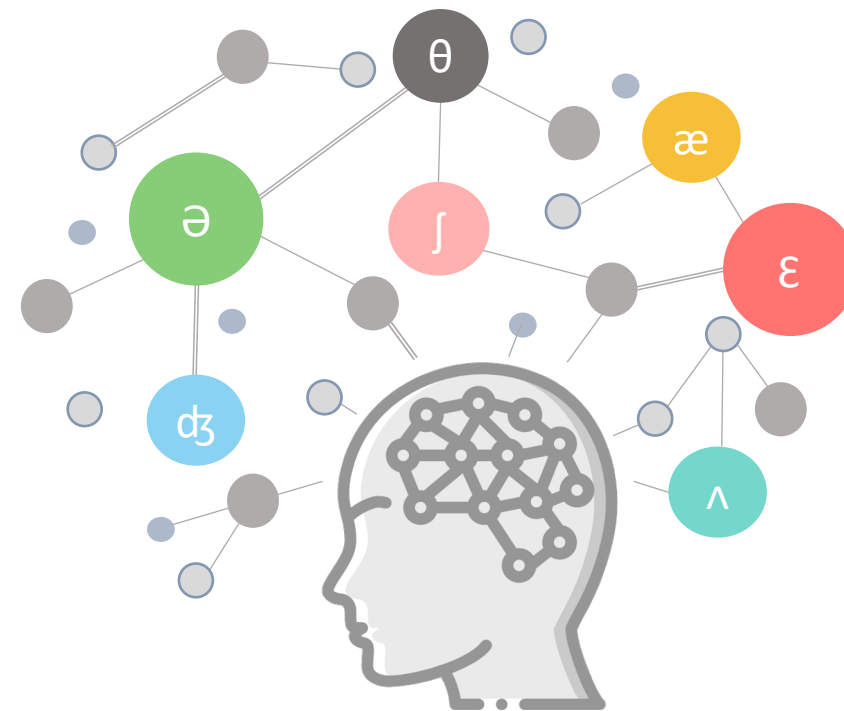
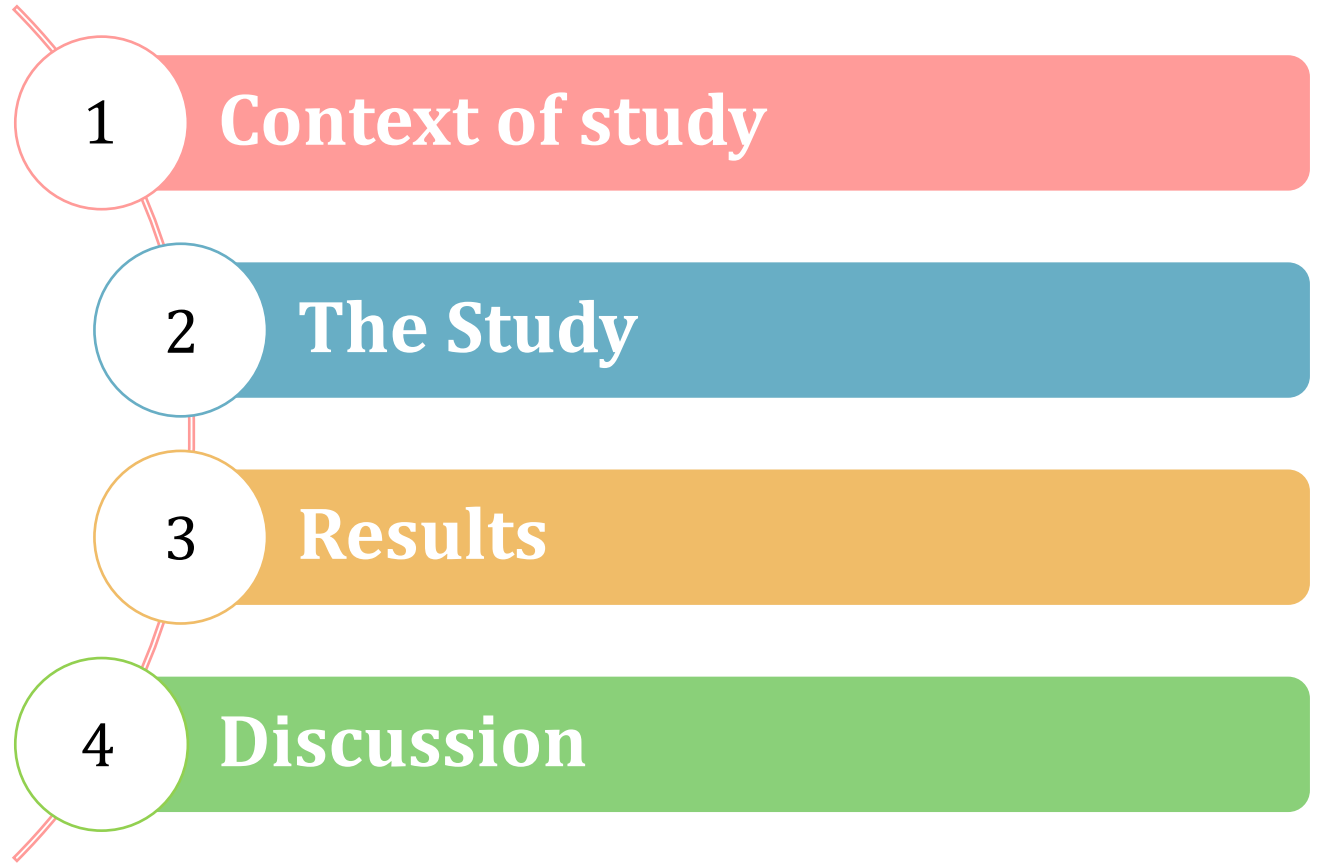


Analysing pre-service and in-service teachers' cognitions about pronunciation teaching



Paula Villablanca Agurto
PhD Candidate - King's College London
paula.villablanca_agurto@kcl.ac.uk



