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Pre-service and in-service teachers' cognitions about pronunciation instruction
a cross-sectional study in the Chilean context

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Pre-service and in-service teachers' cognitions about pronunciation instruction: a cross-sectional study in the Chilean context

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Abstract

The field of Second Language Teacher Cognition (SLTC) has promisingly gained more attention in the past decades. Different studies have enquired into what teachers think, know and believe in order to understand how their mental lives shape their daily practices (Borg, 2015). This interest has also emerged as it can inform English Language Teaching (ELT) educators and researchers about the needs and challenges teachers experience throughout their professional lives. Despite this growing interest, research on teachers' cognitions about pronunciation instruction has mainly focused on experienced practitioners (e.g., Baker, 2011; Henderson et al., 2012) or on teachers after taking short courses about pronunciation pedagogy (e.g., Burri, 2016; Buss, 2017). There is need, therefore, for investigating comprehensively the developmental processes that teachers of English undergo throughout their training and careers (Burri & Baker, 2020, 2021).

This doctoral thesis is a response to this need by investigating how the pronunciation-related cognitions and practices of Chilean teachers of English develop during and after their ELT training, and the factors that contribute to them. This was carried in a cross-sectional study in which 293 pre-service and in-service teachers from three Chilean universities were studied and their cognitions compared at different stages of their training and career development. This includes student teachers from first, third and fifth years of ELT training programmes, and novice teachers.

The exploration of participants' cognitions was carried out by means of an *explanatory sequential* mixed methods design, involving two phases. In phase one, online surveys were employed to provide a concrete representation of these Chilean prospective and novice teachers' beliefs about pronunciation instruction. In phase two, 27 surveyed participants took part in semi-structured interviews which aimed at developing the initial research stage. Findings evidence there are noticeable differences in their perceptions regarding the importance of pronunciation teaching, learning goals, models, and the judgements about their

own pronunciation and knowledge to teach the content. These contrasts also suggest there is a progressive detachment from traditional perspectives to a flexible pronunciation instruction approach that considers the current role of English as a global language when participants reach later stages of their professional development. However, irrespective of their training and career stage, these cohorts of prospective and novice teachers show similar cognitions about the importance of teaching segmentals and suprasegmentals and their overall confidence for pronunciation teaching. Cohorts at later stages of their development also report similar classroom practices.

Additionally, results suggest the different interpretations of the role of pronunciation for communication and as an ELT content very much depend on the level of their professional and career progression. Their prior learning experiences, professional coursework and contextual factors are ratified as shaping their cognitions (Borg, 2015), showing different levels of influence. Within these dimensions, teacher candidates' study-abroad experiences, classroom practice and interaction with the media have helped break some paradigms with respect to traditional approaches for pronunciation instruction and speakers' representation. Teacher education, nonetheless, constitutes the most extensively present element in these pre- and in-service teachers' mental lives and actions. Tensions in participants cognitions are identified as a result of the lack of a coherent narrative in these training programmes, which do not offer pronunciation pedagogy training and focus predominantly on their trainees' linguistic accuracy development. Overall, the study highlights the complex and multifactorial nature of prospective and novice teachers' cognitions, and the needs to continue developing professional coursework that addresses their challenges in light of these results.

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Nomenclature

AmE	American English
BrE	British English
CEFR	Common European Framework of Reference for Languages
EFL	English as a Foreign Language
EIL	English as an International Language
ELF	English as a Lingua Franca
ELT	English Language Teaching
ENL	English as a Native Language
ESL	English as a Second Language
GA	General American
IPA	International Phonetic Alphabet
L1	First Language
L2	Second Language
NS	Native Speaker
NNS	Non-native Speaker
NES	Native English Speaker
NEST	Native English-Speaking Teacher
NNES	Non-native English Speaker
NNEST	Non-native English-Speaking Teacher
NT	Novice Teacher
PCK	Pedagogical Content Knowledge
PT	Pre-service Teacher
RP	Received Pronunciation
SLTC	Second Language Teacher Cognition
TC	Teacher cognition
WE	World Englishes

Chapter 1: Introduction

It is impossible to deny nowadays the role of English as a lingua franca. The use of English is identified even in places where it does not hold an official status, namely expanding circle countries (Kachru, 1992a). Especially with respect to oral communication, interactions frequently occur between speakers from various linguistic backgrounds, and pronunciation, therefore, has gained special attention due to its impact on intelligibility (Levis, 2018). Its centrality to communication has resulted into a growing body of research enquiring what factors may facilitate or hinder oral communication considering these transglobal contexts (e.g., O. Kang, Thomson, & Murphy, 2018; Low, 2015). This interest for exploring how mutual understanding operates has urged the needs for identifying the elements that need to be improved, and, consequently, taught to help L2 speakers of English make their speech both comprehensible and intelligible (e.g., Derwing & Munro, 2015; Isaacs & Trofimovich, 2012; Sewell, 2017).

This renewed focus on pronunciation instruction has also motivated the demand for teachers who can prepare learners for effective oral communication. Unfortunately, teachers are rarely trained in pronunciation pedagogy (Murphy, 2014), and consequently, their pedagogical choices may be intuitively chosen and lacking theoretical considerations (Derwing & Munro, 2005; Thomson & Derwing, 2015). As such, their own pronunciation learning experiences can be used as a model of practice (Lortie, 1975), which may perpetuate the employment of traditional practices that do not attend learners' needs in this globalised reality. This lack of training can also translate into neglecting the content as teachers may not feel confident enough to teach it. This can be especially problematic for NNESTs who have also learned English as an additional language and may question their own pronunciation (Couper, 2016).

This scenario has encouraged research which explores the motivations behind teachers' pronunciation instruction practices (e.g., Baker, 2011; Burri, 2016; Couper, 2021). Under the

umbrella of Second Language Teacher Cognition (SLTC), teachers' knowledge and beliefs about pronunciation are being deconstructed to understand their contributing factors and how these can be improved to facilitate teachers' professional development. Nevertheless, even though there has been an increasing interest in this respect (e.g., Bai & Yuan, 2018; Georgiou, 2019; Tsunemoto et al., 2023), more comprehensive research is needed to investigate teachers' developmental processes throughout their training and careers (Burri & Baker, 2021), including collectively both pre- and in-service teachers.

The following doctoral thesis aims to contribute to this research gap by analysing how Chilean teachers' cognitions and practices about pronunciation instruction compare during and after their training, and the factors that have shaped them. Taking teacher education as point of departure (Seidlhofer, 2011), this study comprehends the exploration of Chilean first, third and fifth-year teacher candidates together with novice teachers' experiences to provide a long-term interpretation of their cognitions' development.

This context of study has been chosen to shed light on the professional experiences of teachers in places where English is considered a *foreign language*, and consequently, they learn the language as part of their degrees. Additionally, no studies have been found addressing the development of knowledge and beliefs with respect to teaching specific curricular areas of English Language Teaching (ELT), such as pronunciation. The few studies that have inquired into elements of SLTC research, have looked at them from a more general perspective, examining, for example, teachers' metacognitive awareness (Ormeño Cardenas, 2009), identity development (Díaz, 2007; Menard-Warwick, 2011), teaching knowledge representations and the professional practicum (Bobadilla Goldschmidt et al., 2009), teachers' self-concept in the teaching and learning process (Díaz Larenas et al., 2013; Glas, 2013) and pre-service teachers' beliefs about the teaching-learning process in Chile (Barahona, 2014; Díaz L. et al., 2010). More specifically, in relation to language, other relevant investigations have explored language-learning-related beliefs (Ormeño & Rosas, 2015), teachers' cognitions about oral interaction

(Calderon Avendaño, 2017), beliefs about language variation and accents (Véliz Campos, 2011) and language ideologies (Pérez Andrade, 2019).

In the next sections, I provide a more detailed description of the context of study together with my personal motivation to conduct this doctoral research.

1.1. Context of Study

As the title of this project describes, the context of this study is ELT Teacher Education programmes in Chile. Chile can be considered one of Kachru's expanding circle countries, as English does not constitute an official spoken language in the country. However, it has been present, to some extent, in the school curriculum since the XIX century as a *foreign language* (Farias, 2005, 1999; Lizasoain, 2017; Vera, 1942). Its inclusion started as a plan for instructing students in "*lenguas vivas*" ("living languages")—French and English—with the goal of not only enriching cultural learning, but also "preparing correspondents, traders and travellers" (my translation) (Henríquez, 1812). Since then, its prominence has been growing up to the point that it now corresponds to the only *foreign language* included in the national curriculum (Ministerio de Educación, 2012).

Nowadays, as in other countries of the region, English is considered as "an essential skill for (...) participating in information networks, and engaging in commercial exchanges" (Matear, 2008, p. 136), hence contributing to the country's development, especially since Chile's OECD membership in 2011. Official documents from the Ministry of Education (henceforth MINEDUC) also state English is seen as a tool for accessing new knowledges and building awareness of other cultures and realities (Ministerio de Educación, 2009, 2015). As a result, different governments have constantly emphasised its significance by proposing several strategies which aim to make Chileans proficient speakers of English. For instance, a major reform conducted by MINEDUC in 1998 stipulated English should be included as a compulsory 'foreign language' from 5th to 12th grades throughout the public school system. Since then, English has maintained its mandatory status.

Another important milestone was the creation of the English Open Doors Programme (henceforth EODP) in 2003. This programme aimed at improving “the level of English of students from Grades 5-12 through the definition of national English learning standards, a teacher training strategy, and classroom support for Chilean teachers of English” (Decree 81/2004, Ministry of Education, as cited in British Council & Education Intelligence, 2015). Up to the present, this programme continues to be the only one in Chile to focus on a single school subject, and its educational coverage has extended to involve English within higher education programmes. For instance, pre-service teachers of English in their last years of study can apply for a grant which allows them to spend six months abroad at a university and programme of interest. The main objective behind this scheme is to complement and enrich the training they have received, but at different contexts. After the completion of this experience, and once they have graduated, pre-service teachers must return to the country and work at state-dependant schools for a 2-year period.

Since the creation of the EODP, funding for the programme has been constantly growing. This is also in response to a series of standardised tests which have illustrated that Chilean students are not yet achieving the proposed levels of English proficiency: A2 for 8th graders and B1 level for 12th graders, according to the CEFR. In the 2014 and 2017 national examinations, for example, only 24.5% and 32% of 11th graders could reach the A2 level, respectively (Agencia de la Calidad de la Educación, 2015, 2018). As Martin (2016) explains, these numbers are alarming since they represent that only a small percentage of students, “almost all from the privileged, selective private school system, were able to demonstrate understanding of simple phrases and short texts” (p.25).

These results are, unfortunately, the consequence of a series of contradictions in the Chilean education system, and between teachers’ beliefs about teaching and the classroom reality (Barahona, 2015; Lizasoain, 2017). The socio-economic measures conducted during the dictatorship of Augusto Pinochet created a complex multi-educational context which has perpetuated social inequality until today. The management of public schools, for instance, was

transferred from the Ministry of Education to the municipalities. Upper-income municipalities, consequently, could provide “their schools with better infrastructure, more highly trained teachers, and more extensive extra-curricular activities” (Romero, 2017, p. 5).

Together with decentralising the administration of schools, these policies also intended to promote investment from private sectors. In this way, a ‘voucher system’ was implemented, by which public and some private institutions received subsidies from the state depending on the number of students who were enrolled in such schools. Three types of school were, as a result, institutionalised in Chile: public/municipal schools, private-subsidised schools and fee-paying private schools (Matear, 2006).

Even though more recent educational reforms have attempted to redress social inequality, the repercussions of Pinochet’s policies are still felt today. In private schools, for example, students may receive more than double the time of English instruction per week—which is 2-4 hours in state-funded and subsidised institutions—better teaching resources and imported textbooks. Private schools also attract more qualified teachers, including native English speaking ones (Romero, 2017)—although the extent to which these native English speaking teachers (NESTs) are better trained than local teachers is also debatable.

In state-dependant schools, however, funds are limited, and ELT materials provided by the Ministry of Education have shown significant drawbacks in terms of articulation with the national curriculum, coherence and cohesion of contents across grades—which affects the logical progression of the subject (Cárcamo Morales, 2018, 2020; Venegas, 2017). They have also been perceived by teachers as inappropriate for attending to students’ motivation and autonomous work (Centro Microdatos, 2013).

Although standardised tests show there has been a steady increase in students’ level of achievement, figures are still far from national English learning standards, and so other strategies have been proposed during the last years. With the purpose of preparing students for future international interactions, for instance, the curriculum shifted from a more receptive-skills-development focus towards a Communicative Language Teaching (CLT) approach. In this

respect, a more balanced method has also been suggested in which the four language skills—speaking, listening, reading and writing—are addressed equally inside the classroom and integrated under the umbrella of CLT. This shift has intended, according to the MINEDUC (2015), to “present the language in a more naturalistic, context-related, and therefore, motivating way for students” (my translation, p.223).

Other policies have considered including English as a subject from 1st to 4th primary grades, extra hours of English instruction in all grades and native or near-native English-speaking assistants who help students with listening and speaking skills. More recently, strategies have also focused on the use of English in the classroom (Ministerio de Educación, 2019). In this respect, a proposed plan called “English in English” (2019) advised the exclusive use of the target language in such learning contexts, as a way of increasing students’ exposure to English, especially after the last national examination showed 27% of teachers did not deliver their lessons fully in English.

This last action also developed after results from a 2012 study claimed that 94% of teachers have limited fluency and use English grammar and pronunciation *inadequately*, which, in turn, *complicates* the use of English inside the classroom (MIDE UC, 2012; Rojas et al., 2013). Reports from this examination, however, do not explain what ‘inadequate’ grammar and pronunciation refer to, or what the evaluation criteria was to assess teachers; neither do they provide evidence of how these proficiency ‘issues’ affect the learning of the target language within the classroom.

As one would expect, the “English in English” plan has not been free of criticism. It ignores the multifactorial issues within the Chilean education system which could explain why teachers do not use English in the classroom. As previous research in Chile has shown (Barahona, 2015; Lizasoain, 2017), even future teachers with a high command of English struggle to use the language in the classroom; and others, use Spanish for pedagogical and didactic purposes (Bustos-Moraga, 2018; Donoso, 2020; López et al., 2016). Such studies, additionally, have demonstrated that the reason is not their lack of proficiency, but complex

contextual, institutional and educational motives, together with more personal constraints regarding their own confidence with the language (Barahona et al., 2021). Instead of tackling more profound concerns such as teachers' assertiveness, the number of students per classroom, hours of English instruction and poor resources—to name just a few—this plan focuses on the delivery of remedial training courses for in-service teachers of English as a way of 'correcting' their practices in the classroom. Interestingly, to date, there are no data on the continuation of this programme in the national syllabus.

This perceived lack of English competence does not only pertain to school contexts, but also to the wider Chilean population. The 2022 English Proficiency Index study conducted by Education First (EF) has positioned Chile 45 out of a total of 112 countries, which demonstrates a moderate language proficiency (English First, 2022). In this respect, Chilean speakers of English are able to participate in meetings and understand song lyrics, whereas their writing competence allows them to write professional emails on familiar subjects. Moreover, although there are not available studies on Chileans' judgements about others' spoken English, there is a shared perception that issues of pronunciation constitute the ratification of one's language competence. As anecdotal evidence, for instance, during the UN Climate Change Conference (COP 25), the Minister of Environment, Claudia Schmidt was heavily criticised on local newspapers and social media by her embarrassing pronunciation which, according to the public, demonstrated her 'poor command of English'. The pronunciation performance of other members of the public, especially politicians, is usually targeted to assess their English proficiency (e.g., Dr Elisa Loncon, chosen as one of Time's 100 most influential people of 2021). These common cognitions among Chileans seem to reinforce the aspiration of achieving certain pronunciation standards to be fully competent in the language.

1.1.1. ELT teacher education in Chile

The state interest for educating Chileans in the English language has, consequently, increased the demand for “teachers of English who can produce skilled workers for a

competitive globalized world” (Barahona, 2016, p. 6). This has translated into the proliferation of ELT teacher education programmes all over the country, both in state-funded and private institutions. Nevertheless, in line with the Teacher’s Career law enacted in 2016, institutions must complete an accreditation process to operate; as a result, only universities can now provide English pedagogy qualifications. As part of a preliminary study, 35 ELT teacher education programmes were identified as currently operating in Chile; 34 of them were already authorised and the rest were in process of accreditation.¹

In the same way, this demand has also caused the popularity of English Pedagogy over other teaching disciplines. Despite the steady decrease in the interest for studying teaching degrees experienced in the last years, ELT teacher education programmes have continuously been in the top three degrees selected in the admission process, currently representing the 23.37% of the national first year enrolment (Consejo Nacional de Educación, 2022).

The proliferation of institutions offering these teaching degrees and the development of public policies about English language learning, have also resulted in establishing national standards for initial teacher education programmes. These have been designed to ensure new teachers of English will graduate “with the appropriate level of English to successfully meet the standards set for their students” (Matear, 2008, p. 138). In this sense, it has been agreed that all graduates must have reached a C1 level of proficiency—according to the CEFR—by the end of these programmes. As described by the CEFR, a C1 user of a language can understand and produce extended speech or texts about complex topics beyond their own field (Council of Europe, 2020). By reaching this language competence, it is assumed that teachers could represent a model of the language to students, and expose and engage students in a more diverse interaction experience, about everyday topics other than language-related ones.

This guideline also refers to those pedagogic and subject-related knowledge types which are of crucial importance for teaching English both in primary and secondary levels (Ministerio

¹ This preliminary analysis was conducted between 2019 and 2020 in order to identify possible participating institutions and teachers. The number of ELT teacher education programmes, therefore, may not represent the current offer available in Chilean higher education.

de Educación, 2014)². With regards to the discipline-specific standards, prospective teachers should:

- ◇ Understand the different elements of the English language and apply this knowledge to the development of communication skills
- ◇ Understand the importance of developing comprehension skills for oral, written and multimodal texts
- ◇ Understand the importance of developing speaking and writing skills
- ◇ Understand the importance of the integration of the four language skills and consider this knowledge as an organizing focus of the teaching-learning process
- ◇ Understand that assessment is an inherent element of the teaching-learning process which can help adjust teaching practices and identify if learning outcomes are being achieved
- ◇ Be able to communicate accurately and fluently in English, with a C1 level of the language
- ◇ Know foreign language learning theories in order to select and apply the most appropriate ones in any case
- ◇ Design, select or adapt appropriate physical and / or virtual resources for teaching a foreign language
- ◇ Understand the importance of knowing and integrating their own cultural diversity and English-speaking ones into the language learning process
- ◇ Recognise the importance of actively participating in teacher development opportunities and learning communities, with the purpose of updating their knowledge and reflect on their pedagogical practices with their peers.

(Ministerio de Educación, 2014, pp. 15–16)

However, these principles are not prescribed as requirements for graduation, and each institution adopts its own measures to confirm students have achieved these standards. In fact, the document clearly states that it respects the existing autonomy of universities and the unique stamp which has characterised each institution and their trajectory. They serve, consequently, as a guide for teacher education programmes to organise their training goals and curriculum.

² These standards were updated in August 2021. It was assumed, therefore, that the renovated principles were not involved with this study's participants' training.

They are also of great help for pre-service teachers themselves, as they can have a reference on what is expected of them at the end of their studies.

Regarding ELT teacher training programmes' structure, they are usually organised in a 9-10-terms scheme, where the last year corresponds to the professional practicum. In terms of design, as Barahona (2016) describes, during the last century they were historically characterised by an applied linguistics model in their construction, where three components dominated the curricula: "the study of linguistic disciplines such as grammar, phonetics, linguistics and semantics; other disciplines regarding the culture of English-speaking countries, such as literature and history; and educational and pedagogical models, including teaching strategies, educational theories and sociological and psychological foundations" (p.7). However, even though these curricula have changed during the last two decades, most of them still share a common curricular design, especially in maintaining such disciplines as part of their core structure.

With regards to teaching practices, pre-service teachers are now exposed to a wider variety of school-based experiences during their studies. These activities have been incorporated to meet the requirements established by the university accreditation agency. In this respect, official documents by this regulatory body state that teacher education programmes should "comprise a sequence of activities related to pedagogy learning and reflection on this knowledge, organized progressively throughout teacher training" (my translation, Comisión Nacional de Acreditación, 2007, p. 8). These teaching practices should also consist of first-hand practical experiences in which university instructors and school members work cooperatively to create partnerships between these institutions. Nonetheless, most of universities have incorporated such school experiences either as observations or actual practicums depending on each programme's progression of study.

Similarly, before graduation, English teacher candidates are required to complete an intensive professional practicum of at least one term. This experience involves placing trainees in schools where they have to work as teachers, design their own materials, prepare and deliver

lessons and, sometimes, evaluate students. Pre-service teachers are supervised and mentored by university and schoolteachers, respectively. However, as the present investigation has also identified, some teacher education programmes “lack a mentoring and induction process; therefore, there is no systematic procedure for creating partnerships with schools” (Barahona, 2016, p. 30). Universities end up creating their own partnership systems, which very much depend on the contacts each coordinator has with schools and educational institutions.

Regarding pedagogical content, prospective teachers are also taught a series of courses on ELT methodology. As comprehensive analysis of 16 ELT teacher training programmes (Martin, 2016), has reported that Chilean ELT teacher education programmes generally include in their syllabi a revision of traditional methods for ELT, lesson planning, evaluation, designing and adapting resources, classroom management, technology and the integration of the four skills of the language. Content areas also include theories of Second Language Acquisition (SLA), individual differences and learners’ characteristics, teaching grammar and vocabulary, and error correction. The number of courses offered by each institution, however, differs greatly, and so the depth of coverage of such contents. On average, universities include 2.5 methodology courses in their programmes, which translates into 4.5 hours of class time per week over the term (Martin, 2016). Undoubtedly, this time is insufficient to revise such contents comprehensively, and so many other crucial discussions—such as analyses of the national curriculum—are less frequently included.

Another common critique to these courses constitutes the disconnection between the theory learnt and the opportunities given to trainees where they can apply this knowledge more practically. Students are often evaluated by means of tests and exams; microteachings, on the other hand, are only employed as regulated experiences, i.e., student teachers having to teach sample lessons in front of their own class. Similarly, with respect to teaching practicums, it has also been reported that pre-service teachers do not have enough independence to perform in the classroom. Therefore, “there is often no connection at all between what happens in the methodology courses and what students are doing in their practicums” (Martin, 2016, p. 38). In

this respect, as this thesis has also identified, pre-service teachers argue they must accommodate their practices according to the demands of their school mentors, and so they end up repeating the same patterns they experienced as school learners of English. This phenomenon will be further explored in the chapters on findings.

Additionally, as no English proficiency is required to enter these programmes, trainees begin learning the language at the same time they are studying pedagogical content. In this way, during the first two to three years there is a strong emphasis in improving student teachers' basic level of English. Thus, subjects related to the analysis of the language, such as Grammar and Phonetics and Phonology, are given a strong presence in almost all programmes for they are thought to provide the linguistic grounds required to allow trainees to reach the C1 competence proposed by the Ministry of Education. Additionally, some teacher training programmes include a sequence of *language learning courses* which are oriented towards the acquisition and systematisation of higher levels of competence in the use of English, with special emphasis on the development of the four language skills.

In the same way, most programmes still present disciplinary subjects separately from pedagogical ones. This 'divorce' between English linguistics courses and education (Abrahams & Farias, 2010), and even methodological ones has been recently reported as having great impact on pre-services' practices. In the case of pronunciation teaching, for example, as reported by Ortiz López et al. (2020), this content is ignored by training programmes in comparison to others, even though the national curriculum demands its instruction. This has suggested there is a fracture between the learning of Phonology and Phonetics, which are mainly seen as addressing the development of pre-service teachers' language competence rather than their future practices within the classroom. Indeed, this also re-establishes the urgent need for examining the actual aims of ELT teacher education programmes in Chile, and whether their curricula are aiming at "mak[ing] the connections between teaching English to become a language model [...] and educating pre-service teachers to become effective classroom teachers in the socio-cultural contexts where they will probably end up working." (Ortiz López

et al., 2020, p. 12). The implications of these courses' design will also be discussed later in this thesis.

The emphasis given on linguistic accuracy in the curriculum, as stated by Barahona (2016), has also led to a general belief that English teachers should “master English at a native-like proficiency level, and that RP English is the best accent for a non-native teacher of English”(p.49). In a similar way, as recently showed by Pérez Andrade (2019), “Chilean teacher educators tend to associate immediately their language skills with issues of pronunciation and their ability to imitate NES models”(p.129). In this respect, prevailing models for pronunciation teaching include an idealised view of British and American English over other varieties, being the RP accent the preferred model due to its supposed “formality, elegance, comprehensibility, ease, correctness and purity” (Véliz Campos, 2011, p. 232). Even though research is still meagre, both Pérez Andrade (2019) and Véliz Campos (2011) have reported this strong influence of the Standard language ideology in programmes' curricular design and lecturers' discourses, which exerts a powerful and long-lasting effect on pre-service teachers' beliefs in relation to what is considered to be “acceptable English”, especially because of the demands of the Phonetics and Phonology classes, something that might eventually be reflected in their practices and choice of material.

Reports from the studies discussed (Barahona, 2016; Pérez Andrade, 2019), however, have also described that once teachers start their careers, they encounter different contradictions in what they have learned to be the conventional wisdom to teach and speak English, producing an eventual detachment from the beliefs acquired during their instruction. In a similar way, Pérez Andrade (2019) has identified former graduates from traditional norm-bound programmes who demonstrate negative attitudes towards their own training, especially regarding characteristics of their Phonetics and Phonology courses. These questionings mainly focus on idealised notions of the native speaker which serve as benchmarks of achievement for their own pronunciation training. Post-graduation, according to the study, these teachers have developed a critical awareness of the ideological issues in the use of such models for ELT and in

relation to language variation and correctness ideologies, which has represented a shift in their thinking. This has also enhanced their own identities as Chilean speakers and teachers of English.

The extent to which these changes are reflected in actual classroom practices, however, is still subject to multiple inconsistencies, evidencing that the current diversity of English might be accepted in theory, but not in terms of a practical teaching reality (Dewey, 2012). For instance, the results obtained from my Masters' dissertation (Villablanca, 2018) indicate that, even though teachers showed a thriving acknowledgement of the importance of intelligibility over native-like production as a goal for pronunciation teaching, their practices do not always match with this principle. Interestingly, teachers showed a high preference for ENL varieties as pronunciation models, both for receptive and productive work, and so students were just exposed to these varieties in the classroom.

It is within this Chilean context of teacher education that I consider it becomes important to examine Chilean pre-service and in-service teachers' cognitions during and after their ELT training, particularly in relation to pronunciation teaching, and the potential factors that contribute to their beliefs and knowledge. Consequently, this thesis aims to answer the following research questions:

- I. How do Chilean teachers' cognitions about pronunciation teaching and practice compare at different stages of their ELT training and post-graduation?
- II. What factors influence the development of these teachers' cognitions about English pronunciation instruction?

1.2. Motivation for the study

As a Chilean teacher of English trained at a traditional state-funded university, this study was motivated by a series of experiences during my teacher education and professional experience. I still remember the first impression I got when starting my teaching degree; I loved the emphasis given to language accuracy, especially with regard to English pronunciation. The

aim, as I recall, was to prepare highly proficient teachers of English who could use the language at a native-like level. For this purpose, we had a series of modules on phonetics and phonology. We would repeat long texts following the Received Pronunciation accent as a model of achievement; people who wanted to pursue the American accent, the only second option, had to find resources themselves. In each of these cases, consistency was a must. If we failed to do so, this would not only show in our marks, but we would also be compared with higher achievers who demonstrated how *it should be done*. The standards for our own pronunciation development were incredibly high to the point that a classmate was advised to leave the programme because he did not have the skills to get that native-like pronunciation.

Throughout the programme, I was completely influenced by these normative perspectives and worked incredibly hard to acquire this *nativeness*. Once graduated, I started applying these principles in my teaching practices. I drew on my previous lecturers' methods to teach English pronunciation, relying heavily on controlled exercises, where *listen and repeat* was the focus. I would only teach English segmentals, as I was not sure how prosody operated and its learning significance. Teaching priorities were chosen based on what I had been corrected while learning the language at university. My pronunciation instruction materials, likewise, corresponded to the same textbooks I used as a teacher candidate; these focused on contrasting minimal pairs, both orally and with phonemic transcription. For more than five years, these were the core of my pronunciation teaching principles, and I never doubted for a moment that these practices were completely out of context and theoretical grounds.

These cognitions, however, started to be challenged once I started my MA in Applied Linguistics and English Language Teaching at King's College London. I still remember that it was after reading about Jennifer Jenkin's *Lingua Franca Core* (2002) that I realised that the teaching of pronunciation should focus on achieving intelligibility, regardless of accented speech. This was also the first time that I heard the concepts of English as a Lingua Franca (ELF), English as an International Language (EIL) and World Englishes (WE), and their significance for English Language Teaching (ELT) nowadays. I also realised my knowledge

about pronunciation pedagogy was limited and that my previous approaches to the content had been intuitively selected based on my experiences as a learner. Throughout this programme, my previous notions about language correctness and the needs to follow a specific pronunciation model were completely questioned. It was also interesting to observe that most of my fellow master's students, coming from completely different contexts, had been trained under the same assumptions.

These learning lessons prompted my master's thesis to be an initial exploration of how Chilean teachers of English conceived and taught pronunciation at university settings. My findings demonstrated that former colleagues held the same constructs and repeated the same procedures we had been trained with. These results evidenced the great influence teacher education had exerted upon us, but unfortunately, with outdated pedagogical approaches and biased assumptions about language validity.

With these outcomes, I was motivated to pursue doctoral research covering more comprehensively the development of younger generations of Chilean teachers of English, and their cognitions about pronunciation teaching. By understanding these realities, teacher education programmes may be informed about the limitations that their graduates can encounter with respect to their knowledge, in this case about pronunciation instruction, and how these can be addressed in the future. At the same time, this exploration can shed light on whether Chilean teaching degrees have incorporated updated perspectives about ELT, distancing from the principles I have described above in relation to idealised notions of pronunciation. In this way, with my doctoral study I intend to contribute to the existing literature on SLTC about pronunciation teaching and teacher education by demonstrating how pronunciation-related cognitions are shaped in expanding circle contexts.

1.3. Organisation of the thesis

This thesis consists of nine chapters; each of the chapters includes a brief introduction and summary to facilitate reading. In this chapter, I have provided an overview of the rationale

for this doctoral investigation, its research questions and a detailed description of the context of study. I have also taken the opportunity to explain how my personal background has influenced the decision of exploring how younger generations of teachers construct their knowledge and beliefs about pronunciation. Chapter 2 provides the review of literature that has been used as the theoretical framework for my thesis, both in relation to pronunciation teaching and SLTC. These concepts will be explained and illustrated with relevant studies of the fields. The methodological design and procedures are presented in Chapter 3 and a more detailed description of the research questions. This chapter also includes an exhaustive explanation of participants recruited, the research instruments and the techniques employed to analyse the data.

I will present all findings in five chapters. Each of these sections follows a similar structure so results can be compared and complemented with each other. Chapter 4 reports the data obtained during the quantitative phase of my study that examined all cohorts reported beliefs and practices about pronunciation teaching. This is then followed by chapters 5, 6, 7 and 8 which explore the qualitative data obtained through semi-structured interviews to complement and develop the quantitative findings. Each of these subsequent chapters focus specifically on one cohort of participants; that is to say, Chapter 5 reports the qualitative exploration of first-year teacher candidates' cognitions, whereas Chapter 6, 7 and 8 do the same with the third, fifth and novice teachers' cohorts, respectively. Finally, in Chapter 9, I discuss the most relevant findings of this study in order to answer each of the research questions. I also comment on the contribution and the implications of these results within SLTC and ELT teacher education with some directions for future research.

Chapter 2: Literature review

Following the preceding description of the research context and the proposed research questions, this chapter offers a summary of the most relevant literature with respect to pronunciation teaching and Second Language Teacher Cognition (SLTC). These two main areas of research have served as a framework from which this doctoral investigation has been designed and conducted, and, therefore, they represent its core theoretical background.

I will begin this by discussing the main trends with regards to pronunciation instruction principles. This will be followed by an insight of the historical pedagogical approaches adopted for pronunciation instruction to illustrate its past and current role within ELT. In the second part of this chapter, I move on to discuss the importance of SLTC research for understanding teachers' professional knowledge, attitudes and practices for ELT, with a special focus on pronunciation teaching. This will include an exhaustive analysis of the research concerned with L2 pronunciation pedagogy and the factors associated with the development of teachers' pronunciation-related cognitions and practices.

2.1. Pronunciation teaching

Despite pronunciation was largely considered the *Cinderella* of language teaching (Kelly, 1969), it is now recognised as one of the key competences that learners need to master in order to communicate successfully, especially in today's globalised world. Its relevance relies on the fact that pronunciation can interfere English speakers' abilities to both make their speech understood and to understand others' (Levis, 2018). Many are the examples in which pronunciation demonstrates its significant role in affecting mutual understanding, ranging from breakdowns in day-to-day conversations to more serious impacts such as the ones involving aviation communication which can lead to major incidents (e.g., Cookson, 2009; Cushing, 1995)

Pronunciation is considered, therefore, as "the crucial starting point for all spoken language, since thoughts must be articulated in sound in order to be heard and so to become a

message that can be communicated to another person” (Pennington & Rogerson-Revell, 2019, p. 1). Pronunciation is not only defined in terms of phonetics and phonology, but it also involves larger speech elements such as phrases, sentences and more extended discourse (O. Kang, Thomson, & Murphy, 2018). This includes, therefore, the so-called *segmental* features—consonant and vowel sounds—and *suprasegmental* elements which comprise stress, rhythm and intonation. When looking at pronunciation, *accent* is also mentioned as one of the most salient aspects of speech (Derwing & Munro, 2009). In its broad sense, accent refers to the pronunciation patterns that characterise a specific speech community. Consequently, it can act as a marker of identity evidencing speakers’ geographical, social and ethnic backgrounds (Derwing & Munro, 2015). Similarly, accent is also a parameter from which L2 speakers of a language are often targeted and discriminated (Lippi-Green, 2012).

The resurgence of pronunciation has also been due to the vast empirical evidence suggesting the effectiveness of its teaching for the improvement of different language skills (for reviews see Lee et al., 2015; Saito, 2012; Saito & Plonsky, 2019; Thomson & Derwing, 2015), especially with regards to explicit instruction (e.g., Couper, 2003; Derwing & Rossiter, 2003; Field, 2005; Hahn, 2004). This has been one of the reasons for the call of teaching-oriented research (Levis, 2019) which can offer practical suggestions for pronunciation instruction grounded on empirical findings.

Even though there are evident signs of a shift towards a more informed approach to instructing pronunciation (e.g., Derwing & Munro, 2015), previous decisions have been unfortunately mainly determined by ideology and intuition, rather than empirical evidence (Derwing & Munro, 2005; Levis, 2005). Pronunciation methodological approaches and materials have predominantly focused on segmental features, and as will be discussed later, teachers have imitated this by prioritising the teaching of consonant and vowel sounds over prosodic aspects. In relation to these ideologies, as Levis (2005, 2018) suggests, pronunciation teaching and research have been historically influenced by two main principles: the *Nativeness Principle* and the *Intelligibility Principle*.

The Nativeness Principle promotes the attainment of native-like pronunciation, and thus emphasises highly accurate pronunciation in relation to a desired model. This principle is in direct line with the historical practice of teaching English as a foreign language, which assumes that learners of English, for whom it is not their mother tongue, aspire to achieve communication with the native speakers (NSs) of the language, and the only way to succeed is by means of reproducing native speakers' patterns of speech. In this way, the main goal of the Nativeness Principle is "to achieve an accent that is virtually indistinguishable from that of an educated native speaker [and thus] instruction should be based on those features that mark a speaker as non-native" (Levis, 2018, p. 220), both at the segmental and suprasegmental levels. As a result, learners' intelligibility and language proficiency are assessed according to a native standard; this means, the more native-like the speaker sounds, the more expected they are to be understood and successful in their interactions.

Additionally, not only does this principle assume learners' desire to achieve native-like pronunciation, but also their ability to do so. This assumption, however, has been widely refuted by evidence which shows that adult learners rarely acquire native-like pronunciation, confirming the relationship between pronunciation and the age of learning (e.g. Abrahamsson & Hyltenstam, 2009; Baker, 2010; Flege et al., 1995; Saito, 2015), and other factors such as aptitude, motivation, amount of L2 use and pronunciation training (e.g. Milovanov et al., 2010; Moyer, 2007, 2014; Zielinski & Pryor, 2022). Despite this research evidence, the accent reduction industry still promotes foreign accent elimination (Thomson, 2014).

Furthermore, since this principle focuses only on the attainment of native-like pronunciation, the discussion of which native speaker should serve as a model has been extremely problematic. As Davies (2003) points out, "the native speaker is like the healthy person in medicine (or indeed any such state of assumed perfection)" (p. ix). For teaching and learning purposes, this notion of perfection also implies evaluative associations which are sometimes difficult to overcome (Seidlhofer, 2011). More than just simply describing a native speaker as someone who has acquired English as their mother-tongue naturally during

childhood, and who possesses the ability to know or intuit how language is used, common assumptions have equated the concept with certain varieties of the language that usually represent socially advantaged sectors of the population. These usually refer to English varieties within the so-called *Inner Circle* countries (Kachru, 1992b).

Two English accents have historically served as the preferred models due to their alleged correctness and acceptance worldwide: the British Received Pronunciation (RP) and the General American (GA) accents. These varieties, as described by Quirk (1985), acquired a privileged reputation due to the advance of mass broadcasting in the 1920s, when managers of the new medium decided to select one single accent “assumed to be admired by or at any rate acceptable to the greatest number of the most critical section of the public” (p. 4). While in the United States managers advocated an educated Midland accent for nationwide broadcasting, in the United Kingdom the prestigious RP took this role, resulting in both accents being “implicitly regarded in its respective domain (American or British) as the *standard* pronunciation” (p.4). Both varieties, as evident, are not representations of that of most speakers within these contexts; rather they are social accents, spoken by a small percentage of highly educated and wealthy communities. Particularly in the case of the RP, for instance, it “happens to be the kind of pronunciation still heard from older members of the British Royal Family; hence the term ‘The Queen’s English’” (Collins & Mees, 2013, p. 4).

In contrast to the Nativeness Principle, the Intelligibility Principle suggests the goal of pronunciation instruction is intelligible speech, and thus the focus should be on those features that facilitate understanding, irrespective of whether these mirror native-like pronunciation. This change of focus has been emphasised during the last two decades given the diversity of speakers who use English as a contact language, and as strong evidence has proved native-like pronunciation is an unrealistic goal for most learners (Derwing & Munro, 2015).

In this regard, Munro and Derwing’s research (1995) has been key to identifying the dimensions involved in speech and to reinforce an intelligibility-based approach for pronunciation teaching, and will be used throughout this thesis accordingly. They defined

intelligibility as the actual understanding of a speaker's intended message; this notion is different from the listener's ease or difficulty of understanding, i.e., *comprehensibility*, and from *accentedness* which refers to the extent to which the pronunciation of an utterance sounds different from an expected pattern. The evidence provided to demonstrate that these three dimensions are partially independent (e.g. Derwing & Munro, 1997; Munro & Derwing, 1995) has helped reject assumptions regarding accented speech being unintelligible and/or difficult to process. In other words, "communication can be remarkably successful when foreign accents are noticeable or even strong" (Levis, 2005, p. 370). These constructs have also provided a framework from which much of the research has been carried out (Isaacs & Trofimovich, 2012; e.g., Kang, Thomson, & Moran, 2018; e.g., Reid et al., 2019).

While the Nativeness Principle sets out its goal of nativelike speech quite evidently, for the Intelligibility Principle it is essential to identify what areas should be prioritised, based on the idea that speakers need to develop a threshold of intelligibility to communicate successfully. As a result, the challenge for scholars and teachers has been to define those aspects of pronunciation which are central to intelligible speech and/or impair communication. This discussion has been primarily concerned with the dichotomy between segmentals and suprasegmentals and which of them will have a greater impact on intelligibility.

Numerous empirical studies have investigated this concern in order to propose more research-based approaches for its teaching. Research, nevertheless, has shown mixed results; while some argue errors at the segmental level cause the greatest interference (e.g., Jenkins, 2000, 2002; Munro & Derwing, 2006), others place prosodic elements as primarily affecting intelligibility (e.g., Derwing & Rossiter, 2003; Hahn, 2004), or a combination of both (e.g., Derwing & Munro, 1997; Zielinski, 2008). Levi's categorisation of pronunciation features related to intelligibility (2018) suggests, similarly, that word-level features, i.e., segmentals and word stress, have a greater impact on intelligibility at the lexical level, whereas discourse-level aspects—rhythm and intonation—may compromise semantic and pragmatic aspects, and overall comprehensibility.

Additionally, this principle agrees with the idea that “learners have to make themselves understood to a wide range of interlocutors within a context where their L2 is the primary language for communication” (Derwing & Munro, 2005, p. 380). Therefore, as native models do not longer act as a benchmark of achievement for non-native learners, samples from non-native English (NNE) speech are now considered “useful as pronunciation models as long as they are intelligible and comprehensible” (Murphy, 2014, p. 258). There is a call, therefore, to raise English learners’ awareness of different pronunciation patterns which can enrich their listening comprehension skills (Lindemann et al., 2016; Sewell, 2017).

As this reconceptualization of pronunciation instruction values accent diversity and the importance of speaker identity, it has also served to honour the abilities of NNETs to teach this content (Levis, 2020). It disputes the conception that these teachers may be deficient language models, which has historically produced discrimination practices in the ELT industry (Mackenzie, 2021; Mahboob & Golden, 2013). In this regard, the Intelligibility Principle recognises NNETs can be successful examples of language users, illustrating an achievable model for their learners, and refuting the archaic notion proposed by the Nativeness Principle that only native or near-native teachers of English can teach pronunciation effectively.

Despite this principle is nowadays widely accepted by ELT practitioners and different educational organisations (see for instance, TESOL, 2006), and acknowledged in current assessment standards (e.g., CEFR 2020), pronunciation practice and materials design continue being guided by the Nativeness Principle. As Thomson and Derwing (2015) report, in a narrative review of 75 pronunciation intervention studies, “63% were guided by the Nativeness Principle, 24% fell under the Intelligibility Principle, and the remaining 13% had elements of both (as cited in Derwing & Munro, 2015, p. 134). This issue is also enhanced as teachers of English are rarely trained in pronunciation pedagogy, and, therefore, they may resort to popular beliefs about language learning associated with the mastery of nativelike speech influenced by their own performance demands.

However, it is important to acknowledge that the presence of the NS as a standard will remain present both in research and pedagogy. Similarly, the controversial identification of certain communities as NS or NNS will continue to raise concerns, especially in today's multicultural world, where newer generations can master a range of languages from very early age. Although intelligibility is nowadays—and should continue to be—widely accepted as the goal of pronunciation teaching and learning, such conceptualisations cannot be denied; nor the fact that some learners might still aim for achieving a *near-native* level of the language. Instead, they should be used critically and reflectively when discussing pronunciation standards, and especially, when identifying what L2 speakers need to know to communicate effectively across contexts.

The following section will briefly summarise the main trends in relation to the pedagogical approaches for pronunciation teaching throughout the years.

2.1.1. Overview of teaching approaches

Following the previous discussion about the two big paradigms of pronunciation teaching, different scholars have documented the pedagogical revisions that pronunciation teaching has historically experienced. Interestingly, this exploration has demonstrated that L2 English pronunciation instruction emerged as a consequence of other pedagogical advances, and not as an independent endeavour (Derwing & Munro, 2015). In this respect, Murphy and Baker (2015) describe pronunciation teaching has developed in four overlapping 'waves' which very much describe its place and role in different ELT methodologies throughout the years.

First, a "precursor" period, from mid 1800s, which was influenced by pedagogical experts (Berlitz, 1882; Gouin, 1880; Marcel, 1953; Predergast, 1984, as cited in Murphy & Baker, 2015, p. 38) who promoted the idea of distancing the field of language teaching from classical methods and promoted prioritising oral communication skills. The teaching of pronunciation, nevertheless, was not particularly specified in this innovation. Despite their contributions failed

to motivate substantial changes at that time, they “helped set the stage for the emergence of a focus on pronunciation teaching during the next decades” (Murphy & Baker, 2015, p. 38).

During this period, as Celce-Murcia et al. (2010) define it, the *Intuitive-imitative* method to pronunciation teaching continued having prominence in L2 classrooms, which was characterised by exposure, imitation and mimicry (Murphy & Baker, 2015). Mimicry was based on observations of good models, either the teacher—always a native speaker of the language—or inferring pronunciation from a written text (Baker, 2018). The imitation of rhythms and sounds of English was carried out without teachers’ intervention or any explicit explanation; it depended on the learner’s ability to listen to and reproduce these patterns (Celce-Murcia et al., 2010, p. 2). Pronunciation teaching practices, consequently, continued including oral repetition, minimal pairs drills, imitated pronunciation and reading out loud. However, some innovations were fostered during this period, such as the spontaneous use of the spoken language and “a vowel numbering system that began to experience significant usage in language textbooks of the time” (Baker, 2018, p. 253). The relevance of this initiative can still be observed in ELT materials which use this numbering structure to represent English segmentals.

The formation of the International Phonetic Association in 1886, supported by phoneticians such as Henry Sweet, Wilhelm Viëtor and Paul Passy, demonstrated again an interest of detachment from classical pedagogical methods as a result of social changes at the time, which included travel, migration and international commerce (Murphy & Baker, 2015). Based on their own teaching experiences, these specialists saw phonetics as a science that could inform language teaching practices (Derwing, 2010), and thus aimed at promoting the application of phonetic theory in language teaching and teacher training (Derwing & Munro, 2015). Together with this, the development of the International Phonetic Alphabet (IPA) in 1887 “made it possible to represent the sounds of any language visually and accurately” (Celce-Murcia et al., 2010, p. 3), and so provided learners with a tool to acquire the pronunciation of the language in a more detailed manner. Their contribution is also appreciated nowadays, as

this “it is still the universally acknowledged system of phonetic transcription” (Setter & Jenkins, 2005, p. 2)

The innovations proposed by the phoneticians in the 1880s during the reform movement contributed to the first *Analytic-linguistic* perspective for pronunciation teaching, and signalled the beginning of what Murphy and Baker (2015) describe as the second wave of pronunciation teaching. However, instead of replacing what the *Intuitive-imitative* approach had proposed, this new method aimed to complement its practices with more explicit information and tools. These included the phonetic alphabet, articulatory and vocal apparatus descriptions together with other resources that facilitated learners’ imitation and production of sounds (Celce-Murcia et al., 2010).

At the same time, this new view of pronunciation teaching urged a need for training teachers with this specialised knowledge in English phonetics, so they could apply their principles as accurately as possible, a practice that certainly continues today in many ELT teacher training programmes. In this way, the International Phonetic Association encouraged the teaching of pronunciation based on four principles that promoted (1) giving priority to teaching the spoken form of a language first, (2) applying findings from phonetics research to language teaching, (3) the need for teachers of a solid training in phonetics and, similarly, (4) providing learners with phonetic training in order to establish good speech habits (Celce-Murcia et al., 2010). Pronunciation practices focused explicitly on the teaching of consonants and vowels, and learners were guided to listen to pronunciation samples before being exposed to written forms.

The existence of different L2 teaching approaches during this period, such as the *Direct Method* (late 1800s – early 1900s), the *Oral Approach* (1920s), the *Audio-Lingual Approach* (1940 – 1950s), the *Cognitive Approach* (1960s), the *Silent Way* and *Communicative Language Learning* (1970s), the *Natural Approach* (1970s – 1980s) and the *Communicative Language Teaching* (CLT) (1970s – 1980s), among others, gave rise to various reinterpretations of

pronunciation instruction and, sometimes, the integration of both the *Intuitive-imitative* and *Analytic-linguistic* approaches (Murphy & Baker, 2015).

While in the *Direct Method* pronunciation instruction was based on intuition and imitation, the *Audiolingual* and *Oral Approaches* combined these practices with some information from phonetics to help illustrate the production of sounds. The *Cognitive Approach*, on the other hand, by means of an analytic-linguistic approach, emphasised the teaching of grammar and vocabulary; pronunciation, as a result, was marginalised as the aim of achieving nativelike speech was considered impossible and unrealistic (Scovel, 1969). Similarly, the *Natural Approach* rejects an explicit teaching of pronunciation and argues learners should acquire oral comprehension skills first in order to internalise the target sound system (Celce-Murcia et al., 2010). In this way, “the pattern is that each orientation introduces an underlying theory, garners specialist attention, prompts the development of teaching practices (and sometimes instructional materials), and informs the work of pronunciation teachers” (Murphy & Baker, 2015, p. 42).

Additionally, different researchers of the time began to question conceptions such as “correct pronunciation” and “standard English” (e.g., Kenyon, 1928; McCutcheon, 1939; Wilson, 1937). The notion that intelligibility should constitute the minimum and, therefore, learners could develop their pronunciation competence without hiding their L1 background (Bowen, 1972) was gaining more support. Classroom practices, unfortunately, failed to adopt these principles and continued focusing on nativelike speech as a learning aim. However, during the 1970s and 1980s, the ideas of contextualising minimal pair practices (Bowen, 1972), and of integrating pronunciation into the instruction of other language skills (e.g., Stevick et al., 1975) became popular, possibly as part of the increasing consensus of the role of intelligibility for language learning (Baker, 2018).

By the end of this second wave of pronunciation teaching, Bowen’s notion of minimal pair “extended well beyond consonant and vowel phonemes and embraced an ambitious array of phonological processes such as word stress, juncture, prominence, and intonation” (Murphy

& Baker, 2015, p. 50). As a result, a shift from the traditional focus on segmentals (vowel and consonant sounds) towards the inclusion of suprasegmentals (stress, rhythm, intonation, among other notions) started influencing the curriculum of pronunciation teaching (Baker, 2018).

Further discussions about the purpose of language learning and teaching started making the previous dominant approaches lose their influence, and subsequently “language teaching moved from a focus on linguistic competence (knowledge of the language and its formal characteristics) to communicative competence, or ability to use the language for purposes of genuine communication” (Levis & Sonsaat, 2018, p. 267). In this respect, fluency was a more important element to develop than accuracy. Consequently, the rise of CLT during the 1970s, marked the decline of the central role pronunciation had had in previous methods.

Although CLT did not explicitly call for the neglect of pronunciation teaching, its limited attention seemed to be an unintended consequence of the questioning of form-based language teaching during this paradigm shift (Levis & Sonsaat, 2018). Popular techniques for pronunciation teaching, especially regarding segmental practice, such as minimal pairs drills, listen and repeat, among others, were not seen as true speech, hence incompatible with this new framework of communicative language learning and teaching (Jarosz, 2019). This decline also resulted from the questioning of the value of error correction during communicative activities as they impacted fluency development (Brown & Yule, 1983). Pronunciation teaching was relegated to only fix situations in which breakdowns in communication occurred. Similarly, this resulted in fewer teacher training programmes including pedagogical phonology in their curricula (Murphy, 1997). This lack of training, as it will be discussed later, has been frequently recognised as one of the factors affecting teachers’ confidence for the instruction of pronunciation (e.g., Breitzkreutz et al., 2001; Derwing & Munro, 2005; Foote et al., 2011).

By the beginning of the 1980s, even though CLT principles were widely acknowledged, there was still a feeling of uncertainty regarding how to apply them into the teaching of pronunciation. However, the contributions made by Celce-Murcia (1983, 1987) and Pica

(1984), for instance, guided and expanded the discussion of how to teach pronunciation through communicative means, despite their recommendations were not entirely founded on empirical evidence (Murphy & Baker, 2015). In addition, their publications illustrated easy to understand and straightforward activities for pronunciation teaching, which were firmly grounded in CLT theory and principles, and thus facilitated the access even of those teachers who lacked training in phonology. They also succeeded in integrating these communicative principles with previous approaches for pronunciation teaching, namely imitative-intuitive and analytic-linguistic.

These proposals of teaching pronunciation through communicative styles brought a new urgency to the content and set forth the “third wave” of pronunciation teaching (Murphy & Baker, 2015). The innovations triggered by those specialists were also considered by ESL methodologists and materials designers who developed textbook genres that combined the new communicative approach to language teaching with previous imitative-intuitive and analytic-linguistic pronunciation teaching practices. Textbooks for pronunciation-centred ESL courses, activity recipe collections and ESL pronunciation teacher preparation texts started being produced and continue to grow with revised editions nowadays (e.g., Bowen & Marks, 1992; Celce-Murcia et al., 1996, 2010; Dalton & Seidlhofer, 1994; e.g. Gilbert, 2012; Rogerson-Revell, 2011).

This renewal of attention to pronunciation teaching, as Levis and Sonsaat (2018) report, re-opened the discussions of the (ir)relevance of attaining native-like pronunciation for succeeding in communication. As a result, intelligibility took its role as the essential goal for pronunciation teaching, and it remains as such. Together with this change of focus, the role of suprasegmentals in communication started to become acknowledged (e.g., Morley, 1987; Prator & Robinett, 1985; Wong, 1987) and continues to be part of the core features of pronunciation instruction.

From the mid-1990s, the emergence of empirical evidence to support and develop these communicative instructional innovations represent what Murphy and Baker (2015) define as the “fourth wave” of pronunciation instruction. Pronunciation is conceptualised now as being

an integral part of all language skills and content (Jones, 2018). At the same time, empirical discussions have also included a focus on social considerations related to pronunciation within English as a Lingua Franca (ELF) contexts (Deterding & Lewis, 2019; Lewis, 2022; Walker, 2010), the plurality of World Englishes (e.g., Deterding & Kirkpatrick, 2006; Kang, Thomson, & Moran, 2018), issues of accent and identity (e.g., Dutra & Costa, 2002; Jenkins, 2007), and how these matters could lead pedagogy in constructive new directions.

In this way, the urgency to identify the aspects that should be prioritised in pronunciation teaching (e.g., Munro & Derwing, 2006; Thir, 2020), for example, have elucidated the importance of the functional load in determining the priority of English segmentals. Especially within NNEs contexts, there is an increasing interest for defining pronunciation principles that should be applied when English is used as a contact language. In this respect, Jenkin's (2000, 2002) Lingua Franca Core (LFC) has been widely used as a point of reference to discuss the core features that L2 speakers of English need to master in order to produce intelligible speech. Further research, however, has demonstrated her recommendations ignore the impact of stress-based rhythm, intonation and word stress, as only nuclear stress is included in this *core* (Dauer, 2005; McCrocklin, 2012).

Even though there is still some consensus needed among researchers and practitioners, Levi's categorization of word- and discourse-level features (2018) seems to address more equally the importance of all vowel, consonant and prosodic elements for reaching mutual understanding. As such, Levi explains that word-level features (segmental features and word stress) may impact intelligibility at the lexical level, whereas discourse-level ones (intonation, and rhythm) would compromise it at the semantic and pragmatic levels, which could affect overall comprehensibility (see Levi, 2018 for more details).

Moreover, emerging innovations in pronunciation instruction also include the identification of the best methodological approaches to teach the content. In this regard, more than observational learning, multimodal approaches are now being proposed as pronunciation instruction incorporates the use of different sensory modalities, including auditory, visual, and

kinaesthetic elements (Brinton, 2014). This, in turn, could not only enhance learning, but also learners' engagement and motivation. Examples of such research include the use of physical movement and gestures (e.g., Chan, 2018, 2007), also combined with touch in a systematic way (Acton et al., 2013; Burri et al., 2019; Kielstra, 2017). Other instructional techniques describe mirroring and shadowing activities with mobile technology (e.g., Foote & McDonough, 2017) as greatly improving learners' comprehensibility and fluency.

Specially concerning advances in technology, Computer-Assisted Pronunciation Training (CAPT) tools combine both visual and auditory resources (Hardison, 2018). These applications can involve the most basic functions, like recording and playing back speech, to the more advanced implementation of Automatic Speech Recognition (ASR) applications, which allows to provide precise assessment and feedback on a speakers' pronunciation (O'Brien et al., 2018). Similarly, these digital tools can promote learners' independency as they can tailor and practice pronunciation based on their own needs (Thomson & Derwing, 2015). Especially if these are constructed with a variety of pronunciation models, learners can be exposed to speech which is usually difficult to access in their own contexts (Hardison, 2004; O'Brien, 2011). A well-documented example of this includes the High Variability Phonetic Training (HVPT) which involves exposing learners to a variety of speech samples in different phonetic contexts, enabling them to improve their ability to distinguish contrasting sounds and their own pronunciation of the language (Thomson, 2011, 2018).

Last but not least, how learners and teachers understand pronunciation, represent the areas of greatest concern in current research. Evidence indicates, for example, there exists a notable connection between learners' beliefs and attitudes regarding L2 pronunciation and their level of achievement (e.g., Baran-Lucarz, 2014; Moyer, 2014). Especially with regards to teachers' understanding of pronunciation, the section that follows will provide an overview of the most relevant research studies conceptualising teacher cognition and its implication for pronunciation pedagogy.

2.2. Second Language Teacher Cognition

Teacher Cognition (TC), as its name indicates, has focused on understanding the mental lives of teachers; it has aimed, then, at analysing what teachers think, know and believe (Borg, 2012) and how these mental constructs influence their decisions and actions in the classroom. For more than forty years, the wide and complex scope of this field of research, as Baker (2011) states, has included not only an analysis of “the “more “objective” cognitions of different knowledge types (i.e. knowledge about language, knowledge about students) [,but also] (...) the more “subjective” cognitions of beliefs, perceptions and attitudes – all explored from within the context of teachers’ classroom practices” (p. 6).

As one of the many branches of TC, Second Language Teacher Cognition (SLTC) has “helped to capture the complexities of who language teachers are, what they know and believe, how they learn to teach, and how they carry out their work in diverse contexts throughout their careers” (Johnson, 2018, p. 259). Recent research has examined, for example, teachers’ understandings of learner autonomy (e.g., Borg & Alshumaimeri, 2019), multilingualism and multilingual pedagogy (e.g., Cross, 2011; Premier & Parr, 2019), the integration of technology in language learning (e.g., Huang et al., 2017) and World Englishes (e.g., Lim, 2020). As this section will describe later, SLTC has also included an examination of teachers’ knowledge and beliefs in relation to specific language domains, such as grammar (e.g., Svalberg, 2015; Webb, 2022), vocabulary learning (e.g., López-Barrios et al., 2021), reading (e.g., Kuzborska, 2011), and more importantly, pronunciation (e.g., Burri & Baker, 2019).

For many decades, however, previous research on teaching had not acknowledged the importance of this mental private work in the shaping of classroom events and other decision-making processes, such as planning, evaluating and reacting to learners’ needs. Thus, teachers’ cognitions remained invisible to the scope of researchers, who just focused on behaviours which were easily accessible through observation (Burns et al., 2015). Teaching was then defined in terms of teachers’ immediate actions, something completely observable that could be documented, and hence used to identify those practices that ensured successful learning.

Nevertheless, as Borg (2015) outlines, an alternative view of teaching started emerging in the 1970s due to a series of factors that had influenced research in a more constructive way. In first place, developments in cognitive psychology during the previous decade highlighted the influence of thinking on behaviour; this meant that understanding teachers' mental constructs could no longer be done by just observing their actions. In the same way, an increasing recognition of the active role teachers played in shaping educational processes was acknowledged and taken as an area of research interest. These two elements together with the acknowledgement of the limitations of quantifying teachers' behaviours to come up with generalisable models for effective teaching, produced a shift in the way teachers' work and cognitions were examined. As a result, a more holistic and qualitative approach to do so emerged.

The milestone that marked the tradition of teacher cognition research, as explained by Borg (2015), came from the National Institute of Education conference on Studies in Teaching (1975). In such event, one of the panel's report, *Teaching as a Clinical Information Processing*, argued it was essential to consider that "what teachers do is directed in no small measure by what they think" (National Institute of Education, 1975, p. 1), emphasising the need for examining the relationship between teachers' thought and actions. The tradition of analysing teaching just in terms of observable behaviours, consequently, was replaced by an emphasis on the cognitive processes behind teachers' actions. In this way, "teachers were not being viewed as mechanical implementers of external prescriptions, but as active, thinking decision-makers, who processed and made sense of a diverse array of information in the course of their work" (Borg, 2015, p. 7).

As the origins of this field of research were more in line with analysing the cognitive basis behind teachers' decisions, work on teacher cognition was initially psychological in nature. During the last decades, however, new conceptual developments in the field have moved it away from a purely cognitive perspective towards a more socially situated view of the language teaching mind (Johnson, 2009; Li, 2020), emphasising the importance of other factors, usually

beyond teachers' control, and how these influence their actions and decisions. In this way, "this shift from understanding language teacher cognition through the lens of an individualist ontology to a social one mirrored and was supported by changes from a cognitive to a sociocognitive understanding of learning more broadly" (Burns et al., 2015, p. 588). One of these developments includes the recognition of the socio-psychological contexts when analysing teachers' thought processes (Johnson & Golombek, 2020). Schools and classrooms, consequently, are acknowledged as being "the locus of social, psychological, physical, political, and metaphysical action, embedded in the world and affected by it" (Clark & Lampert, 1986, p. 12), which, in turn shape subsequent cognitions.

Conceptualising cognitions

The disclosure of different perspectives from which teacher cognition was analysed, has also brought up abundant conceptualisations, each of them in an attempt to deconstruct the multiple factors behind their development. *Assumptions, attitudes, beliefs* and *knowledge*, are, for instance some of the terms used for this purpose. Difficulties arise, however, when these concepts are tried to be defined and distinguished from one another. As Pajares (1992) states, for instance, within the available literature, the definition of beliefs may include a wide array of constructs, such as:

"attitudes, values, judgements, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, repertoires of understanding, and social strategy, to name but a few (...)" (p. 309)

In this regard, even though beliefs are widely acknowledged as influencing teachers' perceptions, judgement, and consequently, their behaviour in the classroom, "the difficulty in studying teachers' beliefs has been caused by definitional problems, poor conceptualizations, and differing understandings of beliefs and belief structures" ((Pajares, 1992, p. 307).

This same issue occurs when analysing knowledge, which results in multiple definitions and categorisations. Nevertheless, knowledge seems to be more tangible and manageable than beliefs, and thus a construct than can be empirically operationalised more easily in research (Baker, 2011). However, some criticisms have arisen from conflicting opinions on what knowledge actually is and how it differs from beliefs. As argued by Richardson (1996, 2003), the traditional philosophical discussion on knowledge explains this construct requires epistemic warrant, whereas beliefs do not. This means, not only knowledge corresponds to a set of propositions held by people who believe these to be true, but there is also evidence that supports these claims. Knowledge is seen, therefore, as “a set of warranted propositions held by a community of experts” (2003, p.3), whereas beliefs are just “propositions that are accepted as true by the individual holding the belief” (1996, p.106). In this way, not everything a teacher believes to be true or acts according to their beliefs would be categorised as knowledge.

In English and foreign language teaching, teachers’ knowledge base had been mainly understood as mastering sets of linguistic and metalinguistic content, together with classroom methodologies derived from these theoretical matters. Throughout the 1980s, however, rich evidence from ethnographic studies suggested that “content and teaching processes were far more integrated than had been heretofore accepted” (Freeman, 2002, p. 6). In this respect, Shulman’s work (1986) contributed significantly to the field of teacher cognition, since he addressed the construct of knowledge with respect to teachers, as opposed to previous research which had only looked at it from the perspective of learners. His interest was to understand the sources of teacher knowledge; i.e. the processes by which teachers come to know their subject-matter and how their previous expertise combines with newly acquired knowledge to form a new knowledge base. In practical terms, this meant analysing “the ways in which college graduates who become teachers transform the subject-matter knowledge obtained from college into knowledge which can be communicated to and understood by learners” (Borg, 2015, p. 21). With this goal in mind, Shulman’s proposal (1987; 1986) contributed with a conceptual scheme which describes seven categories under which knowledge is represented in teachers’ minds:

- ◇ content knowledge – i.e., subject matter knowledge; for instance, language, mathematics, science, etc.
- ◇ general pedagogical knowledge—i.e., knowledge about teaching principles and strategies
- ◇ curriculum knowledge—i.e., knowledge about the programme of study and materials to teach each subject
- ◇ pedagogical content knowledge—i.e., knowledge about how to teach a certain subject
- ◇ knowledge of learners and their characteristics
- ◇ knowledge of educational contexts—knowledge about the different backgrounds, communities and cultures
- ◇ knowledge of educational ends, purposes, and values, and their philosophical and historical grounds

Most importantly, by introducing the Pedagogical Content Knowledge (PCK) concept, Shulman differentiates teachers from merely content specialists (Hume et al., 2019), in the sense that they will not only need to be well informed of specific subject matters, but also in how to make this knowledge available and comprehensible to others. Therefore, “[teachers] must have at hand a veritable armamentarium of alternative forms of representation, some of which derive from research whereas others originate in the wisdom of practice” (Shulman, 1986, p. 9). In this way, Shulman’s categorisation confirms the idea that teachers can construct, and need, not only theoretical but also practical knowledge, and that both sources will interact in informing their practices.

Even though some consider this definition of PCK “messy and possibly unworkable” (Freeman, 2002, p. 6), I consider it provides a useful framework from which to look at what teachers need, especially in terms of teacher education. It is within this discussion that training teachers with *scientific concepts* derived from theoretical evidence becomes essential. However, the knowledge teachers need, although theory-generated, “should not be confused with decontextualized lecturing about and rote memorization of abstract concepts” (p.2) but it must be a clear representation of concrete everyday experiences (2011, p. 2). In this sense, the generalised practice of separating the subject matter knowledge from pedagogical knowledge is completely detrimental to teachers’ professional development.

As explained previously in Chapter 1, for instance, lectures in Chilean teacher education programmes about subject matter knowledge (English) and pedagogical knowledge still remain separate in some programmes. This, unfortunately, may result in teachers' being *experts* on the linguistic analysis of the language, but not owning the necessary pedagogical skills to either teach the language or develop new strategies to do so. Particularly in the case of pronunciation teaching, this can be clearly seen as most of the programmes only offer courses on phonology and phonetics, and none of them provides instruction on pronunciation pedagogy.

Although the theoretical discussion about beliefs and knowledge has produced valuable information from which both terms can be somehow conceptually identified, the use of an inclusive concept that can provide a comprehensive picture of teachers' mental lives is more relevant for future research. This is also grounded on the idea that beliefs, knowledge and thoughts are practically impossible to analyse separately. As previously introduced, therefore, throughout this thesis I will use the term *cognitions* provided by Borg (2015), to capture the many components that represent this "often tacit, personally-held, practical system of mental constructs held by teachers and which are dynamic—i.e. defined and refined on the basis of educational and professional experiences throughout teachers' lives." (2015, p. 35).

This conceptualization of teachers' mental constructs, thus, includes both knowledge and beliefs and their interaction with other psychological and experiential dimensions, such as *attitudes* and *perceptions* about language teaching and learning (Burri, 2016). In order to avoid repetition, however, I will employ these terms and other related words (e.g., thoughts, ideas, etc.) interchangeably in this study.

Factors influencing teachers' cognitions

Research on Teacher Cognition has also looked at the possible factors that influence the development of certain beliefs. In this regard, three main factors are highlighted as contributing to the development of teachers' cognitions about learning and teaching. First, teachers' (1) *prior learning experiences*, including schooling, which may serve as a filter through

which teachers interpret their own training and construct knowledge. This, in turn, could influence the way they will eventually approach the content in the classroom or other educational matters. For instance, Numrich (1996) identified teachers avoiding the instruction of certain contents or correcting techniques, as their own encounter with them, as language learners, has been negative. A similar situation is described by Childs (2011), who identified most of the teacher under study's lesson preparation and classroom activities are driven by his beliefs and own experiences as a learner; these ideas about language teaching and learning, however, start being challenged once he faces new contexts.

Within these prior learning experiences, the notion of *apprenticeship of observation* (Lortie, 1975) has been widely discussed in SLTC research as a way to describe how teachers may emulate pedagogical practices they observed during their schooling experiences. This phenomenon also occurs as educational systems are often rigid, and therefore, there is a tradition of following similar models of teaching. As a result, prospective teachers may begin their training with a whole range of pedagogical conceptualisations, which are, unfortunately, based on their limited observation and experiences (Gray, 2020; Hamilton & Van Duinen, 2018).

In this respect, an important body of research (Peacock, 2001; Powell, 1992; Tatto, 1998; Wubbels, 1992; among others) has focused on the apparent inflexibility of existing teachers' beliefs, which are sometimes claimed to be "impervious to the interventions of pre-service training" (Cabaroğlu & Roberts, 2000, p. 388). This, undoubtedly, constitutes an enormous challenge to (2) *professional coursework*, which corresponds to another element shaping teachers' cognitions and practices. As one would expect it is through teacher training programmes that teachers would come into contact with new perspectives for teaching and learning, and so their beliefs would be challenged and reshaped. However, some scholars such as Kagan (1992a) argue that "[c]andidates tend to use the information provided in coursework to confirm rather than to confront and correct their pre-existing beliefs" (p.154). More importantly, from this perspective, these cognitions would act as filters, determining the quantity and manner in which knowledge will be acquired from these training programmes.

These notions of beliefs inflexibility, nevertheless, have been refuted by different studies which have shown that beliefs do in fact change (e.g., Mattheoudakis, 2007). In an attempt to understand the nature of such changes, Cabaroglu & Roberts (2000) propose a set of categories which describe the different beliefs development processes pre-service experienced in their study (see Cabaroglu & Roberts, 2000, p. 393 for a summary of change processes). Out of the 20 participants involved, 19 of them showed cumulative and gradual belief development, including two cases of radical change in their notions of learning and teaching. The authors also acknowledge, however, that certain characteristics of the course design might have contributed positively to the development of trainees' beliefs, what brings into question the extent to which these programmes are well constructed in terms of content and teaching ideologies.

In this sense, as Bramald, Hardman and Leat (1995) point out, previous studies that argue for the rigidity of pre-service teachers' beliefs might have not considered an analysis of the "character and quality of teacher education institutions" (p.24), regarding these programmes "as a constant rather than as a variable" (Mattheoudakis, 2007, p. 1273). Since results are so contradictory, it becomes essential to examine the nature of teacher education courses before concluding how and when beliefs develop. Without an analysis of these programmes' curricula, research on teachers' cognitions development becomes quite superficial and completely out of context.

Finally, (3) *classroom practice* also emerges as one of the factors contributing to the development of certain beliefs and further actions for language teaching. These are defined—and redefined — by other *contextual factors* that characterise the working environment. In this regard, sociocultural theory (SCT) has been key to understanding that "cognition, emotions, identity and other psychological matters are developed in social contexts through interaction" (Li, 2020, p. 6). Regarding teacher education programmes, for instance, they may take place in a variety of sociocultural, economic and political contexts, and sometimes "far beyond the traditional university-based teacher education program" (Johnson & Golombek, 2020, p. 117) .

These can greatly impact teacher candidates' conceptualisations of teaching and other sociocultural concerns.

Following this line, studies have confirmed changes in cognitions especially when student teachers face real classroom practice as part of their training (e.g., Borg, 1999; Stuart & Thurlow, 2000; Suárez Flórez & Basto Basto, 2017; Tang et al., 2012; Tillema, 1998). A clear example is Debreli (2012), who claims that, even though pre-service teachers' beliefs remain quite static during the first term of the programme under study, and some of them even become stronger as a result of the methodology they are taught, trainees develop more awareness of their beliefs once they are given the opportunity to observe and to teach in real classrooms. Likewise, the importance of contextual factors is described in Yan & Lee's study (2014), which illustrates pre-service teachers' experiencing a variety of change processes during the professional practicum. As they demonstrate, these student teachers' cognitions development is also derived from different socio-cultural factors, including the engagement with the school community and the role of the mentor in assisting their experiences. As a result, some pre-service teachers start questioning the suitability of the training they receive, which sometimes is not applicable in actual contexts.

2.2.1. SLTC in Pronunciation Instruction

As previously mentioned, the expansion of coverage of the SLTC research paradigm has also resulted in exploring the development of cognitions and practices focused on specific language skills. In this regard, pronunciation instruction has become an attractive field for TC researchers. When exploring teachers' pronunciation approaches, for instance, data has shown that pronunciation teaching is usually included as part of their conversation classes or general ESL courses (e.g., Breitzkreutz et al., 2001; Burgess & Spencer, 2000; Buss, 2016; Foote et al., 2011) but not as a stand-alone learning aim. In relation to the Canadian context, Foote et al. (2011) illustrated that 86% of surveyed teachers reported integrating pronunciation instruction in their ESL classes; on average, however, the time spent on the subject is less than

an hour a week, which represents only 6% of their weekly class time. In a similar way, in Brazil, Buss (2016) described that most interviewed teachers (56.7%) attempted to do the same in their contexts, but the extent to which they devote time exclusively to the teaching of pronunciation is not clear.

This idea of integrating pronunciation teaching in certain activities and general English courses has also been described as result of downgrading pronunciation importance in language learning, perceiving the subject as “something that can be covered in a few minutes at the beginning or end of a lesson” (Burri et al., 2017, p. 124). For instance, the survey conducted by Henderson et al. (2012) showed that only 12% of teachers rate pronunciation as extremely important in relation to other language skills. Some of them supported their responses with the belief that their learners’ goal for learning English is just to achieve communication, hence “communication clearly takes priority over correct pronunciation (p.10). This also suggests that pronunciation is not connected to intelligibility improvement and, as a result, a key element for successful communication.

Together with the practice of integrating pronunciation teaching into other ESL courses or conversation activities, teachers have also been found to address pronunciation only when issues arise (e.g., Burgess & Spencer, 2000; Buss, 2016; Couper, 2016, 2017; Foote et al., 2016; Macdonald, 2002; Nguyen & Newton, 2020). Couper’s studies (2016, 2017), for instance, revealed an important number of teachers who admitted neglecting the content as a general practice, and others adopting an ad hoc approach to teaching pronunciation, and in response to errors. Learning goals, consequently, were determined according to learners’ observed difficulties, and not as part of lesson plans. More recently, Couper (2021) also evidences teachers tend to focus on the presentation of pronunciation features rather than on its explicit instruction and practice. The activities observed are not organically integrated into the lesson and exhibit primarily controlled exercises of production and perception.

In this sense, the fact that these practices occur just when the teacher does not understand students, demonstrates that instructors “do not view pronunciation as an integrated

and fundamental element of language or language learning, but rather an add-on that is only attended to when it causes problems that cannot be ignored” (Macdonald, 2002, p. 8). Likewise, due to the lack of training, as I will discuss later, teachers tend to intuitively select those features they consider learners need to improve, without any informed criteria and approaches to do so than their anecdotal evidence.

Cognitions about content priorities, goals and models

Despite the current trend towards a more balanced approach for pronunciation teaching that includes both segmental and suprasegmental features (Derwing & Munro, 2015; Grant, 2014; Isaacs, 2018; Sicola & Darcy, 2015; Yenkimaleki et al., 2022; Zielinski, 2015), SLTC has evidence the shared belief that relates suprasegmentals with uneasiness and difficulty to teach and learn (Gilbert, 2014). As some studies have indicated, this is closely related to teachers’ own experiences of learners of the language, who, based on personal experiences as learners, usually decide to keep away from “dealing with features which the teachers themselves [are] unsure about.” (Couper, 2016, p. 14). As a result, teachers tend to focus their practices on the teaching of segmental features (e.g., Foote et al., 2016) as they are presumably easier and more teachable, avoiding prosodic instruction (e.g., Alsofyani & Algethami, 2017; Wahid & Sulong, 2013).

Additionally, the exploration of pre- and in-service teachers’ cognitions has also revealed some assumptions regarding pronunciation goals. In this regard, research has evidenced there is still a shared perception of demanding nativelike speech as a pronunciation learning aim. However, it seems that the target of this requirement has moved focus from learners to teachers of English. In Uchida and Sugimoto (2020), for instance, while a wide majority of surveyed teachers (84%) agree on the idea of teachers acquiring nativelike speech, this goal was not emphasised for Japanese learners. Likewise, other reports illustrate non-native teachers of English usually feel unsure about their own pronunciation, and therefore, degrade their roles as pronunciation instructors (e.g., Bai & Yuan, 2018; Florence Ma, 2012),

despite evidence suggesting that nativeness “is not a critical factor in teachers being effective pronunciation teachers” (Levis et al., 2016, p. 25)

A similar pattern has been found when examining their beliefs about pronunciation instruction models. In this respect, different studies have also shown teachers preferring native models for pronunciation instruction (e.g., Alsofyani & Algethami, 2017; Fallang, 2016; Henderson et al., 2015; Rydland, 2016). Likewise, although some teachers seem to advocate the use of ELF accents in theory, they regard their instruction as impractical (Jenkins, 2007). Such beliefs are somewhat surprising since they contradict the globally accepted aim of mutual intelligibility as the core of pronunciation teaching, and the emerging idea that samples of non-native accents can constitute perfect models for pronunciation teaching, as long as they are intelligible (Litzenberg, 2016; Murphy, 2014; Thomson, 2014).

