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**PRONUNCIATION TEACHING IS NOT A ONE-SIZE-FITS-ALL ENDEAVOR: EFL TEACHERS'
BELIEFS AND CLASSROOM PRACTICES**

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"*Minha vida é andar por este país*
pra ver se um dia descanso feliz
Guardando a recordação das terras onde passei
Andando pelos sertões, dos amigos que lá deixei..."

– Luiz Gonzaga

This MA thesis is dedicated to my grandmother Erotildes Alves de Almeida (1922 - 2016) - she passed away while I was writing it - and to my young cousin Mazurkiewicz Almeida Martins (1990 - 2013), a boy full of dreams and determination who left us too soon. They are "seated at the right hand of the Father". I will remember them in a thousand of different ways. May both of them rest in Peace!

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Finally, thanks to all of my past students. You people were my greatest teachers ever. I am especially indebted to you all for teaching me what I know today – I have learned more from you than you could possibly imagine.

ABSTRACT

Pronunciation Teaching Is Not a One-Size-Fits-All Endeavor: EFL Teachers' Beliefs and Classroom Practices

Bruno Coriolano de Almeida Costa

Supervisor professor: Dra. Rosane Silveira

This study aims at investigating teachers' beliefs about second language pronunciation teaching in Communicative Language Teaching contexts, as well as their classroom practices regarding pronunciation teaching. Three Brazilian English as a foreign language teachers participated in this study. They were interviewed and had their classes recorded and then analyzed. In order to accomplish the objectives of this study, this research followed a contextual approach (Barcelos, 2001), in which participants' beliefs were investigated within a specific context. This study adopted a qualitative, interpretative paradigm. Class video recordings, interviews, Stimulated Recall Interviews, and field notes were the instruments used for data gathering. The major findings concerning EFL teachers' beliefs of this study were that teachers consider that there may be room for pronunciation teaching in EFL classes, but some of the participants showed some degree of avoidance regarding explicit pronunciation teaching at some moments (both in the interview and the observed lessons). Participants of this study have different attitudes regarding how they approach pronunciation issues in their classes and their beliefs sometimes are not congruent with their practices. Pronunciation teaching is seen as effective when the topic to be taught is contextualized and comes from (or in response to) learners' speech production. Most activities used were based on repetition of words (segmental features) or a list of words (listen and repeat tasks), accompanied by teachers' feedback. Finally, all participants of this study associate EFL pronunciation teaching to segmental features (pronunciation of words).

Keywords: Beliefs, Pronunciation Teaching, Classroom Practices

Number of pages: 112   **Number of words:** 53.953

RESUMO

Ensino de Pronúncia Não É Uma Abordagem de Tamanho Único: Crenças E Práticas de Sala de Aula de Professores de ILE

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Este estudo tem como objetivo investigar as crenças dos professores sobre o ensino da pronúncia da segunda língua em contextos do ensino comunicativo de línguas, e as práticas dos professores em relação ao ensino da pronúncia. Três professores brasileiros de língua inglesa como língua estrangeira participaram do mesmo. Eles foram entrevistados e tiveram suas aulas gravadas e então analisadas. Para alcançar os objetivos deste estudo, esta pesquisa seguiu uma abordagem contextual (Barcelos, 2001), na qual as crenças dos participantes são investigadas dentro de um contexto específico. Este estudo adotou um paradigma qualitativo-interpretativo. Os instrumentos usados para a coleta de dados foram a filmagem de aulas, entrevistas, sessões de visionamento e notas de campo feitas pelo pesquisador. Constatou-se que os professores participantes deste estudo consideram que há espaço para o ensino da pronúncia em aulas de inglês como língua estrangeira, mas alguns destes participantes demonstraram certa resistência em relação ao ensino explícito da pronúncia em alguns momentos (tanto nas entrevistas quanto nas aulas observadas). Os participantes desta pesquisa têm atitudes distintas em relação a como eles abordam questões relacionadas à pronúncia em suas aulas e suas crenças às vezes não correspondem com suas práticas. O ensino da pronúncia é visto como efetivo quando o item a ser ensinado é contextualizado e surge em resposta a produção oral dos alunos. A maioria das atividades utilizadas em sala são baseadas em repetição de palavras (elementos segmentais) ou em lista de palavras (tarefas de ouvir e repetir), acompanhadas do feedback do professor. Por último, todos os participantes deste estudo associam o ensino da pronúncia de segunda língua a elementos segmentais (pronúncia de palavras).

Palavras-chave: Crenças, Ensino de Pronuncia, Práticas de sala de aula

Número de páginas: 112   **Número de palavras:** 53.953

LIST OF ABBREVIATIONS

CLT – Communicative Language Teaching

EFL – English as a Foreign Language

SLT – Second Language Teaching

L2 – Foreign and/or Second Language

ESL – English as a Second Language

EAL – English as an Additional Language

ELF – English as a Lingua Franca

BAK – Beliefs, Assumptions and Knowledge

RP – Received Pronunciation

GA – General American

AL – Applied Linguistics

SLA – Second Language Acquisition

WE – World English

CVR – Class video recording

IQ – Interview Question

SRIs – Stimulated recall interviews

MA thesis – Master's thesis

UFSC – Universidade Federal de Santa Catarina

PPGI – Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

1.1   Statement of the problem

'Ideas', 'perceptions', 'representations', 'ways of thinking', 'concepts' are some of the terms used to refer to 'beliefs' in academic studies (Silva, 2010). A huge body of research regarding beliefs as a field in Applied Linguistics (AL) has been carried out over the years. The interest in beliefs has started around the 1980s abroad, and a decade later in Brazil. Twenty years later, studies concerning beliefs still have room in academic papers (theses, dissertations, and articles), books, journals, seminars, and the like (Barcelos, 2001).

Beliefs, especially regarding studies in Applied Linguistics, is a difficult term to define; there are many different words used in order to refer to 'beliefs' (Holec, 1987; Wenden, 1986; Barcelos, 1995, 2001). However, studies concerning this field, according to Pajares (1992), are commonly based on "evaluation and judgment".

The complexity of the term does not seem to have reduced the interest some researchers have on the investigation of students' and teachers' beliefs and their influence on how they act and to what extent beliefs influence teachers' and students' attitudes (Pajares, 1992). There have been plenty of studies concerning not only students' beliefs, but also teachers' and principals' beliefs, among others.

Barcelos (2001, 2004, 2006) claims that it is important to investigate beliefs within a context as well as the actions resulted from beliefs. Kalaja and Barcelos (2003) state that the topic has grown to call the attention of a few well-known researchers of the Applied Linguistics field. Such studies involve, among other participants, teachers, students and the relationship between teachers' and students' beliefs. The context of studies about beliefs are language centers, language courses (extension courses), public and/or private schools, public and private universities (Silva, 2010).

 Although there have been some studies regarding beliefs in second language teaching (SLT), not many have focused on the teaching of pronunciation, and more specifically on teachers' beliefs and how their beliefs affect their practices in English as a foreign language[1] (henceforth EFL) classes (Thomson, 2013).

In his study, Thomson (2013) investigated the extent to which English language teachers are able to critically evaluate their beliefs as well as their practices regarding English language pronunciation teaching. In fact, this study, among other things, showed that teachers, even those with specific training in pronunciation instruction[2], lack the ability to critically evaluate their beliefs and relate those beliefs to their actual practices in the classroom.

Pronunciation instruction plays an important role in communicative language lessons (MacDonald, 2002; Thomson, 2013) and there seems to be more awareness of its importance in language teaching today. Nonetheless, many English language teachers have reported that they have not had adequate education on second language pronunciation[3] teaching (Thomson, 2013). This lack of adequate education may have caused some degree of avoidance of pronunciation instruction in some English as a foreign language contexts (Delatorre, 2007; Foote, Holtby & Derwing, 2011; MacDonald, 2002). Considering the aforementioned information, this study intends to contribute,

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[1] Foreign, second and additional language will be used interchangeably throughout this thesis.

[2] I will use both 'pronunciation teaching' and 'pronunciation instruction' interchangeably throughout this thesis.

[3] Second language, foreign language and L2 pronunciation will be used interchangeably throughout this thesis.

among other things, to the research field of beliefs, more specifically, to teachers' beliefs and practices concerning pronunciation teaching in language classes in the Brazilian context. I believe that problematizing such topic will provoke some reflections on teachers' pedagogical practices regarding EFL pronunciation teaching, which may start a changing movement from the inside out. That is, from teachers' beliefs to students' beliefs to teachers' practice.

The following sessions present the objectives, research questions, and the significance of the research. In the subsequent chapter,

1.2 The objectives

The aim of this research is to comprehend teachers' beliefs about second language pronunciation teaching in Communicative Language Teaching and learning contexts. In this way, this study was carried out with a group of teachers of the Extracurricular Language Courses at *Universidade Federal de Santa Catarina* (UFSC). More specifically, the study will:

1. Investigate teachers' beliefs about the teaching of English language pronunciation.

2. Examine how teachers go about teaching pronunciation in the classroom.

3. Compare teachers' beliefs and practices concerning pronunciation in CLT learning contexts.

1.3 Research questions

1. What are participant-teachers' beliefs concerning the teaching of English as a foreign language (EFL) pronunciation?

2. How do the participant-teachers approach the teaching of EFL pronunciation in the classroom context?

3. To what extent are participant-teachers' beliefs about pronunciation teaching congruent with their observed teaching practices?

1.4 Significance of the research

Many studies suggest that problematizing and providing reflection on the teaching of English as a foreign/additional language may "provoke changes in teachers' pedagogical practice" (Greggio, Silva, Denardi & Gil, 2009, p. 245). In addition to that, Burton (2009) advocates that "being reflective assists teachers' lifelong professional development, enabling them to critique teaching and make better-informed teaching decisions" (p. 298). Moreover, a key element in the growth of

research concerning teachers' beliefs "has been the realization that we cannot properly understand teachers and teaching without understanding the thoughts, knowledge, and beliefs that influence what teachers do" (Borg, 2009, p. 163).

