wanted to- wanted to really (coughs) take note of and to improve because I think I knew it was one of my weaknesses, a weak point and for example, the rolling /r/ in Spanish. I couldn't do it then, I can't do it now (laughing) unfortunately. Um, but is, I remember my flatmate at the time maybe had um maybe a higher level of Spanish maybe because he had lived there for longer so he had more extensive vocabulary but he still spoke like an American and I thought, that's not going to be that useful in communication because I think it's vital in communication so I think I took note of that consciously or subconsciously and thought, okay, well my pronunciation isn't great but it's something that I should remember is important (Inaudible).

improve

weaknesses pron

importance of pron

communicator

grammatical

weakness

importance

L: Yeah, that's fine, don't worry. Okay, now, slightly different. Do you remember or recall any specific training you have had on pronunciation teaching - including during your CELTA or in your job? Or in the jobs you've had where you've been a teacher? And can you tell me about it?

D: Um, okay, I actually didn't do a CELTA but I did a trinity, is that still...?

L: Yes, yes, that still counts.

D: Still relevant?

L: It's your training so...

D: Yeah.

L: How was it- the trinity?

D: I can -I can recall it's just like a normal lesson where maybe part of it was related to pronunciation and phonemes and the phonetic alphabet and that being really alien and daunting at the time and- and I remember being told that this would be in the exam and I would have to revise and practise it but I think it was, the way it was taught was very much the traditional way, present, practise, um

teacher assessment

anxiously

L: So you were given the phonetic chart to look at and?

need to make an effort

D: Yeah.

L: And practise bits of it?

D: Hmm-hmm yeah, try writing words using the phonemes and then the opposite as well, trying to decide what the word is from the phonemes as well, things like that, nothing too special or (inaudible)

disyllabic phonemes

L: And within the jobs that you've had, any professional development sessions?

D: Well, you would have thought as I was teaching in a speaking academy we would have had pronunciation teaching sessions, and we certainly did in terms of getting a higher score in our observations, so us being able to notice pronunciation errors, for example, but not so much of the actual theory and going over the phonetic alphabet and the phonemes with an experienced language teacher, I think that would have been beneficial along with realising the errors that a Spanish student speaking English would make um so we were very a tune towards those errors, but we wouldn't necessarily know the theory behind it or, for example, yeah the meta-linguistic terms like bilabial which I'm still just learning now. Um, we did have to, so you'd have thought they would give pronunciation sessions because we did have to teach pronunciation sessions (laughing lightly) individual pronunciation sessions, which most people used to dread, me included so it got to a point where I realized okay I'm just going to have to learn these things by myself and um yeah because just going in there without knowing the theory is pretty unprofessional, um so...

phonetic chart

desire to improve

autonomous teacher study

notice errors

experienced teacher

contrastive analysis

lack of awareness

lack of phonemes

desire to improve/professional

3

D: Nothing to say really but yeah just up to my own, through my own research and then teaching it at the academy in Spain, I learnt the most in terms of pronunciation.

antennas study
benefit of doing

L: So, you took the initiative to find stuff...

D: Yeah.

L: Okay.

L: That's interesting. Um okay I'm going to read you through this question because it has many parts and they we'll go back and go through each bit. So um so you've got an idea of it so you know what to expect. So the question is - do you teach pronunciation regularly in your classes? How and what do you teach? What activities do you like to do? What materials do you like to use? What activities or materials, if any, do you prefer to avoid? So it's talking me through that basically. So first - do you teach pronunciation regularly in your classes?

D: I would say, it's not necessarily an individual pronunciation part of the lesson but drilling is constant, I'm teaching an A2 class at the moment and so I'm always drilling vocabulary for them to practise and then isolating the stress, asking them to analyse and decide whether the stress is, how many syllables, silent letters, things like that so always with new vocabulary and that's every lesson but in terms of then, because I think I've, from having that initial period of really progressing in terms of pronunciation and phonetic alphabet, that's really dropped a bit now returning to traditional methods so I think I've lost a bit of confidence and I think I'd be a bit daunted now if I was to try and write a word phonetically on the board so I don't do much of that...

drilling
stress
syllables
possibly = see as advanced
lack of confidence

L: Would they understand it? The class?