Within the Chilean context, for instance, Véliz Campos (2011) also identified highly stereotypical beliefs regarding native English accents, which have caused their prevalence as models of English pronunciation at higher education level. In this respect, student teachers were particularly encouraged to learn the Received Pronunciation (RP) accent due to its privileged reputation in the international community. Most importantly, Véliz Campos (ibid) found out that both implicit and explicit discourses used by teacher trainers (in this case, Phonetics and Phonology lecturers) exert a powerful influence on the construction of these trainee’s belief systems, who regard this particular accent as a representation of “formality, elegance, comprehensibility, ease, correctness and purity” (2011, p. 232)

The results obtained from my master’s dissertation (Villablanca, 2018) coincide with the previous beliefs towards *nativeness* and quality of pedagogy. In this context, based on teachers’ insights about their own training, RP had been the only model they were urged to use to during their ELT teacher education programme. Similarly, in relation to their practices for pronunciation teaching, the findings of the investigation confirm the supremacy of the RP and GA models both for receptive and productive skills. However, even though teachers indicated a strong inclination for ENL varieties, when they were asked about the importance that learners

should acquire a native-like pronunciation of English, none of them claimed it to be extremely important. On the contrary, 90% stated that sounding like a native speaker might be useful for students, but not essential for communication. This seems quite contradictory, but positive in the sense that they are not replicating the same patterns they experienced in their training, where the RP accent was a compulsory benchmark of achievement.

The role of professional coursework and classroom experience

In order to teach pronunciation or other content effectively, different areas of knowledge come into play. Following Shulman's (Shulman, 1987; Shulman, 1986) categorisation of teachers' knowledge types, three of these elements are described as mostly involving professional training (Kochem, 2022). First, the basic understanding of English phonology—the subject matter—including both segmental and suprasegmental features and how their production may affect intelligibility and comprehensibility (Murphy, 2018). This (1) *content knowledge* must be also accompanied with more practical tools on *how* to teach pronunciation, or in other words, (2) *pedagogical content knowledge*, which includes the ability to present the content in a way that is understandable and meaningful for learners. Additionally, this must also comprise the relationship between SLA theories and other language skills with the learning of pronunciation. Finally, both elements must be complemented with their (3) *knowledge about students*, the language errors they may produce given their L1 background and their aspirations when learning pronunciation (Baker & Murphy, 2011).

However, many studies in the field of SLTC have reported that teachers do not usually receive training in pronunciation pedagogy, as previously mentioned (Baker, 2011; e.g., Breitzkreutz et al., 2001; Burri, 2016; Buss, 2016; Couper, 2016, 2017; Foote et al., 2011; Henderson et al., 2012; Macdonald, 2002; Saito & Poeteren, 2012). When analysing teacher training programmes, Murphy's (1997) study revealed that MATESOL degrees in the United States gave more emphasis on the analysis of the phonological system of English rather than

pedagogical considerations for pronunciation teaching. Murphy's (2014) extended exploration in this regard has confirmed that this concern is also found in a variety of contexts.

Two decades ago, in Great Britain, Burgess and Spencer (2000) demonstrated that most of teachers were just trained in topics of Phonology and lacked instructional techniques to teach pronunciation. In this case, even though this syllabus framework enabled teachers to compare the phonologies of their mother tongue and the target language, and eventually anticipate the problems learners might encounter when learning English pronunciation, the methodological component was usually missing. The emphasis, as Burgess and Spencer (2000) argue, should be "on pronunciation teaching and learning, and the theoretical underpinning phonology should be addressed through this" (p. 193).

Breitkreutz, Derwing and Rossiter (2001) also reported this issue, showing that only 30% of ESL instructors surveyed in Canada had training in pronunciation teaching. Additionally, a quarter of the interviewed teachers acknowledged they lacked enough training opportunities in this respect, and although most participants recognised the importance of pronunciation instruction in all levels of proficiency, some of them admitted avoiding the content because of their lack of instruction to do so. Ten years later, in an extended enquiry in this context, Foote et al. (Foote et al., 2011) also reports that although training opportunities have increased by 20% in comparison with the former study conducted by Breitkreutz et al. (2001), ESL teachers are "still not receiving the professional development they need to feel completely comfortable teaching pronunciation" (p.16).

This lack of training on pronunciation pedagogy, or the emphasis just on aspects of Phonology, unfortunately, is still described in more recent studies (e.g., Bai & Yuan, 2018; Buss, 2017; Couper, 2021; Georgiou, 2019; Kochem, 2022; Uchida & Sugimoto, 2020), many of which have documented serious drawbacks for second language instructors and learners. Common to past and recent research, one of the most problematic consequences corresponds to the avoidance of certain practices for pronunciation teaching, or the content itself, due to teachers' lack of knowledge, skills, and as a result, confidence on how to teach the topic. In Uruguay, for

instance, Couper (2016) described that 27 out of 28 teachers interviewed admitted the willingness to incorporate pronunciation instruction in their practices, but they acknowledged lack of confidence and uncertainty to select the appropriate focus and goals for their learners. Similarly, Baker (2011), who explored the beliefs and practices of 5 experienced teachers in an intensive English programme in the United States, identified that teachers also lacked confidence and knowledge on how to diagnose and address learners' problems, which clearly affected their practices. The sense of running away from explanations they cannot manage was also expressed in some cases.

The absence of theoretical and pedagogical knowledge has resulted in a state of affairs in which teachers "are often left to rely on their own intuitions with little direction (...) for set[ting] learning goals, identifying appropriate pedagogical priorities for the classroom, and determining the most effective approaches" (Derwing & Munro, 2005, p. 379) to teach the content. It is particularly this issue what makes urgent to understand teachers' cognitions about pronunciation teaching, and how these have developed over time, since they are one of the "primary contributors to the knowledge base of L2 pronunciation teaching" (Murphy, 2014, p. 193).

Fortunately, more recent investigations have shed light onto the effectiveness of professional coursework for pre- and in-service teachers (e.g. Burri, 2015a, 2015b; Burri et al., 2017; Burri & Baker, 2019, 2020, 2021; Kochem, 2022; Sardegna, 2020). For example, as a result of teacher training, Buss (2017) identified pre-service teachers of English showing more favourable views about explicit pronunciation instruction and their own confidence to teach the content. Likewise, Burri (2016) demonstrated a postgraduate course on pronunciation pedagogy contributed to student teachers' awareness of the importance of pronunciation, which also translated into willingness to teach it. Their cognitions with respect to pronunciation aspects also illustrated a more balanced approach that regarded English segmental and prosodic elements as equally important. Especially in the case of non-native teacher candidates, the training received influenced positively on their perceptions of their own pronunciation. As a

result, some participants embraced their different linguistic backgrounds and validated themselves as *legitimate English speakers*.

Baker and Burri's longitudinal studies (Burri & Baker, 2020, 2021) also confirmed teacher preparation exerts long-term effects. Despite participants' trajectories were different to each other and their cognitions' development illustrated non-linear paths, they overall perceptions about the importance and difficulty of teaching certain pronunciation aspects experienced significant changes. Pronunciation instruction was also more systematically integrated into their lesson plans, and their practices included some of the teaching strategies acquired in this training (e.g., haptic techniques).

This perceived improvement in knowledge is not only reported in face-to-face teaching, but also as a result of online training courses. Recently Kochem's (2022) showed the effect of a comprehensive eight-week online course on pronunciation pedagogy delivered in different online modalities (i.e., PowerPoint presentations and vignettes). Irrespective of the instruction method, participants' declarative knowledge of phonological processes and practical teaching applications for pronunciation instruction improved significantly as a result of this training.

On the other hand, the construction of knowledge base for pronunciation teaching, especially with regards to learners, as previously discussed, has also been identified as a result of teaching experience. In this respect, by exploring and discussing the classroom practices of an experienced NNEST, Gordon (2019) demonstrates her knowledge base involved more than an mastery of English phonetics and phonology. It also comprised their understanding of learners' needs as a result of her practice, which has contributed to the development of instructional techniques. Some of this knowledge has also been gained as a result of her previous experience as a learner of the language. This confirms teachers' knowledge about pronunciation teaching can also be built out of both their learning and teaching experiences (Freeman & Johnson, 1998).

Especially with regards to teacher education programmes, these results confirm the necessity of offering pronunciation pedagogy courses that combine theoretical and practical

components, and which address the types of knowledges previously discussed more effectively. This could help teachers develop a great understanding of the role of pronunciation, present its aspects, and, additionally, be able to address learners' errors more efficiently.

2.3. Theoretical framework

The literature recently discussed has served to guide the theoretical approach that this study has used throughout all its research phases. In this respect, this doctoral investigation has adopted Borg's framework for studying language teacher cognition (2015) specifically within the area of pronunciation teaching. It also aims to explore both pre- and in-service (novice) teachers' pronunciation-related constructs, thus allowing for a more comprehensive understanding of cognitions' development. This is illustrated in Figure 1 following Borg's diagram.

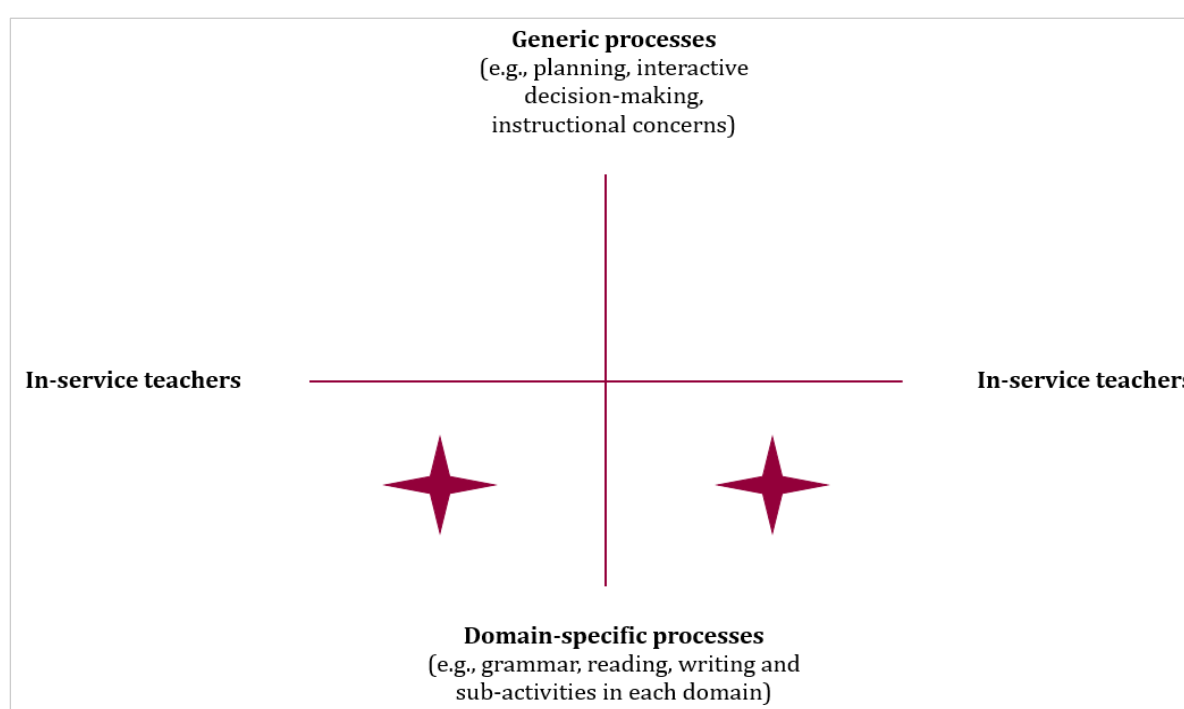


Figure 1. A framework for language teacher cognition research (Borg, 2015)

By analysing comparatively both prospective and novice teachers, I aim to cover most of the topics discussed within TC research, including their prior learning experiences and cognitions, their beliefs about language teaching, their teacher education and teaching experiences and how these may shape certain beliefs and knowledge. At the same time, I aim to

unveil their reported practices to understand the relationship among these and their mental constructs. These elements have been considered when designing the methodological approach of this investigation, as I will later explain in Chapter 3. While doing so, the term *cognitions* will be used to encompass the multifaceted elements that constitute teachers' mental constructs; i.e., beliefs, knowledge, perceptions, attitudes and all possible dimensions that could be personally constructed and shaped from the influencing factors previously discussed in Section 2.2.

These conceptualisations have been carefully selected from the relevant literature, but they also denote my own comprehension and insights regarding SLTC. As such, I recognise that these constructs and experiences—although they can be separately identifiable—are deeply interconnected within the teachers' mind. Thus, beliefs, actions and professional histories of teachers should be jointly considered and analysed, in order to offer a more comprehensive perspective in SLTC research.

With regards to the specific domain of pronunciation instruction, I will make use of key definitions to discuss pedagogical priorities and principles. For instance, from the lens of an intelligibility-based approach for pronunciation instruction (Levis, 2018), Derwing and Munro's (1995) dimensions of intelligibility, comprehensibility and accentedness will be frequently used when discussing participants' notions of *mutual understanding*. Similarly, the notion of *Standard English* will be employed critically, as I challenge the application of the term "standard" to describe any language variety. The distinction between native (NES) and non-native speakers (NNES) will also be used to purposely illustrate the inherent unequal power dynamics in language use (Golombek & Jordan, 2005). As with SLTC notions, these pronunciation-related definitions demonstrate my own cognition development as a PhD researcher, mostly informed by ELF research and the need to critically reflect on monolingual norms for ELT.

2.4. Summary

This chapter has reviewed the literature that has been used as a theoretical background for the present study. I began by discussing the current state of affairs with respect to pronunciation, and the competing paradigms that have existed in relation to its teaching. Nowadays, there is a shared acknowledgement of the importance and effectiveness of pronunciation teaching for developing understandable speech. Intelligibility, likewise, is now seen as the most sensible and realistic goal for English learners. In spite of this assent, “ideologies of nativeness and near-nativeness are deeply entrenched within L2 pronunciation” (Levis, 2020, p. 311).

This brief description was then complemented with a summary of the development of pronunciation instruction throughout history. By using Murphy and Baker’s (2015) categorisation of *waves* of development, this section reviewed the role and place of pronunciation within different ELT pedagogical approaches. More specifically, it illustrated pronunciation instruction has experienced various methodological approaches which ranged from intuitive practices to more analytic and research-oriented procedures. In this regard, advances in the field of pronunciation instruction make essential to stop relying on mechanical repetition drills which, although useful, may ignore the importance of communicative principles. Instead, these should adopt a more multimodal approach, which encourages the use of different sensory stimuli and technology to facilitate learners’ encounter with the content. At the same time, these should incorporate the use of a range of pronunciation models which can reflect more effectively the use of English in nowadays’ global context.

The second part of this chapter focused on exploring SLTC research and its contribution to understanding teachers’ mental constructs and practices for language learning/teaching, and most importantly, about pronunciation instruction. I introduced this topic by discussing the general areas that have been explored in this respect and how this field has developed throughout the years. This description was followed by a presentation of the most relevant

conceptualisations—beliefs and knowledge—and my personal stance of using a more inclusive term, *cognitions*, to capture the multidimensional character of teachers’ mental systems as they are impossible to analyse separately. The factors involved in the development of teachers’ cognitions was also included; *prior learning experiences*, *professional coursework* and *classroom practice* were all analysed through the lenses of different research studies evidencing their impact.

Finally, this literature review concluded with a more detailed review of SLTC research for pronunciation instruction. Different investigations were reported to illustrate that pronunciation has been historically neglected as a stand-alone learning aim. Teachers’ cognitions also illustrate this content is downgraded in relation to other language skills, and therefore, their practices are mostly reactive. The analysis of teachers’ beliefs about the priority of certain pronunciation aspects, goals and models evidenced that *nativeness* is still present in this regard. This is directly related to the absence of training on pronunciation pedagogy which can enhance teachers’ confidence and the inclusion of more informed approaches for teaching the content. In this respect, the last section of this chapter highlighted the role of professional coursework and experience for constructing a more robust knowledge base about pronunciation instruction.

In summary, Chapters 2 and 3 provide valuable insights into pronunciation-related research and SLTC, and shed light on different elements within these domains. Additionally, these chapters illustrate my own understanding of SLTC pronunciation research. The chapter that follows describes in detail the research questions of this thesis together with the methods and procedures used in the proposed study.

Chapter 3: Methodology

The present chapter describes a general overview of the methodology employed in this doctoral investigation. Following the context analysis provided in Chapter 1 and the theoretical and empirical foundations discussed in Chapter 2, I will begin this section by explaining the research questions and their rationale. This will be followed by a description of the study design and data collection approaches together with a detailed description of the research instruments used in each phase of the study. After that, I will present the participants involved and the justification behind their recruitment. This chapter concludes with the explanation of the data analysis procedures and the trustworthiness of the study.

3.1. Research questions and their rationale

As previously discussed, the domain of pronunciation teaching within SLTC has significantly gained more interest. Within the Chilean context, unfortunately, no studies have been found addressing the development of teachers' knowledge and beliefs with respect to this content. On the other hand, international research focusing on the development of pronunciation-related cognitions has examined this matter mainly in the context of pre-service and in-service teachers taking short courses on pronunciation and pronunciation pedagogy (e.g., Burri, 2015a, 2015b; Burri et al., 2017; Burri & Baker, 2019; Kochem, 2022; Sardegna, 2020). Longitudinal studies (Burri & Baker, 2020, 2021) are also scarce; however, they have demonstrated the complexity involved in the development of teachers' cognitions and a variety of factors impacting their beliefs and classroom practices about pronunciation instruction. This has evidenced the need to conduct research which uncovers more comprehensively the processes of development of pre- and in-service teachers' cognitions, and which can inform the field from a long term-perspective.

Based on the preceding discussion, and in order to contribute to filling the research gap, this thesis aims to analyse how pre-service and in-service teachers' cognitions about

pronunciation instruction develop through time, and their contributing factors. This general aim is divided into the following research questions:

I. How do Chilean teachers' cognitions about pronunciation teaching and practice compare at different stages of their ELT training and post-graduation?

This first research question aims at identifying the specific beliefs and practices in relation to pronunciation instruction that Chilean teachers of English have acquired throughout their training and after they have graduated. Consequently, this enquiry is concerned with participants' past and current training and working experiences, and focuses on exploring particular phases which usually represent milestones in teachers' professional development. The different cohorts of teachers and variables involved in this enquiry will be further explained in the section of Participants.

II. What factors influence the development of these teachers' cognitions about English pronunciation instruction?

The aim behind this second research question is to uncover the elements that have contributed to shaping pre- and in-service teachers' cognitions about pronunciation teaching and learning. This information, therefore, is thought to complement the identification of participants' cognitions, analysing their origin and rationale. Once more, the examination of contributing factors considers their past and current realities, both in relation to their education and working background.

3.2. Study design

As explained before, the main aim of this study is to understand pre-service and in-service teachers' cognitions about pronunciation instruction and the factors impacting their development. This major objective, therefore, positions this study as descriptive research. Descriptive research is concerned with observing "conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing." (Best & Kahn, 2006, p. 118). Even though these types of studies primarily focus on

present events, they can also look at past instances which have had a relationship with the phenomena under investigation. It is within this descriptive paradigm that this thesis intends to illustrate the different changes Chilean teachers of English experience during and after their training in relation to their cognitions about pronunciation instruction.

3.2.1. Mixed methods

As suggested by the research questions, and due to the diverse angles from which teachers' cognitions can be explored, I think it is essential to adopt an approach which allows the use of multiple methods, facilitating richness in the interpretations of data. Therefore, the present doctoral thesis has taken a *mixed methods* design. In this way, I have intended to benefit from quantitative and qualitative tools to inform the field of teacher cognition about pronunciation instruction. This will allow me to gain insight and in-depth understanding of the complexities involved in the development of teachers' cognitions, which will also permit to make informed recommendations about future practices in the field.

The mixed methods approach, as Creswell and Creswell (2018) explain, involves "combining or [the] integration of qualitative and quantitative research and data in a research study" (p.14). In doing so, this research paradigm represents a middle point between the extremes—quantitative and qualitative paradigms, respectively—"attempting to respect fully the wisdom of both of these view points while also seeking a workable middle solution for many (research) problems of interest" (Johnson et al., 2007, p. 113). Different reports have suggested that this research design has now been positioned as the third major approach paradigm and has become increasingly relevant for social sciences, including education (Johnson & Christensen, 2019; Rocco et al., 2003) and applied linguistics (Dörnyei, 2007; Hashemi & Babaii, 2013).

The idea behind this integration of sources and orientations relies primarily on the notion that, individually, the quantitative or qualitative approach is insufficient to answer the research questions. In this sense, by complementing each paradigm's strengths, researchers can

obtain the most informed and relevant data for the purpose of the study, and, consequently, the best understanding of the research phenomena. This significance enhancement (Collins et al., 2006) that researchers intend to obtain through combining both types of data, has been recognised as one of the principal rationales for selecting mixed methods research designs in the social sciences.

On the other hand, and due to the importance of adopting contingent approaches that can respond to future research enquiries, Johnson et al. (2007) suggest this research paradigm may also incorporate overlapping groups of mixed methods research and designs. This means researchers can benefit from conducting studies which include elements outside their home grounds. This includes, for instance, quantitative or qualitative dominant researchers who acknowledge and include data from opposite perspectives in pursuit of a richer understanding of the object of study. In this way, my study can be further labelled under the category of *qualitative dominant* mixed methods research. This type of research “relies on a qualitative, constructivist-poststructuralist-critical view of the research process, while concurrently recognizing that the addition of quantitative data and approaches are likely to benefit most research projects” (Johnson et al., 2007, p. 124).

As previously described in the literature chapter, teacher cognition research has moved towards a more context and cultural-dependent viewpoint which acknowledges that “what teachers know about teaching is largely socially constructed out of the experiences and classrooms from which teachers have come” (Freeman & Johnson, 1998, p. 400). This emphasis on context and teachers’ agency to construct their own knowledge makes indisputable the importance of a constructivist approach. Therefore, as I will detail later in this chapter, my thesis includes two main phases; I have included a quantitative phase to my study since it helps me obtain a more concrete representation of the changes these teachers under study experience in terms of their beliefs and knowledge. However, the second phase of my study consists of purely qualitative methods which will enrich the results obtained through the questionnaire,

and which allows me to answer my second research question more in line with sociocultural theories of teacher learning and development.

The various designs within the umbrella of mixed methods research also very much depend on the sequence of integration of both qualitative and quantitative data. In this sense, my study incorporates an *explanatory sequential* mixed methods design. As its name indicates, “it is considered sequential because the initial quantitative phase is followed by the qualitative phase” (Creswell & Creswell, 2018, p. 15). As a result, the collection of qualitative information has the significant purpose of explaining and developing the preliminary results obtained through quantitative means.

In this regard, an explanatory sequential approach works best for this study as the quantitative information obtained to understand cohorts’ cognitions needs to be complemented with participants’ input. Most importantly, the exploration of contributing factors in participants’ beliefs and practices can be only fully achieved with their personal insights.

Cross-sectional study

To accomplish the objective of understanding pre-service and in-service teachers’ cognitions from a more comprehensive perspective, I carried out a *simultaneous cross-sectional study*, in which four cohorts of Chilean pre-service and in-service teachers were involved. As I will explain later in the section of Participants, these four cohorts were purposely selected as they represent specific milestones in teachers’ professional trajectories.

Cross-sectional studies are those which produce a “snapshot” of a group of subjects at a specific point in time. They can look at the people under study from a retrospective or prospective inspection (Cohen et al., 2007); while retrospective studies will look at the past to understand the prevalence of certain patterns, prospective ones will seek to anticipate the development of specific conditions. With the use of different data collection methods, as I will explain later in this chapter, I have taken a retrospective point of view as to understand the different elements that have contributed to the development of participants’ cognitions, both

analysing their training and working experiences. Some elements of the research instruments, however, have investigated participants' prospective impressions about their self-efficacy to teach pronunciation. This information has not been employed to make predictions about their performance, but as to understand their self-image and confidence to perform the task.

Within applied linguistics, cross-sectional studies have largely dominated the field, primarily due to their economical and easier operationalisation procedures. For instance, as subjects engage in the study on a one-off basis, cross-sectional studies do not suffer attrition, reducing the costs of tracing participants, and the chances of being impacted by other external events (Dörnyei, 2007). It is important to mention, nevertheless, that there has been a call for producing more longitudinal research in the discipline (Nagle, 2021), due to the richer information this can provide in terms of patterns of change and development through time. Unfortunately, the Covid pandemic made this approach impossible to adopt. During the first wave, most university programmes cancelled their lectures and, as a result, there was limited certainty about the continuity of these degrees. This also reduced the confidence of potential participants to be engaged in a long-term project.

Even though cross-sectional studies cannot fully explain causal relationships as longitudinal research does, "they can also bear several hallmarks of a longitudinal study of parallel groups which are drawn simultaneously from the population" (Cohen et al., 2007, p. 213). Similarly, they can describe and analyse how different variables associate with certain beliefs and practices (Durand & Chantler, 2014), which is precisely what my second research question endeavours to achieve. Therefore, despite its limitations, this cross-sectional research can provide useful information about the elements involved in the development of certain beliefs and practices, and their patterns of relationship "as they exist at a particular time" (Dörnyei, 2007, p. 89), especially if groups of participants are comparable to each other and different methods are being used in collecting the data. Additionally, if different cohorts of participants, who have followed a similar trajectory, are analysed, the information obtained can greatly help understand how these patterns have developed over time. In this way, cross-

sectional studies do afford some longitudinal speculation as each cross section can represent a point along a well mapped out longitudinal trajectory.

3.2.2. Data collection phases

Taking the explanatory sequential design, this qualitative dominant mixed methods study was composed of two phases. The first phase of this study was designed to answer research question 1 *“How do Chilean teachers’ cognitions about pronunciation teaching and practice compare at different stages of their ELT training and post-graduation?”* Its main objective, therefore, consisted in obtaining a concrete representation of Chilean pre- and in-service teachers’ cognitions about pronunciation instruction at different stages of their training and career. As I will detail later, this involved the exploration of four cohorts of pre- and in-service teachers from three Chilean ELT teacher education programmes. Drawing on previous research conducted within the field of SLTC, the quantitative data was collected by means of online survey questionnaires exclusively designed to address participants’ professional trajectory. Details of their recruitment and the design of these surveys can be found in the following sections of Sampling and participants, and Research Instruments, respectively. The first phase was planned to be carried out during the first term weeks of the Chilean 2020 academic year. This was especially relevant for obtaining first-year cohorts’ cognitions before any training.

Once participants completed these surveys, they were invited to take part in a follow-up interview, which corresponded to the second research phase. This subsequent stage aimed at complementing and developing the information obtained through quantitative methods (Creswell & Creswell, 2018). Most importantly, it was also designed to answer research question 2 *“What factors influence the development of these teachers’ cognitions about English pronunciation instruction?”*. This interrogation, therefore, represents an enquiry that is not limited to a certain number of options, but which needs to be informed by a full examination of participants’ own insights and actions. Indeed, since these phenomena are so diverse in their

nature, the numerical data obtained through survey questionnaires has helped guide this exploration and delineate some possible factors. Online semi-structured interviews were used in this research phase due to the Covid pandemic. Similarly, given the impossibility of reaching out to participants more quickly, this phase took place between one and two months after they completed the surveys. Interviews, consequently, followed a retrospective approach and were organised under a structure that resembled the questionnaires. This allowed participants to remember more easily each of the items and their given answers.

Recruited participants were sent an individual invitation which contained the participant information sheet and the consent form. Once they all agreed on the interview terms, each participant received the link to a Zoom or Teams call. These conversations were audio, and when possible, video recorded and lasted between 45-80 minutes.

The whole sequence of data collection considered the Chilean academic year, which usually runs from March to December. It also considered the completion of the questionnaire so online interviews could be conducted. However, university strikes, and the 2019 Chilean protests delayed the academic calendar in many universities. Therefore, these phases depended on the starting dates of the participating institutions: programme A, April 2020; programme B, May 2020 (first year cohort) and June 2020 (third- and fifth-year cohorts); programme C, March 2020 (first-year cohort) and May 2020 (third- and fifth-year cohorts). Figure 2 summarises the data collection timeline for the study and the integration of both phases.

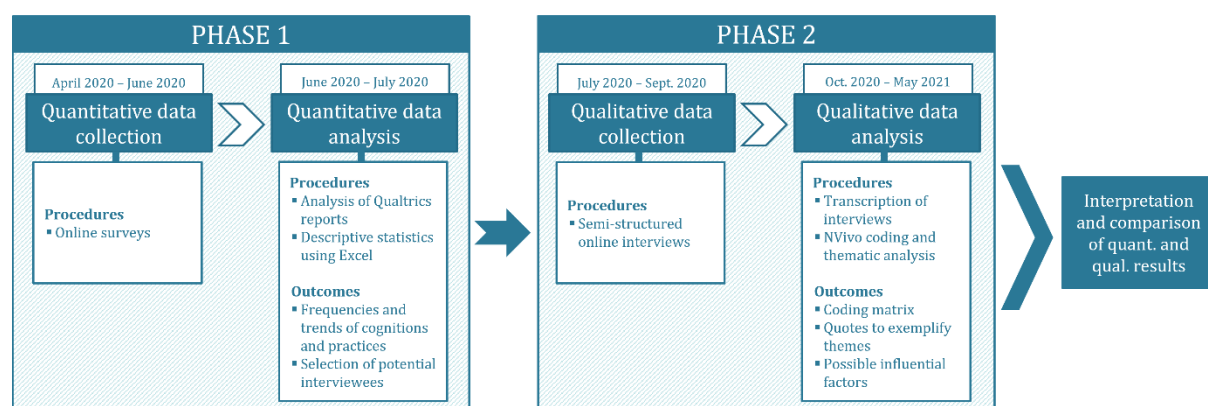


Figure 2. Data collection timeline

The following section describes the participating cohorts of Chilean pre-service and in-service teachers in each research stage, and the rationale behind their selection.

3.2.3. Sampling and participants

As a result of my preliminary analysis of the 35 ELT teacher education programmes available in Chile, I have identified that most programmes share a common curricular design, positioning language proficiency-related modules during the first two years, with the aim of levelling up trainees' competence of English. Similarly, linguistic subjects, as discussed in the introduction to this thesis, dominate the disciplines teachers are educated in. Especially regarding pronunciation, none of the 35 programmes explored teach modules about pronunciation pedagogy. Only courses on Phonology and Phonetics are included, which are generally divided into two to four terms of training, aimed at improving teacher candidates' own speech. Regarding teaching practice, although some programmes incorporate more sequential school-based experiences, all of them conclude with a professional practicum during the last term, which is also a requirement for graduating with the teaching degree.

All these circumstances situate Chilean pre-service and in-service teachers of English on a common ground for study. In order to create a sense of longitudinal perspective, I decided to investigate the development of pronunciation-related cognitions of four cohorts of Chilean pre-service and in-service teachers, whose training periods range from 2016 and 2020. The rationale behind the exploration of these cohorts is as follows:

First-year teacher candidates starting in 2020

First-year student teachers represent the population before being fully trained in ELT teacher education. This particular group was thought to provide meaningful insights about the different sets of beliefs prospective teachers hold before their professional development has been completed. In turn, this would also help understand their expectations of teaching English, and most importantly, pronunciation. Similarly, with the information obtained from this cohort,

important comparisons could be made with participants at more advanced stages of their training and career.

Third-year teacher candidates

This cohort of pre-service teachers could offer retrospective data with respect to the experience of being trained at Chilean ELT teacher education programmes, which might also illustrate the role of training in shaping pre-service teachers' cognitions about pronunciation. Most importantly, third-year teacher candidates should have already completed courses on English phonetics and phonology and ELT methodology. Consequently, the exploration of their beliefs and experiences could complement the analysis of the education they have received in terms of pedagogical approaches for ELT. At the same time, and since this group also represents a middle point in most programmes, they can offer insights about their prospective careers as teachers in terms of their knowledge and confidence for teaching English, and especially, pronunciation. These data would potentially provide an understanding of the progression of participants' self-image as teachers of English.

Fifth-year teacher candidates

Since this group represents the final stage student teachers undergo in their training, retrospective data could also be obtained. This allows the analysis of their whole experience of being trained in ELT teacher education programmes and how this education has contributed to the development of pronunciation-related cognitions. Additionally, and as previously discussed, research has suggested that the professional practicum can constitute a determining factor for the development of new knowledge and beliefs (e.g., Barahona & Ibaceta-Quijanes, 2022; Yuan & Lee, 2014). Even though these experiences are regulated by school mentors and/or university supervisors, trainees may encounter conflictive issues when facing real classrooms for the first time, and possibly realising that the theory they were trained with, might not be completely feasible with actual students. This is similar to what has been described for novice teachers' first years of experience. This cohort of student teachers, therefore, was seen as

contributing to the understanding of the professional practicum experience and its relationship with their cognitions and knowledge shaping.

Novice teachers graduating between 2016 – 2020

To keep the comprehensive exploration of cognitions development, the last cohort of participants comprised graduates from the same ELT teacher education programmes in which pre-service teachers are being trained. These novice teachers should also have a maximum of five years' experience. In this way, this group of subjects was thought to provide information about the initial phases of young teachers. As research has illustrated, novice teachers might be confronted with a “reality shock” once they start their careers due to “the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of classroom life” (Veenman, 1984, p. 143). In the case of these novice teachers, these contradictions may be influenced by the constraints of the working settings where they practice, as their actions are now in response to these contexts, the practical day-to-day classroom experiences, and administrative regulations, both from the schools and the Ministry of Education. Additionally, the data obtained from this cohort was seen to open the discussion of the relationship between teachers' stated beliefs and knowledge and their actual practices in the classroom.

In terms of training, this cohort would also provide rich information regarding their past experiences as trainees, and how this training has contributed to their practices as teachers in real classrooms. This might shed light on the role of training in shaping teachers' cognitions, especially within the domain of pronunciation teaching. At the same time, this information could also help understand the suitability of ELT teacher education programmes in response to both teachers and learners' needs.

As a result, by comparing cohorts of pre- and in-service teachers who have belonged to the same institutions, and hence received similar training experiences throughout time, their selection is founded on the idea of providing a comprehensive description of their cognitions development and the factors that have contributed to them.

Recruitment of participants

Having defined the target cohorts of my study, I used different sampling techniques to recruit participants. I initially used a *purposive sample selection* (Patton, 2014) to identify three Chilean ELT teacher education programmes which could serve as participating institutions. With this non-random sampling technique, “the researcher establishes criteria concerning the kinds of cases needed to address the research questions, identifies appropriate cases, and then samples from those cases that have been identified” (Bryman, 2012, p. 422). Despite its limitations of not producing generalizable data, if a large sample is collected, the findings can greatly help reflect the target population (Johnson & Christensen, 2019). Additionally, the random selection of participants from those cases might correct for sample biases (Klar & Leeper, 2019).

Following the analysis of Chilean ELT teacher education programmes previously discussed, I decided to recruit pre-service teachers and graduates (novice teachers) from three Chilean ELT teacher education programmes. For ethical purposes, the names of the institutions are kept confidential, so I will refer to them as Programmes A, B and C. The selection of these institutions was founded in the common characteristics they exhibited in terms of accreditation to offer teaching degrees (Table 1) and the distribution of their programme curricula (Table 2); these were thought to increase the level of comparison between cohorts of teacher candidates and novice teachers. For instance, they are all part of the *Consejo de Rectores de las Universidades Chilenas* (CRUCH), a collegiate autonomous body, with legal personality and under public law, whose general function is the coordination of university work in the country by proposing actions to improve the performance and quality of university education (Consejo de Rectores de las Universidades Chilenas, 2020). The higher education institutions that are part of this organisation are often known as *traditional universities*. Additionally, during participants’ training periods, i.e., from 2016 to 2020, these programmes are among the nine institutions with the highest number of students enrolled in ELT teacher education degrees in Chile (Consejo Nacional de Educación, 2022). Programme A and B are located in Santiago, the

capital of Chile. Programme C, however, is in Talca, a city in the central-south of Chile. This was also considered to represent higher education in different regions of the country.

Table 1

Administrative profiles of participating ELT teacher education programmes

Programme	Teaching Degree (in Spanish)	Accreditation years	Administration	Location	Average % of total enrolment in Chile (2016 – 2020) ³
A	<i>Licenciatura en educación en inglés / Pedagogía en inglés⁴</i>	6 years (2015 – 2021)	State-funded	Santiago	3.16
B	<i>Licenciatura en educación con mención en inglés y pedagogía en inglés²</i>	6 years (2018 – 2024)	State-funded	Santiago	4.4
C	<i>Pedagogía en inglés²</i>	6 years (2018 – 2024)	Private	Talca	3.72

Note. The information displayed illustrates participants' training periods, i.e., from 2016 to 2020. Updated information shows different accreditation status, but these were not relevant at the moment of data collection. From "Buscador de acreditaciones", by Comisión Nacional de Acreditación CNA-Chile (2022) (<https://www.cnachile.cl/Paginas/buscador-avanzado.aspx>); "Matrícula total por Carrera e Institución(es), años 2005 – 2020", by Consejo Nacional de Educación, (2022) (https://www.cned.cl/indices_New_~/pregrado_carreras.php)

Similarly, the ELT teacher education programmes available at these universities distribute their curricula in similar ways. These degrees are organised into 10 terms; the last terms are dedicated to teacher candidates' professional practicums and research projects. As Table 2 illustrates, there is a strong presence of language learning courses throughout these curricula, ranging from 8 to 9 modules in total. They incorporate some theoretical courses regarding linguistics and SLA theories; especially regarding phonetics and phonology, these are added as independent modules. Additionally, they incorporate a series of practical courses

³ For this analysis, only universities which presented data for those consecutive five years were selected

⁴ Bachelor's degree in education with a major in English language teaching

which are intended to facilitate pre-service teachers' immersion in the educational context. However, my initial exploration of these programmes has found some of these *practicums* seem to be purely theoretical and do not actually involve teaching practice.

Table 2

Academic structures of participating ELT teacher education programmes

Programme	Relevant training modules				
	Language learning	Phonetics and Phonology	ELT methodology	Linguistics modules	Teaching practicums
A	8 courses	4 courses	4 courses	3 courses	3 courses + professional practicum
B	8 courses	6 courses	3 courses	2 courses	4 courses + professional practicum
C	9 courses	2 courses	3 courses	2 courses	5 courses + professional practicum

Note. The information displayed considers these programmes' structure during participants' training periods, i.e., from 2016 to 2020. Updated information shows different distributions of courses, but these were not relevant at the moment of data collection.

The next stage of participant recruitment involved contacting the programme directors of each institution in order to introduce myself and the purpose of my investigation. Some of them offered themselves for an online interview in which I could obtain important information about their programmes' curricula and potential participants. This also allowed me to have a register of the total number of pre-service teachers studying at these universities to measure the response rate.

The analysis of the documents provided by these institutions about their modules on English phonetics and phonology, ELT methodology and language learning courses, also confirmed that these programmes had not offered any instruction on pronunciation pedagogy during the participants' training periods. Courses on English phonetics and phonology, for example, are described as focusing on the analysis of English segmental and suprasegmental

features, together with the development of phonemic transcription, oral production, and sound discrimination skills of pre-service teachers. They are also seen as a means to improve pre-service teachers' own language production. However, they did not include any pedagogical components or bibliographic references. All three programmes use the RP and GA accents as units of analysis in these linguistics modules, and there is no mention of other pronunciation models in their course description. ELT methodology modules, on the other hand, list in their contents the teaching of speaking skills but do not indicate whether pronunciation was part of this coursework. The information displayed in these documents was corroborated with direct communication—interviews and emails—with programme directors and lecturers of these training courses.

Once I obtained their approval to conduct my research in their institutions, I emailed different lecturers at these training programmes who could help me reach all cohorts of potential participants for the first phase of my study. Some of them agreed to send the survey links to the first-, third- and fifth-year cohorts. Despite accessing potential participants through gatekeepers, participation was completely voluntary, and this was assured by lecturers when inviting student teachers to complete the questionnaire (see Section 3.3. for ethical approval details). This was also confirmed in the first page of the survey questionnaire where they had access to the participant information sheets (see Appendix A).

Institutions also offered me the mailing lists of pre-service teachers when it was not possible to send out the survey link directly. With this information, I distributed invitations to my study via email; this contained a brief introduction to the research project and the link to the questionnaire. The combination of all these strategies permitted me to send the surveys to all pre-service teachers studying at those institutions during 2020.

The recruitment of novice teachers also involved a series of strategies. First, the information provided by these institutions contained former graduates' email addresses, and therefore, I started contacting potential participants directly by email. In parallel, I posted various invitations on Facebook groups created by Chilean teachers of English. If interested,

they should contact me so we could discuss their suitability for my study. Similarly, by means of *snowball sampling*, the teachers initially selected proposed former classmates who met the requirements. This sampling technique was key as the cohort of former graduates represented the most hard-to-reach population of all groups. All the teachers who volunteered to participate were sent an email containing the participant information sheet and the link to the survey.

For the quantitative phase of my study, a total of 293 participants were surveyed. The participating pre-service teachers represent between 30% and 60% of total enrolment at these institutions⁵. Table 3 illustrates the number of participants per institution and cohort. Especially in the case of the first cohort of pre-service teachers, I excluded those who had been allocated in first year due to failing courses from previous years. As these participants were randomly surveyed, this information was obtained by means of a filter question presented at the beginning of the online questionnaires (see Research instruments and Appendix A, for more details).

Table 3

Cohorts of surveyed participants

Cohort	No. of participants			Total
	Programme A	Programme B	Programme C	
1. First year	34	29	35	98
2. Third year	21	25	20	66
3. Fifth year	15	24	19	58
4. Novice teachers	25	24	22	71
Grand total	95	102	96	293

Following the explanatory sequential design, the second phase of my study involved the follow-up participation of these cohorts in a semi-structured interview. For this stage, the same

⁵ Representation rates:

-Programme A: cohort 1, 53%; cohort 2, 45%; cohort 3, 44%

-Programme B: cohort 1, 36%; cohort 2, 53%; cohort 3, 57%

-Programme C: cohort 1, 44%; cohort 2, 33%; cohort 3, 30%

surveyed participants were selected as the main objective of this qualitative exploration was to explain the snapshot of beliefs and teaching practices initially obtained and to identify contributing factors to these cognitions. Firstly, the selection of these interviewees involved their voluntary participation; at the end of each online questionnaire, participants had to select their intention to be contacted for a follow-up interview. Next, the quantitative results guided the purposive selection of potential interviewees. Given that a large, but uneven, number of participants offered themselves for a subsequent interview⁶, it was decided to select around 10% of the surveyed participants from each group for this qualitative enquiry. In this way, the process of selection of interviewees involved analysing the quantitative data in order to identify those cases that represented more effectively the trends of cognitions of each group. Those participants' answers that matched the patterns of their cohorts' responses were then contacted to be part of this follow-up qualitative phase. This intended to obtain a more accurate exploration of the rationale behind each cohort's beliefs illustrated in the survey data.

Table 4

Cohorts of interviewees

Cohort	Interviewees			Total
	Programme A	Programme B	Programme C	
1. First year	Ágata Denise Jorge	Sara Julio Isabel	Valeria Emilia Sergio	9
2. Third year	Amaya Daniel	Alejandro Clara	Tania Pablo	6
3. Fifth year	Jacqueline Bastián	Lorenzo Helena	Damián Colomba	6
4. Novice teachers	José Cynthia	Francisca Claudia	Beatriz Camila	6
Grand total	9	9	9	27

⁶ Rates of volunteering for follow-up interviews:

-Programme A: cohort 1, 32%; cohort 2, 62%; cohort 3, 40%; cohort 4, 72%

-Programme B: cohort 1, 55%; cohort 2, 28%; cohort 3, 25%; cohort 4, 92%

-Programme C: cohort 1, 37%; cohort 2, 60%; cohort 3, 47%; cohort 4, 64%

A total of 33 participants were interviewed; however, only 27 interviewees were considered for the final data analysis procedure in order to represent a more equal distribution of participants among cohorts (see Table 4). Most importantly, some recordings presented poor quality and they could not be completely retrieved. Similarly, some novice teachers acknowledged in the interviews not having worked since their degree completion, and therefore, they could not offer any insights about their pronunciation teaching practices. The novice teachers finally recruited, consequently, represent those who were currently working in Chilean school settings; information on their graduation years and their current working context is provided in Table 5. For ethical principles, all interviewees' names have been anonymised using pseudonyms.

Table 5

Profiles of interviewed novice teachers

University Programme	Interviewee	Graduation date	Teaching context
A	José	2019	Subsidised school, from pre-kinder to 5 th grade of primary education
	Cynthia	2016	Technical school, 9 th and 10 th grades of secondary education
B	Francisca	2017	Stated-funded school, 2 nd , 5 th and 8 th grades of primary and secondary education
	Claudia	2019	Subsidised school, nursery and 9 th grade of secondary education
C	Beatriz	2017	Subsidised school, from nursery to 6 th grade of primary education
	Camila	2016	Subsidised school, from 1 st to 8 th grade of primary and secondary education

3.2.4. Research instruments

Taking the explanatory sequential design previously discussed, the data collected for the stages of my study was carried out by means of two research instruments. On the one hand, online questionnaires (or surveys) were used during the quantitative phase to provide the initial snapshot of participants' cognitions about pronunciation teaching. Online semi-structured interviews were then employed to complement the exploration of these cognitions and explain contributing factors. On the following pages I will provide a description of their design and the rationale behind their use.

Online survey questionnaires

Questionnaires are a commonly used research tool within the field of applied linguistics. They are usually used to collect survey information which can be numerically structured, and which are comparatively simple to analyse (Cohen et al., 2007). Similarly, they provide "time-efficient data collection from large numbers of people, even at distance" (Rose, McKinley and Baffoe-Djan, 2019, p.154). Especially with online questionnaires, they facilitate access to the target population without needing to be in the same geographical place. Participants, in turn, can respond to these instruments at their convenience.

This flexibility is also offered in terms of their use for both quantitative and qualitative enquiries; they can include structured closed questions to then generate more tangible figures for statistical analyses, and open-ended questions, which allow more exploratory and qualitative inputs. As a result, they can be designed to be applied in a wide range of topics, contexts and people. Additionally, web surveys can be designed so questions appear automatically on respondents' screens; this is especially relevant when surveys include filter questions addressed for specific participants, avoiding the confusion of skipping certain items (Bryman, 2012). Finally, these online research instruments also offer the advantage of recording responses automatically, which may be later downloaded for statistical analyses.

Different software programmes, such as Qualtrics®, offer a range of analytical tools that provide instant results reports and other data analysis techniques directly in their websites.

In order to address cohorts more appropriately, the creation of these instruments involved an exhaustive analysis of their design and different piloting strategies following Dörnyei & Taguchi's (2010) recommendations. The first stage in the development of these tools involved the exploration of each cohort's characteristics. Since none of the ELT teacher education programmes included in this study have a specific module on pronunciation pedagogy, courses on Phonology and Phonetics were considered the most relevant instance where student teachers would acquire knowledge about pronunciation, especially due to their extensive presence in the curricula (2-4 terms out of 10). This resulted in the idea of designing different survey questionnaires for those pre-service teachers who have already finished these courses, also with the aim of identifying the role of this training in shaping their knowledge and beliefs about pronunciation teaching.

Additionally, participants' own teaching experience was considered a determining factor in selecting specific items for the cohorts in fifth year and for novice teachers. As both cohorts have had the opportunity of working in actual school settings, an identical section was included in their surveys to explore their current practices for pronunciation teaching. The use of the same items had the purpose of showing more evidently the different cognitions these participants have in relation to their teaching experiences, if any.

On the other hand, the development of the surveys involved an comprehensive examination of all available questionnaires used to enquire about teachers' cognitions regarding pronunciation (Alsofyani & Algethami, 2017; Breitzkreutz et al., 2001; Burgess & Spencer, 2000; Burri, 2016; Buss, 2017; Foote et al., 2011; Georgiou, 2019; Henderson et al., 2012; Kanellou, 2011; Nagle et al., 2018; Pourhosein Gilakjani & Sabouri, 2016; Rydland, 2016; Seyedabadi et al., 2014; Thomson, 2013; Timmis, 2002; Uchida & Sugimoto, 2016; Yağiz, 2018). Based on my evaluation of these instruments, I could identify the most commonly discussed themes, which were then used as categories of analysis for the suitability of certain items. They included:

- ◇ Pronunciation teaching importance (and in comparison with other language domains)
- ◇ Pronunciation teaching goals
- ◇ Pronunciation teaching content
- ◇ Accent vs. intelligibility
- ◇ Pronunciation teaching models
- ◇ Pronunciation teaching methodologies/practices
- ◇ Teachers' skills and confidence about pronunciation teaching
- ◇ Teacher training for pronunciation teaching

Next, a pool of items was created as a result of the review of the aforementioned studies.

All items identified as relevant for this investigation were borrowed and included in a preliminary version of the questionnaires, so they were a faithful representation of the constructs discussed in the literature. As a result, various items, which referred to the same constructs in almost identical ways, were grouped in the categories of analysis previously mentioned, considering that a subsequent piloting would define the final questions. In the same way, the topics listed above were kept as a guideline when ordering these items into different sections. However, concerning the general structure of these instruments, the questionnaire designed by Buss (2017) was taken as a framework for their organisation, since it covers all themes and displays its questions in an orderly design. In this way, some of its sections, instructions and items were borrowed, and sometimes adapted from Buss (2017) and delineated almost completely the final version of the questionnaires.

Additionally, I also included a series of items which explore participants' cognitions about more general language learning and teaching beliefs. This is based on the idea that certain language ideologies, such as Standard Language ideology (Quirk, 1985), have a powerful influence in determining goals, content and models for teaching, especially regarding English pronunciation (Levis & Moyer, 2014; Seidlhofer, 2011; Walker, 2010). In this way, some items which measure commonly argued statements in relation to language learning and teaching were

created and others adapted from Horwitz's Beliefs About Language Learning Inventory (BALLI) (1987) and Seyedabadi et al. (2014).

Finally, taking Buss' questionnaire as a model (2017), a section which explores participants' own experiences of English and pronunciation learning was also added to these preliminary questionnaires. The aim of this set of questions was to obtain background information in relation to the methodologies, content and models these participants had been exposed to when learning English.

Piloting the questionnaires

The extensive list of possible items was initially piloted with the help of ten experienced applied linguists who provided useful feedback in terms of the relevance of certain questions and their wording; three of them are well-known figures within the field of pronunciation teaching. As a result, three bilingual questionnaires (English/Spanish) were designed to explore cohorts' cognitions and practices about pronunciation teaching. They included between 57 and 75 items, depending on the cohort addressed. In order to facilitate a comprehensive analysis of these cohorts' cognitions about pronunciation instruction, these research instruments were constructed to offer factual (participants' background information), attitudinal (beliefs/knowledge) and behavioural (teachers' practices) information (Dörnyei, 2007; Dörnyei & Taguchi, 2010). In order to be comparable to each other, all questionnaires were designed under the same core structure and items, with a few adaptations of wording and the inclusion of extra items for cohorts at more advanced levels of training.

The rationale behind using bilingual questionnaires is that the first cohorts of participants were still in their process of learning the language and might not feel comfortable facing an English-only instrument. Cohorts at later stages could also benefit from the direct translation of some concepts they may not be familiar with. Table 6 summarises the variables involved in the construction of the preliminary research instruments and the groups they were directed to.

Table 6

Preliminary questionnaires design variables and target cohorts

Questionnaire	Target cohort	Cohorts' variables	
		Training in Phonology and Phonetics	Teaching Experience
1	Cohort 1	-	-
2	Cohort 2	Yes	-
3	Cohorts 3 and 4	Yes	Yes

The preliminary version of these questionnaires was designed to be finally piloted both in their paper and online versions; the online survey was designed using Qualtrics ®. In this way, the second round of piloting involved three groups of pre- and in-service teachers in Argentina, Spain and Chile. The participation of different Spanish speakers permitted understanding whether these instruments were intelligible enough, confirming their validity and applicability in a wide range of contexts. These varied pilot groups were also significant as they could offer different insights about the entire range of my questionnaires (Ruel et al., 2016). Most importantly, these groups were strategically selected as they resembled the target population that I intended to investigate. None of the pilot participants were told these instruments were under construction with the aim of obtaining a more faithful idea of potential issues in these instruments. Additionally, the recruitment of these pilot participants also allowed me to test the sampling procedures I was planning to use during my study.

Questionnaire 1 included 56 items. It was piloted online with a group of Argentinian first-year teacher candidates contacted through a stakeholder. This person received the link to the questionnaire and invited student teachers to answer it voluntarily; this helped measure the response rate and motivation to complete the whole online survey. This group of pre-service teachers was especially selected to be part of the piloting stage as they had just started their ELT teacher education programme two weeks before. Therefore, they had not completed any training about ELT or pronunciation instruction, representing more adequately the first target cohort of my study. Similarly, as they were not fully proficient in English, this pilot testing

permitted me to identify whether the bilingual instruments were clear enough so first-year participants could complete them. In total, 25 people answered this pilot questionnaire, representing a 49% response rate. Similarly, the items measuring self-efficacy were assessed for internal consistency; a Cronbach's Alpha coefficient of .795 revealed this questionnaire section had an acceptable level of reliability. This information was then confirmed with the final version of the questionnaire used in the main study, obtaining a coefficient of .799.

Questionnaire 2 included 57 items. It was piloted with two groups of Spanish teacher candidates in their third and fourth year of ELT teacher education. These student teachers had studied different modules on linguistics, literature, pedagogy and ELT methodologies, resembling the second cohort of my study. Similarly, third-year participants had just started their course on English Phonetics and Phonology, whereas fourth-year ones had already finished it, hence the participation of both groups. This pilot testing was done face-to-face; both groups of teacher candidates were invited to complete the paper version of this questionnaire. This allowed me to identify in situ any difficulties and monitor their whole interaction with the instruments. No problems were reported about the questionnaire items or sections during this process; however, it was noticed that most participants responded to open questions in Spanish, their first language. This validated the importance of presenting bilingual items to encourage their commitment to the study. Additionally, participants were unsure of how to delete wrong answers; this information was key to confirm the automatization of online questions.

A total of 32 Spanish pre-service teachers completed the second pilot questionnaire. As these student teachers were personally invited to participate in the pilot study, the response rate was 100%. Response time was also measured; on average, respondents took 20 minutes to complete the questionnaires. This allowed me to optimise the online survey structure by automatising the appearance of items and options. The internal consistency of the section of self-efficacy was once more measured, obtaining a Cronbach's Alpha coefficient of .839 for the pilot stage and .835 for the main study.

Finally, questionnaire 3 included 75 items. It was piloted online with a group of 21 Chilean novice teachers. Potential pilot participants were invited on social media groups of Chilean teachers of English. The invitation described explicitly their teaching experience should not exceed 5 years; however, no additional requirements were asked. In order to participate, they provided their email addresses so I could send them the link to the survey. The posterior analysis of this instrument revealed a 55% response rate and a Cronbach's Alpha coefficient of .856 for the items measuring self-efficacy. As with questionnaires 1 and 2, the results obtained in the main study confirmed an excellent internal consistency, with a coefficient of .820.

Final version

The data obtained in the pilot studies was crucial to defining the final versions of each survey questionnaire. In general, the results demonstrated these three instruments were easy to manipulate and pertinent to each target cohort. However, it was observed that no questions enquired about fifth-year participants' completion of their professional practicums; this information was essential as a deeper analysis of the target cohorts revealed some pre-service participants had seen their practices cancelled due to the Covid pandemic and continuous university strikes. It was decided, therefore, the survey directed to these teacher candidates should include a specific section on professional practicums so this could be later discussed in the interviews, the qualitative and second phase of the study.

Additionally, the opportunity of piloting these instruments in both paper-based and online versions confirmed that web surveys were the best option to encourage participation, reduce response time and facilitate the data analysis procedure. What follows is a detailed description of the final versions of these research instruments and the rationale of their sections (screenshots of these instruments are available in Appendices A – D).

Section I: English Learning Experience

This first section of the questionnaires is composed of both open-ended and closed questions. Open questions were added due to the importance of obtaining more detailed

information related to their experiences as learners of English. Similarly, as participants come from different educational backgrounds, the number of possible answers was difficult to predict, and hence it was impossible to present prepared response categories. This section enquires about two main areas. First, participants' information about their (1) school English learning experiences; a filter question to confirm whether they had received pronunciation instruction at school determined the appearance of a whole section on their pronunciation learning experience. Next, their (2) self-evaluation of their current English proficiency was examined; this included an item in which respondents had to assess their speaking, listening, reading and writing skills on a scale from 1 to 7. This was included here to decompress section V. The items exploring areas (1) and (2) were identical in all three surveys.

Section II: University training Experience

The second section of these research instruments explored participants' learning experiences at university; this included both open-ended and closed items. For cohort 1, a specific question regarding having received ELT training before entering the degree was included to identify participants who have been previously trained in the field of language teaching; participants who confirmed this were retrieved from the study. Questions examining their training experiences at each ELT teacher education programme were specific for cohorts 2, 3 and 4. The questions directed to these participants aimed at obtaining retrospective information in relation to the training courses which have most impacted their oral English proficiency development, their teaching practicums and how satisfied they were with the training received so far.

Section III: Beliefs about English Language Teaching

This set of items corresponds to an adaptation of the instrument created by Buss (2017). The first part seeks to identify participants' cognitions about the relevance of teaching pronunciation among other 7 domains in English language teaching. The second part includes 10 statements on commonly held beliefs about language learning and teaching, which are

generally associated with ideologies of correctness. These items are exactly the same for all three questionnaires and intended to complement the construction of specific beliefs about pronunciation instruction. Both parts were constructed on a 7-point scale⁷, so participants can select the level of importance of each language domain, and their level of agreement with the other statements.

Section IV: Principles of English Pronunciation Teaching

This section of the questionnaires represents the core of the instruments, as it enquires about their beliefs and knowledge about pronunciation learning and teaching. As a result, all three questionnaires include 11 identical questions. For its construction, a number of items were borrowed from previous studies (Buss, 2017; Foote et al., 2011; Kanellou, 2011; Nagle et al., 2018; Pourhosein Gilakjani & Sabouri, 2016). The first part includes statements about the importance of pronunciation for communication, its goal, and the most suitable approaches and contents.

The second group of items explores the importance of using six types of accents for teaching pronunciation. The description of these six pronunciation models was adapted to facilitate participants' identification of them. Additionally, as previously discussed in the literature review, while I contest the use of the term *standard* to refer to any variety of language, and I acknowledge the controversy that notions such as native or non-native speakers create, these were deliberately kept to represent the unequal power relations that exist in language usage (Golombek & Jordan, 2005). The use of these concepts also helped identify participants' conceptions of standard language in the interviews. Like in previous sections, all these statements were designed so participants could show their level of agreement or importance by selecting their choice in a 7-point scale set of options.

⁷ All statement items used a 7-point scales as they reflected the Chilean evaluation system scale (Ministerio de Educación, 2020). That way participants could respond the instruments using familiar ranges.

Section V: Yourself as a prospective/current teacher of English

The aim of this segment of the questionnaire was to obtain information about participants' confidence in their own English proficiency and notions of preparedness to teach English pronunciation. Once again, a number of items were borrowed from other studies in the field of pronunciation-related cognitions (Buss, 2017; Foote et al., 2011; Yağiz, 2018), and framed as statements so participants could demonstrate their level of agreement. As previously discussed, the rationale of including these items is based on the objective of identifying participants' self-concept for performing the task of teaching pronunciation successfully. This section was composed of 11 statements; some of them were differently worded in each questionnaire to target specific cohorts of the study. Cohorts 2, 3 and 4 also included two additional items which measured their current and potential self-efficacy for teaching specific pronunciation contents. The significance of the training received in relation to pronunciation instruction was also investigated in this section for cohorts 3 and 4.

A full section exclusively directed at cohorts 3 and 4 was designed to identify their practices about teaching pronunciation. This unit includes both closed and open-ended questions about the extent to which they teach pronunciation, the use of phonemic symbols, models and the methodological approaches employed. The combination of different types of items intended to explore more directly their immediate practices, and in turn, avoid influencing participants' responses by providing a set number of choices. Finally, a set of 7 statements asks participants to provide their level of agreement in relation to their own way of addressing pronunciation in their classrooms. Some items were also adapted from previous surveys about pronunciation teaching (Henderson et al., 2012; Rydland, 2016).

Online semi-structured interviews

Interviews are probably the most frequent data collection technique used in qualitative enquiries (Bryman, 2012). They represent a commonly known communication routine in which subjects discuss a topic of interest. In this way, participants are no longer considered

manipulable subjects under inspection (Cohen et al., 2007); on the contrary, interviews acknowledge the active role participants have in relation to constructing knowledge, and as a result, they are invited to communicate their interpretations of a certain matter. This allows obtaining rich and meaningful data through interaction, and might also make participants more involved and motivated in the study. In the same way, their flexibility to be conducted in different ways makes them an attractive research tool that can be applied in a wide range of contexts, including applied linguistics research.

Interviews can be categorised depending on their number of occurrences, i.e., single or multiple sessions, and their degree of structure (Dörnyei, 2007). While structured interviews follow a pre-planned schedule or set of questions, unstructured interviews offer maximum flexibility by allowing the conversation to go into unpredictable discussions. As a middle point, semi-structured interviews provide the researcher with the opportunity of exploring their enquiries within a frame that is not rigorously fixed; “although there is a set of pre-prepared guiding questions [...] the interviewee is encouraged to elaborate on the issues raised in an exploratory manner” (Dörnyei, 2007, p. 136). This also permits examining data founded entirely on interviewees’ experiences as well as those that are more theoretically driven (Galletta, 2013).

Given the nature of my research design, semi-structured interviews offer the best approach for my data collection stage as the first quantitative phase provides the initial framework from which to obtain subsequent findings. This set of topics facilitates the purposes of data complementation and development, while respecting participants’ voices in the exploration of their cognitions. As a result, interviewees may also feel more at ease sharing their insights and elaborating each enquiry.

Especially regarding online interviews, they offer a variety of advantages that facilitate data collection procedures. They allow the participation of people from different geographical places, without the expense of travel. This is especially relevant in the case of contexts where face-to-face interactions are not allowed (e.g., the global health emergency due to covid) and

when recruiting hard-to-reach populations. Online interactions may also be considered less stressful by participants since they can be carried out in the physical environment of their choice (Gruber et al., 2008). Younger generations, likewise, may feel much more comfortable interacting with researchers in a familiar online setting (Salmons, 2015). The data obtained can be easily processed using web-based transcription software programmes which automatically transcribe speech.

Piloting the interviews

The long list of benefits of online interviews was key to deciding their use and design. Following the quantitative data analysis, and after identifying the most important findings, I decided to use the five sections of the survey questionnaires as categories of analysis; this guided the construction of one general semi-structured interview guide with different topics to be covered. These categories contributed to the analysis of other studies enquiring about English and pronunciation teaching-related cognitions through interviews (Bai & Yuan, 2018; Baker, 2011; Burri, 2016; Burri et al., 2017; Cohen & Fass, 2001; Couper, 2016, 2017; Fallang, 2016; Jenkins, 2005, 2007; Macdonald, 2002; Pérez Andrade, 2019; Rydland, 2016; Salehi & Amini, 2015). Per category of analysis, I created a pool of potential questions which were initially piloted with a group of five linguists who helped identify the most suitable items. The feedback provided by these colleagues supported the idea of designing one general interview guide which included all possible questions depending on participants' responses and experiences.

Additionally, this preliminary interview guide was constructed so they could resemble the surveys' structures per cohort. Therefore, its retrospective approach was also organised considering the order in which questionnaire items had been presented. What is more, for each of the participants, I decided to create a power point presentation which illustrated their survey responses so they could explain the rationale behind their answers. This was thought to demonstrate respect for each participants' individual responses and, in turn, encourage their

motivation to interact. As a result, despite the categories of analysis order, these online interviews were planned to be flexible enough to facilitate the exploration of each participant's cognitions' development and any possible changes between both data collection phases.

The next piloting stage involved the feedback from three teachers of English and former colleagues of the researcher. They discussed the importance of each topic and the tone of the questions included and my interviewing skills. These conversations were audio and video recorded using the tools available in Zoom and Microsoft Teams. Most importantly, their insights contributed to the decision of conducting all interviews in Spanish, participants' first language, to create a more relaxed environment. Especially in the case of first- and third-year cohorts, pre-service teachers might not yet have the language competence to participate in an English-only interaction. In the case of fifth-year trainees and graduates, this was also influenced by the fact that there have been historical expectations of Chilean teachers of English to be excellent models of the language, especially in terms of pronunciation (Véliz Campos, 2018). Consequently, interviewing participants in Spanish would reduce their concerns of being *judged* when speaking English. This information was confirmed by participants themselves when enquiring the mode of interaction.

Final version

As a result, one general interview guide was constructed with different options of items to address cohorts more effectively. Table 7 provides an overview of the structure of this online interview guide and the topics covered. Access to the full list of guiding questions is available in Appendix E.

Table 7

Online semi-structured interview guide and topics

Section	Topics covered
I. School experience	-English language learning
	-English pronunciation learning
II. University training experience	-Description of degree modules
	-Presence of pronunciation pedagogy
	-Evaluation of training received
	-Study-abroad experiences
	-Teaching practicums
III. Beliefs about English Language Teaching	-Use of English in the world
	-ELT principles
	-Pronunciation importance in relation to ELT content
	-Accents
IV. Beliefs about English Pronunciation teaching	-Pronunciation importance for communication
	-Pronunciation teaching goals
	-Pronunciation instruction approaches
	-Pronunciation contents
	-Pronunciation models
V. Yourself as a prospective/current teacher of English	-Language competence self-evaluation
	-English pronunciation self-evaluation
	-Teaching confidence
	-Pronunciation teaching practices

As previously mentioned, this final semi-structured interview guide was thought to connect participants' questionnaires' responses. Therefore, some questions were exclusively added following the power point presentation illustrated at the moment of the conversation. For the interview guide, I just signalled the instances in which these responses could be discussed.

3.2.5. Data analysis

The nature of the data collected by means of the two research instruments previously discussed required the use of different data analysis procedures. The section below describes the methods employed for both the quantitative and qualitative phases of my study.

Survey questionnaires data

Survey data was analysed with the use of descriptive statistics. Descriptive statistics are employed to describe the characteristics of a data set by providing summaries of the entire population or sample investigated (Riazi, 2016). This can include “measures of central tendency [e.g., mean, median, mode, proportion]; measures of variation/dispersion [e.g., variance, standard deviation]; measures of position [e.g., percentile rank, z score]; and measures of distributional shape [e.g., skewness, kurtosis]” (Frels & Onwuegbuzie, 2013, pp. 185–186). As the purpose of the initial data collection was to provide an overview of each cohort’s cognitions about pronunciation teaching, the use of descriptive statistics permits presenting the survey data in terms of tables of frequencies and/or percentages with the idea of possibly identifying emerging trends in relation to their cognitions’ development. As a result, this can also be employed to create a certain profile that represents each cohort’s mindset, allowing comparisons among them.

Since all online survey questionnaires were designed with the use of Qualtrics®, the initial data analysis consisted in examining the reports provided by this software programme. The data sets obtained were then transferred to Microsoft Excel so they could be categorised per cohort of participants. Following the structure of the questionnaires, both closed- and open-ended items were categorised to create a matrix that allowed the comparisons between cohorts. The figures obtained by means of close-ended items were summarised in tables of frequency and percentages. Open-ended questions which requested the listing of certain models or actions (e.g., pronunciation models used, teaching methodologies, etc.) were also sorted depending on their number of occurrences so proportions could be illustrated. The rest of the qualitative items included in the surveys (e.g., *Do you think the pronunciation instruction you received in your ELT training programme was effective to improve your English oral proficiency?*) were kept as a record of each participant for the purpose of eliciting information in the second research phase.

Once these data sets were fully measured and summarised, I developed six *categories of analysis* that would help explore cohort's most relevant cognitions with respect to pronunciation instruction. These include: 1) pronunciation importance; 2) teaching goals; 3) pronunciation teaching models; 4) pronunciation contents; 5) confidence for teaching pronunciation and participants' 6) reported pronunciation teaching practices. For each of these variables, specific questionnaire items were selected and compared, so the figures were accurately described. Chapter 5 reports the quantitative findings resulting from this procedure.

Online semi-structured interviews

The data obtained by means of online semi-structured interviews were examined through a thematic analysis (TA) (Braun & Clarke, 2006). In essence, TA is "a method for developing, analysing and interpreting patterns across a qualitative dataset, which involves systematic processes of data coding to develop themes" (Braun & Clarke, 2021, p. 64). The identification of these themes is the ultimate purpose of any thematic analysis; they can refer to both implicit or explicit ideas that are found in the data sets (Guest et al., 2012).

Generally speaking, two big approaches have been described when discussing TA. On the one hand, the examination of recurring motifs can be data driven, using a *bottom-up* approach, in the sense that the researcher analyses the data inductively, without using an a priori theoretical perspective to guide this procedure (Riazi, 2016). This allows the discovery of themes from the data which had not been considered by the researcher, nurturing the discussion with new insights that can inform the research questions in a deeper way. On the other hand, by using a *top-down* approach the researcher may use different theoretical perspectives to analyse the qualitative data, and therefore, their themes will be mainly founded in those pre-conceived concepts.

Nevertheless, this inductive-deductive characterisation of thematic analysis should not be seen as complete opposite dimensions, but as two ends of a continuum. As Ellis & Barkhuizen (2005) argue in relation to qualitative research, "[t]here must be some theory or

idea or topic which guides data collection, analysis and interpretation” (p.258). This can also be applied to procedures of data analysis, in which both deductive and inductive methods can be deeply connected. Following this stance, the six categories of analysis developed from the quantitative data examination have been employed as a framework to develop this thematic research.

Similarly, in order to systematise the procedure, I have followed the guidelines proposed by Robson and McCartan (2016), which lists five phases for thematic analysis; these include: (1) Familiarizing yourself with your data, (2) Generating initial codes, (3) Identifying themes, (4) Constructing thematic networks and (5) Integration and interpretation. As the authors describe, this should not necessarily follow a linear sequence, as “there is much movement to and from, where the results of a later phase prompt you to return and rethink what you did at an earlier stage” (Robson & McCartan, 2016, p. 469). As previously mentioned, all interviews were conducted in Spanish, the participants’ and researcher’s first language. Therefore, this series of steps was carried out in the original data language. The optional step of translation was only conducted to help the visualisation of the data in this thesis. I have personally translated quotes of these interviews due to my knowledge of both languages, and the direct experience I have with their responses, which has allowed me to interpret words that may not have equal terms in English.

Based on this suggested sequence, I initiated my data analysis by transcribing all video and audio recorded interviews personally using Microsoft Word. This approach was purposely selected to allow a deeper familiarisation with the data. I focused on developing a coherent transcription that could represent effectively the words uttered by interviewees. As a result, I did not include repeated words or hesitations as they do not contribute to the thematic principle of the analysis. References to laughter were kept, however, as they could facilitate the understanding of the latent meaning of participants’ narratives. Similarly, commas were used to demonstrate pauses; this was also considered due to the length of some interventions and to ensure coherence. Interviewees’ names were pseudonymised in order to maintain their

confidentiality. Likewise, all other names mentioned in the interview data were anonymised to avoid the individualisation of the interviewee and other subjects.

In order to conduct the second stage of this procedure, the transcripts were transferred to QSR NVivo 12. Research questions 1 and 2 were considered when identifying initial groups of codes. These preliminary codes included the organisation of all raw data into seven dimensions that reflected the main topics discussed and which facilitated the final interpretation of results. These include: (1) Pronunciation instruction cognitions, (2) Cognitions about ELT, (3) Participants' self-evaluation, (4) Cognitions' contributing factors, (5) University training experience, (6) Teaching experiences, (7) School learning experiences. Especially for the sections of (1) and (3), the six categories of analysis developed during the quantitative data analysis (e.g., pronunciation importance, teaching goals, confidence for pronunciation teaching, etc.) were included, respectively, as the second level of coding to allow the identification of specific themes that could explain the initial numeric data.

This coding structure allowed the third step in my data analysis, which involved the identification of recurring themes per cohort of participants. As the central point of this thesis was to identify pre- and in-service teachers' cognitions about pronunciation instruction and their contributing factors, the broader categories (1), (3) and (4) of each matrix, i.e., *Pronunciation teaching cognitions*, *Participants' self-evaluation* and *Cognitions contributing factors*, concentrated most of the analysis. The themes identified illustrate the most repeated ideas throughout participants' narratives, attempting to characterise the cohorts' mindsets. Extracts from transcripts were labelled under different codes as many times as necessary, with the aim of representing their different interpretations throughout the data (Braun & Clarke, 2006). When necessary, subthemes were added to register important quotes that could illustrate findings more effectively. This step was followed by the identification of relationship among codes. Some of them were merged when necessary and others were deleted because of this operation. This network analysis resulted into different level diagrams following a hierarchical organisation illustrating their number of occurrences.

Most of diagrams' sections were finally used as the core structure to report results, and the rest of the categories were employed as supporting or complementary information. Different trends of thought were identified in relation to these aspects, which served to create a full profile of each group of participants' beliefs and actions regarding pronunciation. In total, four thematic matrices were constructed; they summarise the overview of each cohort of participants' cognitions about the different aspects discussed during the interviews. These are available at Appendices F – I.

3.3. Research ethics

This study was conducted following the specific regulations indicated by the Ethics committee at King's College London and in accordance with the standards set by the General Data Protection Regulation 2016 (GDPR). It was granted full approval as a low-risk study (reference code: LRM-19/20-14793). For the quantitative phase, all participants invited to answer the online survey had access to the *participant information sheet* (see Appendix A, and J – K), which described the purpose of the investigation, its procedure and the data handling and confidentiality terms. These participants were also notified about the possibility of withdrawing their participation within a month of their questionnaire submission. Similarly, and as previously mentioned, their consent was obtained when they decided to open the link to the survey, and once more, if they completed it.

The subsequent phase of this study also considered the ethical guidance provided by King's College London. Potential interviewees had access to an *interview participant information sheet* which explained all conversations would be recorded online and transcribed respecting their anonymity and the confidentiality of the discussions. These participants' consent was obtained twice; firstly, during the questionnaire, as they had to sign up voluntarily for a follow-up interview (see end of Appendix A), and then by signing a consent form (see Appendices L and M). All these documents were prepared considering participants' mother tongue, Spanish, in order to facilitate their understanding and elicit possible questions, if any.

For both phases of the study, participants were assured about the confidentiality of the data obtained. All names were pseudonymised, as previously mentioned, and research outputs have been presented with those aliases. Similarly, all data has been securely protected on password-locked computer files and using devices provided by King's College London. As explained in the *participant information sheet*, all anonymised data will be stored for 7 years after completion of this study.

3.4. Summary

This chapter has provided a detailed description of the methodology employed for this study. I began by defining the research questions that guided the research design and their rationale. Following this, I turned to explain the mixed method approach selected for this thesis and the arguments that supported this choice. Each of the research phases was then generally described by providing an overview of the data collection timeline and the procedures involved. Details about the participants recruited were then provided together with an exhaustive discussion of the research instruments designed for each phase of the study. After that, the chapter presented the different data analysis procedures employed to make sense of the data collected. Finally, a statement about the ethical considerations of this study was provided which demonstrate my compliance with King's College London's regulations.

Preview of Findings Chapters

The analysis of survey and interview data has served to understand the multifactorial nature of these participants' cognitions and their development. Although the thematic analysis of the interview data involved the exploration of additional aspects of participants' experiences and cognitions (e.g., cognitions about ELT, school/university learning experiences, etc.), I will present the most relevant data with respect to the research questions proposed for this thesis. Consequently, the chapters that follow will summarise cohorts' cognitions on six aspects of pronunciation teaching which include 1) pronunciation importance; 2) teaching goals; 3) pronunciation teaching models; 4) pronunciation contents, 5) participants' confidence for teaching pronunciation and 6) their reported teaching practices. These descriptors aim to facilitate the creation of a profile in order to characterise each cohorts' views, by which comparisons can then be made among participants more easily.

Indeed, the construction of these profiles focuses on predominant themes which repeat across groups of pre- and in-service teachers. As such, these profiles do not pretend to be universal, but exhaustive; they derive from the particularities of these participants and will be presented in a way that facilitates their comparison among groups and replication in further studies. Therefore, minority aspects will also be discussed among the more general descriptions with the aim of complementing general trends of information. This confirms the qualitative-dominant approach of this thesis, which acknowledges the necessity of honouring the individualities of participants' experiences and narratives.

Additionally, in order to facilitate reading, I will present quantitative and qualitative data separately. Chapter 4 will provide a summary of cohorts' cognitions by displaying the six categories of analysis together with the most relevant survey data. The figures will be presented in tables of frequencies and graphs, which aim to illustrate more concretely a comparison of perspectives across cohorts regarding pronunciation instruction.

Subsequently, Chapters 5 – 8 will discuss the qualitative data obtained through semi-structured interviews with a sample of the surveyed participants. Each of these chapters will be divided into the same six categories previously presented and will describe the influential factors that seek to explain cohorts' cognitions. This organisation of these chapters has been chosen to facilitate the integration of these qualitative data and the preliminary results obtained through quantitative means. Additionally, to better reflect each cohorts' views of these groups of analysis, I will thematically name each chapter section; this will also assist the reading process and the characterisation of each cohort's persona profile.