Research about teachers' beliefs has targeted several areas, most of which investigated especially grammar (Borg & Burns, 2008; Carazzai, 2009; Farrell & Lim, 2005), reading (Kuzborska, 2011), and writing (Lee, 2010; Melketo, 2012; Shi & Cumming, 1995). Beliefs about oral communication skills, however, have not received the same amount of attention in the literature (Cohen & Fass, 2001).

Teaching pronunciation in a communicative perspective can be considered challenging (Seidlhofer, 2001). However, learners usually show interest in having feedback on their pronunciation during their language lessons. This may be demonstrated by the frequency of teachers' correction and reinforcement of phonological features in classes (Tergujeff, 2012). A limited scope of attention to teachers' beliefs about pronunciation teaching seem to "reflect, on a broader level, a neglect of pronunciation in classroom-oriented research" (Baker, 2014, p. 138).

Research on language teachers' beliefs have shed light on teachers' reflective thinking and teaching practices. There have been some studies (e.g., Almeida, 2004; Thomson, 2013; Carey, Sweeting & Mannell, 2015) on teachers' beliefs and actual practices regarding second language pronunciation teaching. Despite these studies, "the teaching and learning of pronunciation in typical ESL or EFL classrooms has remained largely unexplored" (Baker, 2014, p. 139), and so have beliefs about it.

So, considering the aforementioned thoughts, this study intends to bring contributions and reflections to the academic studies concerning teacher's beliefs on second language pronunciation teaching, as well as invite the participant-teachers to reflect upon their own beliefs and classroom practices as EFL teachers.

This research endeavor should also call the attention of other researchers to the importance of investigating beliefs about pronunciation instruction, an important EFL area, especially if we consider "the essential role that intelligible pronunciation plays in successful communication" (Baker, 2014, p. 138).

Finally, it was expected that the present research endeavor could help to raise the participant-teachers' awareness of the need for self-reflection on their background knowledge regarding pronunciation teaching in order to "critically assess questionable pronunciation beliefs and practices" (Thomson, 2013, p. 224), as well as to understand learners' needs and expectations regarding their own pronunciation.

This MA thesis is divided into 5 chapters. In the first one (above) I present a brief text on the statement of the problem and the (general and specific) objectives, followed by the research questions and the significance of the research.

In the second chapter, I present the review of literature, discussing relevant topics on the Communicative Language Teaching, English as a Lingua Franca, pronunciation and pronunciation teaching, beliefs about language learning, beliefs concerning pronunciation teaching, and finally reflective teaching.

Chapter three outlines the methodology used for data gathering and analysis. I will present the participants and the context in which this study took place and discuss about the data gathering instruments and procedures for data collection and analysis.

In chapter four, I will present the data analysis and a discussion concerning teachers' beliefs about pronunciation teaching and their classroom practices.

Finally, in chapter five, I will report the findings, point out the pedagogical implications, call the readers' attention to the limitations of the study, and provide some suggestions for further research.

CHAPTER II

REVIEW OF THE LITERATURE

2.1 Introduction

This section presents the review of the literature concerning the theoretical assumptions that guided my research endeavor. This section will be divided into five main themes: (1) Communicative Language Teaching, (2) English as a Lingua Franca, (3) Pronunciation teaching (4) Beliefs about language learning, (5) Beliefs concerning pronunciation teaching, and (6) Reflective Teaching.

2.2 Communicative Language Teaching (CLT)

For quite some time in the language teaching profession, pedagogical experts, among others, were involved in a "search" (Brown, 2010) for an ideal method that would be suitable for varying audiences interested in learning a second/foreign (L2) language. Such obsession, however, has led to frustration, especially if we consider that an ultimate method for L2 language teaching has never been put foward. In the 1980s, Stern (1985) showed his complete frustration regarding this search by stating that suchlike obsession with 'best' method "prolonged preoccupation that has been increasingly unproductive and misguided" (p. 251).

Looking back, I would not say that this so-called obsession was a complete waste of time and energy. On the contrary, it has brought many ideas and theories that shed light on how we can better understand the L2 second/foreign language teaching/learning process(es). L2 teaching methodologies can be said to have started around 1880 with Gouin's series methods that were used throughout the years (1940s and 1960s, especially) until 1989 when Nunan (1989) coined the well-known "designer methods" (The Silent Way, Suggestopedia, Total Physical Response, among others) which have become familiar to us in recent decades (Richards & Rogers, 2011).

I do not intend to provide the reader with either a long history of or an ultimate definition of L2 teaching method for a simple reason – it would not be productive to spend much time debating an issue that seems to rely on different views (e.g., Prabhu, 1990; Pennycook, 1989) about this construct.

The concept of L2 teaching method will be seen in this work as "a set of theoretically unified classroom techniques thought to be generalizable to a wide variety of contexts and audiences" (Brown, 2010, p. 9). For most researchers and teachers such definition – given by Edward Anthony (1963) – has withstood the test of time and seems to be widely accepted.

What is important to mention here is that in the 1980s, it the need for effective L2 teaching activities and techniques that would help learners learn the language became evident. A method was no longer on the spot. What teachers needed, it was said, were pedagogical options for tailoring classes to particular contexts (Brown, 2010). An approach, according to Brown (2010), "is not just a set of static principles 'set in stone'. It is, in fact, a dynamic composite of energies within a teacher that changes (or should change, if one is a growing teacher) with continued experience in learning and teaching" (p. 11). An approach, unlike a method, does not give us a one-size-fits-all way of acting toward L2 language teaching, for instance. Approaches are dynamic and subject to interpretations. A teacher's approach may differ from others on a great deal of issues, for instance. Moreover, an approach, according to Anthony (1963 as cited in Richards & Rogers, 2011) is "a set of correlative assumptions dealing with the nature of language teaching and learning (…) It describes the nature of the subject matter to be taught" (p. 19).

Bearing in mind the aforementioned information, we may say that Communicative Language Teaching (CLT), or the Communicative Approach, arose as a reaction to methods that relied heavily on grammar instruction (e.g., Grammar-Translation Method). It "marks the beginning of a major paradigm shift within language teaching in the twentieth century, one whose ramifications continue to be felt today" (Richards & Rogers, 2011, p. 151).

Although some of its tenets are still debatable (Castanhos, 1993; Pagliarini-Cox & Assis-Peterson, 2001; Richards, 2006; Weininger, 2001), CLT, a theory-based approach, has gained room among researchers and teachers around the globe. The CLT approach "was an attempt to operationalize the concept of communicative competence and to apply it across all levels of language program design, from theory, to syllabus design, to teaching techniques" (Richards, 2010, p. 22).

The CLT approach brings the notion that "there is more to knowing a language rather than knowing its grammar. It is one thing to know that *Do you drink?* Is a present simple question. It is another thing to know that it can function as an offer" (Thornbury, 1999, p. 18). Therefore, theorists – since the 1970s – have begun to question if they were going in the right way in their language teaching experiences (Larsen-Freeman, 2010). They have been arguing, for instance, that grammatical knowledge, or grammatical competence, is just one component of the communicative competence.

Moreover, theorists realized that language teaching needed to be focused on communicative proficiency and not merely on the mastery of structures (Richards & Rogers, 2011). Furthermore, Larsen-Freeman (2010) states that The CLT approach broadly applies "the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication" (p. 121). In this communicative L2 teaching-learning process, teachers assume several important roles:

> the first role is to facilitate the communication process between all participants in the classroom, and between these participants and various activities and texts. The second role is to act as an independent participant within the learning-teaching group (…), a third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities. (Breen & Candlin 1980 as cited in Richards & Rogers 2011, p. 167)

It seems important to mention that there are two schools of thought (the Shallow-end approach and the Deep-end approach) associated with the most appropriate means of achieving the objectives of the Communicative Approach (Thornbury, 1999). For Thornbury (1999), both schools highlight the importance of using language in order to communicate, but they diverge in when one should do this. As regards the Shallow-end approach, Thornbury (1999) points out that the learning of a language is done in order to use the language. That is, learners should learn the target language rules and then apply the rules in life-like communication. Therefore, one should learn the language in order to make use of it.

The proponents of the deep-end approach, however, take a different view of foreign language leaning: students learn to communicate by communicating, that is, learners learn the language by using it. It is argued that "by means of activities that engage the learner in life-like communication, the grammar will be acquired virtually unconsciously. Studying the rules of grammar is simply a waste of valuable time" (Thornbury, 1999, p. 19).

We can conclude that what is common to all versions of the CLT approach, according to Richards and Rogers (2011), is the "theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviors, and for classroom activities and techniques" (p. 158).

Although we are in what became to be known as the post-methods era (Richards & Rogers, 2011), in many language classes around the globe, several versions of the CLT approach have been used. Such versions of the CLT approach require that learners interact with peers in order to

communicate and negotiate meanings, exchanging ideas that meet their interests. When it comes to pronunciation, the CLT approach, differently from the Audiolingual Method, for example, requires students to communicate in an intelligible way rather than pursue the 'perfect' pronunciation (Paula, 2004), whatever that is.

2.3 English as a Lingua Franca (ELF)

It may be easily noticed that the English language has changed over the years. English is the language used for international communication in a variety of fields. It has been adapted, modified in order to serve its speakers in different levels, for different purposes. Moreover, such language is seen as an essential instrument to employment opportunities, among other things. Its influence on communication around the globe has begun a long time ago (since the industrial revolution) and has been prevalent around the world ever since (Crystal, 2003; McKay, 2012).