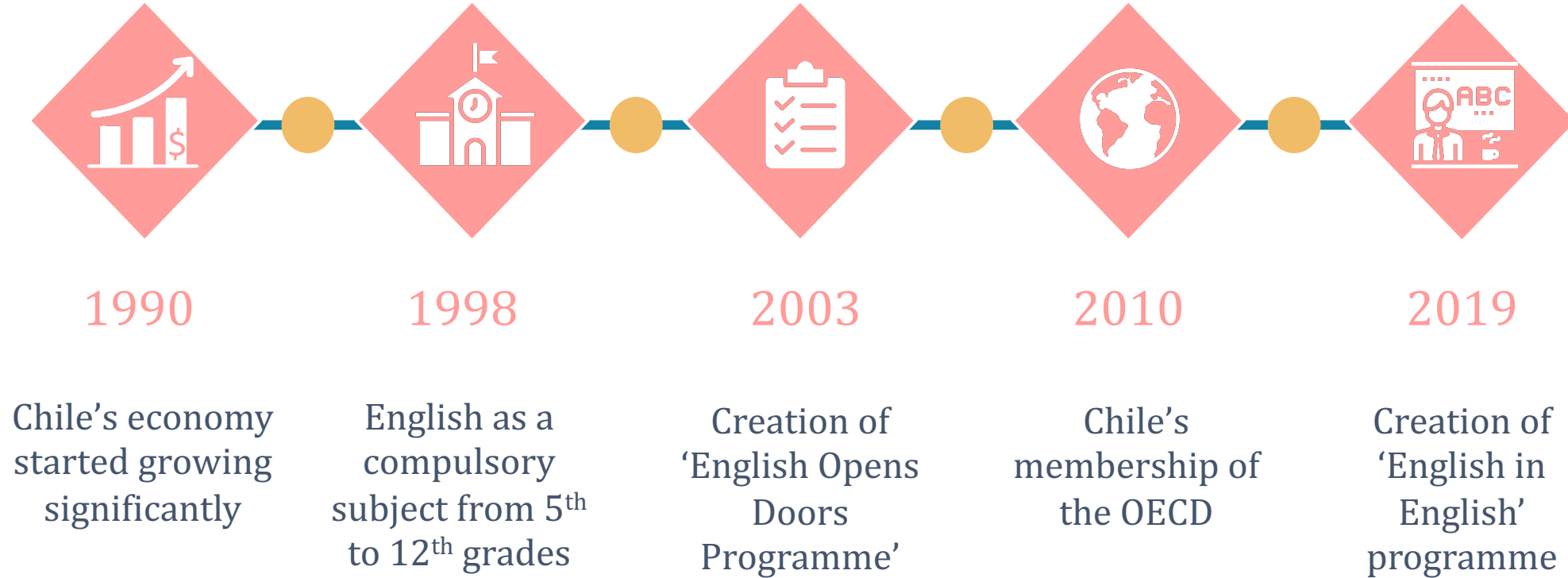
Context of study



- Chile is a democratic republic comprised of 16 regions that are home to around 18 million people
- Its population is concentrated in the central regions of the country
- Even though Chile is a high income country, it remains characterised by an unequal distribution of income



ELT in Chile



More demand for “teachers of English who can produce skilled workers for a competitive globalised world and be better positioned in the international community”

(Barahona, 2015, p. 6)

ELT Teacher Education



4-5 years

Rigid curriculum

- Linguistic disciplines
- Disciplines on the culture of English-speaking countries
- Education and pedagogical content

Courses on English and pedagogy taught separately

- Linguistics & Education departments

No English proficiency required

- 1st-2nd year: emphasis on language proficiency development
- Expected to achieve a C1 level according to CEFR

Effects of emphasis on linguistic accuracy

“...there has been an understanding that to be a teacher of English it is necessary to master English at a native-like proficiency level, and that RP English is the best accent for a non-native teacher of English.”

(Barahona, 2015, p. 49)

Language proficiency

Pedagogical effectiveness

“The more native-like
the teacher speaks”



“The better the
teacher is”

“Chilean teacher educators tend to associate immediately their language skills with issues of pronunciation and their ability to imitate NES models.”

(Perez Andrade, 2019, p.129)

Veliz Campos 2011

Villablanca 2018

Perez Andrade 2019

- Idealised view of British and American English over other varieties
- Strong influence of the Standard language ideology in programmes curricular design and lecturers’ discourses



Powerful influence on the construction of teachers’ belief systems



Detachment from beliefs acquired during their training

The Study

Examine how teachers' cognitions about pronunciation teaching develop during and after their ELT teacher training, and to identify the factors that might influence such beliefs, knowledge and practices



The Study



“The aims of teacher cognition (TC) research are to illuminate what constitutes teachers’ beliefs and knowledge about teaching, how these beliefs and knowledge have developed, and how they are reflected in actual classroom practices”

(Baker, 2011, p. 30)

Previous research



- Pronunciation related- cognitions studies within the Chilean context



Perez Andrade
2019

“Language ideologies in English Language teaching: A multiple case study of teacher education programmes in Chile”

Villablanca 2018

“Exploring Teachers’ and Students’ Perceptions on the Teaching of English Pronunciation within University Settings in Chile”







Calderon Avendaño
2017

“Addressing EFL Teachers’ Cognitions and Practices about Oral Interaction through Professional Learning Opportunities in Chile”

Véliz Campos
2011

“A critical interrogation of the prevailing teaching model(s) of English pronunciation at teacher-training college level: A Chilean evidence-based study”















- Teachers do not usually receive training in Pronunciation Pedagogy
- Lack of confidence

Bai & Yuan 2018	Lack of confidence as a result of insufficient training and their non-native English teacher status	
Henderson et al. 2015	Training aimed at improving teachers' own pronunciation through Phonetics	
Forte et al. 2011	Most teachers had only taken linguistics courses such as Phonetics or Phonology	
Baker 2011	Lack of training teachers have received in strongly affects knowledge of pronunciation and their confidence in that area	
Burgess & Spencer 2000	Teachers trained in topics of Phonology and lacked instructional techniques	
Murphy 1997	MA TESOL programmes give limited attention to pronunciation pedagogy	