The interview data presented in these chapters has been originally collected and analysed in participants' first language, Spanish. The translation exhibited here, therefore, has been carefully produced to represent participants' voices. For each of these quotes, I will individualise participants while respecting their anonymity; For pre-service teachers, I will use the acronym PT together with the number of the cohort, and the letter of the institution they belong to (e.g., Emilia, PT#1-C). In the case of novice teachers, the nomenclature used includes NT and the letter of the teacher training programme where they studied (e.g., Claudia, NT-B).

Chapter 4: Survey results of cohorts' cognitions

A summary of participants' cognitions about pronunciation teaching and learning will now be presented. As previously explained, I will present cohorts' survey responses about 1) pronunciation importance; 2) pronunciation teaching goals; 3) pronunciation models; 4) pronunciation aspects, 5) their confidence and 6) reported practices for teaching pronunciation. These results will help delineate the exploration of qualitative data which will be presented later in Chapters 5 – 8.

When reporting the results, I will describe those trends that characterise each of the cohorts. As most of the survey items were designed following 7-point scales, I will mainly focus on presenting the highest and lowest points obtained in the data. This will help measure more concretely participants' sentiments around each of the aforementioned categories. This means I will consider as 'positive' or 'in favour' views the sum of the two highest values of the scale, i.e., 'extremely/very important' and 'strongly agree/agree'. The same will occur with the opposite options, where strongly disagree/disagree and 'not at all important/low importance' will be considered as negative views. However, these scores will be complemented with discussions about other options presented in the questions.

4.1. Pronunciation importance across cohorts

Different studies have included an examination of more general statements about the importance of pronunciation (Georgiou, 2019; Henderson et al., 2012; Seyedabadi et al., 2014). In the design of the survey questionnaires, this notion was used as an introductory exploration that could help define cohorts' perceptions about its priority and teaching value. As previously explained, and to analyse this dimension, two specific items were borrowed and presented in the quantitative instruments, which measured the importance of teaching pronunciation among different language domains (Buss, 2017), and its perceived relevance for successful communication (Nagle et al., 2018).

Together, these survey questions demonstrate that pronunciation importance corresponds to one of the categories showing the most changes across cohorts. A summary of both items is illustrated in Tables 8 and 9, respectively.

Table 8

Responses to “How important is it for teachers of English to teach the following knowledge and skills?”

-Reading	-Pronunciation*
-Listening	-Grammar
-Vocabulary	-Writing
-Conversational skills	-Culture of English-speaking countries

Cohorts	Not at all important (%)	Low importance (%)	Slightly important (%)	Neutral (%)	Moderately important (%)	Very important (%)	Extremely important (%)
1. First year	0	1.02	2.04	4.08	12.24	30.61	50
2. Third year	0	1.52	1.52	13.64	36.36	28.79	18.18
3. Fifth year	1.72	1.72	5.17	10.34	32.76	43.10	5.17
4. Novice teachers	0	1.41	1.41	8.45	35.21	38.03	15.49

Note. Percentages for Pronunciation* only

As observed, a gradual decline in participants' positive views about the importance of teaching pronunciation can be observed when they reach more advanced stages of their training, with the exception of novice teachers. This pattern is also repeated in participants' level of agreement with the second statement about the importance of pronunciation for communication. Interestingly, this second survey question receives lower percentages across all cohorts, which may indicate participants minimise to a greater extent the impact of pronunciation in spoken interactions.

Table 9

Responses to “Pronunciation is one of the most important aspects of language for successful communication”

Cohorts	Strongly disagree (%)	Disagree (%)	Somewhat disagree (%)	Neutral (%)	Somewhat agree (%)	Agree (%)	Strongly agree (%)
1. First year	0	1.02	2.04	6.12	17.35	47.96	25.51
2. Third year	4.55	6.06	10.61	7.58	33.33	28.79	9.09
3. Fifth year	3.45	13.79	10.34	8.62	29.31	29.31	5.17
4. Novice teachers	0	8.45	5.63	8.45	32.39	35.21	9.86

When comparing each of the groups, it is observed that first-year teacher candidates attach the highest importance to pronunciation across cohorts and declare, throughout the surveys, this should be prioritised among listening, conversational skills, and vocabulary. The teaching of pronunciation among other language domains is, in fact, strongly expressed in their survey responses, where 50% of first-year student teachers consider it to be ‘extremely important’. This result coincides with their views about the relevance of pronunciation for successful communication, as presented in Table 9.

Third and fifth-year student teachers, conversely, show the lowest rates of agreement for both statements. Especially in relation to language teaching, reading, listening and conversational skills are prioritised in their survey responses. It also stands out that these are the only cohorts that present ‘strongly disagree’ responses to the item about pronunciation’s impact for communication. When grouping negative responses to this item (i.e., ‘strongly disagree’ and ‘disagree’ rates), data suggest over 10% and 17% of third and fifth-year teacher trainees, respectively, oppose the idea of pronunciation corresponding to one of the key elements for achieving communication.

Similarly, novice teachers also assign more importance to the teaching of reading, listening and conversational abilities, but pronunciation reaches a little higher percentage in

both survey items. Despite the percentage of agreement is reduced for the question regarding pronunciation's relevance for interactions (45.07%), more than half of the surveyed participants (53.52%) agree that pronunciation instruction should be included in ELT classrooms.

4.2. Pronunciation goals across cohorts

As previously discussed in the Literature Review, pronunciation instruction has been influenced by two competing paradigms: the *Nativeness Principle* and the *Intelligibility Principle* (Levis, 2005, 2018). It is not surprising, therefore, that most pronunciation-related cognitions research includes teachers' perceptions on what should be the ultimate goal of pronunciation teaching and learning (e.g., Burri, 2016; Buss, 2017; Foote et al., 2011; Kanellou, 2011; Seyedabadi et al., 2014). In this respect, two survey items explored participants' views, which are illustrated in Tables 10 and 11. On the one hand, the first statement suggested the aim of pronunciation teaching is to enable learners to achieve nativelike pronunciation, whereas the following item enquired their views with regards to intelligibility as the main goal of pronunciation instruction (Foote et al., 2011). The idea was to measure cohorts' perceptions on these two contrasting pronunciation principles, which could provide a more coherent overview of their cognitions.

Table 10

Responses to "The goal of pronunciation teaching should be to make learners sound like native speakers"

Cohorts	Strongly disagree (%)	Disagree (%)	Somewhat disagree (%)	Neutral (%)	Somewhat agree (%)	Agree (%)	Strongly agree (%)
1. First year	11.22	21.43	16.33	15.31	18.37	15.31	2.04
2. Third year	24.24	31.82	24.24	4.55	10.61	4.55	0
3. Fifth year	29.31	43.10	8.62	6.90	6.90	5.17	0
4. Novice teachers	36.62	33.80	16.90	5.63	4.23	2.82	0

What can be clearly seen in table 10 is that all four cohorts widely oppose the idea that learners should sound like native speakers, and, therefore, this would not constitute the optimal goal of teaching pronunciation. In fact, less than 6% of participants from cohorts 2, 3 and 4 agree with the item about achieving nativelike pronunciation, and more interestingly, they do not exhibit ‘strongly agree’ responses. What is also striking in this table is the gradual decline in the cohorts’ level of agreement with this statement, reaching its lowest rate in novice teachers’ responses. ‘Somewhat agree’ answers, furthermore, also present a progressive decrease in the percentages of that item, reaching its lowest level in novice teachers’ responses.

This also relates to their subsequent answers in relation to intelligibility as the main objective of pronunciation instruction illustrated in Table 11, where a great majority across all cohorts concur with this principle. This is especially noticeable in the case of third-year teacher candidates, where more than 89% of those surveyed either ‘agree’ or ‘strongly agree’ with this principle, corresponding to the highest percentage achieved among all groups of participants. Partially negative responses to this item, however, only reach 3% for this cohort.

Table 11

Responses to “The main goal of pronunciation teaching is to make students comfortably intelligible to their listeners”

Cohorts	Strongly disagree (%)	Disagree (%)	Somewhat disagree (%)	Neutral (%)	Somewhat agree (%)	Agree (%)	Strongly agree (%)
1. First year	4.08	1.02	0	2.04	9.18	33.67	50
2. Third year	0	0	3.03	0	7.58	37.88	51.52
3. Fifth year	0	0	1.72	3.45	6.90	36.21	51.72
4. Novice teachers	0	1.41	1.41	2.82	9.86	28.17	56.34

Despite cohorts’ broad level of agreement with the intelligibility principle, it is also relevant to note that approximately 17% of first-year teacher candidates voted favourably on the idea of acquiring a native-like pronunciation as a learning goal; this number increases to around 36% if ‘somewhat agree’ answers are included. This is also the only cohort that presents strongly disagree responses to the survey item about aiming for intelligible speech. As

interview data will discuss later, these student teachers hold certain assumptions with regards to the relationship between intelligibility and native-like pronunciation which could explain these figures, and especially those that show some participants agreeing with both statements, which were opposite in nature.

4.3. Pronunciation models across cohorts

The use of certain models for the teaching of English has also been a constant topic of debate among ELT practitioners. Especially regarding pronunciation instruction, research has shown some teachers prioritising the use of ENL varieties as pronunciation models (e.g., Henderson, 2013; Sifakis & Sougari, 2005) despite the empirical evidence that few learners will ever accomplish this goal (Flege et al., 1995; Levis, 2005) and that intelligibility and accentedness are not fully correlated (Munro & Derwing, 1995). As previously discussed, there has also been a recent call for using samples of intelligible and comprehensible non-native speakers due to their usefulness as aspirational models (Murphy, 2014) and a more contemporary reflection of actual English use (Litzenberg, 2016).

Keeping this controversy in mind, the importance of different pronunciation models or accents was explored strategically by three items which were presented in different sections of the surveys. First, a more general statement about the validity of all English accents (adapted from Seyedabadi et al., 2014) was included in Section II, together with questions about general beliefs on teaching and learning. A summary of these results is presented in Table 12.

Table 12

Responses to “In my opinion, all English accents are equally valid (e.g. English with a Mexican accent, English with an Indian accent, etc.)”

Cohorts	Strongly disagree (%)	Disagree (%)	Somewhat disagree (%)	Neutral (%)	Somewhat agree (%)	Agree (%)	Strongly agree (%)
1. First year	2.04	2.04	6.12	11.22	10.20	27.55	40.82
2. Third year	0	0	3.03	3.03	4.55	22.73	66.67
3. Fifth year	0	0	1.72	6.90	0	17.24	74.14
4. Novice teachers	1.41	0	1.41	4.23	12.68	18.31	61.97

Subsequently, Section III presented two survey items which enquired about the use of certain English varieties for pronunciation teaching. On the one hand, participants had to show their level of agreement with the idea that pronunciation is learnt best by trying to imitate native models; responses to this question are presented in Table 13. Following this, cohorts were asked about specific pronunciation models and their importance to be used in the classroom (item adapted from Kanellou, 2011). This question was open enough so respondents were not constrained to select if these accents should be employed for receptive or productive skills activities. In that way, these answers could be explored in more detail in the interviews and whenever participants highlighted a difference in use. A comparison between cohorts' most relevant responses to this survey question is presented in Figure 3. Access to all disaggregated data on this item is available in Appendix N.

Table 13

Responses to "Pronunciation is learnt best by trying to imitate native models"

Cohorts	Strongly disagree (%)	Disagree (%)	Somewhat disagree (%)	Neutral (%)	Somewhat agree (%)	Agree (%)	Strongly agree (%)
1. First year	0	2.04	5.10	30.61	27.55	26.53	8.16
2. Third year	0	15.15	9.09	24.24	28.79	16.67	6.06
3. Fifth year	3.45	12.07	12.07	32.76	32.76	5.17	1.72
4. Novice teachers	4.23	12.68	15.49	22.54	22.54	15.49	7.04

The idea behind using these three survey items was to obtain contrasting data about participants' perceptions on the importance of certain varieties of English and their teaching relevance. This also helped identify the consistency of these cognitions throughout the questionnaires. Interview data, additionally, allowed to explore the reasons behind these responses and, most importantly, understand the divergent points in the survey data. This information will be discussed in the following chapters.

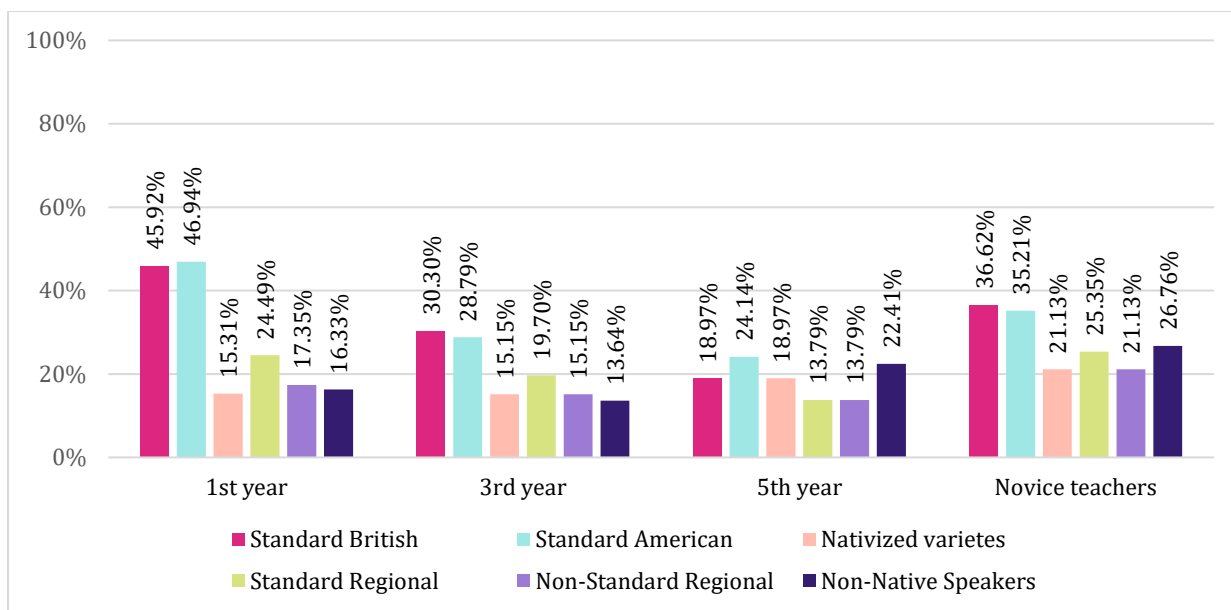


Figure 3. Cohorts' cognitions on pronunciation teaching models. Extremely/Very important survey responses to: How important do you think it is to use each of the following accents when teaching pronunciation? a) Native speakers of a 'standard' British variety; b) Native speakers of a 'standard' American variety; c) Native speakers of a 'nativized' variety of English; d) Native speakers of 'standard regional' varieties of English; e) Native speakers of 'non-standard regional' varieties of English; f) Non-native but intelligible speakers of English.

In the case of first-year teacher candidates, Table 12 illustrates that well over half of the respondents (68.37%) agree with the validity of all English accents. Data also show more than a third of participants (34.69%) in favour of imitating native speakers for pronunciation learning (see Table 13). This confirms what is shown in Figure 3, where practically half of those surveyed indicate that BrE and AmE are 'very/extremely important' accents to be used when teaching pronunciation. These percentages almost double the third highest voted option (24.49%), which includes 'native speakers of 'standard regional' varieties of English'. The rest of the accents do not seem to be prioritised in this cohort's survey responses and only reach between 15.31%-17.35% of 'extremely/very important' answers.

By contrast, almost 90% of third-year surveyed participants agree with the statement about all accents being equally valid. Third-year teacher candidates also show lower rates of agreement (22.73%) on the belief that pronunciation is learnt best by trying to imitate native models. Similarly, although BrE and AmE still constitute the most voted pronunciation models, it is possible to observe a decrease in their percentages. This decline is also observed in their responses about other English varieties, which obtain lower importance rates.

Regarding fifth-year teacher candidates, over 91% of those surveyed agree with the validity of all accents, and their responses appear to be more defined and straightforward (Table 12). With respect to imitating native speakers for pronunciation learning (see Table 13), fewer than 7% of the surveyed fifth-year participants agree with this practice; this constitutes the lowest rate of agreement among all cohorts for this item. Likewise, it can be assumed that these pre-service teachers exhibit the most resistance towards using British and American accents as pronunciation models since these accents receive their lowest percentages of importance across all cohorts (see Figure 3). Similarly, their importance rates are reached by other pronunciation models, such as the ones including intelligible non-native speakers of English (22.41%) and nativized varieties (18.97%).

As with previous cohorts, novice teachers also widely validate all English accents (80.28%). Less than a quarter of these surveyed participants (22.54%) agree with the idea of imitating native speakers to learn English pronunciation; interestingly, this percentage almost equals the rate of agreement shown by first-year teacher candidates. Similarly, BrE also takes the lead as the most voted accent with almost 37% of this cohort's positive responses. This model is closely followed by AmE which obtains more than a third of participants' votes (35.21%). However, the inclusion of non-native speech samples also seems to be prioritised in novice teachers' responses, obtaining approximately 27% of positive views. It is also interesting to observe that this cohort's perceptions of importance are higher for the rest of the English varieties, which range between 21.13%-25.35%.

4.4. Pronunciation aspects across cohorts

Participants were also enquired about their views on what content should be the focus of pronunciation instruction to promote understandable speech. Previous research has shown competing views with regards to prioritising segmental (e.g., Jenkins, 2000, 2002) or suprasegmental features (e.g., Fraser, 2001; Tanner & Landon, 2009). However, other studies have suggested these two dimensions should not be taught separately but as an integrative

system, acknowledging their interaction and possible combined influence to intelligibility (Zielinski, 2015).

In this respect, two survey items focused on comparing some of these competing views with regards to pronunciation content and their prioritisation. The first statement suggested teachers of English should only focus on segmental features when teaching pronunciation; this attempted to reflect the most basic approach to pronunciation instruction. On the other hand, the second survey question emphasised both segmentals and suprasegmental aspects should be equally treated and taught in the classroom. Tables 14 and 15 illustrate cohorts' responses to these items.

Table 14

Responses to “teachers of English should only focus on consonant and vowel sounds when teaching pronunciation”

Cohorts	Strongly disagree (%)	Disagree (%)	Somewhat disagree (%)	Neutral (%)	Somewhat agree (%)	Agree (%)	Strongly agree (%)
1. First year	18.37	27.55	26.53	16.33	5.10	5.10	1.02
2. Third year	19.70	42.42	19.70	9.09	7.58	1.52	0
3. Fifth year	13.79	37.93	18.97	24.14	3.45	0	1.72
4. Novice teachers	18.31	42.25	14.08	11.27	11.27	2.82	0

When comparing both tables, it is possible to assume that all cohorts widely agree with the second statement, suggesting both individual sounds and prosodic elements should be equally incorporated in teachers' practices. In fact, Table 15 illustrates there are no cohorts who strongly oppose this principle, and answers are concentrated on the positive side of the scale.

Regarding groups of participants, the first-year cohort shows the highest levels of agreement in relation to integrating the teaching of all these features (86.73%). This response rate is not fully consistent with the answers obtained in the first survey item about teaching only segmentals (see Table 13), which presents more partial and neutral responses. It is

important to mention, nevertheless, that participants from this cohort were not fully familiar with the categorisation of segmental and suprasegmental features at the time of participation, as they had just started their training programmes. This may explain some of the contradictory data. A discussion of their survey responses and other important insights were explored in the interviews and will be fully explored in the next chapters.

Table 15

Responses to “Teachers of English should focus equally on all aspects of pronunciation; segmental (consonant and vowel sounds) and suprasegmental features (intonation, stress, rhythm)”

Cohorts	Strongly disagree (%)	Disagree (%)	Somewhat disagree (%)	Neutral (%)	Somewhat agree (%)	Agree (%)	Strongly agree (%)
1. First year	0	1.02	1.02	5.10	6.12	30.61	56.12
2. Third year	0	4.55	4.55	4.55	15.15	40.91	30.30
3. Fifth year	0	0	8.62	5.17	18.97	37.93	29.31
4. Novice teachers	0	1.41	1.41	11.27	14.08	45.07	26.76

As with previous survey questions, Table 15 also shows there is a slight decrease in the rate of agreement of third-year (71.21%) and fifth-year (67.24%) participants with respect to integrating segmental and suprasegmental aspects when teaching pronunciation. Only novice teachers are exempted from this decreasing trend, as they present almost the same percentage of agreement than the third-year group (71.83%). Similarly, there is an important number of participants from this last cohort (11.27%) who gave neutral responses to both survey items. This responded to their reported practices which depended significantly on contextual constraints. As previously mentioned, this data will be discussed in the next chapters.

4.5. Confidence for pronunciation teaching across cohorts

The exploration of teachers’ cognitions and practices about pronunciation has also led to investigate their confidence for teaching the content. The lack of training on pronunciation pedagogy has been reported as one of the key factors affecting their teaching certainty (Baker,

2014; Couper, 2017). Other institutional and sociocultural factors, such as teachers' own English pronunciation concerns, have also been described as making them avoid pronunciation instruction, especially in the case of NNESTs (Couper, 2016).

These constructs were explored by a series of questions (adapted from Buss, 2017; Yağiz, 2018) presented in the last section of the survey questionnaires. For visualisation purposes, I will group and illustrate the data on some of these items according to their point of analysis. Figure 4, for example, reports four survey items analysing cohorts' judgements of their own English pronunciation. The first statements analysed participants' satisfaction with their pronunciation and if they can serve as models to English learners. This graph also shows two items which measured cohorts' perceptions about their ability to produce segmentals and suprasegmentals. All these elements helped to identify any progression throughout participants' training and careers.

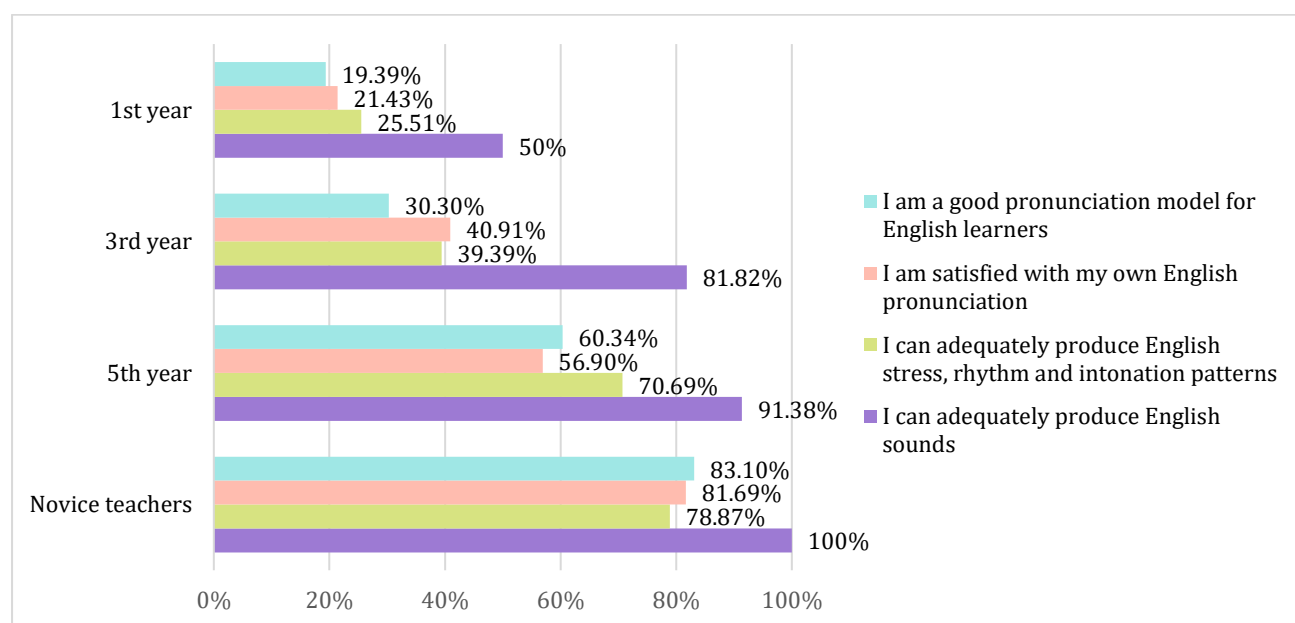


Figure 4. Cohorts' perceptions on their own English pronunciation. Figure shows 'Strongly agree' and 'Agree' responses only.

The graph reveals there is a marked growth in participants' self-evaluation about their own English pronunciation when they reach later stages of their training and professional development. Evidently, the first cohort of participants exhibits the lowest rates for all items in comparison; just over 19% of these student teachers, for instance, see themselves as good

pronunciation models. Third-year cohort's responses, similarly, demonstrate less than a third of surveyed participants (30.30%) agree with the same idea of serving as pronunciation examples to English learners. What stands out in this graph is that these two cohorts report higher rates of agreement for the item about their satisfaction in relation to their speech; approximately 21% and 41% of first and third-year participants, respectively, recognise being satisfied with their own English pronunciation.

Conversely, responses from the last two cohorts indicate a majority of these participants consider they could be used as examples of English pronunciation. As shown in Figure 4, over 60% of fifth-year trainees and 83% of novice teachers agree with this survey item. These groups of participants also seem to be progressively more satisfied with their English pronunciation. However, there is a small difference between the two compared statements; approximately 57% and 82% of the fifth year and novice teachers' cohorts, respectively, report satisfaction with their own pronunciation.

When being asked about their production of specific pronunciation aspects, Figure 4 clearly shows all participants report mastering segmental features over prosodic elements. There is also a steady increase in participants' self-evaluation in this respect, reaching its highest percentage in the novice teachers' responses; all surveyed participants from this cohort (100%) agree they can produce English sounds well.

Despite there is also a progressive perceived achievement with regards to the production of suprasegmental features, these elements are perceived as less accomplished throughout all cohorts. The differences in these perceptions are most visible in the first-year and third-year cohorts' responses, where their rates of agreement about producing English segmentals well, almost double their perceived performance of suprasegmentals.

In addition, this survey section also included three items which focused on cohorts' confidence regarding their own pronunciation, knowledge and how these relate to their readiness to teach it effectively, and, eventually, help learners improve their English pronunciation. As previously mentioned, some of these questions were worded differently

depending on cohorts' progression of studies and careers (see Chapter 3 for details). A comparison between participants' responses to these three items is presented in Figure 5.



Figure 5. Cohorts' confidence and teacher efficacy questions. Figure shows 'Strongly agree' and 'Agree' responses only.

As with data previously shown, there is a clear progression with regards to cohorts' perceived knowledge about pronunciation pedagogy. Once more, first-year teacher candidates show the lowest rates of agreement (9.18%) regarding this matter. These responses are in direct opposition to the figures obtained in the item about the needs of improving their pronunciation before teaching it (90.82%). Similarly, the majority of third-year surveyed participants (68.18%) acknowledge they need to develop their own speech before providing pronunciation instruction. This rate, however, decreases to almost 38% for the fifth-year cohort; half of these pre-service teachers (50%) also report knowing enough about English pronunciation to teach it effectively.

Novice teachers' responses, on the other hand, illustrate the highest levels of confidence with regards to their knowledge about pronunciation pedagogy (70.24%). It is interesting to observe that a wide majority feels positive about their content knowledge despite not receiving explicit training about its instruction. Their answers for the item about pronunciation improvement needs also seem to be in concordance with this figure, as less than a quarter of these surveyed teachers (22.54%) recognise they need to improve their own pronunciation.

It also stands out that over 80% of all cohorts report high levels of confidence in their ability to help learners improve their English pronunciation. It seems that these rates of agreement do not depend on cohorts' progression of studies and the pronunciation concerns reported before, as even first-year teacher candidates see themselves as being able to perform well in this regard. The exploration of these cognitions' factors will be continued in the next chapters.

More specifically, survey questionnaires addressed to cohorts 2, 3 and 4 included items that addressed their potential or current pronunciation teaching practices. In this respect, two survey items measured pre- and novice teachers' self-efficacy regarding the teaching of segmental and suprasegmental features of English (adapted from Buss, 2017). As with other survey questions, these statements were worded differently to approach cohorts more accurately. Figure 6 reports the data obtained in these items.

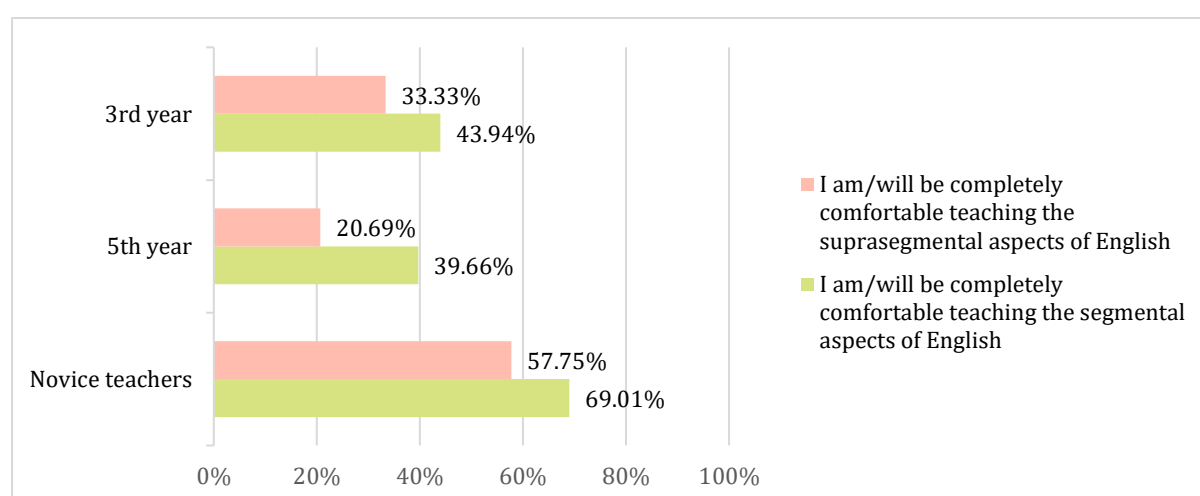


Figure 6. Cohorts' self-efficacy for segmentals/suprasegmentals teaching. Figure shows 'Strongly agree' and 'Agree' responses only.

The data illustrated in Figure 6 demonstrate all surveyed cohorts feel more positive towards their efficacy for teaching the segmental aspects of English. Almost 44% of third-year teacher candidates, for instance, picture themselves as teaching English consonant and vowel sounds comfortably, as the statement suggests. The majority of novice teachers (69.01%), likewise, consider themselves as capable of teaching these aspects. Despite the rate of agreement for this item decreases for the fifth-year cohort (39.66%), it almost doubles these pre-service teachers' perceptions concerning their competence for teaching prosodic elements (20.69%).

The other two surveyed cohorts also show lower levels of confidence with regards to the teaching of suprasegmentals; approximately 33% of third-year participants and 58% of novice teachers validate their ability in this respect. However, their rates of agreement surpass fifth-year's responses for this item; in fact, this cohort shows reduced perceptions of self-efficacy for both items. This indicates there is no gradual progression of participants' sense of confidence for the teaching of specific pronunciation contents. This contradicts what data has shown for previously discussed items.

4.6. Reported practices for pronunciation teaching

Previous studies have demonstrated pronunciation teaching is usually downgraded in relation to other language contents (Burri et al., 2017), hence casually included in general ESL classes (e.g., Foote et al., 2011) or discussed mostly when issues arise (e.g., Couper, 2016, 2017). Other examined practices have shown teachers employing conservative methodologies for pronunciation instruction, which are overall teacher-centred and focused on English segmentals (e.g., Tergujeff, 2012; Uchida & Sugimoto, 2016). Similarly, contextual and institutional constraints have been associated with teachers' struggle to incorporate pronunciation instruction into the classroom and put in practice innovative teaching methods they had learned in pronunciation pedagogy courses (Burri & Baker, 2020).

Following these discussions, a full section was included in the survey questionnaires to explore specific pronunciation practices of the last two cohorts of participants, i.e., fifth-year teacher candidates and novice teachers (see Chapter 3 for more details). The idea of including such questions was to obtain complementary data which could help identify the relationship between their previously reported beliefs and their classroom actions.

The examination of these participants' practices focuses on three main topics: a) the frequency of pronunciation teaching; b) the methodologies employed in the classroom; and c) the pronunciation models for its instruction. The data collected, therefore, will be purposely demonstrated to illustrate those three categories of analysis and do not necessarily represent the same order these questions were presented in the research instruments. Some of the items included in the survey questionnaires were borrowed and adapted from previous studies about pronunciation teaching (e.g., Henderson et al., 2012; Rydland, 2016; Yağiz, 2018).

4.6.1. Frequency of pronunciation teaching

Table 16 illustrates the percentage of participants who report teaching pronunciation in their classes. Indeed, the number of pre-service teachers who incorporate pronunciation instruction (68.77%, n=40) is lower than that of novice teachers, where over 95% (n=68) of those surveyed responded favourably to this question.

Table 16

Fifth-year and novice teachers cohorts' responses to "Do you teach English pronunciation in your classes?"

Cohorts	Yes (%)	No (%)
3. Fifth year	68.97	31.03
4. Novice teachers	95.77	4.23
Grand total	83.72	16.28

Additionally, this survey item was followed by an open-ended question which enquired participants' reasons for rejecting pronunciation instruction should they had answered

negatively. Fifth-year cohort's responses (31.03%, n=18) concentrated on the impossibility of including pronunciation instruction in their professional practicums, as their actions were mainly controlled by the mentor teacher, and pronunciation teaching was not part of the lesson plans. In the same way, this group of student teachers report the focus of the lessons lay mainly on teaching vocabulary and grammar. Other student teachers describe not having completed their professional practicums due to university strikes and the Covid pandemic which have interrupted the normal progress of their degrees. These limitations will be addressed again in the next chapters of results.

The few novice teachers who acknowledge not teaching pronunciation (4.23%, n=3), on the other hand, report personal and institutional constraints that have impeded this practice. One surveyed teacher, for example, acknowledges being unemployed at the moment of participation; their answer, therefore, does not show whether pronunciation would be included should they be working. Other restrictions correspond to rigid curricula which do not allow the inclusion of whole pronunciation instruction classes.

The time devoted to teaching pronunciation was also explored in the survey questionnaires in order to understand the presence of this content in Chilean classrooms. Table 17 shows a comparison of cohorts 3 and 4's responses to the item enquiring about the approximate time spent to teaching pronunciation per week.

Table 17

Fifth-year and novice teachers cohorts' responses to "What percentage (approximately) of your teaching time do you devote to teaching pronunciation per week?"

Cohorts	Less than 10%	Between 10% – 25%	Between 26% - 50%	Between 51% - 75%	More than 75%
3. Fifth year	10%	57.50%	27.50%	5%	0%
4. Novice teachers	23.53%	44.12%	23.53%	5.88%	2.94%
Grand total	18.52%	49.07%	25.00%	5.56%	1.85%

As observed, the majority of both groups of participants (67.5% of the fifth-year and 67.65% of novice teachers) declare they spend *up to* 25% of their weekly teaching time to work on pronunciation-related topics. Additionally, around a quarter of pre- and novice teachers (27.5% and 23.53%, respectively) report including pronunciation in their practices *up to* 50% of their teaching time. It also stands out that the same percentage of novice teachers (23.53%) reports in the surveys that they teach pronunciation less than 10% of their week time.

On the other hand, the extreme options on the positive side of the scale receive the lowest rates of agreement. This indicates that the presence of pronunciation instruction hardly exceeds half of respondents' teaching time. These figures, however, should be analysed taking into consideration that the time of English instruction per week is 2-4 hours in Chilean state-funded and subsidised institutions, where most of these participants have completed their professional practicums and developed their careers.

4.6.2. Pronunciation teaching methods

The approaches to pronunciation instruction were investigated by a series of items which was presented in the last part of the surveys. This section included closed and open-ended questions and focused on the way pronunciation is incorporated in their practices, the prioritisation of certain contents and the use of phonemic symbols. These questions also aimed to complement the information obtained by the items about the frequency of pronunciation teaching in the classroom. What follows, therefore, is a summary of the most relevant data obtained from fifth-year and novice teachers cohorts' survey responses.

In this regard, Table 18 presents cohorts' reactions to the statement about the integration of pronunciation in their general ELT classes. As observed, the majority of participants acknowledge teaching pronunciation when dealing with other topics. In the case of fifth-year teacher candidates, 70% either agree or strongly agree with the statement. In fact, this cohorts' responses are almost exclusively concentrated on the positive side of the scale,

which may indicate these pre-service teachers see the integration of pronunciation into other content as a usual practice.

Table 18

Fifth-year and novice teachers cohorts' responses to "I integrate pronunciation teaching when dealing with other topics"

Cohorts	Strongly disagree (%)	Disagree (%)	Somewhat disagree (%)	Neutral (%)	Somewhat agree (%)	Agree (%)	Strongly agree (%)
3. Fifth year	0	0	0	7.50	22.50	55	15
4. Novice teachers	8.82	13.24	7.35	7.35	8.82	30.88	23.53
Grand total	5.56	8.33	4.63	7.41	13.88	39.81	20.37

On the other hand, just over half of novice teachers (54.41%) concord with the same idea. As opposed to the fifth-year cohort, almost a quarter of participants from this group (22.06%) recognise not incorporating the instruction of pronunciation when teaching other language content.

Participants were also asked about the extent to which they dedicate whole classes to the teaching of pronunciation; this information is illustrated in Table 19. The data suggest that only 7.35% of novice teachers report devoting lessons focused exclusively on the teaching of pronunciation. In the case of fifth-year teacher candidates, there are no participants from this cohort that responded positively to this item.

Table 19

Fifth-year and novice teachers cohorts' responses to "I dedicate whole classes to pronunciation"

Cohorts	Strongly disagree (%)	Disagree (%)	Somewhat disagree (%)	Neutral (%)	Somewhat agree (%)	Agree (%)	Strongly agree (%)
3. Fifth year	12.50	40	22.50	20	5	0	0
4. Novice teachers	32.35	33.82	10.29	7.35	8.82	4.41	2.94
Grand total	25	36.11	14.81	12.04	7.41	2.78	1.85

In fact, if combining both groups' reactions to the statement, it is possible to observe that almost two thirds of the surveyed participants (61.11%) either disagree or strongly disagree with this statement. Similarly, 22.50% of fifth-year participants and 10.29% of novice teachers cohorts partially reject the statement. This information, therefore, may be seen as corroborating the tendencies obtained in the previous item about integrating pronunciation when dealing with other content, which seems to be the most used approach for its instruction.

Additionally, an open-ended survey item requested participants to list and provide examples of the pronunciation teaching methods they employ in their lessons. Once more, this question was designed with the purpose of allowing respondents to freely report their most used teaching approaches. This open item also helped corroborate the concordance between participants' previous responses about pronunciation teaching methodologies and their current use. Due to the flexibility of this question, however, some respondents also reported examples of assessment tasks, activities and resources they usually use in their classrooms. Consequently, this information has been incorporated in this analysis for it sheds light on what teachers understand by methods, complementing the exploration of their beliefs about teaching pronunciation.

For analytical and visualisation purposes, the data obtained from this item were coded and categorised depending on their frequency of occurrences. As a result, Table 12 illustrates the cohorts' responses to this survey item. These have been ordered alphabetically to facilitate reading. The most common answers, i.e., those mentioned by at least 10% of the surveyed participants, are presented in bold text.

Table 20

Fifth-year and novice teachers cohorts' reported pronunciation teaching methods, activities and resources in the survey item "What methodologies do you use to teach pronunciation?"

Teaching methods, activities and resources	Fifth-year Cohort (n=40)	Novice teachers Cohort (n=68)	Grand total (n=108)
	% of occurrences		
Association of sounds/patterns	2.50	17.64	12.04
Audiolingual method	2.50	2.94	2.78
Backchaining	10	-	3.70
Clapping hands/gestures	-	2.94	0.93
Communicative approach	5	2.94	3.70
Comparison of speakers	-	2.94	1.85
Comparisons with Spanish sounds/words	5	10.29	8.33
Connective speech exercises	2.50	1.47	1.85
Dictation	-	4.41	2.78
Direct method	2.50	1.47	1.85
Exaggerating sounds	-	1.47	0.93
Flashcards/drawings	7.50	2.94	3.70
Games	-	2.94	1.85
Isolation of sounds	-	10.29	6.48
Listening exercises	7.50	17.64	13.89
Minimal pairs	10	20.58	16.67
Mistake correction	5	-	1.85
Modelling of sounds/words	2.50	16.17	11.11
No explicit correction	-	1.47	0.93
Oral presentations	-	2.94	1.85
Phonemic chart	10	5.88	7.41
Points/manners of articulation	10	14.70	12.96
Reading out loud	5	8.82	7.41
Recordings	-	1.47	0.93
Recasts and uptakes	2.50	-	0.93

Repetition drills	67.50	58.82	65.74
Role playing/dialogues	7.50	8.82	8.33
Shadowing	-	1.47	0.93
Simplify symbols	-	4.41	2.78
Songs	5	16.17	12.04
Intonation	-	2.94	1.85
Stress	1.47	-	0.93
Synthetic method	-	1.47	0.93
Tongue twisters	-	16.17	10.19
Total physical response	2.50	-	0.93
Transcription of sounds/words	2.50	4.41	3.70
Videos/films	-	7.35	4.63
Visual reinforcement	-	1.47	0.93

As observed in Table 20, novice teachers provide a longer list of examples of methodologies, activities or materials than the fifth-year participants. However, they both coincide in *repetition drills* as their most common procedure for pronunciation teaching, being reported by 67.50% of fifth-year participants and 58.82% of novice teachers. Additionally, over 20% of the graduates' cohort acknowledge teaching *minimal pairs* when dealing with pronunciation; this aspect is also recorded in 10% of the teacher candidates' responses. However, it is unclear how this content is taught in both cohorts' practices, for there is no mention of the methodological approach for its instruction.

On the other hand, approximately 18% of novice teachers describe the *association of sounds and patterns* and *listening exercises* as their most frequent activities for pronunciation instruction. *Tongue twisters* and *songs* are also mentioned in this cohorts' survey responses (16.17%); as with other answers, nevertheless, there is no information available to understand how these are used when teaching pronunciation. Similarly, the *modelling of sounds and words* and the teaching of *points and manners of articulation* also correspond to some of the most mentioned techniques and aspects in this participants' responses (14.70%). The rest of the

methods and activities listed by at least 10% of these graduates correspond to the *isolation of sounds and words* (10.29%) and the *comparison with Spanish* items (10.29%).

In the case of the fifth-year pre-service teachers, the use of the *phonemic chart*, the teaching of the *points and manners of articulation* and *backchaining*, receive all 10% of participants' responses. Especially in relation to this drilling technique, it is interesting to observe that participants reported *backchaining* separately from their references to repetition drills; this was intentionally kept as a separate category to illustrate more openly this cohorts' answers to the survey item.

Following the discussion of pronunciation teaching approaches, the two cohorts were invited to define which contents they usually address when teaching pronunciation. In this way, two survey items enquired participants' prioritisation of time with regards to the teaching of segmentals or suprasegmentals. Tables 21 and 22 summarise cohorts' responses about these items, respectively.

Table 21

Fifth-year and novice teachers cohorts' responses to "I mostly devote time to individual sounds in my classes"

Cohorts	Strongly disagree (%)	Disagree (%)	Somewhat disagree (%)	Neutral (%)	Somewhat agree (%)	Agree (%)	Strongly agree (%)
3. Fifth year	2.50	12.50	25	32.50	20	2.50	5
4. Novice teachers	7.35	19.12	20.59	11.76	23.53	14.71	2.94
Grand total	5.55	16.67	22.22	19.44	22.22	10.19	3.70

The data illustrated in Table 21 indicate less than a quarter of novice teachers (17.65%) describe devoting most of their pronunciation instruction time to the teaching of English consonant and vowel sounds. Only 7.5% of fifth-year participants, furthermore, admit prioritising segmentals. In fact, the majority of both cohorts' responses are concentrated on the left side of the scale; if combining both cohorts' response rates, almost a quarter of those surveyed (22.22%) either disagree or strongly disagree with the statement, which may suggest

English segmentals do not constitute their pronunciation teaching focus. The same percentage rate (22.22%), nevertheless, is found in the *somewhat* options of the scale when considering the grand total of this survey item.

Table 22

Fifth-year and novice teachers cohorts' responses to "I mostly devote time to rhythm, stress and intonation in my classes"

Cohorts	Strongly disagree (%)	Disagree (%)	Somewhat disagree (%)	Neutral (%)	Somewhat agree (%)	Agree (%)	Strongly agree (%)
3. Fifth year	5%	12.50%	7.50%	40%	20%	10%	5%
4. Novice teachers	4.41%	30.88%	13.23%	13.23%	23.53%	14.71%	0%
Grand total	4.63%	24.07%	11.11%	23.15%	22.22%	12.96%	1.85%

On the other hand, Table 22 demonstrates approximately 15% of all surveyed participants report concentrating mostly on the teaching of suprasegmental features in their lessons. When comparing these figures with the previous item, it seems that fifth-year student teachers prioritise prosodic elements over segmentals when teaching pronunciation. However, a significant group of participants from this cohort (40%) remain neutral to the statement. Likewise, 35.29% of novice teachers reject the idea of devoting more of their teaching time to the teaching of English suprasegmentals.

The distribution of the data obtained in these survey items, consequently, makes it hard to identify teachers' prioritisation of contents with regards to these aspects of English pronunciation. More importantly, they partially contradict the information obtained in the previous open-ended question which enquired cohorts to list their most employed methods for pronunciation:

Concerning the use of phonemic symbols for pronunciation instruction, participants had to confirm whether they teach how to write or recognise these symbols to their students; this information is illustrated in Table 23. As can be seen, the majority of respondents acknowledge not instructing their learners in recognition or use of these symbols. Especially regarding fifth-

year teacher candidates, less than a third of these participants (27.5%) teach phonemic symbols to their students. Contrastively, 58.82% of surveyed novice teachers report the use of these tools to help their pronunciation instruction lessons. The reasons behind these choices were more detailed explored in the semi-structured interviews, and, therefore, will be presented in the next chapters.

Table 23

Fifth-year and novice teachers cohorts' responses to "Do you teach your students how to recognise or write phonemic symbols?"

Cohorts	Yes (%)	No (%)
3. Fifth year	27.50%	72.50%
4. Novice teachers	58.82%	41.18%
Grand total	47.22%	52.77%

4.6.3. Pronunciation models used

The use of certain pronunciation models in the classroom was explored by an open-ended question which allowed participants to write their answers without being constrained or influenced by a set of options. This also permitted to identify the relationship between their real classroom practices and their previous reported cognitions about accents and their relevance for pronunciation instruction. In this respect, participants' responses were coded and grouped depending on the number of occurrences. Some respondents also described the instances in which they would use certain accents; this information was documented for complementary analytical purposes. Figure 7, therefore, shows a comparative summary of fifth-year and novice teachers cohorts' responses with regards to the use of certain models when teaching English pronunciation.

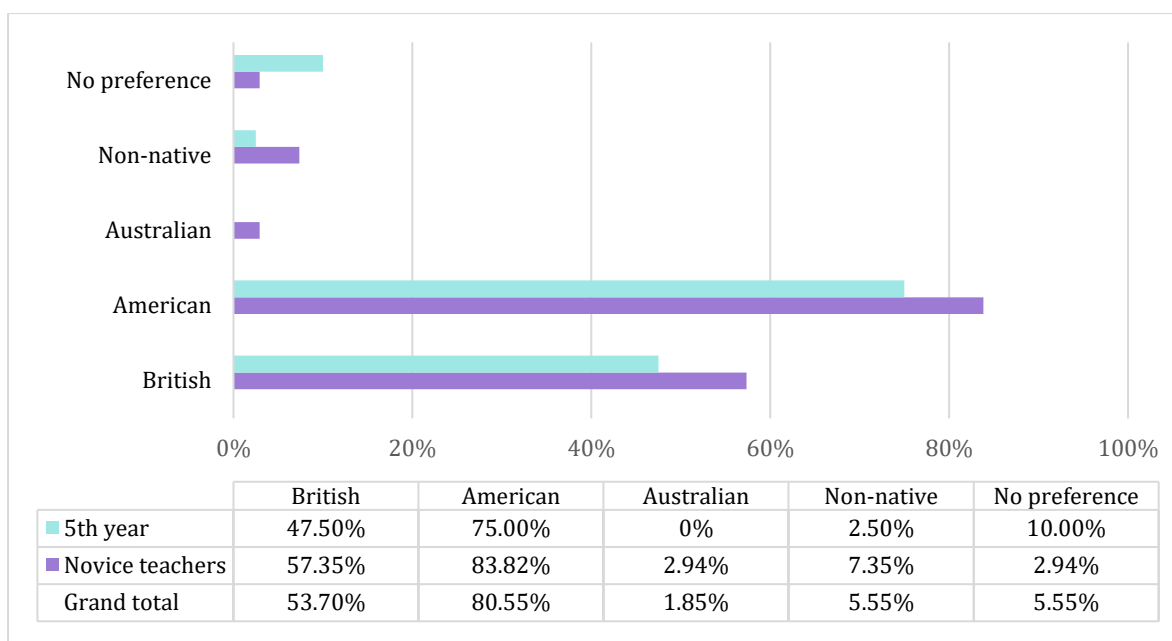


Figure 7. Fifth-year and novice teachers cohorts' responses to "When teaching pronunciation, what varieties of English do you most use?" Numbers represent the percentage of appearances of each variety in cohorts' responses.

The figure clearly shows both American and British accents are the most frequently selected pronunciation models. In fact, the American accent accumulates 80.55% of the grand total preferences, whereas the British variety is selected by 53.70% of these cohorts. In general, participants from both cohorts indicate that they mainly use these accents to provide comparisons of English pronunciation and vocabulary. However, the American variety concentrates the highest rates of use in both cohorts; three quarters of the surveyed fifth-year candidate teachers (75%), for instance, see American English as the accent they work with the most in their lessons. This figure goes up to 83.82% in the case of novice teachers; some of these participants emphasise in their surveys that they speak with an American accent, and, as a result, this variety is used as their own example of English pronunciation.

Regarding British English, nearly half of the respondents from the fifth-year cohort (47.5%) declare they use it as language and pronunciation input. Additional information provided by these participants indicates they mostly use this variety due to its presence in teaching materials and their learners' preferences. Similarly, 57.35% of novice teachers report using BrE for pronunciation instruction. Some of these teachers add that this is the accent they

were trained with, and others confirm institutional instruction of using materials which present this English variety.

Other pronunciation models named in these pre- and in-service teachers' responses include Australian English, reported by 2.94% of novice teachers, and non-native pronunciation samples, used by 2.5% of fifth-year participants and 7.35% of novice teachers, respectively. In relation to this last model category, some novice teachers mentioned Asian and Russian speakers as examples of pronunciation used in their practices.

Finally, 10% of fifth-year teacher candidates declare they have no preference with regards to pronunciation models. Some of these pre-service teachers indicate that they prioritise those speech samples their *learners feel most comfortable with*. Likewise, novice teachers who report not using specific models (2.94%) point out they try to include *a variety of native and non-native speakers*.

4.7. Summary

The results shown in this chapter have illustrated a snapshot of the different cognitions these Chilean pre- and in-service teachers hold with regards to the teaching and learning of English pronunciation. They have also demonstrated the varied beliefs these student and novice teachers report throughout their training and incipient career. These contrasts focus mainly on their perceptions regarding the importance of pronunciation teaching, learning goals and models, judgements on their own pronunciation and knowledge to teach the content. Other aspects, such as their confidence to help current or potential learners improve their pronunciation and the importance of teaching suprasegmentals, however, remain with positive rates across all cohorts despite their training stage.

The analysis of the fifth-year and novice teachers cohorts' reported practices has also demonstrated pronunciation teaching is regularly integrated in the instruction of other language content. The frequency of pronunciation instruction, however, seems to mostly constitute less than 25% of participants' teaching time per week. Additionally, cohorts' approaches to the content include repetition drills and an emphasis on minimal pairs and points

and manners of articulation. Their selection for pronunciation teaching models, furthermore, indicates both American and British varieties are preferred over other English varieties.

The chapter that follows moves on to complement the quantitative data just presented and develop the exploration of the factors that have shaped the aforementioned results.

Chapter 5: Qualitative exploration behind first-year cohort cognitions

What follows is an account of the first-year teacher candidates' cognitions about pronunciation teaching obtained through semi-structured interviews (see Section 3.2.3. for details about participants). As previously explained, the data presented in the following pages aim to explore in more detail participants' perceptions with regards to the six categories of analysis presented in Chapter 4, and will, therefore, follow the same structure to facilitate reading. I will start by describing first-year student teachers' most discussed themes concerning *pronunciation importance*, which will be followed by an analysis of their beliefs about *pronunciation teaching goals*, *pronunciation models* and *contents*. The description will also include an examination of this cohort's reports on their *confidence for teaching pronunciation*. The Chapter will finish with the presentation of the most influential factors that have been found to explain this cohort's beliefs.

5.1. Beliefs about pronunciation importance

As previously presented in Chapter 4, first-year teacher candidates attach the highest importance to pronunciation and remark this should be taught among other language domains, such as listening, conversational skills, and vocabulary. Their survey responses about its relevance for successful communication also demonstrate that, in general, this cohort perceives pronunciation as an important element that needs to be considered when interacting with others. However, the interview data presented below, also shed light on responses which, despite being a minority, define pronunciation as an unimportant language content.

In this respect, two themes have emerged from this cohort's views with regards to the importance of teaching pronunciation which seem to represent this cohort, which include: pronunciation's *impact on meaning change* and *pre-conceived conceptualisations reduce its importance*. A description of these two themes is presented below together with quotes from participants' narratives.

5.1.1. Impact on meaning change

All interviewed participants agree on the idea that pronunciation issues can lead to breakdowns in communication, primarily due to their effect on meaning change. To explain this influence, they exemplify pronunciation difficulties mainly at the word level, which they consider more likely to compromise mutual understanding. These possible obstacles confirm, therefore, how they see the role of pronunciation in achieving mutual intelligibility, and, at the same time, it validates its inclusion in the classroom. In extract 1, Emilia, a first-year student teacher from programme C explains the significance of pronunciation for successful communication by arguing that:

Extract 1

Emilia: [...] pronunciation is important because it allows us to, we can communicate and make ourselves understood, well, if we don't know how to pronounce the words well, most probably [...] there will be problems in communication, they won't understand us, we won't be clear, there will be situations of confusion, right, so in order to avoid all these things and have a good communication, one has to consider a good pronunciation as well (Emilia, PT#1-C)

Further evidence of this conceptualisation is provided by Isabel, another first-year participant who agrees on the high relevance of keeping a *good pronunciation* in any oral interaction, especially in formal contexts. As Extract 2 illustrates, she adds how pronunciation-related inaccuracies can lead to more serious consequences, such as losing one's job. These issues, as can be observed, are mainly concerned with how the incorrect production of English sounds, to what she refers as phonemes, can be prejudicial to interactions in specific contexts.

Extract 2

Isabel: [...] well, I think that basically because in English, usually, talking about phonemes, one word can change very drastically to another, so, if we're talking about a

conversation, I don't know, a formal conversation, there has to be a formal context, so a bad pronunciation can cost you your job or something [...] (Isabel, PT#1-B)

Likewise, other participants emphasise that the purpose of learning any language is to be able to communicate with others and avoid at all costs potential breakdowns in these interactions. As a result, the instruction of pronunciation is validated by this principle. Once more, all interviewed teacher candidates refer to the teaching and pronunciation of English segments which seem to be more relevant for these participants' conceptualisation of effective communication.

On a similar note, whenever this cohort is asked about the definition of *good pronunciation* to ensure successful interactions, they make reference to ideas such as “being easy to understand” (Denise, PT#1-A), producing “distinguishable sounds” (Ágata, PT#1-A) and having an “accurate articulation of consonant sounds and vowels” (Emilia, PT#1-C). It is interesting though to observe that these participants rarely use the word ‘intelligible’ to refer to comprehensible speech. Instead, they focus on explaining how articulation or an accurate production of segmental features may help speakers to be understood by listeners. Consequently, it is always features at the word and segmental level that characterise their ideal notion of pronunciation. As Emilia states further in extract 3, their perceptions on this concept highlight the idea of a precise production of consonant and vowel sounds, which may result in comprehensible speech:

Extract 3

Researcher: And how would you define good pronunciation?

Emilia: [...] I think that taking into consideration, the consonant sounds and the vowels, right, and independently of the accent you choose to pronounce them, the thing is that you can understand what the word is that you are articulating (Emilia, PT#1-C)

Similarly, this cohort also connects their personal experiences and needs with their perceptions on pronunciation importance. For instance, in Extract 4, Ágata explains how her own pronunciation difficulties can be used as an example of word meaning and understanding breakdowns. As she illustrates, the incorrect production and distinction of two similar sounds, in her case /ʃ/ and /tʃ/, can greatly affect the meaning of a word and, therefore, the overall understanding of her intention as a speaker.

Extract 4

Researcher: [...] so I wanted to ask you why you think it is so important to learn pronunciation in an English class.

Ágata: because a pronunciation can completely change the meaning even of the word or of a sentence, so, I don't know, for example, using my problem I have with the /ʃ/, with that pronunciation, one word can sound different from the other, and that can give a completely different meaning to a sentence, so, if you don't have good pronunciation, no, you won't be able to understand it (Ágata, PT#1-A)

By examples like this, it is easy to assume that some pre-service teachers hold concerns about their own pronunciation performance and acknowledge their needs for improvement, which may also be linked to the perceived high importance of pronunciation teaching in general. Discussions about their language competence and self-evaluation, nonetheless, will be discussed later in this chapter, in the last category of analysis.

5.1.2. Pre-conceived conceptualisations reduce its importance

So far, it has been identified that these perceptions about the relevance of pronunciation, and most precisely the accurate production of segmentals, are repeated among first-year student teachers, and therefore may be considered to represent a collective mindset. However, some interviewees use pre-conceived characterisations of pronunciation to explain why pronunciation would not constitute a relevant school subject despite its perceived

importance. In Extract 5, for example, Julio argues learning an 'academic pronunciation' may be detrimental for learners' language development:

Extract 5

Researcher: But mainly I want to ask you why you consider pronunciation to be a slightly important thing to teach but not the most important thing.

Julio: [...] pronunciation seems important to me, but the fact of teaching it seems somewhat redundant to me because I feel that it is necessary for us, as Chilean culture, to take ownership of this language [...] so it's like, I feel that's why it's not so important to learn, to learn this academic pronunciation because academic pronunciation atrophies quite a lot, I feel, it atrophies a lot, and for a secondary school or elementary school student it will atrophy a lot (Julio, PT#1-B)

This teacher candidate, in particular, shows evidence of different preconceptions about language acquisition and learning which will be discussed throughout this chapter. However, for this specific section of the interview, Julio attempts to refer to nativelike pronunciation by using the term *academic* pronunciation, and its relative lack of importance for a regular Chilean classroom. He also attaches an extra level of remoteness and complexity to pronunciation teaching by comparing it to a theoretical subject which comes in a specific form and is somehow imposed on our way of speaking. This, according to his view, causes that pronunciation may be beyond the scope of Chilean school learners of English who will not frequently use the language to communicate outside the classroom.

In the same way, Isabel also highlights in Extract 6 that the inherent difficulty of pronunciation may complicate the teaching of this content, reducing its relevance for Chilean classrooms in relation to other language domains. Despite previously reporting pronunciation as a crucial element for mutual intelligibility, Isabel comments that the limited teaching time devoted to English may produce other content to be prioritised instead. These issues, as she also suggests, may be aggravated by Chilean students' low level of English proficiency who are

not used to speaking the language. Once more, when defining what the teaching of pronunciation implies, this participant's views focus on the learning of English segmental features.

Extract 6

Isabel: [...] I feel that it's like a difficult unit, difficult to manage, so, for the time that is given in secondary and primary education, with respect to the subject of English, I don't think it's, unlike the others, it's not like, I don't see it as so important, to say it in some way [...] besides, I also feel that pronunciation, more than the fact of practising, it involves knowing the phonemes and everything related to that [...] so I also feel that this is a bit more complicated by the fact that the students arrive at secondary school and many of them come from other schools and perhaps have no idea how to speak English (Isabel, PT#1-B)

Although these beliefs represent only a minority and may not characterise the whole group of participants, they can help illustrate that pre-service teachers may hold strong beliefs about language when they enter these programmes, yet they are not sure of how to articulate them. Again, it is interesting to observe how these pre-service teachers seem to associate pronunciation teaching almost exclusively with the learning of English phonetics, something they have just started doing in their first year of their teaching degree.

5.2. Beliefs about pronunciation goals

With regards to pronunciation learning goals (see Section 4.2), the quantitative data previously presented demonstrate this cohort's broad levels of agreement with the intelligibility principle for pronunciation teaching, i.e., the main goal is to make students comfortably intelligible to their listeners. Nevertheless, a small portion of surveyed participants also reported favourable views on the idea of acquiring a native-like pronunciation as a pronunciation learning goal. The analysis of interview data has identified three underlying

themes which explain these conceptions and especially those contradictory data obtained through quantitative means. These involve the *overall support for intelligibility as a learning goal, nativeness and intelligibility interdependence* and *different goals for language teachers and learners*. A discussion of these topics is provided below.

5.2.1. Overall support for intelligibility

Four out of six interviewees describe the purpose of ELT is to prime learners with the necessary skills to communicate effectively with others. According to their views, this does not only involve pronunciation instruction but the teaching of other important aspects such as vocabulary and more general listening and conversational strategies. Despite not being aware of the Intelligibility principle as a paradigm of pronunciation teaching, they all concur with the idea of reaching mutual understanding as the ultimate goal of any interaction, especially in terms of spoken English. In this respect, Denise emphasises the relevance of being understood by others, which is directly affected by a notion of *good pronunciation*.

Extract 7

Denise: I think it's that, to be understood, that when you speak English with another person you understand them, that person understands me, so that's the main thing, to be able to communicate, to know how to speak and pronounce well (Denise, PT#1-A)

Similarly, one interviewee supports intelligibility as a learning goal by explaining that nativelike pronunciation may cause communication problems rather than facilitate it. As Isabel describes in Extract 8, this aim of reaching a native accent may produce the learner to lose their focus of ensuring effective communication with other interlocutors. Additionally, she suggests this type of speech may be also confusing. As a result, she argues the ability to distinguish words or speech in general may be more relevant to achieve.

Extract 8

Isabel: I feel that it's better to have, to be more intelligible than to sound more native, because I often feel that when you speak like a native speaker, sometimes you lose the thread because it gets very confusing at times, that's why I prefer, considering the people that don't have good English skills, that they know better how to distinguish things without having a native accent (Isabel, PT#1-B)

Other interview data, conversely, seem to explain those survey responses that advocate both pronunciation paradigms, i.e., the Nativeness and the Intelligibility principles, which were designed as opposite items in the research instruments. For instance, in Extract 9, Emilia stresses that mutual understanding is the goal of any spoken interaction, but also highlights the possibility of attending learners' desires when identifying pronunciation learning goals. In this regard, she argues that both achieving nativelike or intelligible speech are valid learning goals and should be, therefore, respected as long as communication is achieved. This, in turn, explains her rationale behind answering positively to these two opposite paradigms in the survey questionnaire.

Extract 9

Emilia: Uh, I think both are equally valid, basically, I think the most important thing is that we can communicate in a good way and if you choose to try to communicate like a native speaker, that's fine, as well as making your, making your communication understandable, right, that's why I voted for both equally (Emilia, PT#1-C)

Similarly, Julio's survey responses show he also agrees with both opposite pronunciation teaching principles. When being asked about these answers in the interview, he emphasises he needs to clarify what he means with nativelike pronunciation and how this relates to his view of taking ownership of the language. As displayed below in Extract 10, Julio believes there are two types of *native pronunciation*: one which derives from English-speaking countries, something he defines further in the interview as *academic pronunciation*, and a

Cultural pronunciation, which refers to a Chilean nativized version of English. Consequently, Julio equates the goal of achieving nativelike pronunciation with this idea of possessing the language and use it to represent the Chilean culture. Throughout the interview, he employs this belief as a central concept from which all his responses derive.

Extract 10

Julio: [...] I feel that this needs to be clarified, because I feel that there are two types of pronunciation, here I want to highlight the [...] native pronunciation, which in this case would be according to the native English-speaking countries, but also the cultural pronunciation, which would be the Chilean pronunciation in this case, so, I feel that these are two elements that have, that cannot be confused first of all, but they are equally, they are the same, they are of equal importance [...] I find that important because precisely the objective of the, of teaching pronunciation is to speak it natively, but there is a, that's what I want to get to, like an academic pronunciation or native pronunciation, [...] and the cultural pronunciation is the Chilean pronunciation, so that's what, that's what I want to highlight.

Researcher: [...] but then when you say that you agree that people should sound like native speakers it has to do with them taking ownership and making it part of them, like nativising it [...]and being able to use it as they want to

Julio: Exactly

Researcher: not that they sound like a specific speaker, for example, like an Australian.

Julio: right, that's it, that's what I feel (Julio, PT#1-B)

Although Julio's account describes a unique conceptualisation of nativeness, and therefore does not represent a shared narrative in his cohort, it seems to confirm again the numerous pre-conceived beliefs these teacher candidates hold in relation to language learning and teaching, and specifically concerning pronunciation. This may also help illustrate the

knowledge base with which some pre-service teachers begin these training programmes and the confidence some possess to share these thoughts irrespective of their training stage.

5.2.2. Nativeness and intelligibility interdependence

Despite this cohort's broad level of agreement with the notion of intelligibility as a pronunciation learning goal, interview data suggests that first-year student teachers hold certain assumptions with regards to the relationship between intelligibility and native-like pronunciation which could explain some contradictory points in their narratives. As discussed in the previous section, first-year participants argue English learners need to master an accurate articulation of sounds to produce *intelligible* speech. This focus on accuracy, however, is reported by some participants as being delineated by their approximation to nativelike speech, i.e., they are inter-dependent: the more nativelike a learner sounds, the more intelligible they will be. This is confirmed by Ágata in Extract 11 when being enquired about the practice of imitating native speakers to learn English pronunciation.

Extract 11

Ágata: Because imitating native speakers allows one, as I said before, to learn in a neutral way, not to get used to, I don't know, idioms from certain places as if one were learning Spanish, to speak a neutral Spanish, but it wouldn't be the same as learning Chilean Spanish [...] because in the Chilean one there are a lot of idioms and there are a lot of things, so it would be like, eh no [...] I've always had the idea that it's always better to learn in a neutral way.

Researcher: [...] you also answered here that the objective of teaching should be precisely that the speakers, I mean, that students speak like native speakers of English, I imagine it's the same thing [...] you equate or consider that speaking like a native speaker is going to be speaking in a neutral way, and therefore, understandable, in an easy-to-understand way, right?

Ágata: Yes (Ágata, PT#1-A)

A similar interpretation is presented in Sergio's account of pronunciation models in Extract 12, where he describes he partially disapproves the idea of using non-native accents as speech samples when teaching pronunciation. While discussing this, Sergio emphasises that the aim of learning any language should be to approximate to a native speaker, and therefore these pronunciation models would not help achieve this end. In addition, when being asked about the purpose of acquiring nativelike pronunciation, he clarifies that this aims at facilitating understanding; he also explains that variations in English should be encouraged as they represent speakers' cultural attributes. Surprisingly, Sergio's response to the survey item enquiring about intelligibility as the main goal of pronunciation instruction is positive, which contradicts his interview statement.

Extract 12

Sergio: [...] non-native accents erm, well, a person can still speak with a non-native accent, but the idea is that they speak like a native speaker, that's the main objective, well, in all languages in general, the objective is that the person should be able to speak like a native speaker.

Researcher: with the purpose of being understood or with the purpose of following this order of, that everyone speaks with the same accent, so that it is a bit more neutral, as other people have said to me.

Sebastián: no, for the purpose of making themselves understood... because I think it's good that the accents are, that they are varied because they define their local culture, it's part of them [...] (Sergio, PT#1-C)

Similar to what has been previously exposed regarding pre-conceived ideas about language, Extracts 11 and 12 may offer an example of the historical debate between accent and intelligibility and their assumed interrelationship. In this way, accounts like these illustrate an important number of first-year pre-service teachers believe intelligibility being affected by L2 accents despite research demonstrating this is not it is not an exclusively L2 phenomenon. This

is also closely related to Ágata's notion that native speakers' accents constitute neutral pronunciation, and, by default their speech should be comprehensible.

5.2.3. Different goals for teachers and learners

Moreover, most first-year interviewees argue there should be specific goals for learners and teachers of English. According to these participants, classroom interactions and teaching practices could be facilitated if English teachers spoke with a near-native accent. Once more, the idea that nativelike speech and intelligibility hold an interdependent relationship is restated; some first-year teacher candidates identify nativelike pronunciation as *neutral* pronunciation, which they believe would be more comprehensible for learners of English. Learners of the language, nevertheless, are not demanded the same standard and should only work towards achieving intelligible pronunciation. This is explained by Jorge in Extract 13

Extract 13

Jorge: [...] but I find that, for teaching, it's better for the teacher to have a neutral accent closer to the native one so that it's more understandable, and they can associate it with other people who they may listen to, but it's not so important that the student speaks like a native speaker, but that they can make themselves understood and [...] be able to hold their own when talking to someone in English [...] (Jorge, PT#1-A)

This belief of having different pronunciation learning goals is also supported with the idea that English teachers should be a model of the language and, therefore, their accent approximation to nativelike speech is expected. Especially concerning English learning, Ágata explains in Extract 14, teachers' nativelike pronunciation would also prime students to understand more easily other *neutral accents*, which, in this case, refer specifically to the American variety. According to her view, learners can follow this model and be prepared for future interactions with speakers who have a similar accent.

Extract 14

Ágata: I felt that, for example, I don't know, if a teacher has an American accent, for example, it, it makes it easier for students to learn with a neutral accent [...] because if, I don't know, you have an accent from, I don't know, from another country, students might also get used to that and then they might find it hard to deal with the neutral accent or another accent and they might get used to that [...] because I get the feeling [...] that they, having a native accent would make them more neutral and closer to normal, because that's what you can also see in, I don't know, in films and things, so it sounded more familiar (Ágata, PT#1-A)

Both Jorge and Ágata's interview responses demonstrate that teachers' performance of the language may have an impact on the learning experience and students' readiness to interact with others. As such, there is a shared perception among these participants that teachers should conform to these norms given their classroom role and status.

5.3. Beliefs about pronunciation models

As previously presented in Chapter 4, this cohort's cognitions about pronunciation models were explored by a series of survey items which suggest they agree, in general with the validity of all English accents. These data, additionally demonstrate an important number of participants accepting the idea that pronunciation is learnt best by trying to imitate native speakers. The more specific items about the importance of using certain English accents as pronunciation models, likewise, indicate they favour the use of traditional models for pronunciation teaching, i.e., British and American English.

The integration of this information and the one obtained by means of interviews reveals two themes which seem to confirm their initial responses; these include the ideas that *all accents are valid but not as pronunciation models* and that *imitating native accents may facilitate learning*. In the same way, other two themes confirm these participants see *British and American English as the basis of pronunciation teaching* and, therefore, they consider *non-ENL*

varieties only for receptive skills development. A summary of these arguments, together with quotes from interviews, is provided below.

5.3.1. All accents are valid but not as pronunciation models

When discussing ELT and their future practices in the interviews, most first-year participants confirm it is important to respect all types of English despite their difference from canonical varieties, such as British and American English. For instance, Jorge, in Extract 15, visualises his future practices as a teacher and the fact that they may face international classrooms. As a result, he disagrees with the imposition of a specific English variety for his learners and emphasises the importance of facilitating learning and communication.

Extract 15

Jorge: [...] we are going to work with students from different countries, maybe, so obviously they are going to have a strong accent from the country they come from, so we can't just set up one type of accent if the person is not going to be able to do it, so for me the important thing is that the person learns English, knows how to speak it and if they have an accent, it doesn't really matter (Jorge, PT#1-A)

Similarly, some interviewees even bring attention to accent discrimination actions and argue they have been familiarised with these discussions even before entering the teaching degree programmes. In this respect, Isabel describes in Extract 16 her awareness of accent variation at a young age, which motivated her respect and interest to investigate the topic. She mentions, additionally, her rejection of the idea of validating exclusively the American and British accents and not accepting other variations as equally important.

Extract 16

Isabel: [...] the cartoons or films that I used to watch when I was younger, they also had a lot of variation in accent, so sometimes I kind of understood and I started to investigate,

so it's also something like, something that I myself have ingrained in me, because, I mean, I also find it wrong to exclude, for example, the other types of accents and only consider the American and British accents valid [...] I don't find it valid to somehow eliminate the other types of pronunciation, as I believe they are all important in the world (Isabel, PT#1-B)

Conversely, two interviewees, Ágata and Sergio, challenge this idea of validating all English varieties, and their narratives are directly connected to their perceptions of *neutrality* and accuracy in relation to native speakers of English. Ágata, for example, explains she rejected the idea of considering all accents equally as she “has given [...] the priority to teach in a neutral way” (Ágata, PT#1-A); this neutrality, as previously discussed, is directly associated to her notion of native speakers and, most specifically, in relation to American and British varieties.

Likewise, Sergio explains in Extract 17 the reason behind his survey answer, where he opposes the belief that all accents are equally valid. His account, however, is quite ambiguous as he directly refuses the notion that BrE and AmE carry higher prestige than others. Instead, he focuses on the difference between these accents and other varieties of English. This disparity in pronunciation, as he tries to clarify, can be levelled up with time. Consequently, it can be inferred that there is an aspirational aim of achieving BrE or AmE pronunciation performance in Sergio's narrative, something that he had reported previously when discussing pronunciation instruction goals. Despite this possibility of *improving* an accent, he rejects the statement and therefore he validates BrE and AmE as a separate category.

Extract 17

Researcher: [...] you tell me that you partially disagree that English accents are equally valid regardless of where they come from [...] you consider that there are certain accents that are more valid, more prestigious, or more important to know or to produce when speaking English?

Sergio: [...] I wouldn't say like prestigious accents, but it's more like pronunciation compared to a native speaker because, I mean as I said before with a person from another country, well, you have a different thing too, you have a different accent so it kind of evens out, it evens out and from there you can go up to different levels (Sergio, PT#1-C)

Interestingly, even though the other interviewees advocate respect for all English varieties, when it comes specifically to pronunciation teaching, their cognitions show multiple contradictions. They define, for instance, BrE and AmE as “the standards [...] what most people talk about and what most [...] English-language series and movies are based on” (Denise, PT#1-A). Similarly, Jorge’s remark in Extract 18 describes BrE and AmE should be prioritised when teaching pronunciation for they are the most widely accessible accents, especially in content available online. Despite previously arguing that teachers should not demand one specific pronunciation model (see Extract 15), he confirms there is no need to teach other accents but rather just focus on these two traditional models, which he defines as *the most common ones*.

Extract 18

Jorge: It's like you're going to find more people even on the internet speaking in those accents than in the others, so [...] I don't think it's necessary, I mean, we don't have to teach students all the different accents in the world in English, so if we teach the most common ones like American and British, I think it's fine (Jorge, PT#1-A)

Additionally, most participants regard these accents as static representations of the English language, and therefore show no awareness of language variation among them. Consequently, these pre-service teachers think learners of English will be potentially most exposed to these accents when interacting in international settings or through mainstream media. This wider presence is also reported in ELT materials they are familiar with, and therefore, these models should constitute the basis of pronunciation instruction. A more detailed account of this phenomenon is given in the following sections.

5.3.2. Imitating native speakers may facilitate learning

Conflicting opinions were also found when asking this cohort about the importance of imitating native speakers of English for learning pronunciation (see Chapter 4). In this respect, most interviewed participants agree on the usefulness of this technique. Some pre-service teachers, who approve that all varieties of English are equally valid, divert their narratives and emphasise, for instance, that “imitating natives it becomes much easier to adapt the mouth [...] and the sounds, how they are really produced [...] I find that it becomes easier for us to be able to speak English” (Jorge, PT#1-A).

Similarly, previous extracts presented when discussing pronunciation goals (see Extracts 11-14), indicate some participants from this cohort hold strong assumptions about language which are sometimes influenced by their own intuition and media consumption. This can be clearly seen in Ágata’s words in Extract 11, when she discusses the usefulness of imitating native speakers because “it allows one [...] to learn in a neutral way”; this neutrality, as previously mentioned, holds a close relationship with intelligibility according to her view. Similarly, she builds on this conception of neutrality in Extract 14 by explicitly saying “having a native accent would make them more neutral and closer to normal, because that’s what you can also see in [...] films and things”. This reference to films is later complemented with the idea that the American accent, due to its TV presence and content material, is more accessible and therefore easier to be acquainted with.

Their idealisation of eventual interactions is also reflected in some participants’ narratives. As previously discussed by Jorge (see Extract 18), most of these pre-service teachers see BrE and AmE as the most commonly used accents, which in turn confirms learners of English will typically interact with these speakers. In Sergio’s account (see Extract 19), similarly, he explains speakers of English will normally interact in formal settings with native speakers or with those who hold *a good level of English*, who usually imitate *native English*. Sergio finishes his remark by illustrating that Chile’s international relations are mostly dominated by English-speaking countries, in which the United States, for example, stands out.

These reasons, consequently, affirm the usefulness of imitating native speakers when learning pronunciation.