D: I don't think so, yeah, and I haven't done sessions with giving them the phonetic alphabet and yeah so nothing...(inaudible).

L: But if you were doing, if you had some pronunciation you had to focus on what activities or materials would you use or what would you avoid, start with the ones you would use perhaps.

D: Um, so I think I'd definitely provide a handout, print out of the phonetic alphabet um so they have a visual representation of-of the symbols, the phonemes and I think I would, for the action plans that we write I like to recommend particular websites and maybe I'd go to a certain website, pronunciation studio and see what exercises and activities they have and maybe focus on minimal pairs and yeah isolate particular difference in sound.

possibly
awareness of learning styles
lesson planning
using activities
minimal pairs
difference in sounds
is my internet

L: Um okay, it's interesting. I'm just thinking about how it's all about sounds but I guess there's also whole sentences and phrases which we haven't touched on much, this actually...but anyway, um...how do you feel about the topic of

4

pronunciation generally now? Do you have any negative or positive feelings towards the topic?

D: Okay, well, I'm certainly not as daunted as before, I think I would be still slightly daunted or concerned going into or beforehand, before teaching a pronunciation lesson um, I think I'm just somebody that prefers to have, to understand and have the theory so I would want to research before teaching the class, um definitely. Some things I'd be able to recall but er yeah some terms I can remember but I think I would in order to make me feel a bit less daunted, more comfortable, I would need to research things.

grans confidence
improve

automas

L: Okay, um has your perception or attitude towards pronunciation changed as you have developed as a teacher? So thinking about when you first came out of your CELTA or your Trinity, sorry, to, up til now, how many years have you been teaching sorry?

D: Um, I started in 2015.

L: Okay, so...

D: Yeah summer 2015 so almost three years.

L: Okay. Um yeah, how has your perception or attitude changed?

teacher assessment

D: Er I think it's gone from being just completely, well, I shouldn't say unaware because obviously it's um discussed in the Trinity but maybe then I learnt as enough as, I learnt enough as I needed for the Trinity and then because it was so daunting, um maybe just brushed it under the carpet if you'd like um and then actually progressed as a teacher in my first teaching position when I really didn't know how to teach, I don't think, and then I still didn't know how to teach and then moved onto Spain where it was more of a focus and yeah just became less and less daunted a bit more confident and comfortable with it um and I think my appreciation for it has grown and I would say now um that I've realized it is extremely important. (15.24)

grans awareness

lack of experience

importance of pra

grans confidence

L: Okay.

D: And should be valued.

L: Okay, that's good. Okay, the next - I've got these two questions, they are kind of the same but with a different slight change in them in the question, so the first question is if your employer asked you to prepare and teach a lesson with some, the emphasis here is 'some', some elements of pronunciation what would you want to know about the class - so imagine it's not necessarily here - but like what would you want to know about the class and topic/content and how would you prepare yourself for that class?

student's background

D: Okay, well, I think it would be great to know the student's background and their nationalities and you can then be thinking about, you can be pre-empting

and predicting the possible pronunciation errors that they could make but also these errors might exist with certain speakers but also being aware that maybe their pronunciation isn't very strong so considering that as well. Sorry, what was the rest?

anticipating problems

using contrastive analysis

L: And how would you prepare yourself?

other factors besides contrastive

D: I think lots of detailed research um...perhaps

auto-masterclass study

L: That's fine, okay. So, what sort of activities and resources would you expect to use? Like could you describe to me one or two you might use - just when you are looking at a little bit of pronunciation in class, it's not taking up the whole class.

D: Well, the book I'm using at the moment is New English File, which is a really excellent book so that actually includes some pronunciation activities and there's a like what do you remember page which I like to have the students to complete on a Monday as similar to a unit test and there's um, there's a pronunciation section and they have to mark which sound is different and often it's a vowel, a vowel sound, which they can be complicated so, or a consonant, then there is another part which is to underline the stress, correctly, and so using those, I think mainly it's through task-based learning through completing that they become aware because I treat it as a test, maybe it is something I should focus on during the week.

books

activities

diff phoneme kinds

benefit of doing

L: Okay and then when you are doing the correction are you highlighting the errors and things?