“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)

- Types of participants

Bai & Yuan 2018	16 non-native English teachers with 3-15 years of experience	
Buss 2017	33 undergraduate students in an ELT teacher training programme	
Burri 2016	15 postgraduate students attending a pronunciation pedagogy course	
Couper 2016;2017	28 experienced and well-qualified teachers in Uruguay 19 English language teachers in New Zealand	 
Henderson et al. 2015	English teachers with 16 years of experience on average	      
Forte et al. 2011	159 ESL experienced teachers and programmes directors	
Baker 2011	5 experienced teachers in an intensive English programme	

The Study

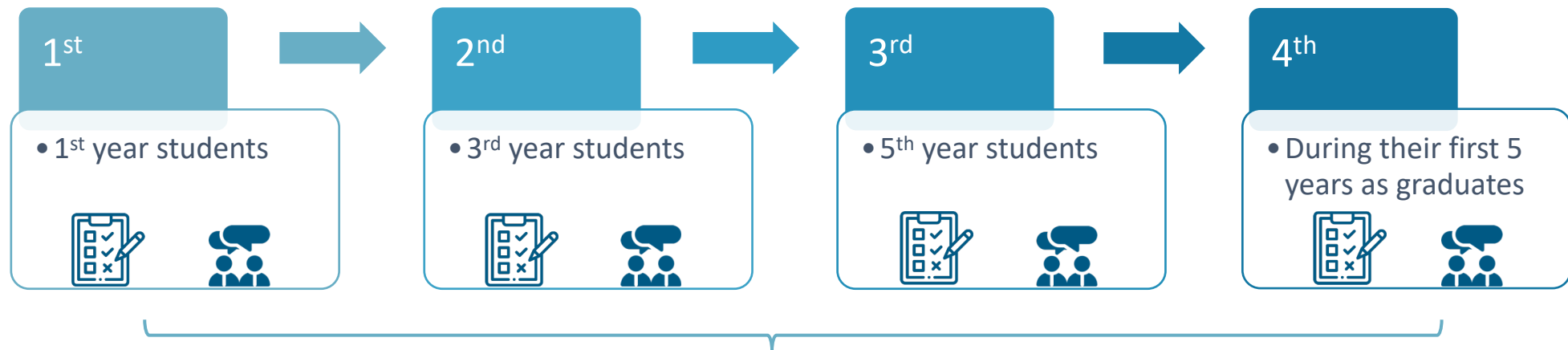


1. How do Chilean teachers' cognitions about pronunciation teaching and practice compare at different stages during their ELT training and post-graduation?
2. What factors influence the development of these teachers' cognitions about English pronunciation instruction?
3. What is the relationship between these teachers' cognitions and practices after they have gained some teaching experience?