Extract 19

Researcher: [...] I wanted to ask you why you think it is better to imitate native speakers to learn pronunciation, and which of these native speakers do you think are better models to imitate?

Sergio: it's because of the fact that people normally communicate, I mean, in formal settings, with people who speak a good level of English and, and that they also try to imitate the native English and, in international relations, in general [...] the English-speaking countries are like very dominant countries in this area, so [...] for example here in Chile, the biggest, most of the international relations we have, are with the United States and China (Sergio, PT#1-C)

On the other hand, Emilia is the only interviewee who directly reports uncertainty with regards to the relevance of replicating natives' speech for pronunciation teaching. Her concerns are mainly related to a personal experience in which she has realised the simple exercise of imitating native speakers' pronunciation has not been successful. In Extract 20, for example, she points out that she used to employ this technique by emulating speech she heard in songs or films. However, it was not until she started her teaching degree that she identified her pronunciation of English sounds, especially vowels, was *incorrect*. This strategy, as she has concluded, could be erroneously adopted since the benchmarks of achievement depend directly on each person's notion of correctness. Despite this, she highlights this exercise can be useful to develop listening and speaking skills in general.

Extract 20

Emilia: before I learnt English well, I thought I had good pronunciation because I tried to imitate singers, people I heard in videos or films, until later I realised that there were 3 types of pronunciation of "a", then two of "i", and I had no idea and I realised that in

reality I was pronouncing the words very badly [...] I don't think it's the best way, because you can make use of other, other techniques, right, for the same reason that I mentioned just now, uh you can listen to a native speaker and try to imitate them, right, but depending on the idea and the perspective that you have, and deep down we don't know if we're doing it right or wrong, it can be an element that, of course, can be useful to develop listening and speaking skills, and all that, but I don't think it's the most efficient one (Emilia, PT#1-C)

Even though there are different interpretations on the usefulness of imitating native speakers when learning pronunciation, all participants mention both American and British English as the most important models to follow. This discussion will be further developed in the next theme.

5.3.3. British and American English as the basis of pronunciation teaching

Closely related to this idea of learning pronunciation by imitating native speakers, all interviewees agree that both British and American English should constitute the basis of pronunciation instruction. As previously quotes have shown, these pre-service teachers define these accents as the “the standards” (Denise, PT#1-A) and “the most common ones” (Jorge, PT#1-A). They also describe teachers’ practices and ELT materials have historically presented these models, and consequently, they are considered as *the essential* English accents. This is illustrated in Extract 21 where Ágata explains she considers both BrE and AmE as equally important pronunciation models. Despite recognising her little knowledge on pronunciation instruction, she confirms her choice has responded to its wide presence in ELT practices.

Extract 21

Ágata: I think I would actually, yes, I would give them more importance because those are mainly the two that are taught, but since I don't know much I think I would put them both in the same category, both with the same importance (Ágata, PT#1-A)

In addition, some participants from this cohort support these perceptions by describing their own learning experiences have been based on those models, hence their awareness of these accents' relevance. It is important to mention, however, that a wide majority of participants from this cohort report they did not have pronunciation instruction at school; therefore, their reported experiences correspond to general ELT classes in which they were exposed to these models for listening and, less frequently, for productive skills activities. Furthermore, some pre-service teachers also mention their incipient training at university, in which they are currently studying English phonetics and are also presented with these accents as role models. With respect to this influence, Emilia explains in Extract 22 that she has emphasised the importance of BrE and AmE varieties for pronunciation teaching precisely because of her lecturers' practices.

Extract 22

Emilia: [...] I think I value them a bit more, given the context in which I am learning, my teachers have put special emphasis on them through the use of audios, right, with Received Pronunciation and General American, I think that's why I have them so, so present in this moment, that's why I marked them a bit more important (Emilia, PT#1-C)

Especially regarding AmE, most first-year interviewees see it as the most globalised accent, as expressed by Sara in Extract 23 . Throughout the interviews, this is explained by the world influence exercised by the USA, especially in Latin-American countries such as Chile. As a result, they also consider this variety "as the easiest to produce and [...] also quite understandable" (Emilia, PT#1-C). Most pre-service teachers from this cohort describe their own accent as an approximation to AmE precisely due to its easiness and familiarity. However, 6 out of the 9 interviewees confess they would like to achieve the British accent due to its *beauty* (Ágata, PT#1-A), *correctness* (Denise, PT#1-A) and *elegance* (Isabel, PT#1-B).

Extract 23

Sara: I don't know if I find the, the American accent very important, but it was more so that I could distinguish it a bit from the rest [...] but maybe it can be that in my experience [...] I was always taught with that, those standards, but in my point of view maybe the American accent is a little bit more global [...] that it's spoken like between more people, I think (Sara, PT#1-B)

Other interviewees argue the British and American accents carry an inherited significance due to historical reasons. In this regard, BrE English is seen “as the basis, or where it comes from, as the origin” (Ágata, PT#1-A). As a result, this background raises its importance as a pronunciation model, and as Ágata explains further in her interview, it facilitates learners' experience with the language. Similarly, Julio agrees with this interpretation and explains in Extract 24, that he considers both the British and American accents as the most relevant ones because of *etymological* reasons. As he describes, these varieties have substantially contributed to the development of the English language. Consequently, he stresses he sets them above the other English varieties when defining which pronunciation models should be employed for ELT.

Extract 24

Julio: Yeah, I feel that, well, first of all, it's for an etymological reason, because the etymology of English comes from the British accent, and the American accent, which are like the two that have the most developed this, the language, so I consider them extremely important against the other varieties of English (Julio, PT#1-B)

Again, the notion of considering these two varieties as the conventional representations of English is identified in this cohort's narrative. In this regard, these pre-service teachers usually compare these varieties and emphasise it is “important to learn [...] the different types of pronunciations in both” (Denise, PT#1-A).

5.3.4. Non-ENL varieties only for receptive skills development

Concerning other English accents, first-year interviewees highlight they could be used for developing receptive skills, but not as pronunciation models. These participants believe some of these models differ significantly from BrE and AmE which may challenge comprehensibility; however, they could be helpful to understand English variation. While discussing this, it is interesting to observe that this is the only time when these pre-service teachers recognise language as a dynamic concept and mention different varieties to exemplify their cognitions. Their notion of *standard English*, however, remains the same and refers exclusively to the British and American accents. This is demonstrated in Denise's account in Extract 25 where she explains her rationale of discussing different examples of pronunciation but not adopting them as models of production.

Extract 25

Denise: [...] because they are different ways of speaking, it's like, I don't know if they have slangs like in Spanish, for example, comparing Spanish in Spain with Chilean Spanish, and then like with Colombian, with Peruvian, with Argentinean Spanish [...] but they are still very different, so I feel that it is important, for example, if you go to another country, for example, to, I don't know, to Scotland, you know that they speak English there, but no, maybe it is not the same English that you learn at school or the, the standard English [...] so I feel that it is important, no, maybe not to see it in depth but at least to be taught the most important things that each, each accent has (Denise, PT#1-A)

Some first-year interviewees simply recognise their lack of exposure and knowledge of other English varieties and speculate about their similarity with BrE and AmE. Isabel, for instance, describes in Extract 26 she partially agrees with the idea of exposing learners to Nigerian and Scottish English as they must not be completely distinct from the traditional models. However, she acknowledges not being familiar with these English accents; her rationale, therefore, seems to be based on her intuition. Conversely, she rejects the practice of

using non-native speech samples as she believes these bear no resemblance with British and American English.

Extract 26

Isabel: the truth is because I feel that they don't have much difference compared to American and British English, I mean, honestly, I haven't heard English from Nigeria, or a Scottish person speaking English, but I feel that, maybe, it's not so difficult, I mean, it's not so different from the American and the British, unlike an Italian or a Bulgarian as it says there, I feel that there is already a lot of difference from the others (Isabel, PT#1-B)

Especially concerning accent and comprehensibility, other teacher candidates' narratives exhibit several presumptions which seem to be founded again in their own intuition or personal learning experiences. For instance, Julio in Extract 27 continues his argument in favour of adopting BrE and AmE as fundamental models. The rest of the accents presented in the question are relegated to merely examples of *other* types of English. He builds on his argument by explaining some nativized varieties are too confusing or difficult to comprehend and finishes his account by expressing how himself struggles with understanding some of these accents. What is striking in this account, is Julio's agreement with adopting the British and American models, which contradicts his previous thoughts about taking ownership of the language and rejecting what he defines as *academic* pronunciation (see Extracts 5 and 10)

Extract 27

Julio: about the other varieties of accents [...] it may be necessary for them to know them [...] but not to adopt it as a basic model, because I still feel that it is necessary to adopt a basic model and teach how to differentiate phonemes from British or American [...] because you have to think that for example, Singaporean English is quite, quite strange, because I know how Malaysian people speak, so it is quite, quite different and [...] it would tend to confuse them a bit more because they are not so clear, I, for example, find it very difficult to understand Indian English (Julio, PT#1-B)

Interestingly, those participants who previously have rejected the idea of imposing a specific accent for ELT, as previously mentioned, shift their narratives and emphasise teachers' practices require the adoption of a pronunciation model that could facilitate the learning experience, as Julio's remark illustrates. This acceptance of the status quo of pronunciation practices seems to be in direct relationship with their own learning experiences, including their initial training.

5.4. Beliefs about pronunciation aspects

Previous sections in this chapter have revealed first-year teacher candidates prioritising segmental accuracy due to its perceived impact on intelligibility. However, the survey data presented in Chapter 4, demonstrates these pre-service teachers value the integration of both English segmentals and suprasegmentals when teaching pronunciation.

The mismatch between these findings has been developed with interview data and summarised in three themes which will be presented below. These themes aim to present first-year student teachers' cognitions with regards to the prioritisation of pronunciation aspects. The first part of this section will include student teachers' perceptions of *segmentals as the basis of pronunciation*. This will be followed with a discussion of their beliefs that *suprasegmentals have an impact in meaning*. Finally, the third theme that illustrates that *suprasegmentals help develop fluency* will also be included in this section.

5.4.1. Segmentals as the basis of pronunciation

As previously demonstrated, whenever first-year teacher candidates are enquired to define *good pronunciation*, their answers point to an accurate production of English sounds (e.g., Extract 2). Similarly, further discussions about the problematic aspects of pronunciation instruction, especially for Spanish speakers, indicate this cohort directly associate the inconsistency between spelling and how words are pronounced. This mental connection between pronunciation and the production of English segmentals is illustrated in Ágata's account when explaining the difficulties of learning this content. For instance, in Extract 28

Ágata continues her claim about the importance of segmentals accuracy and points out it is essential that learners are able to distinguish the different realisations of English vowels.

Extract 28

Ágata: it's more difficult to pronounce it because it's not like for us that it's literal, that you read and okay, it's pronounced like this, that "a" is "a" [...] so not knowing that "a" is not "a" makes it difficult because you say, "so how do you pronounce that?", because for one who has the Spanish language as a native, I don't know, why "a" is not "a"?, why the, in general, the vowels is the main problem because there are not five vowels and the five vowels are not pronounced in the same way (Ágata, PT#1-A)

In the same way, other first-year participants picture their eventual pronunciation teaching actions where English sounds seem to be the focus of the content. In this regard, most teacher candidates exemplify the usefulness of the IPA symbols to prepare English learners for future practice and autonomous learning. Sara, for instance, indicates she uses herself these tools and always "look[s] at the phonemes next to the word in the dictionary" (Sara, PT#1-B); this, in turn, may help English learners identify the correct pronunciation of a word in a classroom context. Similarly, Jorge reflects his desire for using the IPA chart to support his English lessons in the future. As he describes in Extract 29, his learners' understanding about language may be facilitated by the association of phonemes symbols and their realisations as speech sounds.

Extract 29

Jorge: For example, we are just learning to use the IPA chart so, I mean, they just showed it to me at school, but we didn't go into it in depth, so if I could teach my students that each little symbol is a sound, it would make it easier for them to understand, I think, also with the transcriptions, for example, if we also used transcriptions at school to teach pronunciation, instead of just repeating, I think it would also be a bit more understandable for the students (Jorge, PT#1-A)

Despite most of these perceptions about the prioritisation of teaching segmentals do not seem to be explicit, it can be inferred that this cohort's narratives place this content as the basis of pronunciation instruction. Their attention to English sounds and their sensed impact on communication, may also suggest their teaching practices would precisely concentrate on this content should they face a classroom.

On the other hand, one interviewee knowingly states that vowel and consonant sounds constitute the most essential component of English pronunciation. This is described in Extract 30, where Julio explains that most of learners' challenges with pronunciation are due to their lack of knowledge of English phonemes. Especially within the Chilean context, this also derives in Spanish speakers not understanding the differences between English and Spanish pronunciation and producing sounds as they are read in their mother tongue. Consequently, he stresses the need of focusing English pronunciation practices in the teaching of English segmentals, as he directly points out, *to attack the root of the problem*.

Extract 30

Julio: I feel that my personality, in my personality, I appeal a lot to balance, and well, I think that balance should be in theory all of this, but, the importance that I gave to teaching the, to giving focus to the consonants and vowels derives precisely because [...] it is like attacking the root of the problem, if people are not learning how to pronounce, it is because they do not know the phonemes, or because they do not know that English is spoken differently, and they read it as it appears in Spanish. Instead of reading /dis.ə'gri:/, they will read /dis.ə'gre/ (Julio, PT#1-B)

5.4.2. Suprasegmentals have an impact on meaning

When discussing English suprasegmentals in the interviews, half of the interviewees argue they see these features as having a profound impact on communicating meaning. The first-year participants who agree with this interpretation indicate English, in contrast to other

languages, is easily affected by changes in stress, rhythm and intonation which may suggest different connotations. Learners of English, consequently, should be comprehensively taught about these aspects. Denise in Extract 31 states, for instance, argues that English is characterised by variations in meaning due to the different emphasis speakers can give to phrases. As she describes, utterances can be interpreted depending on the rhythm and accentuation speakers employ. As a result, pronunciation instruction should include equally the teaching of sounds and prosodic aspects to cover all these subtleties that distinguish the English language.

Extract 31

Researcher: and in what sense are they important?

Denise: because it's not enough, for example, there are many phrases in English that if you say them differently, they sound different and mean different things, I feel that English is very specific in these things, that you can say many phrases with different meanings, depending on the rhythm you give them, depending on the accentuation you give them, so, it's important to learn both things, how to pronounce letters and whole sentences (Denise, PT#1-A)

On the other hand, different remarks highlight English intonation as the aspect most affecting meaning. This feature in particular is seen as the key to understanding the context of a conversation, and therefore, to interpreting speakers' motives. While uttering the same statement, as Sergio exemplifies in Extract 32, changes in intonation can result in the speaker's intention being perceived as an offence or a joke. To avoid potential breakdowns in communication, Sergio stress the relevance of teaching this prosodic element as well as English segmentals. It is interesting to observe, however, how this pre-service teacher concentrates his remark exclusively on the importance of teaching intonation over other suprasegmental features.

Extract 32

Researcher: [...] you give importance to everything, to intonation, rhythm and accent, so I want to ask you first why you think it is important to teach all these aspects in an English class

Sergio: intonation is very important because it also gives you a bit of context and... and it gives you, it gives you an understanding of what the person is thinking, so intonation is quite important, it's like...saying to a person: "oh you're so dumb! Hahaha", to saying "oh, you're **so** dumb", it kind of, it changes, [...] like, it can be offensive, it can be something like between friends, so it's kind of important (Sergio, PT#1-C)

Other participants accept they possess little knowledge with respect to prosody but explain their own learning experiences have made them aware of the importance of suprasegmentals to convey meaning. In Extract 33, Valeria attempts to explain how certain intonation patterns in question tags can result in different responses. In her remark, she acknowledges being taught about these features at school, but not remembering completely the mechanism behind them. However, she describes these can be used as communication strategies to succeed in spoken interactions, and, as a result, she validates their teaching.

Extract 33

Valeria: I also kind of learned this in high school that, for example, there are questions that have special sounds, for example at the end or words to follow, to give rhythm to the conversation, and to the same answer that people give you, so I feel that this is important to teach because they are also like traps to answer a question, for example, if I'm not mistaken it was, if you go upwards, it was like a short question or a shorter answer, and downwards, something like that, I don't remember very well (laughs), but they also serve you as a kind of, as a trap for communication, I don't know, I feel that they are still important (Valeria, PT#1-C)

Overall, first-year interviewees accept they possess little knowledge with respect to prosody but explain some learning experiences and their own media exposure have made them aware of the importance of suprasegmentals to convey meaning.

5.4.3. Suprasegmentals help develop fluency

Moreover, four out of nine interviewees state that suprasegmentals may facilitate and enhance fluent speech. These participants' narratives focus on the benefits of developing fluency to keep the pace of conversations, and therefore, interact successfully. Additionally, they also suggest this aspect could make speakers have a "more natural communication" (Sara, PT#1-B). In this respect, in Extract 34, Jorge emphasises the importance of teaching suprasegmental features to develop fluency. To explain this, he highlights that inconsistencies in prosodic elements can be perceived as unpleasant speech. Therefore, it is essential that learners of English speak with a certain rhythm and fluency to avoid breakdowns in communication.

Extract 34

Researcher: Why do you think that when teaching pronunciation, all these types of content should be taught, and not just focus on sounds.

Jorge: So that conversation is more fluid, I think, because otherwise we'd be getting stuck all the time and a conversation isn't pleasant if there isn't a certain rhythm and fluency [...] so it's also important to be able to emphasise these aspects (Jorge, PT#1-A)

Once more, some pre-service teachers who support this belief draw on their school memories to illustrate the importance of suprasegmentals to become a fluent English speaker. Isabel, for instance, describes in Extract 35 that some of her classmates were not able to reach the pronunciation standards demanded in their classes precisely because of prosodic issues. These concerns, as she explains were closely related to the pace to which utterances were

spoken. Out of this experience, she advocates to not limit teachers' practices to the teaching of individual speech sounds, but to also include instruction on suprasegmentals features.

Extract 35

Isabel: I think it's also because sometimes, for example, well, I think, I'm looking at it from my experience when I was in secondary school, there I had classmates who had good pronunciation, but they spoke, like very fast or they didn't, not like that, they didn't meet the standard of what the teacher was asking for because of those things, so, I think it's also necessary to have that kind of fluency that is not only due to the teaching of pronunciation, but also to the other elements (Isabel, PT#1-B)

The last argument in Isabel's account, however, illustrates that some of these first-year interviewees consider the teaching of suprasegmental elements as a rather separate content of pronunciation instruction. This, as discussed earlier, confirms there is an implicit association of English segmentals as the basis of pronunciation teaching.

5.5. Beliefs about confidence for pronunciation teaching

The previous chapter on quantitative findings concerning cohorts' confidence for pronunciation teaching has demonstrated the multifaceted reality of this construct. These data have shown that first-year teacher candidates acknowledge their needs of pronunciation improvement; they do not consider themselves as good pronunciation models and their satisfaction levels concerning their own speech are generally low. More specifically, they acknowledge their production of suprasegmentals is their weakest pronunciation aspect. However, this cohort of participants has reported being confident in their ability to teach pronunciation in the future.

In this regard, the thematic analysis of the qualitative data has identified three themes which seem to explain the complexity of these cognitions. Concerning their perceptions of their own English pronunciation, the first theme that will be discussed relates to their views of having

a good English base excluding pronunciation. With respect to their teaching confidence, the *trust in their innate abilities* and their *trust in training programmes* will all be presented to illustrate how these participants perceive their future success when teaching English, and most importantly, pronunciation.

5.5.1. Good English knowledge base excluding pronunciation

In order to explore participants' views with regards to their own pronunciation, the semi-structured interviews involved an exploration of the different aspects of their language competence. This included their perceptions about their English in general, and a more detailed discussion about what aspects they needed to improve. In this respect, most first-year interviewees declared they have entered the training programme with a good level of English. Their narratives highlight they have an appropriate knowledge base considering their early training stage, especially regarding grammar and reading skills.

Despite this overall positive self-evaluation, first-year participants' concerns reflect their needs for improvement particularly in relation to pronunciation. The aspects they describe as most problematic include fluency and the accurate production of specific consonant and vowel sounds, which are not usually distinguished in Spanish. For instance, Ágata accounts in Extract 36 how she does not perceive herself as a good pronunciation model to English learners due to her current pronunciation performance. As she explains, her difficulties include both word-level features and fluency. Categorically, she confirms she will not see herself as a good model until she achieves near native pronunciation. She also complements previous discussions about the goal of pronunciation teaching, by describing a good model of English pronunciation should reflect nativelike speech.

Extract 36

Researcher: Why do you think that you are not a good role model?

Ágata: Because right now I still have a lot to learn and I don't know, I might, for example, have a lot of differences between or, even if I know the words, and the pronunciations, I

might still have differences between one and the other, or I don't know, I might forget one or mispronounce one, so I would say that I wouldn't be a good model until I can speak well, and I can pronounce everything well and basically like a native speaker, ideally, for me that would be like a person who speaks well and speaks fluently and all that, that would be a good model (Ágata, PT#1-A)

In addition, some participants mention that their initial evaluations at the training programme have contributed to the identification of their pronunciation problems. More specifically, these pre-service teachers indicate the Phonetics module they have just started has made them realise their pronunciation is still not satisfactory. As a result, these student teachers do not consider themselves good examples of English pronunciation and acknowledge their frustration. This is explained by Emilia in Extract 37 where she describes her pronunciation concerns as a result of a recent assessment in the module of Phonetics. In this account, Emilia mentions her survey response was precisely a reflection of her performance at this evaluation.

Extract 37

Researcher: what things make you not satisfied with your pronunciation, what things would you like to improve in order to be, for example, a good role model for learners of English?

Emilia: Erm, at the time of answering this survey, I remember I was coming from the first evaluations we had in phonetics, and I was a bit depressed because I realised how much I had to learn, how much I had to go over, and I was a bit frustrated, so, in terms of pronunciation, I realised that I still have a lot of work to do. (Emilia, PT#1-C)

Similarly, other interviewees indicate their dissatisfaction is also caused by a comparison with other peers. For instance, as well as Emilia, Isabel refers to her incipient training experience and states that she feels anxious when facing oral assessments. This, in turn, produces her performance being notoriously affected. Together with this anxiety, she recognises feeling disadvantaged compared to other pre-service teachers who have good

English proficiency. As a result, she argues she needs to improve her own pronunciation before feeling confident to teach the content in the future. She also connects this account to her previous comment about the importance of pronunciation and its impact in specific contexts. Isabel's remark also illustrates these first-year student teachers accept their lack of knowledge about pronunciation instruction. As previously mentioned in Chapter 4, this seems to be directly connected to their training stage and performance.

Extract 38

Isabel: When I have to do speaking, I often get very nervous, and I confuse words and make mistakes [...] now that I have entered higher education and I find myself with people who do have the same level of English, I also feel a bit minimised, [...] I do realise that I have to improve a lot in that respect [...] I still have a long way to go before I can be 100% sure that I can express and communicate good pronunciation to my future students [...] and, as I said before, I feel that if you have bad pronunciation, it can cost you a lot (Isabel, PT#1-B)

More specifically in relation to their own accent, eight out of nine interviewees express their desire to approximate native speakers by the end of their degree. As previously illustrated in the section of pronunciation goals and models, these pre-service teachers focus their hopes on achieving either British or American accents as these are considered as *neutral* and facilitating learning. Their pronunciation concerns, therefore, appear to be illustrated in their narratives as a comparison to these models. In this regard, some teacher candidates describe the achievement of this goal as a personal decision, and a boost to their teaching confidence “because that means that I'm producing the language well” (Emilia, PT#1-C). Since these models are also encouraged in their Phonetics classes, these participants describe they put all their efforts in trying to achieve native speech, as illustrated by Sergio in Extract 39.

Extract 39

Sebastián: The teacher teaches us BBC English, whereas, well, the truth is that, quite recently, he kind of gave us the freedom, like “yes, you can speak American English”, but he asks us to stick to an accent [...] I honestly try to focus more on a BBC accent for a more personal reason because I like it, I think it's much more, much more refined, I mean it's my own thing, I like it more (Sergio, PT#1-C)

Sebastian and other interviewees' remarks, however, give an account of the engrained benchmarks of achievement by which these pre-service teachers are being assessed in their training degrees. Despite feeling confident about their general English knowledge, it is interesting to observe how clearly they describe their pronunciation needs to be improved and the standards they have chosen to guide their speech development.

5.5.2. Trust in their innate abilities

Despite their reported needs for pronunciation improvement, the figures previously presented in Chapter 4 demonstrate this cohort possesses high levels of confidence with respect to their abilities to help future learners improve their pronunciation. When exploring this notion in the interview data, it was possible to observe that most interviewees see themselves as having innate abilities to learn and teach languages. The learning skills are described in these participants' narratives as a confirmation of being able to eventually improve their pronunciation problems and succeed in their training programmes. Most importantly, they picture these abilities as an endorsement of their confidence to teach English pronunciation effectively in the future.

For instance, Denise, one of the two interviewees who acknowledge being partially satisfied with their English pronunciation, explains in Extract 40, she has a natural ease to reproduce English speech. She also describes her most frequent sources of information concerning pronunciation are mainstream media and her training. It is from there where she learns pronunciation patterns that she will later adopt in her speech. In this way, when asking

whether her facility to replicate English pronunciation is a result of her practice or an innate ability, she confirms she sees this as a natural skill.

Extract 40

Denise: It's that it's very easy for me to learn how to pronounce [...] it's just listening and immediately copying, and I've taken, I don't know, my knowledge of pronunciation comes from, as I was saying, from series where they speak English very naturally and also from, from my classes, from videos where they teach English, so it's like I mix everything and just pronounce.

Researcher: Perfect, so, the facility that you have, do you feel that it's an innate facility then? Or does it have to do with the fact that you study hard, that you practice?

Denise: I think it's innate because I really feel that it's just copying (Denise, PT#1-A)

On the other hand, interviewees who have previously reported negative perceptions with regards to their own pronunciation, also comment on their confidence to teach the content effectively as a result of their abilities. Ágata, for example, explicitly states in Extract 41 that she trusts her language learning and teaching skills to confirm she will be able to provide pronunciation instruction without difficulty. Ágata was one of the interviewees that most questioned her current pronunciation performance and critically identified those aspects she needed to improve (see Extracts 4 and 36). However, she confirms she feels optimistic about her future as a teacher of English considering she finishes her degree.

Extract 41

Researcher: I wanted to ask you what do you base that confidence on?

Ágata: That I have, I don't know, the ability to learn different languages, and I also have a bit of a knack for teaching [...] so if you have those two things, well, yeah, all things considered, if you can finish your degree and all those things, learn well and everything, I don't think I would have difficulty teaching and help others learn about the subject (Ágata, PT#1-A)

Especially in relation to their innate teaching abilities, other pre-service teachers describe some tutoring experiences during high school where they have tested these skills to teach others. These interviewees see these activities, for example, as revealing that “in the future I will be well qualified to teach English pronunciation” (Jorge, PT#1-A). This is well illustrated in Extract 42 where Valeria relates that she was used to helping her school classmates to prepare for oral presentations. As she explains, her peers would approach spontaneously to seek for her help, and she would teach them *pronunciation tricks* to facilitate their performance. These strategies, she also acknowledges in the interview, are purely based on her intuition and autonomous practice. In fact, she recognises not knowing enough about English phonetics.

Extract 42

Valeria: at school I was good at telling, preparing my classmates for presentations, they would go to me and say "Ok, can you help me with this part, how do you say it", and I would tell them "Ok, look, try to do it like this", and I would teach them maybe some tricks, like "it sounds like this word, for example chocolate, try saying choclito, and you say it (laughs), and you say it like this, so that's why I felt, I mean I responded that way because I feel I already have experience teaching people how to say words, no matter how far away I am from actually knowing phonetics

Researcher: So, you mean this in a very intuitive way, that is to say that, innately you come up with things and you apply them, and you see in practice that they work

Valentina: Yes, exactly (Valeria, PT#1-C)

Once more, it is interesting to observe how these accounts demonstrate the grounds on which most pre-service teachers base their teaching confidence. Their “conviction and [...] confidence that [they] will be able to teach English well in the future” (Emilia, PT#1-C) appear to be shared perceptions among first-year participants, irrespective of their early training stage.

5.5.3. Trust in training programmes

Closely connected to their self-perceived knowledge and abilities to learn and teach the language, three first- year teacher candidates recognise the trust they have in their training programmes and academic staff. They describe these elements as positive influences both with regards to their English proficiency and teaching skills knowledge.

Especially with respect to the pronunciation concerns previously discussed, these pre-service teachers believe their lecturers will be key to help them achieve their proficiency goals. This, as a result, is seen as validating they will possess the necessary skills and knowledge to succeed in their careers as teachers. For instance, Extract 43 illustrates Isabel's review about the factors that influenced her certainty for teaching pronunciation in the future. When asked whether these elements relate to her abilities, knowledge or confidence in the training programme, she claims it is the latter that most brings this sense of determination. In this way, despite she previously acknowledged her frustration regarding her oral performance and pronunciation improvements needs (see Extract 38), Isabel describes that she feels confident her current Phonetics teacher can greatly support her language development. She also emphasis this language improvement as an essential aspect to become an English teacher.

Extract 43

Researcher: you tell me that you are totally confident or sure, and I wanted to ask you if this has to do with your perception, that you feel that you are capable, that you have enough knowledge, or if it also has to do with a confidence in the institution, in the XXXX, that you know that it will give you the necessary tools to be able to do it.

Isabel: now with the little experience I have with respect to classes I feel that at least the lecturer we are with now, XXXX, can help me a lot to [...] improve my English [...] so it also goes that way, and also for that reason, I feel very capable to be able to improve in this area, and also that it is necessary, considering that I plan to be an English teacher
(Isabel, PT#1-B)

Jorge also points out his trust in these institutions as influencing positively his teaching certainty. In this respect, he explains in Extract 44 he believes he will be able to develop his knowledge base at university. He describes both the training he will receive, and his current English and teaching competence are equally important when defining how confident he feels about helping future learners improve their pronunciation.

Extract 44

Researcher: You feel very confident [...] that as a teacher you are going to be able to make your students improve their pronunciation

Jorge: Yes

Researcher: [...] That has to do with your personal knowledge, or also with something that you attribute, I don't know, at university you're going to learn certain things and you feel confident about that

Jorge: A bit of both, I feel that I can learn a lot more at university, and also with, with the basis that I already have, I feel that I'm going to be able to teach my students very well, I think (Jorge, PT#1-A)

In the same way, Emilia shares most of Jorge's comments and suggests there are different elements, that combined, assure her conviction to teach English pronunciation successfully in the future. As she lists in Extract 45, her teaching vocation, natural skills, current language knowledge, and her confidence in the academic staff all constitute her teaching confidence base. About the latter, she emphasizes how her lecturers communicate a sense of commitment and passion for education, despite teaching differently due to the covid pandemic. This, as she claims, constructively builds up her perception of her career as a teacher of English.

Extract 45

Emilia: I think there are different elements that are at play in that sense, but I think the most important one is that I have the conviction of what I want to do [...] I want to teach and I want to teach English, so I think that starting from there is that I feel that

confidence in what I am doing [...] I trust in my abilities, the fact of having entered university, realising in fact that I came with a good level of English [...] and the other thing is that I also trust the teachers, the academic staff, this first semester I have realised that there are teachers who are super committed, with vocation, who transmit that, that desire and passion to teach, despite the fact that we are in an online class, and well, there are other goals that one also pursues, so all of this gives me this conviction and this confidence that I am going to be able to teach English well in the future (Emilia, PT#1-C)

Finally, both Jorge's and Emilia's accounts demonstrate more precisely the intrinsic connection these discussed elements have with respect to shaping participants' teaching confidence. Their general English knowledge, trust in their abilities and the perceived quality of the training programmes appear to mutually interact in bolstering a sense of certainty with respect to their future teaching practices, especially concerning pronunciation.

5.6. First-year participants' cognitions influencing factors

The previous exploration of qualitative interview data has revealed that first-year teacher candidates describe in their narratives a variety of elements that seem to explain their cognitions' origin and development. In the section that follows, I will present the most influential factors that characterise this group of participants and which will help make comparisons across cohorts.

For each of these aspects, I will signal previous participants' accounts which will help illustrate their contribution. These remarks will also be complemented with other original quotes to facilitate the main argument.

5.6.1. Vivid school learning experiences

As first-year trainees have recently finished high school, these learning experiences appear to be the first recourse to which they resort to discuss their pronunciation beliefs. These

memories are clearly illustrated and detailed throughout their narratives, and they seem to explain their most first-hand knowledge regarding language learning and teaching. For instance, as previously shown in Extract 23, some participants reflect that their views with respect to certain English varieties may have been inspired by their own learning environment, in which they were exposed to specific pronunciation models. These encounters, as a result, have made them more aware of their presence in ELT materials and usefulness to teach pronunciation.

Similarly, this influence has also been identified in their discussions about their own accent definition. Despite their accuracy concerns, all interviewees define their English as an approximation to either the British or American varieties. This dualistic perspective to define English is illustrated by Jorge in Extract 46 when discussing his desire to attain an American accent by the end of his degree. In this remark, he argues this benchmark of achievement is a result of his school exposure to this particular accent. He explains this familiarisation with the American accent has also resulted in a facility to produce that model over the British one.

Extract 46

Researcher: Why do you think, why would you like to speak like an American native speaker?

Jorge: Just out of habit, I think, because, at school, I've been taught American all my life, and my ear is more accustomed to that accent than to the British one, I mean, I still like British, but I'm not so comfortable speaking it (Jorge, PT#1-C)

A similar impact has been identified in this cohort's previous knowledge with respect to pronunciation's significance for communication. Despite the general acceptance of their lack of content knowledge, first-year interviewees draw on their past English classes where they were taught specific aspects of pronunciation, although in a very limited scope. Extracts 33 and 35, for example, demonstrate some aspects regarding prosody that these participants have learned at school; these are brought to reflect their cognitions with regards to those features that should

be prioritised in a classroom. Especially in the case of Valeria (see Extract 33), it is interesting to observe how she acknowledges her lack of understanding behind certain prosodic elements. However, her view is validated by this school learning image.

Other discussions have also demonstrated their high school memories influencing their perceptions with regards to their own abilities to learn and teach English pronunciation. As previously discussed, some participants define themselves as having exceptional language abilities, which made them stand out among their school peers and be considered “for the level I was at, I was kind of surprising” (Isabel, PT#1-B). Similarly, Extract 42 also illustrates how most of these pre-service teachers explain their teaching confidence by mentioning school experiences in which they could prove their natural skills to help their own classmates. The certainty about their success as future teachers of English, therefore, is justified by these vivid learning and tutoring experiences.

5.6.2. Media consumption

Together with their past experiences, first-year teacher candidates’ cognitions are founded in their interaction with mainstream and social media. In fact, this factor appears to be equally mentioned in participants’ narratives as the theme previously discussed. References to their media consumption have been found in all categories of discussion, but most frequently when these pre-service teachers refer to the prioritisation of specific pronunciation models and their own accent definition. Extract 14 shows how most of these teacher candidates see, for instance, the American accent as the most globalised, hence *familiar* English variety precisely due to its presence in films and other media sources. Other participants, such as Denise, recognise they “always rely on films because that’s the only way [they] know how people pronounce” (Denise, PT#1-A), confirming the film industry constitutes one of their main sources of information.

First-year participants also mention a wide range of online platforms they use to develop their English knowledge and potentially complement their training. These include

“YouTube videos and [...] podcasts” (Denise, PT#1-A), “bands and singers” (Emilia, PT#1-C) and “online games” (Julio, PT#1-B). As previously illustrated by Extract 20, some pre-service teachers describe their autonomous learning practices in which they have followed music samples as pronunciation models to imitate.

Similarly, online interactions through games or other social networking apps are also identified as a contributing activity, especially with regards to perceptions about non-ENL varieties. In this respect, when discussing the importance of using different English accents, Extract 47 complements Julio’s previous answer of rejecting too specific models that may hinder learners’ comprehension (see Extract 27). As illustrated below, he considers Indian people as having a *very strange accent*, and he even replicates an Indian TV character in order to illustrate this perceived *particularity* of the Indian accent. These cognitions, as he explains, are completely based on his personal encounters with Indian English speakers through online game platforms.

Extract 47

Julio: Like I think, in some games, well, I’m quite a gamer and in some games, uh, you can also hear non-native Indian English, for example, they speak in a very strange accent like “supreme tea, supreme quality in tea” (*he impersonates an Indian speaker from a TV commercial*). Same thing, it’s very, very weird (Julio, PT#1-B)

Finally, in relation to their accent identification, most interviewees compare their speech with that observed in the media to characterise their features. In this way, these student teachers report their exposure to TV series and films has greatly influenced the way they see and define their accent. For example, especially with regards to the American accent, Ágata, reports she “feel[s] that having more contact in some way with, with what it’s called, with the American world, makes me believe and feel that I have that pronunciation” (Ágata, PT#1-A). Although previous discussions have shown most of first-year pre-service teachers express their desire to attain the British accent, it is precisely the American variety the one that seems to be

more present in their media consumption, and therefore, contributing to their accent definition. This is also illustrated by Valeria in Extract 48.

Extract 48

Valeria: I'm more into American because, I repeat, the way I learned it was by watching series with an American accent, so now until recently, like, I don't know, 4-3 years ago, I started watching with more of a British accent, so I'm adapting, I'm, sorry, taking on new pronunciations, that's why I'm more used to American (Valeria, PT#1-C)

All these media and online resources, therefore, seem to be in constant interaction with their own previous knowledge base to conform their most elemental cognitions about pronunciation teaching. Now they have started their teacher training, these pre-service teachers also acknowledge the practice of relying exclusively on media examples have let them identify their previous pronunciation practices were not in line with the standards they have to adopt in the programmes (e.g., Extract 20).

5.7. Summary

This chapter has analysed some of interview data obtained to explain in more detail first-year teacher candidates' views with regards to pronunciation teaching and their contributing factors. This exploration aimed at complementing the quantitative data presented in Chapter 4 in relation to the six categories of analysis. In this respect, it has been observed that most of first-year participants attach great importance to pronunciation due to a perceived impact on meaning change. When discussing this impact, most interviewees refer to word-level features which they see as compromising accuracy and therefore intelligibility. Although there is an overall support to reaching mutual understanding as a pronunciation learning goal, the data presented has also suggested some of pre-service teachers consider both intelligibility and native-like speech as inter-dependent dimensions. This assumption is also illustrated in their cognitions about teachers and learners needing different pronunciation goals.

Additionally, this chapter has also demonstrated some contradicting views with regards to the use of different accents for pronunciation teaching. Despite acknowledging all accents are equally valid, this cohort favours the use of both the American and British accents as the basis of pronunciation teaching due to their global presence and a perceived *neutrality* which may facilitate understanding. Non-ENL varieties, on the other hand, are only regarded as useful to develop receptive skills. In terms of aspects, the results of the analysis also suggest first-year teacher candidates place segmentals as the core of pronunciation instruction despite acknowledging the importance of prosodic elements to convey meaning and develop fluent speech.

On the other hand, the examination of their teaching confidence has evidenced that these pre-service teachers possess positive views with regards to their abilities to learn and teach the language in the future, regardless of their current pronunciation concerns. These constructive perceptions are also founded in the trust they have in the academic staff.

Finally, the chapter has also revealed that these participants' recent school experiences and their media consumption influence their beliefs about language teaching and, most importantly, about pronunciation instruction. Their presence has been identified in all categories of analysis, but especially concerning their views about pronunciation aspects and models, their teaching confidence and their accent identification.

Chapter 6: Qualitative exploration behind third-year cohort cognitions

The chapter that follows moves on to describe in greater detail third-year participants' beliefs about pronunciation teaching. As with the previous chapters of findings, I will present a qualitative exploration of the interview data following the six categories of analyses. Each of these subjects will be thematically organised to facilitate reading and comparison between cohorts; they will include some references to the quantitative figures presented in Chapter 4, and original quotes from the interview data. The final section of this chapter, similarly, will concentrate on the contributing factors behind third-year teacher candidates' cognitions.

6.1. Beliefs about pronunciation importance

The survey exploration of pronunciation importance revealed that most third-year teacher candidates minimise its teaching relevance and impact for communication. In fact, this cohort of participants presents some of the lowest rates of agreement in this respect. Especially in relation to language teaching, they argue other domains should be prioritised, such as reading, listening and conversational skills.

The section that follows will present the thematic analysis with the aim of understanding the rationale behind these third-year participants' responses. Two themes have been identified in this exploration which seem to be closely related. The first part will discuss this cohort's overall view of English as part of *international communication*. This will be followed by a discussion on the notion that defines *pronunciation as specialised content*. Both themes will be presented with interview extracts and some references to previous findings.

6.1.1. International communication

All third-year interviewees agree on the notion that English has become the default contact language in international interactions. Their narratives emphasise how knowing this language is key "to be able to communicate with the rest of the world (Clara, PT#2-B) "because

most of the world speaks English” (Daniel, PT#2-A). Following this global character and emphasis on international communication, most third-year interviewees argue that pronunciation may take a non-essential role in spoken interactions, which in turn, reduces its relevance as classroom content. These participants describe their university modules discussions and personal experiences where they have learned different aspects of communication and how pronunciation seems to be of little importance given this current globalised reality.

For instance, two pre-service teachers make reference to concepts such as ELF or EIL to sustain why pronunciation may be of less importance. These interviewees draw on discussions about the role of English as a contact language they have had in their Linguistics lectures. As Extracts 49 and 50 illustrate, Amaya and Alejandro’s arguments show evidence of an important belief transition, where they acknowledge having previously thought the adoption of a specific accent was a requirement for succeeding in spoken communication. As a result, these participants emphasise the importance of keeping one’s identity as long as this corresponds to comprehensible speech.

Extract 49

Amaya: When I answered the questionnaire, they were teaching me a lot about what a lingua franca is [...] so I was very curious about that, because I also had the stigma that, I don't know, you had to learn a certain accent so that people would understand you [...] so when I read about the Lingua Franca, and realised that it was no longer fully necessary to know a certain accent perfectly, but that it was enough to be understood or else, that it was like a good thing to have one's own accent and not have to transform it into something else (Amaya, PT#2-A)

Extract 50

Alejandro: [...] that's why maybe I put less on pronunciation because I feel that pronunciation is not so important, although I still like to work on that, but I feel that it is

not so important when we are talking about learning a language, I mean, English as an international language.

Researcher: You've mentioned that a lot, what do you mean by language, I mean, English as an international language?

Alejandro: I mean we've been studying it in linguistics, for example, that English is an international language, but for example as a universal language, not necessarily as a local language, in other words, speaking English not as a British person, not as an American, but as an inhabitant of the world (Alejandro, PT#2-B)

This idea of not emphasising pronunciation though, seems to be in response to an idealised notion of what this content and its instruction involve. From Extracts 49 and 50, it is possible to assume that these pre-service teachers still have a mental representation of pronunciation as something that equates with nativelike speech, especially with respect to BrE and AmE. For instance, Amaya and Alejandro constantly support their beliefs with references to ELF and EIL, citing works by Jenkins (2002) and McKay (2003) in further interactions throughout the interview. However, the texts they cite do not discuss how pronunciation is of little importance in spoken communication. On the contrary, Jenkins' (2002) work focuses on understanding how intelligibility in NNS-NNS interactions can be compromised due to errors at the phonological level; McKay, on the other hand, advocates the inclusion of local culture contextualised methodologies in ELT. These participants' interpretations of such references, therefore, may confirm there is a heavy association of pronunciation with the imposition of an ENL accent, something they may have faced during their training.

It is also interesting to observe that both Amaya and Alejandro highlight the importance of mutual understanding, both from the speaker's and listener's point of view but without being explicit. However, their narratives show no indication of how pronunciation teaching can actually improve intelligibility for such instances despite being informed about ELF and EIL research. Instead, they minimise pronunciation's impact on communication and as classroom content.

Similarly, Daniel, in Extract 51, also refers to his university learning experience to explain why pronunciation should not be regarded as the most important factor for effective communication. Despite not referring directly to international interactions, he explicitly describes his methodology lecture made him aware of other aspects that could impact conversations more directly, such as syntax and sentence coherence. He acknowledges, however, that pronunciation was discussed as an important element, but not as the most essential component of language competence.

Extract 51

Researcher: [...] this first question that says that pronunciation is one of the most important aspects of language for successful communication, and you just told me that you didn't agree with that statement, so I wanted to ask you why?

Daniel: Yes, I remember thinking about that at the time, I had had a class on methodology, and we had been looking at it, because in fact we saw that the most important thing for successful communication was not pronunciation, but that the speaker was able to understand the language and could make sentences, like coherent sentences [...] like syntax [...] I mean, it talked about pronunciation being important, but it wasn't the most important thing on the list [...] it's not the first thing that a person, trying to communicate with other people in another language, should develop (Daniel, PT#2-A)

On the other hand, third-year student teachers draw on personal experiences where they could evidence how communication can take place regardless of pronunciation and language inaccuracies. Following his previous comment, Alejandro emphasises in Extract 52 he has also diminished the impact of pronunciation in his survey response due to a personal encounter with international speakers. As he describes, his travel experiences have allowed him to witness interactions between ESL speakers, in this case from the Arab Emirates. According to his view, these English speakers' competence, however, was very *bad*, but it did

not affect communication whatsoever. He also acknowledges in his account that he struggled understanding these speakers' accent as he was used to listening to British and American English.

Extract 52

Alejandro: as I was saying, I have travelled, and I had the opportunity to travel to the Arab Emirates, where I realised that, of course, they have English as a second language, but it was terrible, very bad, but they understood each other, it was a bit difficult for me because I was used to listening to British or American, so I was thinking about that at all times, in that context, in that situation that I could see it, in first person (Alejandro, PT#2-B)

Although the discussed interviewees from this cohort argue they see pronunciation importance reduced both for communication as classroom content, their views can be interpreted as a rejection to the importance of traditional approaches to pronunciation and its instruction as these are their closest learning experience. This reduced importance, therefore, may not be directly linked to the actual teaching of pronunciation, but to the belief that all pronunciation teaching practices refer to normative methods which seek to achieve nativelike speech.

6.1.2. Pronunciation as specialised content

Another common idea discussed with third-year interviewees corresponds to their perception that pronunciation constitutes specialised content. The participants who agree with this notion describe this content may be only a requirement for 'academic settings' or for learners who would like to pursue a more advanced training in the language, such as English language teachers. This conceptualisation of pronunciation also relates to their previous cognitions about its moderate importance both for communication and its teaching in regular classrooms. In this respect, in Extract 53 Amaya adds there is a difference in relation to the

impact of pronunciation depending on the setting in which interactions occur. She points out, for instance, that academic contexts might demand different pronunciation requirements, which may reflect these teacher candidates' own training experience at the programme.

Extract 53

Amaya: [...] I think I've made a difference, now that at university I've been taught a lot about pronunciation and all that [...] on the one hand I feel that, as I said, it's not like the most vital thing when it comes to speaking, but it still limits you in certain aspects so it's going to come to a point where maybe if you want to get by in certain areas, I don't know, especially academic ones, there's a lot of this thing about accents and I don't know what [...] but if it's for a conversation or in a context that's not so extreme or so specific, I don't feel that it's so important (Amaya, PT#2-A)

This interpretation of pronunciation as specialised content is also reported by Daniel in extract 54, who explicitly compares the different approaches to pronunciation teaching available depending on the type of learner. In his account, Daniel acknowledges the importance of instructing school learners of English about the 'basics of pronunciation', which focuses on features at the word level. However, he introduces this idea of "technical English" to explain how pronunciation might have a specialised character that is beyond the scope of these learners' needs. He also compares pronunciation teaching with phonetics, but then he retracts this analogy to emphasise how regular English learners do not need this technicism. Instead, he explains pronunciation is of greater importance to teachers of English and, once again, this idea of adopting a specific accent is mentioned as an unnecessary demand.

Extract 54

Daniel: But for common students in the ordinary education system [...] I don't think they need such a technical English, that is, they do need to know the basics of pronunciation, to know how to pronounce words well. But I don't think it should be so technical, I

mean, I do feel that they should be taught a bit of phonetics, or I don't know about phonetics, but the pronunciation exercise, but not at an academic level.

Researcher: [...] The academic level is for teachers, you mean, more focused on the person who is trained to teach.

Daniel: Yes, because I think that pronunciation is very important for a teacher [...] but as for the students, we know that English has evolved a lot in the world and there are many accent styles, so I don't think they need a specific accent or a specific model (Daniel, PT#2-A)

Daniel's comparison between pronunciation and phonetics is repeated in other interviews from the third-year cohort. For instance, in Extract 55, when discussing the importance of teaching segmentals and suprasegmentals, Pablo directly asks whether all these questions refer to the teaching of phonetics in order to confirm his ideas are on the right track for this question:

Extract 55

Pablo: It's just that now that I see them, they are both important [...] and when we refer to English teachers, when they teach pronunciation, we are focusing on the phonetics class, aren't we? Not all English teachers, for example, of grammar, proficiency. I was focusing on the phonetics teacher (Pablo, PT#2-C)

This immediate association between pronunciation instruction and phonetics confirms this cohort's technical view of the content. Pablo's question also exhibits a certain difficulty of picturing pronunciation teaching as part of the practice of a common English classroom and teacher. Indeed, this raises the question of how the linguistics courses of the programme are being connected with the more practical competences of a teaching degree. This and other possible influencing factors will be discussed later in this chapter.

6.2. Beliefs about pronunciation goals

The items that examined third-year participants' cognitions regarding pronunciation goals have illustrated that this cohort widely agree with the intelligibility principle (see Section 4.2). What is more, third-year teacher candidates demonstrate the highest level of agreement with this learning aim across all cohorts. This survey data also showed a little portion of participants showing favourable views with respect to nativelike pronunciation as a learning goal.

This chapter section describes the two themes that have emerged during the interview analysis to explain such beliefs, which include *intelligible speech* and *native-like speech as ultimate goal*. A discussion of these concepts will be provided below.

6.2.1. Intelligible speech

When discussing pronunciation learning goals, most interviewees from this cohort focus on how the teaching of pronunciation should be accommodated to respond to their interpretation of the Intelligibility principle. Although they tend to minimise the impact of pronunciation on spoken interactions, as shown in the previous section, they focus on ideas such as “making yourself understood” (Clara, PT#2-B) and a “denationalisation of English” (e.g., Extract 50) to explain this notion of using the language without replicating a specific accent.

Their narratives also demonstrate a better understanding of the interaction of different language skills to allow communication, which connects to their previous cognitions about the moderate importance of pronunciation in relation to other language domains. In Extract 56, Tania reports the teaching of pronunciation should be precisely to help learners achieve clear and intelligible speech. This goal, as she explains, should focus on speakers' comfort, and therefore should not respond to a specific pronunciation model.

Extract 56

Tania: I think the objective as, as I said with the other, with the other skills is that the person can make themselves understood as clearly as possible at the moment of, when communicating, and that's the sense of teaching pronunciation, now I don't think one has to, has to stick strictly to, to a certain pronunciation model for the person to be able to express themselves clearly, but it can be any of them, whatever, whatever the person feels most comfortable with (Tania, PT#2-C)

From Tania's remark it is also possible to infer a developing understanding of the difference between accent, intelligibility and comprehensibility. For example, Tania explains in the previous extract how learners can be comprehensible to their listeners without ascribing a certain accent. She emphasises it is the learners' choice to adopt the pronunciation model they feel *most comfortable* with. Although none of the third-year participants are aware of this terminology, some participants seem to be able to compare nativelike and intelligible speech and refer to their independence when it comes to comprehensibility. This is more detailly illustrated in Extract 57, where Pablo challenges the relationship between accent and intelligibility and confirms that communication can be achieved irrespective of speakers' accents.

Extract 57

Pablo: the main thing is that, is that we all speak, speak English not so much about the accent, for example, I mean, the only point of the accent, I mean, what's the point of the accent anyway? Because communication can take place effectively regardless of what accent a person uses (Pablo, PT#2-C)

Similarly, he also describes in Extract 58 how native speakers are not intelligible by default; in fact, he stresses some speakers with nativelike pronunciation can also be considered as hard to understand. Despite Pablo puts emphasis on the listeners' ability to comprehend

speech, he slightly touches upon the fact that both accent and intelligibility are not completely correlated.

Extract 58

Pablo: it can happen that they are not intelligible, even if they try, even if they comes out as a native speaker, for example, for a person, it's like this typical thing they say that some people understand English from England more than English from the United States, let's say the teacher has a native American accent, so someone who finds it easier to listen to English from England won't understand (Pablo, PT#2-C)

As previously discussed, some third-year narratives also suggest a shifting in participants' cognitions with regards to pronunciation goals. As previously illustrated in Extract 49, when discussing intelligibility and their relationship with different accents, Amaya points out how reading about the LFC has made change her perception. She describes her previous thinking was heavily associated with learning certain English varieties in order to be more comprehensible; however, it can be inferred that her current belief about the goal of pronunciation focuses more on mutual understanding and identity. Alejandro, likewise, complements his thoughts of learning English for international communication by explicitly saying his university readings have "changed my thinking, because I used to think like a full *British lover*" (Alejandro, PT#2-B). This denationalisation of the language, as he explains in Extract 50 and along the interview, also refers to the idea of teaching English to prime learners for mutual intelligibility regardless of the accent of choice.

6.2.2. Native-like speech as ultimate goal

Although all interviewees declare the focus of ELT, and most importantly, of pronunciation teaching, should be to prepare learners for international interactions, two participants argue that the instruction of pronunciation has an ultimate goal which corresponds to achieving nativelike speech. However, their narratives exhibit a different interpretation of the statement, whose focal point is teacher candidates and their learning of English

pronunciation. In this respect, Clara claims in Extract 59 the ideal scenario is that teachers in training finish their degrees with an almost indistinguishable pronunciation from native English speakers, to whom she refers as *gringos*. Similarly, when being enquired about her thoughts on the item about intelligibility as a general pronunciation goal, she explains pronunciation should help speakers communicate and facilitate understanding, but she emphasises once more that the optimal aim of pronunciation instruction is to sound like a native speaker.

Extract 59

Clara: [...] I think that, in the end, it's like, as it says there, like the goal of pronunciation, which is the final goal, if you are going to be a teacher focused on this topic of pronunciation, I think your goal is going to be that [...] that they come out almost *gringos*.

Researcher: [...] the one below, which says the same thing, is the opposite item, and it has to do with it being only intelligible or understandable to those who listen to them, and you also agreed with that one, so what would be the difference in this case?

Clara: [...] that in the end that's the objective of pronunciation as such, like making yourself understood, it doesn't matter in what terms, or in what aspects, and if you've already got there, that's great, you've done your job, great, but, as I said before, I think that the objective, almost as the final aim [...] is to sound like native speakers [...] (Clara, PT#2-B)

Furthermore, Pablo, expands this view and adds that teachers of English might benefit from having a near-native pronunciation as this could make them gain more respect from students. This connects to a previous discussion about the importance of pronunciation for communication, and how it determines the first impression of any interaction in comparison to other invisible skills such as “grammar and writing, reading or writing skills [which] are not visible at first glance, even though they may be super good in a teacher or anyone else” (Pablo, PT#2-C). In this respect, in Extract 60, Pablo describes teachers’ pronunciation could be crucial

to judge their competence to teach the language and he even admits his desire for acquiring a near native accent.

Extract 60

Pablo: I suppose that's the goal that all students have, I mean, if you want to be a teacher, the best thing you could have, your best tool is going to be your pronunciation because it's going to give the best impression when you're teaching, students will respect you more, maybe

Researcher: That's what I was going to ask you, the students are going to respect you more, that about the first impression you told me earlier that one can judge the teacher on how much they know or not, maybe by the way they sound

Pablo: Yes

Researcher: And you would like to sound native, as close to native as possible?

Pablo: It would be ideal (Pablo, PT#2-C)

However, when asking Pablo about these specific demands for teachers of English, he admits being conflicted and in a transition of cognitions where intelligibility seems a more reasonable goal. As Extract 61 illustrates, he analyses the advantages of having a nativelike pronunciation, and argues the teacher could represent a role model to students. He even raises the question of whether students may pronounce *correctly* if their teachers do not perform this near-native pronunciation, which he seems to identify as *correct pronunciation*. His point of conflict, nevertheless, is whether NNESTs will ever be able to achieve this kind of pronunciation, which he sees as a difficult and rigorous task. He continues this account by asking for confirmation regarding non-native speakers of English and their feasibility to learn nativelike pronunciation.

Extract 61

Pablo: I'm starting to think that it's too much to demand that a teacher be like that, and that it's enough if they are intelligible [...] I feel like I'm conflicted about those two

Researcher: Conflicted by what? How, what is the contradiction that you find?

Pablo: I don't know if a teacher should sound like a native speaker, partly I think so and partly I think not

Researcher: And in the part that says yes, why should it be, for example?

Pablo: Because it gives the students a role model, a goal, the ideal that they should achieve

Researcher: Right, like this role of the teacher being a model beyond anything else

Pablo: Yes, yes, and if the teacher pronounces badly how are the students going to pronounce well?

Researcher: And the other one? the other point that conflicts you too, about being only intelligible?

Pablo: Because you have to consider that we are not native speakers and it's very difficult that we do it naturally, is it possible? [...] I mean, if I ask you that, is it possible that everyone who graduates can do it with a native accent? (Pablo, PT#2-C)

These views about different goals for teachers and learners, however, are not reported by all participants from this cohort. On the contrary, the other four interviewees emphasise there is no immediate connection between teachers' accents and their abilities to teach the language. For example, Tania, one of the third-year participants explicitly states that "a teacher has to motivate the student who wants to learn [...] the accent of the teacher is a secondary issue for me, as long as what I feel in the classroom is that I want to learn" (Tania, PT#2-C). Indirectly, this also touches Pablo's previous point concerning pronunciation being the best tool to earn students' respect.

6.3. Beliefs about pronunciation models

The findings presented in Chapter 4 about pronunciation models, have demonstrated that the third-year cohort extensively validates all English accents. At the same time, there is a

decreasing support for the belief that pronunciation is learnt best by trying to imitate native speakers. Similarly, traditional pronunciation models, i.e., British and American English, also receive less positive rates with regards to their teaching relevance for pronunciation instruction.

The next section of this chapter will review the three key themes that have been identified in the qualitative data analysis to understand such cognitions. First, the growing perception that *learners do not need a model* when learning pronunciation. Closely related, it will also be discussed participants' attitudes towards *non-ENL varieties as authentic speech* and how these could serve as pronunciation samples. The section will finish with third-year teacher candidates' beliefs which partially refute previous views and argue to *maintain pronunciation status quo* in relation to traditional models.

6.3.1. Learners do not need a model

Four out of six interviewees question the importance of adhering to a specific model for learning pronunciation. Participants who report this belief focus on the global expansion of the English language, and how this has produced a shift in the way English should be taught. Their narratives illustrate a conscious awareness of language variation, not only with respect to non-ENL varieties, but also within regions such as North America and the UK. This language development, as they explain in their interviews, overturns the common practice of imposing a specific accent upon English learners. This is well described by Daniel in Extract 62 who lists different English realisations to explain the global character that English has gained throughout the years and his rejection of the idea that learners should stick to a specific pronunciation model.

Extract 62

Daniel: English evolved and changed and each culture, like [...] the Indian culture, acquired English and had its own accent, or evolved to have its own characteristic accent like the Mexican accent, so I think they are valid within the evolutions of English, for

example, like the Australian accent or the New Zealand accent, which are different from the British and American accents [...] the same regional accents exist in North America and the same regional accents exist in the UK [...] in relation to students [...] there are many different accent styles, so I don't think they need a specific one or a specific model (Daniel, PT#2-A)

Similarly, participants who report this belief, describe apprehensions in relation to their own pronunciation learning experiences and the status quo of teaching only certain varieties now that English is used as a lingua franca. In Extract 63, for instance, Tania expands her previous remark of pronunciation learners not needing to “stick strictly [...] to a certain pronunciation model [...] to express themselves clearly” (Extract, 56, Tania, PT#2-C). As she explains, her own learning experience at school was heavily biased towards hegemonic pronunciation models, despite her desire to be exposed to different varieties of English. While criticising this practice, Tania emphasises the idea that all accents are equally valid regardless of their origin or historical background.

Extract 63

Tania: any accent is valid, I always thought the same, sometimes I didn't understand why in primary school, for example, they only showed me RP, or only General American, when I wanted to expose myself to other speakers or, why they only used this method of showing me a formula on the blackboard, if I could also do something else [...] I don't think anyone owns the truth when it comes to, at the moment of pronouncing, for example, or at the moment of saying "no, I have more authority over this because this is mine, because I spoke it first" (Tania, PT#2-C)

In addition, those pre-service teachers who describe experiencing a cognition shifting as a result of their training (see Extracts 49 and 50), continue their narratives and emphasise the use of English as an international language should not respond to any standards. Especially with respect to pronunciation teaching, Amaya, for example adds “English is no longer just

owned by those countries [...] it's too widespread" (Amaya, PT#2-A) which, consequently, validates the inclusion of different pronunciation models which can reflect the everyday reality. Similarly, Alejandro concurs in Extract 64 with this belief and explains all accents should be equally included in pronunciation lessons. When being asked directly about his answer regarding the use of non-native speech samples, he explains this reinforces his view of English as a universal language in which *local standards* should not constitute learners' benchmarks of achievement. He finishes his comment by highlighting this new configuration of English should be enriched by different cultures.

Extract 64

Researcher: And in this more global context, what do you say about English as an international language, would you give importance to all of them then?

Alejandro: Of course, yes, I think that the same importance

Researcher: I was also interested in the fact that you also gave non-native speakers the same importance as the rest of the others

Alejandro: I feel that this helps to configure what I'm talking about as universal language, I mean, not giving it any standard, that is to say, not using local standards to emit a universal language, which is enriched by [...] all cultures (Alejandro, PT#2-B)

Despite not all interviewees explicitly acknowledge a transition from a traditional approach which prioritised BrE and AmE to a more deconstructed view towards different English varieties, this cohort shows an evident reinterpretation of English and general ELT practice. In this respect, the shared belief that learners do not need a specific pronunciation model seems to be in response to this way of thinking and their own personal encounters with the language. These points will be further developed in the next theme.

6.3.2. Non-ENL varieties as authentic speech

Closely related to the idea that learners may not need a pronunciation model, half of third-year interviewees advocate the inclusion of non-ENL varieties in pronunciation classes

because they represent authentic speech. The participants that agree with this idea highlight, once more, the fact that English is too globally expanded to focus ELT practices on just traditional models. As previously discussed, their views about language variation do not only comprehend 'outer circle' varieties, but also English realisations within English-speaking regions that have traditionally served as models and are constantly defined as static representations of this language (see Extract 62). In this respect, these third-year teacher candidates value the uniqueness of each English accent and argue this is part of a reality that needs to be considered when teaching English pronunciation.

Once more, these third-year participants reflect upon their own learning experiences to explain their ideas of using a range of English accents for pronunciation teaching. For example, when discussing their perceptions of a *good* pronunciation model, Amaya rejects in Extract 65 the unnatural character of ENL speech models presented in most ELT materials. Instead, she defines a good pronunciation model by explaining she has exposed herself to real life conversations, which has resulted in suprasegmentals improvement. She also emphasises she avoids learning from films as they are also purposely produced and, therefore, dialogues may not represent actual language use. This practice of exposing to authentic non-ENL varieties, as it can be inferred from Amaya's words, may be also beneficial for regular English learners who should be prepared for international communication, as she argues in previous remarks.

Extract 65

Researcher: What would be a good pronunciation model for you?

Amaya: Hmm a good pronunciation model, I would say more than anything, the *listenings* and all this, sometimes I feel like that they like are too much fabricated, like they are not very natural so at least what I tried to do [...] more than watching films and all that, because sometimes they are affected by the actor's accent or because [...] of the era, etc., I tried to see situations like, real life, I don't know, YouTubers talking or that kind of thing, and that it is a natural conversation, that it is not being forced, it is not

being acted, it has no purpose [...] that helped me a lot to understand, and I feel that it taught me to do stress, rhythm and all that (Amaya, PT#2-A)

Concerning the use of non-native speech samples as pronunciation models, these interviewees also consider they could serve as realistic representations of the use of English outside the classroom. These third-year teacher candidates point out, for instance that “when you are learning you are going to speak with people who also speak Spanish as their first language, and you are going to have to be able to understand that accent” (Amaya, PT#2-A). Exposing English learners to non-native models, therefore, would make them face the *real world* in which English is being used as contact language regardless of speakers’ backgrounds. This is also explained by Daniel in Extract 66 where he discusses the richness and authenticity of each accent and confirms non-native speakers of English can be also considered good pronunciation models.

Extract 66

Daniel: I think that each accent gives, how do I explain it, a particularity to the language, it gives it like a stamp, I don't know, I don't know how to call it, I don't know what to call it.

Researcher: and in relation, for example, to non-native accents, do you also think that they could be a good model?

Daniel: yes, because it would help with this issue of knowing how to understand the non-native accent in the real world outside the classroom, as long as the accent is understandable, as it says there in the question, [...] I feel that it is important because it gives that practice, so to speak, with what it would be like with the English of other countries (Daniel, PT#2-A)

Despite this call for the inclusion of non-native speakers as pronunciation models is not explicitly reported by all third-year interviewees, there is a shared perception that accented speech may not constitute a barrier to comprehensibility. As a result, these and other non-ENL

speakers may serve to develop learners' listening skills and raise awareness of language variation.

6.3.3. Maintain pronunciation status quo

So far, this section has reviewed that most third-year interviewees propose the use of different speech samples to represent the linguistic diversity of English. However, it is possible to identify divergent views which seek to preserve traditional pronunciation teaching approaches, and which confirm British and American varieties should be prioritised since they are the most common models.

On the one hand, some interviewees, such as Daniel, begin language ideologies discussions by stating “there are many different accent styles, so I don't think [students] need a specific one or a specific model” (Extract 62, Daniel, PT#2-A). Later in the interview, this statement is contradicted when stating “imitating native models is like what is most used [...] so if they try to imitate, for example, native models such as the North American one, which is more globalised, they may be a little more intelligible” (Daniel, PT#2-A). This perception about AmE being more globalised, hence intelligible, is also explained by the proximity that Chile and other Latin American countries have with the USA.

This is also reflected in Clara's narrative while discussing the use of English even in countries where it is not an official language. In this respect, Clara emphasises the importance of being conscious about social and language diversity, and that all language realisations should be equally treated. She even highlights that is necessary “to throw away this gap that exists that anglophone languages are the first world and [...] it is what commands the rest of the world” (Clara, PT#2-B). Nevertheless, when the interview turns on to discussing the importance of certain pronunciation models, she accounts that her own learning experience has been based on imitating native speaker models, i.e., BrE and AmE. This, as she points out “has worked quite well, so, I think they are tools that one would still use in the future, as a future English teacher” (Clara, PT#2-B).

Other interviewees also reflect upon established conventions with regards to pronunciation instruction, and how their reshaped cognitions and eventual teaching practices might need to accommodate to these norms. For instance, Amaya in Extract 67, describes that she is aware her cognitions represent a more progressive perspective in relation to validating different accents as pronunciation models. However, there is a sense of conformity to studying BrE and AmE, which Amaya describes as the norm. She adds that these models may be enough for those learners who are studying the language for more elementary purposes, such as school students. She highlights, nevertheless, that these practices should be flexible enough, so students are not forced to adopt these varieties.

Extract 67

Amaya: although I have a more global vision of English, most people expect or are predisposed to understand these accents, most of the English training is based on that [...] knowing these accents is the norm and it's what's right, it's what's expected, so for someone who wants to develop like just that far and doesn't want to like go further into why those accents are important, I think yeah, it's okay to teach them that, not to force them, like maybe to give them the choice [...] maybe for someone who is learning just at school (Amaya, PT#2-A)

Especially in relation to the British accent, this variety also represents what most of these pre-service teachers aim to achieve by the end of their degrees and is usually described as “elegant” (Clara, PT#2-B) “beautiful” (Amaya, PT#2-A) and what can “give you more status” (Pablo, PT#2-C). What is surprising in this cohorts’ narratives, however, is some participants’ rejection to the American accent, which seems to reflect a negative impression of the USA and the focus of their Phonetics and Phonology lectures.

Other calls for keeping the status quo have been identified in participants who believe that non-ENL varieties should only be used for receptive skills practice, as they are too specific or advanced. For instance, when discussing BrE and AmE prioritisation, Clara confirms in

Extract 68 that she validates all presented accents as potential pronunciation models. She also highlights the importance of being aware of different English varieties. However, when it comes to her general pronunciation teaching practices, she visualises herself using these models for listening activities or when her future learners are particularly interested in learning a specific accent. This is directly related to her previous opinions about prioritising BrE and AmE as previously discussed.

Extract 68

Clara: I don't want to say that I would give them less importance because they are still very important, but maybe I wouldn't focus so much on them [...] later on I would use them in listening or things like that, or in a more detailed topic if someone in particular wants to learn that kind of accent, but they are also very important, it's also super important to be aware of them and to know them (Clara, PT#2-B)

It is particularly interesting to observe how those participants who have maintained a continuous progressive narrative (e.g., Amaya and Daniel) now recognise they should also ascribe to traditional models for pronunciation teaching, leaving aside their previous claims for more inclusion of non-ENL varieties. The cognition transitions some participants have described, consequently, may also indicate these pre-service teachers are yet establishing their own beliefs within the existing state of affairs.

6.4. Beliefs about pronunciation aspects

As previously shown in the quantitative findings chapter, a wide majority of third-year teacher candidates appreciate a balanced inclusion of both segmentals and suprasegmentals when teaching pronunciation. Only a minor percentage (see Table 14) claim that teachers should only focus on consonant and vowel sounds, which once more confirms their view of integrating both aspects.

The qualitative data that will be presented below will involve those themes that have emerged when exploring the rationale behind their survey answers. In this respect, I will discuss third-year interviewees' understanding that *suprasegmentals facilitate communication*, together with their concept of *comprehensive learning* which advocates the inclusion of all pronunciation elements equally.

6.4.1. Suprasegmentals facilitate communication

When discussing the prioritisation of the aspects of pronunciation, all third-year interviewees state suprasegmentals features facilitate communication. This, consequently, raises the importance of integrating prosody in pronunciation teaching practices regardless of learners' language competence. Especially in relation to intonation, for instance, some participants argue that "more than the sounds, I mean the specific sounds, a good intonation can also help you to make yourself understood" (Daniel, PT#2-A) as it plays a role in both expressing and identifying the speakers' intention.

Furthermore, some teacher candidates also explain there must be a pronunciation standard in which all these features interact in spoken interactions. In this regard, Alejandro explains in Extract 69 that both rhythm and consonant and vowels sounds, to which he refers as *pronunciation*, should follow a specific pattern to facilitate communication. He emphasises, however, that this standard of pronunciation responds to the principle of assuring intelligible speech.

Extract 69

Alejandro: Somehow a certain standard of rhythm and pronunciation has to be established, it can't be without rhyme or reason, you have to follow a certain standard of pronunciation anyway.

Researcher: This standard in terms of being understood?

Alejandro: Sure, to be intelligible, absolutely (Alejandro, PT#2-B)

When explaining these beliefs, all participants draw on the phonetics and phonology knowledge acquired at university, which has helped them understand the importance of prosodic elements. The course modules, as expressed by some interviewees, “also give you another way of looking at phonetics, like accents, intonation and how important intonation is” (Daniel, PT#2-A). Similarly, participants’ narratives also mention different aspects of linguistics that can be affected by suprasegmentals. For example, Tania explains in Extract 70 that the knowledge and accurate production of segmentals might not be enough if prosodic elements are not clearly employed. She also reflects about Chileans’ speech patterns and how these are usually considered confusing by other speakers. As a result, she stresses the importance of teaching all pronunciation aspects to avoid breakdowns in communication.

Extract 70

Tania: because if I, for example, I know how to use sounds very well, but I express it in a tone that in a certain way, pragmatically, means something else, that I use an intonation that doesn't give a clear idea, because here in Chile I have friends from other, from other places who tell me that we speak in a singsong and sometimes it is not understood if we agree or disagree with something [...] so I think it is also important to teach things like intonation, stress, etc., more than anything else for pragmatic reasons, so that we don't screw it up in case something means something totally different depending on the intonation we use, for example [...] if I make a mistake and instead of saying /'prezənt/ I say /pre'zənt/ because it won't be understood (Tania, PT#2-C)

As exemplified in Tania’s account, third-year cohort’s narratives seem to be more informed about different branches of linguistics and their interaction to convey meaning. It is particularly interesting to see how Tania is able to differentiate among suprasegmentals and provide examples to explain her rationale. She also refers to more technical concepts, such as pragmatics, to call for the inclusion of suprasegmentals in pronunciation instruction.

6.4.2. Comprehensive pronunciation teaching

Following these references to facilitate understanding, half of third-year interviewees mention the notion of comprehensive learning to argue that all aspects should be equally included in pronunciation instruction. This time the focus lies on avoiding “to focus so much on each topic separately [...] they’re both important and they’re like the main thing in phonetics” (Pablo, PT#2-C). These participants see there is a correlation between both elements which, if not taught altogether, can affect learners’ knowledge of pronunciation, and potentially, their communication success. This can be inferred in Amaya’s words in Extract 71 where she explains that both segmentals and suprasegmentals are closely associated and therefore should be equally included in formal ELT instruction.

Extract 71

Amaya: because I feel that, if one is already having a kind of formal training in English, it's most likely that at some point pronunciation is going to enter into, into the conversation, so I feel that in fact, yes, I feel that all of that has a kind of correlation with each other and I feel that if one is like, left aside, it's going to affect the final product (Amaya, PT#2-A)

The teaching balance these participants refer to, is also illustrated in their narratives as part of the knowledge base learned at university. In this respect, these pre-service teachers describe their current learning experiences in which they are being taught the different aspects of prosody, including accent and stress. These elements, as some interviewees explain, “increase your knowledge on the subject, and, as they say, knowledge is power” (Clara, PT#2-B). As a Clara explains further in Extract 72, knowing the correct use and application of both segmental and suprasegmental features does not only improve learners’ speech, but it can also be beneficial for their confidence when speaking the language.

Extract 72

Clara: So, if you have the initial part, which in this case would be the segmental area, then you can go, like, a little bit towards the other area and you also learn a lot more and also improve a lot more on a personal level

Researcher: Okay, personally you mean as in terms of confidence? Like confidence in speaking, or what do you mean?

Clara: Exactly, confidence in speaking and you are also improving your level, your pronunciation as such (Clara, PT#2-B)

Once more, it is interesting to observe how the third-year cohort connects different aspects of language and teaching when explaining their cognitions. These accounts do not only illustrate these participants are more informed about English phonetics and phonology, but also in relation to their interaction with other linguistic aspects that facilitate communication.

6.5. Beliefs about confidence for pronunciation teaching

As previously shown in Chapter 4, third-year cohort's cognitions about pronunciation teaching confidence were explored by a series of items which included their own speech perceptions and their relationship with these teacher candidates' readiness to teach the content in the future. The data presented has shown, for instance, that the pre-service teachers from this cohort do not generally see themselves as good pronunciation models, and acknowledge being partially satisfied with their competence, especially in relation to their production of prosodic features. Segmentals, on the other hand, are widely reported as being accomplished.

The surveyed participants also acknowledge they still need to develop their own speech and acquire more knowledge to effectively teach pronunciation in the future. As these pre-service teachers are currently in the middle of their training programmes, this exploration also considered their attitudes towards the teaching of specific pronunciation aspects which they have already learned in some university modules, i.e., segmentals and suprasegmentals. In this respect, the quantitative figures demonstrate there is a shared sense of being more competent

in their knowledge of consonant and vowel sounds. However, as with other cohorts, their sense of being able to help learners improve their pronunciation in the future seems to be independent of these concerns.

This final category of analysis will be explained in terms of three themes. First, to explore their pronunciation apprehensions, their perceptions about how the *lack of practice affects language competence* will be discussed. With regards to their positive views about their teaching confidence, their *trust in training programmes* and their perceptions about having the *expected knowledge for their stage* will also be developed below.

6.5.1. Lack of practice affects language competence

As previously mentioned, most third-year interviewees describe their pronunciation concerns as a consequence of their lack of practice. These issues, as some participants report, have not only affected their pronunciation satisfaction, but their overall perception of their English competence. Especially in relation to pronunciation, Pablo acknowledges in Extract 73, for example, his need for pronunciation practice in order to develop more enthusiasm towards his accent and speaking confidence. He also recognises in this account that speaking constitutes his weakest language skill, and as such, it blocks his ability to communicate effectively with others. Additionally, when asking him about other aspects that could be involved in this respect, he confirms it is issues with his pronunciation that affect him the most. Interestingly, he only provides examples in which he has not been completely understood by native speakers as a result of his pronunciation.

Extract 73

Pablo: I need practice and pronunciation, pronunciation, that is, speaking, in my experience has always been the only thing that has always hindered me, it makes it difficult for me to express myself

Researcher: But is it necessarily because of these pronunciation issues that you feel you can't express yourself? Or is it also a question of nervousness or confidence that makes you unable to show what you know?