The spread of English has brought new issues that go beyond communication; however, as other topics are not relevant for discussion(s) here, I will focus mainly on linguistic-related issues such as the language used for international communication.

Why do many people (scholars) consider English as a language of international communication? As an attempt to provide us with an answer for that question, McKay (2012) states that the English language is an international one. She puts that "one of the major reasons is the increasing number of L2 speakers of English" (p. 15).

According to Crystal (2003), the non-native speakers of English have outnumbered native speakers. He states that for every native speaker, there are three non-native speakers and we may assume that this scenario has been built mostly as a consequence of "globalization and the growing need for communication in business, technology, and travel" (Pederson, 2011, p.59). Another reason, according to McKay (2012), is that the English language, as she claims, is "unlike other languages such as Mandarin and Hindi, (…) geographically widely distributed" (p. 15). The English language, she continues, is used:

> Cross-culturally both within one country (e.g., among different ethnic and linguistic groups in the Philippines or India or Tanzania) and across political boundaries (e.g., between a Chinese speaker and a Japanese speaker of English or between an American speaker of English and an Indian speaker of English) (pp. 15-16).

The varieties of English – which some[4] call World Englishes (WE) – have been used worldwide by native speakers of other languages. Such phenomenon has had a significant and profound impact on the language. As Pederson (2011) puts it, "varieties of world Englishes (WE) have become prevalent in communities internationally, and they incorporate local dialects with regional accents" (p. 59).

The spread of the English language has brought other issues. Not only has the language been modified and consequently adapted, but also misinterpreted to some extent. About that, Rajagopalan (2011) writes that even linguists have not comprehended the nature of the phenomenon called World English (WE) and this has created some misunderstanding such as the belief that WE is a kind of pidgin, which, according to him, is not the case.

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[4] For example, Kachru (1985).

It is known that the spread of the English language has also brought with it "a plethora of new terminology in order to refer to it in a global setting" (Pederson, 2011, p. 63). There is *World Englishes* (Kachru, 1985), *World Standard English* (Widdowson, 1994), *English as an international language* (Jenkins, 2000), *Global English* (Crystal, 2003), and obviously *lingua franca*[5] (Crystal, 2003; Jenkins, 2000).

Even though there are many terms by which the international English is referred to, there is, as it seems, no consensus upon definitions. Pederson (2011) states that "for most [scholars], Kachru's (1985) paradigm of concentric circles[6] (…) serves as a good reference point" (p. 63).

Pederson (2011) brings an interesting reflection upon Kachru's (original) model. The author claims that such model is outdated, especially if we consider the number of speakers (and users) of English in the Expanding Circle. Kachru himself proposed a new model taking the changes in English usage into account. He labeled "the circles in terms of proficiency" (Pederson, 2011, p. 64).

It is easily seen that the number of non-native speakers of English has grown and therefore expanded dramatically, so, "it is no longer relevant to consider English users solely by their native country in a native state" (p. 64). According to Graddol (2006, as cited in Pederson, 2011), the 'Inner Circle' is seen as highly proficient speakers of the language, and the outer circles labeled as "low proficiency" (p. 64). Pederson (2011) states that:

> If we regard the use of English in terms of proficiency rather than as a birthright, the emphasis then shifts from native speaker norms to highly proficient, communicatively competent, intelligible users of English from all circles. In doing so, local identities and dialects take on equal importance with native speaker varieties when considering international communication in English (p.64).

On the basis of the evidence concerning the current role of English language available, it seems fair to suggest that the number of non-native speakers of English is larger than the group of native speakers. Erling (2005) reinforces this idea by claiming that "L2 speakers of English outnumber L1 speakers three to one. English is increasingly used to communicate across international boundaries, and is not therefore tied to one place, culture or people" (pp. 42-43).

The foregoing discussion regarding the English language implies that the status of that language has gone beyond the boundaries of a first language of a specific nation (the United States of America or the United Kingdom, for instance) and it is now spoken by a massive number of speakers of other languages. We may assume that never in history, a language has had such power and influence. The English language has, to some extent, accelerated globalization and globalization is accelerating the use of English globally (Graddol, 2006 as cited in Becker, 2014).

The relationship between the different types of English (or Englishes) spoken around the globe is a complex issue that has to be taken into account when we think about pronunciation teaching and learning, especially if we consider that native-like proficiency is seen as a non-realistic standard for non-native speakers (Modiano, 2001 as cited in Vodopija-Nrstanoviae & Brada-Vukanoviae, 2012).

If the language has changed, we may presume that this change has caused (an) impact(s) on teaching and learning. Vodopija-Nrstanoviae and Brada-Vukanoviae (2012) claim that the spread of the English language "has raised numerous questions as to which English(es) should be taught and

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[5] In essence, "a *lingua franca* is a contact language used among people who do not share a first language, and is commonly understood to mean a second (or subsequent) language of its speakers." (see Jenkins, 2007, p.1)

[6] Kachru's (1985) describes the spread of the English language through a diagram of three circles: the Inner Circle (native speakers), Outer Circle (second language speakers, mostly former British colonies.), and Expanding Circle (foreign language speakers; the rest of the world). More detailed information about Kachru's model can be found in Kachru's (1985).

learned in the language classroom and what the rationale for teaching and learning English is" (pp. 286-287).

It is important to mention that one of the issues we should take into consideration as EFL teachers and researchers, in both teaching and researching, is related to intercultural communication. About that, Borges-Almeida and Consolo (2011) mention that the "social needs for intercultural communication can be easily seen through evolution of global relations, favored by the expansion of cultural boundaries and generated from technological developments, especially of the internet" (p. 249).

With respect to pronunciation teaching in English language teaching, Kelly (2011) points out that pronunciation seems to be taught in response to errors that learners make during the lessons. That is, the teaching of English language pronunciation is seen, in some contexts, as a tool to correct learners' errors; therefore, its role seems to be secondary.

Based on Kelly's (2011) thoughts, we may assume that pronunciation teaching must have room in English as a foreign language classes, not only as a corrective instrument, but also as an integral part of the teaching process. However, as the author emphasizes, it is important that the teachers decide what pronunciation features should be taught. Nevertheless, in order to do so, teachers should take many aspects into account, among which are psychological and sociological factors, communication and contextualization, and learners' motivation.

Jones (2010) points out that psychological and sociological factors have been ignored, especially in teaching materials. He states that "the way one speaks has a great deal to do with the impression he or she wants to create in a particular context" (p. 184). In other words, pronunciation teaching should take the individual's values into account, after all, the way individuals pronounce words has much to do with their own personality and psychological state. Besides, some learners may want to keep their accents in order to keep their own identities.

Another important point is the fact that, very often, the learner wants to have a good command of the sound system of the second language as well, and this may be due to professional or personal reasons. Hence, the teacher should be ready to provide this kind of information to the learner as well.

When it comes to pronunciation teaching, one of the teacher's goals should be a realistic focus on clear and comprehensible pronunciation (Celce-Murcia et al., 2010; Derwing, 2011). We may want to change our focus and/or practices from a basic focus on some aspects of the language to ones that are more complex. Our objective, while teaching pronunciation, should be clear. We should consider the kind of competences our students should master in order to communicate effectively. Moreover, a balanced approach in which both segmental and suprasegmental features could be dealt with in EFL classes would be desirable.

A very important issue that we should take into account is related to the people involved in the interaction. That is, teachers should bear in mind that learners will need to be able to communicate with both native and non-native speakers of English and in order to teach them, teachers should consider issues such as 'intelligibility' (Becker, 2014; Cruz, 2014; Seidlhofer, 2001; Silveira & Schadech, 2014) and how both native and non-native speakers perceive language. As Foote, Holtby and Derwing (2011) argued, "some researchers began to focus on the possibility that teaching pronunciation could have an effect on overall intelligibility (understandability) of accented speech, as well as on comprehensibility (the effort required of a listener to understand accented speech)" (p. 2).

Another point worth noticing is the variety (or varieties) of English(es) teachers will make use of. According to experts, it does not seem reasonable to insist on Received Pronunciation (RP) or General American (GA), for instance, although they may be used as 'useful classroom models' or, at best, as 'points of reference' so that we can prevent students from "diverging too far in different directions" (Jenkins, 2000, p. 226). I hold the opinion that teachers should prepare the learners to interact as world citizens. That is, students should be ready to make themselves understood by both native and non-native speakers regardless the variety of English spoken.

In sum, there has been no consensus (or conclusive agreement among researchers) about which pronunciation model EFL teachers should adopt. Teachers should keep in mind that students have to be exposed to other Englishes (and their rhythm, intonation, stress, connected speech) in order to enrich their repertoire, or at least to raise their awareness about different pronunciation patterns. I am not stating here that learners should know all varieties of English, that is, that learners should know and speak many varieties of the same language.

I am aware that every variety of English has its own peculiarities and, therefore, each one of them will present their own phonological as well as cultural characteristics. Nonetheless, the teacher is still an important model and source of information regarding pronunciation, especially in classroom contexts, but easy access to other speakers have increased the options available for the learners. It is important to state that my goal in this topic was not to discuss it in length, but just introduce it as it is of major importance for teacher education.

2.4 Pronunciation teaching

Over the last decades, a great number of teachers, language-teaching experts, teacher trainers, applied linguists, and practitioners have become interested in pronunciation instruction (Celce-Murcia *et al.*, 2010). Although other fields of L2 teaching (grammar instruction and reading comprehension, for instance) have received more attention than pronunciation, pronunciation teaching has become a very debatable issue in L2 teaching (Jenkins, 2007; Morley, 1994; Derwing et al, 1997; Derwing, 2008; Levis, 2008).