Longitudinal view

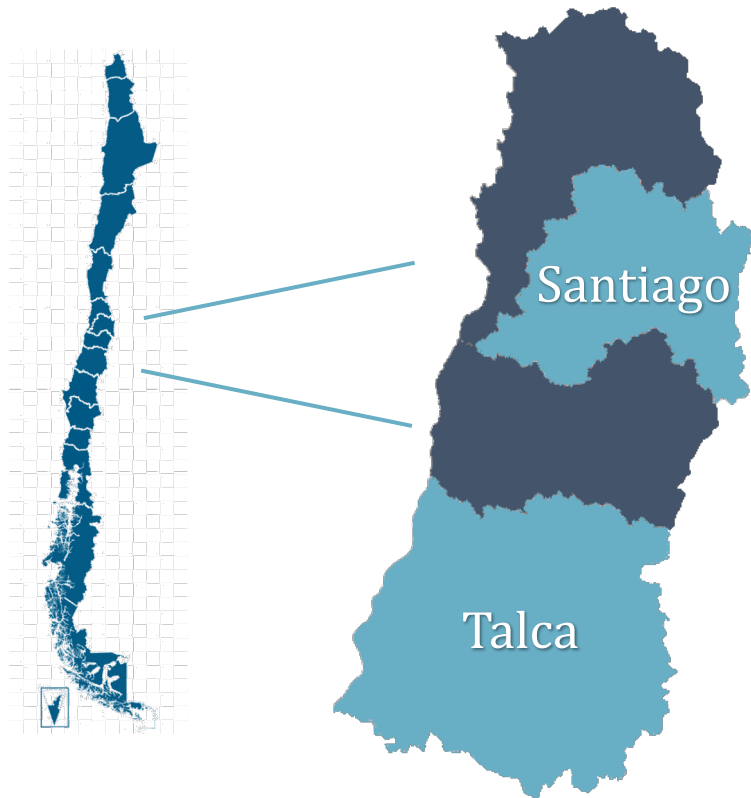


- Analyse and compare participants' cognitions in 4 milestones



Descriptive – exploratory study

Participants



University 1

State funded

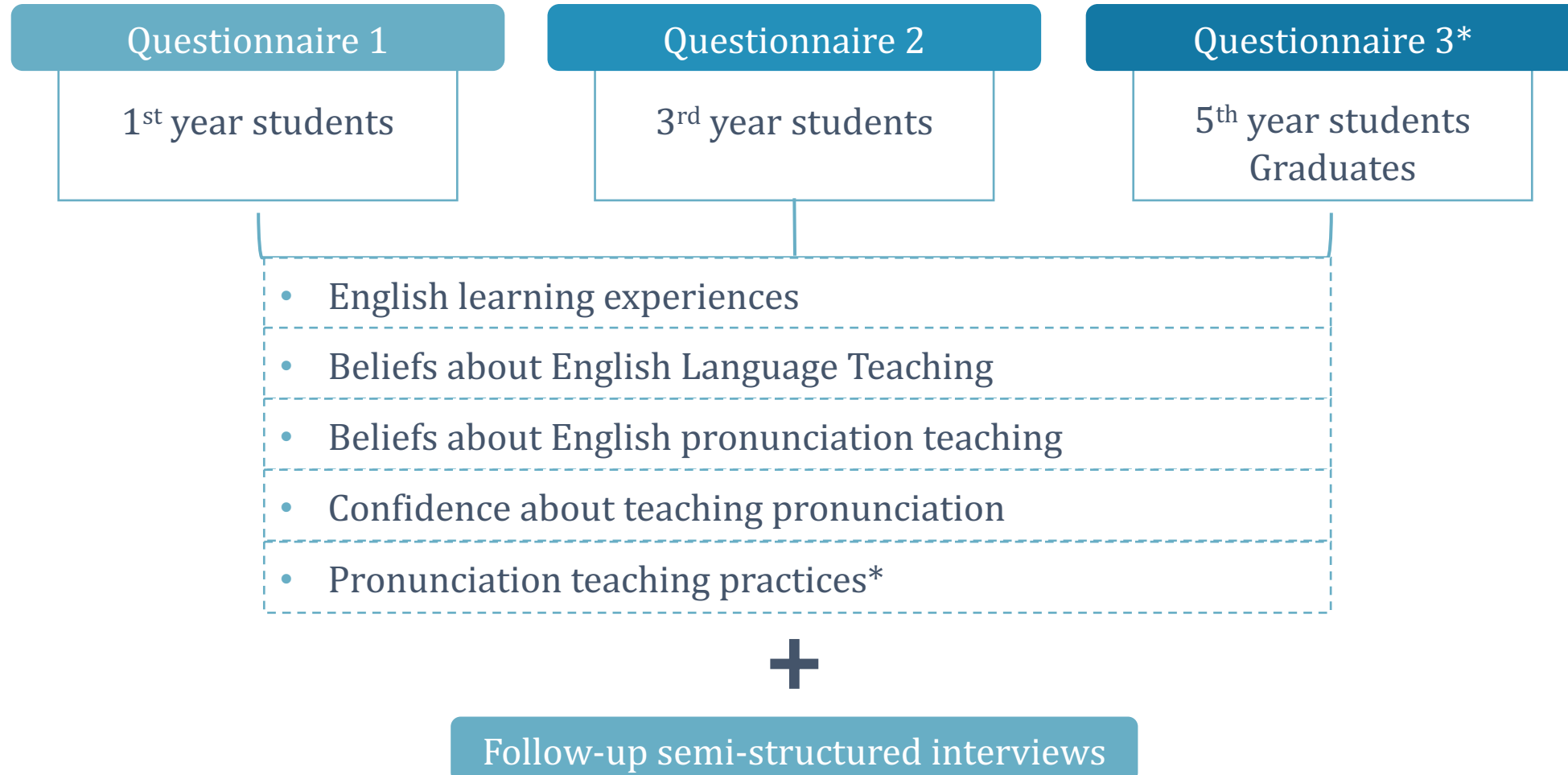
University 2

State funded

University 3

Private

Instruments



Total of participants



	University 1	University 2	University 3
1st-year students	34	29	35
3rd-year students	21	25	20
5th-year students	15	24	19
Novice teachers	25	24	22

Data Analysis



- Qualtrics survey software
 - Design and administration of questionnaires
- Descriptive statistics
 - Overview of each cohort's knowledge and beliefs
 - Emerging trends in relation to their cognitions and their development