D: Yeah, I think before the test I maybe given the example and then we do the first one together and I'll read out the three, I think it's three words they have, and then, okay so which one is different exactly? My advice is sound the words out and do the rest in this way to then decide and isolate the different sound.

scaffolding

distinguish different pronouns

L: Okay, yeah, okay so now this is the same question again but the difference is a little bit, um in comparison to the last question which asked about teaching pronunciation a little bit in the class, how would you feel initially, how would you feel initially if your employer asked you to prepare and teach a lesson specifically on pronunciation for an hour? So a bit like the spin classes you have here. If you ever do that. How would you feel about that and why?

D: Um, I'd certainly be willing to do it. I haven't done that many pronunciation lessons here but I know that we're, the resources available are pretty great from what I can recall and there's a PowerPoint, there are listening exercises, which are linked to pronunciation and lots of handouts.

grows confidence

lack of exp.

importance of listening

L: If you didn't have that, how would you feel?

D: If I didn't have that? I would feel that...yeah. I'd feel concerned that I don't have enough knowledge maybe.

anxiety

lack of experience

shows

L: Okay, so this carries on from this question, how might you begin to prepare for this lesson? What resources or help might you seek? How would you structure it?

D: Um, I think I might use, just again in-depth research on the Internet and then in terms of the structure, um boarding a word, asking students to sound the word, read the word and then analyzing stress and syllables. But yeah I think it would depend on what element of pronunciation and...

chilling

stress/syllables

L: Yeah, okay. What would be your concerns when planning or teaching? What might be your things that might preoccupy you?

D: Um well same as any other lesson, I think. If they take to the lesson, if they are engaged and if they understand the subject and what I'm teaching and...

L: Okay, it's not really different really then?

fun for students

D: Yeah.

L: Okay, that's fine. How do you feel about the phonetic chart and using it?

D: Um, I think I would be concerned and I would have to take some time to go over it, unfortunately.

anxiety

effort

L: Okay. Um I've got some pictures here, some prompts to like sort of go a bit deeper maybe or just to talk about pronunciation. Um, so like, just we've looked at this one, we've looked at the phonetic chart um I just wondered what your reactions or your thoughts are on just looking at these other things and just, you know, if you could say what they are and tell me, you know, if you don't know anything about what you'd do with them or anything then fine but yeah just sort of interested to know what you think.

D: Yeah, okay. Ah this is the exact chart I used in Zaragoza and yeah that's a really reliable one and so what I did was just sort of take, I just recorded notes around the outside before and so I kept that, um used that for future pronunciation sessions and I think I maybe learnt more from teaching each pronunciation session and so my, I think that was really useful having to teach pronunciation session as part of my general English because eventually with the general English classes at my academy eventually you'd have to teach, you'd do a grammar review and a pronunciation...

chart points

benefit of doing

Positivity

L: Was this in Spain?

D: Yeah, a pronunciation lesson, so you knew that you had to do it... whereas now, maybe it is less forced, if that makes sense because it's something that is quite complicated and maybe I'm scared of teaching it, which is terrible really, considering I'm experienced and...

pron is difficult

anxiety

negativity/frustration

L: Don't worry (laughs)

7

D: (laughs) taught at a speaking academy. Um but yeah ^{minimal pairs} minimal pairs this is something I advise students to do in their own time and in tutorials and action plans. Is this related to?

L: It's just using your hands in any way.

D: Okay. Um, I do like to do that to highlight the stress and so my hand will go up raising the stress.

L: Is that for intonation, do you mean? Or stress? So give me an example.

D: Um, well I was told by one of my trainers in Spain that intonation is for a whole sentence, is that right?

L: Yeah.

D: And then stress is the strong parts so 'ImpORtant' and so I would, I don't know if that's the right one.

L: No-no. Yeah, that's something (inaudible) I'm not going to comment but yeah (laughs).

D: Okay, um, is that - I'd love to hear what your advice is...

L: No, I will, I will, I'll tell you at the end, don't worry (laughs).

D: And these look like an instrument.

L: Yeah they are kazoos.

D: Kazoos! Yeah, I was going to say 'Are they kazoos?' I use microphones at college and university, I haven't used them in many years so I would be slightly daunted using them.

L: Just to record- to record things really.

D: Ah okay, um yeah. I think that would be really, really useful actually. To have them listen back to their speaking and pronunciation... um okay and some terminology.