It is argued that many language-teaching methods such as the grammar-translation and reading-based methods have given little or no (explicit) importance to pronunciation in classroom instruction. As stated by Kelly (1969 as cited in Celce-Murcia, 2010), "in such methods [the Grammar-Translation and Reading-Based Approaches], grammar or text comprehension is taught through the medium of the learners' native language, and oral communication in the target language is not a primary instruction objective" (p. 3). Therefore, in such methods, there is no need to focus on second language pronunciation teaching; especially because those methods had other objectives rather than to help learners speak the target language.

As grammar-translation methods to English language teaching (ELT) have had great influence, speaking instruction, for instance, has been put aside due to issues related to the degree of difficulty of the study of the spoken language; thus, such methods have marginalized the teaching of communicative skills (Bygate, 2001).

If pronunciation teaching had not been seen as a relevant issue in grammar-translation and reading-based methods, things started to change significantly over the years ─ especially with the advent of the Direct Method, the Audio-Lingual Method and other 'marginal methods' such as the Silent Way, Community Language Learning, and Suggestopedia (Celce-Murcia et al, 2010; Bygate, 2001). Due to space limitations, I will briefly discuss the Audiolingual Method, given its explicit focus on oral skills.

The Audio-Lingual Method focuses heavily on accurate production as it "treated any deviation from the target pronunciation as an error that needed to be immediately eradicated through intensive drilling lest it become a habit" (Brinton, 2012, p. 246). In this sense, the teacher, in the Audio-Lingual Method, plays a particularly important role as he or she is seen as "an orchestra leader, directing and controlling the language behavior of her [his] students" and he or she is "responsible for providing her students with a good model for imitation" (Larsen-Freeman, 2010, p. 45). In following the teacher's lead, students are supposed to produce language as accurately and precisely as possible. Such method, we may say, was the first one to "offer a clear perspective on the teaching of oral skills […]. And with the oral skills preceding written, the four phase cycle of listening-speaking-reading-writing was applied in sequence for each structure" (Bygate, 2001, p. 15).

Although pronunciation instruction has experienced a new resurgence, there seems to be divergent opinions, as well as arguments on many issues related to it. Teaching materials, for example, play a relevant impact as instruments that help educators achieve their goals as teachers, and it is possible to realize that to some extent current course books "present activities remarkably similar to the Audiolingual texts of the 1950s, relying heavily on mechanical drilling of decontextualized words and sentences" (Jones, 2010, p. 178).

So, it may be inferred that even though textbook writers claim to have changed their focus into a more communicative direction, their books seem to treat pronunciation instruction in the very same way as non-communicative methods. Still in relation to teaching materials, and more specifically the ones that are taken for granted as communicative materials, Almeida Filho (1993) states that the vast majority of course books still reflect a behaviorist view of language learning. Bygate (2001), however, holds a different view about it. He asserts that course books "began to respond to the need to provide different types of interaction" (p. 18), differently from the previous format and unsystematic structures of course books that showed no relationship between one task or item and another.

For Foote, Holtby and Derwing (2011), "there has been a shift from focusing primarily on segmental [consonants and vowels] to a greater emphasis on suprasegmentals [e.g. intonation, rhythm, stress] in many pedagogical materials" (p. 5). Such shift helps reinforce the belief that course books have changed (or been adapted) in order to match teaching, as well as students' needs.

It is a fact that pronunciation teaching went from intuition, imitation and repetition (Audiolingual method, for example) to more complex and necessary attitudes towards communicative competence – a construct that has been seen as important. Canale and Swain (1980), for instance, identify communicative competence in four dimensions: *Grammatical competence*, *Sociolinguistic competence*, *Discourse competence*, and *Strategic competence*.

According to Low (2014), *grammatical competence* is the knowledge about the rules of a language, including phonetics and phonology, syntax, semantics, and lexicon. As regards the *Sociolinguistic competence*, it is the ability to make use of the language appropriately according to our audience, the setting in which the conversation takes place, the timing and the topic of the conversation. Still according to the author, *Discourse competence (or Discoursal competence)* refers to the aspects of coherence and cohesion; that is, how what we say or write is logically connected and linked. *Strategic competence* is claimed to be "the ability to breakdown in communication in order to achieve the goals of communication" (p. 93).

By the mid-1980s, pronunciation teaching, as argued by Brown (2007), "became somewhat incidental to a course of study". Furthermore, it became clear that pronunciation had become a very important element "to full communicative competence" (p. 339). The CLT approach appeared when language teaching around the globe demanded a paradigm shift, and the Audiolingualism perspective was no longer regarded as an infallible method to second language teaching, for instance (Richards & Rogers, 2011).

In CLT, language input should be authentic and meaningful, as well as provide opportunities for learners "to listen to language as it is used in authentic communication" (Larsen-Freeman, 2010, p. 128). Brinton (2012) states that in CLT "we can safely say that pronunciation has indeed been afforded a major role, though numerous issues remain to be addressed" (p. 246).

Current approaches to pronunciation teaching, according to Brown (2007, p. 339), "contrast starkly with the early approaches". If the early ones were more interested in building students' "articulatory competence", current approaches focus on other relevant features of pronunciation, such as stress, rhythm, and intonation, which are in the forefront.

Celce-Murcia et al. (2010) state that teachers should take into consideration learners' ages, exposure to the target language, the amount and the type of prior L2 pronunciation instruction, and learners' attitudes and motivation(s) "to achieve intelligible speech patterns in the second language" when dealing with pronunciation teaching (pp. 15-16). It is important to bear in mind, according to Celce-Murcia et al. (2010), that EFL teachers have almost no control over some of those factors (age and amount and type of prior language instruction), but teachers, and I would add pronunciation

syllabus designers and applied linguists, should "be aware of how these factors [age and amount and type of prior language instruction] figure in determining performance in speaking English (or alternatively, in coloring attitudes toward such performance)" (p. 16).

There have been arguments for and against the (explicit) teaching of pronunciation. On the one hand, some believe that language teachers can do little or almost nothing to change the so-called natural course of L2 pronunciation development (Asher & Garcia, 1969; Scovel, 1969; Siegler, Krashen, & Ladefoged, 1975). On the other hand, some believe that pronunciation teaching can play an important role in helping learners develop ways of acquiring the L2 phonology (Alves, 2004; Celce-Murcia et al., 2010; Silveira, 2004, for instance).

Given such a scenario, teachers should consider trying to find answers to questions such as (1) should pronunciation be (explicitly) taught in L2 classes? (2) If so, what aspects of pronunciation should be taught? (3) Which varieties of English should be taught?

As mentioned before, it is said that there are arguments against the explicit teaching of pronunciation. One, based on the *critical period* hypothesis[7], advocates that, especially for adults it is "impossible to acquire native-like pronunciation" (Burhill, 1985 as cited in Jones, 2010). Krashen (1982) sees pronunciation as an acquired skill, and "we are generally not consciously aware of the rules of the languages we have acquired" (p. 10); therefore, based on this viewpoint, focused instruction would be useless.

The controversy over the relevance of pronunciation teaching may have gained force due to the general view concerning the number – the overwhelming majority – of adult learners that will probably "never acquire an accent-free command of a foreign language" (Brown, 2007, p. 323). In fact, the particular issue of the "right accent" (Seidlhofer, 1999, 2000; Jenkins, 2007) has become one of the most remarkable topics in L2 teaching/learning and acquisition.

Many English language learners have established 'speaking the target language' as their ultimate goal in learning; that is, the ability of speaking an L2, as opposite to reading or writing it, is generally a priority for the majority of learners (Brown, 2007). Many students may feel that their goal in pronunciation should be, simply put, "accent-free speech that is undistinguishable from that of a native speaker" (Brown, 2007, p. 340).

Taking the role of the English language as a lingua franca[8] into consideration, such goal should not only be unattainable, but also no longer valid (Brown, 2007; Jenkins, 2000). Furthermore, in a multilingual and multicultural world, several accents are the rule rather than the exception. Seidlhofer (2011) advocates that "as individuals, we project our [social] identity through the way we speak, and also indicate our membership of particular communities" (p. 56).

Many factors have led some researchers to focus their attention on other issues such as the one related to whom is the most qualified to teach pronunciation (Derwing, 2008; Lippi-Green, 2012; Thomson, 2012 as cited in Thomson, 2013). For Derwing (2008), for instance, EFL teachers are more likely to be more qualified to teach pronunciation because they are expected to have a better understanding of important issues concerning the teaching and learning process(es). However, Thomson (2013) calls our attention to the fact that non-English language teachers[9] (i.e., teachers of other school subjects) may also do well with appropriate training, he points out that such training "should be broad-based, rather than comprising only a brief course focused only on pronunciation teaching" (p. 225).

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[7] The hypothesis that second language acquisition/learning becomes more difficult due to aspects biologically related to age. Such hypothesis is the subject of a long debate in linguistics. It claims that the sooner one starts to be exposed to a language the better one will learn/acquire it.

[8] In essence, "a *lingua franca* is a contact language used among people who do not share a first language, and is commonly understood to mean a second (or subsequent) language of its speakers." (see Jenkins, 2007, p.1)

[9] This author refers to the Canadian schools located in the French provinces where English is used to teach other school subjects in the immersion programs.

Therefore, there are many issues related to pronunciation and pronunciation teaching in EFL contexts. The initial lack of importance to pronunciation has changed dramatically over the decades and this change has brought new debates such as the teaching (or not) of explicit English phonological features.

In teaching pronunciation, teachers should consider some issues in order to help learners achieve the so-called intelligible speech in the target language. Additionally, in a multilingual and multicultural world, teachers should consider other ways of speaking – accents, for instance – as well, especially if we consider, as Crystal (2013) reminds us, that English is the language of international communication, science, technology, and commerce, and it is no longer a language of a single group of people.