Pablo: I'm always a bit nervous when I want to express myself, but not enough to get stuck, it has happened to me sometimes that I talk to native speakers and sometimes they don't understand me, I don't know if they do it to make me feel bad, but I have to repeat what I say, or say it in other words, and then they understand me (Pablo, PT#2-C)

As Pablo's account illustrates, some of the third-year interviewees consider they still need to achieve certain standards so they can be content and consider themselves as good pronunciation examples. This makes them believe, therefore, that they need to improve their own speech before they can teach pronunciation effectively. However, these concerns are mostly described in relation to specific speakers or pronunciation models against which they are assessed at these training programmes. Similar to Pablo's, when discussing their negative attitudes towards their own English pronunciation, Daniel states in Extract 74 that he is aware of the multiple mistakes he makes when speaking English; these, as he points out, are primarily in relation to intonation patterns. Furthermore, he recognises these errors involve the lack of approximation to his desired pronunciation model, which in this case corresponds to the British accent.

Extract 74

Daniel: Because for example in speaking I still make a lot of mistakes in things that I self-correct later on, that I sometimes notice, intonation for example

Researcher: Sure, and in speaking, when you say that you make mistakes in some things, in intonation, for example, is this in relation to the model that you are following, the British one, or because you are not understood, or how do you realise that it is a mistake, for example?

Daniel: No, in relation to the model (Daniel, PT#2-A)

This lack of practice is explained in their narratives as a result of the continuous strikes affecting their training programmes and the Covid pandemic. The current situation has produced discontinuity in their learning progress, which has especially impacted their pronunciation development. In this respect, Daniel adds in Extract 75 that both university strikes and online classes have severely affected his pronunciation performance. This, in turn, has produced a sense of uncertainty and reluctance to speak English.

Extract 75

Researcher: And in relation to what you are telling me now, you don't feel so confident now, does it have to do with pronunciation or other aspects that you haven't been able to practise because of the strike?

Daniel: I think it's pronunciation, I think I feel more distrustful, as if I'm not confident in speaking the language itself [...] and not only with the strikes, because with the online classes I also felt more reluctant to speak English (Daniel, PT#2-A)

Similarly, other third-year teacher candidates acknowledge missing the language exposure they had before the Covid pandemic. As the health emergency has led to all classes being held online, these teacher candidates see this reality as “lowering our level of practice a little bit in general, verbal skills around the world, social skills” (Clara, PT#2-B). This, consequently, has also undermined their pronunciation and speaking confidence, which confirms the speech concerns reported before. In this regard, Alejandro describes in Extract 76 that despite his knowledge on pronunciation, his confidence depends heavily on these opportunities to practice the language with other peers. He also acknowledges with some embarrassment his failed attempts to continue speaking English with his classmates given the context.

Extract 76

Alejandro: These are things that you improve with practice, and that, I mean (laughs) it doesn't depend so much on my knowledge, it depends more on my confidence and that, and perhaps on the absence of being able to practise the language more often

Researcher: Yeah, and, for example, with your classmates don't you just practice speaking English out of training hours, for example?

Alejandro: We've thought about it, but we thought it would be too nerdy (laughs) [...] I'd love to, I'd love to, but it's like I tell them, "come on guys, let's speak in English", and "oh, no, that's so nerdy", so it's also like a super external factor (laughs) (Alejandro, PT#2-B)

It is interesting to observe, however, how accounts like Alejandro's see this lack of practice as an external factor. In this respect, regardless of their content knowledge and efforts to have a sense of learning continuity, these challenges are described as something outside their control which greatly affects their self-image, and most specifically, their perceived pronunciation competence.

6.5.2. Trust in training programmes

Although their previous cognitions about the lack of language practice have produced a sense of hindered pronunciation development, most third-year teacher interviewees attribute their teaching confidence to their university programmes. As such, these pre-service teachers describe most of the academic staff as "competent [...] extremely supportive" (Clara, PT#2-B) and always "looking for ways to make [learning] more enjoyable and more entertaining" (Amaya, PT#2-A). These characteristics raise participants' perceptions with respect to the quality of education they are receiving in this training degrees, which directly benefits their certainty to teach pronunciation in the future.

For instance, while discussing their confidence of being able to help students improve their English pronunciation, Alejandro discusses in Extract 77 that he trusts the training programme has provided the necessary skills to teach English effectively. This faith is not only

associated with the education he has received so far, but also with those skills he will develop in the next years of training. What is more, despite acknowledging he has not tested these competences out yet, he is sure that he will be competent enough for teaching pronunciation.

Extract 77

Alejandro: I feel that the university has given me competent and important tools to develop a good way of teaching [...] perhaps they are not all there yet, or perhaps I have not yet applied them well because I have not been in the situation of having to teach yet [...] so, yes, I feel that the university is giving me, and is going to give me the tools with respect to what you were saying (Alejandro, PT#2-B)

Interestingly, not all perceptions on their university modules and academic staff are entirely positive. Some interviewees describe their phonetics and phonology courses as “monotonous” (Amaya, PT#2-A) and “not pedagogically innovative” (Clara, PT#2-B) and some lecturers’ attitudes as “intimidating” (Amaya, PT#2-A) and “too rigorous” (Alejandro, PT#2-B). These aspects have been identified in their narratives as leading to negative teacher-student relationships, and as a result, defining the content of pronunciation as something “difficult” (Amaya, PT#2-A) and “complicated” (Clara, PT#2-B). However, despite these *bittersweet experiences*, these student teachers they show their gratitude towards these modules, as the overall experience has made them learned what is necessary to be a successful teacher of English. This is reported by Daniel in Extract 78 where he discusses he is grateful for the learning experience despite its inherent difficulty. He also confirms he is satisfied with the training he is receiving, and that this aspect of his professional development will be a predominant influence in his teaching practices.

Extract 78

Daniel: the education they have given me at the university I feel that, although it was difficult, it was good [...] I think that the university is going to carry more weight than what I do on my part

Researcher: So, at least with the programme, are you satisfied then with the teaching you have been given in the programme?

Daniel: Yes, yes (Daniel, PT#2-A)

On the other hand, all third-year teacher candidates highlight the comprehensive training focus these university programmes offer. Interviewees discuss pronunciation is covered in all modules and not exclusively in those related to phonetics or phonology. Especially with regards to assessments “they have like different categories, and one of those categories is always going to be pronunciation” (Clara, PT#2-B). This, as all interviewees describe, asserts their confidence in the quality of education there are receiving.

It is important to point out, however, that none of these training degrees includes pronunciation pedagogy in their syllabi; this information has been confirmed by interviewees and an exploration of these programme curricula. Despite this lack of training in pronunciation instruction, these teacher candidates see themselves as knowing “techniques that were given to us to learn it, which perhaps we can later use them ourselves” (Amaya, PT#2-A). This own pronunciation learning experience, as a result, is seen as their content knowledge base.

6.5.3. Expected knowledge for their stage

Closely related to the trust these third-year cohort reports regarding their degrees, half of the interviewees believe they possess the pronunciation knowledge that is expected for their training stage. Although the majority of these pre-service teachers recognise having pronunciation concerns which affect their perceived language competence (see Section 6.5.1.), their sense of teaching confidence is found in their hopes of improving and gaining the necessary skills in their next training years.

In this respect, these participants are able to recognise those aspects that are well achieved, especially regarding English segmentals and express their overall pronunciation “is not the best, but it's okay” (Amaya, PT#2-A). This is well illustrated in Alejandro's account in Extract 79, where he discusses he feels satisfied with the knowledge acquired so far at the

training programme. Moreover, he explains his pronunciation and teaching knowledge is proportional to his training stage and his ability to acquire these competences.

Extract 79

Alejandro: I think that, for example, according to what I know, to my knowledge, I think I'm fine, I mean, I know I can learn more, but according to what I know, I think I'm at the level [...] the rest is a matter of confidence, of lack of practice, more than anything else, and that, of course, about pronunciation I think I'm also okay according to what I know, and what I've been able to learn so far is like proportional to what I can manage, I won't be perfect, but I think that, according to what I know, we're okay (Alejandro, PT#2-B)

Similarly, all third-year interviewees acknowledge their needs for improvement in relation to English suprasegmentals. Nevertheless, these concerns are also reported as contemplated given their professional development phase. Interestingly, some of these teacher candidates reinforce this positive view towards their learning journey and believe “that a person never stops [...] improving in some respects” (Tania, PT#2-C). As Clara states in Extract 80, additionally, some of these pre-service teachers have just started their courses on English prosody and, therefore, they are hopeful about their future training. Clara’s account also exemplifies the high benchmarks of achievements some of these pre-service teachers have in mind throughout their training.

Extract 80

Clara: What else? The issue of intonation is because I still feel that I still have a lot to learn, that in that sense we are just starting the accentuation course as such, and my pronunciation in general because I feel that I can still get better, to improve.

Researcher: To get better, what would be your goal? What would you like to?

Clara: My goal? My goal, just like that, is native pronunciation, hopefully British English (Clara, PT#2-B)

The two final accounts also illustrate the intimate relationship between participants' language development and the university programmes they have chosen to pursue their degrees. In this sense, the interaction between these last two themes is seen as confirming their optimistic future as teachers, and most importantly, when teaching English pronunciation.

6.6. Third-year participants' cognitions influencing factors

The themes previously discussed have demonstrated that third-year teacher candidates mention a range of influencing factors involved in their cognitions' development. The examination of these and other data obtained in the qualitative interviews has resulted in the identification of three main contributing elements which appear to represent the third-year cohort in general. These will be discussed below with reference to previous sections and additional interview quotes that will help illustrate their influence.

6.6.1. Teacher training

Third-year participants' references to their teacher training appear as the most commented influencing factor throughout survey and interview data. As these teacher candidates are currently in their third year of study, their narratives describe aspects which they have learnt especially in their modules about linguistics, ELT methodology and English phonetics and phonology (e.g., Extracts 50 and 51).

For instance, when discussing pronunciation importance, both Amaya and Alejandro make special emphasis on the discussion about ELF and EIL in their university courses to explain their thoughts (see Extracts 49 and 50). These participants do not only refer to these concepts to describe why pronunciation importance may be reduced, but they also explicitly acknowledge a belief transition because of these learning experiences. Most importantly, the majority of these participants are able to identify those pieces of reading that have inspired their beliefs. This is illustrated in Extract 81 where Alejandro confirms further in the interview a specific article that made him understand English as a means to connect people.

Extract 81

Alejandro: You see, precisely what I was talking about is that I'm, I've been studying a lot in linguistics, what I told you about English and International language, of course, now I've read a lot about that, apart from the fact that I really liked the text, so, then...

Researcher: Can I ask you, Alejandro, what text is it?

Alejandro: You see, they are papers more than anything else, by Sandra McKay [...] as I was saying, these things I've read recently have changed my vision a lot regarding [...] the issue of universal language, etcetera, and not in the sense that, for example, English is like "ah, the empire, like in the colony, we're going to colonise everyone with English", no, no, but with how interesting it is, for example, to master a universal language to unite people. (Alejandro, PT#2-B)

References to their training are also found in participants' attitudes towards accents, the importance of suprasegmentals and more general discussions about ELT professionalism. For instance, when discussing native-speakerism and its implications for ELT practice, Daniel draws on one academic article he had read at the time of his survey participation. As illustrated in Extract 82, he justifies being in partial disagreement with the statement suggesting native speakers may be better at teaching English, precisely as a result of this reading.

Extract 82

Daniel: I partially agreed, because I was still kind of, like, doubting it, at that time I had read an article I think, about that very thing, about native speakers of English, teaching the language [...] and it said that they are good, because they do know a lot about their language, but they don't know, perhaps, the problem is that they don't know how to connect it to the culture or the language where they are teaching (Daniel, PT#2-A)

Together with these specific references to articles and course modules, third-year teacher candidates also illustrate in their narratives more implicit assumptions that seem to be a reflect of their training. As previously shown in Section 6.1.2., pronunciation is associated by

some interviewees with specialised content; as they explain, this technical knowledge may be of interest only to those who want a more advanced training in the language. Pablo's account in Extract 55, for example, demonstrates this immediate connection between pronunciation and his phonetics class, which prevents him from visualising this content instruction in other educational settings. In the same way, when discussing the prioritisation of certain pronunciation models, Clara discusses in Section 6.3.3. that she would focus her own pronunciation teaching practices on the models she has been exposed to, i.e. British and American accents, which have proved to be effective.

This incipient and different realisation of the *apprenticeship of observation* is especially identified in those discussions where they acknowledge not having been trained in pronunciation pedagogy. As pointed out by Clara in Extract 83, some third-year teacher candidates describe learning certain elements that they can apply in their future careers as teachers. However, these references point out her lecturers' actions, which she considers as effective pedagogical practice. Similarly, these strategies do not only refer to individual experiences, but also to those instances in which they could observe lecturers teaching their peers.

Extract 83

Researcher: But, for example, is there any discussion about how to teach or what things you could use in the future to be able to teach pronunciation?

Clara: Hmm, I wouldn't know, but I think that in the end, like this kind of thing, you get it from the experience of the classes, you do a sort of sieve, and you say, "oh this was really useful" or "this was really useful for my classmates", so you sort of take notes (Clara, PT#2-B)

As previously discussed in the section of pronunciation teaching confidence (6.5.) the trust these student teachers show with respect to their teacher training confirms their

pronunciation learning experience can serve as both as their knowledge base and as a model for their eventual teaching methods.

6.6.2. Media consumption

Third-year teacher candidates also describe most of their cognitions derive from their interaction with mass media and online resources. Activities such as listening to English songs (Clara, PT#2-B) and watching series or films (Daniel, PT#2-A) have been part of their lives even before starting the teaching degrees. For instance, when discussing their pronunciation competence development, Clara states that “since I was a child I was listening to songs, I'd start writing the lyrics, and I'd get into how to pronounce these words a little bit, or things like that” (Clara, PT#2-B). Other participants acknowledge adopting more drastic measures to be in continuous contact with the English language and complement their training, which include “avoid[ing] everything that is in Spanish [...] the sources of articles, news, magazines, I change everything to English, I look for it in English, I don't like to speak Spanish” (Pablo, PT#2-C).

In this way, their exposure to English-related content is reported as constantly shaping their beliefs. In Extract 84, for example, Pablo builds on this idea of only accessing English virtual media and explains his rationale for considering English as a global language which belongs to anyone who speaks it. When being asked whether these ideas were developed during his teacher training, Pablo discusses they are, in fact, a result of his interactions with international speakers through online games and forums. He lists a range of speakers of different nationalities that have used English as a contact language and highlights that, interactions with American and British speakers, as to which he refers as *native speakers* throughout his interview, constitute only a minority.

Extract 84

Researcher: you agree that English is now a global language and therefore belongs to anyone who can speak it [...] I wanted to ask you if you have always had these ideas in

your mind, or are they something that have been developed through your studies with these subjects that you have had in your training?

Pablo: I haven't always had this idea, but I didn't develop it during my studies, but rather through my own experience using English on the internet

Researcher: Through games and things like that?

Pablo: And communities as well, I mean like forums [...] I'm sure it's a minority of people that, the Americans and English people that I've spoken to, I think most of the people are from other countries [...] Chinese, Russians, from other countries in Europe, France, Italy
(Pablo, PT#2-C)

In the same way, mainstream media influence has been identified in third-year cognitions with respect to accent validity and pronunciation models. As shown previously in Extract 65, Amaya, discusses the importance of including more authentic speech samples for pronunciation instruction. She defines these genuine models by exemplifying her exposure to “YouTubers talking or that kind of thing, and that it is a natural conversation, that it is not being forced, it is not being acted, it has no purpose” Amaya, PT#2-A). Later in the interview she reinforces this idea by describing her experience with social networks which have made her be aware of accent discrimination practices. As she states in Extract 85, her idealised view of ‘inner circle’ countries was challenged when she realised some speakers were criticised by their accents. She emphasises her rejection to these actions and highlights accented speech should not be target to prejudice and denigration.

Extract 85

Amaya: I use a lot of social networks, Twitter, all that, so I always see experiences of people, mainly Latin Americans, which is what I could identify with, when they are in the United States, and it causes me a lot of surprise because before I had a version, a very idealised vision of these countries, so realising that they don't see us in the same way, or that they denigrate us for not having their accent [...] I was surprised, so I say, just

because I have, I don't know, an accent, as a Chilean person who speaks English doesn't mean that I'm going to know less, or that they have to denigrate me when I talk about it [...] so I feel that English is no longer just for those countries [...] it's too expanded to just focus on that (Amaya, PT#2-A)

These encounters with English outside the classroom seem to be in constant communication with their teacher training experiences. In accounts like Amaya's in Extract 85, these influences appear as confirming the knowledge imparted at university and validating a more global perspective towards ELT. In others (e.g., Extract 63), they may serve to face a different reality outside the classroom, which could encourage other approaches for language teaching, especially with regards to pronunciation.

6.6.3. Personal projection

The final contributing factor identified in third-year participants' narratives involve their own personal projections about pronunciation instruction and language learning in general. Different remarks have demonstrated that most interviewees see themselves reflected in their potential students, and therefore, their current desires or challenges shape the visualisations of those learners' needs. For instance, some pre-service teachers acknowledge downgrading the instruction of listening strategies "mainly because for me they were very, very difficult to acquire" (Tania, PT#2-C).

When discussing pronunciation importance, on the other hand, Pablo explains in Extract 86, he has considered this content to be quite relevant together with grammar and vocabulary. Despite acknowledging pronunciation *is not everything*, he emphasises this subject constitutes a major element in ELT as he struggles himself with it. This self-reflected concern, as a result, determines the level of importance he gives to pronunciation instruction among other language domains.

Extract 86

Pablo: I also care that they learn grammar, vocabulary, pronunciation is not everything.

Researcher: Yeah, then the other content as you put in the table, they are all very important, you mean to make a balance between other content as well?

Pablo: Yes, only pronunciation is like super crucial for me because the other aspects don't matter so much to me, because I already master them enough.

Researcher: The other aspects like grammar, vocabulary and things like that?

Pablo: Yes, writing (Pablo, PT#2-C)

Participants' personal preferences are also seen as determining their cognitions about the teaching of certain models and language skills. Some interviewees recognise, for instance, having a "love-hate relationship" (Pablo, PT#2-C) with American speakers or directly a "rejection to the American accent" (Clara; Alejandro, PT#2-B) which minimises their preferences for this pronunciation model. Similarly, while reflecting on the relevance of instructing learners into the culture of English-speaking countries, Clara states, for instance that she believes "these are things you have to know and mostly because it's super entertaining, I like it". Now with regards to pronunciation, she explains in Extract 87 why she considers it as an extremely important content to be taught in ELT classrooms. As she acknowledges, her own personal interest for pronunciation influences her view of the subject and, therefore, it raises its importance.

Extract 87

Clara: That the issue of pronunciation is personally very important to me because I like it, and I like it when people say to me "hey, Clara, your pronunciation is great".

Researcher: You think it's important because you like it

Clara: Yes, that's right (Clara, PT#2-B)

It is interesting to observe, however, how these two participants demonstrate different motivations that contribute to a similar perception of pronunciation importance and about

teaching goals (see Section 6.2.2). On the one hand, Pablo emphasises the idea that people may “respect you more, they are going to look you up or down according to your pronunciation” (Pablo, PT#2-C). The personal challenge he describes in Extract 86 and throughout his interview seems to be closely related to his previous comment about aiming towards nativelike speech (see Extract 60), which he sees as the ideal benchmark of achievement. Clara’s standards, however, are mainly founded in her personal enjoyment with the content, and as she describes her “life goal is to have the native accent, [...] British ideally” (Clara, PT#2-B). Despite these different personal interests, they both project their own needs and desires when defining how pronunciation instruction should be provided.

6.7. Summary

This chapter began by describing third-year teacher candidates’ cognitions with respect to the importance of pronunciation teaching. The exploration of both quantitative and qualitative data has demonstrated that these participants hold a more global perspective towards ELT, which, in turn, reduces pronunciation’s perceived relevance for communication. Similarly, some of these student teachers also consider this content as specialised knowledge which may explain its moderate teaching importance. Despite its decreased significance and some references to native-like speech as an *ultimate learning goal*, there is a shared perception that speakers of English should aim for intelligible speech when learning pronunciation. Their narratives also illustrate an implicit understanding of the difference between accent, intelligibility and comprehensibility which confirms a more informed view about accent diversity.

Regarding pronunciation models, most third-year student teachers claim learners may not need a model and suggest all accents should be equally respected. There is also an emergent call for the inclusion of non-ENL varieties as pronunciation models, which could represent more authentic speech. However, some tensions have been identified among these cognitions and

those perceptions that advocate the prioritisation of *common models*, i.e., British and American accents.

On the other hand, the findings presented in this chapter also suggest the third-year cohort values a balanced instruction of English segmentals and suprasegmentals. This belief explained by training discussions about prosodic elements facilitating communication and the needs for providing a comprehensive pronunciation learning experience.

The analysis of their teaching confidence illustrates, additionally, that these teacher candidates' pronunciation concerns are associated to the lack of practice they have experienced because of the continuous university strikes and the Covid pandemic. In spite of these challenges, these pre-service teachers are hopeful about their future careers. They attribute their teaching certainty to their trust in their training programmes and the visualisation they will be taught the necessary skills in their next training stages.

The final section of this chapter has revealed that teacher training corresponds to the most influential force in shaping their language-related cognitions. This contributing factor, together with their media consumption and other personal projections are in constant interaction to either confirm or reject their teacher training knowledge.

Chapter 7: Qualitative exploration behind fifth-year cohort cognitions

The following chapter of this thesis moves on to describe fifth-year teacher candidates' cognitions with regards to the six categories of analysis. As mentioned in previous chapters, the qualitative interview data that will be presented here aims to complement and develop the snapshot of participants' beliefs about pronunciation instruction presented in Chapter 4. Each of these categories, therefore, will be thematically illustrated to represent more easily this cohort's narrative and allow comparisons between groups of participants. Additionally, the final part of this chapter will offer a description of the main factors influencing fifth-year trainees' cognitions.

7.1. Beliefs about pronunciation importance

As previously demonstrated in Chapter 4, the fifth-year cohort shows one of the lowest rates of agreement with the importance of pronunciation, both as a factor that may impact communication and as a learning content. Some surveyed participants, in fact, strongly opposed these statements about the relevance of pronunciation. They prioritise, conversely, reading, listening and conversational skills in their survey responses.

These responses will be thematically analysed in the following section. I will start by presenting the most common theme discussed among fifth-year teacher candidates which addresses that *communication takes priority over correct pronunciation*. Next, interview data will be used to show the fifth-year cohort's perceptions of *pronunciation as specialised content*. The section will finish with the exploration of their cognitions about considering *students' comfort as a priority* for pronunciation instruction practices.

7.1.1. Communication takes priority over correct pronunciation

Interview data, as previously mentioned, suggests fifth-year student teachers emphasise communication taking priority over *correct* pronunciation. Most participants describe learners needing to acquire more *transferable skills* such as reading, listening and conversational skills. These abilities, as they describe, could help them develop not only their English competence, but also other metacognitive strategies about “how they themselves learn” (Colomba, PT#3-B) which could be transferred to other learning experiences.

When discussing pronunciation correctness, however, their conceptualisation is constantly defined with the use of the word ‘perfection’. In this sense, participants repeatedly contrast what would be considered correct pronunciation with a *perfect*, hence idealised notion of speech. For instance, when asked about the level of agreement on the importance of pronunciation for successful communication, Elena, a fifth-year teacher candidate, directly contrasts both conceptions by stating “I think it does have to do with understanding [...] understanding the message, communication is always important, more important than perfection, so eh that’s why I partially agreed and not totally agreed” (Elena, PT#3-B).

In the same way, this association with perfection is also reflected in their thoughts about the relevance of including pronunciation in ELT lessons. For example, Extract 88 illustrates Bastian’s rationale behind marking down pronunciation instruction in relation to different language skills. As he describes, his experience in a student exchange programme, where he interacted with different international speakers, made him realise they could all communicate successfully *regardless* of their own accent or the many pronunciation ‘mistakes’ they made. Additionally, he acknowledges these interactions challenged his own paradigm about achieving a *perfect* pronunciation as a future teacher of English. When explaining this change of cognition, he refers to the actress Sofía Vergara, who is widely known by her iconic representation of a Spanish-accented English speaker in the TV series *Modern Family*. This example, as it can be interpreted from his words, is given to demonstrate speakers should feel free to demonstrate their identities as long as their speech is comprehensible to others. Once more, Bastián’s

reference to how this experience produced a shift in his thinking alludes to this idealised view of pronunciation and its instruction, which is, consequently, materialised in reducing its importance.

Extract 88

Researcher: I want to ask you why you consider that pronunciation is a moderately important content in relation to the others that you see with a little more relevance

Bastián: Yeah, I think that this answer relates directly, for example, with the trip, I had never been to an English-speaking country before [...] there were students from all over the world and of course most of them were native English speakers or from

Commonwealth countries [...] and there I realised that of course you have this [...] issue because you are going to teach, you are looking for perfection and I think that's where I broke this paradigm [...] if you are going to speak like Sofía Vergara, you can do it as long as you make yourself understood [...] there were Chinese people that you really didn't understand or Indian people for example that I heard many of them also spoke with their accent and maybe they made pronunciation mistakes and at the end of the day I felt like it didn't matter so much (Bastián, PT#3-A)

Indeed, Bastián's comments on how international speakers can be understood despite their accented speech also illustrate this cohort's understanding of the difference between accent and intelligibility. However, this constant comparison between pronunciation as a general construct and the acquisition of *perfect* speech seems to be influenced by his past experiences learning English phonetics and phonology at their teaching degrees, which most interviewees describe as "strict; invasive; complicated" (Lorenzo, PT#3-B) and "cut-throat (*corta cabezas* in Spanish)" (Bastián, PT#3-A). This, as a result, raises concerns about the benchmarks of achievement under which these teacher candidates are trained. This discussion will be also resumed in the next section about pronunciation teaching goals.

7.1.2. Pronunciation as specialised content

Following the discussion about communication taking priority over *correct* pronunciation, fifth-year participants' narratives exhibit a specialised character assigned to pronunciation and its instruction. Most interviewed student teachers from this cohort refer to pronunciation as something that may be too specific for Chilean school contexts, which, therefore, reduces its teaching relevance. This may also explain the weak presence that pronunciation instruction has in these trainees' reported practices.

As Colomba explains in Extract 89, for example, English language teaching should focus on the learning of more general skills; other more *specific* content, such as pronunciation, fluency and grammar can be eventually included as part of this general practice. Once more, conversational and listening skills are commonly proposed throughout this cohort's interview data as examples of competences that should be prioritised in the classroom, and where pronunciation can be added implicitly.

Extract 89

Colomba: [...] maybe you can start from something more general, and from there go to the specifics so that they feel more comfortable because I don't think students in general know a lot of specific things [...] teaching them more general things, more of the skill itself, it can lead to teaching more specific things like pronunciation, fluency and grammatical structures (Colomba, PT#3-C)

In agreement with Colomba's view, Lorenzo considers pronunciation should not be assessed in summative evaluations. As Extract 90 shows, he suggests assessing pronunciation throughout classroom practices and defines his comprehension of students' pronunciation would be enough to determine if their performance is suitable. What stands out in Lorenzo's remark is his comparison between pronunciation and grammar, and how these aspects are usually taught through predetermined formulas. This is later explained in the interview in reference to his own learning experience of phonetics and phonology, which he describes as "it

was everything, everything as he said, we all knew his way, basically, in the end [...] the tests were learnt by heart, because you had to remember where he put the stresses and all that, it was really complicated” (Lorenzo, PT#3-B). These strict evaluation standards seem to be something this participant would like to avoid in his school teaching practices, which directly affect his way of viewing pronunciation, especially in terms of assessment.

Extract 90

Lorenzo: [...] pronunciation is important, but more formatively, I don't know if I'm making myself clear, at the moment of teaching it is better to use pronunciation as, not as an evaluation axis in the, in the summative stage, for example, at the moment of giving marks, but it has to be constantly, assessed, during the whole learning process [...] for me, pronunciation is just that, just like grammar [...] one always teaches using formulas, or almost always [...] I find that, of course, if the message can be, if it is clear, if it is understood, basically, if I can understand it, it would be correct [...] if I were in university classes, then it would be a little bit more, I would be a little bit tougher in that sense, like it's more important, we are talking of a different level, because at school the level they demand is very low (Lorenzo, PT#3-B)

Once more, this shared understanding of pronunciation as *specific* or *specialised content* is illustrated as a response to their own challenges when learning English pronunciation at these training programmes. Lorenzo's remark, for example, refers explicitly to differentiated demands depending on the educational context. However, these *tougher* standards of achievement for university students, as he states, seem to be constantly associated with the acquisition of a nativelike and thus *perfect* pronunciation.

Other interviewees confirm these previous experiences and explain they have defined their perceptions of this content as something difficult and too theoretical. This negative approximation to pronunciation is described by Bastián in Extract 91, where he explains how his own negative experience with the module on English phonetics made him associate the

content of pronunciation with his school nemesis: mathematics. As it can be observed, Bastián refers to this university course as something that produced panic and fear. These strong emotions have made him reject the content of pronunciation and lead him to believe their potential students might have similar perceptions about it.

Extract 91

Bastián: I also find it a difficult subject because for me it came to me at a time when, English phonetics, with this bad experience, became what mathematics was for me during high school and I panicked, like fear, and I rejected it, so of course, there is also that barrier and also perhaps because of the students' reception, maybe, yes (Bastián, PT#3-A)

This technical, and, sometimes negative, characterisation of pronunciation appears to be hindering these participants' visualisation of pronunciation instruction as something that can be included in a variety of contexts, and not only those involved with ELT teacher training.

7.1.3. Students' comfort as priority

The exploration of the construct about pronunciation importance also demonstrates that fifth-year teacher candidates evidence awareness of their potential learners' needs and interests. This consciousness about their future students seems to be directly associated with their degree professional practicums and some pre-graduation teaching experiences. In this respect, most fifth-year teacher candidates suggest students' comfort should determine teachers' actions when teaching pronunciation. In this respect, the technical character discussed before develops a certain apprehension with regards to teaching the content the same way they have learned it (e.g., Extracts 90 and 91). All participants' answers focus primarily on the Chilean school reality and how certain pronunciation demands can negatively affect English learners' motivation. For example, as Jacqueline states in Extract 92, school learners may benefit from more 'lenient' standards when it comes to pronunciation learning.

Extract 92

Jacqueline: I think I marked it because of what I was telling you before, the same thing that the lecturers were telling us, that although it is important that the pronunciation is intelligible, it does not always have to be perfect when the students are the ones who are learning [...] if they do not feel comfortable because maybe they have never had English before, then how can I demand perfection from them if it is very difficult for a child, it is like another subject, it is mathematics, it is history [...] yes, a teacher has to be a good role model, but maybe the students have to feel more comfortable and if [...] the pronunciation is not perfect, and they say something to me and I say, but you didn't say it like I wanted to hear it, it's going to demotivate them too much [...] so I'm not going to demand that they be perfect if they can do it well (Jacqueline, PT#3-A)

As illustrated in Jacqueline's words, there is a special emphasis in this cohort's narrative of creating a safe space for English language learners. The practices she exemplifies respond almost completely to her visualisation of Chilean students' feelings with regards to pronunciation learning; this content, as she explains, may be completely new to some of these learners. Her remark also evidences the special attention these trainees bring to keeping a class motivated and comfortable with the content they may be learning.

Nevertheless, Jacqueline's account of her training knowledge illustrates there is a different interpretation of the role of pronunciation as part of ELT. She explicitly states she was taught about learners not needing strict pronunciation demands, which she immediately equates with the word *perfection*. Additionally, her comparison of intelligibility and *perfection* touches upon the previously discussed idealisation of pronunciation teaching goals, which in this context may be demoralising. These *perfection* standards, as she admits, will not be demanded in her practices. Instead, she finishes her account by stating she will accept her students' performance as long as they can do it 'well', although this is not clearly defined.

Concerning these less demanding norms for school contexts, Colomba discusses the importance of keeping learners entertained when studying English pronunciation. In Extract 93

she describes how she sees herself including pronunciation instruction as part of vocabulary activities. This description of pronunciation teaching practices illustrates Colomba has a special commitment to make her learners enjoy the content; in fact, she stresses that she would not focus too much on pronunciation as students may feel bored or consider the lesson too repetitive. Therefore, this reduction in the importance of teaching pronunciation is consequently associated with students' comfort in the classroom.

Extract 93

Colomba: It's like when you teach them the vocabulary, this is how you say it, so it's a bit more entertaining because they are more, I don't know, more interactive in class, so you tell them "let's see, this row say this, now, this row, how do you say it" and you can play with it and it's more entertaining for them and they don't get bored, but to give it more emphasis than that, I think that it would make them feel bored, or it would make it very monotonous (Colomba, PT#3-C)

These participants' comments also demonstrate the intertwined connection between the three themes previously discussed. Their views about communication taking priority over correct pronunciation and the specialised character assigned to this content interact continuously with their perceptions about how to make its instruction something that would not negatively affect their future learners' experiences.

7.2. Beliefs about pronunciation goals

The survey analysis of the fifth-year cohort with respect to the goal of pronunciation teaching has evidenced that these pre-service teachers overwhelmingly agree with the principle of intelligibility. A very minor percentage sees the acquisition of a nativelike accent as a desired aim, and these responses seem to be almost in perfect concordance with the opposite item.

The interview data that will be presented below will demonstrate these teacher candidates' attitudes towards both items. I will start by discussing their views about

prioritising an *intelligibility focus* when teaching pronunciation. The exploration of this theme will be complemented with their perceptions that see teachers' and learners' *different goals challenged*. Both themes, as with different sections, will be illustrated with quotes and some references to previous remarks from participants.

7.2.1. Intelligibility focus

The emphasis on intelligibility represents the key point discussed by fifth-year teacher candidates with regards to pronunciation goals. Despite a small number of surveyed participants seem to advocate the nativeness principle when teaching pronunciation (see Section 4.2.), all six interviewees argue that pronunciation teaching should focus on improving intelligibility and priming learners for international interactions. This is closely related to their views on prioritising communication over *correct* pronunciation as discussed in the previous section. However, it is important to mention that none of them actually explain how the development of intelligible speech can be achieved.

Their answers are very determined and acknowledge there has been a transition of cognitions throughout their training. For example, in Extract 94 Damián compares his beliefs before and after starting his teaching degree, where he was confronted with a different reality regarding pronunciation and the appreciation of certain English varieties for ELT. In addition, he highlights how his conception of language standardisation has also changed; he now believes there is no such a thing as *standard English* and argues this idea has developed due to lectures and personal reflection.

Extract 94

Damián: [...] before I had heard that [...] no, you have to pronounce American English, you have to pronounce English the way they pronounce it in England, or in Scotland, or in Ireland, and that obviously, I feel that they are trying to impose a, their culture, their pronunciation when it is not necessary, because there is no a standard English language, a standard in my opinion but, as I told you, that there is a meaning and the other person

can understand you, if the other person understands you, that's fine [...] after entering the university I met lecturers from India, lecturers who are Chileans who studied in Australia, who studied in England, from the United States, who made me realise that there was no need for that specific accent of the country [...] and that was also based on what the lecturers were teaching us and instilling in us (Damián, PT#3-C)

As illustrated by Damián, their perceptions of mutual intelligibility as a learning goal are also explained by a dismantling of the notion of *standard language*. All participants argue English is too globally expanded and “it does not depend on a specific place” (Lorenzo, PT#3-B). Consequently, their current/future teaching practices should respond to that phenomenon, especially when it comes to pronunciation instruction.

They also acknowledge there is a difference between accentedness and intelligibility, and even though not all interviewees are familiar with these technical terms, their narratives show they do not misinterpret both concepts. In this way, these participants value the *universality* of the English language and argue this should be respected and encouraged in the classroom. When discussing this construct and its development, they refer to their own previous educational experiences while having pre-conceived notions of correctness which were then challenged during their training, professional practicums, and study-abroad experiences (see e.g., Extract 88). Nevertheless, as discussed in the previous section, it is possible to observe that these participants still hold some idealised views with respect to certain pronunciation standards and how they relate to their definition of *perfect* and *acceptable* pronunciation.

On the other hand, their consideration for future students' comfort is also exhibited in their narratives, and especially with regards to pronunciation goals. As previously shown in Extract 92, Jacqueline emphasises the need to accommodate certain teaching standards, so they simplify learners' encounter with the language. In Extract 95 below, she also adds how learners' motivation can be enhanced by clarifying that English should not conform to just certain models and that it belongs to anyone who can speak it. This way, as she builds on later in the interview,

learners can also reflect on how learners of Spanish as a second language may experience the same concerns with respect to their pronunciation.

Extract 95

Jacqueline: I think they're going to have the same idea that I had when I was at school, that if it didn't sound American or like they said it in the songs or like it was in the movies, it wasn't English and it wasn't right [...] so I want them to understand that this is universal [...] I want them to understand that English is not just for some people, so that, that they understand all these variations, that they are enriched by the experience and that maybe they don't feel like they are less or that they are being left behind if they don't have these standards or these models like that (Jacqueline, PT#3-A)

As Jacqueline describes in her account, her previous biased attitude towards specific varieties of English, had made her believe the approximation to certain accents was a requirement to speak English *correctly*. Similar to Damian's, her change of cognition has produced a shift in the way she perceives pronunciation should be taught, putting special emphasis on learners' feeling comfortable with their own speech.

7.2.2. Different goals challenged

Fifth-year teacher candidates also make reference to the discussion of different pronunciation goals for teachers and learners of English. However, these participants express more consistent views about teachers' needing only an intelligible accent to teach the language. Although they discuss the social expectations about English teachers having a near native accent to model the language and how they would have liked to achieve that goal by the end of their degree, it seems this cohort has moved on from that discussion and focused more on their vocation certainty and teaching skills. Some participants explicitly state, for example, they have a more realistic view about these demands since they are "Chilean[s] who speak Chilean

Spanish and you learned English from there”; this, consequently, makes them believe they “are never going to have that nativeness, let's put it that way, of the language” (Lorenzo, PT#3-B).

This also opens up the discussion about native English teachers and their alleged ability to teach the language better than NNESTs. As explained by Lorenzo in Extract 96, a *good accent* may conceal someone's lack of knowledge about the language. In this sense, teaching performance or vocation, as it can be inferred from his words, have no direct relationship with the nature of a teacher's accent, something that he reaffirms later in the interview when being asked about his confidence for teaching English pronunciation (see section 7.5.)

Extract 96

Lorenzo: [...] as a student [...] at school one says "no, I should be too good in English to be able to teach them", or have an accent that stands out beyond what I know, which may be that I don't know much, but I have a good accent, which I think sometimes happens with native speakers, when they say that native speakers teach better, I think it is not so because it depends on the belief or, I don't know, the vocation of being a teacher that obviously goes beyond what you know from birth (Lorenzo, PT#3-B)

While all participants from this cohort agree on this belief, it is possible to identify some tensions between teacher candidates' narratives and the way these discussions were conducted in the university programmes. For instance, Damián's account in Extract 92 demonstrates his lectures promoted a more critical view with regards to *standard language* conceptions and especially about accents. Bastián, on the other hand, states these more *lenient* pronunciation standards discussions “happen[ed] at university, yes, but as ‘your students are going to be like that, not you’” (Bastián, PT#3-A); in these sense, these simplified pronunciation learning goals were only accepted for students, but not for teachers of the language. This differentiation, however, seems to have had a contrary effect on these pre-service teachers, who now act in response to those normative views about language and embrace their own *non-nativeness*. This

is also reflected in their beliefs about pronunciation models, which will be discussed in the next section.

7.3. Beliefs about pronunciation models

The quantitative data shown in Chapter 4, demonstrates the fifth-year cohort considers, by a wide majority, that all accents are equally valid. These answers are also in line with their views about the supposed necessity of imitating native speakers to learn English pronunciation, which shows the lowest rate of agreement of all surveyed cohorts. In addition, their perceptions about different groups of accents and their importance for pronunciation instruction illustrates there is a decrease in the prioritisation of more traditional models, i.e., American and British English. Instead, their survey answers have revealed the significance of using other models, such as intelligible non-native speakers of English and nativized varieties. However, their reported practices demonstrate ENL varieties still constitute their most used models for pronunciation teaching.

In the section that follows, I will present the interview findings and interpretations of these responses by means of two themes. The first theme will discuss their general attitudes towards English varieties which make them believe that *all accents should serve as models*. The second and final topic will illustrate their *rejection of American and British accents*.

7.3.1. All accents could serve as models

When discussing different English varieties for ELT, all interviewees again mention the idea that English is so globally expanded that “English is not just owned by some people” (Jacqueline, PT#3-A), and, therefore, ENL accents do not correspond anymore to the exclusive model to imitate. This confirms the necessity of respecting all English variations, regardless of their background or origin. In the same way, their narratives seem to be consistent with the belief that communication takes priority over *correct* pronunciation, as previously discussed in the section of pronunciation importance. As a result, these fifth-year pre-service teachers

uphold accents are no relevant as long as communication is achieved successfully. This is explained by Elena in Extract 97, where she also discusses the impossibility of ranking hierarchically different speakers depending on their backgrounds or accents.

Extract 97

Elena: all accents are valid for me because we are all communicating in some way [...] I don't think that, that a British person speaks better than an American, or, or that they are better, I think they are all valid, it has to do with the fact that English is such a global language, that I can't put someone above another (Elena, PT#3-B)

This discussion is also reflected in their thoughts about their own English accent. Half of the interviewees report not having adopted a specific pronunciation model, for example, because they do not “have a preferred model of how I want to speak it” (Damián, PT#3-C) or “because I'm lazy and I don't want to” (Lorenzo, PT#3-B). Others report constructing their own accent and feeling “fine” (Jacqueline, PT#3-A) and “proud” (Colomba, PT#3-C) about it.

Especially with regards to the use of different speech samples for pronunciation teaching, Lorenzo reflects on his survey responses and explains in Extract 98 his rationale behind considering all accents equally important. As he emphasises, English has crossed both geographical and time borders, which confirms again that pronunciation, the term he uses to refer to accents in general, is not relevant anymore. In this account he also discusses his agreement with the idea of having to imitate native English speakers to learn pronunciation. However, he does not refer to any model in particular; he just focuses on the procedure of *listen and repeat* as it may facilitate learners' first encounters with spoken language.

Extract 98

Lorenzo: in the end, as I said, it doesn't matter because it depends on what, on what, as I said, English has gone beyond all barriers of time and even places, so it wouldn't matter, it wouldn't matter the pronunciation, what I meant, for example, with imitating is that, well, we all learn by imitating and I think that's the best way to start, to learn and maybe

also to teach it, like imitate me, say this, of course, listen to me as I say it and repeat it, it's like a first approach as a child (Lorenzo, PT#3-B)

This belief of seeing all accents as speech samples is explained by some trainees as a result of their media exposure since “now many accents are being integrated into the characters that are in the films, so students are going to be exposed [...] if they watch the films in English” (Colomba, PT#3-C). Others point out their training, as “lecturers tell you, they have this same discourse about language being more global” (Lorenzo, PT#3-B). In this regard, Jacqueline recalls in Extract 99 some memories from her first years of training, when she was exposed to a wide range of English speakers during her general language courses. As she describes, this practice of illustrating learners the diversification of English accents has greatly influenced her view of how to proceed in her future teaching actions. This account complements her comment about allowing learners to be enriched by the diversification of English accents, which could also help them understand nativelike standards are no longer relevant (see Extract 93).

Extract 99

Jacqueline: the *listenings* we had at university, they were of all types [...] it made me laugh when we heard Indian people speaking, or Portuguese, we also heard Spanish people speaking English, and you could tell, you could tell the difference between regions, between countries, so the teachers would tell us that “this is English”, they would say, “because your English is no more English than that of your classmate or that of Argentina, or wherever”, so I think that was super, super nice and that most of us internalised it, and if we're going to be teachers, I think it's really good to have that ideology a bit more open (Jacqueline, PT#3-A)

This variety of exposure described by Jacqueline, however, is not reported by other fifth-year interviewees. In fact, as it will be discussed below in the section of *Rejection to American and British accents*, most participants indicate being only trained with these traditional models

of pronunciation. This, consequently, raises concerns about the consistency of practices within these teacher training programmes.

7.3.2. Rejection of American and British accents

The discussion about specific pronunciation models evidenced that fifth-year teacher candidates exhibit the most resistance towards using British and American accents. Interviewees acknowledge their answers reflect a call for including different speech samples in ELT materials that represent the expansion of English, and especially because “all the books are going to be between American and British, but, but I also feel that it's good to show other accents” (Bastián, PT#3-A). This is discussed by Jacqueline in Extract 100, where she describes why she has given more prominence to these *other English varieties* as pronunciation models in her survey responses. As she explains, BrE and AmE models can be accessed via mainstream media, and therefore, learners’ exposure to these varieties is expected. However, presenting other English varieties when teaching pronunciation may be more appreciated by learners who are not used to encountering these models.

Extract 100

Jacqueline: they are the ones that are most listened to, the ones that are always on TV, the ones that are always in the songs and that if you look for, I don't know, anything, they are going to be there, the models are always going to be theirs, so I think that, like bringing out these other versions of English, it's like more for, it attracts my attention and I think that the children will perhaps value it a bit more (Jacqueline, PT#3-A)

It is interesting to observe as well how certain cognitions in relation to pronunciation models are derived from personal needs or interests. As presented above, Jacqueline reflects on a practice that would call her own attention: using a variety of pronunciation samples that are often unknown to learners of English.

Additionally, despite their reported practices for pronunciation instruction indicate these pre-service teachers favour the use of British and American models, the interview data also confirms this action responds to the wide presence these accents have in ELT materials. Most of their decisions, consequently, are not completely voluntary. Similarly, other interviewees' responses suggest some teacher candidates acting in response to the practices implemented by their lecturers when teaching them English phonetics and phonology, who mostly presented these BrE and AmE as role models. Once more, there seems to be a projection of their own negative experiences in what would constitute their future pronunciation teaching practices. When discussing this, two interviewees explicitly described they had marked down BrE and AmE as pronunciation models as a sign of "protest" (Bastián, PT#3-A; Colomba, PT#3-C). This is further developed in Extract 101 where Colomba explains she has consciously decided not voting for British and American varieties as pronunciation models because she is against *linguistic imperialism*.

Extract 101

Colomba: well the British and American, I didn't want to mark them as extremely important, because I didn't want to (laughs), I'm against linguistic imperialism, but just because of that [...] I highlighted all the others [...] thinking about the exposure that people would have in the future, that includes all the rest [...] I think the others are important because, I don't know, in English films I have seen that now many accents are being integrated into the characters that are in the films, so students are going to be exposed if, well, if they watch the films in English. (Colomba, PT#3-C)

Similarly, Extract 102 illustrates how participants' lack of exposure to certain varieties becomes a classroom priority for their potential students. As shown below, Bastián acknowledges he is not familiar with African American Vernacular English even though they constitute an important community in the USA and may represent prospective interlocutors. At the end of his account, he criticises his learning experience has focused too much on a specific

realisation of American English. Further in the interview, he recognises it may not be possible to present learners with all the varieties of English, but instead he advocates for a balanced inclusion of different accent representations.

Extract 102

Bastián: [...] it happens to me with the vernacular English in the United States, it's a very large population, and suddenly I don't really understand anything, you know, so I feel like, and I feel that it also leaves you aside on the real life fact that you are going to meet black people, with black accents, you know, and that is very, I love it, I find it very interesting, I love how they speak and how they move, but of course you were always with the American, American, American, American, American (Bastián, PT#3-A)

Bastián's account also helps illustrate these pre-service teachers are more aware of their learners' potential international encounters, and, as a result, their classroom practices would act accordingly. These cognitions are explained by some participants' study-abroad experiences, which have made them face international interactions with little knowledge of other Englishes, and an idealised concept of 'correct' English, that seems to be mainly based on British and American speech samples (see Extract 88).

7.4. Beliefs about pronunciation aspects

As with other categories of analysis, fifth-year teacher candidates were enquired about the aspects that should be prioritised when teaching pronunciation. The results shown in Chapter 4, illustrate this cohort of pre-service teachers validate, in general, a balanced inclusion of both segmental and suprasegmental features. However, this group of participants also shows the lowest rate of agreement in this respect.

Two themes have emerged from the qualitative data obtained to explain this integration of pronunciation aspects. These include their views that *suprasegmentals facilitate*

communication and suprasegmentals may encourage learning. As in previous sections, a discussion of these themes is presented below.

7.4.1. Suprasegmentals facilitate communication

The most discussed idea among fifth-year interviewees corresponds to the notion that prosodic elements facilitate communication. This, as a result, confirms the necessity of teaching these features equally when delivering pronunciation instruction. When explaining their beliefs, all participants agree on the importance of suprasegmentals to convey meaning and understand the speakers' intended message. If suprasegmentals are not well achieved, "communication is not going to be effective" (Jacqueline, PT#3-A). This is discussed by Damián in Extract 103 where he stresses the significance of all prosodic elements to establish coherent and cohesive speech. As he explains, despite the accurate production of English sounds, communication may not be successful due to problems at the suprasegmental level, as the intended message can be modified depending on the performance of these features.

Extract 103

Damián: it has to do with coherence and cohesion of the message, because, of course, you can pronounce consonants and vowels well, but if at the end of the day the speech does not have the right intonation, or the right accent, or the right rhythm, at the end of the day, it does not achieve the necessary objective, which is to communicate [...] because we have a problem that, because of the change of stress, wherever it is placed, it changes the meaning of the sentence or what you want to express (Damián, PT#3-C)

Furthermore, these pre-service teachers make emphasis on the pragmatic considerations prosodic aspects may involve. In this regard, interviewees from this cohort highlight learners of English need to be aware of the social implications that changes in intonation and stress may have when speaking the language. This is especially relevant in situations where speakers are required to communicate in accordance with the context or in

response to a specific request. As Elena comments in Extract 104, this constitutes her rationale behind agreeing with the importance of teaching suprasegmentals in pronunciation lessons.

Extract 104

Elena: of course, learning consonants and vowels is important, but uh also intonation, for example, I'm not going to sound, like, really happy at a funeral [...] so I think that's also a super important aspect that you should know, or for, for example, the kind of answer I expect when I ask a question, things like that (Elena, PT#3-B).

Other interviewees argue English learners should be able to demonstrate their attitudes and emotions the same way they do it in their mother tongue. When discussing this, fifth-year participants connect their cognitions about identity and the significance of prosodic elements to communicate more genuinely. However, they are emphatic in stating that “when the intonation has a meaning issue, and there is a problem in communication of course, there you leave the identity and no, you are speaking incorrectly” (Bastián, PT#3-A). The understanding of these aspects, therefore, would help English learners express themselves more effectively with other interlocutors both respecting prosodic conventions and keeping their persona. This belief is expressed by Jacqueline in Extract 105 where she emphasises the knowledge of suprasegmental features involves necessary competences for more meaningful interactions.

Extract 105

Jacqueline: it's very important because in our mother tongue we always have variations, we always speak with different levels, tones depending on what we want to transmit, so, if we, for example, I'm thinking that in the case that the children come to like, for example, the second language, that they come to like English, that they communicate and everything, but that if they are going to say a joke, I don't know, that if they are going to get angry, it should be noticed, not just like whatever or things like that, so I think it is important because as much as we use it in our daily life with our mother tongue, I don't know, that they internalise it more, I think that is why it is important that

it is taught in the same way as the others, because they are also competences, skills
(Jacqueline, PT#3-A)

The emphasis on the integration of English segmentals and suprasegmentals in this cohort is, therefore, not only justified by their notion of reaching mutual intelligibility. Remarks such as Elena's and Jacqueline's illustrate these fifth-year trainees are also aware of the pragmatic force of these features of speech. There seems to exist, consequently, a more comprehensive idea of communication which also seeks to avoid interpretability issues that could occur because of the inappropriate use of prosodic features.

7.4.2. Suprasegmentals may encourage learning

Most fifth-year interviewees also see the teaching of suprasegmental features may promote learners' motivation and facilitate their language learning experience. The teacher candidates who concur with this idea demonstrate once more the particular interest in keeping English learners engaged and entertained in the classroom. They see these pronunciation features as something that is usually "left out" (Bastián, PT#3-A) or "not reinforced much" (Jacqueline, PT#3-A) in Chilean classrooms, and which could, potentially, gain learners' attention.

Some of these trainees have confirmed the positive reception of the teaching of suprasegmentals in their initial teaching experiences, and as a result, they rely on their own evidence to support their arguments. For instance, as Lorenzo explains in Extract 106, he has been teaching some peers and other adult learners about the prosodic features of English; from this experience, he has realised his learners enjoy knowing about these aspects that are not usually visible in written English. He has proved, therefore, that this content motivates his adult learners, and predicts younger school students may also feel engaged, facilitating their pronunciation learning.

Extract 106

Lorenzo: the classes I have been giving to my classmates or to my friends who have needed it, I have done a lot of that, a lot of pronunciation [...] not only in individual words and the guys like it too, they like it much better than obviously talking and listening word by word because they don't understand the message at the end [...] the stress too, the rhythms, all these letters that are erased or that don't exist inside, when you say it in a certain tone, or in a certain rhythm, that disappear, so it's super fun, and they have a good time too, they're adult learners, they're over 25 years old, but they understand it better that way, so I imagine that children or teenagers will, they also learn that way, it makes it more entertaining (Lorenzo, PT#3-B)

Similarly, other fifth-year participants reflect on how these features may help learners develop more fluency and, as a result, greater confidence when speaking English. In this respect, Colomba explains in Extract 107 that her own learning experience at university has made her believe that the instruction of prosodic aspects can potentially enhance learning in the classroom. In concordance with Lorenzo, she describes suprasegmental features may be more entertaining for her potential learners. More specifically about her own experience, she explains that by understanding the mechanisms of elision, her pronunciation performance was improved, and her confidence boosted. As a result of this development, Colomba confirms her belief that learners of English may see their learning experience facilitated if taught these elements.

Extract 107

Colomba: I think that by teaching them, for example, intonation or rhythm, how to say it in a sentence, it would be more entertaining for them perhaps, or easier, because I remember, that's another reason, that based on personal experiences, I remember that in a class, when I learned that, I don't know, one of these features of the language that was elision [...] it became easier for me to speak, it made me, I felt more confident saying

the sentences because I learned them by heart, it was easier for me to say the whole sentence, so when I learnt that, it became easier for me to pronounce it, because of confidence stuff, in myself, and because it was easier to pronounce it that way (Colomba, PT#3-C)

As with other cognitions, it is interesting to observe once more the central focus these pre-service teachers assign to learners' comfort within the classroom. The prioritisation of pronunciation aspects, therefore, does not only respond to intelligibility and pragmatic principles about language; it also illustrates their concern for creating a safe space for their learners while "teach[ing] English in a more relaxed way" (Colomba, PT#3-C).

7.5. Beliefs about confidence for pronunciation teaching

The comprehensive survey exploration of teaching confidence has evidenced there is a shared sense among fifth-year trainees about being able to help learners improve their English pronunciation. Despite findings suggesting just over half of these pre-service teachers are satisfied with their own pronunciation and consider themselves as good models to learners, most respondents agree on their ability to produce English segmentals and suprasegmentals well. This information also complements the results about their needs to improve their own pronunciation in order to teach the content effectively.

In relation to content knowledge, only half of fifth-year teacher candidates recognise possessing enough knowledge to teach pronunciation effectively. Their self-efficacy rates for the teaching of segmentals and suprasegmentals also indicate most trainees do not feel certain about the instruction of these English features. In fact, this corresponds to the cohort with the lowest levels of reported competence in this respect.

These results, which may look contradictory, could be seen as confirming their believed ability to help potential learners is independent of their own pronunciation and knowledge concerns. In order to understand these cognitions, the following section will discuss three

themes which include their *minor pronunciation concerns*, their *lack of pronunciation pedagogy training* and their *initial teaching experiences as confidence booster*.

7.5.1. Minor pronunciation concerns

As previously mentioned, there is an important number of fifth-year teacher candidates who reported not feeling confident about their pronunciation performance and knowledge. Nevertheless, these concerns are only illustrated in some interviewees' narratives as a result of certain pronunciation standards imposed in these training programmes. Most trainees report being trained with the RP and GA models, which were also used as benchmarks of achievement for oral assessments. In this respect, they were asked "to be consistent, that if I had an American accent, for example, I had to keep that accent, and not suddenly switch from American to British in a sentence" (Elena, PT#3-B). Consequently, the pronunciation aspects these trainees see as needing improvement correspond precisely to accent consistency requirements. As Lorenzo explains in Extract 108, his rationale behind considering himself not a good pronunciation model lies on the fact that he does not conform consistently to a specific English accent despite his lecturers' requests. He also describes this is a conscious decision and acknowledges not wanting to choose between these given options.

Extract 108

Lorenzo: Basically, because of my attitude [...] because I don't choose, I have never really chosen between American English and British English because I'm too lazy and I don't want to, I really don't want to, [...] I mean, even XXXX and XXXX always tell me, they are the teachers of oral and written English, they always tell me "you have to choose one" and I'm like "yeah, I'm going to choose", and I never do, I don't know [...] so, I mix the two, it's like a mixture of the two, I mean, sometimes I say /pa:rti/, sometimes I say /pa:ri/, you know, so, that's it, those kinds of very small differences

Researcher: Yeah, and that's the only reason why you think you wouldn't be a good model because you're not conforming to, you're not consistent

Lorenzo: Right, to a standard (Lorenzo, PT#3-B)

Together with this reported need for “be[ing] more consistent and really polish [their] accent” (Bastián, PT#3-A), Damián acknowledges he still has some problems at the word level, especially with those features that are not usually differentiated in Chilean Spanish. However, these concerns are described as minor issues, and most importantly, they are not seen as impacting their abilities to teach pronunciation. This is described in Extract 109, where Damián recognises that he sometimes struggles with producing certain words precisely because of the differentiation between /f/ and /tʃ/. When referring to his potential ability to help others with their pronunciation, Damián is certain about being able to do it well.

Extract 109

Damián: because there are times when I get stuck looking for the word [...] and I can't find the synonym to express myself in a better way, or sometimes, I actually know how to pronounce the words, but I still make the mistake of using it, for example /f/ with /tʃ/ I get confused because here we are used to not pronouncing /f/, that's mainly normalised or stigmatised, I could say so, of course, under that standard, it's complicated for me [...] but now my brother wants me to teach him English because he's going to go to the United States in the summer, and obviously I've thought about how to develop the lessons, how to help him with pronunciation, and I feel that I'm going to be able to do it well (Damián, PT#3-C)

On the other hand, the rest of the interviewees indicate positive perceptions with regards to their own speech. They describe feeling satisfied with their current performance and describe it as a result of their personal effort and training. These accomplishments, as some participants describe, have also been reinforced by their lecturers who “always motivated me,

they always told me “Oh, Elena, you speak very well, that’s great, you have very good pronunciation” (Elena, PT#3-B).

7.5.2. Lack of pronunciation pedagogy training

There are mixed feelings with regards to the lack of training in pronunciation pedagogy in this cohort’s cognitions, which seem to reflect the information obtained in the quantitative phase of the study (see Section 4.5.). On the one hand, some participants criticise the focus of these training programmes and argue they have “a very linguistic and scientific approach [...] a lot of the knowledge that was taught of course is very useful, but I don’t know how much if one dedicates oneself to pedagogy as in the classroom” (Bastián, PT#3-A). This lack of pedagogical knowledge, therefore, is seen by some participants as having a detrimental effect on their teaching certainty; most of the modules aim at improving their own English pronunciation and not priming them with methodological tools to teach the content.

As illustrated in Extract 110, Bastián builds on his critique and explains he considers the content something complicated. This technical character he has previously mentioned (see Extract 91) and his experience in the phonetics course has produced a sense of insecurity with respect to the teaching of pronunciation. He describes he might be able to perform well at school contexts, but he feels unsure about delivering an English phonetics course. He even acknowledges not feeling competent in English pronunciation precisely because of the marks obtained in this module.

Extract 110

Bastián: for what a school context or an institute demands, yes, I could [...] but of course if you tell me like to do a phonetics course, no way, I don’t know if I could [...] there is a factor, of course, of insecurity, there is also a factor of practice and I also feel that these aspects, I remember for example that it was much more, I found it super complicated [...] I feel that there is also a very critical issue of mine regarding pronunciation that is linked, extremely linked to my experience with the phonetics course, when I passed it, I

passed with a 4 [...] understanding this, as the standardisation of marks, that a good mark means that you are good, I felt that of course the fact that I had passed it with that mark, you know, [...] I didn't feel as competent in that area (Bastián, PT#3-A)

Other participants also criticise the lack of training in pronunciation pedagogy in these teaching degrees. As Damián states in Extract 111, he laments not having received enough tools to teach pronunciation and questions whether his practices should reflect his own learning experience. The emphasis on the teaching of grammar and vocabulary has also resulted in this pre-service teacher feeling more certain in the instruction of these domains. However, as he explains, he has made up for this loss and researched his own strategies that could help him develop his pronunciation practices. Despite this lack of training, his autonomous learning seems to have contributed to the teaching certainty previously described in Extract 107.

Extract 111

Damián: the university didn't teach me how to teach pronunciation [...] in terms of tools it's not so much what they taught us, of course you learn it this way, but are we left with how do we teach it? Do we base on what you told us or in how we personally learned it? Because of course, obviously I didn't just go by what they gave us in class, but I looked on the internet, videos, etcetera, so I think that, for that reason, they emphasised much more on grammar and vocabulary, and I feel that in that sense I could teach those much better than pronunciation (Damián, PT#3-C)

On the other hand, other fifth-year teacher candidates emphasise they are “always going to miss something” (Lorenzo, PT#3-B) and, therefore, there is no need to be experts in English pronunciation. This absence of pronunciation pedagogy training, consequently, is not seen as problematic, but rather as a reality they accept. The participants that agree with this view also acknowledge applying some of “the techniques my teachers did [...] adapting it to my students as well” (Elena, PT#3-B). This *apprenticeship of observation* of her lecturers' classroom actions is also complemented by their learning techniques, as described by Colomba in Extract 112.

Extract 112

Colomba: I don't think it's something that all teachers should have mastered [...] so that they ask me something about phonology and puff! I say it straight away [...] you've already learned the language, so you have your own personal tips, or tips that others have, so you can say to the student [...] "I learned in this other way and I can say that I learned the pronunciation of such and such a word, like, I don't know, I relate this word to this other word, so they are very similar and I put them together" and [...] the methodologies we have been taught also make it easier to teach pronunciation, I mean, more than facilitating, it's more like you can teach pronunciation implicitly (Colomba, PT#3-C)

Despite the fact that these teacher candidates have not been trained in pronunciation pedagogy, remarks such as Colomba's and Elena's illustrate some pre-service teachers see themselves as being able to propose their own pronunciation teaching methods out of their learning experiences at university. This ability together with their *apprenticeship of observation* information, consequently, are seen as their pronunciation knowledge base, counteracting the absence of training received in these programmes.

7.5.3. Initial teaching experiences as confidence booster

Some participants' incipient teaching experiences are also described in the data as confirming their ability and confidence to teach English pronunciation. As mentioned in previous chapters, these fifth-year teacher candidates have completed a series of teaching practicums throughout their degrees. Some trainees, additionally, have started working in private institutions before graduating, with the aim of complementing their practical knowledge.

In this regard, most participants agree on their ability to teach English, and most importantly, in helping their learners improve their English pronunciation. As previously shown in Extract 106, for example, some trainees confirm applying the linguistic knowledge

acquired in their phonetics and phonology modules to teach English pronunciation, which has resulted satisfactorily. Even though the survey results have indicated most fifth-year student teachers do not feel completely comfortable teaching both the segmental and suprasegmental aspects of English, Lorenzo's remark about enjoying teaching prosody seems to contradict this information.

Similarly, their compulsory teaching practicums have also contributed to their sense of readiness to teach the language. Despite questioning his own pronunciation performance (see Extract 108), Lorenzo states further in the interview that his anxiety is completely overcome when facing an actual classroom. As he explains in Extract 113, his feeling of being able to contribute to the education of others has deeply influenced his self-confidence and motivation to work as a teacher of English. In fact, he acknowledges receiving comments about his teaching certainty. This very deep description also confirms most of his pronunciation concerns are just a reflect of these programmes' demands which create a sense of underachievement.

Extract 113

Researcher: And when you have taught, for example, now in your practicum or with your friends that you teach them English, do you feel that same anxiety when you do pronunciation, for example?

Lorenzo: No, not at all, the opposite happens to me, they always tell me that, that I look super confident in class, and you feel it in your soul and everything, but it's because it's the same as when you are with the little ones, or with young people [...] you feel that they are paying attention to you, you feel a different vibe, you feel that, that they are receiving things and [...] it's a weird feeling, it's cool [...] in fact it's one of the things that motivates you as a teacher to do what you do (Lorenzo, PT#3-B)

Other interviewees' statements demonstrate they have proved their knowledge to be enough when teaching others, which also gives them a sense of certainty with respect to their quality as teachers. When discussing Elena's positive perception of her ability to teach English

pronunciation, she explains this is both based in her training and in her working experiences. As she describes in Extract 114, Elena mentions she has worked delivering some phonetics workshops where she has been able to apply the knowledge base obtained at university. Despite explicitly acknowledging not receiving specific training in pronunciation pedagogy, she states she has recalled some of the techniques employed by her lecturers, which have proved to be effective.

Extract 114

Elena: I work at the Chilean-Swiss institute, and this year they opened up the opportunity to do workshops because of the pandemic, online workshops, and I gave a phonetics workshop twice [...] one that was free, so it was like very basic things [...] and the other one was an introduction to phonetics, so it was about teaching the basic sounds, a bit about how accents work, how intonation works a bit, how to differentiate sounds, it was super fun, and then, of course, at university they didn't teach me how to teach it, but I remembered the techniques that they sent us (Elena, PT#3-B)

These narratives about their initial teaching experiences illustrate there is a shared identity as teachers these participants have constructed throughout their degrees. In this respect, most trainees' teaching vocation seems to be confirmed by these practical courses which in turn enhance their certainty to perform well.

7.6. Fifth-year participants' cognitions influencing factors

The complementation of both quantitative and qualitative data has resulted in the identification of four main factors that contribute to these pre-service teachers' pronunciation beliefs and practices. The following section will therefore focus on summarising these three aspects by discussing previous references from this chapter and additional qualitative data obtained in this cohort's interviews.

7.6.1. Teacher training

There is a wide variety of examples that illustrate that teacher training constitutes the strongest influence in fifth-year teacher candidates' cognitions. However, participants' narratives illustrate this factor has been appreciated as having both positive and negative impact in their views regarding pronunciation. For instance, when discussing pronunciation importance, this cohort's perceptions about its specialised character are mainly explained in relation to their own teacher training experiences, where they were exposed to strict learning standards. Remarks such as Lorenzo's in Extract 90 and Bastián's in Extract 91, evidence how some of these pre-service teachers associate pronunciation instruction with specific language content and demands they would like to avoid in the classroom.

This somehow negative characterisation of pronunciation is also seen as influencing their views about prioritising learners' comfort when dealing with the content. As Jacqueline explains in Extract 92, lecturers from her training programme would discuss the different benchmarks of achievement that should be employed with *regular* English learners, which must not demand 'perfect pronunciation'. Once more, these teacher candidates compare their own pronunciation development standards and emphasise this content should be carefully taught to enhance learners' motivation and sense of comfort in the classroom.

Similarly, the focus on reaching mutual intelligibility as described in Section 7.2.1, demonstrates these pre-service teachers recognising the shift in cognitions experienced as a result of their training. Extract 94, for example, illustrates how some interviewees are able to challenge certain language ideologies when discussing pronunciation learning goals. The same can be identified in the discussion about pronunciation models in Extract 101, where Jacqueline describes her lecturers' practices have become a role model for language teaching. In this respect, most of these pre-service teachers mention their general language and linguistics modules as influencing positively their beliefs systems. This is reported by Elena in Extract 115.

Extract 115

Elena: I remember that it was linguistics, especially, like that marked me a lot, and Written and Oral English, because of the lecturer, that teacher made us develop critical thinking and in the end, then, I started to get that idea that English is to communicate with people from all over the world that, it's a tool more than it belongs to just one group of people (Elena, PT#3-B)

The last section on confidence for pronunciation teaching has also exhibited that some of these pre-service teachers either apply or avoid the methods they have experienced as learners of the language in these training programmes. Especially with regards to pronunciation instruction, the module on phonetics and phonology is widely mentioned as a contributing force to these trainees' knowledge and practices. This apprenticeship of observation, as discussed before, is mentioned as constituting their pronunciation knowledge base, which they feel able to adapt according to their learners' needs. This be clearly seen in Extracts 112 and 114 where two of these teacher candidates discuss their teaching training has helped them visualise and deliver efficient pronunciation lessons.

7.6.2. Initial teaching experiences

Closely related to their teacher training, all fifth-year interviewed participants make reference to their initial teaching experiences as a contributing factor to their cognitions. Participants' narratives do not only demonstrate these activities have influenced positively their sense of teaching certainty (see Section 7.5.3.), but also those beliefs regarding their professional vocation. For example, Lorenzo's accounts in Extracts 106 and 113 evidence how some pre-service teachers confirm their pronunciation teaching knowledge and abilities as a result of these initial teaching experiences. Most importantly, the anxiety reported by some participants about teaching pronunciation is overcome when facing an actual classroom and seeing their teaching practice is effective.

Similarly, some teacher candidates from this cohort report these practicums as “open[ing] up the context in which you are standing” (Lorenzo, PT#3-B), and therefore, as providing a *reality check* with the Chilean classroom. In this respect, Lorenzo’s and Jacqueline’s ideas about demanding more lenient pronunciation standards (see Extracts 90 and 92) seem to respond to this contextualisation of practices. As other fifth-year student teachers explain, these professional practicums have also helped identify the contrasting realities existing within the Chilean education system, and most importantly, the different learners’ profiles they would be teaching once graduating. As Damián points out in Extract 116, these activities have delineated his current image and vocation as a teacher, which considers his potential learners’ personal needs as the focus of his attention.

Extract 116

Researcher: this same experience that you had in the practicum, do you feel that it influenced who you’ve become now?

Damián: Yes, yes, totally, because I saw both sides of the same coin, first I went to two low-income schools and last year I went to a school that has Montessori methodology instilled in their learning, so it was something, again it was a strong shock, because, of course, I came from these two schools which represent more or less the reality of what happens in Chile, and I found something that was totally out of the country, I could say that way, besides, there were children who came from England, who studied there, from Italy, children whose parents travelled to the United States and worked there and then returned and reintegrated, so there were several children who were already fluent in English [...] and the moment I realised that, I said “no, I want to help” [...] help in terms of people first, and then more in terms of teaching English (Damián, PT#3-C)

This closer context look has also allowed these pre-service teachers to identify those elements that should be prioritised with regards to ELT. As previous quotes have shown (see, for instance, Extract 89), interviewees’ references about developing transversal competences

affects directly their perceptions about the relevance of teaching pronunciation in Chilean classrooms.

7.6.3. Study-abroad experiences

Fifth-year trainees' study abroad experiences also emerge as a contributing factor in their cognitions' development. Despite this activity not being offered to all pre-service teachers, the ones who were able to complement their training at a foreign university—Bastían and Elena—define this as a ground-breaking experience. Its influence is mainly identified in discussions about the importance of pronunciation, the focus on mutual understanding and the use of a variety of speech models.

For instance, as previously shown in Extract 88, Bastían recalls his interactions with international speakers to explain his beliefs shifting with regards to the significance of pronunciation for spoken interactions. As he explains, this experience challenged his previous paradigm about the importance of attaining a specific accent to communicate successfully. Instead, he reports speakers should feel free to show their identities as speakers of English as long as they are comprehensible to others. He also calls for the inclusion of different pronunciation models to represent more accurately the use of English in the world. Further in the interview, he explicitly describes his “position now with regard to my degree and my knowledge is very different from what it would have been perhaps at this stage of this year but without having left” (Bastían, PT#3-A). Especially with regards to pronunciation instruction, Bastían also reports the modules he took at Bristol University helped him be more aware of feedback and correction techniques. This is illustrated in Extract 117.

Extract 117

Bastían: One of the jobs at Bristol University was to analyse a native speaker speaking in a, like a test like an IELTS, see what mistakes they have, identify 4 pronunciation errors, and look for activities to improve that, of course, we looked for the activities and [...] the teacher showed us how the memory curve [...] about feedback, we were told how long

you should do this activity, how long it is recommended for [...] so I feel that there for example I became more aware of how to correct it (Bastían, PT#3-A)

In the same way, Elena describes this experience as something that enriched her cultural and pedagogical knowledge, which in turn has contributed to her belief about communication taking priority over 'perfect pronunciation'. As she describes in Extract 118, the course on didactics she studied empowered her knowledge about teaching methods. The practical component of this module also helped her learn from others and exchange cultural aspects about pedagogy. All these knowledges were complemented by a sense of confidence that was promoted by most of her peers and lecturers, who would "always said to me like "wow, you have super nice English, you speak super good English", so that kind of built up my confidence" (Elena, PT#3-B). These elements combined have positively contributed to her teaching confidence, which appears to be one of the most developed among this cohort's interviewees.

Extract 118

Elena: more than going to learn English, I went to learn about pedagogy [...] I took a course on didactics, so they taught us, there were many strategies, we all had to do classes, about something different, so it was something very rich, that experience of being able to learn how to teach, how they teach in that country, how my colleagues teach [...] the university I went to, was the first university of pedagogy in Finland, so their forte is pedagogy, so many of the exchange partners I met there were also student teachers, so there was a lot of cultural exchange (Elena, PT#3-B).

The experiences reported by these two trainees exhibit the significant impact that student exchange programmes may have on teacher candidates' training and cognition development. The beliefs illustrated previously do not only demonstrate these activities may enhance teacher candidates' knowledge about ELT pedagogy, but also other aspects related to their sense of confidence and acceptance towards linguistic diversity.

7.7. Summary

This chapter has attempted to provide an overview of fifth-year teacher candidates' cognitions about pronunciation teaching and learning. The interview data presented demonstrated that this cohort of participants consider communication taking priority over 'correct' pronunciation, which, in turn, produces a reduction in its perceived importance. However, this cognition is mainly explained by an association between pronunciation and nativelike speech, which they reject as a learning aim. Similarly, their perceptions about this content as specialised language knowledge also influences their beliefs, which mainly seek to maintain learners' comfort by avoiding strict learning standards.

Closely related to these views, fifth-year student teachers advocate the promotion of intelligible speech as a pronunciation teaching goal. This also contributes to their attitudes towards the differentiation of goals for teachers of English, which they challenge; instead, they present more consistent views about teachers not needing to acquire nativelike pronunciation.

In the same way, there is total consensus on the idea that all accents could serve as pronunciation models, which responds to the global expansion of English and the needs to respect speakers regardless of their origin. This discussion is also illustrated in their call for including a variety of pronunciation models and avoid the sole representation of British and American accents.

In relation to the aspects of pronunciation, the interview data presented also illustrates these student teachers call for a balanced teaching of both segmental and suprasegmental aspects. Again, in relation to their idea of prioritising communication, they see prosodic features as a facilitating element that may enhance comprehensibility and coherent speech. They also report these elements as content that may facilitate learners' language experience, especially within the Chilean context.

The exploration of their teaching confidence has also revealed fifth-year teacher candidates are overall confident about their language performance and teaching abilities. The pronunciation concerns reported in this chapter are mainly described in relation to the

standards of achievement imposed in these training programmes. However, most of these pre-service teachers report these issues do not interfere with their teaching skills. Additionally, their lack of pronunciation pedagogy training evidences mixed reactions regarding their teaching certainty development. While some trainees see this as impacting negatively in their abilities for pronunciation instruction, others define it as a reality they acknowledge, and which motivates them develop their own teaching techniques using their experiences as language learners at these programmes. Their initial training experiences also reinforce some teacher candidates' ideas about knowing enough about English pronunciation to teach it effectively, which in turn, boosts their overall confidence.

Finally, with respect to their cognitions' influencing factors, teacher training appears as having the most impact in their mental systems, both positively and negatively. The technical character associated with pronunciation instruction is primarily explained in relation to their university modules. Likewise, the application of their lecturers' techniques for phonetics and phonology teaching constitutes their knowledge base, which seems to compensate their lack of training in this respect. Their initial teaching experiences and some participants' study-abroad experiences also represent important forces in their development, especially concerning their teaching readiness and some contextual, cultural and pedagogical knowledge.

Chapter 8: Qualitative exploration behind novice teachers' cohort cognitions

In this chapter, I present the thematic analysis of the data collected from novice teachers' semi-structured interviews. This information, as with previous findings chapters, has been explored and organised with the purpose of developing the figures obtained about novice teachers' cognitions in the quantitative phase of the study (see Chapter 4). Therefore, to facilitate reading and comparison across cohorts, I will follow the same structure and present the six categories of analysis together with the themes that represent this cohort of participants. The last section of this chapter, likewise, will focus on discussing the main contributing factors to these participants' beliefs and practices for pronunciation teaching.

8.1. Beliefs about pronunciation importance

The survey results demonstrated that approximately half of novice teachers value pronunciation as a component that may have an impact in communication. A higher percentage also agrees with the inclusion of this content in ELT classrooms together with other language knowledge and competencies, such as reading, listening and conversational skills. Their reported practices also illustrate pronunciation is taught by a wide majority of novice teachers, who argue they include it, especially when dealing with other language topics. The findings that I will present below will help understand novice teachers' reasoning behind these beliefs.