L: It's like a diagram basically of the mouth....Do you have any thoughts on that? Or if you don't, don't worry.

D: Certainly useful to know ...um..

L: Don't worry if you don't know anything. Do you know what this is or this?

D: Are they Cuisenaire rods?

L: Yeah, they're Cuisenaire rods.

D: Um...oh is that a mirror to see...

L: A mirror.

D: ^{t, l, m} ...mouth position and okay, that's something I do try to stress um, something I do try and stress in the class as well is um, oh I can't think of any example but I'll often say okay this word has the /əʊ/ vowel so we need an /əʊ/ circular space and I'll say watch my mouth and then I watch them...

L: But you don't use a mirror?

D: So...But not using a mirror, no but something.

L: Okay. And marking the stress?

D: Only, ^{shen.} only really in terms of highlighting one stress if that makes sense.

L: Yeah. Okay, that's fine. So just two more questions now and then it's the end. So if a student came to you with a specific pronunciation problem, how would you feel? How might you initially help and advise them? Would you consult anyone else or anything for help? And I've given two examples if you're not really sure how to broach it because I piloted this on my sister and she said 'ah you need to give an example' um so like, for example they are having pronunciation saying /v/ or maybe they were having trouble with the sound - differences in the sound between sheep and ship so /i:/ and /ɪ/.

D: Hmm okay.

L: What would - How would you feel, yeah and how would you help them? Or try and help them?

D: For the sheep and ship, ^{Internet} I would definitely advise minimal pairs ^{minimal pairs} and maybe include some other examples as well, ^{listen} which are similar, and I just remembered that in an action plan I have a website to advise and related to listen minimal pairs and maybe have them reading aloud and um time permitting maybe, in that time with the student when they approach me, try to isolate them to the student and make them more apparent before they then go and look at the minimal pairs themselves um and in terms of making the /v/ sound, again, from my experience in Zaragoza, it very much had to be, it was direct method, so the correction had to be in that moment. ^{listen} ^{direct / spontaneous correction}

L: Okay.

D: So I know I would be able to advise them that okay for the /v/ sound you should try to have your teeth on your bottom lip, 'very' and then maybe try to give them examples, have them repeat but I think unfortunately maybe that ^{daily}

would be the extent of it and in terms of further advice and recommendation I wouldn't be able to...

(lack of exp.)

L: How would you feel if they came to you with this, any pronunciation problem, the students are coming now to talk to you...

D: (laughing)

L: (laughing) you have loads of pronunciation problems, how would you feel?

D: Um, ill-prepared

L: Okay.

D: Yeah less prepared than say-

L: A grammar point?

D: Yeah a grammar point and vocabulary.

Partly of grammar/vocab

L: Okay. And then just the final question, just to wrap it up. Do you have any further ideas or thoughts on the topic of pronunciation you would like to share that might be interesting? Just your general overview of pronunciation.

D: Okay, well, it's something I've certainly realized is absolutely essential to language learning and so maybe more, there should be more of an emphasis on it in training and during our teaching tenure, maybe more pd sessions and professional development can involve pronunciation and a bit more, maybe there just should be more of a focus on it as um, as it is so essential.

L: Okay thank you!

important

7.9. Initial pre-service themes and prevalence

Theme: Struggle of Pronunciation	Total
Difficult to make a difference	1
Pronunciation is difficult	12
Lack of past pronunciation experience	5
Pronunciation weakness	1
Challenge not to be dull/make fun	13
Pronunciation is not important	3
Frustration	2
Need for autonomous study (student)	2
Student anxiety	8
Subtotal	47

Theme: Pronunciation positivity	
Pronunciation interest	25
Pronunciation aids meaning	1
Pronunciation is a positive thing	9
Pronunciation is under used	1
Subtotal	36

Theme: Early beginnings/Status	
Lack of confidence	9
Lack of experience	11
Lack of awareness	14
Lack of expectations	7
Desire to improve	4
Awareness of lack of time	2
CELTA challenge	4
Need for autonomous study (teacher)	8
Pre-service anxiety	1
Non-native speaker issue	5
Subtotal	65

Theme: Moving forward	
Growing confidence	10
Growing awareness/perspective/developing	9
Noticeable self-improvement	6
New ideas and learning	10
Taking risks	1
Knowledge	2
Lesson planning	5
Subtotal	43