2.5 Beliefs about language learning

Ever since the concern with the language teaching and learning method gradually became less relevant, other issues regarding the teaching/learning process have risen. One of the contributions to Applied Linguistics are beliefs about language learning and teaching. Some teachers believe that it is possible for a student to learn an L2 in the classroom, whereas some believe that the only way is abroad, where students may experience the language naturally. Some students believe that it is easy to learn (an)other language(s), but there are those who believe the opposite. Learning about beliefs constitutes a starting point as an attempt to contribute to the teaching and learning process (Miccoli, 2010).

There has been an increasing interest in teachers' beliefs[10] in foreign language teaching and learning over the last few decades (Pajares, 1992; Kalaja, 1995; Kern, 1995; Barcelos, 2000; Barcelos, 2004). Furthermore, researchers have been investigating the relationship between educators' beliefs and the extent to which those beliefs influence what teachers do in the classrooms (Duffy, 1986; Kinzer & Carrick, 1986; Johnson, 1992).

This so-called interest in beliefs may be seen in the number of publications (not only abroad but also in Brazil) concerning this topic: theses and dissertations (e.g., Barcelos, 2000; Finardi, 2004; Garbuio, 2005), books (e.g., Silva, 2010; Vieira-Abrahão, 2014), and articles (e.g., Barcelos, 2001; Thomson, 2013; Aragão 2010; Xu, 2012).

Barcelos (2001) states that the interest in beliefs as a field in Applied Linguistics started around the 1980s and most studies, according to her, have focused primarily on describing those beliefs, but not on their origins. The author claims that research concerning language teaching and learning has not tried to point out why learners have certain beliefs and to what extent those beliefs may influence the teaching/learning process as well as students' L2 acquisition and learning (Barcelos, 2001).

For Pajares (1992), beliefs are too complex and part of this complexity is due to the amount of different terms used to refer to beliefs in other fields. Thus, regarding academic purposes, beliefs are "seldom clearly defined" or "used explicitly as a conceptual tool" (p. 313). However, in studies concerning beliefs, the same author states that beliefs are commonly based on "evaluation and judgment". For Basturkmen et al. (2004), beliefs are "statements teachers make about their ideas, thoughts, and knowledge that are expressed as evaluations of what 'should be done', 'should be the case', and 'is preferable'" (p. 244).

As was stated above, it is hard to define 'beliefs' and it is clearly seen as a complex term and a "messy construct" (Pajares', 1992, p. 307). Barcelos (2000) states that "one of the major

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[10] In this MA thesis, I will be using the word "belief" as an umbrella term for "concepts", "intentions", "practices" and "perspectives", "cognition".

controversies in studies about beliefs refers to the distinction between beliefs and knowledge" (p. 34).

Pajares (1992) points out that even though there is no consensus regarding a definition for beliefs, researchers make a clear distinction between beliefs and knowledge. Beliefs are "based on evaluation and judgment" whereas knowledge is "based on objective facts" (p. 313). He adds that the distinction between beliefs and knowledge "is a daunting undertaking" (Pajares, 1992, p. 309).

Barcelos (2000) explains what Woods (1996) proposed as an attempt to reduce this distinction between both terms. Woods "suggested a heuristic relationship between beliefs and knowledge and proposed the inclusive term, BAK (beliefs, assumptions and knowledge)" (Barcelos, 2000, p. 35). Such term – BAK – not only refers to the three words, but to the close relationship among them.

In Applied Linguistics, there have been many different terms for beliefs (Holec, 1987; Abraham & Vann, 1987; Wenden, 1986; Almeida Filho, 1993; Barcelos 1995, among others). Barcelos (2001) argues that although there is a variety of terms, the varieties indicate the potentiality of the concept or understanding of beliefs to Applied Linguistics, as well as the importance of the studies regarding the subject. She holds the opinion that "this profusion of terms are not necessarily negative" (Barcelos, 2003, p. 8). On the contrary, it shows the importance of such field, and how beliefs have grown as a subject or field to be investigated.

Concerning the term *belief* in language learning, Barcelos (2001) states that even though there is no ultimate definition, beliefs may be seen (or understood) as "opinions and ideas that learners [and teachers] have about the teaching and learning process" (p. 72).

Beliefs reflect different things in different areas. Some of the terms used to refer language learning beliefs are *folklinguistic theories of learning* (Miller & Ginsberg, 1995), *learner representations* (Holec, 1987), *representations* (Riley, 1994), *learners' philosophy of language learning* (Abraham & Vann, 1987), *metacognitive knowledge* (Wenden, 1986, 1987), *cultural beliefs* (Gardner, 1988), *learning culture* (Riley, 1997), *the culture of learning languages* (Barcelos, 1995), and *culture of learning* (Cortazzi & Jin, 1996). Table 1 below shows some different terms used to refer to beliefs in SLA, and their definitions, based on Barcelos (2003).

Table 1. Different terms and definitions for beliefs about SLA

Terms	Definitions
Folklinguistic theories of learning (Miller & Ginsberg, 1995)	"Ideas that students have about language and language learning." (p. 294)
Learner representations (Holec, 1987)	"Learners' entering assumptions about their roles and functions of teachers and teaching materials." (p.152)
Representations (Riley, 1989, 1994)	"Popular ideas about the nature of language and languages, language structure and language use, the relationship between thought and language, identity and language, language and intelligence, language and learning and so on." (1994, p.8)

Learners' philosophy of language learning (Abraham & Vann, 1987)	"Beliefs about how language operates, and, consequently, how it is learned." (p. 95)
Metacognitive knowledge (Wenden, 1986a)	"The stable, stable although sometimes incorrect knowledge that learners have acquired about language, learning and the language learning process; also referred to as knowledge or concepts about language learning or learner beliefs; there are three kinds: person, task and strategic knowledge." (p. 163)
Beliefs (Wenden, 1986)	"Opinions which are based on experience and the opinions of respected others, which influence the way they [students] act."(p. 5)
Cultural beliefs (Gardner, 1988)	"Expectations in the minds of teachers, parents and students concerning the entire second language acquisition task." (p. 110)
Learning culture (Riley, 1997).	"A set of representations, beliefs and values related to learning that directly influence [students'] learning behaviour." (p.122)
Culture of learning languages (Barcelos, 1995)	"Learners' intuitive implicit (or explicit) knowledge made of beliefs, myths, cultural assumptions and ideals about how to learn languages. This knowledge, according to learners' age and social economic level, is based upon their previous educational experience, previous (and present) readings about language learning and contact with other people like family, friends, relatives, teachers and so forth." (p. 40)
	"The cultural aspects of teaching and learning; what people believe about

	'normal' and 'good' learning activities and processes, where such beliefs have a cultural origin." (p. 230)
Culture of learning (Cortazzi & Jin, 1996)	"Conceptions of learning are concerned with what the learner thinks the objects and processes of learning are"; beliefs […] are concerned with what the learner holds to be true about these objects and processes given a certain conception of what they are". "…conceptions of learning characterize learners' thinking at a higher level of abstraction than beliefs" (p. 464)
Conceptions of learning and beliefs (Benson & Lor, 1999)	

Source: Barcelos, A. (2003, pp. 9-10).

All of those terms, observes Barcelos (2003), refer to the nature of language and language learning and some of them emphasize the social and cultural nature of beliefs. They also provide us with the clear idea that they are generated by both the interaction with others and the interactions with our environment; hence, such definitions do not show only the cognitive dimensions of the concept of beliefs (as a cognitive concept), but also its social dimension (as a social construct) (p. 8).

One of the most relevant aspects of beliefs are their influence on how one [re]acts, organizes and also defines their tasks (Pajares, 1992 as cited in Barcelos, 2001). Moreover, beliefs may indicate how people make decisions. After all, "at some point in their lives, all individuals will have to choose and behave according to incompatible beliefs" (Barcelos, 2000, p. 37). Regarding teaching, we may assume that "teachers' beliefs shape their planning and curricular decisions, in effect determining what should be taught and what path instruction should follow" (Xu, 2012, p. 1401).

It is difficult to point out the origins of beliefs. In a study on beliefs related to the teaching and learning of a foreign language, Mulik (2014) argued that beliefs originate from the 'teachers' and learners' experience' (Barcelos, 2006; Sadalla, 1998; Silva, 2005); 'practices in the classroom' (Bourdieu, 1996; Kuddies, 2005) that influence the construction and deconstruction of teachers' beliefs; official documents such as *Parâmetros Curriculares Nacionais*; the institutions (e.g., university, colleges) where teachers complete their degree; and common sense.

According to Mulik (2014), generally speaking, society also plays an important role when it comes to the origins of beliefs. She states that thoughts such as "the best school" to study, teachers' qualifications, and the view depicted by the media (newspapers, TV, radio, and so forth) influence others, as well as help originate beliefs.

Regarding research methods employed to investigate beliefs in language learning, Barcelos (2001) lists three research approaches: (1) the normative approach; (2) the metacognitive approach, and (3) the contextual approach. The author, among other things, points out the advantages and disadvantages of each one of them.

The methodology used in the normative approach is predominantly based on the use of Likert-type questionnaires as instruments for data collection and the data analysis is done through descriptive statistics. Barcelos (2013) states that researchers have also been making use of interviews "as a way of validating questionnaires" (p. 11). Such studies (Campbell et. al., 1993, for instance)

usually describe and categorize the kinds of beliefs learners have. They have also suggested that beliefs are contextual and may change (Barcelos 2001).

The normative approach refers to studies about culture – students' culture(s). Normative approaches see students' culture is an element that (may) explain students' actions in the classroom. That way, studies conducted in this approach put the beliefs as indicators of future students' behavior as good or as autonomous learners. Additionally, studies in the normative approach describe and classify the types of beliefs showed by the participants. Most of them, according to Barcelos (2001), connect beliefs with autonomous teaching.