In this respect, I will discuss two themes that have emerged in teachers' narratives to explain their cognitions, which include their *exhaustive language learning* perspective and their *contextualisation of practices*. These themes will be explored with reference to previous results and extracts from interviews.

8.1.1. Exhaustive language learning

When discussing the importance of teaching different language domains, novice teachers argue all skills should be taught comprehensively to facilitate communication. This results in the belief that all language aspects should be equally taught and, therefore, avoiding

focussing too much on certain aspects. In relation to pronunciation, for example, some novice teachers argue that “if I put too much emphasis on that I would be de-emphasising other things that are also important” (Francisca, NT-B). Pronunciation, therefore, is regarded as one of the many competences that English learners should acquire. Interviewees agree with the idea that problems in communication can be avoided with accurate pronunciation, but they also highlight the teaching of vocabulary, reading, listening and conversational skills as part of this exhaustive language competence. Camila, one of the novice teachers interviewed, describes this in Extract 119.

Extract 119

Camila: of course, pronunciation is important because if they don't know how to pronounce, they won't be able to communicate correctly, they will have misunderstandings, etcetera, that goes hand in hand with conversation skills, vocabulary too, if they don't know words, they won't be able to communicate, listening is important, etcetera.

Researcher: In other words, everything goes hand in hand with this central concept of being able to communicate.

Camila: And of course, to be able to understand (Camila, NT-C)

This comprehensive language learning perspective is also demonstrated in novice teachers' narratives to explain that other mechanisms can make up for pronunciation inaccuracies. This, therefore, may reduce the perceived total impact of pronunciation in mutual understanding, and guides these teachers' approach to the content. For instance, Claudia agrees in Extract 120 that pronunciation can facilitate spoken interactions. However, she explains that the ability to communicate effectively may be independent of speakers' knowledge about the language. In this sense, issues of pronunciation can be potentially *remedied* through body language and negotiation of meaning strategies. They see the use of body language, communicative strategies and other extra linguistic features as integral parts of being an

effective communicator. This, as she explains later in the interview, confirms language skills should be treated equally in ELT classrooms so learners can overcome these challenges successfully.

Extract 120

Claudia: Regardless of whether I speak perfect English or perfect French, if I don't have the ability to communicate with someone, it's going to be difficult, yes, I agree that it helps, it facilitates effective or successful communication because if I have good pronunciation, there will be fewer problems to finally understand the message, but if I don't have good pronunciation and there is a misunderstanding [...] I can also make up for it with body language, I can make up for it with some explanation, etcetera (Claudia, NT-B)

This is also reported by José in Extract 121, who describes certain pronunciation mistakes can be amended with richer vocabulary to either comprehend someone's speech or correct own pronunciation problems. His remark touches upon his study-abroad experience where he could evidence how certain breakdowns in communication were due to pronunciation inaccuracies, especially at the word level. Despite the fact that José implies that there must be an intelligibility standard, he emphasises the great extent to which pronunciation patterns can vary and yet be comprehensible, which is further explained in the interview with reference to accent and identity. In this sense, this novice teacher sees the importance of pronunciation being reduced as certain features may be linked to speakers' identities. Once more, this corroborates the idea of teaching all language domains comprehensively.

Extract 121

José: [...] I feel that there is a limit where [...] for example, when I was, no, sometimes they didn't understand me and that was because sometimes I didn't, I didn't pronounce well, so there is indeed a limit where a word can no longer be understood because it is not pronounced correctly, but I do believe that there is a wide spectrum where someone

can pronounce things in their own way, but still be understandable, and most of the time I believe that someone can understand what you say if they have the vocabulary, for example, to explain themselves well [...] if you have the vocabulary to correct yourself, in general no, you're not going to be left stranded in a conversation (José, NT-A)

These remarks demonstrate that novice teachers explain the importance of pronunciation in relation to this comprehensive learning approach. It is interesting to observe, however, that none of the interviewees explain what they mean by “pronunciation mistakes” or exemplify misunderstandings. It appears that this reduced relevance of pronunciation for communication may also respond to a normative view of pronunciation, which exists in a specific form or model. In this sense, this may not involve pronunciation itself but rather the importance of a traditional approach to pronunciation that is being called into question. This will be further discussed in the sections of pronunciation goals and models.

8.1.2. Contextualisation of practices

The contextualisation of their practices is also present in their narratives, and this appears to be related to their view of pronunciation importance. As these novice teachers work in different school settings, their pronunciation approaches attend to these particularities. Therefore, their focus on students’ comfort and response to institutional constraints define what can be done in the classroom, especially in terms of spoken English. As a result, pronunciation is considered by most novice teachers as a topic that may not receive special attention in Chilean classrooms. Despite these limiting factors, all interviewed novice teachers say they try to include pronunciation instruction implicitly in their practices.

For instance, as shown in Extract 122, Beatriz describes that her methodology of facilitating learners’ encounter with the language has precisely responded to the context where she works, which, according to her own words, reflects the reality of the Chilean school system. In this respect, due to her students’ profiles, she teaches English with the aim of developing their most essential skills so they can be able to communicate through *basic ideas*. Together

with the teaching of vocabulary and listening and conversational skills, pronunciation is included in her list of priorities as it impacts mutual understanding. However, she argues curriculum limitations do not allow her practices to focus extensively on communicative content; especially with respect to pronunciation, the current scenario impedes its instruction more frequently.

Extract 122

Beatriz: The truth is that my very personal way of looking at language, I mean as a teacher in an ordinary Chilean classroom in a vulnerable public school, like most schools in Chile, is to present the language to the children in a very simple way so that they can understand it and so that they can communicate through basic ideas [...] that's why for me the issue of listening comprehension strategies is very important [...] vocabulary [...] conversational skills so that they know how to express themselves and pronunciation because otherwise, others are not going to understand what they want to say [...] if I had, I don't know, about 5 hours of English, maybe 4 hours a week I would dedicate to communication content and I would leave these 45 minutes every week, I don't know, "Children, the 45 minutes on Friday are for phonetics, every class", It would be wonderful, but you can't (Beatriz, NT-C)

This limited teaching time to dedicate to pronunciation or oral English in general is also exacerbated by the large number of students, which produces an impossibility of practising the content more regularly. As a result, all novice teachers report integrating pronunciation with other content, such as vocabulary, which is usually prioritised in their school curriculum. This inclusive approach is illustrated in Extract 123, where Cynthia explains pronunciation can be learnt through other content, such as reading and listening activities, which she considers as the most relevant skills for English learners. In this respect, there seems to be a reciprocal effect regarding the perceived importance of pronunciation instruction and the many contextual constraints these teachers describe; i.e., once in school there are too many factors that impede

teaching pronunciation more extensively, novice teachers' attitude towards its importance gradually diminishes. Pronunciation instruction, therefore, is not seen as stand-alone language content.

Extract 123

Cynthia: [...] it's more meaningful for the kids than teaching them things in isolation, for example, I don't know, vocabulary itself or grammar as well, I know it's important, but a lot of times it's not the focus, so, that's why I feel that reading and listening are kind of essential.

Researcher: [...] in this case, of course, you tell me that through these other strategies or content you could teach in an integrated way these other that are less important, but about pronunciation specifically, why do you think it is moderately important in this case?

Cynthia: Yeah, why is that? Because through, for example, reading and listening strategies, they are also acquiring these unconsciously (Cynthia, NT-A)

As previously mentioned, Beatriz's and Cynthia's remarks also illustrate these novice teachers' special attention to their learners' needs and interests. Thus, together with this consciousness about their teaching context, there is a shared sense that pronunciation teaching should not be taught "at a very explicit or technical level" (Francisca, NT-B) as they experienced at university, but "in a way that is consistent with the level of each student" (Claudia, NT-B).

These contextual and pedagogical adaptations, however, are reported as knowledge they acquired only once starting their teaching careers. In this respect, most teachers complain about the academic approach of their training programmes and observe "in English pedagogy, it lacked a little bit of that grounding in the classroom because, for example, when I started the professional practicum I felt like a child, like a baby" (José, NT-A).

8.2. Beliefs about pronunciation goals

Novice teachers' survey responses exhibit a great majority agreeing with the principle of intelligibility for pronunciation teaching goals. In fact, their answers with respect to the acquisition of native-like speech as a pronunciation goal represents the lowest rates among all cohorts. In order to explore such responses, the section that follows will present two themes that have emerged from the qualitative data analysis. These include their perception of *intelligibility as a realistic goal* and their attitudes towards having *different goals for teachers and learners*.

8.2.1. Intelligibility as a realistic goal

All interviewed novice teachers agree on the notion that pronunciation teaching should respond to the principle of facilitating communication. They emphasise learners should be taught elementary skills that enable them to have successful interactions in the future; therefore, most of these novice teachers are emphatic in arguing that pronunciation is “just another skill” (Beatriz, NT-C) learners need to master. Especially with regards to pronunciation learning goals, as Francisca states in Extract 124, these novice teachers highlight the importance of developing understandable speech regardless of the accent of choice. This, as she explains, can help avoid unpleasant situations in interactions. However, breakdowns in communication can be remedied by the use of different strategies, which confirms again this cohort's comprehensive language learning perspective previously discussed.

Extract 124

Francisca: the idea is not to have a bad experience to realise that it's like "this is not what I meant" [...] the most important thing for me is, in English, it doesn't matter what accent it is, it doesn't matter if it sounds British or if it sounds Latin, but that it is understood, if it is not understood, then it influences communication [...] now that doesn't mean that it has to be perfect communication, in other words, there can still be

these, what in linguistics is called negotiation of meaning [...] I mean, I can say like “can you repeat this?” Or that kind of things (Francisca, NT-B)

Most importantly, the contextualisation of practices and their concern for their students’ learning experiences, reported in the previous section, influences their view of intelligibility as a more reachable and context-appropriate pronunciation goal. This, once more, responds to the large classes and limited teaching time provided for ELT in comparison with other school subjects, such as mathematics or Spanish. Concerning these considerations, Camila explains in Extract 125 that her teaching experience has helped her identify that the actual goal of pronunciation instruction is to enable communication. Besides, her current teaching context impedes her from demanding nativelike pronunciation. She emphasises the goal is that her students are able to produce understandable speech which may be *slightly well pronounced*. She also states that she does not disapprove of her students incorporating Chilean pronunciation features when speaking English.

Extract 125

Camila: but with time you realise that the important thing in the end is to communicate, I mean, obviously as a teacher you are already a little bit more expert in the language, a little bit, one tries to pronounce as well as possible and, and look for pronunciations, but as for me, I teach in primary schools, so I can't demand a native pronunciation, the important thing is that it is understood and that it is slightly well pronounced, and it doesn't matter if it has a Chilean accent in between, these are just details at the end (Camila, NT-C)

Similarly, other participants see more normative approaches to pronunciation teaching as a threat to their students’ confidence and willingness to learn the language. In this respect, Beatriz shares Camila’s reference to growing in terms of pedagogical and practical knowledge and describes this has made her become more sensitive to her students’ needs and realities. Consequently, she sees imposing native pronunciation goals may be harmful and even

impossible as some of her students exhibit pronunciation issues in their mother tongue. In her account in Extract 126, Beatriz also highlights the importance of appraising students' effort in this respect.

Extract 126

Beatriz: pronunciation is just another skill and as I mature and have more contact with the children, it breaks my heart, for example, to have to impose a form on them if they often find it difficult to pronounce some things even in Spanish, so as long as they give something that can be understood, it's fine with me, and they are giving as much as they can (Beatriz, NT-C)

Both Camila and Beatriz stress the importance of accepting students' pronunciation as long as this corresponds to understandable speech. Nevertheless, neither of these novice teachers detail the parameters under which they assess their students' performance. It can be inferred, therefore, that their own comprehension of learners' pronunciation seems to be the benchmark of achievement in this regard.

The relationship between identity and pronunciation patterns is also related to these novice teachers' ideas about pronunciation goals. Both José and Claudia see pronunciation as a potential sensitive topic, and as a result, they state its teaching should not be as demanding as their learning experience at university. Their view of pronunciation as a delicate content is explicitly described by Claudia as a consequence of the stringent standards she had to conform with during her training. As Extract 127 illustrates, Claudia immediately connects her view of pronunciation teaching with her previous experience as a teacher candidate and reports how she was forced to adopt an accent that did not represent her. Her study-abroad experience, however, made her realise this was no longer a requirement; on the contrary, her own accent was well received in this new learning context.

Extract 127

Claudia: [...] I can help the girls to pronounce, I can help to correct pronunciation, but I feel that getting involved in the topic of accentuation is not appropriate, and also in the subject of pronunciation I have to be very careful about how I correct it [...] I made an effort during my university education to acquire an accent that was not mine [...] and I was directed all the time to acquire an accent that didn't suit me, when I started the semester abroad, I realised that the accent that the university teachers didn't like, called the attention of native speakers and that didn't mean that they wouldn't understand me [...] so I feel that all this is a process [...] I have to be open-minded and know that the girl is going to make mistakes at the beginning [...] that's what I mean by the complexity of the pronunciation model, it's the flexibility to make mistakes when it comes to pronouncing and accentuating the words [...] (Claudia, NT-B)

The concern of avoiding certain practices as a result of an unpleasant or challenging learning experience is repeated throughout this cohort's narratives. As Claudia reports above, her own learning experience made her understand these principles cannot be applied to her students. Instead, she highlights the importance of being flexible with pronunciation goals and assessment terms given the educational context and students' levels. Unfortunately, their references to mistakes are overly vague; these novice teachers do not explicit what counts as a mistake once they have accepted more flexibility in pronunciation.

8.2.2. Different goals for teachers and learners

The examination of novice teachers' narratives also indicates that they see there must be different goals for teachers and learners. This seems to be influenced by their training which is reported to be heavily based on traditional methods for ELT, and especially regarding pronunciation requirements. These benchmarks of achievements were characterised by demanding teachers in training to adopt a certain accent, BrE or GA and to be consistent with their choice. In fact, some novice teachers assume that they adopted these standards and

convinced themselves, for example, that they had “to speak American or you have to speak British and about my mates who did it badly, they were like “no, they're doing it super badly”, and of course that was super immature” (Beatriz, NT-C). Even though these participants object to these experiences, it seems they have not completely escaped their influence in their current cognitions about different pronunciation standards for teachers.

This is evidenced in a number of contradictory opinions expressed by some interviewees which, on the one hand, illustrate a more detached view from this requirement, and on the other, the need to explain that near native accents can be beneficial for students’ understanding of the language. This paradox is shown in Extract 128, where Claudia starts explaining the advantage of having a native accent as a teacher since learners can relate it with other pronunciation patterns present in the media. In the middle of her account, she reorients her narrative towards a more deconstructed view about the non-linear relationship between teachers’ accents and their ability to teach the language.

Extract 128

Claudia: [...] if I approach a native accent as a teacher, I feel that's great, it's going to help the kids to recognise my English, maybe in a film, maybe in a song, on the internet, on social networks, etcetera [...] clearly one is a teacher and has to handle much more content to be able to teach it, but I don't feel that on the subject of accent, because one speaks more like a native speaker, one does it better than another person who has a neutral accent or who has a particular accent (Claudia, NT-B)

Later in the interview, as Extract 129 demonstrates, Claudia reports the importance of acquiring a near native pronunciation in the case of teachers of English as they must accommodate to more established benchmarks of achievement. In the case of learners, conversely, intelligible speech is acceptable as a learning goal due to the context reality and institutional constraints.

Extract 129

Claudia: if I am learning English, for example, maybe to be a teacher, it is important to sound like a native speaker, because I have to have some more standardised parameters for pronunciation, but in the case of school students, I feel that with the hours and the reality that we have, it is more than necessary that it is only intelligible and understandable (Claudia, NT-B)

Similarly, the belief that teachers may be the only accessible model to students is also mentioned in this cohort's interviews. Some novice teachers see this approximation to nativelike pronunciation as an opportunity to develop "more neutral [speech], not because it's better or worse, but because somehow you still have to give a model" (Francisca, NT-B). Once more, these responses exhibit a context-sensitive concern, given that most of these novice teachers work in public or subsidised schools with limited resources, and, therefore, they represent the only access their students may have to the language. This is expressed by José in Extract 130, who states that, while in the classroom, teachers should try to approximate nativelike English sounds considering this may beneficiate learners' language input.

Extract 130

José: I think that in any case, it would be good if the English teacher could make the sounds more nativelike [...] maybe not, as if later with friends they speak differently, that's something else, but students are often the only one, one should assume that the student's only access to English is going to be in the classroom and prepare around that, so, the more reliable the sounds, the better, I think it's going to be better for them (José, NT-A)

It is interesting to observe that José's remark emphasises teachers could speak the language freely outside working hours. However, although he does not detail the benefit learners can get from teachers' approximation to nativelike pronunciation, there is a shared perception that it may impact students' language input, and consequently, their whole learning

experience. These inconsistencies are also expressed by other participants who seem to have more progressive opinions about non-native teachers' accents and models, but, almost involuntarily, their narratives exhibit the contrary. Examples of these conflicting thoughts will be provided in the next section about pronunciation models.

8.3. Beliefs about pronunciation models

The examination of novice teachers' cognitions about different English accents has exhibited that this cohort of participants widely consider all varieties equally valid. Their answers about the use of specific pronunciation models are also more spread across the categories given, and less than a quarter of novice teachers see pronunciation should be learnt by imitating native speakers.

Both British and American accents are prioritised in their survey responses, but the rest of the options also receive a higher percentage in comparison to other cohorts. In fact, the inclusion of intelligible non-native speakers as pronunciation models obtains the most votes in this cohort's survey figures. Nevertheless, the models they report using for pronunciation teaching contradict some of the data initially obtained; only four English varieties are mentioned in their responses, and the use of American models dominate their preferences.

The following section will discuss the themes identified in the qualitative phase of this study which aim to explain these novice teachers' cognitions. The first part will concentrate on their beliefs which identify *British and American as the basis of pronunciation teaching*. This will be followed by the exploration of their views of *non-ENL varieties as reference models*. These two themes, as in previous chapters, will be illustrated with original quotes from interviews.

8.3.1. British and American as the basis of pronunciation teaching

All interviewed novice teachers confirm their respect for different English varieties and argue these should be considered equally valid. Some participants are emphatic in stating that "the first approach that I want to give, at least to the teaching of English [...] is communication, and communication does not have to be truncated by an accent" (Claudia, NT-B). However,

when the discussion turns to identifying the most appropriate pronunciation models, most of these participants describe that British and American English correspond to the standard varieties of English and, consequently, they should constitute the first pronunciation input for learners. This initial approximation to ENL varieties is explained by some interviewees with the notion that “there should be a standard to know that we are speaking English and not German [...] a certain minimum, so that you can learn a little bit of English that is less marked by social, local standards” (José, NT-A). Additionally, they are also seen as presenting a more reliable illustration of English speech, as “a reference point that is closer to reality” (Claudia, NT-B). The *more accurate* and *neutral* representation that these models can offer, therefore, explains why these accents are usually included in “academic contexts [...] in most of the books and films” (Francisca, NT-B).

Additionally, these ENL varieties are also defined by novice teachers as being inherently more intelligible than others. This, as a result, may facilitate learners’ comprehension and their overall encounter with the language which, as previously discussed, is a point of concern for all interviewed novice teachers. Regarding the British accent, some interviewees argue they expose their learners to this English variety since these speakers “speak a bit more slowly, so [my students] understand the message a bit more” (Cynthia, NT-A). This apparent feature, as a result, confirms their choice for replicating some of the models and methods they experienced as learners of English in these training programmes despite the criticism exhibited in previous remarks.

Especially with respect to American English, as Claudia adds in Extract 131, some interviewees see this variety as the most used and approachable model to Chilean learners. The shared belief that this English variety is inherently more intelligible than others is also mentioned in her remark; this would ensure that speakers worldwide will understand American speech more effectively. Consequently, as Claudia argues, the American accent should form the basis of pronunciation teaching, and the point from where other pronunciation models can be exposed to learners.

Extract 131

Claudia: I've always used American English, I feel that as a basis to start teaching other types of accents or pronunciation [...] because it is more standard, I feel that it is much more standard than British English, it's much more understandable, I think if a person from the United States travels anywhere where English is spoken, they're going to understand them more, not so a person coming from the UK or a person who speaks, I don't know, maybe African or Indian English and so on, so I feel it's important to start with American English as a standard base, but then I feel it's important to give input on the other accents that exist (Claudia, NT-B)

Despite the fact that these novice teachers argue all accents are equally valid, and encourage learners' eventual exposure to different English varieties, their narratives also indicate they consider certain pronunciation models as too specific or a possible interference to learners' comprehension. Once more, their definition of *other varieties* derives from their notion of standard English which only considers British and American English as its more accurate representation. For example, José describes in Extract 132 that a wider range of English pronunciation models should be presented to those who seek a formal English training. In the case of ELT classrooms, nevertheless, the varieties that do not fit in his categorisation of *standard English* may involve a challenge for learners.

Extract 132

José: for someone who maybe studies English as a more specialised subject, it would be ideal to be able to see the other accents or at least have some kind of experience of that, the problem for me, for example, is that if you go outside of what is more standard, children are not going to understand, I don't know, for example, I would love to talk about the accent, I don't know, about Liverpool, but no, it would be too advanced because even I sometimes listen to, I listen to a Scotsman and I don't, I don't understand almost anything, or an Australian (José, NT-A)

It is interesting to observe as well how some novice teachers acknowledge their own concerns with understanding English varieties other than British and American models. Again, this is explained with reference to their teacher training which was only based on the RP or GA accents. As José's remark illustrates, it seems some of these participants avoid the use of certain varieties which they themselves do not comprehend and confirm their choice of pronunciation models relates to "what I manage the most, so that's what I'm going to teach you" (Claudia, NT-B).

Similarly, most of novice teachers' references regarding pronunciation models involve their learners' development of listening skills and not their production of the language. In this sense, none of the participants refer to these models as benchmarks of performance or achievement for learners. Instead, these are discussed as illustrations of speakers of English which they employ to exemplify the use of the language.

8.3.2. Non-ENL varieties as reference models

Although most interviewed novice teachers advocate the prioritisation of American and British accents as pronunciation models, they also value the inclusion of non-ENL varieties as they could serve as reference models to learners. On the one hand, these English accents may be used to illustrate language variation and the current use of English as the *lingua franca* in most parts of the world. For instance, Francisca describes in Extract 133 that the exposure to different English accents can help learners deconstruct the myth that this language is only spoken in specific countries. In turn, this could redefine certain idealised perceptions regarding English speakers. This may be especially relevant in the case of learners who are not usually exposed to examples of language variation.

Extract 133

Francisca: I feel that if you don't incorporate them, a child who has never travelled, or the child who maybe only watches films in Spanish, is going to be convinced that [...]

there is only British and American English [...] and start to realise that English is not only spoken in native countries, that it is spoken in other countries too, that there are a thousand other accents and that if I come across an Italian speaking English for example or I don't know [...] to see it as something more than global and not something so localised in one country, because if I only hear, for example, British English all my life, I am going to believe that it is the only English that exists [...] and I'm going to assume that that's a good thing, and I'm going to assume that someone who doesn't speak that accent is someone who is speaking bad English, I'm going to see it as something negative (Francisca, NT-B)

Similarly, the illustration of different English speakers, especially non-native ones, could also demonstrate an achievable pronunciation reference from which learners can feel represented and motivated to learn the language. The novice teachers who share this belief highlight this “would be a very good exercise, especially for people here in Chile, because we have to fight that mentality that [...] you don't speak English well” (José, NT-A).

This idea is especially emphasised by those novice teachers who work in rural low-income backgrounds, and where English may be considered as a part of an alien culture and content. This is explained by Beatriz in Extract 134, where she states her attempt to use more traditional pronunciation examples resulted unsuccessful because her learners felt frustrated in relation to these models. Since then, she has been elaborating spoken English samples with speakers from her own workplace, including colleagues and students from higher levels to bring the language closer to something more familiar. At the same time, she also agrees with the inclusion of other pronunciation models that could represent international speakers using English as a foreign language. As a result, this would confirm learners' sense of representation and could eventually encourage their commitment to approach the language without apprehensions.

Extract 134

Beatriz: if I worked in another school my answer would be very different, but a native speaker is something very foreign to the children [...] in my first year of work, I tried to use the *listenings* available in the books, and it was a failure, the children did not understand, they were not motivated [...] they feel very disadvantaged when listening to something that in Chile, they feel that people who speak English or who are from the United States or England, have a higher social status than them [...] however, when I do it live or I show them a video that I have recorded with a colleague or, for example, last year, I had some high school classes so I used to ask the high school kids to record things to the younger students and they loved it because I was close to them [...] or when I show the children things like "look, children, this is a child who is going to England from Italy, let's see how he can express himself with his new classmates", it's different because they feel that maybe it could be them, they see themselves reflected, it could be a situation in which a person is struggling with the language just like them (Beatriz, NT-C)

Following Beatriz's perspective, Camila, who also works in a similar educational context, adds that interaction with different pronunciation models can be beneficial for learners' receptive skills development. In this sense, as she states, for instance, "if you only learn American and suddenly you hear, I don't know, an Indian, you won't understand anything". The exposure to a wide range of speakers, therefore, could prepare English learners to comprehend speech more effectively in the future. Despite certain contextual limitations that could prevent the use of various speech samples, she confirms employing YouTube videos which illustrate this linguistic diversity. These, however, must meet certain requirements "within what [learners] can understand because I still try to find something that is simple so that they don't lose confidence" (Camila, NT-C).

Both Beatriz's and Camila's remarks evidence once more there is a shared concern for ensuring learners' comfort in their classrooms. Especially in the case of these two novice

teachers, their underprivileged school contexts seem to influence their beliefs and their search for alternative methods that ensure learners feel respected and with a “high sense of self-esteem when they learn English” (Beatriz, NT-C).

8.4. Beliefs about pronunciation aspects

The data illustrated in chapter 4 has revealed that almost three quarters of the surveyed novice teachers agree with the teaching of segmentals and suprasegmentals as integrated content. Other complementary survey data has demonstrated, however, that a minority of these participants report teaching these elements; therefore, there seems to be a mismatch between these novice teachers’ ideals for pronunciation teaching and their current practices.

The interview data presented in this section has been thematically categorised to develop these participants’ survey responses. Two themes will be discussed in this exploration: novice teachers’ view of segmentals and suprasegmentals teaching as *comprehensive pronunciation instruction* and some participants’ perceptions of *segmentals as the basis of pronunciation*. This information will be more detailly explored in the section that follows.

8.4.1. Comprehensive pronunciation instruction

The idea that both English sounds and prosodic elements continuously interact in speech is repeatedly reported by most novice teachers interviewed. The teachers that ascribe to this principle consider that these aspects are “an integral part, everything has to be, it goes hand in hand, none is more important than the other” (Cynthia, NT-A), and consequently, learners should be taught English pronunciation comprehensively. This rationale is well illustrated in Beatriz’s comment in Extract 135, as she explains the knowledge of both segmentals and suprasegmentals will permit learners to understand English more effectively. As Beatriz suggests, English sounds should not be taught in isolation as there are different phenomena that impact their production in actual speech. Prosodic aspects, therefore, should be equally included in pronunciation instruction. The examples Beatriz provides in her remark

also demonstrate most of these novice teachers' awareness of the relationship between word and discourse level pronunciation features.

Extract 135

Beatriz: I think it is extremely relevant to teach all that content because all that content together is what makes one understand or have an awareness of the English language [...] for example, if I teach the children what is segmental, like the phonetic chart, they will understand it in isolated words, but when they have to form a sentence, well, we know that all those final sounds change and we have the linking words, and there are sounds that are eliminated, so if I don't teach the segmental with the, with the intonation or the stress, it remains isolated and cannot be applied in real life (Beatriz, NT-C)

Similarly, there is a shared emphasis on the importance of suprasegmental elements to convey meaning. Some interviewees emphasise this is related to "the pragmatic side, [...] if I say it one way or say it another, it can completely change the communication, which in the end is the ultimate point" (Francisca, NT-B). The impact these elements may have in interactions, therefore, raises novice teachers' concerns to include them in their practices. For instance, as Extract 136 shows, Camila confirms including the instruction of prosodic elements due to their relevance to express messages more clearly. She acknowledges, however, teaching them without her learners' conscious awareness. This implicit approach, as she suggests, seems to be in response to her learners' attitude towards some English pronunciation patterns which differ greatly from Spanish, their mother tongue.

Extract 136

Camila: I think that these elements are also very important for communication and pronunciation and perhaps, I try to teach them anyway, my students probably don't even realise that I'm teaching them that, because I don't do it like "yeah, let's see rhythm" [...] we are flatter when it comes to speaking, at least Chileans, we are very flat, and in English no, no, it can't be like that, so, of course, I try to emphasise that it is

important because it can change the meaning of a sentence that may be very well pronounced, but with problems it can change the intention, etcetera [...] they sometimes laugh when they hear someone, a video, or sometimes that I, even sometimes I make it a bit more exaggerated so that they notice, because, of course, we are so flat that for them all these changes are strange (Camila, NT-C)

Camila's reference to implicit suprasegmental teaching is also mentioned by other participants who report teaching this content implicitly due to learners' low levels of English competence, as previously discussed in the section of pronunciation importance. In this sense, some argue that only "when [learners] are more aware of the language, then maybe they can enter into something more, more technical, like what I was saying about intonation, stress, etc (Francisca, NT-B). This preference for avoiding explicit pronunciation instruction, therefore, can also be interpreted as confirming previous statements about adjusting their practices to make learners feel comfortable and engaged in the classroom.

8.4.2. Segmentals as the basis of pronunciation

Despite the shared perception on the role of suprasegmental features and the needs to comprehensively cover all pronunciation aspects, some participants express misgivings about the usefulness of teaching these aspects given the context and the competence level of their students. In this respect, both Claudia and José define English segmentals as the basis of pronunciation, and therefore, the most essential knowledge learners should acquire to communicate effectively.

For instance, Claudia defines pronunciation "as something individual, of pronouncing the elements individually, in a good way [...] like words, more than sounds between them, now that would be like in the first level, because you can advance and you see other things" (Claudia, NT-B). This view of segmentals as first level content is reaffirmed later in the interview where she explains there are certain elements of pronunciation that do not need explicit and in-depth

instruction. This is illustrated in Extract 137 where she also points out pronunciation teaching practices must consciously respond to learners' level of the language.

Extract 137

Claudia: I feel that there are things that one has to make clear that they exist, without going into such depth, for example, the issue of phonology and the issue of pronunciation, I have to let my students know that these two aspects exist, that I can develop them, that I can work on them, but work on them in a way that is consistent with the level of each student (Claudia, NT-B)

Similarly, José comments pronunciation instruction should initially deal with how “sounds are produced in English, so that you have it in your mind, so that you know that you have to make them” (José, NT-A). This emphasis on English segmentals as elemental content is also explained by José's perception about prosodic elements being inextricably linked to speakers' identities. This also relates to Claudia's previous comment in Extract 127, where she argues teaching English *accentuation* is not appropriate as it may clash with speakers' background and personal speech patterns. As Extract 138 demonstrates, José argues speakers may have a unique form of producing intonation and rhythm patterns, which will be eventually reflected in their production of English. Consequently, despite acknowledging the importance of teaching English stress, he considers prosodic features as knowledge he would not demand strictly from his learners.

Extract 138

José: I do think that teaching vowels and consonants before is necessary, it's important and perhaps it occurs to me that there are things like rhythm or intonation, which have to do with, for example, accent, or someone's identity, so people have their own way of doing intonation and things like that, maybe there are things of the rhythm, for example, where marking stress, that I think can be more important to learn, but being very strict

about it is something I wouldn't try to achieve, at least with students, maybe as a teacher I should manage that (José, NT-A)

In contrast to the previous discussion about *comprehensive pronunciation learning*, both Claudia's and José's remarks evidence some novice teachers from this cohort consider English segmentals and suprasegmentals as separate entities. Their accounts also imply these features can be taught independently or at different instances. These notions could explain, therefore, this idea of prioritising the instruction of vowel and consonant sounds over prosodic elements.

8.5. Beliefs about confidence for pronunciation teaching

The last category of analysis was initially explored by a number of survey items which exhibited novice teachers' views about their own pronunciation and their confidence to teach the content. The findings obtained in these instruments illustrate, for example, that novice teachers hold the most positive perceptions with regards to their production of English pronunciation. Most novice teachers express feeling satisfied with their own speech and agree they could be used as pronunciation models for learners.

Likewise, all surveyed teachers report producing English segmentals effectively, and a wide majority agrees English stress, rhythm and intonation patterns are also achieved. However, their self-perceived efficacy for teaching certain pronunciation aspects indicate suprasegmentals may be the content they most struggle with. Subsequent items have also demonstrated that this cohort feel certain about their abilities and knowledge to help learners improve their pronunciation. Interestingly, these results seem to be regardless of some participants' reported needs to improve their English pronunciation before they can teach it effectively.

As the following section illustrates, three themes have been associated with these reported beliefs. Especially regarding their high levels of teaching confidence, their perceptions about having received *effective training* and that *professional practice enhances confidence* will

be discussed. Finally, some references to how the *context affects language performance* will be included to explain the more pessimistic figures.

8.5.1. Effective training

All interviewed novice teachers praise the training they have received from these university programmes. This positive evaluation is in spite of the criticism that some practices have provoked, such as the stringent benchmarks of achievement with respect to their own language development (e.g., 127) and a lack of contextual and pedagogical knowledge (see section 8.1.2.). In this respect, some participants describe the that the quality of these programme is reflected in their high levels of language competence and argue that “in terms of English, I was excellently prepared, I mean, impeccable English” (Jose, NT-A). Others also highlight the comprehensive character of their language modules which cover “a little bit of grammar [...] there is also phonetics [...] they kind of condense all the content and they divide them in these 5 years” (Camila, NT-C).

Additionally, most interviewed novice teachers agree there is shared emphasis on oral English across all training courses, which has had a direct impact in their own pronunciation development. This, as a result, has produced a sense of certainty with respect to teaching this content and English in general. This is illustrated in Camila’s words in Extract 139 in which she describes how all graduates end the programme with a good knowledge base in pronunciation due to the extensive focus on this topic in their university modules. She also mentions this personal language learning experience has provided her with specific techniques to incorporate pronunciation instruction while dealing with speaking skills.

Extract 139

Camila: we come out well prepared on the subject of pronunciation because, although, as I said, of course, there is little, there are two semesters that we have of pronunciation classes, in this class that is called XXXX that we had from first to fifth year, and in others too, of course, they encourage us a lot on the subject of pronunciation [...] they were

always correcting us, like "this is pronounced in such and such a way", or teaching in a certain way and also showing as examples of how to teach speaking that within this comes pronunciation (Camila, NT-C)

Similarly, other interviewees stress the importance of the modules on ELT methodology from which they have constructed their own pronunciation teaching approaches. Despite acknowledging the lack of explicit pronunciation pedagogy, most novice teachers feel certain about knowing "how to capitalize on different techniques to simplify things for learners" (Beatriz, NT-C). This is confirmed by Claudia in Extract 140 where she discusses her certainty about teaching pronunciation effectively. As she reports, she considers having the necessary skills to help her learners improve their speech due to the competences acquired in these training courses. Her training, together with her personal abilities, shape her teaching confidence regardless of the lack of pronunciation pedagogy training.

Extract 140

Claudia: Because I still had strategies and certain skills and certain things there that I could do to help the students [...] they never gave me objectives, they never told me how it was going to help the issue of teaching this explicitly, but I do feel that I was given skills to, but it also has to do with, with me, [...] it has to do with how I perform (Claudia, NT-C)

Following the same line, all novice teachers describe replicating their lecturers' practices when teaching English pronunciation due to their effectiveness. This *apprenticeship of observation* at university level is also described as forming part of their instruction knowledge base, which in turn, strengthens their perceived levels of teaching competence. In Extract 141, for example, Cynthia describes basing her pedagogical approaches on past memories from her own pronunciation learning experience. As she describes, she has drawn on a number of activities to help her learners develop their English pronunciation. As such, she asks her students to record their repetition of a model text, which, as described throughout her

interview, corresponds to one of her assessment assignments in her English phonology modules.

Extract 141

Cynthia: I started to remember how I learned English well, what strategies helped me specifically and that's why I also started like, now, this can be useful, I'm also going to replicate it with my students, which I have done, for example, the thing of sending the kids a text with the audio and then they send it to me, and they replicate it, they read it (Cynthia, NT-A)

The different examples provided by novice teachers when discussing their training illustrate this cohort's sense of satisfaction with respect to the quality of education they have received. This perception of being properly trained, together with the knowledge constructed out of these experiences are found to positively influence their perceived abilities for teaching English pronunciation.

8.5.2. Context affects language performance

Although the previous discussions illustrate there is a shared narrative in this cohort about being able to teach pronunciation successfully, some participants argue their current teaching context has affected their performance. Especially in relation to their language competence, some participants report this is due to the lack of continuous exposure to English in general, since this language is hardly spoken in these places. This issue has impacted negatively their confidence levels as they believe they still need to improve their English proficiency before they can deliver pronunciation instruction.

For example, Claudia argues in Extract 142 that the Chilean educational context does not offer opportunities for English teachers to apply their extensive language knowledge. Instead, this context is described as hindering her development and, as a consequence, her certainty levels in relation to her speech. At present, Claudia confesses to believing she may not

represent an appropriate pronunciation model for her learners. She also reports she would have had a different perception of her pronunciation proficiency should she have continued her career in more academic settings.

Extract 142

Claudia: I think this is due to the loss of practice [...] because I feel that if I continued in an academic context at the university, perhaps doing a Masters in English as well, and put my knowledge of English into practice, this would have changed a little, but because of the same demands of the Chilean educational context that does not allow you to put into practice what you know all the time, I feel that my confidence in this sense drops a little and, and at the moment I am doing nothing more than classes, so I don't feel that I am also a great example at the moment for the girls.

Researcher: So, if I had asked you, maybe six months before or the year before when you were abroad, you would have told me something else.

Claudia: Exactly (Claudia, NT-B)

This comment appears to refute her argument of possessing the necessary skills to teach pronunciation, previously mentioned in Extract 140. However, it seems some participants assess their own pronunciation production under different terms to those used to evaluate their teaching abilities. This may indicate that some novice teachers' cognitions are not linear concerning their own judgements of their English pronunciation and how they relate to their readiness to teach it effectively.

On the other hand, Francisca is more emphatic in describing how her current teaching context has impeded the application and testing of her pronunciation instruction abilities. In Extract 143, she reports lacking for opportunities to teach pronunciation, which have, therefore, affected her overall confidence in being successful at this task. She also describes her dilemma over replicating her own English phonetics learning experience at university when dealing with pronunciation instruction. In this respect, she considers pronunciation a difficult topic to teach

as it may require a specific environment to ensure students feel comfortable and willing to learn.

Extract 143

Francisca: It's hard for me, it can't be so technical, like getting it out of my mind that they don't have to learn phonetics like I learned it, for example, at university, so I have like a little idea of the memories that I had maybe at school, but I've never put it into practice like I'm always a bit wary of that, so I feel that, it's very difficult to teach someone pronunciation or how to speak, if you're too afraid to speak, if you're lucky if they participate in class or if they have to be, in a certain environment or in a certain comfort zone to be able to act, I don't know if it's so difficult to teach it, but maybe I could teach it, I mean, just like "okay, we're starting today", but I don't know how effective it is or how much change it will make in them (Francisca, NT-B)

Francisca's comment about defining pronunciation as a difficult topic to teach could also be interpreted as a result of the rigid standards experienced in these training programmes, which have been repeatedly mentioned throughout this chapter. This may also be reflected in Claudia's apprehension about her own pronunciation performance. Despite the fact that both participants describe different complexes, it seems that their teaching context, together with this specific view of pronunciation, impact aspects of their teaching confidence.

8.5.3. Professional practice enhances confidence

The second most discussed theme concerning their teaching confidence corresponds to their professional experiences and how these have determined their sense of certainty for ELT. The experiences reported do not only include language teaching situations, but also other instances in which they have used English for professional purposes. For instance, Camila describes in Extract 144 a working experience where she received feedback about her language competence from native English speakers; this, as a result, validated her confidence with

respect to her own speech. In her account she also compares these postgraduation experiences with the rigorous standards under which these novice teachers were assessed. Despite the fact that these demands may have negatively impacted their overall certainty, she describes how these were intended to encourage their development. As she concludes, the act of effectively applying the acquired knowledge in different situations can have a direct impact in teachers' confidence levels.

Extract 144

Camila: I think that confidence is acquired a little later with practice, when you realise that you can teach well, or that you are pronouncing well [...] I remember that I participated as an interpreter in a fair and of course, the fact, for example, that there you were talking to natives [...] and they told us "no, you speak very well, your accent is very understandable", so all these aspects give you confidence because being at uni, of course, the teachers tend to demand a lot sometimes, maybe you're doing really well, but obviously they still try to demand more so can you improve, maybe you say "gee, I got a 5, I'm not that good" [...] but then when you start to put into practice everything you know, you realise that you're doing well, of course, then you become more confident.
(Camila, NT-C)

Other participants express that classroom experiences have greatly improved their sense of accomplishment, and in turn, their certainty to continue teaching the language. For example, Cynthia states in Extract 145 that she considers having a general sense of insecurity with respect to her personal abilities. She even acknowledges feeling some anxiety when dealing with pronunciation, as she may be the only access students have to the language. Despite these concerns, the feedback received from her learners while teaching pronunciation has helped her reduce this uncertainty. Other remarks from this novice teacher also confirm she integrates the instruction of this content as a general practice (see Extract 123) regardless of these possible constraints.

Extract 145

Cynthia: I'm very insecure in general, so, I've found that in the classroom it has helped me a lot to lose a bit of that fear, because sometimes I even do funny things to teach them pronunciation and the kids receive it well, and I also feel that it gives me a bit of anxiety when I, I don't know, make a mistake in, in a word, the pronunciation of a word, and the fact that I'm often the only exposure that they have to the language, that it's like that's how it's pronounced, when it's not, it's not like that (Cynthia, NT-A)

Related to this, some novice teachers also call for the inclusion of more authentic classroom practicums throughout their training in order to face this reality better prepared. In this respect, these programmes are usually described as providing excellent “theoretical, didactic, methodological training [...] but they didn't ground it in the educational context” (Beatriz, NT-C). As previously mentioned, some participants from this cohort acknowledge having “felt like a child, like a baby” (José, NT-A) the first time they faced an actual classroom as “we had a teaching practicum in fourth or fifth year, so [...] I remember that in the first years it was still a long way off to go to a school to practice all those things” (José, NT-A). They suggest, therefore, that a continuous involvement with school students would have helped them develop a greater sense of teaching confidence with respect to the Chilean classroom context before graduation. This observation questions the practical character of the courses that include school-based experiences in these programmes' curricula.

8.6. Novice teachers' cognitions influencing factors

Most sections of this chapter have revealed that novice teachers reflect in their narratives a variety of influencing factors for their cognitions' development. The section that follows will concentrate on describing the three most influential elements that seem to characterise this cohort's mindset and practices for pronunciation teaching. This analysis will include references to previously discussed remarks and additional interview quotes to facilitate their description and impact.

8.6.1. Professional experiences

Novice teachers' professional experiences constitute the most mentioned force contributing to their pronunciation-related beliefs and classroom decisions. The multiple references to these experiences include vivid memories from their initial teaching practicums and post-graduation events. These elements are described as impacting novice teachers' beliefs throughout almost all categories of analysis, including their perceptions of pronunciation importance, goals, models and teaching confidence.

For instance, section 8.1.2. about *contextualisation of practices* exhibits different examples of pronunciation instruction practices being modified to respond to learners' needs and institutional demands. This is especially evident in Extract 122, where Beatriz describes how her current teaching mindset derives from her current working context and experience. Likewise, novice teachers' approach of integrating pronunciation instruction while dealing with other ELT content, as shown in Extract 123, is also reported as a result of their professional exercise and knowledge of contextual constraints for their lessons' development.

This is also confirmed by other participants while discussing pronunciation teaching goals. As section 8.2.1. has previously demonstrated, all novice teachers agree on the idea that intelligibility represents a realistic goal for their school contexts. Their teaching experiences, therefore, have contributed to their becoming aware of the most suitable approaches for pronunciation instruction given their learners' needs.

Additionally, these challenges do not only involve curriculum constraints, but more profound aspects they need to face in the classroom. As Extract 146 illustrates, Camila explains her teaching practice has always involved working in underprivileged settings, where she also has needed to overcome various social issues. The constant exposure to this context and its limitations, as she acknowledges, has determined her classroom procedures and her teaching mindset in general. Especially in relation to pronunciation, previous remarks from this novice teacher (see Extract 125, for instance) reveal as well that her teaching practise has been key to developing specific beliefs about pronunciation instruction.

Extract 146

Camila: all my teaching practicums were in vulnerable schools, so it's like I've always lived in that reality, I've never had the reality of seeing these beautiful private schools, so my general working practice also goes a bit towards that, towards the reality of the children that I've been in contact with, like I'm adapting myself a bit to the needs that they have, which are many needs, from maybe they have some disorder to, I don't know, social, about their families, so that's also adapting myself a bit to their needs (Claudia, NT-B)

Regarding pronunciation models, some interviewees suggest the use of non-ENL speech samples to illustrate achievable standards. Once more, this idea is proposed by novice teachers as a result of their own classroom research. As previously discussed by Beatriz in Extract 134, the use of more traditional models discouraged her students from learning the language more actively. Instead, her elaboration of pronunciation samples with more familiar speakers has created a sense of belonging and representation in her classroom context.

Finally, the exploration of their teaching confidence reveals their professional practice has also enhanced their skills and knowledge to effectively develop pronunciation instruction lessons. This is especially relevant in those participants who acknowledge feeling generally insecure about their abilities to perform and teach English well, as Extract 143 previously illustrated. Additionally, most novice teachers report feeling accomplished and generally certain about representing a good pronunciation model to their learners because of these and other professional experiences. This has made them aware of the need to offer future generations of teachers more continuous and genuine teaching practicums throughout their education.

8.6.2. Teacher training

Teacher training is also reported as greatly influencing novice teachers' conceptions and classroom actions about pronunciation. This factor, nevertheless, can be understood in relation

to mixed interpretations; on the one hand, some interviewed participants continuously explain their rejection of certain performance requirements they needed to meet during their training. These stringent standards have been found to specially influence novice teachers' perceptions about pronunciation goals and models. For instance, as previously illustrated in Extract 127, Claudia declares having been forced to adopt a specific accent in her teacher education programme. The imposition of this standard is described by this interviewee as a negative experience that she wants to avoid with her students, and, consequently, she advocates intelligibility as the main goal of pronunciation instruction for her learners. Similarly, Francisca's comment in Extract 143, about her learners not having to "learn phonetics like I learned it", confirms this need for refusing to replicate certain methods they have experienced. Other narratives, however, indicate that these speech standards may still exert an effect on this cohort's beliefs about demanding different pronunciation goals for teachers. Section 8.2.2. exhibits various examples in which the acquisition of a more native-like accent from the teacher is seen as facilitating learners' exposure and language development.

Participants' interpretation of British and American accents as *standard* English, and their assumed intelligibility, also seem to respond to their training exposure. All interviewees confirm these varieties represented their own pronunciation models while studying the language in these programmes. As previously shown in Extract 132, for example, some participants even acknowledge having difficulty in understanding *other* English speakers, and therefore sometimes evading their use as pronunciation samples.

On the other hand, teacher training is also described as contributing to their teaching confidence. As discussed in section 8.5.1., the positive evaluation of the education they have received in these programmes is reflected in their high levels of certainty with respect to their English competence and pronunciation instruction abilities (e.g., Extract 140). Likewise, most of these participants report replicating "the same techniques they used to teach us" (Camila, NT-C) for pronunciation instruction. The knowledge obtained from these university experiences, therefore, is found to create a sense of conviction that they can successfully help learners

improve their English pronunciation. Extract 141, for instance, demonstrates Cynthia's rationale for using the exact same recording technique she evidenced as part of her English phonology assessments. Further in the interview, she acknowledges being greatly influenced by one of her language modules' lecturers when dealing with pronunciation instruction. As a result, she describes aiming to adopt his teaching style to create a more comfortable classroom environment and, consequently, facilitate her learners' pronunciation practice. This is illustrated in Extract 147 below.

Extract 147

Cynthia: I think XXXX is one of the teachers who really influenced me a lot in terms of pronunciation, he was very playful, so you try to replicate those things because you were at ease in his classes and at the same time you were learning, I didn't have that anxiety that "he's going to challenge me", or yes, "he's going to ask me such and such", but it was more dynamic, more like a game almost [...] so I also want to replicate that with our children (Cynthia, NT-A)

The long list of instances in which teacher training is used to discuss pronunciation instruction principles demonstrates its prominent role in shaping novice teachers' cognitions and practices. However, since the interpretations of its influence vary across participants, this factor is found both as a contributing and counteracting force.

8.6.3. Study-abroad experiences

The third most discussed contributing factor involves novice teachers' study-abroad experiences. Four out of six interviewees (José, Claudia, Beatriz and Francisca) report being awarded a scholarship to spend a term abroad at a university of their choice. This occurred during their fourth year of teacher training, i.e., approximately 4 – 5 years ago. Despite the different cultural and academic contexts of these institutions, all participants describe these experiences as inspiring some beliefs and practice changes. The narratives of the novice

teachers who experienced this demonstrate that their interactions with other international speakers have made them realise, for example, that “English is not about elitism as it is here in Chile, but it is a communication tool” (Beatriz, NT-C). These encounters, therefore, have deeply influenced their views of English as a global language and their own speech attitudes.

For instance, this shifting in cognition is directly reported by Francisca while discussing her survey responses about the goal of ELT and accent validity. As she acknowledges in Extract 148, she initiated her study-abroad experience with the belief that English could only be used in *inner circle* countries. Her stay in a British university, as she reports in other parts of the interview, allowed her to visit different European countries where she could evidence English was also used in these contexts. This experience also contributed to her knowledge of other English accents of which she was not aware as a consequence of her school learning and university training. As a result of this term abroad, she reports having a more global approach to English language learning, and she even compares this phenomenon with the different realisations of the Spanish language. This perspective can also be interpreted from her accounts in Extracts 124 and 133 where she discusses intelligibility as a pronunciation goal and the need to expose learners to different pronunciation models, respectively.

Extract 148

Francisca: At the beginning I only saw it as English for people who were going to the United States or England, but I realised because of this, maybe because of the trip, that in reality it could be useful for France, that it could be useful for Germany, so that's why, that's the difference, because I feel that around the world, I mean, now I see English as more global, more than just as a native of Canada or the United States, so that's the difference, and for the same reason, well, even though I always had only American at school, at uni, only British, I also realised that there are many types of English, Chinese English, I don't know, you can see the accent, but it's still the same English and yes, they're equally valid, it's like, it's like choosing which Spanish is better, whether it's Argentinean or Chilean (Francisca, NT-B)

Other participants also comment on how these experiences have positively changed their attitudes towards their own speech performance. This has been previously illustrated in Extract 127, where Claudia reports that her experience at an American university helped her appreciate her accent despite the criticism received during her training. This perception is also mentioned by José when discussing his teaching confidence and the involved influential factors. As Extract 149 shows, José compares his certainty levels during his training in Chile with his study-abroad experience at a Canadian university. In this sense, he describes having felt frustrated at times due to the stringent pronunciation demands dictated at his teacher training programme. He explicitly declares that some comments from the academic staff impacted deeply on pre-service teachers' pronunciation evaluation and morale. This experience, however, is contrasted with the sense of accomplishment he felt in Canada as a result of his ability to communicate successfully and the positive reactions that he received regarding his accent.

Extract 149

José: I feel that I was trained quite well there, but this level of confidence was not always like that either, for example, at Programme A sometimes I felt like “damn, I can't speak well” [...] and I felt those frustrations, sometimes the same exams I tried to pronounce and I couldn't do it, I remember that that changed a bit when I could go to Canada and [...] when I had to face that reality, I kind of rethought it because I was able to speak and I was achieving all those things and in the end, I don't know, there were people who said “oh, how interesting is your accent” and I learned to value it more as something positive, and then when I came back, I kind of tried to expand that idea a bit because for example, I remember that there were teachers, not all, but there were teachers who installed this idea that you were pronouncing horribly, it really lowered your confidence (José, NT-A)

The encouraging feedback received in these contexts is described, therefore, as a confidence booster. However, these novice teachers' narratives do not recount much of the

formal training received at these foreign universities; instead, they focus on the interactions with other speakers and lecturers, and how these have helped to construct their sense of confidence and comfort with their own English pronunciation.

8.7. Summary

This chapter has reviewed the most significant interview information relating to novice teachers' cognitions about pronunciation instruction. In order to complement participants' survey responses presented in Chapter 4, the qualitative data was analysed following the six categories of analysis. In this regard, the section on pronunciation importance has revealed that novice teachers consider this subject matter as one of the many skills English learners need to acquire. The perceived moderate importance reported in the surveys, therefore, is explained by teachers' view that different types of English language knowledge should be taught comprehensively to facilitate communication, including vocabulary, reading, listening and speaking skills. This perception is also influenced by their focus on their teaching contexts and how pronunciation teaching should accommodate to these realities. Despite the fact that all novice teachers report including pronunciation in their practices, they report contextual limitations that keep them from attending to this content more extensively.

Regarding pronunciation teaching goals, the information provided in this chapter has demonstrated that novice teachers highlight that pronunciation teaching should respond to the principle of mutual understanding, and they declare this constitutes a more realistic goal for their learners. Once more their context awareness is illustrated in their interview responses, who report accommodating certain practices to make their students feel comfortable in their classes. However, none of the participants explain how intelligibility can be achieved or the aspects of pronunciation that should be emphasised in its instruction.

On the other hand, despite advocating the Intelligibility principle, most novice teachers consider there should be different pronunciation goals for teachers. As the data has shown, some participants believe teachers' accent may facilitate students' learning experience; others

argue they may represent the only accessible model of the language to learners. These beliefs seem to be influenced by their training experiences which were heavily associated with approximation to RP and GA models.

The analysis of pronunciation models has also shown novice teachers prioritise British and American English as the basis of pronunciation teaching because they are perceived as *the standard* varieties of the language. These English accents are also thought to be more intelligible, which in turn, would facilitate learners' comprehension and language acquisition. Nevertheless, these pronunciation models are only mentioned with reference to listening skills development, and not as standards of achievement for learners' speech performance. Non-ENL varieties, on the other hand, are encouraged to illustrate language variation and to represent an achievable speaking model, especially in contexts where English is hardly familiar.

Their interview discussions about pronunciation aspects evidence once more their comprehensive learning perspective, and suggest the equal instruction of segmentals and suprasegmentals of English. Some of their narratives illustrate the interaction between these aspects, and most importantly, they highlight the importance of suprasegmentals for pragmatic purposes. Some participants, however, focus on the importance of learning English vowel and consonant sounds over prosody. The novice teachers who argue these beliefs emphasise some prosodic elements may be linked to speakers' personalities, and, therefore, they should not be deeply discussed.

The section of confidence for pronunciation instruction reveals most novice teachers feel highly competent and certain about teaching the content. These perceptions reflect a positive evaluation towards their teaching education, which they consider their pronunciation knowledge. Despite the criticism expressed about these programmes' strict demands, some novice teachers even acknowledge replicating strategies they experienced themselves during their training. Similarly, their professional practice has contributed to their positive speech evaluation, and, most importantly, to their conviction to teach pronunciation successfully. The sense of certainty gained in the classroom has also made them aware of the needs for authentic

school-based experiences throughout teachers' training. On the other hand, some minor apprehensions are reported about how the Chilean educational context may not provide enough opportunities for teachers to advance in their English competence and pronunciation instruction abilities, affecting their teaching certainty.

The section on contributing factors has illustrated their teaching experiences constitutes the most prominent force on novice teachers' cognitions. This influence is described in almost all categories of analysis and includes pre- and post-graduation memories. Their teacher training is also confirmed as a contributing element to their knowledge and beliefs about pronunciation goals, models and teaching confidence. Finally, their study-abroad experiences also appear as a significant activity, influencing their perceptions of English as a global language, the importance of using different pronunciation models and their own speech validation.

Chapter 9: Discussion and Conclusions

This final chapter offers a discussion of the main findings reported previously in chapters 4, 5, 6, 7 and 8 in light of the most relevant literature and context analysis. I will start by summarising the most general aspects identified of these cohorts of participants which will help later understand their differences in cognitions and the contributing factors. Then, I will provide the responses to the research questions described in Section 3.1. This discussion will be followed by an analysis of the contribution of this study and its main implications for ELT teacher education and research. I will finish this thesis by reflecting on the limitations of my study and some final remarks for future research.

9.1. General aspects about cohorts

The exploration of the professional development of different cohorts of Chilean pre- and in-service teachers has evidenced these participants undergo fairly similar experiences that significantly impact their beliefs and eventual classroom practices. First, there is a common perception of English pronunciation as content that is not usually included in Chilean ELT classrooms. Pronunciation is, therefore, regarded as additional content they did not access before initiating their teacher training. This information is confirmed by survey and interview data which describe participants' school English learning and teaching experiences. As a result, there is a shared vision of the positive contribution that the training modules on language learning and phonetics and phonology have with respect to their own speech improvement and language knowledge base. This is expressed by both the prospective and novice teachers' cohorts.

Additionally, even though this study has involved the participation of different Chilean institutions, the results confirm these ELT teacher degrees are treated in comparable ways; pre-service teachers receive most of their subject content-related and pedagogical competences separately. Additionally, most of the subject matter content is delivered as modules on the linguistic analysis of the language (e.g., grammar, phonetics and phonology) which lack a

pedagogical focus. This provides evidence that ELT teacher education in Chile has been, and is still, constrained by a divorce between the subject matter and pedagogical content knowledge (Abrahams & Farias, 2010). Only a few methodological courses aim to build a bridge between SLA theory and linguistics with teaching methods (Martin, 2016). This information is reported by participants themselves who state in the interviews, for example, the needs for more contextualised training, both in terms of pedagogy and the Chilean education reality.

Especially in relation to pronunciation, student teachers at later stages of their training and practising novice teachers confirm the absence of pronunciation pedagogy in these degrees, and as I will discuss later, they draw on other experiences to form their pedagogical knowledge base. In this respect, the data obtained demonstrate that these degrees place a strong focus on the development of pre-service teachers' language competence, especially during the first three years of training. This concern is also reported throughout all cohorts of participants, who acknowledge their personal expectations of achieving high standards of language competence by the end of these programmes. This finding corroborates previous research in the field of SLTC which illustrates the lack of training in ELT teacher education programmes (Murphy, 2014) and the general focus on aspects of phonetics and phonology.

Concerning the phonetics and phonology modules, these programmes often promote a dualistic view towards English pronunciation, highly influenced by the Standard English ideology, as previous studies on teachers' perceptions have shown (e.g., Dewey, 2012; Jenkins, 2007). Likewise, the teaching provided in these modules indicates a strong presence of the *Nativeness Principle*, previously discussed in Chapter 2, which prompts pre-service teachers' pronunciation to develop only in relation to native models. The dominance of British and American varieties as representations of the language can be evidenced not only in their curricula documents as discussed in Chapter 3, but also on interviewees' descriptions of their training experiences. These stories also confirm previous studies conducted in the Chilean context which give an account of the presence of ideas about correctness concentrated on the

conformity to these two English accents (e.g., Pérez Andrade, 2019; Véliz Campos, 2011; Villablanca, 2018).

Although the emphasis on language development is reasonable in this context, given the disparity of proficiency levels among student teachers, it raises concerns whether the overall aim of these training programmes is to educate effective English teachers or just language models (Ortiz López et al., 2020). In this respect, participants' cognitions and practices illustrate a limited understanding of the operationalisation of pronunciation in communication, and equally important, in the ELT classroom. Regardless of their training stage and professional experience, participants are not fully aware of pronunciation terminology or related teaching principles, e.g., intelligibility, comprehensibility, accentedness, nativeness, etc. Consequently, they can be identified as pronunciation teaching *amateurs* (Henderson et al., 2012). This can be inferred from the way survey respondents and interviewees justify their answers with very broad concepts which are mostly personally constructed and with scarce theoretical grounds. What is more, throughout these discussions, I found myself adapting or explaining some of the interview items to facilitate participants' answers.

Interestingly, courses on applied linguistics and SLA have been identified as instructing prospective teachers on current research trends such as ELF and EIL. However, these references are only limited to third-year participants, and therefore, it is assumed cohorts at later stages of their development were not exposed to those discussions. Furthermore, as previously mentioned, it seems these courses do not share a cohesive perspective regarding the global character of English, and consequently, the emphasis on intelligibility as a language learning goal.

9.2. Responses to research questions

The aim of this study was to understand comprehensively the development of pre- and in-service teachers' cognitions about pronunciation and their influential factors within the

Chilean context. The section that follows will directly address the two research questions that guided this exploration.

9.2.1. Research question 1: Comparison of cognitions

The first research question of this doctoral study is *How do Chilean teachers' cognitions about pronunciation teaching and practice compare at different stages of their ELT training and post-graduation?* This question was operationalised by analysing different cohorts of pre- and in-service teachers and exploring their beliefs and practices about pronunciation instruction. Six categories of analysis were employed to fully examine participants' conceptualisations of pronunciation instruction. These will once more guide the discussion of the major contrasts and similarities among these cohorts' cognitions.

Major contrasts across cohorts

Participants' conceptualisations of pronunciation evidence that there are progressive changes when they reach different levels of their training and professional experience; however, these shifts in cognitions are not completely linear (Burri & Baker, 2020, 2021). These differences confirm a developing detachment from traditional principles for pronunciation instruction. As previously reported in Chapter 4, there is a clear pattern of this detachment reaching its highest levels in the third- and fifth-year cohorts. Novice teachers, surprisingly, show similar views to those pre-service teachers just beginning their training, who probably present the most speculative cognitions of all groups. In this respect, the aspects that show the most significant contrasts include cognitions about the importance of pronunciation, the goals and models for its instruction and some aspects of their confidence for pronunciation teaching, which include their self-perceived pronunciation knowledge and performance. Each of these dimensions will be discussed below.

◇ Pronunciation importance

Regarding the importance of pronunciation, there is a notable decrease of its perceived relevance for communication and as ELT content among pre-service teachers. First-year teacher candidates value pronunciation as something that should be prioritised due to its impact on meaning. Their narratives also illustrate their own pronunciation concerns, and it can be assumed that the high levels of importance reported for pronunciation instruction can be a reflection of their own aims for improvement. The few instances in which pronunciation is regarded as irrelevant, reveal preconceived assumptions about an inherited difficulty in the content, especially for the Chilean classroom context which may not be prepared for its instruction.

On the other hand, student teachers at later stages of their training downgrade the importance of pronunciation by highlighting the role of English as a contact language and the diversification of Englishes. In the case of the third-year cohort, the justification for this importance reduction is found to be a result of the emerging questioning of idealised notions of correctness and models of speech which contrast with the literature they are currently discussing. The global expansion of English and the literature mentioned to explain such cognitions, i.e., the Lingua Franca Core (Jenkins, 2002) and EIL (McKay, 2003), are differently interpreted as evidence for diminishing the importance of pronunciation for mutual understanding and as ELT content. Fifth-year trainees further develop these views and minimise pronunciation's significance by emphasising that communication takes priority over *correct* pronunciation, a notion previously reported in other studies (e.g., Henderson et al., 2012). The understanding that communication is *the* goal of learning English, and the multiple descriptions of pronunciation as *perfect* speech or specialised content sheds light again on the supposed academic character of this language domain, which they consider inconsequential for regular learners of English.

Especially in the case of these cohorts, their awareness of the role of English as a contact language, and the respect for different English varieties, as I will explain later, seem to have a

counterproductive effect in their perception of the importance of pronunciation. This may be seen as contradicting previous research (e.g., Burri, 2015a) which argues that this understanding can foster a more positive view towards future pronunciation instruction. However, their learning of these conceptions is not contextualised to the teaching of pronunciation as in Burri's study. Consequently, these Chilean trainees hold a hasty interpretation of the need to communicate satisfactorily, and a lack of understanding of how pronunciation operates in this sense. In this respect, although the pre-service teachers argue experiencing a more progressive change with regards to their beliefs, their reported cognitions evidence they are struggling to see an alternative to the status quo approach in pronunciation instruction. As such, pronunciation is perceived to be so inextricably linked to NS norms that they now assume it is not important given the call for shifting emphasis away from native-speakerism. Similarly, these views also indicate difficulty in translating their acquired theoretical knowledge into pedagogical practice (Burri et al., 2017). This difficulty, nevertheless, is the result of the limited understanding of pronunciation pedagogy they have been trained with, as previous studies have demonstrated (Derwing & Munro, 2005).

Something similar is found among novice teachers who also report pronunciation as having reduced importance. As they explain, pronunciation instruction should be part of the many competences that learners of English require (Jones, 2018), and as such, there is no need to emphasise this content over other skills. However, their cognitions not only portray dedicated pronunciation teaching as idealistic—they simply do not have the time to teach it—but also as normative. As previously mentioned, their calls for avoiding explicit teaching, technical terminology and integrating this content with other activities, do not question the content itself, but the validity of the traditional pronunciation teaching approaches they have experienced, which they consider problematic for their teaching contexts. This is also in response to the education contexts in which they work, validating the influence of curricular and institutional constraints on their pedagogical approaches (Crandall & Christison, 2016; Georgiou, 2019; Pennington & Rogerson-Revell, 2019).

❖ Pronunciation teaching goals

Their views on the aims of pronunciation teaching also reveal considerable contrasts. Although all cohorts report a progressive support for intelligibility, and thus opposition to the Nativeness principle, their supporting cognitions evidence differences in their knowledge of pronunciation and other professional and personal experiences. First-year teacher candidates relate their conception of intelligibility with the accurate production of English segmentals. However, their naive assumption that intelligibility depends on its approximation to native pronunciation is also present in their arguments; some even define this as *neutral* accent. These beliefs illustrate the presumed relationship between accent and the ease or difficulty to understand speech, which is now heavily contested (Derwing & Munro, 2015). This interpretation is closely related to the needs for establishing different pronunciation goals for teachers and learners, which has also been identified in other contexts (e.g., Jenkins, 2007; Timmis, 2002; Uchida & Sugimoto, 2020, 2017). While English learners should only work towards achieving intelligible pronunciation, teachers should ‘master’ the language at a different level to represent an accurate model and to facilitate students’ comprehension in the classroom.

Interestingly, these conceptualisations of ‘neutral’ speech and different pronunciation goals are also shared among novice teachers. They demonstrate conformity to the needs of showing a good model of speech, assuming they may be learners’ only access to the language. This norm-bound perspective about pronunciation, which can be related to their training experiences as I will discuss later, is seen as being deeply engrained in their mental systems, despite their acknowledgement for an international approach to ELT. Consequently, these teachers may be accepting these changes in theory but not in practice (Dewey, 2012).

Additionally, although this view is less sustained among third-year teacher candidates, there are few participants who see near-native pronunciation as the *ultimate goal* of pronunciation instruction, especially for ELT practitioners. Together with this notion of teachers as models of performance, the third-year cohort also illustrate some apprehension

regarding the judgement they could be subject to because of their accent (Gluszek & Dovidio, 2010; Moyer, 2013; Munro, 2003), as this is the most salient linguistic aspect of a speaker (Canagarajah, 2005). Having native pronunciation, therefore, could help teachers gain more respect (Derwing & Munro, 2009; Munro et al., 2006). Tensions between these beliefs are also acknowledged, and therefore, it is possible to see how these pre-service teachers are in a transition process by which some cognitions can either be confirmed or reversed (Cabaroglu & Roberts, 2000).

Surprisingly, the fifth-year cohort are the only group that consistently support the idea of intelligibility as a pronunciation goal both for learners and teachers. These participants recognise their cognitions have shifted, which would be previously heavily influenced by idealised notions of correctness and standardisation, especially for teachers. Although some traces of these conceptions are still found in their narratives, as discussed above, there is a more congruent discourse among these pre-service teachers that advocates respect for the universality of English, and consequently, the needs for reaching mutual understanding regardless of speakers' accented speech. This is also reflected in their calls for challenging social expectations about teachers' accents and embracing their *non-nativeness*, which contests other findings in the field of SLTC (e.g., Bai & Yuan, 2018).

It is important to mention, though, that none of the groups investigated explain in practical terms how intelligibility should be operationalised in pronunciation classroom practices. The discussions about pronunciation aspects, i.e., segmentals and suprasegmentals, and their teaching priority, mostly illustrate their English phonology knowledge. Again, there is an evident lack of pedagogical understanding about pronunciation teaching principles.

◇ Pronunciation models

Following the enquiry proposed for research question 1, the category of pronunciation teaching models also illustrates significant distinctions among cohorts. For instance, among first-year student teachers, there is a clear tendency of favouring British and American varieties,

which they consider as the *standard*. Once more, their idealised perspectives about intelligibility and the use of English come into play, as they describe these accents as the most widely used and what learners of English would be most exposed to. This reflects their unawareness of the fact that non-native speakers of English outnumber native ones (Graddol, 2006; Low, 2015; Rose et al., 2021), and hence “the possibility of ELF interactions occurring in the absence of native speakers is far higher than that of them occurring in their presence” (Walker, 2010, p. 6).

Likewise, these beliefs are closely attached to the notion that imitating these speakers facilitates learning English in a *neutral* way, and therefore, they should constitute the basis of pronunciation instruction. In this sense, there is an implicit assumption that native-like pronunciation will also ensure that communication is successful (LeVelle & Levis, 2014). Non-ENL samples are only regarded as material to develop listening skills. Additionally, these varieties are immediately associated with potential incomprehensible speech (Sewell, 2009; Walker, 2010), reinforcing the assumed interdependence between ‘accented’ speech and difficulty to understand, despite the evidence showing these dimensions being partially independent (Derwing & Munro, 2015; Munro & Derwing, 1995).

On a similar note, novice teachers also conceive the needs of adopting a standard of pronunciation which can portray an *accurate* representation of English. Interestingly, these participants also associate ENL accents with comprehensible input, especially in the case of the American variety. By referring to these accents as the *standard*, both cohorts discuss these pronunciation models as static representations of the English language and show limited awareness of linguistic heterogeneity among them (Crowley, 2003; Irvine & Gal, 2009; Isaacs & Rose, 2022). However, while they favour the use of these pronunciation samples, these do not constitute the pronunciation terms employed to assess their learners’ performance. Although some scholars have argued that the selection of a pronunciation model does not necessarily determine learners’ pronunciation goals (Rogerson-Revell, 2011; Szpyra-Kozłowska, 2018), it is

unclear the extent to which these are used for guiding learners' performance, and what pronunciation features are prioritised in this respect.

These findings are not novel in SLTC research about pronunciation instruction (e.g., Jenkins, 2007; Sifakis & Sougari, 2005; Tokumoto & Shibata, 2011). While it is probably understandable that first-year teacher candidates intuitively give preference to traditional pronunciation models, it is striking to see how the more experienced cohort seem to sustain a progressive narrative throughout their interviews, but automatically switch to a normative stance when discussing models. This illustrates that the fallacy of standard English (Raihan & Deterding, 2018) is probably deeply ingrained in novice teachers' mental systems. In this regard, the findings previously presented confirm these cognitions being strongly associated with the benchmarks of achievement imposed during their training, as previously identified in the Chilean context (Pérez Andrade, 2019), and the imposed culture of using teaching materials that only present these varieties (Baker, 2011). In this respect, acknowledging the limitations of the cross-sectional data gathered, a longitudinal follow-up of first-year trainees could confirm whether this same phenomenon will be repeated eventually in their professional careers.

On the other hand, it is interesting to see that the call for including non-ENL models comes primarily from those teachers working in rural disadvantaged contexts, where conventional pronunciation models are seen as completely unfamiliar to learners. In fact, the use of non-native speech samples is thought to encourage learners' motivation and sense of achievement (Murphy, 2014). As discussed in Chapter 2, these teaching contexts have contributed significantly to some novice teachers' knowledge base of pronunciation instruction (Gordon, 2019). The exploration of this influential factor will be continued in the next section.

Once more, the third and fifth-year cohorts' cognitions confirm a progressive distance from traditional pronunciation principles, which gradually start valuing the inclusion of models outside ENL varieties. This transition is especially evident in the case of third-year teacher candidates, who illustrate how new learnt conceptualisations of language learning clash with the mental structure they had previously developed, evidencing the multiple changes cognitions

can experience as a result of professional coursework (Borg, 2015; Cabaroglu & Roberts, 2000). In this sense, there is still a sense of conformity with respect to the use of ENL as the norm of language teaching, which again reflects their own pronunciation learning experiences. This is also visible in some attitudes towards non-ENL pronunciation as next-level content, identified in previous research (e.g., Litzenberg, 2016). Behind these cognitions, nevertheless, there is an emerging reinterpretation of pronunciation teaching which challenges the needs of a pronunciation model, and therefore, rejects the imposition of local standards to speak—what they consider—a universal language. In addition, this new narrative legitimises non-ENL pronunciation models as authentic speech, especially one which is not exclusively elaborated for teaching purposes.

Fifth-year trainees, likewise, have extensively built on these conceptualisations and show more consistent views with respect to the validity of all accents as pronunciation models. Their interview narratives are coherent with their beliefs of prioritising communication over a *standard* of pronunciation, and their calls for embracing their own linguistic backgrounds when speaking English. Moreover, there is critical reflection of the historical over-reliance on RP and GA as speech samples (Levis, 2005), which has impeded their own exposure to other ways of speaking (Raihan & Deterding, 2018). Consequently, the diversification of pronunciation models becomes a priority for their current and potential pronunciation teaching actions. All these cognitions are also explained by the reality check some trainees experienced during their study-abroad experiences as related research has shown (e.g., Kurihara, 2013; Müller, 2016). This will also be explored in the section that follows about research question 2.

◇ Participants' self-perceived pronunciation performance and knowledge

The analysis of pre- and in-service teachers' confidence for pronunciation instruction, corroborates the gradual increase in their self-perceived image and speech performance. The same occurs with their reported knowledge about pronunciation instruction. In this respect, both survey and interview data confirm there is a more positive evaluation as participants

advance in their professional development and their knowledge of the subject matter increases (Burri, 2015b; Kamhi-Stein, 2000; Murdoch, 1994; Park, 2012). The first-year cohort has the most evident apprehensions about their pronunciation performance and knowledge; these produce a sense of dissatisfaction as a pronunciation model for other learners, and the evident needs for improvement before they can teach the content. The identification of the aspects to develop is also closely associated with their first training encounters, which have evidenced the pronunciation standards they must meet by the end of these programmes (Ormeño & Rosas, 2015).

Even though some third-year teacher candidates still consider they must achieve certain pronunciation standards to feel accomplished, this cohort show an evident advancement in this regard. Their overall pronunciation evaluation and satisfaction are higher than in the previous cohort. Most importantly, they assume their pronunciation concerns and lack of knowledge about it is in line with their training stage. These views also coincide with their self-efficacy views for the teaching of segmentals and suprasegmentals, which demonstrate the pre-service teachers are yet establishing their knowledge of pronunciation aspects, especially about suprasegmentals which is reported as their weakest skill.

Following this developmental pattern, fifth-year trainees and novice teachers confirm this progressive knowledge acquisition and pronunciation development. Both survey and interview data illustrate the majority of these participants evaluating positively their production of pronunciation aspects and their sense of confidence as pronunciation models. What is more, their perceived needs of improving their pronunciation of English before they can teach it effectively decrease steadily and in almost exact proportion to their previous cognitions. Especially in the case of novice teachers, their perceptions as legitimate English speakers and potential pronunciation teachers are particularly validated (Golombek & Jordan, 2005).

This developmental trend is only interrupted in participants' self-perceived efficacy for teaching English segmentals and suprasegmentals. In this respect, fifth-year student teachers describe themselves as less confident for the instruction of these aspects than the previous

cohort. However, the data obtained does not allow to identify whether these cognitions may be a consequence of their becoming more aware of how much is entailed in pronunciation teaching, or whether this is just a question of the lack of pedagogical content knowledge.

Similarities across cohorts

Following this comparison among cohorts' cognitions, three dimensions appear as showing mostly similarities; these include their perceptions on pronunciation teaching aspects, their overall confidence and reported practices for pronunciation teaching. Even though the arguments reported to support their beliefs and practices may illustrate different cognitive process or experiences, which are determined by their professional development stage, the cognitions expressed about these dimensions remain relatively comparable across cohorts. These will be discussed below.

❖ Pronunciation teaching aspects

Their views about the importance of teaching equally English segmentals and suprasegmentals indicate these pre-service and novice teachers value a more holistic approach to pronunciation teaching (Yenkimaleki et al., 2022; Zielinski, 2015). Although the first-year and novice teachers cohort perceive the English consonant and vowel sounds as the basis of pronunciation, there is a shared perception among all participants that these aspects should be eventually combined with prosodic elements to facilitate communication. In this respect, it is interesting to observe that first-year teacher candidates show a stronger conviction when reporting these cognitions in their surveys, despite not being completely aware of this terminology.