Theme: 'Doing' Pronunciation	
Benefit of doing	12

Need to make an effort	3
Pronunciation takes time	1
Subtotal	16

Theme: The Phonetic Chart	
Deciphering phonemes / writing phonemes	4
Phonetic chart difficulty	4
Phonetic chart positivity	4
Matching/distinguishing phoneme sounds	2
Subtotal	14

Theme: Tools	
Drilling/ repetition	11
Rhythm and rhyme – songs, clapping, gesture, poems, jazz, kazoos, similar words	14
Tongue, mouth, lips,	24
Books	7
Internet	4
Games/ Activities /Role-play	9
Memorising	3
Chunks	1
Experienced teachers/ peers	2
Minimal pairs	1
Subtotal	76

Theme: Fun	
Teaching must be fun for teacher	2
Teaching must be fun for students	11
Must have variety for pronunciation	3
Group work	2
Teacher energy	1
Student needs	3
Subtotal	22

Theme: Contrastive Analysis	
German is easier as similar	2
Knowing students background	4
Benefits of Contrastive Analysis	6
Using Contrastive Analysis	5
Anticipating problems	2
Subtotal	19

Theme: Other awareness	
Importance of listening	4

Importance of communicating	6
Connected speech	1
Intonation	6
Stress	10
Subtotal	27

Theme: Pronunciation is a small field	
Perception of pronunciation as smaller	4
Need for pronunciation specialist	4
Subtotal	8

Theme: The ideal model	
Teacher must have good pronunciation (native like?)	6
Should provide a model	2
Authenticity	4
Subtotal	12

7.10. Initial novice themes and prevalence

Theme: Insecurity	
Lack of experience: training/past experience	28
Lack of confidence	15
Lack of awareness	10
Teacher anxiety	13
Non-native speaker issue	3
Survival skills	4
Subtotal	73

Theme: Developing	
Developing as a teacher	11
Growing confidence	4
Growing awareness	6
Improving	18
Support from experienced teachers	11
Subtotal	50

Theme: Developing Teaching Pronunciation	
Ability to recognize pronunciation issues	5
Schwa	3
Awareness of fossilization	2
Awareness of more detailed aspects of pronunciation	3
Awareness of pronunciation needs for different levels	8
Subtotal	21

Theme: Other ideas on Pronunciation	
Should model/ good pronunciation model	3
Mistakes are okay	2
Error correction negativity	3
Reinforcement	1
Should be authentic	1
Native speaker benefit	2
Focus on accuracy	2
Subtotal	14

Theme: Pronunciation positivity	
Pronunciation Interest	1
Importance of pronunciation	11

Pronunciation positivity	33
Importance of communicating/being understood	7
Subtotal	52

Theme: Pronunciation struggle	
Pronunciation negativity	21
Pronunciation is not important	5
Pronunciation is repetitive	13
Pronunciation is exhausting	1
Pronunciation is embarrassing	2
Initial Pronunciation discomfort	2
Hard to see results	1
Difficulty of multi-lingual class	2
Can try too hard	1
Loss of confidence	2
Pronunciation can lack structure/ benefit of structure	6
Pronunciation weakness	4
Challenge of making it fun	5
Subtotal	65

Theme: Effort	
Pronunciation out of the classroom, student study	6
Pronunciation takes time	5
Need to make an effort	6
The benefit of doing	11
Lack of classroom time	1
Self-correction	1
Subtotal	30

Theme: Contrastive Analysis	
L1 issues	6
Contrastive Analysis benefit	1
Other factors beyond CA	1
Using Contrastive Analysis	6
Anticipating problems	1
Subtotal	16