Regarding the metacognitive approach, the author states that one of the advantages of such approach is the use of interviews that allow participants to "reflect upon their experiences" (Barcelos, 2001, p. 80). In this approach, learners' metacognitive knowledge is built during their own action – "theory in action", according to Barcelos (2001, p. 80). Learners reflect upon their own actions and experiences and then declare what they think of language learning, for instance, in self-reports, or as mentioned before, interviews, in which learners have the opportunity to elaborate and reflect by using their own terms. In this approach, beliefs are considered as knowledge. Beliefs are seen as part of the process of reasoning.

Regarding the contextual approach, the author claims that some current studies on beliefs (Allen, 1996; Barcelos, 1995; Garcia, 1999 as cited in Barcelos, 2001) have been using this approach in order to investigate and collect data in specific contexts, hence the name contextual approach. Such studies not only consider learners' previous learning experience but also their actions within specific contexts (Barcelos, 2001).

Differently from the other approaches, studies under the contextual one do not use questionnaires nor see beliefs as cognitive knowledge. Beliefs are investigated though classroom observation and analyses of the context – the classroom, for instance –, where learners and teachers interact with each other. The goal is to understand the beliefs of the participants (teachers and/or learners) in specific contexts. This approach offers a broader definition for beliefs about learning and the research methods used are interviews, the observation of the classroom practices, diaries, and case studies.

Having provided a brief overview concerning the approaches used to investigate beliefs in AL, I would like to state that this MA thesis follows a contextual approach. Beliefs here are dealt within a specific context – the classroom, where the actions and beliefs take place. Therefore, not only what is said by the participants – in the interviews –, but also what they do – during their observed classroom practices – are taken into consideration in order to achieve the objectives of this study. Another reason for having chosen this approach is that I see the practices in the classroom as well as the understanding of the culture of the foreign language classroom as essential elements not only to unveil the beliefs, but also to successful teaching, in general.

It is also important to state that my definition for *beliefs* in this MA thesis will follow Barcelos' (2001) definition; therefore, beliefs, especially in the analyses of the data, shall be understood as 'opinions and ideas' the participants of this study, EFL teachers, hold about the teaching and learning of the English language pronunciation. The choice for this definition seems to be the most appropriate one to the nature of this study, and since beliefs are hard to define, I think that dealing with 'opinions and ideas' of the EFL teachers who took part in this study will be sufficient to reach the objective of this study.

2.6 Pronunciation teaching: Teacher education and beliefs

As previously mentioned in this MA thesis, research into teachers' beliefs about the teaching of English pronunciation has received less attention than other areas in EFL teaching (Baker, 2014). In one study, Thomson (2013) brought some interesting and relevant contributions to the field: teachers have poor background knowledge and lack of confidence "to critically assess questionable pronunciation beliefs and practices" (p. 224). In addition, the study suggested that language teacher education programs have to offer (more) courses on pronunciation teaching.

The need for more courses may be justified if we examine research involving pronunciation teaching and attitudes towards English language pronunciation features. Buss (2013) states that research has identified a need for more teacher training courses opportunities in pronunciation, as many teachers do not feel completely comfortable approaching or even teaching explicit pronunciation-related topics in the ESL [and EFL] contexts.

In some contexts (e.g. in North America and in the UK), still according to Buss (2013), English language teachers value "pronunciation teaching at all proficiency levels" (p. 255). Moreover, teachers also tend to regard intelligible pronunciation as a more appropriate and realistic goal than the achievement of native-like pronunciation.

It is clear that pronunciation teaching is receiving more attention now (Celce-Murcia et al, 2010). This fact may be easily seen if we consider the amount of commercial materials published concerning this topic (Foote, Holtby & Derwing, 2011 as cited in Thomson, 2013). About this interest in pronunciation teaching, Thomson (2013) points out that:

> This renewed interest in pronunciation instruction has occurred during what Richards and Rogers (2011) describe as a post-methods era, characterized by an eclectic approach to language teaching, rather than strict adherence to any prescribed method. Thus, instead of there being a coherent and unified approach to teaching, as was characteristic of the pre-CLT era, there now exists a plethora of competing beliefs and practices, many of which are not evidence-based (p. 224).

Ironically, research (MacDonald, 2002, for example) has shown that even though there seems to be more awareness of the importance of pronunciation teaching, many EFL teachers have demonstrated that they have not had adequate instruction on pronunciation teaching and that may be the reason for avoidance of pronunciation teaching in some classes (Thomson, 2013).

MacDonalds (2002) claims that "pronunciation is a key element of the learning of oral skills in a second language, but the role it plays in English language programs for adults varies, and the amount of time and effort devoted to it seems to depend, to a large degree, on the individual teacher" (p. 3). Moreover, pronunciation may or may not be an integral part of English as a foreign language classes even though learners usually report it as an important feature and a priority to them (Brown, 2007; Thornbury, 2012).

In a study in the Finnish context, Tergujeff (2012), found that the teaching of pronunciation was "pragmatic and teacher-led", and traditional teaching techniques were used in order to approach English pronunciation in class. Her study also pointed out that a strong emphasis was placed on the segmental levels while "explicit teaching of suprasegmental features of speech was neglected by the observed teachers" (p. 599).

Burri's (2015) findings reveal that student teachers' beliefs [and attitudes] towards pronunciation teaching shifted after taking a postgraduate subject on pronunciation pedagogy. Teachers are also reported to have favored a more balanced approach (a balance between segmental and suprasegmental features) to pronunciation teaching. Non-native speakers of English, he reports, experienced "pronunciation improvement, an increase in their awareness of their spoken English,

and native/non-native collaboration played critical roles in facilitating participants' cognition growth" (p. 66).

In the Brazilian context, where the majority of teachers are non-native English speakers, research in the field of Applied Linguistics has started to acknowledge importance to pronunciation instruction, teachers' difficulties in identifying Brazilian EFL learners' pronunciation difficulties (Delatorre, 2007), and how teachers approach learners' pronunciation difficulties (Barbosa, 2007), for instance.

Problematization of teachers' beliefs about pronunciation teaching may bring useful insights that could help teachers better understand their own contexts and reflect upon their own practices concerning this skill. In her research on Brazilian EFL teachers' beliefs about pronunciation, for instance, Buss (2013) found that the teachers had unclear knowledge of the phonology of both English and Brazilian Portuguese languages and that they were not fully aware of the reasons behind common non-target pronunciation patterns displayed by Brazilian learners of English.

Buss points out that, in general, pronunciation was taught by modeling and repetition and teachers devoted more attention to segmental features (within individual words). Such research suggests, according to her, that EFL teachers that participated in that study "were not adequately prepared to teach pronunciation" (p. 255). She also states that "teachers' own difficulties with some aspects of oral English could make them uncomfortable in teaching pronunciation" (p. 256).

Her findings diverged, for example, from the ones found in Foote, Holtby, and Derwing (2011), in which ESL teachers stated that they make use of more varied teaching techniques combining segmental and suprasegmental features when it comes to pronunciation instruction.

In another study concerning Brazilian EFL teachers' beliefs about pronunciation teaching, Martins (2005) found that EFL teachers see pronunciation teaching as an essential part of EFL teaching. However, when compared to other aspects to be taught, pronunciation is seen as a skill that is not prioritized.

Teachers, according to Martins (2005), recognize the need for teaching both segmental and suprasegmental features, but they reported they have to face several types of difficulties (lack of theoretical and methodological knowledge about pronunciation teaching, for instance) when teaching the English language phonology. Pronunciation teaching, for the EFL teachers of Martins' (2005) study, is strongly connected to passive listening and repetition drills. Teachers' main objective is to make their learners able to understand and to be understood, regardless their pronunciation. Additionally, EFL teachers consider that exposing students to more than one English variety is unnecessary.

Santos (2010) points out that wrong ideas about the English phonetics and pronunciation are constant issues that may help create divergent situations encountered by student teachers. This scenario may sometimes interfere in the student teachers' education and training. He states that one important barrier is the fact that many college students still seem to aspire achieving a native-like pronunciation, and do not establish intelligible pronunciation as goal.

Another point raised by Santos (2010) is that there are still professors and EFL teachers who do not feel confident when it comes to pronunciation correction in classes, especially due to the fact that, there are different varieties, not a unique model, of English. He claims that sometimes, teachers tend to put the teaching of pronunciation aside, favoring other skills, most certainly because they lack knowledge of the phonology of the English language.

More studies about the beliefs concerning the teaching of pronunciation may reveal more information that is relevant in the teaching of English for speakers of other languages. There are those (Barcelos, 2000; Xu, 2012; Zeichner & Liston, 1996) who argue that teachers make their decisions based on their own beliefs and the principles of their approaches towards language teaching. Since most EFL teachers in Brazil tend to use the CLT as the base of their pedagogical practices, - it was the case in this study -, more research should investigate what teachers' beliefs are and how they influence their decisions concerning how (and if) they approach the English language pronunciation issues or how they go about teaching pronunciation-related topics in their classes.

2.7 Reflective Teaching

Many studies have focused their attention on the importance and the benefits of being reflective as a (language) teacher (Bailey, 1997, 2012; Baily, Curtis, & Nunan, 2004; Farell, 2008; Richards & Lockhart, 1994; Springer and Baily, 2006; Wallace, 1998; Zeichner and Liston, 1996, among others). Defining *reflective practice*, *reflective teaching, Reflective Model* (Wallace, 1991), or *reflective pedagogy* (Bailey, 2012), however, does not seem to be an easy task. As Burton (2009) states, such term (*reflective practice*) is generally used "in connection with a variety of teacher-learning activities […], the actual nature of reflection, like other cognitive skills, remains somewhat elusive" (p. 298).