These ideas are supported by the beliefs that suprasegmentals have a strong impact in conveying meaning. In fact, intonation shows up as the most common theme, especially due to its relationship with the oral aspects of pragmatics. This suggests, therefore, their call for instructing learners in how to interpret conversation cues and respond to specific speech acts (Cohen, 2005; Jiang, 2006; Pennington & Rogerson-Revell, 2019). Fifth-year trainees and novice

teachers argue for the need to incorporate these aspects in their teaching practices. However, the last cohort admits doing it implicitly due to learners' L1 and low language competence, despite evidence suggesting explicit instruction on pronunciation features helps learners develop intelligible and comprehensible speech as previously discussed in Chapter 2 (e.g., Field, 2005; Hahn, 2004). These practices, consequently, show once more most of these reported practices are often based on their intuitions and with limited theoretical background (Derwing & Munro, 2005).

◇ Overall confidence for pronunciation teaching

One of the most striking findings corresponds to all cohorts' high levels of confidence with respect to their ability to help learners improve their English pronunciation. This teaching certainty is identified regardless of participants' training stage, not having received specialised instruction on pronunciation pedagogy and their reported pronunciation concerns, contradicting previous research (e.g., Baker, 2011; Buss, 2017; Couper, 2017). However, it validates findings from other studies that illustrate in-service teachers feeling prepared to teach the content despite acknowledging the needs for more specific training (Buss, 2016; Yağiz, 2018).

In this regard, these participants appreciate the extensive presence of modules on phonetics and phonology in their training programmes, which they see as the knowledge base for pronunciation instruction (Couper, 2021). As a result, these Chilean participants feel certain about their subject content knowledge they have or will acquire at these degrees. Interestingly, these results illustrate there may be a stable conviction about their teaching confidence, even post-graduation and in spite of all the challenges previously reported.

◇ Reported practices for pronunciation teaching

Fifth-year trainees and novice teachers' reported practices for pronunciation instruction evidence they employ equal approaches. On the one hand, both groups coincide with the idea of

integrating pronunciation teaching when dealing with other topics, similarly to what other studies have shown (e.g., Buss, 2016; Foote et al., 2011). This, as previously discussed, has responded to certain curricular and contextual constraints (Henderson et al., 2012) and their views of teaching pronunciation implicitly. Even though this study has not included classroom observations, their reported pronunciation teaching frequency and their interview narratives can also be interpreted as considering pronunciation as an add-on (Macdonald, 2002). Likewise, their comments about correction may demonstrate their practices mostly respond to perceived learners' pronunciation errors, confirming the ad hoc approach identified in other contexts (e.g., Couper, 2016, 2017; Foote et al., 2016; Nguyen & Newton, 2020).

Regarding their specific pronunciation teaching procedures, although novice teachers list a greater number of examples, both cohorts coincide in using repetition drills as their primary activity. This is followed by the use of minimal pairs to show contrastive sounds and the presentation of the points and manners of articulation. These three procedures have been identified in similar research (e.g., Buss, 2016; Couper, 2016; Tergujeff, 2012), and within this Chilean context, they evidence a heavy adherence to the analytic-linguistic perspective for pronunciation instruction (Celce-Murcia et al., 2010). This is in line with the linguistic character these participants describe about their training. In this respect, their strong background in phonetics and phonology leads these teachers to rely mainly on controlled techniques (Baker, 2014) and the presentation of pronunciation features (Couper, 2021).

The pronunciation models employed also show emphasis placed on the American and British varieties. What is more, the American accent outweighs considerably the preference for the British accent. As previously discussed, although fifth-year trainees question the predominance of these models, survey and interview data demonstrate their presence in ELT materials conditions their use. Novice teachers, additionally, explain these *standard* varieties also correspond to their choice of accent, and therefore, students are exposed to them by default. The exclusive use of these varieties has been contested as they create ill-prepared learners of English who will eventually struggle in their interactions with speakers in the real

world, and who do not follow those speech forms (Isaacs & Rose, 2022; Raihan & Deterding, 2018; Rose & Galloway, 2019). Nevertheless, these answers reflect once more the dualistic view with which these pre-service and novice teachers define English, and their willingness for using alternative models remains only in theory (Jenkins, 2007).

Overall, the reduced perceived importance of pronunciation, previously discussed, together with their ideas of prioritising communication over the teaching of *specific* content, reflects these cohorts founding their actions on early interpretations of CLT principles (Levis & Sonsoat, 2018). This can also be reflected in their calls for implicit pronunciation instruction and correcting only when issues arise. However, as discussed in the Literature Review chapter, the supposed neglect of pronunciation teaching within this ELT methodology has been overcome with specialised materials that guide its instruction through communicative means. Undoubtedly, observational data is required to identify the extent of these claims and the specific pedagogical needs these trainees and novice teachers require.

9.2.2. Research question 2: Contributing factors

The social turn in SLTC research has identified teachers as agents of change and knowledge creation, “who constantly develop and construct identity in professional contexts” (Li, 2020). Therefore, their knowledge, beliefs and practices are shaped by the different contexts they interact with and other learning experiences they may have (Johnson & Golombek, 2003). In this respect, the three influencing elements previously discussed in Chapter 2—*prior school learning experiences, professional coursework and classroom practices* (Borg, 2015)—are ratified by the data obtained in this thesis. However, diverse references to *contextual factors* ratify this as an overarching contributing element within which not only classroom practices occur, but different interactions with social and situational aspects. Their contribution to participants’ cognitions, nevertheless, illustrates various levels of influence that I will discuss below.

Prior school learning experiences

Teachers' previous language learning experiences can exert an initial and sometimes long lasting impact on the development of future beliefs (Barnard & Burns, 2012; Warford & Reeves, 2003). Especially with respect to schooling, references to its influence are mostly identified in first-year teacher candidates' recent memories. As demonstrated in Chapter 5, this influencing factor is broadly connected to these pre-service teachers' beliefs about ELT and other specific pronunciation-related conceptions.

Despite first-year prospective teachers do not explicitly state whether they see these memories as exemplars of pedagogical practice, it can be assumed they constitute a clear illustration of a tacit *apprenticeship of observation* (Lortie, 1975). For instance, teacher candidates from this cohort explain their preference for certain pronunciation models and their own accent description has responded to their school exposure to these varieties.

The limited pronunciation teaching instruction they report having had, is also used to justify their views on the prioritisation of certain pronunciation tools and features, in this case the teaching of phonemes and suprasegmentals as an integrative part of pronunciation instruction. Additionally, part of their teaching confidence for future practices is also founded in their previous tutoring experiences, which creates a sense of conviction about their language learning and teaching abilities.

In this respect, their narratives imply these classroom practices could constitute part of their own performance, by either replicating some actions—such as using the same models—or avoiding negative activities, as discussed by recent studies (Cancino & Díaz, 2020; Moodie, 2016; Smagorinsky & Barnes, 2019).

Professional coursework

These findings confirm that pre-service teachers begin their training with established beliefs about language teaching (Kagan, 1992b; Numrich, 1996; Tatto, 1998). However, the notion that these prior perceptions act as inflexible filters to professional coursework (Peacock,

2001; Tang et al., 2012; Urmston, 2003) seems questionable given the various shifting in cognition the rest of the cohorts describe experiencing. These differences can be especially illustrated in the case of third-year teacher candidates, who admit a cognition tension as a result of the university education received. In this respect, teacher training emerges as the most influential factor in the third, fifth and novice teachers' cohorts, validating its discussed impact (Baker, 2014; Borg, 2011; Busch, 2010; Fraser, 2001; Lee, 2015). Its great influence is identified in a wide range of cognitions, as previously illustrated, and in Chapters 6, 7 and 8.

However, the absence of pronunciation pedagogy on these training courses seems to have a detrimental effect on their beliefs about the content; this confirms the call for investigating the character of these teaching degrees (Mattheoudakis, 2007). While the third- and fifth-year cohorts show evidence of the theory learnt on these training programmes to support their arguments, it is frustrating to observe how these references have served to reduce its overall role and significance. Once more, this evidences a lack of connection between the study of linguistic branches of English description, in this case phonetics and phonology, and the pedagogical knowledge these trainees are being taught, which represents a weakness of these teacher education programmes (Johnson & Golombek, 2011). Similarly, there seems to be an urgent need to adopt an approach which discusses ELF coherently in all teacher training modules (Bayyurt & Dewey, 2020; Llorca et al., 2017), and most importantly, in the ones related to pronunciation.

Additionally, the perceptions of pronunciation as specialised content seem to be a reflection of the technical approach that these participants have experienced when learning pronunciation on these training programmes. What is more, fifth-year trainees and novice teachers widely express their conscious decision of avoiding certain learning standards as a result of the stringent demands they experienced on these teaching degrees, confirming previous findings in this respect (e.g., Numrich, 1996). This can be seen as abandoning the principles learnt in these teaching degrees and instead adopting more comfortable routines (Freeman et al., 1996; Pennington & Richards, 1998). Despite contesting these pronunciation

instruction requirements, notions of correctness and certain pronunciation standards are deeply rooted in third-year teacher candidates and novice teachers' beliefs, especially when it comes to demands for teachers' use of English.

Nevertheless, it is impossible to deny that the great amount of subject content knowledge offered on these programmes contributes positively to these cohorts' teaching confidence (Couper, 2021). Additionally, most pre-service teachers, if not all, learn the language while they are being trained with methodological knowledge. In this respect, cohorts at later stages of their development acknowledge building their pedagogical skills based on their own lecturers' practices. Although the term *apprenticeship of observation* (Lortie, 1975) was initially developed to refer to those pre-training experiences, which serve as inspiration and influence for future teaching, these pre- and novice teachers show a different dimension of it: the one lived during their language learning experiences at their own professional education.

Concerning pronunciation instruction, their training on linguistics and the observation of their lecturers' actions is seen as establishing their knowledge base, which confirms one more the impactful character of teacher education in participants' cognitions. Likewise, this live modelling from *experts* is also seen influencing their conviction in being able to teach the content effectively (Bandura, 1978; Pattison, 2014; Tschannen-Moran & Johnson, 2011). However, some participants' negative references to their training can also be considered as learning to avoid certain practices in their current and future careers.

However, as previously discussed in the literature review (see Section 2.2), these referential observations are constrained by the limited repertoire of practice that these prospective and novice teachers have been presented. In this sense, their almost unique exposure to pronunciation instruction methods has been as a result of their teacher training, which is also characterised as technical and specialised.

Furthermore, this represents the challenge that such cognitions may be founded on their individual needs and preferences with learning (Lortie, 1975; Warford & Reeves, 2003). This is very well illustrated by the third-year cohort's notion of personal projection; as such, these

teachers-to-be reflect their own expectations and struggles in relation to their eventual language learners. Unfortunately, this can greatly clash with the feasibility of such practices within the Chilean school educational system, which may introduce these teachers to a variety of learner profiles and pedagogical realities.

Contextual factors

These participants' interaction with different contexts has been widely identified as impacting their cognitions. Closely related to their training, the student and novice teachers who were offered to study abroad for a term claim that these experiences have motivated changes in their perception with regards to pronunciation and other language aspects. In the case of the fifth-year cohort, for example, trainees draw on interactions with other international speakers to justify their views on prioritising communication over *correct* pronunciation. Their learned attitudes towards attaining nativelike pronunciation were also challenged. Similarly, these encounters contributed positively to their own pronunciation evaluation, as previously discussed in other studies (e.g., Müller, 2016). Novice teachers agree with these influences and also acknowledge a better understanding of the role of English as a global means of communication, and a more positive appreciation towards their accent. These findings corroborate the great influence that trans-national teacher education has in teachers' cognitions development (Macalister, 2016; Sahin, 2008; Zhang & Wang, 2022).

With regards to classroom practice, the cohorts of fifth-year trainees and novice teachers demonstrate lots of examples of how this has shaped their pronunciation beliefs and practices, confirming previous findings in the field of SLTC (e.g., Kang & Cheng, 2014; Ruohotie-Lyhty, 2011; Yüksel & Başaran, 2019). These teachers are conscious of their teaching contexts and act accordingly, adapting the content to suit their learners' needs and preferences (Zielinski, 2012). Non-ENL pronunciation models, as mentioned before, are chosen for some novice teachers to represent more achievable models, and therefore, enhance learners' motivation in

the classroom. This is also illustrated in their attitudes towards intelligibility as a realistic pronunciation learning goal.

With regards to their teaching confidence, the interview data obtained illustrates these contexts are seen as having both positive and negative effects. On the one hand, most participants from the fifth-year and novice teachers cohorts emphasise that their teaching certainty and self-efficacy has been enhanced by different professional experiences due to the sense of performance accomplishment (Bandura, 1978). In this respect, fifth-year teacher candidates mention their teaching practicum and other independent paid activities have reaffirmed their beliefs about possessing a good knowledge base in pronunciation. In more general aspects, their teaching vocation is also ratified as a result of this practice. This endorses the benefits of incorporating more practical school-based experiences throughout their training years.

Conversely, a minority of novice teachers see their English performance being constrained by the contexts in which they work. This is the result of the lack of exposure they have to English in these Spanish-speaking education contexts. As such, they consider their language competence has decreased notoriously and therefore they need to improve their own pronunciation before teaching it effectively. These tensions have been previously discussed in the Chilean context (Barahona, 2015; Barahona et al., 2021; Lizasoain, 2017). For example, as Lizasoain (2017) and Barahona (2015) describe, pre-service teachers graduate with great levels of English proficiency, but, when facing the classroom, teacher candidates realise students do not hold enough skills to perform in an English-only environment, and so they are discouraged from using exclusively the target language. This results, according to Lizasoain (2017) in teachers failing to retain their language competence, which, in turn, “becomes a vicious circle, because they are the same teachers who continue to teach students who do not understand the language” (my translation, p. 133). These results, of course, do not represent the wide majority of novice teachers investigated, for the previous section illustrated that they possess great levels of confidence for pronunciation instruction.

Outside the schooling and training spectrum, teacher candidates from the first and third-year cohorts shed light on the significant role that social media and entertainment have had in their own English and beliefs' development. Previous research has focused on understanding pre- and in-service teachers' reflective practice with technology and how this contributes to aspects such as their identity (e.g., Boulton & Hramiak, 2012), general teaching skills (e.g., Tsai et al., 2010) and what teachers need to know about technology (Mishra & Koehler, 2006). However, with regards to these pre-service teachers, the media influence has been found in conceptualisations about pronunciation, including its importance and the description of accents. First-year teacher candidates rely heavily on the conceptualisations present in the entertainment industry, and conceive the American accent, for example, as the most globalised English variety; thus, it is prioritised in their choice for pronunciation models. The same occurs with the interpretation of non-ENL varieties, which are considered as incomprehensible speech due to stereotypical representations shown in the media. On the other hand, third-year teacher candidates see their training-informed views reinforced with media examples which validate the role of ELF and the needs to incorporate more authentic pronunciation samples.

These examples illustrate how younger generations of pre-service teachers are constantly informing their cognitions with additional resources, and especially those available online. Despite the use of technology and social media can be considered a conscious decision, I interpret it as an unavoidable reality; we are currently being bombarded by social platforms and popular culture. This makes it imperative to contextualise teacher education programmes, and to connect future teachers' trainings with these parallel *realities*.

9.3. Limitations of the study and future directions

As mentioned in the Methodology of this thesis (see Chapter 3), there has been a call for producing more longitudinal research which helps trace the development of pre- and in-service teachers' beliefs (Burri & Baker, 2021; Nagle, 2021). The original proposal considered

collecting data in subsequent phases to create a more thorough analysis of the changes across cohorts and their influencing factors. However, the approach had to be adapted due to the interruption produced by the Covid pandemic. There is no doubt that a longitudinal design would have enriched my findings even more; in fact, some of these participants have agreed to take part in further studies, and therefore I have continued this exploration.

Similarly, classroom observations had been originally proposed to create a more comprehensive triangulation of the data, hence not only relying on participants' reported beliefs. In SLTC research about pronunciation teaching, observation studies have provided important insights about the types of activities employed and whether these reflect teachers' claims about pronunciation pedagogy (e.g., Baker, 2011; Burri, 2016; Couper, 2021; Yağiz, 2018). In my previous research proposal, classroom observation aimed at analysing both university lectures, to fully explore the training received by these participants, and fifth-year and novice teachers' practices to understand the relationship between their beliefs and actions. However, the interrupted delivery of these training programmes, and the transition to online lessons due to the Covid pandemic forced me to adapt my research design to more realistic terms. The data presented, consequently, only illustrates reported cognitions and actions, thus partially illustrating the relationship between them. Further research might consider exploring the naturalistic settings in which pre-service and in-service teachers perform, interact and acquire knowledge (Burns et al., 2015).

Finally, even though the great number of participating pre- and in-service teachers' have made it possible to obtain meaningful findings, these should not be interpreted as representing how teacher education operates as a whole in Chile. This thesis offers an insightful exploration of different cohorts of student and novice teachers, but it acknowledges these realities might be specific to the time and programmes in which data were collected. Additionally, teacher education programmes can certainly change, and thus the results obtained here might not represent the evolving realities of these contexts. This reaffirms the significance of carrying out

longitudinal research which incorporates a long-term analysis of the character of teacher education programmes.

9.4. Contribution and implications of the study

Despite the acknowledged limitations, the present study brings a series of practical and theoretical implications for teacher education and SLTC research. Probably the most obvious pedagogical consideration corresponds to the urgent revaluation of the scope and structure of Chilean teacher education degrees. Firstly, the obtained findings agree with the need to re-examine the emphasis given to linguistic accuracy (Barahona, 2016; Martin, 2016; Ortiz López et al., 2020) and connect more coherently these training curricula with the competences required of Chilean teachers of English (see Section 1.1.1).

This is especially relevant in the phonetics and phonology courses which are identified as perpetuating the standard language ideology (Pérez Andrade, 2019) and normative approaches to teaching pronunciation, which heavily influence prospective teachers' beliefs and instruction methods. Despite the progressive changes identified in these participants' narratives, there are still traces of intuitive decisions which are clearly affected by the technical character of these training programmes. Similarly, the four cohorts widely illustrate their limited knowledge of pronunciation instruction terminology and how to approach the content, severely impacting its role in the classroom.

Most importantly, these revisions should also incorporate a more updated perspective informed by ELF research, one which sees the globalised status of the language in all aspects of its instruction. The few references with respect to ELF or EIL regarding pronunciation, only mention the modules on linguistics as exploring the social implications of the expansion of English use; these discussions, nevertheless, do not completely coincided with other courses focused on improving teacher candidates' oral skills (e.g., phonetics and phonology). In this sense, the lack of clear cohesion among these programmes' structure, as extensively discussed, greatly affects how cognitions are formed and progressively developed.

This also confirms the needs to close the gap between subject content and pedagogical knowledge, abolishing the divorce between the modules of linguistic analysis and methodological content (Abrahams & Farias, 2010; Martin, 2016). Once more, although this doctoral thesis corroborates the importance of the teaching of linguistic disciplines, it also illustrates the needs to revising how these courses can contribute to a better understanding of the pedagogical implications for ELT for the Chilean classroom. As a result, courses on pedagogical knowledge that treat language skills with both theoretical and contextualised approaches should be included, not only regarding pronunciation, but different language domains that are crucial for Chilean learners of English.

As such, programme directors and language educators can take into consideration these results to restructure their curricula and offer more renovated training which facilitates teachers' future ELT reflective practices. Especially regarding pronunciation pedagogy, a unique module that either follows or replaces the phonetics and phonology courses may address these needs. This could incorporate the literature presented in this thesis together with more current trends regarding pedagogical approaches for pronunciation, considering the national educational guidelines. These practical suggestions do not only intend to contribute to the Chilean context, but may be considered for other contexts where a similar division between linguistic and pedagogical teacher training is observed.

In addition, curricular changes may also translate into a more regular discussion of the implications of pronunciation instruction within the society. As mentioned in the introduction to this thesis, there is a common perception of 'correct' pronunciation among Chileans which may be informed by the perpetuation of certain practices within the classroom. At the same time, the content may be so neglected in school contexts, that it is seen as something idealised to achieve. Although there is more research needed to conclude this, the inclusion of pronunciation pedagogy in teacher education programmes may result into bringing the content closer to common people, and, consequently, reducing prejudicial biases towards non-native speakers of the language.

From the lens of SLTC, this study also contributes to the theoretical understanding of cognitions as complex evolving systems. As previously discussed, the variations reported by participants illustrate that beliefs do not follow a linear path (Burri & Baker, 2020, 2021), but they do have a relationship with their training phases and contexts. The great presence of references to teacher training throughout cohorts' narratives confirms the impact and role of professional work in facilitating change in prospective teachers' beliefs and knowledge (Burri, 2015a; Wyatt & Borg, 2011). This validates the needs to provide continuous training so teachers can make more confident and informed classroom decisions, together with critically reflecting on and re-evaluating previous experiences. Again, this also reveals the necessity of a continuous evaluation and updating of these teacher education programmes so they can address future teachers' needs more effectively.

Following the same line, another relevant theoretical contribution of this thesis corresponds to the identification of a different dimension of the apprenticeship of observation (Lortie, 1975). In this respect, this thesis demonstrates this conceptualisation may also involve these participants' language learning experiences *within* their university degrees. As previously discussed, this study explores a context in which English is still treated as a foreign language, and consequently, teacher candidates need to first learn the language before teaching it. The dissimilar linguistic competence among pre-service teachers has made these programs focus extensively on language learning courses, and as shown, these are confirmed as exerting a long-lasting effect in trainees' mental lives and classroom practices. Only first-year teacher candidates bring back schooling memories to explain their cognitions for they are their most recent experience. However, these seem to be completely dismissed by later cohorts, and replaced with their examples from their lecturers' actions.

This influential element is enhanced by the trust that these prospective and novice teachers have with respect to their current/former lecturers, to whom they see as exemplars of effective pedagogy. However, when these experiences are considered negative, prospective and novice teachers admit their conscious decision of avoiding them in their own practice. As such

this strong impact may not be only illustrative of Chilean teacher education, but of other contexts and disciplines where teachers-to-be are taught the subject matter throughout their training, and see their lecturers as role models.

Additionally, although this study agrees with the influence of *prior school learning experiences*, *professional coursework* and *classroom practices* in shaping student and novice teachers' cognitions, the data presented contributes to expanding the role of contextual factors beyond educational domains. As research question 2 explored, newer generations of prospective teachers are in constant contact with multimodal resources from which they learn and develop different conceptualisations regarding pronunciation and the use of English in general. In fact, these technologies are seen as introducing pre-service teachers to the language before any training, and as expanding their professional coursework and classroom experience at later stages of their development. Therefore, the present findings provide evidence of contextual factors acting as an overarching force covering all previously mentioned factors. These should be carefully analysed and considered when conducting SLTC research and incorporated as reflective practice within teacher education programmes.

This study has also contributed to corroborate the positive influence of sequential school-based practicums and international exchange experiences on teachers' confidence. This has been illustrated both at a personal and more practical levels. Consequently, these opportunities should continue to be integrated into teacher education programmes. Especially with regards to the study-abroad scholarships, policy makers might want to create a more cohesive partnership among institutions from which both the grantees and programmes can inform subsequent actions. This is suggested as a response to participants' descriptions of these placements as hugely contrasting their local training. As a result, a unified collaboration between these institutions can facilitate the process by which these trainees connect the newly acquired knowledge and professional identities with the realities of the local contexts (Zhang & Wang, 2022).

Last but not least, these findings were obtained by means of a unique research design that involved different cohorts of pre- and in-service teachers to create a comprehensive perspective of their professional development. This approach and research enquiry were also new to this context. More importantly, the participation of first-year teacher candidates during their first weeks of training has allowed me to address a research gap described by previous research which called for the investigation of pre-service teachers before starting their training (e.g., Buss, 2017). As a result, important insights have been obtained, including the understanding of the preconceptions about language learning and teaching these students bring to their degrees, and how these compare with a *future version of themselves*.

9.5. Conclusion

The purpose of this doctoral study was to identify how Chilean pre-service and in-service teachers' cognitions about pronunciation instruction develop through time, and to explore their contributing factors. For this exploration, different theoretical and methodological considerations were included to create a comprehensive outlook of participants' beliefs and practices for pronunciation instruction. This has resulted in a cross-sectional study that explored the reported cognitions and classroom actions of four cohorts of Chilean student and novice teachers. These groups of participants were carefully considered to represent the different stages of their professional development and create a more coherent analytical narrative.

By means of online surveys and semi-structured interviews, I have managed to unveil the different mental systems that characterise these teacher candidates and novice teachers in relation to pronunciation teaching. The findings obtained have shown that these groups hold different interpretations of the role of pronunciation for communication and as an ELT content. With regards to its importance, goals and models, prospective teachers present a progressive detachment from traditional perspectives to a flexible view that considers the current role of English as a global language. In this respect, first-year student teachers are identified as having preconceived ideas about language teaching and learning, which are mostly intuitively formed from their schooling experiences and media consumption.

The variations in cognition start to be evident in the third-year cohort, which confirms the role of teacher education in shaping beliefs and expectations of their future practices. This stage illustrates the continuous tensions between their previous perceptions with the newly acquired knowledge. These contradictions are further developed by fifth-year trainees who openly opposed normative principles and models for pronunciation instruction. Novice teachers, on the other hand, share some of the beliefs reported by the first-year cohort, showing rooted notions of correctness and language standardisation.

However, these contradictions are also seen as a result of the lack of a coherent narrative in these training programmes, which do not offer pronunciation pedagogy training. The strong emphasis on linguistic accuracy placed in these programmes also creates a sense of rejection of their own pronunciation learning experiences at these degrees. Some of these cognitions, therefore, are based on their interpretations of these experiences. On the one hand, they have been identified as having a counterproductive effect on pronunciation instruction as a construct, and therefore, its importance becomes diminished.

On the other, they are also seen as positively influencing participants' teaching confidence and their speech self-evaluation. Additionally, most of their own language learning experiences within these programmes are used as exemplars of both effective and inadequate teaching practice, and therefore, most cohorts acknowledge the eventual and current replication or avoidance of such practices. In this respect, this thesis has demonstrated a new dimension of the apprenticeship of observation, which expands this notion to tertiary education. As such, this conceptualisation may be updated to include all instances in which teacher candidates base their cognitions considering their own lecturers as positive or negative models.

Discussions about ELF and their own interactions with international speakers, however, contribute positively to their calls for diversifying the representation of speech samples and favouring intelligibility over nativelike pronunciation. This gets even more validated by their study-abroad experiences, classroom practice and interaction with the media, which help break some paradigms with respect to pedagogical approaches and speakers' representation. Unfortunately, the references to courses which promote a more global perspective towards ELT, and pronunciation instruction (e.g., linguistics), are not clearly connected to other content taught throughout these programmes. Once more, this confirms the evident disconnection between their linguistic and pedagogical modules in the participating institutions, which severely impacts teacher candidates' cognitions.

In addition to these elements, contextual factors are also discussed as an overarching influence, which involves all previously discussed dimensions. Within this aspect, therefore, not

only classroom practice is affected by contextual constraints; prospective teachers demonstrate they are also in constant contact with media resources which, from a very early stage, may define—and redefine—their beliefs and knowledge about the language.

These findings have helped fill the gap regarding SLTC about pronunciation teaching and can be easily translated into curricular changes in ELT teacher education programmes. While more research might be needed to address these implications properly, the contribution and practical implications of this thesis can greatly help the advancement of the field of ELT in Chile and worldwide.

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Appendix A: First-year participants' survey (base model)



HOJA DE INFORMACIÓN PARA PARTICIPANTES

Número de referencia de autorización ética: LRS-19/20-14793

Título del estudio

Investigating changes in Chilean Pre-service and In-service Teachers' Cognitions about Pronunciation Teaching

Párrafo de invitación

Me gustaría invitarte a participar en este proyecto de investigación que forma parte de mi estudio de investigación de doctorado. Antes de decidir si deseas participar, es importante que comprendas por qué se realiza la investigación y qué implicará tu participación. Tómame el tiempo necesario para leer la siguiente información detenidamente y analizarla con otros si lo deseas. Puedes preguntarme si hay algo que no está claro o si desea obtener más información.

¿Cuál es el propósito del estudio?

El propósito del estudio es analizar cómo el conocimiento y las creencias de futuros y actuales profesores sobre la enseñanza de la pronunciación se desarrollan a través del tiempo, los factores detrás de dicho desarrollo y si estas cogniciones se reflejan en sus prácticas en el aula una vez que se gradúan.

¿Por qué me han invitado a participar?

Estás siendo invitado a participar en este estudio porque cumples con el requisito de ser estudiante de un programa de pedagogía en inglés en una universidad chilena.

¿Qué pasará si participo?

Si aceptas participar, responderás un cuestionario online de forma anónima. En el cuestionario se te harán preguntas sobre tus creencias y conocimientos acerca del aprendizaje y la enseñanza de la pronunciación. El cuestionario consta de una combinación de preguntas con casillas para marcar y preguntas abiertas a las que puede dar respuestas más detalladas. Al final del cuestionario se te preguntará si deseas participar en una entrevista de seguimiento. Si decides hacerlo, te pediré que escribas tu nombre y tu dirección de correo electrónico para que podamos acordar una fecha para realizarla.

¿Tengo que participar?

La participación es completamente voluntaria. Solo debes participar si quieres y elegir no participar no te perjudicará de ninguna manera. Si eliges participar, se te pedirá que brindes tu consentimiento. Para hacer esto, se te pedirá que indiques que has leído y comprendes la información proporcionada y que aceptas que tus datos anónimos se utilicen para los fines explicados. Puede dejar de responder el cuestionario en cualquier momento, sin necesidad de justificar tu decisión.

Retirarse del estudio no te afectará en modo alguno. Un mes después de que envíes el cuestionario, ya no será posible retirarse del estudio porque los datos serán anonimizados. Por favor, no incluyas ningún dato personal identificable en tus respuestas.

¿Se mantendrá confidencial mi participación?

Tus datos serán procesados de acuerdo con el Reglamento General de Protección de Datos 2016 (GDPR). Lo que se dice en la entrevista se considera estrictamente confidencial. Las transcripciones serán codificadas y los resultados serán anónimos. Al informar sobre los resultados de la investigación, no revelaré tu nombre ni ninguna referencia a tu información personal. En todo momento no habrá posibilidad de que las personas se vinculen con los datos. Toda la información recopilada de la entrevista se guardará en archivos de computadora con contraseña y gabinetes cerrados dentro de King's College London. Nadie más que yo, Paula Villablanca y mis supervisores tendremos acceso a los datos. El anonimato del material estará protegido mediante el uso de nombres falsos. Siguiendo las pautas de la Política de King's College, todos los datos anónimos se almacenarán durante 7 años después de completar este estudio.

¿Cómo se financia el proyecto?

Este estudio está siendo financiado por la Agencia Nacional de Investigación y Desarrollo (ANID)

¿Qué pasará con los resultados del estudio?

Los resultados del estudio se resumirán en mi tesis doctoral. También planeo difundir los resultados de la investigación a través de publicaciones y conferencias dentro de Chile e internacionalmente. Se mantendrá el anonimato y no será posible identificarte en ninguna publicación

¿A quién debo contactar para obtener más información?

Si tienes alguna pregunta o necesitas más información sobre este estudio, puedes comunicarte conmigo utilizando los siguientes datos de contacto:

Paula Villablanca Agurto

School of Education, Communication and Society

King's College London

Waterloo Campus

SE1 8WA

paula.villablanca_agurto@kcl.ac.uk

¿Qué ocurre si tengo más preguntas o si algo sale mal?

Si este estudio te ha perjudicado de alguna manera o si deseas presentar una queja sobre la realización del estudio, puedes comunicarte con King's College London utilizando los detalles a continuación para obtener más consejos e información:

Dr Martin Dewey

School of Education, Communication and Society

King's College London

Waterloo Campus

SE1 8WA

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Tel: +44 (0)20 7848 3104

Gracias por leer esta hoja informativa y por considerar participar en esta investigación.



'Investigating Changes in Chilean Pre-service and In-service Teachers' Cognitions about Pronunciation Teaching'

I would like to invite you to answer the following questions about English pronunciation learning and teaching. This questionnaire aims at understanding how pre-service and in-service teachers' knowledge and beliefs about pronunciation teaching develop through time, the factors behind such development, and whether these cognitions are reflected in their classroom practices once they graduate.

This is not a test so there are no 'right' or 'wrong' answers and you don't even have to write your name on it. I am interested in your personal opinion. Please give your answers sincerely, as only this will guarantee the success of the investigation.

Thank you very much for your help.

Me gustaría invitarte a responder las siguientes preguntas sobre el aprendizaje y la enseñanza de la pronunciación del inglés. Este cuestionario tiene como objetivo comprender cómo el conocimiento y las creencias de futuros y actuales profesores de inglés, sobre la enseñanza de la pronunciación, se desarrollan a través del tiempo, los factores detrás de dicho desarrollo y si estos pensamientos se reflejan en sus prácticas en el aula una vez que se gradúan.

Esta no es una prueba, por lo que no hay respuestas "correctas" o "incorrectas" y ni siquiera tienes que escribir tu nombre. Estoy interesada en tu opinión personal. Por favor, responde sinceramente, ya que solo esto garantizará el éxito de la investigación.

Muchas gracias por tu ayuda.



I. English Learning Experience

(Aprendizaje del inglés)

1. Please provide the following information by choosing or writing your response in the space provided

(Por favor, responde las siguientes preguntas marcando o escribiendo tu respuesta en el espacio dado)

What type of school did you attend? *(¿A qué tipo de colegio fuiste?)*

Public school *(Colegio municipal)*

☐

Private, subsidised school *(Colegio particular – subvencionado)*

☐

Private, non-subsidised school *(Colegio particular pagado)*

☐

At what age did you start learning English at school? *(¿A qué edad empezaste a estudiar inglés en el colegio?)*

Please rate your ability to speak, listen to, read and write English from 1 (extremely poor) to 7 (extremely fluent). Choose the appropriate number

(Evalúa tu habilidad para hablar, escuchar, leer y escribir en inglés desde 1 (extremadamente pobre) a 7 (extremadamente fluido). Elige el número según corresponda)

Extremely poor
Extremadamente pobre

1

2

3

4

5

6

7

Extremely fluent
Extremadamente fluido

Speaking

Listening

Reading

Writing

* Please answer this question.

At school, did you ever receive explicit pronunciation instruction?

(En el colegio, ¿alguna vez recibiste enseñanza explícita sobre la pronunciación del inglés?)

Yes	☐
No	☐

What type of activities and/or resources did your teachers use to teach pronunciation? Please check all that apply

(¿Qué tipo de actividades y/o materiales usaron tus profesores para enseñarte pronunciación? Por favor, marca todas las respuestas que correspondan)

Minimal pairs drills (e.g. sheep/ship) <i>Ejercicios de contraste de sonidos</i>	☐	Phonetic/phonemic charts <i>Tablas con símbolos fonéticos / de fonemas</i>	☐
Reading aloud <i>Leer en voz alta</i>	☐	Textbooks <i>Libros de texto</i>	☐
Listen and imitate words, sentences, etc. <i>Escuchar e imitar palabras, oraciones, etc.</i>	☐	Tongue twisters <i>Trabalenguas</i>	☐
Role-play tasks (e.g. dialogues) <i>Actividades de roles (p. ej., diálogos)</i>	☐	Songs <i>Canciones</i>	☐
Phonetic transcription of words, sentences, etc. <i>Transcripción fonética de palabras, oraciones, etc.</i>	☐	Videos	☐
Recording of students' productions <i>Grabar producciones orales de los estudiantes</i>	☐	Diagrams of articulation of sounds <i>Diagramas de articulación de sonidos</i>	☐
Other (please, specify) <i>Otro (por favor, especifica)</i>	☐		

* Your response must be at least 5 characters.

What type of models did they use? (e.g. Native speakers of English from Canada, Non-native speakers of English, etc.)

(¿Qué acentos/modelos de pronunciación usaron tus profesores? (p. ej., hablantes nativos de Canadá; hablantes no nativos de inglés, etc.)

* Please answer this question.

Do you think the pronunciation instruction you received was effective?

(¿Crees que la enseñanza que recibiste sobre la pronunciación del inglés fue efectiva?)

Yes

☐

No

☐

* Your response must be at least 5 characters.

Why? / Why not?

(¿Por qué? / ¿Por qué no?)

Did you receive any instruction on how to teach English prior to entering this programme?

¿Recibiste alguna formación sobre cómo enseñar inglés antes de ingresar al programa de pedagogía?

Yes	☐

No	☐

Please indicate **when, where**, for **how long**, and the **kind of instruction** received

*(Por favor, indica **cuándo, dónde**, por **cuánto tiempo** y el **tipo de capacitación** que recibiste)*

Did any of this instruction focus on **how to teach pronunciation**?

*(¿Algo de esta capacitación se enfocó en la **enseñanza de la pronunciación**?)*



II. Beliefs about English Language Teaching

(Creencias sobre la enseñanza del inglés)

1. How important is it for teachers of English to teach the following knowledge and skills?

Please choose the option that best describes your opinion

(Según tu opinión, ¿qué tan importante es para los profesores de inglés enseñar los siguientes

conocimientos y habilidades? Por favor, elige la opción que mejor represente tu opinión)

	No important at all <i>Nada importante</i>	Low importance <i>No muy importante</i>	Slightly important <i>Algo importante</i>	Neutral <i>Neutral</i>	Moderately Important <i>Moderadamente Importante</i>	Very important <i>Muy importante</i>	Extremely important <i>Extremadamente importante</i>
a. Reading strategies <i>(Estrategias de comprensión lectora)</i>	☐	☐	☐	☐	☐	☐	☐
b. Listening strategies <i>(Estrategias de comprensión auditiva)</i>	☐	☐	☐	☐	☐	☐	☐
c. Vocabulary <i>(Vocabulario)</i>	☐	☐	☐	☐	☐	☐	☐
d. Conversational skills <i>(Habilidades de conversación)</i>	☐	☐	☐	☐	☐	☐	☐
e. Pronunciation <i>(Pronunciación)</i>	☐	☐	☐	☐	☐	☐	☐
f. Grammar <i>(Gramática)</i>	☐	☐	☐	☐	☐	☐	☐
g. Writing skills <i>(Habilidades de escritura)</i>	☐	☐	☐	☐	☐	☐	☐
h. Culture of English-speaking countries <i>(Cultura de países de habla inglesa)</i>	☐	☐	☐	☐	☐	☐	☐



2. Please indicate your level of agreement with the following statements. Choose the option that best describes your opinion

(Por favor, indica qué tan de acuerdo estás con los siguientes enunciados. Elige la opción que mejor represente tu opinión)

	Strongly disagree <i>Totalmente en desacuerdo</i>	Disagree <i>En desacuerdo</i>	Somewhat disagree <i>Parcialmente en desacuerdo</i>	Neutral <i>Neutral</i>	Somewhat agree <i>Parcialmente de acuerdo</i>	Agree <i>De acuerdo</i>	Strongly agree <i>Totalmente de acuerdo</i>
a. People should learn English primarily to communicate with its native speakers <i>(Las personas deberían aprender inglés principalmente para comunicarse con los hablantes nativos de esa lengua)</i>	☐	☐	☐	☐	☐	☐	☐
b. People should learn English primarily to communicate with speakers from all over the world <i>(Las personas deberían aprender inglés principalmente para comunicarse con hablantes de todo el mundo)</i>	☐	☐	☐	☐	☐	☐	☐
c. You shouldn't say anything in English until you can say it correctly <i>(No deberías decir nada en inglés hasta que puedas decirlo correctamente)</i>	☐	☐	☐	☐	☐	☐	☐
d. It is best to learn English by living in an English-speaking country <i>(La mejor forma de aprender inglés es viviendo en un país de habla inglesa)</i>	☐	☐	☐	☐	☐	☐	☐
e. The best person to teach English is a native speaker of the language <i>(La mejor persona para enseñar inglés es un hablante nativo de la lengua)</i>	☐	☐	☐	☐	☐	☐	☐

f. In my opinion, all English accents are equally valid (e.g. English with a Mexican accent, English with an Indian accent, etc.) (En mi opinión, todos los acentos en inglés son igualmente válidos (p. ej., inglés con acento mexicano, inglés con acento indio, etc.))	☐	☐	☐	☐	☐	☐	☐
g. English belongs to speakers from the United Kingdom or United States of America (El inglés pertenece a los hablantes del Reino Unido o de los Estados Unidos de América)	☐	☐	☐	☐	☐	☐	☐
h. English is now a global language, so it belongs to anyone who can speak it (El inglés es ahora un idioma global, por lo tanto, le pertenece a cualquiera que pueda hablarlo)	☐	☐	☐	☐	☐	☐	☐
i. A teacher of English should have a native-like accent of the language (Un profesor de inglés debe tener un acento nativo del idioma)	☐	☐	☐	☐	☐	☐	☐
j. A teacher of English should only have an intelligible accent of the language (Un profesor de inglés solo debe tener un acento inteligible del idioma)	☐	☐	☐	☐	☐	☐	☐



III. Principles of English Pronunciation Teaching

(Principios sobre la enseñanza de la Pronunciación del Inglés)

1. Please indicate your level of agreement with the following statements. Choose the option that best describes your opinion

(Por favor, indica qué tan de acuerdo estás con los siguientes enunciados. Elige la opción que mejor represente tu opinión)

	Strongly disagree <i>Totalmente en desacuerdo</i>	Disagree <i>En desacuerdo</i>	Somewhat disagree <i>Parcialmente en desacuerdo</i>	Neutral <i>Neutral</i>	Somewhat agree <i>Parcialmente de acuerdo</i>	Agree <i>De acuerdo</i>	Strongly agree <i>Totalmente de acuerdo</i>
a. Pronunciation is one of the most important aspects of language for successful communication <i>(La pronunciación es uno de los aspectos más importantes de la lengua para una comunicación exitosa)</i>	☐	☐	☐	☐	☐	☐	☐
b. Teaching pronunciation is often unnecessary as most learners are able to pick up on pronunciation when frequently exposed to good language input <i>(Enseñar pronunciación es a menudo innecesario, ya que la mayoría de los alumnos pueden aprender la pronunciación si se exponen con frecuencia a un buen modelo del lenguaje)</i>	☐	☐	☐	☐	☐	☐	☐
c. Pronunciation instruction is not appropriate for beginning-level learners <i>(La enseñanza de la pronunciación no es apropiada para estudiantes principiantes)</i>	☐	☐	☐	☐	☐	☐	☐
d. The goal of pronunciation teaching should be to make learners sound like native speakers <i>(El objetivo de la enseñanza de la pronunciación debe ser el hacer que los alumnos suenen como hablantes nativos del inglés)</i>	☐	☐	☐	☐	☐	☐	☐
e. The main goal of pronunciation teaching is to make students comfortably intelligible to their listeners <i>(El principal objetivo de la enseñanza de la pronunciación es hacer que los alumnos sean inteligibles/comprendibles para quienes los escuchan)</i>	☐	☐	☐	☐	☐	☐	☐

f. An L2 speaker can have a strong foreign accent and still be perfectly understandable <i>(Un hablante no nativo de inglés puede tener un fuerte acento extranjero y aun así ser perfectamente comprensible)</i>	☐	☐	☐	☐	☐	☐	☐
g. Teachers of English should only focus on consonant and vowel sounds when teaching pronunciation <i>(Los profesores de inglés deberían centrarse solo en enseñar la pronunciación de sonidos de consonantes y vocales)</i>	☐	☐	☐	☐	☐	☐	☐
h. Teachers of English should focus equally on all aspects of pronunciation; segmental (consonant and vowel sounds) and suprasegmental features (intonation, stress, rhythm) <i>(Los profesores de inglés deberían centrarse en enseñar, por igual, todos los aspectos de la pronunciación; tanto en los elementos segmentales (sonidos de consonantes y vocales), como en los suprasegmentales (entonación, acento y ritmo))</i>	☐	☐	☐	☐	☐	☐	☐
i. Pronunciation is learnt best by trying to imitate native models <i>(La mejor manera de aprender pronunciación es imitando a hablantes nativos)</i>	☐	☐	☐	☐	☐	☐	☐
j. Only native speakers can effectively teach English pronunciation <i>(Solo los hablantes nativos pueden enseñar adecuadamente la pronunciación del inglés)</i>	☐	☐	☐	☐	☐	☐	☐
k. It is important to know Phonology in order to teach English pronunciation <i>(Es importante saber sobre la Fonología del Inglés para enseñar pronunciación)</i>	☐	☐	☐	☐	☐	☐	☐



2. How important do you think it is to use each of the following accents when teaching pronunciation? Please choose the option that best describes your opinion

(Según tu opinión, ¿qué tan importante es usar cada uno de los siguientes acentos al enseñar pronunciación? Por favor, elige la opción que mejor represente tu opinión)

	No important at all <i>Nada importante</i>	Low importance <i>No muy importante</i>	Slightly important <i>Algo importante</i>	Neutral <i>Neutral</i>	Moderately Important <i>Moderadamente Importante</i>	Very important <i>Muy importante</i>	Extremely important <i>Extremadamente importante</i>
a. Native speakers of a 'standard' British variety (e.g. Received Pronunciation) <i>(Hablantes nativos de un acento británico "estándar" (p. ej., Received Pronunciation))</i>	☐	☐	☐	☐	☐	☐	☐
b. Native speakers of a 'standard' American variety (e.g. General American) <i>(Hablantes nativos de un acento americano "estándar" (p. ej., General American))</i>	☐	☐	☐	☐	☐	☐	☐
c. Native speakers of a 'nativized' variety of English (e.g. Singaporean English, Indian English, Nigerian English) <i>(Hablantes nativos de una variedad "nativizada" del inglés (p. ej., inglés de Singapur, inglés de la India, inglés de Nigeria, etc.))</i>	☐	☐	☐	☐	☐	☐	☐
d. Native speakers of 'standard regional' varieties of English (e.g. Scottish, Canadian) <i>(Hablantes nativos de un acento "regional estándar" (p. ej., inglés escocés, inglés canadiense, etc.))</i>	☐	☐	☐	☐	☐	☐	☐
e. Native speakers of 'non-standard regional' varieties of English (e.g. Cockney = working class in London) <i>(Hablantes nativos de acentos "regionales no estándares" (p. ej., Cockney = acento de la clase trabajadora de Londres))</i>	☐	☐	☐	☐	☐	☐	☐
f. Non-native (e.g. Italian, Bulgarian, etc.) but intelligible speakers of English <i>(Hablantes no nativos de inglés (p. ej., italianos, búlgaros, etc.), pero que hablan el idioma de forma inteligible/comprendible)</i>	☐	☐	☐	☐	☐	☐	☐



IV. Yourself as a prospective teacher of English

(Sobre ti mismo(a) como futuro(a) profesor(a) de inglés)

1. Please indicate your level of agreement with the following statements. Choose the option that best describes your opinion

(Por favor, indica qué tan de acuerdo estás con los siguientes enunciados. Elige la opción que mejor represente tu opinión)

	Strongly disagree <i>Totalmente en desacuerdo</i>	Disagree <i>En desacuerdo</i>	Slightly disagree <i>Parcialmente en desacuerdo</i>	Neutral <i>Neutral</i>	Slightly agree <i>Parcialmente de acuerdo</i>	Agree <i>De acuerdo</i>	Strongly agree <i>Totalmente de acuerdo</i>
a. I am satisfied with my own English pronunciation <i>(Estoy satisfecho(a) con mi propia pronunciación del inglés)</i>	☐	☐	☐	☐	☐	☐	☐
b. I can adequately produce English stress, rhythm and intonation patterns <i>(Puedo producir adecuadamente patrones de acento, ritmo y entonación del inglés)</i>	☐	☐	☐	☐	☐	☐	☐
c. I can adequately produce English sounds (e.g. the "th" sound in three) <i>(Puedo producir adecuadamente los sonidos del inglés (p. ej., el sonido "th" en la palabra "three"))</i>	☐	☐	☐	☐	☐	☐	☐
d. I am a good pronunciation model for English learners <i>(Soy un buen modelo de pronunciación para los estudiantes de inglés)</i>	☐	☐	☐	☐	☐	☐	☐
e. I am confident that as a teacher I will be able to help my students improve their pronunciation of English <i>(Estoy segura(a) de que como profesor(a) seré capaz de ayudar a que mis alumnos mejoren su pronunciación del inglés)</i>	☐	☐	☐	☐	☐	☐	☐

f. I know enough about English pronunciation to teach it effectively (Tengo suficiente conocimiento sobre la pronunciación del inglés como para enseñarla de manera efectiva)	☐	☐	☐	☐	☐	☐	☐
g. I need to improve my own pronunciation of English before I can teach it effectively (Necesito mejorar mi propia pronunciación del inglés antes de que pueda enseñarla de manera efectiva)	☐	☐	☐	☐	☐	☐	☐
j. I feel anxious about having to teach English pronunciation (Siento ansiedad por tener que enseñar pronunciación en inglés)	☐	☐	☐	☐	☐	☐	☐
i. I find pronunciation a difficult topic to teach (Creo que la pronunciación es un tema difícil de enseñar)	☐	☐	☐	☐	☐	☐	☐
j. I am (or will be) better at teaching grammar or vocabulary than pronunciation (Soy (o seré) mejor enseñando gramática o vocabulario que enseñando pronunciación)	☐	☐	☐	☐	☐	☐	☐



Would you be willing to participate in a follow-up interview?

(¿Te gustaría participar de una entrevista?)

Yes

☐

No

☐

Please write down your name and email address

(Por favor, escribe tu nombre y dirección de e-mail)



Appendix B: Third-year participants' survey variations

II. English Learning Experience at University

(Aprendizaje del inglés en la universidad)

Since you started the ELT training programme, do you think the pronunciation instruction you have received has been effective to improve your English oral proficiency?

(Desde que comenzaste tu programa de pedagogía, ¿crees que la enseñanza sobre la pronunciación del inglés ha sido efectiva para mejorar tu competencia oral del inglés?)

Yes	☐

No	☐

Why? / Why not?

(¿Por qué? / ¿Por qué no?)



V. Yourself as a prospective teacher of English

(Sobre ti mismo como futuro(a) profesor(a) de inglés)

1. Please indicate your level of agreement with the following statements. Choose the option that best describes your opinion

(Por favor, indica qué tan de acuerdo estás con los siguientes enunciados. Elige la opción que mejor represente tu opinión)

	Strongly disagree <i>Totalmente en desacuerdo</i>	Disagree <i>En desacuerdo</i>	Somewhat disagree <i>Parcialmente en desacuerdo</i>	Neutral <i>Neutral</i>	Somewhat agree <i>Parcialmente de acuerdo</i>	Agree <i>De acuerdo</i>	Strongly agree <i>Totalmente de acuerdo</i>
h. I will be completely comfortable teaching English segmental aspects (sounds of English) once I start working <i>(Me sentiré completamente cómodo(a) enseñando los aspectos segmentales del inglés (sonidos del inglés) una vez que comience a trabajar)</i>	☐	☐	☐	☐	☐	☐	☐
i. I will be completely comfortable teaching English suprasegmental aspects (stress, rhythm and intonation) once I start working <i>(Me sentiré completamente cómodo(a) enseñando los aspectos suprasegmentales del inglés (acentuación, ritmo y entonación) una vez que comience a trabajar)</i>	☐	☐	☐	☐	☐	☐	☐
j. I feel anxious about having to teach English pronunciation <i>(Siento ansiedad por tener que enseñar pronunciación en inglés)</i>	☐	☐	☐	☐	☐	☐	☐
k. I find pronunciation a difficult topic to teach <i>(Creo que la pronunciación es un tema difícil de enseñar)</i>	☐	☐	☐	☐	☐	☐	☐
l. I am (or will be) better at teaching grammar or vocabulary than pronunciation <i>(Soy (o será) mejor enseñando gramática o vocabulario que enseñando pronunciación)</i>	☐	☐	☐	☐	☐	☐	☐



Appendix C: Fifth-year participants' survey variations

II. English Learning Experience at University

(Aprendizaje del inglés en la universidad)

Do you think the pronunciation instruction you received in your ELT training programme was effective to improve your English oral proficiency?

(¿Crees que la enseñanza sobre la pronunciación del inglés que recibiste en tu programa de pedagogía fue efectiva para mejorar tu competencia oral del inglés?)

Yes

☐

No

☐

Why? / Why not?

(¿Por qué? / ¿Por qué no?)



Which of these teaching practicums have you completed?

¿Cuáles de estas prácticas has completado?

"Práctica de Análisis de la Realidad Escolar" (7° semestre)	☐
"Práctica de Acercamiento Profesional" (8° semestre)	☐
"Práctica Profesional Guiada" (9° semestre)	☐
"Práctica Profesional Autónoma" (10° semestre)	☐

In what type of school did you do your 'Autonomous Professional Practicum'?

¿En qué tipo de colegio realizaste tu "Práctica Profesional Autónoma"?

Public school (<i>Colegio municipal</i>)	☐
Private, subsidised school (<i>Colegio particular - subvencionado</i>)	☐
Private, non-subsidised school (<i>Colegio particular pagado</i>)	☐



V. Yourself as a prospective or current teacher of English

(Sobre ti mismo(a) como futuro o actual profesor(a) de inglés)

1. Please indicate your level of agreement with the following statements. Choose the option that best describes your opinion

(Por favor, indica qué tan de acuerdo estás con los siguientes enunciados. Elige la opción que mejor represente tu opinión)

	Strongly disagree <i>Totalmente en desacuerdo</i>	Disagree <i>En desacuerdo</i>	Somewhat disagree <i>Parcialmente en desacuerdo</i>	Neutral <i>Neutral</i>	Somewhat agree <i>Parcialmente de acuerdo</i>	Agree <i>De acuerdo</i>	Strongly agree <i>Totalmente de acuerdo</i>
g. The training I received at university has helped me teach students English pronunciation effectively (La formación que recibí en la universidad me ha ayudado a enseñar a los estudiantes la pronunciación del inglés de manera efectiva)	☐	☐	☐	☐	☐	☐	☐
h. I am completely comfortable teaching the segmental aspects of English (Me siento completamente cómodo(a) enseñando los aspectos segmentales del inglés)	☐	☐	☐	☐	☐	☐	☐
i. I am completely comfortable teaching the suprasegmental aspects of English (Me siento completamente cómodo(a) enseñando los aspectos suprasegmentales del inglés)	☐	☐	☐	☐	☐	☐	☐
j. I am confident that as a teacher I can help my students improve their pronunciation (Estoy seguro(a) de que como profesor(a) puedo ayudar a mis estudiantes a mejorar su pronunciación)	☐	☐	☐	☐	☐	☐	☐
k. I feel anxious when teaching English pronunciation (Siento ansiedad cuando enseño la pronunciación del inglés)	☐	☐	☐	☐	☐	☐	☐
l. I find pronunciation a difficult topic to teach (Creo que la pronunciación es un tema difícil de enseñar)	☐	☐	☐	☐	☐	☐	☐
m. I am better at teaching grammar or vocabulary than pronunciation (Soy mejor enseñando gramática o vocabulario que pronunciación)	☐	☐	☐	☐	☐	☐	☐



Appendix D: Items about pronunciation teaching practices (fifth-year participants and novice teachers' surveys)

Do you teach English pronunciation in your classes or teaching practicums?

(¿Enseñas la pronunciación del inglés en tus clases o prácticas?)

Yes	☐
No	☐

What percentage (approximately) of your teaching time do you devote to teaching pronunciation **per week?**

*(¿Qué porcentaje de tiempo de clases dedicas para enseñar pronunciación **a la semana?**)*

Less than 10% <i>(menos del 10%)</i>	☐
Between 10% – 25% <i>(entre 10% y 25%)</i>	☐
Between 26% - 50% <i>(entre 26% y 50%)</i>	☐
Between 51% - 75% <i>(entre 51% y 75%)</i>	☐
More than 75% <i>(más del 75%)</i>	☐

When teaching pronunciation, what varieties of English do you most use?

(Cuando enseñas pronunciación, ¿qué variedades del inglés usas más?)

Do you teach your students how to recognise or write phonemic symbols?

¿Le enseñas a tus alumnos a reconocer o a escribir símbolos de fonemas?

Yes	☐

No	☐

What methodologies do you use to teach pronunciation? Please provide examples

(¿Qué metodologías usas para enseñar pronunciación? Por favor, ejemplifica)



2. Please indicate your level of agreement with the following statements. Choose the option that best describes your opinion

(Por favor, indica qué tan de acuerdo estás con los siguientes enunciados. Elige la opción que mejor represente tu opinión)

	Strongly disagree <i>Totalmente en desacuerdo</i>	Disagree <i>En desacuerdo</i>	Somewhat disagree <i>Parcialmente en desacuerdo</i>	Neutral <i>Neutral</i>	Somewhat agree <i>Parcialmente de acuerdo</i>	Agree <i>De acuerdo</i>	Strongly agree <i>Totalmente de acuerdo</i>
a. I mostly devote time to individual sounds in my classes <i>(Dedico principalmente tiempo a enseñar sonidos individuales en mis clases)</i>	☐	☐	☐	☐	☐	☐	☐
b. I mostly devote time to rhythm, stress and intonation in my classes <i>(Dedico principalmente tiempo a enseñar ritmo, acentuación y entonación en mis clases)</i>	☐	☐	☐	☐	☐	☐	☐
c. I dedicate whole classes to pronunciation <i>(Dedico clases completas a la enseñanza de la pronunciación)</i>	☐	☐	☐	☐	☐	☐	☐
d. I integrate pronunciation teaching when dealing with other topics <i>(Integro la enseñanza de la pronunciación cuando enseño otros temas)</i>	☐	☐	☐	☐	☐	☐	☐
e. I only address pronunciation when a sound is mispronounced by students <i>(Enseño pronunciación solo cuando los estudiantes pronuncian mal un sonido)</i>	☐	☐	☐	☐	☐	☐	☐
f. I only address pronunciation when it interferes with communication; e.g., HIStory vs. his-TO-ry <i>(Enseño pronunciación solo cuando interfiere con la comunicación; por ejemplo, HIStory vs. His-TO-ry)</i>	☐	☐	☐	☐	☐	☐	☐
g. I have appropriate materials and/or resources to teach pronunciation <i>(Tengo materiales y/o recursos apropiados para enseñar pronunciación)</i>	☐	☐	☐	☐	☐	☐	☐

Appendix E: Online semi-structured interview guide

I. English learning experience

1. What do you remember about your experiences of learning English? Of learning pronunciation in particular? (Filter item Questionnaire section I)
 - a. What kinds of methods were used to teach pronunciation?
 - b. What models were used to teach pronunciation?
 - c. Were there any formal discussions or analyses of second language pronunciation?
 - d. Do you recall whether you enjoyed such lessons or not?

II. Teacher Training Experience

1. Tell me about your formal teaching training experiences (Questionnaire section II)
 - a. Did you have formal training in how to teach pronunciation? What modules?
 - b. Did they encourage to approach pronunciation in any particular way?
 - c. Which aspect(s) of the course(s) did you find most memorable?
 - d. Were these particularly positive or negative?
 - e. Do you remember any particular activities or techniques that you thought would be useful for teaching pronunciation?
2. Do you think the instruction you received at university was effective? Why??
3. Tell me about your training experience at a foreign university
4. Tell me about the teaching practicums you had during your training
 - a. Were these experiences positive or negative?
 - b. Did you have agency in your role?

III. Beliefs about English Language Teaching

1. Why do you think more and more people are learning English?
2. What do you think is the purpose of learning English?
3. Shall we review some of your answers to this item? (Questionnaire section III)
4. What areas should be prioritised in ELT? What about pronunciation?
 - a. What emphasis do you feel should be placed on pronunciation?
 - b. How should it be prioritised in the classroom?
5. About accents, why do you think all accents are (not) equally valid?
6. Why do you think teachers should (not) have a native/only an intelligible accent?

V. Yourself as a prospective/current teacher of English

2. How would you describe your own English?
3. How satisfied are you with your own English pronunciation? (Questionnaire section V)
4. What English accent would you say you have?
 - a. Which features made you decide?
 - b. Do you like it?
 - c. Is it okay if people recognise that you speak English with a Chilean/Spanish accent? Why?
 - d. How would you feel if someone thought your accent was a native-speaker accent?
 - e. If you could choose any accent, including your own, what accent of English would you most like to have? Why?
5. Tell me how you feel about teaching pronunciation
 - a. How much do you like teaching pronunciation?
 - b. Are you confident in teaching pronunciation?
6. What are some (potential) challenges you (fore)see when you teach pronunciation (in the future)?

Pronunciation teaching methodologies/practices

1. I would like to discuss your practices (Questionnaire section V)
2. Do you typically teach pronunciation in your classes? Why/Why not?
3. (When) do you integrate pronunciation teaching into your lessons? In which subjects?
4. What are the objectives you try to achieve when teaching pronunciation?
5. How do you decide which aspects of pronunciation to teach?
6. Why do you use those pronunciation models?
7. Why do you use those methodologies to teach pronunciation?
8. Do you assess/correct your students' pronunciation? How do you do it?
9. What types of materials/resources do you use?
10. What have been the greatest influences on your development/practices as a teacher?
 - c. Language learning experiences?
 - d. Teacher training/development courses?
 - e. How about specifically in relation to pronunciation?

Appendix F: First-year coding structure

(1) Pronunciation Instruction cognitions

Pronunciation importance

Impact on meaning change

Word-level features are key

Preconceived conceptualisations reduce its importance

Academic pronunciation

Too advanced as a content

Interference with L1 learning

Difficulty makes it irrelevant

No spelling correlation

Intelligibility and native-like speech as inter-dependent

Pronunciation teaching goals

Overall support for intelligibility

Nativeness and intelligibility interdependence

Nativelike speech is intelligible

Neutral accent

Different goals for teachers and learners

Teachers' nativelike accent facilitates learning

Teachers should have a neutral accent

Neutral as native-like

Pronunciation models

All accents are valid but not as pronunciation models

Neutral accents should be prioritised

BrE and AmE are the standards

American accent is rough

British accent is elegant

BrE and AmE more present in media

No need for other accents

Imitating native speakers facilitates learning

They reflect real English

Learners would be frequently exposed to natives

Technique can be erroneously employed

British and American English as the basis of pronunciation teaching

They are the standards

They are the most historically used

American as most globalised

Presence in ELT

Prior learning based on them

Non-ENL varieties only for receptive skills development

Too different from American and British

Helpful to understand variation

Lack of knowledge of other Englishes

Too difficult to understand

Pronunciation teaching aspects

Segmentals as the basis of pronunciation

Good pronunciation as accuracy in articulation

Eventual teaching practices

Essential component of pronunciation

Suprasegmentals have impact on meaning

Comprehensive language learning

Intonation as mostly affecting meaning

Suprasegmentals help develop fluency

Fluency as key to successful interactions

Fluency to develop natural speech

Pronunciation is difficult to teach

Too advanced as a content

No spelling correlation

(2) Cognitions about ELT

Goal of ELT

International communication

Natives are 'next level'

English opens doors

Language domains importance

Culture of English-speaking countries not relevant

Personal experience sets importance

Direct communication sets importance

(3) Participants' self-evaluation

Confidence for teaching pronunciation

Good knowledge base but not for pronunciation

Fluency issues

Segmentals issues

Training revealing needs for improvement

Trust in innate abilities

Assured language competence improvement

Assured success in future practices

Prior tutoring experiences as evidence

Trust in training programmes

Good quality training

Confidence in teaching staff

Opportunity to improve language competence

Opportunity to develop teaching skills

Perceptions on own English pronunciation

Dualistic view to define own accent

I have an American-like accent

I have a mixture of AmE and BrE accents

Desired accent

American accent

British accent

Own accent construction

Attitudes if recognised with a native-like accent

It is an accomplishment

It is not a relevant observation

Attitudes if recognised with a Chilean accent

Intrinsic to their origin

Possible inaccurate production

Something not to be worried

(4) Cognitions' contributing factors

Vivid school learning experiences

Pronunciation as part of general ELT

Exposure to AmE and BrE only

Tutoring experiences as enhancing abilities

Media consumption

Entertainment

Use of social media

(7) School learning experiences

ELT Methodology

Vocabulary focus

Grammar focus

Teacher-centred

ELT Assessment

Differentiated assessment for higher achievers

Written-test focus

Pronunciation instruction

As part of extracurricular courses

Focus on segmentals

NES models

As part of general English classes

Implicit correction techniques

Assessment as part of oral presentations

NES models

Appendix G: Third-year coding structure

(1) Pronunciation Instruction cognitions

Pronunciation importance

International communication

Rejection to traditional pronunciation

EIL/ELF paradigms

Communication can be achieved regardless of inaccuracies

Pronunciation as specialised content

Pronunciation is more relevant for teachers

Pronunciation equated with technical knowledge

Comparison with phonetics lectures

Pronunciation teaching goals

Intelligible speech

Avoidance of accent imposition

Nativelike is different from intelligible

Native-like accent as ultimate goal

Personal aim before graduation

Conflict of ideas about teachers

To model the language

Teachers' best tool to earn respect

Pronunciation models

Learners do not need a model

No standards

Challenge the status quo of traditional models

Awareness of outer circle varieties

Non-ENL varieties as authentic speech

To represent global expansion of English

Language variation should be encouraged

Traditional models do not represent reality

Non-natives to understand real speech

To develop listening skills

Maintain pronunciation status quo

British and American should be prioritised

They are the most common models

American is more globalised

Rejection to USA

British accent as giving status

Learners can be more intelligible

Conformity to traditional approaches

They have been effective models

Other accents only for receptive skills development

Pronunciation teaching contents

Suprasegmentals facilitate communication

They have an impact in intelligibility

They have an impact in meaning

Comprehensive language learning

All aspects should be equally included

There must be an intelligible standard

To develop speaking confidence

Segmentals are the basis of pronunciation

Phonology importance

To support future teaching strategies

It helps understand language comprehensively

It represents theory behind practice

Neutral importance

Technicisms can be avoided

Pronunciation is difficult to teach

Theory behind is difficult

Unknown to context

(2) Cognitions about ELT

Goal of ELT

Better job prospects

International communication

How is best to learn English

In a foreign country due to exposure

Language domains importance

Context determines priorities

Job related tools

Culture helps contextualise learning

ENL culture has been too dominant

Personal experience sets importance

Grammar as basic tool

Vocabulary as basic tool

(3) Participants' self-evaluation

Confidence for teaching pronunciation

Lack of practice affects language competence

Need to reach nativelylike standards

Continuous university strikes

Pandemic impact on continuity

Trust in training programmes

Supportive academic staff

Grateful despite bittersweet experiences

Comprehensive training

Strong emphasis on pronunciation

Expected knowledge for their stage

Hope of gaining knowledge in the future

Needs for development of suprasegmentals

Lack of practice

Perceptions on own English pronunciation

Own accent description

Dualistic view to define own accent

I have a British-like accent

I have an American-like accent

Consistency in accent as a must

Acceptance of own accent

Desired accent

British accent

Own accent construction

Attitudes if recognised with a Chilean accent

Intrinsic to their origin

Changes in perception

Need for improvement

Attitudes if recognised with a native-like accent

It is an accomplishment

It is not a relevant observation

Perceptions on their language competence

I need to improve my English in general

It's constantly changing

Anxiety affects performance

(4) Cognitions' influential factors

Teacher training

Phonetics & Phonology as knowledge about pronunciation

Incipient apprenticeship of observation

Lectures have changed my cognitions

Media consumption

Entertainment

Use of social media

Online reality confirms training

Personal projection

Own learning experience may reflect future learners'

Own preferences determine priorities

(5) University learning experience

Need for improvement shock

Accent choice

American and British as options

Consistency of accents is a must

Negative views on training programme

Online lectures issues

Strikes affecting continuity

Positive views on training programme

Good lectures' attitude

Constructive feedback from staff

Comprehensive lectures foci

Emphasis on pronunciation among modules

Views on lectures

General language courses

Great pronunciation practice

Linguistics

Language variation discussions

Phonetics & Phonology

Focus on pronunciation improvement

Influential in language proficiency

Lack of pronunciation pedagogy

Seminars for practical knowledge

High standards of achievement

Follow model to achieve higher

Non-existent feedback

Written evaluations mostly on transcription

Traditional pronunciation models

British as default

American as autonomous learning

Challenging dynamics of the module

It is difficult

Sweet and sour experience

Monotonous lectures

Negative teacher-student relationship

(7) School learning experiences

ELT methodology

Grammar focus

Vocabulary focus

Teacher-centred

ELT Assessment

Written test focus

Pronunciation instruction

As part of additional courses

Focus on segmentals

NES models

As part of general English classes

Focus on segmentals

Models

NES models

Non-ENL models

It facilitated first university year

Appendix H: Fifth-year coding structure

(1) Pronunciation Instruction cognitions

Pronunciation importance

Communication takes priority over correct pronunciation

Importance of learning of transferable skills

Not fundamental compared to other content

Perfect pronunciation is not needed

Pronunciation equated with nativelylike speech

Accented speech can be comprehensible

Respect for identity

Pronunciation as specialised content

Too specific for Chilean education context

Implicit integration through other content

Only as formative assessed content

Teacher training negative experiences

Students' comfort as priority

Avoidance of tough teacher training methods

May hinder learners' motivation

Content should be fun

Pronunciation teaching goals

Intelligibility focus

International interactions

Dismantling of standard language

Accentedness does not hinder communication

It may enhance learners' motivation

Differentiated goals challenged

Teachers should have an intelligible accent

To keep their identity

There isn't one standard of English

People expect teachers to have native-like accent

To model the language

Contradictory narratives in training programmes

More lenient standards only for learners

Pronunciation models

All accents should serve as models

English belongs to its speakers

Communication can be successful regardless of accents

Diversity reflects reality

Raise awareness of language variation

Show relevant learning goals

Rejection to American and British accents

They are already present in the media

Visibility of linguistic diversity

Potential international interactions

Protest against own training experiences

Linguistic imperialism

Pronunciation teaching contents

Suprasegmentals facilitate communication

Importance to reach intelligibility

Contextual pragmatic implications

Suprasegmentals may encourage learning

Enhance learners' motivation

It's entertaining

It's missing in Chilean classrooms

Positive feedback from teaching experiences

Fluency increases speaking confidence

Phonology importance

To support teaching-learning strategies

Expertise is not needed

Pronunciation is difficult to teach

Unknown to context

Negative experience at Uni

Lack of pedagogical knowledge

How is best to teach and learn pronunciation

Implicit teaching

Integrated with other contents

(2) Cognitions about ELT

Goal of ELT

International communication

There isn't a standard of English

Economic prospects

How is best to learn English

In a foreign country due to exposure

Conflict with L1 avoidance

Language domains importance

Culture is not that relevant

Direct communication sets importance

Context determines priorities

Transferable skills

(3) Participants' self-evaluation

Confidence and self-efficacy for teaching pronunciation

Minor pronunciation concerns

Compared to hegemonic training standards

Sense of underachievement

Segmental issues

Lack of pronunciation pedagogy training

Detrimental to pedagogical content knowledge

More confidence in other domains

Autonomous learning to compensate

Acceptance of reality

Apprenticeship of observation from training

Ability to produce knowledge

Initial teaching experiences as confidence booster

Confirmation of ELT abilities

Successful application of pronunciation knowledge

Sense of contribution

Vocation certainty confirmed

Perceptions on own English pronunciation

Own accent description

Negative experience at Uni affects description

Dualistic view to define accent

I have an American-like accent

I have a British-like accent

Consistency is a must

Own accent construction

Desired accent

Own accent construction

British accent

Attitudes if recognised with a native-like accent

It is an accomplishment

It is not a relevant observation

Unrealistic observation

Attitudes if recognised with a Chilean accent

Intrinsic to their origin

Something not to be worried

Perceptions on their language competence

I need to improve my English

Lack of practice affects my performance

Continuous university strikes

Anxiety affects my performance

I need more vocabulary

I am satisfied with my competence

Feedback confirms positive view

Innate ability to learn languages

(4) Cognitions' influential factors

Teacher training

Perceived positive influence

Apprenticeship of observation

Awareness of language ideologies

Vast language knowledge base

Phonetics and phonology modules

Perceived negative influence

Idealisation of pronunciation

Initial teaching experiences

Confidence booster

Vocation certainty confirmed

Valuable context knowledge

Study-abroad experiences

Collapse of idealisation paradigms

Teaching confidence booster

(5) University learning experience

Negative views on training programme

Strikes affecting continuity

Unrealistic English exposure

Sharp feedback from lecturers

Lack of methodology training

Too few practicums

Too focused on linguistics

Positive views on training programme

Emphasis on oral English

Good lecturers

Social aspect of Uni

Views on lectures

General language courses

Great pronunciation practice

ELT Methodology

Focus on four language skills

USA & UK Culture

Irrelevant content

Phonetics & Phonology

Focus on pronunciation improvement

Influential in language proficiency

Lack of pronunciation pedagogy

High standards of achievement

Follow model to achieve higher

Written evaluations mostly on transcription

Traditional pronunciation models

RP as default

American as autonomous learning

Challenging dynamics of the module

It was difficult

Stringent standards

Bitter-sweet experience

Monotonous lectures

Negative lecturer's attitude

Rejection to phonetics

Teaching practicums experience

Limited teaching time

Activities controlled by mentor

Autonomy to teach

Promoted my role as a teacher

Teaching certainty booster

Pandemic interrupted progression

(6) Teaching practices

Pronunciation teaching

Integrated with other content

Contextual constraints

Segmental focus

Repetition drills

Minimal pairs contrasts

Predominant use of traditional pronunciation models

More familiar with these models

Presence in ELT material

Other models depending on learners' preferences

(7) School experience

It affected first year at Uni

ELT methodology

Grammar focus

Vocabulary focus

Teacher-centred

ELT assessment

Written tests focus

Pronunciation instruction

As part of additional courses

Focus on segmentals

NES models

As part of general English classes

Focus on segmentals

Appendix I: Novice teachers coding structure

(1) Pronunciation Instruction cognitions

Pronunciation importance

Exhaustive language learning

All skills should be equally taught

Other mechanisms can remedy miscommunication

Pronunciation is tied with identity

Contextualisation of practices

Students' comfort as defines content focus

Avoidance of explicit teaching

Contextual constraints limit pronunciation

Mainly integrated with other content

Pronunciation teaching goals

Intelligibility as realistic goal

Learners need skills to facilitate communication

More context-appropriate goal

In response to contextual constraints

Nativelike pronunciation as a threat

Avoidance of own learning experience

Different goals for teachers and learners

They learned this at their training

Nativelike pronunciation as beneficial for learners

To represent a model

Neutrality representation

Teachers need to accommodate to establishment

Pronunciation models

British and American English as the basis of pronunciation teaching

They are the standards

Accurate representation of real speech

They are inherently intelligible

American accent is the most intelligible

Other varieties are too specific

Possibly incomprehensible

Only relevant for language specialists

They constitute their own pronunciation knowledge base

Non-ENL varieties

Representation of English globalisation

Representation of achievable model

Especially in unprivileged contexts

Important to develop listening skills

Pronunciation teaching contents

Comprehensive pronunciation learning

Suprasegmentals facilitate communication

They have an impact on meaning

To communicate feelings

Through implicit teaching

Segmentals as the basis of pronunciation

Context might not be prepared for suprasegmentals

Next level content

Suprasegmentals are tied with identity

Potential sensitive topic

Phonology importance

To support future teaching strategies

It represents theory behind practice

Neutral importance

Technical knowledge is not necessary

Pronunciation is difficult to teach

It may trigger anxiety

Pronunciation is linked to identity

Context constraints

How is best to teach and learn pronunciation

By comparisons with L1

Imitating native speakers

Implicit teaching

Less technical methodologies

(2) Cognitions about ELT

Goal of ELT

Information access

International communication

How is best to learn English

In a foreign country due to exposure

Language domains importance

Direct communication sets importance

Context determines priorities

Comprehensive skills learning

Transferable skills

(3) Participants' self-evaluation

Confidence and self-efficacy for teaching pronunciation

Effective training

High levels of language competence

I have a positive perception about my pronunciation

Good ELT methodological knowledge base

Apprenticeship of observation from lecturers

This compensates lack of pronunciation pedagogy training

Professional practice enhances confidence

Positive feedback about language competence

Positive reception of classroom performance

More practicums are needed

Apprenticeship of observation

Methodological knowledge

Context affects performance

Lack of exposure to English affects linguistic competence

Lack of opportunities to teach pronunciation

Affects my own pronunciation

Responsibility behind practices

Context might not be prepared for the content

Perceptions on own English pronunciation

Own accent description

Dualistic view to define accent

I have a British-like accent

I have an American-like accent

Own accent construction

Desired accent

American accent

British accent

Acceptance of own accent

Attitudes if recognised with a Chilean accent

Intrinsic to their origin

I would feel sad

Attitudes if recognised with a native-like accent

It is an accomplishment

It is not a relevant observation

Unrealistic observation

Perceptions on their language competence

I need to improve my English

Lack of practice affects performance

I'm satisfied with my competence

Feedback from other have confirmed it

Good training

Year abroad changed my perspective

(4) Cognitions' influential factors

Teaching experiences

Definition of classroom possibilities

Achievable goals as priority

Confidence booster

Confirmation of knowledge base

Certainty about teaching abilities

Teacher training

Negative influence

- Strict standards of pronunciation

- Idealisation of ENL varieties

Positive influence

- Base of teaching confidence

- Certainty about linguistic competence

- Apprenticeship of observation for pronunciation

Study-abroad experiences

- Awareness of international communication

- Exposure to different accents

- Confidence booster

- Own speech judgements

- Teaching certainty

(5) University learning experience

Accent choice

- American and British as options

- Consistency of accents is a must

- Implicit preference for British accent

Negative views on training programme

- Lack of contextualisation

- Some lecturers' criticism

- Too few practicums

Positive views on training programme

- Constructive feedback

- High standards of training

- Emphasis on oral English

- Social aspect of Uni

Views on lectures

- General language courses

 - Great pronunciation practice

 - Vocabulary focus

- ELT Methodology

 - Pronunciation as speaking skills

- Phonetics & Phonology

 - Focus on pronunciation improvement

 - Lack of pronunciation pedagogy

 - High standards of achievement

 - Follow model to achieve higher

 - Written evaluations mostly on transcription

 - Traditional pronunciation models

 - RP as default

 - American as autonomous learning

 - Challenging dynamics of the module

 - It was difficult

 - Stringent standards

 - Bitter-sweet experience

 - Monotonous lectures

 - Negative lecturer's attitude

 - Positive aspects

 - Influential in language proficiency development

- Teaching practicums

 - Different levels of teaching autonomy

(6) Teaching practices

Pronunciation teaching approaches

Implicit teaching

- Integration with other contents
- In response to errors
- Mostly self-correction techniques

Neutralise accent to facilitate learning

Predominant use of traditional pronunciation models

- More familiar with these models
- Non-ENL varieties in unprivileged contexts

Materials

- Same used in Uni
- Self-made handouts

(7) School experience

ELT Methodology

- Grammar focus
- Teacher-centred
- Vocabulary focus
- Textbook-centred

Pronunciation instruction

- As part of general English classes
 - Focus on segmentals
 - NES models
- As part of additional courses
 - Focus on segmentals
 - Non-ENL models

Appendix J: Participant information sheet (English version)

INFORMATION SHEET FOR PARTICIPANTS

Ethical Clearance Reference Number: **LRS-19/20-14793**



YOU WILL BE GIVEN A COPY OF THIS INFORMATION SHEET

Title of study

Investigating changes in Chilean Pre-service and In-service Teachers' Cognitions about Pronunciation Teaching

Invitation Paragraph

I would like to invite you to participate in this research project which forms part of my PhD research study. Before you decide whether you want to take part, it is important for you to understand why the research is being done and what your participation will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information.