Results

1

- Pronunciation importance

2

- Pronunciation teaching goals

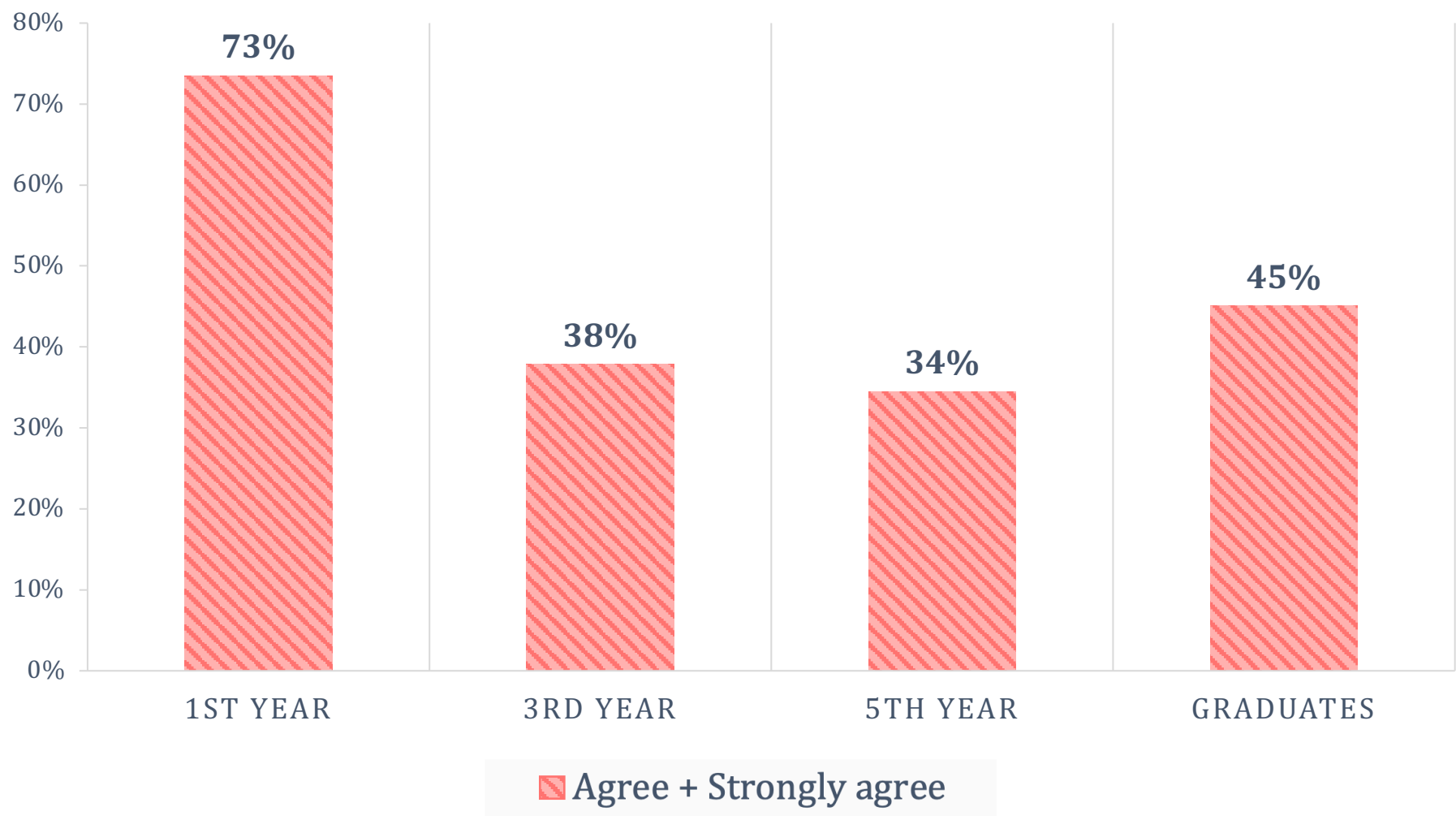
3

- Attitudes to accents and pronunciation models

4

- Pronunciation teaching practices

*Pronunciation is one of the most important aspects for successful communication**



*Based on Nagle et al. (2018)

Pronunciation importance in relation to other language skills

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

Reading strategies

Pronunciation

Listening strategies

Grammar

Vocabulary

Writing skills

Conversational skills

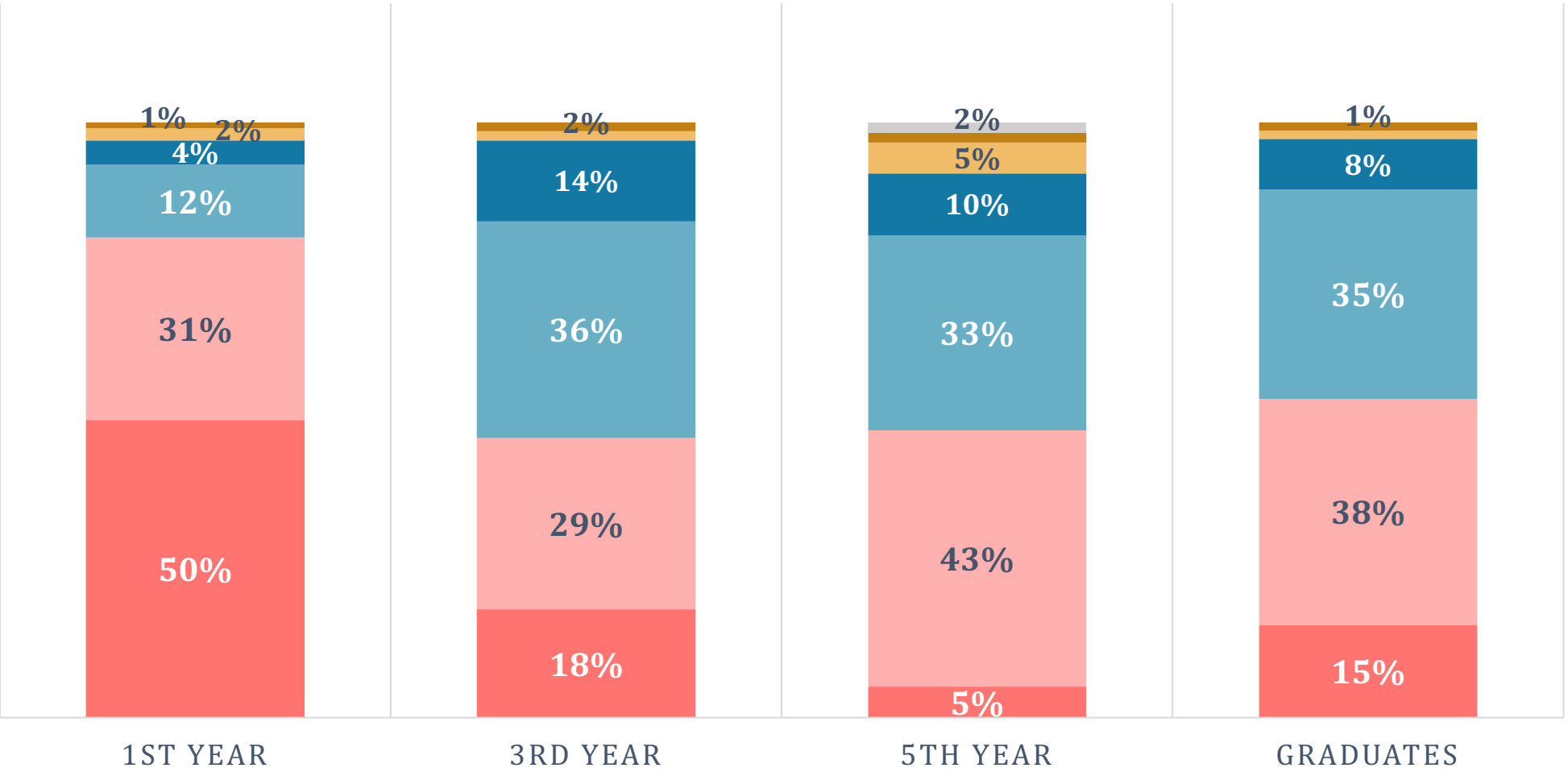
Culture of English-speaking
countries

■ Extremely important ■ Very important ■ Moderately important ■ Neutral ■ Slightly important ■ Low importance ■ Not at all important

*Based on Buss (2017)

Pronunciation importance in relation to other language skills

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



■ Extremely important ■ Very important ■ Moderately important ■ Neutral ■ Slightly important ■ Low importance ■ Not at all important

*Based on Buss (2017)