Baily (2012) explains that the concept of *reflective teaching* became popular in other areas of education before it was widespread in language teaching contexts. She also notes that *reflective pedagogy* is generally used to refer to the "idea that professionals carefully evaluate their own work, seeking to understand their motives and rationales as well as their practice, and then try to improve upon their work" (p. 23).

In language teaching, one of the largely used definitions of *reflective teaching* comes from Richards and Lockhart (1994). The authors tell us that in reflective teaching, "teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching" (p. 1). 'Data' in this case stands for "record of events" (Bateson, 1972, as cited in Baily 2012, p. 24) and happenings (e.g., video and audio recordings, teachers' journals, lesson plans and so on).

Commitment to language teaching may be very daunting, especially if teachers take the role of "curriculum implementer, rather than planners and evaluators as well" (Burton, 2007 as cited in Burton, 2009, p. 299). It is no surprise that teachers around the world have to perform many tasks during their teaching routines. They have to prepare the lessons, teach, evaluate, provide students with feedback, and so on and so forth. Traditionally, teachers are seen as key elements in the teaching and learning process(es). That is, such view increases their responsibility towards their own acts of action and thinking (reflection).

Being a teacher demands a lot from a professional. Dewey (1933, 1938, as cited in Burton, 2009) advocated that teachers should have (at least) three essential qualities. Teachers "should listen to all points of view (open-mindedness), be alert to all the consequences of their actions (responsibility), and have these qualities at the core of their being and actions (wholeheartedness)" (p. 298).

Open-mindedness, as stated by Zeichner and Liston (1996), refers to "an active desire to listen to more sides than one, to give full attention to alternative possibilities, and to recognize the possibility of error even in beliefs that are dearest to us" (p. 10). Open-minded teachers, then, are those individuals who recognize and accept their strengths and weaknesses by being open to suggestions and criticism. Such attitude may help teachers reflect upon their beliefs and practices in order to improve as professionals. For Zeichner and Liston (1996), responsibility involves consequences towards one's practices. For them, an attitude of responsibility:

> involves thinking about at least three kinds of consequences of one's teaching: (1) personal consequences – the effects of one's teaching on pupil self-concepts; (2) academic consequences – the effects of one's teaching on pupils' intellectual development; and (3) social and political consequences – the projected effects of one's teaching on the life chances of various pupils (p. 11).

Teachers have to make decisions and judgements about their approaches towards language teaching all the time. Moreover, they have to reflect upon their own beliefs about teaching, as well as how they go about teaching. 'Practice' (action), combined with 'reflection' (theory) can provide the

teacher with ways that may facilitate their jobs, and, consequently, make it more effective. Wholehearted teachers, according to Zeichner and Liston (1996), "regularly examine their own assumptions and beliefs and the results of their actions, and approach all situations with the attitude that they can learn something new" (p. 11).

Reflection (including self-reflection) is so important for teachers that recent research has devoted much attention to teachers' reflection and how they go about making sense of what they do in order to apply their impressions, beliefs, knowledge and judgement about some specific issues regarding the teaching of English to speakers of other languages.

There are some advantages and disadvantages of practicing reflective teaching. For Richards and Lockhart (1994), reflective teaching can be hard because it is time-consuming. Another disadvantage of such practice, we may say, is that it may provide us with uncomfortable information (data) about others' practices, when working collaboratively, as well as our own practices, which may be embarrassing, for instance.

The advantages, on the other hand, seem very relevant. Teachers engaged in reflective teaching can benefit a great deal, especially if we take into consideration that reflective teaching can make us more aware of what we actually do in our classroom practices, in several aspects of teaching.

Reflective teaching can also promote collegial sharing. That is to say that if teachers work collaboratively and share their data (findings) collected from research carried out in their own classes, as well as their peers', with other professionals in the language teaching contexts, a bigger body of teachers and learners may benefit from the findings and consequently identify important aspects to be improved, for example. Reflective teaching may also, among other things, "help us make connections between theory and practice" (Baily, 2012, p. 28).

The very simple act of teaching a different class every single day may help the teacher to develop some skills, self-confidence, awareness, openness, for instance. Reflecting upon their practices, therefore, may prevent teachers from disastrous classroom practices, for instance. Wallace (1991) states that:

> unreflective practice is not without value, of course. The simple act of teaching day after day can develop self-confidence, and make the teacher feel more at home in her profession, but it is essentially a consolidating function. Development implies change, and fruitful change is extremely difficult without reflection. The unthinking or rote application of innovation is an invitation to disaster. All too often, teachers attempt an approach or technique which has been reduced to a formula, with obviously no understanding of the particular context. The teacher has not been given, or has not taken, the opportunity to think the thing through, and to think it through in terms of her context (Wallace, 1991, p. 54)

Weighing up both sides of the arguments, what really seems to be relevant in reflective teaching is the quality of the reflection, not only whether it takes place. Teachers should, I believe, work on how to improve the quality of their reflective practices in order to benefit from them in terms of professional improvement in order to provide learners with the right conditions to learn the target language.

As it has been shown, there are numerous advantages in reflective practice, but one would improve his or her performance as a teacher if working in collaboration – exchanging ideas, thoughts, beliefs, and findings – with other professionals (teachers, researchers, principals and so forth).

In this section, I approached the Communicative Language Teaching (CLT), in which learners are expected to interact with their peers in order to communicate their thoughts, negotiate meanings, and exchange ideas that meet their interests. Regarding L2 pronunciation in CLT, students are

expected to communicate in an intelligible way rather than to pursue the 'perfect' pronunciation, as stated by Paula (2004).

I also brought the importance of considering the status the English language has today, and how the status of *lingua franca* may influence the way EFL teachers teach their students. Moreover, considering the suchlike scenario, EFL teacher should consider making students aware of other varieties of English and their own peculiarities, as well as their own phonological and cultural characteristics that should be taken into consideration in the teaching of English nowadays.

In dealing with pronunciation and pronunciation teaching, I highlighted that current approaches (should) focus on a more balanced approach taking into account both segmental and suprasegmental pronunciation features in order to help students achieve an intelligible speech (Burri, 2015; Foote, Holtby, and Derwing, 2011; Martins, 2005).

Concerning beliefs in Applied Linguistics and beliefs about L2 pronunciation teaching, I discussed the importance of understanding teachers' beliefs in order to comprehend how they influence their decision-making. I also described the three research approaches (the normative approach, the metacognitive approach, and the contextual approach) used to investigate participants' beliefs, based on Barcelos' (2001) works.

As regards beliefs about pronunciation, apart from presenting some previous studies, I pointed out the importance of carrying out more research on the subject, especially if we take into consideration that studies about teachers' beliefs regarding pronunciation may reveal more relevant information that could help teachers reflect upon their own beliefs and attitudes towards pronunciation teaching.

The next chapter is about the methodology used in this study. I will present the approach applied and its compatibility with the nature of this study, the participants and the context, as well as the instruments of the data collection.

CHAPTER III

METHODOLOGY

3.1. Approach

This study was carried out within a qualitative, interpretative approach. This means that all research procedures such as the design of material for data collection – that is, interviews, classroom video (or audio) recordings, field notes, as well as data transcription and data analysis were subjected to my own interpretation.

This research endeavor followed Barcelos and Abrahão's (2006) view about the appropriateness of qualitative research for studies that involve the relationship between beliefs and discourse (language). According to the authors, qualitative research aims at unveiling meanings, and is focused on how participants involved in the study build their personal meanings from their "actions and lives" (p. 220). Furthermore, this research followed a contextual approach (Barcelos, 2001). That is, teachers' beliefs were inferred from teachers' actions within a specific context. Teachers' classrooms may be seen as a space that serves as a meeting place where teaching and learning take place and where teachers' beliefs converge with students' behavior (Baker, 2014).

The choice for such approach is due to its nature. Qualitative research is more interpretative and descriptive, for instance, than quantitative research. For Watson-Gegeo (1998 as cited in Finardi, 2004), qualitative research is "the study in which hypotheses come out of the process of collecting and analyzing the data; it [the hypothesis] is not fixed beforehand" (p. 31).

Since I did not have any hypothesis beforehand, and I was not concerned with measuring teachers' beliefs, but rather with comprehending possible beliefs and classroom practices on pronunciation teaching within a specific context, a qualitative approach was more suitable method for this study. Besides, I believe that in order to understand teachers' beliefs, one must observe teachers in action in their context, triangulating the beliefs expressed in what they say with their observed classroom practices.

I see the classroom as an environment that provides utmost information about the teachers and their views and attitudes about the teaching and learning process(es). For this reason, I intended to observe the EFL teachers teaching to different groups of students. Knowing that no class is taught the same way and that "different rules may apply" during the course of the lessons (Finardi, 2004, p. 32) was an important factor in the choice of the number of participants for this study, and that was certainly another reason for observing three different teachers in three different groups. Therefore, in researching teachers in different groups, data about beliefs are expected to lead to a rich understanding about the relationship between beliefs and actual practice in that context.

3.2 Participants and the context

The participants of this study were three English as a foreign language teachers of the Extracurricular language courses at *Universidade Federal de Santa Catarina* (henceforth UFSC). These extracurricular courses are open to the university community and anyone willing to learn another language. Classes are usually held twice a week, for one hour and a half per day, or three hours in one day only.

The classes are communicative-oriented. That is, teachers are expected to follow the Communicative Language Teaching principles, which is the approach suggested in the textbook used in the course, but the teachers are allowed to introduce different materials to attend students' specific needs. Regarding tests, teachers are advised to prepare their own, since students have access to the tests provided by the course book (tests are usually found on the internet).