What is the purpose of the study?

The purpose of the study is to analyse how pre-service and in-service teachers' knowledge and beliefs about pronunciation teaching develop through time, the factors behind such development, and whether these cognitions are reflected in their classroom practices once they graduate.

Why have I been invited to take part?

You are being invited to participate in this study because you satisfy the requirement of being enrolled in an English Language Teaching (ELT) training programme at a Chilean University.

What will happen if I take part?

If you agree to take part, you will complete an online questionnaire anonymously. The questionnaire will ask you questions about your beliefs and knowledge regarding pronunciation learning and teaching. The questionnaire will be a mix of tick box style questions as well as open-ended questions to which you can provide more detailed answers.

By the end of the questionnaire, you will also be asked if you want to take part of a follow-up interview. If you decide to do so, I will ask you to provide your name and e-mail address so we can agree on a date to conduct it.

Do I have to take part?

Participation is completely voluntary. You should only take part if you want to and choosing not to take part will not disadvantage you in anyway. If you choose to take part, you will be asked to provide your consent. To do this you will be asked to indicate that you have read and understand the information provided and that you consent to your anonymous data being used for the purposes explained.

You are free to withdraw at any point during completion of the questionnaire, without having to give a reason. Withdrawing from the study will not affect you in any way. A month after you submit the questionnaire, it will no longer be possible to withdraw from the study because the data will be fully anonymous. Please do not include any personal identifiable information in your responses.

Data handling and confidentiality

This questionnaire will be completely anonymous. This means that nobody will be aware of your identity. Your answers will nevertheless be treated confidentially and the information you provide will not allow you to be identified in any research outputs/publications. Your data will be held securely on password-locked computer files and locked cabinets within King's College London. No data will be accessed by anyone other than me, Paula Villablanca, and my supervisors.

The data controller for this project will be King's College London (KCL). Your data will be processed in accordance with the standards set by the General Data Protection Regulation 2016 (GDPR). Following King's College Policy guidelines, all anonymised data will be stored for 7 years after completion of this study.

How is the project being funded?

This study is being funded by Agencia Nacional de Investigación y Desarrollo (ANID) of Chile

What will happen to the results of the study?

The results of the study will be summarised in my PhD thesis. I also plan to disseminate the research findings through publications and conferences within Chile and internationally. Anonymity will be maintained, and it will not be possible to identify you from any publications.

Who should I contact for further information?

If you have any questions or require more information about this study, please contact me using the following contact details:

Paula Villablanca Agurto
School of Education, Communication and Society
King's College London
Waterloo Campus
SE1 8WA
paula.villablanca_agurto@kcl.ac.uk

What if I have further questions, or if something goes wrong?

If this study has harmed you in any way or if you wish to make a complaint about the conduct of the study you can contact King's College London using the details below for further advice and information:

Dr Martin Dewey
School of Education, Communication and Society
King's College London
Waterloo Campus
SE1 8WA
martin.dewey@kcl.ac.uk
Tel: +44 (0)20 7848 3104

Thank you for reading this information sheet and for considering taking part in this research.

King's College London - Research Ethics
May 2018

Appendix K: Participant information sheet (Spanish version)

HOJA DE INFORMACIÓN PARA PARTICIPANTES

Número de referencia de autorización ética: LRS-19/20-14793

SE TE DARÁ UNA COPIA DE ESTA HOJA DE INFORMACIÓN



Título del estudio

Investigating changes in Chilean Pre-service and In-service Teachers' Cognitions about Pronunciation Teaching

Párrafo de invitación

Me gustaría invitarte a participar en este proyecto de investigación que forma parte de mi estudio de investigación de doctorado. Antes de decidir si deseas participar, es importante que comprendas por qué se realiza la investigación y qué implicará tu participación. Tómame el tiempo necesario para leer la siguiente información detenidamente y analizarla con otros si lo deseas. Puedes preguntarme si hay algo que no está claro o si desea obtener más información.

¿Cuál es el propósito del estudio?

El propósito del estudio es analizar cómo el conocimiento y las creencias de futuros y actuales profesores sobre la enseñanza de la pronunciación se desarrollan a través del tiempo, los factores detrás de dicho desarrollo y si estas cogniciones se reflejan en sus prácticas en el aula una vez que se gradúan.

¿Por qué me han invitado a participar?

Estás siendo invitado a participar en este estudio porque cumples con el requisito de ser estudiante de un programa de pedagogía en inglés en una universidad chilena.

¿Qué pasará si participo?

Si aceptas participar, responderás un cuestionario online de forma anónima. En el cuestionario se te harán preguntas sobre sus creencias y conocimientos acerca del aprendizaje y la enseñanza de la pronunciación. El cuestionario consta de una combinación de preguntas con casillas para marcar y preguntas abiertas a las que puede dar respuestas más detalladas.

Al final del cuestionario se te preguntará si deseas participar en una entrevista de seguimiento. Si decides hacerlo, te pediré que escribas tu nombre y tu dirección de correo electrónico para que podamos acordar una fecha para realizarla.

¿Tengo que participar?

La participación es completamente voluntaria. Solo debes participar si quieres y elegir no participar no te perjudicará de ninguna manera. Si eliges participar, se te pedirá que brindes tu consentimiento. Para hacer esto, se te pedirá que indiques que has leído y comprendes la información proporcionada y que aceptas que tus datos anónimos se utilicen para los fines explicados.

Puede dejar de responder el cuestionario en cualquier momento, sin necesidad de justificar tu decisión. Retirarse del estudio no te afectará en modo alguno. Un mes después de que envíes el cuestionario, ya no será posible retirarse del estudio porque los datos serán anonimizados. Por favor, no incluyas ningún dato personal identificable en tus respuestas.

King's College London - Research Ethics
May 2018

¿Se mantendrá confidencial mi participación?

Tus datos serán procesados de acuerdo con el Reglamento General de Protección de Datos 2016 (GDPR). Lo que se dice en la entrevista se considera estrictamente confidencial. Las transcripciones serán codificadas y los resultados serán anónimos. Al informar sobre los resultados de la investigación, no revelaré tu nombre ni ninguna referencia a tu información personal. En todo momento no habrá posibilidad de que las personas se vinculen con los datos.

Toda la información recopilada de la entrevista se guardará en archivos de computadora con contraseña y gabinetes cerrados dentro de King's College London. Nadie más que yo, Paula Villablanca y mis supervisores tendremos acceso a los datos. El anonimato del material estará protegido mediante el uso de nombres falsos. Siguiendo las pautas de la Política de King's College, todos los datos anónimos se almacenarán durante 7 años después de completar este estudio.

¿Cómo se financia el proyecto?

Este estudio está siendo financiado por la Agencia Nacional de Investigación y Desarrollo (ANID)

¿Qué pasará con los resultados del estudio?

Los resultados del estudio se resumirán en mi tesis doctoral. También planeo difundir los resultados de la investigación a través de publicaciones y conferencias dentro de Chile e internacionalmente. Se mantendrá el anonimato y no será posible identificarte en ninguna publicación.

¿A quién debo contactar para obtener más información?

Si tienes alguna pregunta o necesitas más información sobre este estudio, puedes comunicarte conmigo utilizando los siguientes datos de contacto:

Paula Villablanca Agurto
School of Education, Communication and Society
King's College London
Waterloo Campus
SE1 8WA
paula.villablanca_agurto@kcl.ac.uk

¿Qué ocurre si tengo más preguntas o si algo sale mal?

Si este estudio te ha perjudicado de alguna manera o si deseas presentar una queja sobre la realización del estudio, puedes comunicarte con King's College London utilizando los detalles a continuación para obtener más consejos e información:

Dr Martin Dewey
School of Education, Communication and Society
King's College London
Waterloo Campus
SE1 8WA
martin.dewey@kcl.ac.uk
Tel: +44 (0)20 7848 3104

Gracias por leer esta hoja informativa y por considerar participar en esta investigación.

Appendix L: Interview consent form (English version)

CONSENT FORM FOR PARTICIPANTS IN RESEARCH STUDIES

Please complete this form after you have read the Information Sheet about the research.



Title of Study:

Investigating changes in Chilean Pre-service and In-service Teachers' Cognitions about Pronunciation Teaching

King's College Research Ethics Committee Ref: LRS-19/20-14793

Thank you for considering taking part in this research. The person organising the research must explain the project to you before you agree to take part. If you have any questions arising from the Information Sheet or explanation already given to you, please ask the researcher before you decide whether to join in. You will be given a copy of this Consent Form to keep and refer to at any time.

	Please tick or initial
I confirm that I understand that by ticking/initialling each box I am consenting to this element of the study. I understand that it will be assumed that unticked/initialled boxes mean that I DO NOT consent to that part of the study. I understand that by not giving consent for any one element I may be deemed ineligible for the study.	
1. I confirm that I have read and understood the information sheet dated "Version 2 May 2020" for the above study. I have had the opportunity to consider the information and asked questions which have been answered satisfactorily.	
2. I consent voluntarily to be a participant in this study and understand that I can refuse to answer questions. I understand that I will be able to withdraw my data up until a month after the interview has taken place, without prejudice and without providing a reason.	
3. I consent to the processing of my personal information for the purposes explained to me in the Information Sheet. I understand that such information will be handled in accordance with the terms of the General Data Protection Regulation.	
4. I understand that my information may be subject to review by responsible individuals from the College for monitoring and audit purposes.	

5. I understand that confidentiality and anonymity will be maintained and that it will not be possible to identify me in any research outputs.	
6. I consent to my interview being audio recorded. I understand that audio recordings will be kept securely by the researcher during the transcription period.	
7. I agree that the research team may use my data for future research and understand that any such use of identifiable data would be reviewed and approved by a research ethics committee. In such cases, as with this project, data would not be identifiable in any report.	
8. I understand that the data from this research will be used mainly for the PhD thesis, but that this can be extended to articles in academic journals, papers for conferences and workshops, and reports of the research findings. Anonymity will be maintained and it will not be possible to identify me from any publications.	
9. I understand that I must not take part if I do not meet the inclusion criteria as detailed in the Information Sheet and explained to me by the researcher.	

Name of Participant

Date

Signature

Name of Researcher

Date

Signature

Appendix M: Interview consent form (Spanish version)

FORMULARIO DE CONSENTIMIENTO PARA PARTICIPANTES EN ESTUDIOS DE INVESTIGACIÓN

Completa este formulario después de haber leído la Hoja de información sobre la investigación..



Título del estudio:

Investigating changes in Chilean Pre-service and In-service Teachers' Cognitions about Pronunciation Teaching

Número de referencia de autorización ética: LRS-19/20-14793

Gracias por considerar participar en esta investigación. La persona que organiza la investigación debe explicarte el proyecto antes de que aceptes participar. Si tienes alguna pregunta que surja de la Hoja de información o la explicación que ya se te dio, pregúntale al investigador antes de decidir si deseas participar. Se te entregará una copia de este Formulario de consentimiento para que lo conserves y consultes en cualquier momento.

	Por favor, marque o escriba inicial
Confirmando que entiendo que marcando / escribiendo mi inicial en cada casilla estoy consintiendo este elemento del estudio. Entiendo que se supondrá que las casillas sin marcar / con iniciales significan que NO doy mi consentimiento para esa parte del estudio. Entiendo que al no dar mi consentimiento para ningún elemento, se me puede considerar no elegible para el estudio.	
1. Confirmando que he leído y entendido la hoja de información con fecha "Version 3 July 2020" para el presente estudio. He tenido la oportunidad de considerar la información y hacer preguntas que han sido respondidas satisfactoriamente.	
2. Doy mi consentimiento voluntario para participar en este estudio y entiendo que puedo negarme a responder preguntas. Entiendo que podré retirar mis datos hasta un mes después de la entrevista, sin perjuicio y sin dar una razón.	
3. Doy mi consentimiento para el procesamiento de mi información personal para los fines que se me explican en la Hoja de información. Entiendo que dicha información se manejará de acuerdo con los términos del Reglamento General de Protección de Datos.	

4. Entiendo que mi información puede estar sujeta a revisión por parte de personas responsables de la universidad para fines de monitoreo y auditoría.	
5. Entiendo que se mantendrá la confidencialidad y el anonimato y que no será posible identificarme en ningún resultado de investigación.	
6. Doy mi consentimiento para que mi entrevista se grabe en audio y video. Entiendo que las grabaciones serán guardadas de forma segura por el investigador durante el período de transcripción.	
7. Estoy de acuerdo en que el equipo de investigación puede usar mis datos para futuras investigaciones y entiendo que cualquier uso de datos identificables sería revisado y aprobado por un comité de ética de investigación. En tales casos, como con este proyecto, los datos no serían identificables en ningún informe.	
8. Entiendo que los datos de esta investigación se utilizarán principalmente para la tesis doctoral, pero que esto puede extenderse a artículos en revistas académicas, documentos para conferencias y talleres e informes de los resultados de la investigación. Se mantendrá el anonimato y no será posible identificarme de ninguna publicación.	
9. Entiendo que no debo participar si no cumplo con los criterios de inclusión detallados en la Hoja de información y explicados por el investigador.	

Nombre del participante

Fecha

Firma

Nombre del investigador

Fecha

Firma

Appendix N: Disaggregated data reponses about pronunciation models

	Cohorts	Strongly disagree (%)	Disagree (%)	Somewhat disagree (%)	Neutral (%)	Somewhat agree (%)	Agree (%)	Strongly agree (%)
British	First year	1.02%	3.06%	0.00%	18.37%	31.63%	38.78%	7.14%
	Third year	1.52%	4.55%	3.03%	18.18%	42.42%	21.21%	9.09%
	Fifth year	5.17%	10.34%	12.07%	25.86%	27.59%	15.52%	3.45%
	Novice teachers	5.63%	0.00%	8.45%	21.13%	28.17%	30.99%	5.63%
American	First year	1.02%	2.04%	1.02%	16.33%	32.65%	35.71%	11.22%
	Third year	1.52%	3.03%	1.52%	22.73%	42.42%	19.70%	9.09%
	Fifth year	3.45%	8.62%	13.79%	25.86%	24.14%	18.97%	5.17%
	Novice teachers	2.82%	1.41%	8.45%	21.13%	30.99%	29.58%	5.63%
Nativized	First year	3.06%	10.20%	7.14%	29.59%	34.69%	13.27%	2.04%
	Third year	3.03%	7.58%	16.67%	31.82%	25.76%	15.15%	0.00%
	Fifth year	5.17%	13.79%	8.62%	36.21%	17.24%	15.52%	3.45%
	Novice teachers	5.63%	2.82%	11.27%	22.54%	36.62%	14.08%	7.04%
Standard Regional	First year	3.06%	4.08%	7.14%	28.57%	32.65%	21.43%	3.06%
	Third year	1.52%	4.55%	9.09%	28.79%	36.36%	18.18%	1.52%
	Fifth year	5.17%	13.79%	13.79%	32.76%	20.69%	10.34%	3.45%
	Novice teachers	4.23%	4.23%	12.68%	23.94%	29.58%	19.72%	5.63%
Non-standard Regional	First year	5.10%	6.12%	9.18%	34.69%	27.55%	13.27%	4.08%
	Third year	4.55%	7.58%	9.09%	36.36%	27.27%	15.15%	0.00%
	Fifth year	8.62%	18.97%	17.24%	32.76%	8.62%	10.34%	3.45%
	Novice teachers	5.63%	9.86%	14.08%	25.35%	23.94%	16.90%	4.23%
Non-native	First year	4.08%	12.24%	6.12%	31.63%	29.59%	13.27%	3.06%
	Third year	7.58%	10.61%	9.09%	30.30%	28.79%	12.12%	1.52%
	Fifth year	3.45%	15.52%	3.45%	34.48%	20.69%	15.52%	6.90%
	Novice teachers	5.63%	7.04%	12.68%	23.94%	23.94%	18.31%	8.45%

Appendix O: Sample interview transcript (original version)

Institution: Programme A

Cohort: Novice teachers

Pseudonym: José

Date: June 2020

Duration: 77 minutes

Researcher: Y te voy a compartir mi pantalla, para que veamos la presentación. Ya, ya, mira, yo organicé la entrevista de la misma forma en que organicé el cuestionario, que primero tiene que ver como con tu experiencia en el colegio, después en la universidad y después como sobre la enseñanza de la pronunciación en sí. Entonces, primero quería confirmar esto. ¿Tú recibiste el título el 2019, cierto?

José: Sí, sí.

Researcher: Y actualmente estás trabajando. Bueno, eso igual lo vamos a ver después, pero eh hiciste, tú pudiste finalizar tu práctica profesional bien completa, así como completa o tuviste algunos quiebres?

José: Sí

Researcher: Sí? ya

José: Eh, bueno, hubo un semestre que yo estuve estudiando en Canadá, en el extranjero, y ahí no pude hacer como la práctica profesional guiada, pero pasé directamente a la autónoma.

Researcher: Entonces este semestre en el extranjero es la beca, de que ustedes tienen para poder hacer

José: Sí, la beca vocación de profesor. Sí

Researcher: Y estuviste en Canadá, en qué universidad?

José: La Universidad de Windsor, University of Windsor

Researcher: Oye qué buena

José: Buena

Researcher: Y ahí estuviste tomando ramos de educación o de inglés.

José: De inglés y de educación. Estuve haciendo los dos.

Researcher: Ya, súper. Y eras como un alumno regular más, o sea, tenías evaluaciones, tenías que hacer.

José: Claro, sí, sí tenía que dar las pruebas, todo, de hecho, podía echarme los ramos, pero afortunadamente no fue así. Pero claro, era un estudiante más.

Researcher: Tremenda experiencia. Y cómo funciona eso? Lo hacen por nota

José: Eh

Researcher: Como para

José: Como lo de, lo de pasar los ramos o qué cosa? O para mejorar

Researcher: No, para postular a la beca o es la beca de educación, esa de que al inicio de la carrera tú te ganas esa beca, cómo funciona?

José: Bueno, la beca vocación de profesor te da un semestre en el extranjero partiendo de los 720 puntos de la PSU y yo pude ir a la Universidad Windsor porque tiene un convenio directo con la XXXX, entonces me facilitaba mucho los trámites y también me interesó así, entonces fue bastante sencillo en realidad

Researcher: Ya, entonces y ahí volviste después el 2018, o cuándo volviste a Chile a hacer tu práctica?

José: Eh, como mayo 2018, por ahí.

Researcher: Y te acuerdas en qué colegio te tocó? Si era subvencionado, municipal particular?

José: Ese era un colegio liceo comercial XXXX. Era un colegio, se me olvida la, la sigla, que era uno de alta vulnerabilidad

Researcher: Vulnerabilidad?

José: Vulnerabilidad. Sí, era bastante...voy a buscarlo aquí

Researcher: Y entonces te tocó hacer clases en media?

José: Sí, sí, de primero a cuarto medio.

Researcher: Ya de primero a cuarto. Ya, súper. Ya te acuerdas más o menos cuánta, o sea, en el tema de la práctica te tocó de forma autónoma dirigir los cursos o fue, porque me ha pasado, por ejemplo, que otras chicas me decían, de, de práctica autónoma, tenía el puro nombre no más, porque en realidad lo que yo tenía que hacer era lo que el profe decía. Pero a ti te tocó la oportunidad como de tomar decisiones, de hacer la clase tú solo.

José: Claro, eh, un poco así con, con un poco de independencia, porque igual, por ejemplo, las primeras semanas, como todo fue muy encima, eh la profesora, me estuvo explicando un poco cómo era la dinámica, cómo se funcionaba todo eso, entonces creo que fue como una clase que hizo ella y después yo al tiro empecé con las clases de todos modos. Ya. Entonces las clases la hacía yo, efectivamente ella como que supervisaba y todo y me decía como oye, necesitamos una evaluación para este mes, una cosa así y, pero en términos generales, como en las clases las, las hacía yo. El material didáctico también, todo ese tipo de cosas.

Researcher: Qué genial. Yo creo que eres uno de los afortunados porque bueno, había otras personas que claro, les tocó como casi repetir lo que estaba haciendo el profe. Entonces en realidad no, no tenía mucha incidencia en las decisiones. Claro, el mismo desarrollo de material.

José: Sí

Researcher: Ya, mira. Entonces hay una parte del cuestionario que claro, yo te pregunto sobre tus prácticas, ojalá que podamos ver como todas las cosas que has hecho, porque ahora sé que estás trabajando como en básica. Eh, pero claro, ahí tengo anotado los curso, pero la idea es que veamos como cuando hiciste tu práctica eh otras experiencias que hayas tenido como de

enseñanza y todo, y ahí nos vayamos sacando conclusiones como más generales. Entonces la primera parte del cuestionario, justamente te preguntaba como sobre tu experiencia como estudiante en el colegio.

José: Claro

Researcher: Entonces quería partir preguntándote si me puedes como resumir o contar sobre tu experiencia como estudiante en el colegio, porque justamente me pusiste que tenías inglés a partir de quinto básico, que es como lo típico que uno tiene en el colegio. Por, por una cosa ministerial, claro, esa es la exigencia. Y que tampoco tuviste enseñanza explícita de la pronunciación. Entonces quería saber cómo funcionaban tus clases en inglés, cuántas horas más o menos tenías la semana cuando tú eras alumno, si tus profes hablaban inglés, cuál era el contenido que veían principalmente, como todo de forma general.

José: Ya. Bueno, yo lo que recuerdo yo era que las clases eran muy enfocadas en el vocabulario. A veces me acuerdo que hubieron un par de actividades donde no sé, yo tenía, me acuerdo una en particular que me hicieron recortar imágenes de, de famosos, deportistas, cantantes, que hablaban en inglés, cosas así. Pero principalmente vocabulario, a veces cantábamos canciones, me acuerdo de algunas, y yo diría que eso en general. La profesora, bueno, yo a esa edad tampoco hubiese podido saber si pronunciaba bien, pero yo al menos tengo la memoria de que pronunciaba bien así, pero no nos hacían como una, como no sé, como ahora dilo tú y te estoy escuchando. Eso no, creo que no lo recuerdo así.

Researcher: Ni siquiera de como escuchar repetir como lo más básico de repitan después del audio, o repitan después mí.

José: Bueno, sí sucedía, pero como era con todo el curso, entonces como que uno no sabía si individualmente lo estaba haciendo bien.

Researcher: Sí, y sobre los contenidos entonces era más que nada vocabulario, eh gramática, escritura, lectura, bien o más que nada vocabulario.

José: Creo que si hubieron como un par de cosas de gramática, pero lo que más recuerdo era vocabulario y si era gramática era algo, lo más elemental. Así.

Researcher: Y esto se mantuvo hasta media, entonces no hubo un cambio en medio de que los contenidos fueran no sea un poquito amplios, complejizar más la clase de inglés.

José: Bueno, es que en primero yo estudiaba en colegio del barrio, el colegio, la escuela Santa Adela hasta quinto y sexto básico, y eso fue como el contenido más o menos. Después fui, fui el Instituto XXXX y ahí como que me enseñaban más gramática.

Researcher: Y te acuerdas de cuántas horas tenía de inglés, en el XXXX?

José: En el XXXX no eran tan pocas, eran como cuatro, creo. Cuatro o por ahí. Sí

Researcher: Ya. Ya, súper, y en general te gustaban la clase de inglés era, como casi no sé, un contenido medio tortuoso, aburrido, específico.

José: Sí, a mí, a mí me gustaba el inglés siempre, porque en mi casa siempre no sé, teníamos película, programa, escuchábamos música en inglés. Yo jugaba a videojuegos, entonces estaba muy acostumbrado al idioma. Entonces me gustaba mucho.

Researcher: O sea como de forma autónoma tú igual consumidas, por decir así inglés.

José: Sí, sí. Cuando ya estaba en quinto básico ya sabía un poco de inglés.

Researcher: Y alguna vez, por ejemplo, entonces nunca se tocó el tema como de pronunciación, ni siquiera la corrección al momento de evaluarlos a ustedes, de alguna presentación oral donde hayan tenido que presentar y les hayan corregido algo, algún aspecto de lo que ustedes hayan pronunciado

José: En mi caso en particular no, entonces para mí es extraño porque yo sé que llegué a la universidad a estudiar inglés, pronunciando bastante mal, pero lo supe en la universidad. Entonces, creo que se enfocaban más en que fuese como comprensible lo que uno decía más que decir como ah, suenas estadounidense, no sé.

Researcher: Ya, ya te entiendo. Mira, justamente sobre eso puse tu respuesta de, en tema de la, de la universidad y claro, me pusiste que eh en la enseñanza ya recibiste en el programa de pedagogía fue como efectiva para poder mejorar tu competencia oral del inglés. Y justamente me llamó la atención esto que decía, claro, eh vimos en gran detalle los diferentes sonidos de la pronunciación del inglés para ser como correctos, así, una cosa así lo voy a traducir, ya? Y también que había un feedback como continuo acerca de tu performance y que en tu caso pasaste de tener acento como medio españolizado o chileno, o una cosa así, a una pronunciación más correcta. Entonces te quería preguntar

José: Claro

Researcher: Como eh, cómo te diste cuenta de eso, eh, en qué cosas te diste cuenta de que estabas como haciendo una pronunciación que no era correcta de acuerdo al estándar de la XXXX?

José: Eh, bueno, teníamos raros modos de fonética y fonología, creo, y claro, ahí te daban el feedback los profesores mismos. Decían como, y siempre fue una constante para mí que yo podía hablar en inglés bastante fluido, explicar todas mis ideas. Pero sí, siempre me descontaban como 5 décimas o cosas así porque sonaba muy, no sonaba bien, así

Researcher: Ya

José: Sonaba muy muy muy chileno, por decirlo así.

Researcher: Ya.

José: Entonces como que eso siempre, como cuando estuve en el tiempo del XXXX, lo tenía presente en la mente. Y ahí después, cuando iba en quinto, el quinto año, por ejemplo, cuando, cuando fui a estudiar al extranjero, me di cuenta que la gente se me escuchaba decir hola y me preguntaban si era de México, así. Entonces ahí me daba cuenta, como ya, sí tengo, tengo un acento, sí, pero también en ese modo, después, volviendo, me di cuenta que había mejorado mucho la pronunciación desde primero, desde primer año, creo que porque vi un video de primer año por accidente, una cosa así

Researcher: Ya

José: Me lo topé en el computador así.

Researcher: Oye, que interesante ver ese cambio, porque en general uno no sé, al menos yo cuando estaba la universidad no tenía ni siquiera acceso como a celulares, como inteligentes, ni nada, entonces, claro, uno sabe si

José: Claro, sí

Researcher: No sabe lo que puede pasar. Pero y en ese caso, eh, José, eh, en las clases de fonética y fonología que generalmente me parecen en las entrevistas que hago, eh, recuerdas tú cómo funcionaba la clase en sí? Porque yo sé que ustedes en la XXXX tienen cuatro ramos. Primero, me imagino, es como fonética segmental, como sonidos, punto de articulación. Después se complejiza un poco más fonología como funciona el tema del ritmo, de acentuación y cosa más prosódicas. Pero eh, en general, recuerdas tú cómo funcionaba la clase? Cómo se les presentaba el contenido? Si había un modelo en particular que ustedes debían seguir al momento de producir el inglés oral.

José: Claro, me acuerdo que las clases eran altamente teóricas, nos enseñaban los fonemas, los sonidos, los teníamos que practicar. Y hacíamos muchas evaluaciones en cuanto a la teoría de por sí, como saber, saber manejar ese aspecto del lenguaje.

Researcher: Ya

José: Y también nos evaluaban, así en término de performance. Teníamos que leer textos con fonemas y teníamos que ir leyendo y nos iban diciendo a veces no graban con celular y nos decían, así como ya, esto está bien, esto está mal, aquí lo dijiste mal, aquí lo dijiste bien, cosas así. Y el estándar que teníamos la mayoría de los profesores, nos nos orientaban a tener, enfocarnos en el RP

Researcher: Ya. Entonces ahí sonar más británico estándar.

José: Claro.

Researcher: Y en ese caso, cuando se les exigía ese modelo o se les presentaba al menos ese modelo, eh, si ustedes no, no querían, por ejemplo, producir el inglés con ese modelo, había una opción distinta como flexibilidad de decir, por ejemplo, quiero tener otro tipo de acento o quiero hacerlo de otra forma que no sea RP?

José: La opción estaba, te dejaban elegir entre ser RP o General American. Y esa opción siempre tuvo solamente que te enseñaban todo en RP, entonces uno como estaba aprendiendo todavía, tampoco podía elegir así, no quiero sonar como americano porque ahí sería más autónomo

Researcher: Claro, ah tienes que buscar, ahí tienes que buscar tú, por tú cuenta si querías hacer el American, en este caso

José: Sí, yo me acuerdo que trataba de aprender el RP y quizás esto no fue tan instaurado, pero yo tenía como esa idea como ya quiero sonar británico porque ellos hablan mejor inglés, así, pero quizás no debería haberlo hecho porque hacer General American es mucho más fácil para mí que RP.

Researcher: Claro. Y en cuanto a las evaluaciones cómo funcionaban? Tenían que hacer lectura en voz alta o eran interrogaciones como más espontáneas? Había una rúbrica que ustedes conocían desde antes, por ejemplo.

José: Si habían rúbricas la mayoría de las veces. Me acuerdo que, de la materia que sea, teníamos una parte de la rúbrica que era la pronunciación o la fluidez. Cosas así. Y sí, para las evaluaciones de fonética ahí teníamos que leer el texto de los, con los fonemas, con las palabras. También vimos esto de, el estrés en las las oraciones, todo eso, las entonaciones, y a veces lo leíamos con la sala vacía, así solamente con el profesor y otras veces teníamos que escuchar a los compañeros, y eso era como un poco más complicado a veces

Researcher: Por el tema de la corrección frente a los demás.

José: Sí, y también por, por el sentido de tener una performance eh frente a tus compañeros.

Researcher: Y en ese caso, entonces el feedback que recibían en las evaluaciones, por ejemplo, era como personalizado, como que se les atendía a los errores específicos que ellos consideraban que estaban haciendo ustedes.

José: Sí, era bastante específico y muchas veces lo hacían en el mismo momento así.

Researcher: Ah, lo hacían en el mismo momento, ya.

José: Sí, por ejemplo, entraban tres estudiantes, dábamos los tres el examen y después nos hacían entrar uno por uno y nos daba el feedback

Researcher: El feedback, claro. Y cuando les tocaba leer en voz alta frente a los otros compañeros, por ejemplo, en un ejercicio, no en una prueba, también había una corrección en frente de los demás de forma explícita.

José: Sí, sí, sí, bastante, de hecho, me acuerdo que había un profesor que era más de la vieja escuela, como más normativo, por decirlo así, que tenía claramente una jerarquía, marcaba una jerarquía entre los que hablaban bien y los que hablaba mal, así. Era bastante explícito al respecto, sí.

Researcher: Ya, entonces en ese caso, por ejemplo, te pregunto si la dinámica de la clase cambiaba cuando ocurrían estas situaciones.

José: Es una buena pregunta. Yo me acuerdo de que tenía compañeros que tenían más ansiedad al respecto. Yo me acuerdo a mí no, no me afectaba en nada, participaba hartito en la clase, pero sí, cohibía. Bueno, a mí también me cohibía. O sea, al final hablaba igual, pero igual me sentía así como, a veces me enfocaba más en cómo decía las cosas a qué estaba diciendo realmente

Researcher: Y tú me dices que, que había alumnos que tenía un poco más de ansiedad que tú, pero tú no te sentías tan ansioso frente a estas clases. Era porque estabas confiado al menos de tu performance, de tu nivel de inglés, a qué atribuías eso de que no te sentías tan ansioso?

José: Sí, fue, fue un tema, yo diría mío no más, porque me acuerdo que habían llegado como compañeros que no habían tenido inglés en la media y que por ejemplo, llegaron las primeras semanas y estaban como tristes porque no podían como entender, entonces sí, sí, yo como no, no estuve en eso, fue más cosa mía que algo que haya hecho el profesor, así. Yo creo que el profesor dentro hizo todo lo contrario para que...Sí.

Researcher: Ya, mira, ahora quiero ir como a la, a la parte general de la XXXX como tu experiencia del programa de pedagogía en inglés de la XXXX. Quería saber como qué aspectos recuerdas tú que son más memorables, tanto positivo como negativo pueden ser de ambas cosas, como qué cosas sientes tú que te marcaron o que tú recuerdas de forma vívida, de la pedagogía en la XXXX?

José: Yo siento que en la XXXX cambié mucho mi mentalidad sobre un montón de temas pedagógicos, psicológicos, sociales, fue una cosa, yo me acuerdo que en la media siempre trataba como ser, no sé, tener conciencia social, pero después los XXXX me di cuenta que ya faltaba mucho por aprender, y en cuanto al programa de por sí me acuerdo de que en el término, en el tema del inglés me dejaba excelentemente preparado, así, impecable en el inglés. Siento como que sí falta un poco más en el aspecto de la pedagogía, al menos en mi carrera y en

pedagogía en inglés. Siento que era muy, muy académico el enfoque, y por ejemplo, faltaba un poco de ese aterrizaje a las aulas. Porque, por ejemplo, cuando yo llegué a la práctica profesional me sentía como un nene, así un bebé, así.

Researcher: Y ni siquiera en los ramos, por ejemplo, de metodología o de didáctica que tuviste como un enfoque más aterrizado en la sala de clases. Sientes que todavía faltaba algo?

José: Es que sí, ah, saqué hartos conceptos bastante buenos de ahí, pero yo siento que hubiese sido como más efectivo, sí al mismo tiempo. Mi papá, sorry

Researcher: No te preocupes

José: Jaja, ya, eh saqué hartos conceptos súper buenos y, pero hubiese sido mejor haber tenido la práctica en un momento cercano a eso, porque nosotros teníamos una práctica en cuarto o quinto año, entonces.

Researcher: Sí

José: Eh, me acuerdo que los primeros años todavía se veía muy lejano el ir a un colegio a practicar toda esa psicología y todas esas cosas.

Researcher: Claro. Sí, de hecho. Bueno, eso creo que ahora cambió que por el tema de la acreditación tienen que tener prácticas más continuas. Entonces sí, es algo que que cambiaron, al menos para las generaciones nuevas, sí. Ya mira, ahora quiero ir

José: Ah, eso es bueno

Researcher: A la enseñanza del inglés en general. Yo anoté acá, estas respuestas que mi me diste tú que me, me llamaron mucho la atención porque de cierta forma me das, me das a entender que tú igual priorizarías estos contenidos o les daría una importancia en la sala de clase, eh, otros más que obviamente... Unos más que otros, pero a todos les da como una cierta importancia, pero principalmente le das importancia a las estrategias de comprensión lectora, auditiva y al tema de gramática y de habilidades de escritura. Entonces te quería preguntar primero porqué priorizarías esos contenidos versus los otros?

José: Bueno, es que yo considero importante no sólo en tema del inglés, sino aprendiendo cualquier idioma, lo, lo ideal que uno debería perseguir sería adquirir las herramientas para expresarse uno mismo. Entonces a mí me interesa mucho las estrategias para aprender a leer, de saber escuchar, vocabulario, todas esas habilidades yo creo que son necesarias para poder utilizarlas uno mismo. Al final eso, eso es lo que considero importante de los idiomas. Poder expresarse uno mismo así.

Researcher: Poder expresarse. Y en cuanto a esa misma expresión, en el caso de, por ejemplo, habilidades de conversación y pronunciación, te quería preguntar por eso qué consideras tú o por qué deberían no priorizarse tanto, en relación a las otras o de igual forma crees tú que son importantes?

José: Bueno, eso el, siempre que ahora cómo respondería como algo parecido, pero como con más acotaciones, quizá porque, por ejemplo, en la pronunciación para mí sí es importante, pero, sí, quizás estaba muy sobre enfocada a veces cuando uno aprende un idioma, porque en obsesionarse con pronunciar bien puede detener un poco el avance de los, de los estudiantes. De repente los estudiantes pueden expresar ideas muy complejas, pero se quedan ahí en en decirlas bien, decirlas perfectas. Entonces yo creo que esa, la pronunciación hay que ponerle un poco de enfoque, pero de repente, un poco menos que el resto, en el sentido de que, por ejemplo,

si alguien no, no puede leer en inglés, yo creo que eso es un problema más grave que el que no poder hacer un sonido.

Researcher: Ya te entiendo, sí te entiendo. Y en el caso de Cultura, por ejemplo, de países de habla inglesa, esa de hecho la incluí porque ustedes en la misma malla curricular de pedagogía tienen un ramo. Tienen un ramo de cultura y civilización británica y americana. Te quería preguntar si, eh, como qué piensas de esa, de ese tipo de contenidos, si es que hay que incluirlo porque impusiste moderadamente importante. Entonces igual me está dando una cierta importancia, pero si me podrías contar un poquito más de qué piensas de ese tipo de contenido.

José: Eh, yo creo que es moderadamente importante porque considero que es importante saber un poco de, de cómo se está usando el idioma que uno está aprendiendo, en las culturas que las usan nativamente, entonces sí tiene un, una leve importancia. Pero por ejemplo, quizás no es como una respuesta, tanto que ver con lo que sale ahí escrito, sino más bien lo que siento que en las clases de inglés nosotros absorbemos más que compartimos cultura. No sé, por ejemplo, los libros de inglés, ahora, ahora se ha corregido un poco eso. Pero antes siempre era como no sé, Joséito se va a Dubai o se va a Massachussets. Y no sé, un niño en Maipú no, a lo mejor un día va a viajar a un lugar así, pero de niño uno no lo ve, no lo ve como una, no es como oh, están hablando sobre mí.

Researcher: Sí, es verdad. Sí, mira yo había seleccionado pronunciación porque ahora justamente te quiero preguntar por eh, vamos a ir al otro ítem, ya, que este es como de forma general y después el otro ítem, es más, más específico de pronunciación, y aquí seleccioné unas preguntas que me parecieron interesantes, que me marcaste como de forma súper, como súper clara. Primero, que las personas pudiesen aprender inglés para comunicarse con hablantes de todo el mundo. Y también le diste el máximo a que todos los acentos de inglés son igualmente válidos. Entonces te quería preguntar por esas dos primero, si me puedes contar un poquito más, por qué consideras tú que ese sería el principal objetivo de aprender inglés? Eh? Y por qué crees tú que todos los acentos son igualmente válidos?

José: Bueno, lo primero es que siento que si el inglés es tan relevante, ahora, bueno, Estados Unidos, Inglaterra de todos modos son, son culturas de la que absorbemos mucho, entonces siguen siendo relevantes. Pero siento como que el Internet se ha vuelto quizás lo últimos 20 años en el idioma globalizado. Entonces, por ejemplo, me acuerdo cuando estuve en Canadá tenía amigos franceses, alemanes, suecos y era como que nos poníamos de acuerdo para hablar en inglés. Entonces ahí me pude dar cuenta de que ya, es el idioma de la globalización. Entonces, a la larga, por ejemplo, uno se mete a Internet, no sé, uno se mete un video en YouTube, pone un comentario y uno no tiene idea de donde son los otros que te responden. Pero uno les habla en inglés. Entonces, yo creo que igual podríamos ver esa posibilidad, porque de repente yo me, yo me lo topaba con estudiantes míos que me decían ya, pero para qué voy a aprender inglés, si nunca voy a ir a Estados Unidos, por ejemplo. Y eso puede ser como una realidad para mucha gente, si... Pero sí les puede servir bastante. Yo siempre les digo que les sirve mucho para el internet por eso. Que, lo que sea que hagan, eh, sea pasatiempo o sea trabajo, siempre van a poder encontrar mucha información en inglés. Entonces yo creo que eso debería darse más enfoque a veces

Researcher: Claro, como para que ellos entendieran que una lengua de contacto más allá de la particularidad de Estados Unidos y el Reino Unido de hecho, justamente, claro, ahí cuando yo te pregunto si el inglés pertenece a los hablantes de estas dos como potencias, por decirlo así, tú me pusiste aquí totalmente en desacuerdo. Por eso te digo que me marcas como super de forma super, así como distintiva tu opinión. Entonces es agradable verlo así porque uno lo entiende más. De hecho, a ver si se me ocurrió otra, déjame ver, claro, estas últimas dos te quería preguntar porque eh tienen que ver más que nada con el uso del inglés por parte del profesor. Entonces la primera dice el profesor del inglés, perdón, el profesor de inglés debe tener un

acento nativo del idioma. Tú me pusiste aquí estás parcialmente de acuerdo. Y después, que era como el, el ítem opuesto que el profesor sólo debe tener un acento inteligible del idioma, también me pusiste parcialmente de acuerdo. Entonces te quería preguntar, en ese caso en específico, em entendiste tú. Por ejemplo que al profesor acercarse al acento ehm, no sé como más nativo es inteligible. O es otro?

José: No. Claro, es que yo creo que una especie de matiz que uno podría poner atención, porque quizás hay que encontrar un balance. Porque por ejemplo, eh... Ah, pero es como del profesor, cierto?

Researcher: Sí, del profesor

José: Espérame que estoy... Yo creo que de todos modos, sería bueno que el profesor de inglés pueda hacer los sonidos más nativos.

Researcher: Ya

José: Quizás no, como si después con amigos habla de otra forma, ya eso es otra cosa, pero los estudiantes muchas veces el único, uno debería asumir que el único acceso del estudiante al inglés va a ser en la clase y prepararse en torno a eso. Entonces, mientras mejor sean fidedigno los sonidos, yo creía que va a ser mejor para ellos.

Researcher: Ya, entonces como un tema de modelar, que el profe se acerque más

José: De modelar

Researcher: Como tema de modelar

José: Sí, y bueno, un acento reconocible como entendible, yo creo que importante también. Es que yo lo veo en ese sentido, quizás como de que por ejemplo en la XXXX no sé si como cuando estabas tú, pero por ejemplo, en mi generación había gente que se obsesionaba por sonar como como un estadounidense y eso como que no me gustaba mucho, porque yo creo que uno debería, bueno y respondiendo un poco lo de arriba, que todos los acentos en inglés para mí son válidos y no sé si tienen algo que ver con la psiquis del chileno, que se que se agacha un poco. Pero por ejemplo, un francés va a cualquier lado del mundo y suena como un francés. Y yo, yo no, yo no sé por qué los latinos sentimos como esta

Researcher: Claro.

José: Como uy, no, no

Researcher: Sí, justamente te preguntaba, porque en general, cuando uno pregunta sobre el profesor en específico, se da a entender un poco más de que debiese tener un acento más cercano a lo nativo porque es un modelo

José: Claro

Researcher: Y claro justamente, pero ahora entiendo que tienes que o sea, tú me dices que más que nada como claro, porque los alumnos la única, el único input que reciben es la sala de clase.

José: Claro

Researcher: Para modelar

José: Yo lo veo por ese lado, así como

Researcher: Ya

José: Tratar de hacerlo bien, porque uno debería asumir que quizás no estudian inglés en la casa o no tienen ese acceso.

Researcher: Ya, sí, ahora me queda claro. Mira, ahora en relación con la enseñanza de la pronunciación, eh también seleccioné algunas que me parecieron interesantes. Voy a correr acá. Sí, la primera es esta, que justamente tiene que ver con la enseñanza de la pronunciación y qué tan importante es para que una comunicación exitosa. Entonces tú me pusiste que estabas parcialmente de acuerdo. Quería preguntarte en base a lo mismo, por qué crees tú que es importante, pero no al extremo de decir sí es uno de los aspectos, mucho más importante que otros, por ejemplo.

José: Es que es un poco relacionado a lo que había dicho de antes, porque siento que hay un límite donde efectivamente, por ejemplo, cuando yo estaba, no, a veces no me entendían y eso era como a veces no, no pronunciaba bien. Entonces hay un límite efectivamente donde una palabra ya, ya no se entiende por pronunciarla bien. Pero yo creo sí que hay un gran espectro donde alguien puede pronunciar las cosas muy a su manera, pero aun así ser entendible, y la mayoría de las veces yo creo que alguien puede entender lo que uno dice si tiene el vocabulario, por ejemplo, para explicarse bien. Pues bien, si uno puede, tiene el vocabulario para corregirse, en general no, no va a quedar tirado en una conversación. Entonces yo lo veo por ese lado más o menos

Researcher: Ya, y de hecho acá creo que seleccioné justamente, claro la E que el principal objetivo de la enseñanza de la pronunciación, tú lo ves como que los alumnos o el aprendiz de inglés sea inteligible para quienes lo escuchan. Y de hecho, en la anterior también, que es como lo opuesto que debe ser que los alumnos suenen como hablantes nativos, tú me pones que estás totalmente en desacuerdo y que un hablante no nativo, que es la siguiente, la F puede tener un acento fuerte, pero aún así ser perfectamente comprensible de alguna forma.

José: Sí, eso es.

Researcher: Ya, súper. Mira, y en cuanto al contenido, te quería preguntar por esta que dice que los profes deben centrarse sólo en enseñar la pronunciación de sonidos y consonante versus la siguiente, que era que debiesen enseñar por igual todos los aspectos, tanto consonantes, vocales como tema de entonación, acento y ritmo. Te quería preguntar por qué en este caso tú priorizarías más eh la enseñanza de sonidos en específico versus otros aspectos como de prosodia.

José: Eso es interesante porque no sé si respondería lo mismo ahora mismo.

Researcher: Ya.

José: Sí considero que enseñar a las vocales y las consonantes antes es necesario, es es importante y quizás se me ocurre que hay cosas como el ritmo o la entonación, que de todos modos tiene que ver, por ejemplo, con el acento o con la identidad de alguien. Entonces la gente tiene su forma de hacer entonación y cosas así. Quizá hay cosas de la, del ritmo, por ejemplo, donde marcar el estrés, eso yo creo que puede ser más importante aprenderlo, pero, así como, eh ser muy estricto al respecto es como lo que no trataría de lograr, al menos en los estudiantes, quizá como un profesor, un profesor, quizá debería manejar eso. Pero, por ejemplo, cuando yo, yo, yo le enseño inglés a los estudiantes, yo a mí me, lo que más me importa es que ellos puedan usar el idioma de una forma cómoda, más que suenen

Researcher: O sea no tan técnico, pero atendiendo quizá a estas cosas que pudiesen cambiar el significado, por ejemplo, como dices tú los

José: Claro, sí

Researcher: Que pudiesen perjudicar la comunicación

José: Lo que sea esencial así, ponerlo.

Researcher: Y en este caso, por ejemplo, en la última que dice que es importante saber sobre la fonología del inglés, tú me pusiste que estás totalmente de acuerdo. Quería preguntarte si tiene que ver con la misma experiencia de la XXXX o con algún contenido o conocimiento que adquiriste después. Por ejemplo, estando en Canadá o algo que leíste que tú dijiste uy en realidad, sí hay que saber de la fonología para poder enseñar pronunciación.

José: Es que yo creo que uno debe saber como qué sonidos se producen en el inglés, así tenerlo en la mente bien, bien asegurado, porque así uno sabe que debe producirlos. O sea, es difícil de explicar, pero hay muchos sonidos en el inglés que uno debería saber que efectivamente se están haciendo, se realizan entonces es importante eso. Yo considero que sirve mucho para explicar a veces. O sea, obviamente yo tengo niños en la básica, no todas las veces les muestro un símbolo para explicarlo, pero sí le enseño cómo hacer una vocal a veces. O les enseño el concepto de que hay un sonido en el inglés que no se hace en el español, entonces para esas cosas hay que saber un poco de eso

Researcher: Saber lo más técnico, ya. Y en cuanto a los modelos, te pregunto aquí porque me impusiste que estás totalmente de acuerdo en que la mejor manera de aprender pronunciación es imitando hablantes nativos. Entonces, justamente el otro ítem tiene que ver con estos acentos como que tú utilizarías en la sala de clase, o que tú consideras que son importantes utilizar. Y em me priorizaste, por ejemplo, el tema del acento británico estándar que yo puse, como por ejemplo el RP y el acento americano. Te quería preguntar primero porque esos dos consideras tú que debiesen ser priorizados en la sala de clase.

José: Ehm bueno, porque yo considero que independiente de todo lo que había dicho de los acentos, de todos modos, debería haber un estándar para saber que estamos hablando inglés y no alemán, por ejemplo. Así una...

Researcher: Como un cierto mínimo

José: En términos de... Un cierto mínimo. Entonces para para que se pueda aprender un poco eso de un inglés menos marcado por estándares, no sé, sociales, locales, de todo tipo, como por ejemplo, sé que hay gente que estudia español como extranjero y a veces lo estudian no sé, con español de España o de México, cosas así. Y eso yo lo encuentro muy comprensible, porque primero hay que saber lo estándares y después entender otras formas de hablar.

Researcher: Entonces, en ese caso el británico y el americano tú los considerarías como el estándar? En comparación con los otros?

José: Sí, sí, en cierto sentido, sí. Quizá ahora diría que el que el American es un poco más estándar para mí que el británico

Researcher: Ya

José: Siento que es más usado ahora.

Researcher: Ah ya, pero tiene que ver más que nada con un tema de uso, o sea, de la frecuencia.

José: Sí.

Researcher: Y en el caso de los otros, porque igual le diste importancia a los otros, que eso me llamó la atención. Por ejemplo, el inglés de India, de Singapur o los regionales como más estándar, como el escocés canadiense, el regionales no estándares como el Cockney y también en el uso de no nativo.

José: Claro

Researcher: En ese caso igual los incorporarías, por ejemplo, en una clase de pronunciación si te tocara?

José: Sí, de hecho, no es que lo haga explícitamente, no es como que empiezo una clase diciendo ya hoy día vamos a hablar de la gente en Manchester, por ejemplo.

Researcher: Claro

José: Pero si, por ejemplo, les, cuando estamos pronunciando una palabra en particular, de repente les digo ya si quieres sonar estándar estadounidense, lo pueden decir así, pero otro lado le dicen así y quizás en otro... Entonces yo creo que es importante incluir eso, porque al final son formas en que en que habla la gente realmente. Por ejemplo, en Inglaterra no, no hablan, hablan mucho como en la BBC, sino un Liverpool, Manchester, hablan de forma muy distinta.

Researcher: Claro

José: Entonces tenerlo, tenerlo presente, yo creo. Eso es como lo...

Researcher: Y en ese caso, por ejemplo, no sé si quieres desarrollar habilidades como receptivas, como audio, ahí utilizaría ese tipo de acento. O también por igual en el tema de que los chicos produzcan su propio acento. O en o en el caso de producción utilizarías más los estándares y de recepción los otros acentos.

José: No, para, para alguien que quizá estudie como más especializado el inglés es, sería ideal poder ver los otros acentos o al menos tener como una experiencia respecto a eso. El problema para mí, por ejemplo, es que si uno se sale de lo que es más estándar, muchas veces los niños no van a entender, cosas así. No sé, por ejemplo, a mí me encantaría hablar del acento, no sé de Liverpool, pero no... Sería demasiado avanzado porque incluso a mí me pasa a veces que escucho, escucho a un escocés y no, no entiendo casi nada. O un australiano.

Researcher: Sí

José: Sí, yo creo que como en la realidad en la que uno vive del inglés, donde la mayoría de la gente no, no es, no llega como un nivel de fluidez, de fluidez suficiente con el idioma, yo creo que es muy adelantado hablar con, de acentos más marcados

Researcher: Claro, ya. Y en el caso, por ejemplo, de hablantes no nativos. No sé, mostrarles chilenos que están hablando inglés, o ahí como sale, italianos, franceses como me mencionaste tú.

José: Yo creo que eso sería un ejercicio muy bueno, sobre todo para la gente aquí en Chile, porque tenemos que combatir esa mentalidad de que, ah no, tú pronuncias mucho la sh y entonces estás pronunciando super mal. No hablas bien inglés y yo creo que la gente debería

como adoptarlo más como un aspecto identitario, porque cuando uno va a otro lado y suena, no sé, suena chileno, eso habla mucho de, del bagaje cultural que uno tiene y siento que los otros países lo toman así. O sea, un japonés habla inglés, pero se nota mucho el tono japonés, y yo creo que eso es algo que lo hace como hasta más interesante. Entonces ver que un montón de personas están utilizando el inglés a su propia manera. Incluso, por ejemplo, yo he notado que la gente acarrea como la, la forma de explicar una historia, por ejemplo, de contar una historia o un chiste, uno lo puede decir con palabras en inglés, pero el tono, el tono es totalmente del país de donde uno viene. Entonces ese tipo de cosas yo creo que deberían celebrarse más que que avergonzarse en los colegios, yo creo

Researcher: Ya, sí, no, me parece interesante lo que me lo que me mostraste acá, al menos a mí me apareció eso, que claro, les diste priorización a todos los acentos que en algunas otras encuestas también me aparecen como super marcadas las opciones de que algunos, obviamente que sí hay que usarlos, otro no, entonces... Sí, estoy de acuerdo. Mira, ahora quiero cambiar e ir al tema de tu visión del inglés sobre tu nivel de inglés. Y debo decir que eres la primera persona que se pone nota máxima en todo. Y, te lo juro. Y lo encuentro, lo encuentro fascinante. De verdad, porque ehm como tú mismo mencionabas, el chileno en general, eh siento que se castiga mucho cuando uno habla mal el tema de inglés, por ejemplo, en general, dice no, debo mejor, no el chileno no es muy bueno, bueno para hablar inglés, etcétera.

José: Esto no es narcisismo ni es nada, sí jajaja

Researcher: No, no, pero de verdad, quería preguntarte primero que todo, si me puedes describir tu inglés, así como en términos generales cómo, cómo consideras tu inglés, cuéntame de tu inglés en general y después preguntarte en qué basas esa confianza en que tienes un 7 en todas las habilidades

José: Bueno, es que mí, yo pondría como una buena nota a cualquier persona que se puede comunicar efectivamente en inglés, y por ejemplo, yo, yo durante mi tiempo en la U y saliendo después, le tenía que hablar hartas veces a mis compañero que hablaba super bien, mucho mejor que yo, a veces, de hecho muchas veces mejor que yo y no se creían el cuento. No es como una cosa de, de creerse el cuento, sino como de de aceptar que es suficiente la forma en que están hablando, que más que su visión. Entonces, yo siento que puedo, no sé, puedo escuchar un podcast de hora y media y entender toda la conversación, entonces en ese sentido, yo sí, sí me siento bastante capaz. Leo en inglés todos los días, escribo muchos comentarios, hago ensayos a veces, y bueno, en términos como de hablar, yo, yo siento que sí, sí estoy hablando bastante bien. Pero quizás como no... Si, por ejemplo, yo estoy hablando con algún amigo, hablo con mucho acento chileno

Researcher: Ya.

José: Y el motivo por el que lo, lo considero de todos modos, como 7 no es como que yo pueda decir que no puedo mejorar mi pronunciación, sino más bien de que para lo que necesito utilizar el idioma que es para poder enseñarlo, y aparte del trabajo para poder comunicarme, yo creo que uno cumple con ese estándar, entonces para mí alguien... ¿Sí?

Researcher: Y en ese caso atribuyes, por ejemplo, a que tus habilidades están en ese nivel como desarrollo a la formación que recibiste en la U? O también algo como más autodidacta, de que tú tienes la habilidad para poder desarrollar el lenguaje de esa forma, de que tú practicas todo todos los días o practicabas solo antes de entrar a la U

José: Bueno, yo, yo considero que, en el aspecto particular de la XXXX, yo creo que cualquier persona sale hablando mínimo como con un grado 6, por ejemplo

Researcher: Ya

José: Que cualquier persona puede comunicarse y puede hablar bien. La cosa es que no, después no salen con esa confianza, entonces es como más, mucho más, quizás psicológico que hay algo más de, de performance. Entonces, pero de todos modos yo siempre como, he sido muy, he estado muy ligado con con escuchar y utilizar el idioma inglés. Siempre he estado metido mucho en internet, cosas así. Yo creo que eso también me ha dado como un poco más de confianza.

Researcher: Ya, súper. Mira, ahora si vamos a la tablita, que también pregunta con relación a tu confianza, eh también se nota super marcado. Yo de hecho habría marcado estas 5 primeras, pero marqué sólo esta, que tiene que ver con el tema de la pronunciación en específico. Que estás satisfecho con tu pronunciación. Aquí sale que puedes producir adecuadamente los patrones de como ritmo, acento y entonación. También los sonidos, te pusiste un máximo. También consideras que eres un buen modelo para enseñar la pronunciación del inglés. Y, que tienes suficiente conocimiento para enseñarla. Entonces quería preguntarte si en específico en el tema del conocimiento sobre la pronunciación del inglés, lo atribuyes a la misma enseñanza que recibiste en la XXXX o también algo como más innato y como más de que tú lo lo fuiste practicando de forma autónoma.

José: Ehm yo diría que con un poco de las dos. Bueno, principalmente de la XXXX. Yo siento que ahí me formaron bastante bien, así. Ehm, bueno, este nivel de confianza tampoco fue siempre así. Por ejemplo, yo, yo en la XXXX a veces me sentía, así como, pucha no puedo hablar bien, una cosa así y sentía esas frustraciones. A veces los mismos exámenes yo trataba de pronunciar y no podía hacerlo. Me acuerdo que eso cambió un poco cuando pude ir a Canadá y de hecho en la misma Canadá como que el primer mes yo me sentía bastante mal porque yo me sentía así como que no estaba hablando bien. Entonces quizá con lo que tú, cuando tuve que afrontar como esa realidad, como que ahí lo replantee porque estaba pudiendo conversar y estaba logrando todas esas cosas y al final, no sé, había gente que decía como oh, qué interesante tu acento y ahí lo pueda aprender a valorar más como algo positivo. Y de ahí cuando volví, como que traté de, de expandir un poco esa idea de que porque por ejemplo, yo me acuerdo de que habían profes que no todos, pero habían profes que te instalaban esta idea de que estás pronunciando horrible, te bajaba mucho la confianza, así.

Researcher: Eso te iba a preguntar, que al final te bajaba la confianza por la misma exigencia de la universidad entonces.

José: Sí, pero eso yo diría como que era algo más casos puntuales y casos que no.

Researcher: Ah ya

José: Entonces no era como algo como sistemático, no era como la XXXX me tiene así. De repente eran profes particulares.

Researcher: Ya. Y en el caso de la misma enseñanza seleccioné esta, que claro pusiste en 7, que recibiste la, una enseñanza efectiva en la universidad, y eso te permite a ti también enseñar pronunciación de una forma apropiada. Y esto último, que a pesar de todo eso y de la confianza que tienes, igual tú consideras que la pronunciación es un tema difícil de enseñar. Entonces te quería preguntar por qué crees tú que qué difícil? Porque igual estás parcialmente de acuerdo, tampoco es que estés cien por ciento. Pero qué cosas tu encuentras que es difícil de enseñar.

José: Es difícil enseñar porque es el tipo de cosa donde la gente suele estar muy apegada a la idea, al autoconcepto.

Researcher: Ya

José: Entonces, por ejemplo, yo, yo le he hecho clases a niños pequeños, a cabros de la media, a adultos y siempre hay gente que dice no, es que yo, yo no sé pronunciar inglés. Yo no puedo, yo no puedo. Y de repente dicen una oración completamente bien, pero dicen que no pueden, que no pueden y como que deben haber cometido un error en algún lado. Entonces la pronunciación es difícil porque antes de alcanzar como es a, como esa producción que uno desea, al principio hay que enfrentar un poco como esos fantasmas, esos temores que tiene uno. Es como, es como por ejemplo, no sé, aprender a cantar así, uno tiene que primero estar cómodo cantando mal, y ahí uno empieza a, a afinar, a mejorar las cosas. Es lo mismo con la pronunciación. Si uno, si uno tiene como ese temor, así no, impide mucho el progreso. Pero eso es como, es es difícil porque depende mucho de las personas. Depende mucho de cada uno. Entonces, por ejemplo, uno, uno como profesor trata de inspirar y muchas veces lo logra. Pero hay veces que lo, que los niños de muy chico aprenden como no, no puedo pronunciar inglés, una cosa así. Entonces es complicado.

Researcher: Es verdad lo que dices

José: Igual hay gente que le cuesta más pronunciar, efectivamente, pero casi siempre les suelo decir que independiente de cómo comiencen, cualquier persona puede ser buena en algo o competente en algo. Entonces yo lo veo por ese lado.

Researcher: Sí, no, estoy de acuerdo contigo. Y en relación a la última, por ejemplo, que me dices que no estás muy de acuerdo en que seas mejor enseñando gramática o vocabulario que pronunciación, eso quiere decir que tú consideras que eres mejor enseñando como estos aspectos más orales de la lengua que la misma gramática vocabulario? O como estás de forma pareja?

José: Yo diría...es Que no, no he tenido como este proceso de autorreflexión, así como para decir que enseñe mejor vocabulario o gramática que, que pronunciación, por ejemplo. No, no, no sabría decirte, así qué hago mejoras así. Algunas de las dos tengo que hacer mejor, pero no sabría como cuál

Researcher: Sí, no, no te preocupes. Ya, súper, me quedó súper claro. Mira a ver, tengo, tengo primero unas preguntas acá en relación a tus prácticas ahora. Ya? Eh anoté aquí que están haciendo clase de prekínder a quinto básico. Sí? Y antes de eso, eh, o sea, hace cuánto tiempo que estás haciendo clases en prekínder, de prekínder a quinto básico?

José: Este año comencé con prekínder y quinto básico. Entonces...

Researcher: Y antes habías tenido clases en... Bueno, aparte de la práctica, en otras cosas? Clases particulares, como dijiste tú.

José: Sí, clases particulares, institutos de inglés. Entonces, adultos y personas más jóvenes. Pero, así como de prekínder a quinto básico, es mi primera experiencia con eso.

Researcher: Claro, ya. Ya, mira, entonces en relación a eso, te voy a preguntar como de forma general, como en todas estas experiencias que tú me vayas contando, como has enseñado la pronunciación. Acá, me imagino que pusiste que pasabas entre un 10 y un 25 por ciento de tu tiempo enseñando pronunciación en la semana en el contexto del colegio? O en de forma general cuando te tocaba hacer clases.

José: Em, bueno, el contexto de la sala de clase, o sea de vamos a tener una hora y media y este espacio va a ser para pronunciación, así me lo tomo

Researcher: Ya, super. Y en ese caso, pusiste acá que utilizas el modelo como de americano eh para poder modelar. Tiene que ver con eh, en qué momentos usas por ejemplo ese modelo? Para, valga la redundancia, modelar la producción que hagan los alumnos o para que los chicos escuchen audio del libro? Como en qué cosas utilizas ese modelo?

José: Eh bueno, en todas las que dices tú porque yo trato de hacer esos sonidos y sucede que los audios de los libros que utilizo también utilizan ese General American, entonces es el inglés estándar con el que uno trabaja.

Researcher: Ya, súper. Mira, sobre las estrategias anoté acá esto. Bueno, tú me pusiste acá que más que nada hacías, eh como exageración de sonido o modelabas los sonidos de forma exagerada y también comparabas palabras del español con palabras del inglés para poder hacer como una comparación entre los sonidos que eran necesarios para, para el inglés. Entonces te quería preguntar, déjame ver si lo tengo anotado acá, claro, eh en el caso del español es para contrastar ambos idiomas de que funcionan de una forma distinta o para corregir. Por ejemplo, no, usted no lo diga así, se dice así de esta forma.

José: Claro. Yo creo que es sirve para las dos cosas. Siempre que puedo implantar esta idea de que uno no debería pensar en el inglés como traduciendo cosas, sino como tratar de, de formar este hábito de pensar en inglés, siempre que puedo decir eso, lo, lo instauró así. Pero siempre como, siempre también trato de apelar que a veces se pueden hacer paralelos. Por ejemplo, el otro día estaba enseñando a leer la hora. Y yo les decía que hay una forma más estándar de decir la hora y una forma más coloquial, que es lo mismo que en el español, que a veces uno dice son las tres y cuarto.

Researcher: Claro

José: Entonces ahí les hice el paralelo como para que lo puedan entender bien y porque son las cosas como son a veces. Y con los sonidos, yo siento que funciona bastante. Entonces ahí, por ejemplo, ahí salió el ejemplo que casi siempre utilizo a veces, cuando los niños tienen que hacer las Shh, entonces yo les digo a ahí tienes que usar la shala y Shile y todas esas cosas y al, y a la gente le sirve bastante porque ahí lo aterriza bastante y es como ya, yo yo he hecho estos sonidos, entonces sí se puede.

Researcher: Sí, hay una, una cosa como más también de conocimiento, como en el contexto, más allá de reconocerlo. Y en cuanto a la estrategia, yo seleccioné estas que me parecieron interesante. Primero que integras la enseñanza de la pronunciación cuando estás enseñando otros temas. O sea, no es que hagas clases de pronunciación por sí sola, porque de hecho en la anterior, claro, pusiste que estás en desacuerdo

José: Claro

Researcher: Pero que lo vas integrando. Como en qué contenidos o en qué momentos integras esto, esta enseñanza de la pronunciación?

José: Ah, bueno, sería bastante difícil como pensar un, un ejemplo concreto, pero es como el tipo de, la forma en que hago las clases yo, que ya tenemos una estructura, así como ya, los 30 minutos vamos a hacer esta actividad y cosas así. Pero no sé, siento como que a mí se me da fácil poder ligar ideas que no están muy conectadas, pero por, para explicarlas bien, uno lo, lo termina haciendo y siento que pasa con la pronunciación a veces. Ehm eso, como...

Researcher: Sí, no, sí te entiendo. Y en el caso, por ejemplo, de la siguiente que dice enseñó pronunciación sólo cuando los estudiantes pronuncian mal un sonido tiene que ver con el tema

de la corrección de que no sé, un chico dice algo mal, por ejemplo, pronunciado y tú lo corriges en el momento y ahí empiezas a decir chicos, no se habla así, se dice de esta forma.

José: Claro, es que depende de la actividad que estemos haciendo. Por ejemplo, si yo le pregunto algo textual a un niño y me responde, yo me enfoco en eso. Si, si ahí ya me voy a enfocar en la pronunciación, yo les digo como ya ahora traten de decir esto y ahí les voy diciendo un feedback, eh, pero sí, por ejemplo, si un niño está tratando de explicar una idea, yo me, yo le interrumpa, y le digo ep! Lo dijiste mal. Yo le creo, le voy a crear mucha frustración así, entonces no. Siempre como que trato enfocarme en algo en específico y las otras cosas pueden pasar a segundo plano. Y si era algo como ya que tengo que corregir ehm, lo puedo hacer con todo el curso en otro momento así, tenerlo en la mente así como...

Researcher: Y en el caso de la última, si la seleccioné, sí, esta me pareció interesante porque me pusiste que no, no tenías materiales o recursos apropiados para enseñar pronunciación. Tiene que ver con los materiales que recibes en el colegio? O, o con qué cosas, como, como, por qué sientes tú que careces de esos materiales.

José: Bueno, es que hay muchos. Entonces, eso yo creo que es un error, un problema fundamental para enseñar pronunciación, que uno para enseñar pronunciación también tiene que corregir bastante y esa parte es bastante complicada. Y bueno, como hay tantos niños, también uno tiene que elevar mucho la voz. Y ahí también hay como una interferencia en poder enseñar eso y materiales, bueno es que en el colegio en el que estoy no alcancé como a utilizar todos los materiales que tenía a disposición. En algunas clases sí lo utilicé y funcionaron bien, pero creo que, y esto es en todo, en todos los colegios, yo de repente faltan los datás, faltan los parlantes, se corta la luz, cosas así, entonces en las clases chilenas yo creo que es bastante difícil enseñar pronunciación, lamentablemente.

Researcher: Y en general, en las otras experiencias que has tenido, donde ha enseñado algo de pronunciación, qué tipo de materiales ha usado?

José: Bueno, por ejemplo en el instituto de inglés en el que trabajaba, a veces utilizaba audios del mismo celular a veces, entonces la pronunciación yo creo que no tenía mayores problemas en ese sentido, pero aparte también porque eran como cursos más pequeños. Entonces yo creo que el gran problema para poder enseñar el idioma ahora mismo es la cantidad de estudiantes así. Eso es demasiado, entonces como uno no lo uno sabe cuánta atención es necesaria para para ir viendo eso y tratar de evitar que tengan malas, malos hábitos, cosas así. Pero en esto se te va la hora también.

Researcher: Sí. Cuántos alumnos tienes? Más o menos? En promedio tú.

José: Ahora mismo estoy teniendo cursos de como 30 personas.

Researcher: Sí, son hartos. Me encima que son chicos también, aunque claro, como dices tú, atender primero como el tema del comportamiento y del orden en la sala, antes que la clase.

José: Sí, se hizo muchos niños y mantenerlos a mí, a mí igual me da lata porque son niños, entonces como que a ellos les gusta conversar, les gusta pasar un buen tiempo. Entonces es complicado, es complicado.

Researcher: Mira, tengo unas últimas preguntas para no quitarte más tiempo, que tienen que ver como de forma general sobre tu desarrollo como profe. Si yo te pregunto qué sientes tú que has sido la influencia más grande que has tenido en tu desarrollo como profesor. Si han sido tus experiencias en el colegio como estudiante, o si han sido la experiencia que tuviste en la universidad en la XXXX, u otras cosas, por ejemplo, tu misma experiencia en Canadá que tuvo

mayor influencia en tu desarrollo como profe para que tu digas ahora yo soy José y yo hago, esta es mi clase y yo la hago así por esta razón.

José: Claro. Bueno, yo yo casi diría que aprendí con con ejemplos negativos, que yo no quiero hacer cosas así, porque yo, por ejemplo, había dicho que estudié y en el instituto y honestamente no me gustaba mucho ese lugar porque sentía que era había mucha presión académica, uno era un número. Muchos profesores, no todos eran bastante indolentes. De repente uno tenía un problema y no... Tenía que dar la prueba no más, y yo creo que por eso en ese tiempo aprendí que habían cosas más importantes de repente que el academicismo. Y bueno, quizá alguien pueda no estar de acuerdo, yo creo que eso es aceptable, pero a mí no me gusta este ritmo de los colegios, de como hay que engranan la máquina, tienen que rendir, tienen que rendir. De repente no hay mucha opción porque después está la universidad, está la PSU, están todas esas cosas que los miden de todos modos. Entonces yo al menos ese como como tacto humano que sentía que a veces se faltaba, yo lo trato de implementar, porque cuando cuando no está ese tacto y yo supe lo que no era tener ese tacto, entonces como que yo no quiero generar eso en los estudiantes y yo siento que los niños de todos modos aprenden mejor cuando se logra mucha empatía.

Researcher: Y en relación a la enseñanza, de la pronunciación por la que me has dicho tú que la integras, por ejemplo, en otros contenidos que tratas de que el alumno sea inteligible y no que sea tan, así como perfecto, tan técnico, lo atribuyes a algo como personal o a la misma experiencia que tuviste en la universidad, que se te enseñó que ser el enfoque o tu experiencia en Canadá, a qué lo atribuyes?

José: Claro, eh bueno cuando llegué a la universidad tenía como esta mentalidad así de que, eh el perfeccionismo a veces detiene mucho a las personas, entonces eh en la XXXX, yo creo que quizás por eso no nunca me lo tomé tan a pecho cuando, por ejemplo, criticaban mi pronunciación, así porque yo ya, ya, ya estaba mentalizado en eso. Eso, pero yo siento que uno puede detener mucho el proceso de otra persona al ser demasiado severo en, yo creo que si alguien comete un error, se puede, pero siempre hay formas, momentos y con sensibilidad es, al final haciendo correcciones, pero yo creo que eso es importante, tener como no, no frenar el proceso. Cuidar mucho ese proceso. Como cualquier progreso, para mí es algo como que hay que cuidar. Cualquier progreso que hace una persona

Researcher: Sí, porque se puede ver truncado por esas mismas frustraciones que dices tú

José: Sí

Researcher: Y en relación a tu inglés, José, si yo te pregunto qué acento tienes, no sé, puedes decirme tengo un acento de José o tengo un acento específico. Qué acento crees tú que tienes en este momento?

José: Bueno es que yo he utilizado tanto el internet que yo siento que tengo un popurrí de formas de expresarme. O sea, por ejemplo, cuando cuento una historia, lo hago como, como harito YouTuber que veo, podcast, cosas así, y cuando cuento tallas también. En términos generales yo siento que sueno, sueno muy latino. Así por ejemplo cuando uno ve una película y sale un personaje hablando en latino, yo, yo me veo así. Entonces, yo diría que sí...

Researcher: Te gusta?

José: A mí sí, sí me gusta bastante. Era un tema de conversación en otros lados, así que era bastante bueno eso. Me gusta eso

Researcher: Era como el enganche para, para la conversación

José: Sí, sí, sí. Entonces como uno no, no debe escapar de eso tampoco. Entonces...

Researcher: Y en el caso de un supuesto, si alguien te dice oh, José, tienes un inglés muy nativo, se te escucha muy nativo, cómo te sentirías si te dicen algo así?

José: No sé, se sentiría extraño, o sea, hay gente que me ha dicho, así como dominas muy bien el idioma, así como que te expresas muy bien, y eso es como, ya a veces, sí, pero si alguien me dijese que hablaba como, como hablante nativo, yo, yo diría que está mintiendo, no sé, porque uno se conoce igual.

Researcher: Claro. Y en el opuesto, a lo mejor te ha ocurrido, parece que tú lo mencionaste, claro, que te dijeran lo opuesto. José, se te nota harto que eres chileno o que hablas español como lengua, primera lengua. Te lo han dicho? y cómo te has sentido en ese caso?

José: Bueno, en tú dices como cuando quizás cuando estuve en Canadá yo decía como una palabra, y quizás también como lo veían como en mi apariencia también. Como que asumían que yo era mexicano, así, ni siquiera chileno, que yo creo que debe haber muchos mexicanos allá. Entonces pensaban que yo era uno. No sé, uno se reía que tenían como esta, esta lista de extranjeros que conocen, ya chilenos, así.

Researcher: Es verdad.

José: Una vez en un aeropuerto como que uno, el piloto me dijo como ah usted es de Chile. Una, una vez fui a Brasil, y yo quedé como bueno. Bonito, nunca he ido, así.

Researcher: Jajaja, bueno José, yo la verdad es que terminé con las preguntas de la entrevista. No sé si tú tienes alguna pregunta para mí? Alguna pregunta que quieras hacerme, o duda, para finalizar la entrevista?

José: Ehm, no, la verdad es que no.

Researcher: Ya, genial. Mira yo ahora voy a transcribir la entrevista y ahí podemos estar en contacto, y bueno, como te digo, vas a aparecer en la tesis como cita, pero esto va a estar traducido, así que va a ser difícil saber qué dijiste tú.

José: Ah ya. Sí, pero no hay problema con nada de lo que he respondido, así que no hay atado.

Researcher: Y de nuevo, te agradezco enormemente porque cuesta, sobre todo en estas circunstancias que uno tiene que estar online contactando a la gente, así que muchísimas gracias. También te iba a mencionar que puede que hagamos un seguimiento como más longitudinal, así como real, con los participantes que tuve la entrevista o que respondieron el cuestionario. Te gustaría?

José: Sí, bacán

Researcher: Entonces la idea es que sigamos en contacto para poder saber si, si te puedo entrevistar de nuevo, no ahora

José: Sí, no hay problema! Al menos, yo soy como muy de, a mí muchas personas me han ayudado y yo busco cómo retribuir, así que, quien me pide ayuda, trato de tomar una posición parecida

Researcher: Ya, genial, José. Muchas gracias. Voy a dejar de grabar ahora.