Some notes

- Listening strategies and conversational skills were the highest among all groups
- Almost all interviewed participants equate pronunciation teaching with “Phonetics”
 - They considered it was too “technical” and “specific” for learners of English
 - Some interviewees also thought teaching pronunciation was only related to “native-like production” of sounds

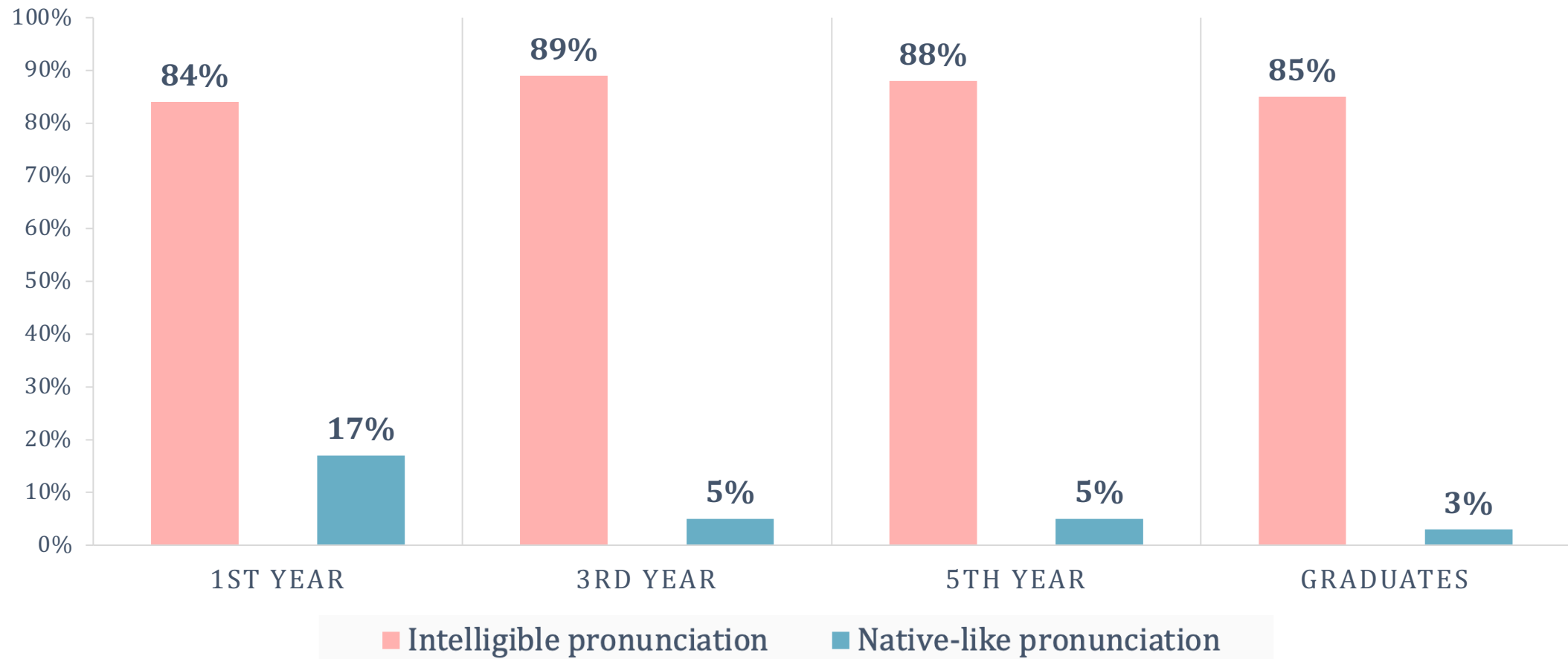
Intelligibility



Pronunciation
teaching

*“The main goal of pronunciation teaching is to make students comfortable intelligible to their listeners”**

“The goal of pronunciation teaching should be to make learners sound like native speakers”

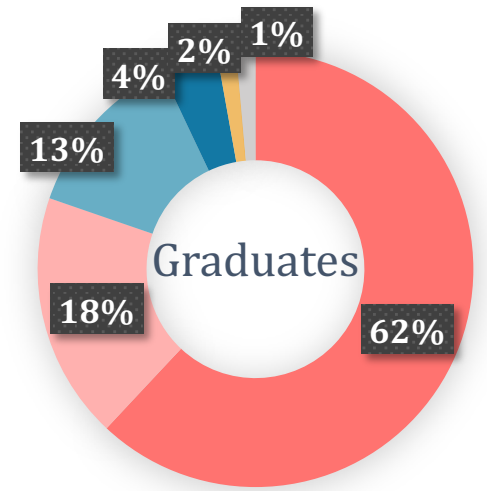
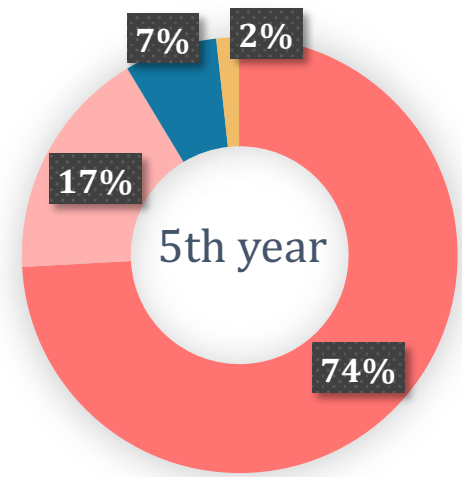
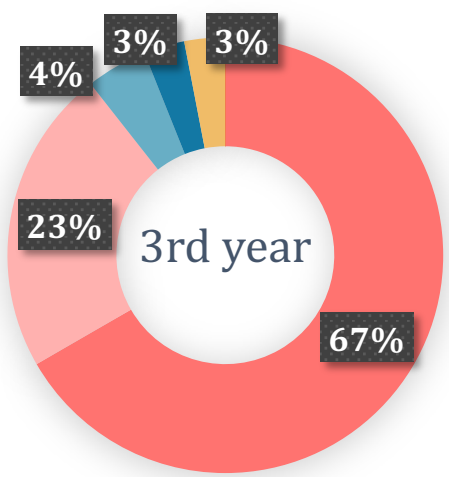
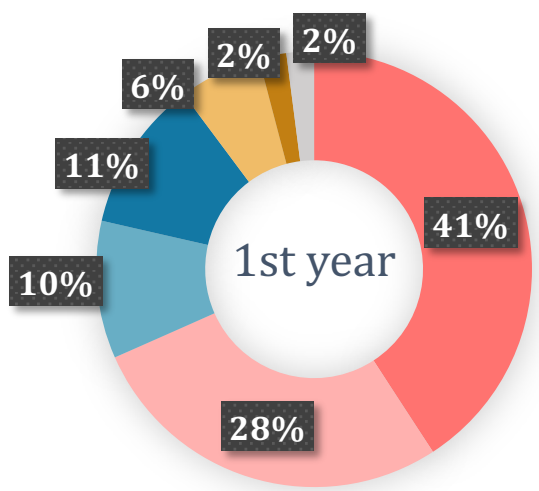