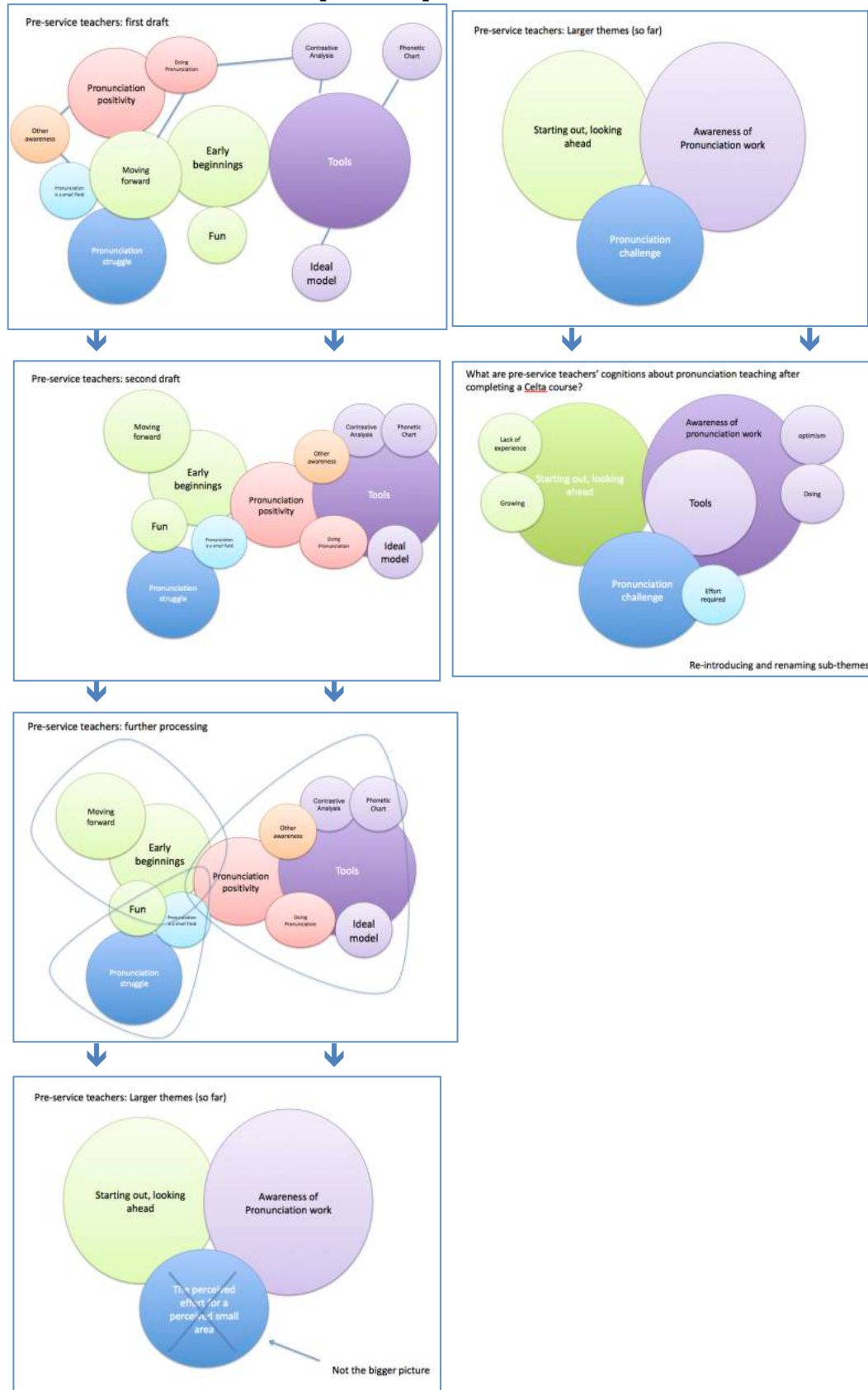
Theme: Phonetic Chart	
Deciphering phonemes	7
Phonetic chart positivity	11
Phonetic chart negativity	2
Matching phoneme sounds	2
Distinguishing phoneme sounds	8
Phonetic chart	11

Individual sound focus	1
Subtotal	42

Theme: Focus on students	
Must be fun for students	4
Must have variety	1
Student needs/desire to help	13
Balance	1
Scaffolding	1
Awareness of learning styles	1
Lesson planning	3
Non-native speaker benefit	1
Subtotal	25

Theme: Tools	
Drilling	14
Rhythm and Rhyme: songs, humming, gestures	9
Recording and listening	32
Tongue, mouth, lips	14
Chunks and syllables	5
Using stress	16
Games/activities/conversations and group work/Cuisenaire rods	8
Internet/ PowerPoint/Technology and apps	8
Books	8
Transcript	1
Minimal pairs	5
Subtotal	112

7.11. Pre-service mind-map development



7.12. Novice mind-map development