*Based on Breitzkreuz (2001); Foote (2011)

Some notes

- There is also a relevant number of students who partially agreed with the goal of nativeness
 - 1st-year students: 18%
 - 3rd-year students: 11%
- Some interviewees from 1st year equated native-like pronunciation with intelligibility
 - They considered one derives from the other

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

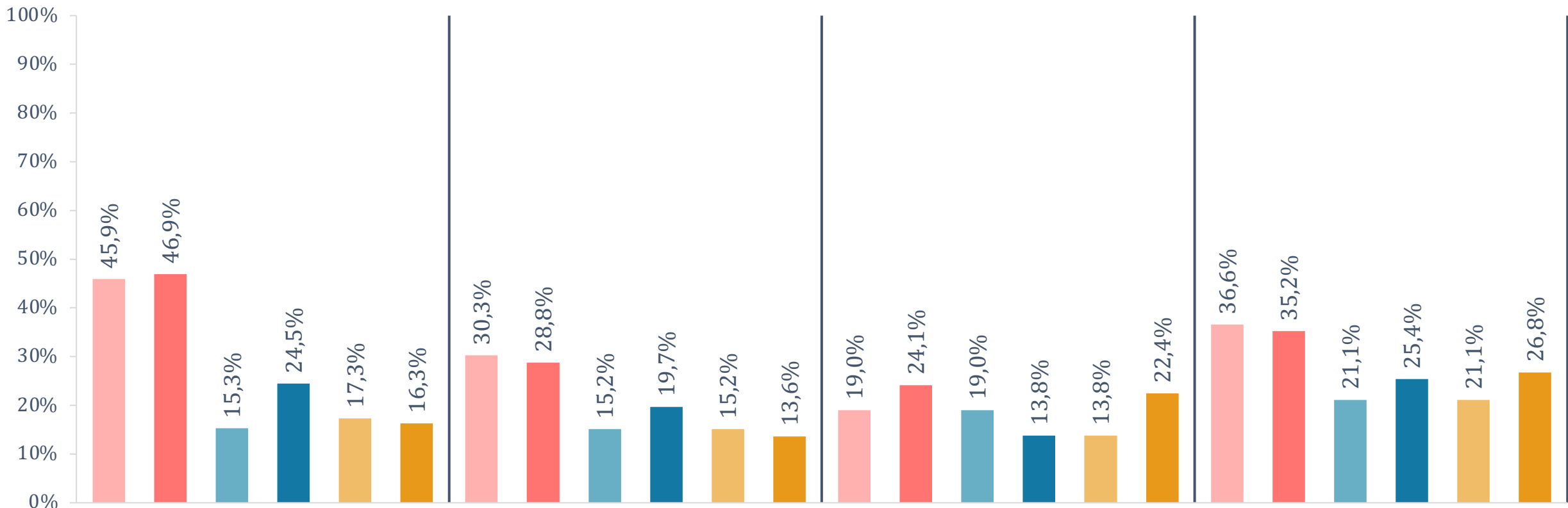


■ Strongly agree
 ■ Agree
 ■ Somewhat agree
 ■ Neutral
 ■ Somewhat disagree
 ■ Disagree
 ■ Strongly disagree

*Based on Seyedabadi et al. (2014)

Attitudes to pronunciation teaching models

*How important do you think it is to use each of the following accents when teaching pronunciation? **




"Standard" British



"Standard" American



Nativized varieties



"Standard" regional



E.g. Cockney
"Non-standard" regional



Non-native speakers

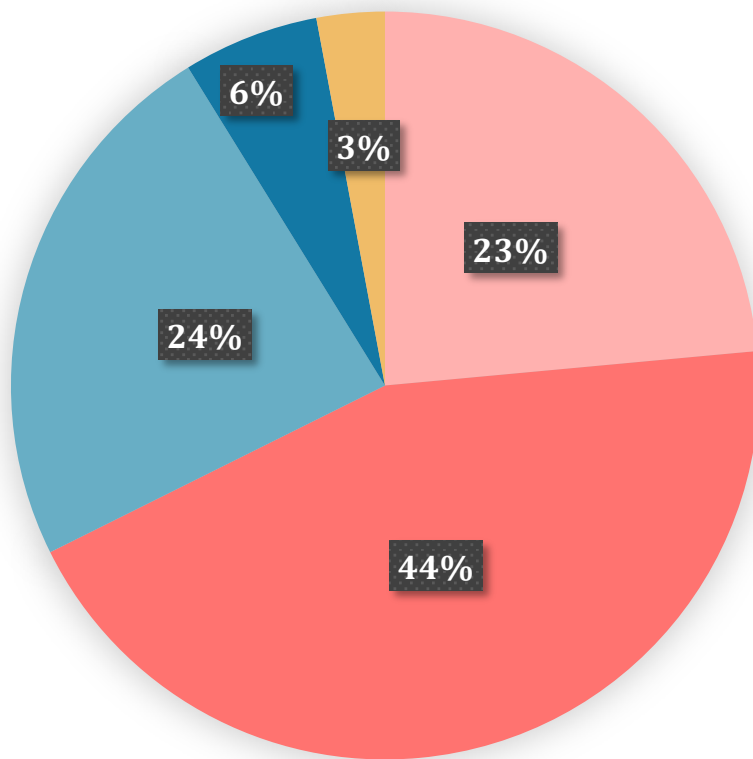
*Based on Kanellou (2011)

Some notes

- 1st-year respondents**
 - AmE & BrE are the most “used” and should be the basis
 - They acknowledge the importance of different varieties for receptive skills
- 3rd-year respondents**
 - AmE & BrE still seen as the basis, but more awareness of other varieties
 - They refer to lectures and discussions about globalisation
- 5th-year respondents**
 - More emphasis on exposing students to non-native varieties
 - Some “protest” against their training and its norm-bound approaches
- Graduates**
 - AmE & BrE seen as the basis from which other varieties should be taught
 - Dichotomy between accent and teaching difficulty

*What percentage (approximately) of your teaching time do you devote to teaching pronunciation per week?**

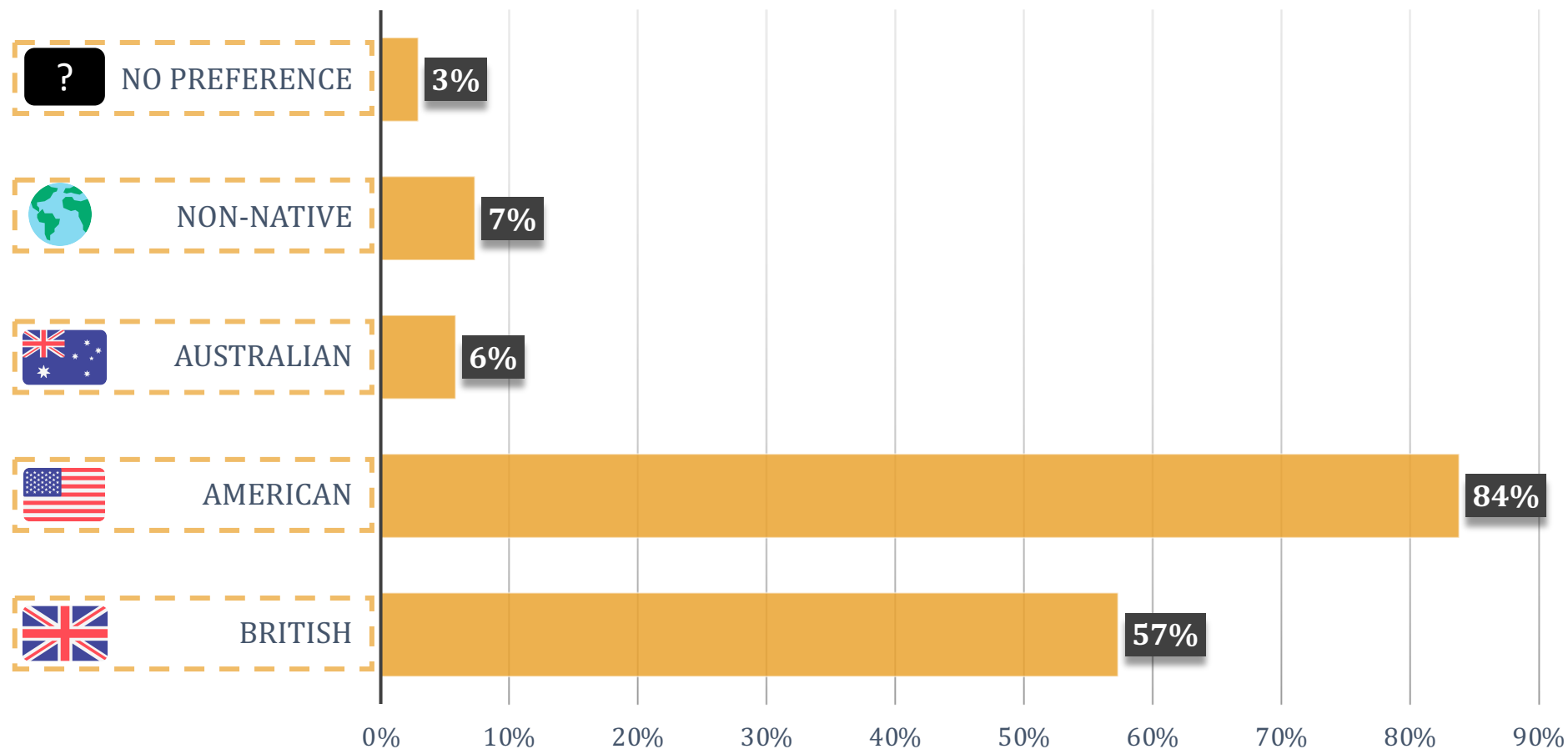
- Almost all graduates teach pronunciation in their classes (96%)



■ Less than 10% ■ Between 10% - 25% ■ Between 26% - 50% ■ Between 51% - 75% ■ More than 75%

*Based on Henderson et al. (2015)

*When teaching pronunciation, what varieties of English do you most use?**



Some notes

Graduates

- Many respondents argue they use such varieties because they are present in their textbooks
- These accents also correspond to the ones they were exposed to during their training
- Teachers working in under-privileged contexts show more preference for non-native models as they represent an achievable goal for students

Discussion



- Changes in cognitions are noticeable accross groups, especially if comparing 1st-year students with older cohorts
- Pronunciation is seen as something technical, difficult and too specific for ordinary learners
 - This may be due to their own training experiences
- Accent diversity for pronunciation teaching may be present in theory but not in practice
 - Limited exposure during their training
 - Few resources including diverse Englishes

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*Thanks for your
attention*



Paula Villablanca Agurto



paula.villablanca_agurto@kcl.ac.uk