All participants are non-native speakers of English – which, in general, is the characteristic of the Brazilian EFL context (Buss, 2013). The teachers had between three and twelve years' teaching experience: Lucimar (3 years), Dagmar (6 years), and Kelly (12 years)[11] have a degree in English language (*Letras*), and only Lucimar lived abroad (Canada and the United States of America). Two of them attended a Phonetics and Phonology course, related to English pronunciation instruction during the undergraduate program (Kelly and Dagmar). More detailed background information about the teachers is provided in Table 1 below.

Table 1. *Background information about the observed teachers*

Participant	Years in the Profession	Type of Teaching Context	Undergraduate studies	Further Education	Extra Information	Gender/Age
KELLY	EFL teacher Since 2003 (12 years)	Private language schools, private regular schools, international schools and private in-company teacher	*Letras* – a degree in English language and American and British Literatures at *Universidade Federal de São João Del Rei* (UFSJ) – MG	MA candidate in Applied Linguistics at UFSC	International certificates (CAE, TKT 2 and TKT 3). Never lived abroad	Male/30
LUCIMAR	EFL teacher Since 2012 (3 years)	English course, *Ingles sem fonteira*, ESP, & Private classes	Bachelor's degree in English language Letras (*Letras*) & Education Degree (*Letras-Inglês*) at UFSC	MA candidate in Literary Studies at UFSC	Lived 1 year in Canada and 3 months in the USA	Female/29
DAGMAR	EFL teacher Since 2009 (6 years)	8 months as a public school teacher (elementary school), 1 year and 8 months as a private English schoolteacher, and 4 years as an extracurricular teacher at UFSC	*Letras* – a degree in English language at UFSC	No answer	No certificates and never lived abroad	Male/32

In order to observe how teachers reacted to students' pronunciation difficulties, and consequently to gather data that may help to unveil teachers' beliefs about L2 pronunciation teaching, I attended five classes of the participant-teachers of this research endeavor as an external observer, which means that I did not participate in the observed classes in any way. Each teacher had five classes observed integrally. In total, fifteen classes were observed. Observations in each group took no longer than a period of three weeks (the observation period happened during the month of November 2015).

Due to ethical issues, the participant-teachers knew that they – not their pupils – were the focus of observation. Participant-teachers signed the consent form (see Appendix 2 and section

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[11] Their real names, for ethical reasons, were replaced by pseudonyms in order to preserve the participants' identities and keep their anonymity.

3.3.1) before I started observing their classes. In doing so, all participant-teachers knew their rights and the procedures used in the classroom.

3.3 Materials

If there is something we can take for granted when it comes to research regarding teacher's beliefs is that beliefs are hard to be observed (Borg, 2009). Thus, the research materials (class video recordings, interview, Stimulated Recall Interviews, and field notes) that were administered during the data collection procedures in this study were combined to provide richer materials to be analyzed in order to help me triangulate the findings. In order to better understand the teaching/learning context of the participants and have access to details for further analyses, I video-recorded all of the five the classes integrally. In this section, I will describe all these materials and the consent form.

3.3.1 Instruments of Data Collection

The three participant-teachers had five of their classes video-recorded in order to help me collect data. The choice of such instrument of observation was due to practical reasons. Sometimes teachers move about and this might bring some problem in capturing teachers' (and students') voices. Additionally, I had in mind that "video recording may offer a good and re-playable visual and audio account when analyzing the data" (Tergujeff, 2012, p. 601).

Stimulated recall interviews (henceforth SRIs), according to Baker (2014), are "a type of retrospective verbal report in which a participant receives a stimulus (e.g., a video of teaching) and then recounts her or his cognitions at the time the event took place" (p. 142). In using such instrument for data collection, I asked the participants to watch themselves in action. The focus, however, was not the whole class, but video footage selected from chosen episodes in which teachers addressed pronunciation issues, such as by providing "explanations of a pronunciation feature, instructions for activities, feedback on student performance" (Baker, 2014, p. 142), among others.

SRIs were used after the lesson was observed and recorded. The SRIs were used to explore more possibilities for new questions to be added to the semi-structured interview (see section 3.3.2). The video footages of the teachers' classroom own practice was shown only to the teacher and no one else (and as soon as this study is defended, they will all be destroyed).

3.3.2 Teachers' semi-structured interview

A semi-structured interview (see Appendix 1) was administered – in the end of the study – in order to find out what the participant-teachers' beliefs about pronunciation teaching were and to the extent to which such beliefs affect(ed) their classroom practices.

Interviews can help to elicit important responses and maybe indicate contradictory answers regarding teachers' beliefs. Besides, the semi-structured interviews allow a smoother interaction between the researcher and the participants, leaving room for other possible topics that may appear. As stated by Barcelos (2001), interviews (may) give participants the chance to elaborate and reflect more about their own experiences. By conducting the interview, I was able to triangulate the data and have a better understanding of facts in the observed classes.

The annotation system used for quotations extracted from the interview is as follows: IQ# = interview questions. That is the question of the interview represented by the number (#). IQ#1 = question number 1 of the interview; SRI = stimulated recall interview, followed by month and year; class + episode (i.e., Class 1, episode 2, followed by month and year).

3.3.3 Field notes and consent form

Since important data could arise from teachers' classroom practices, I kept a field-notes notebook in order to help me take notes and remember important topics related to each class observed. In doing so, I was able to prepare an outline of the way every class was conducted.

As stated before, participants signed the consent form (see Appendix 2) at the moment they accepted to participate in this study. Such document was shown before all data-gathering procedures started in order to let the participant-teachers be aware of important information regarding the procedures and their rights. I submitted the consent form to the *Comitê de Ética em Pesquisa com seres humanos* (CEP) and it was accepted under the protocol number CAAE: 54907716.0.0000.0121.

In the following chapter, I will analyze the data gathered with the transcriptions of the interviews, the video recording of the observed classes, and the stimulated recall interviews – used to unveil participants' beliefs concerning the teaching of the English pronunciation. After that, I will discuss how the participant-teachers who contributed with data for this study deal with pronunciation instruction in their classes. The next chapter is organized in three main sections in which I will answer my three specific research questions.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

The objective of this chapter is to present the results and analysis of the data in order to unveil participant-teachers' beliefs concerning L2 pronunciation teaching. Since this study was a qualitative, interpretative one, I used methodological triangulation of the data as an attempt to have multiple perspectives and a better understanding of the participant-teachers' beliefs concerning pronunciation teaching in the CLT approach.

The analysis consisted of identifying, from the transcriptions of the interviews, the observed classes (Class video recording), and the stimulated recall interviews (SRIs), the set of beliefs participant-teachers hold about L2 pronunciation teaching in CLT.

In order to achieve the first objective, that is, to comprehend participant-teachers' beliefs, I focused my attention on what they said about pronunciation and pronunciation teaching and how they approached pronunciation issues in their observed classes.

A secondary objective was to examine how teachers go about teaching pronunciation in the classroom. Finally, I wanted to compare participant-teachers' beliefs and their actual classroom practices concerning pronunciation in CLT contexts in order to see, among other things, if there are discrepancies among participant-teachers' beliefs and their pedagogical practices concerning pronunciation teaching. It is important to mention that all the participant-teachers declared they make use of the CLT approach in their classes (see IQ#1 in the interviews, appendix 4).

This chapter is organized in three main sections. The first section focuses on the first specific research question – *What are participant-teachers' beliefs concerning second language pronunciation teaching?* This section was divided into five subsections in which I discuss the set of beliefs of the participants of this study.

The second section focuses on the second specific research question – *How do the participant-teachers approach the teaching of EFL pronunciation in the classroom context?* In this section, I identified the techniques used by the teachers in order to teach pronunciation.

Finally, the third section focused on the third research question – *To what extent are* participant-teachers*' beliefs about pronunciation teaching congruent with their observed teaching practices?* In this section, I discuss the beliefs held by the participant-teachers and how those beliefs are congruent, or contradictory, with their pedagogical practices.

4.1 Teachers' beliefs about the teaching of foreign language pronunciation

The analyses of the interviews unveiled that teachers hold at least five major sets of beliefs regarding EFL pronunciation: 1) beliefs about what should be taught in EFL classes and the right model for pronunciation teaching, 2) beliefs about the role of the teacher in pronunciation teaching, 3) beliefs about the ideal conditions for teaching the English language pronunciation, 4) beliefs about the moment in which pronunciation teaching may be effective (or ineffective) in EFL classes, and 5) teachers' beliefs about their own improvement regarding EFL pronunciation teaching.

In order to categorize the beliefs, I examined the answers the participants gave in the interviews (see appendix 3). Even though other beliefs categories could be proposed in the

analysis[12], only the set of beliefs mentioned in the previous paragraph will be explained and discussed in the next subsections because they seem to be the ones that are the most relevant beliefs for this study. Besides, due to space constraints, I had to choose the beliefs I found more important to discuss and the ones that would help to answer my research questions.

4.1.1 Beliefs about what should be taught in EFL classes and the right model for pronunciation teaching

In order to prepare this section, I analyzed some of the questions from the interviews. Those questions (IQs# 9, 11, 12, 14, 20, 21, and 24, appendix 3) were asked as an attempt to unveil participant-teachers' beliefs about pronunciation.

As mentioned in the review of the literature chapter II, subsection 2.4 (p. 22), many English language learners establish 'speaking the target language' as their ultimate goal in learning. Teachers, especially the ones who make use of the Communicative Approach, tend to agree with this view. Pronunciation teaching could be an instrument to help students communicate in order to be understood.

According to the analyses of the interviews, participant-teachers believe that there may be room for pronunciation teaching in EFL classes – even though most of them (Dagmar and Lucimar) showed some degree of avoidance when it comes to explicit pronunciation teaching –, but the amount of time and the approach to achieve this goal varied (in some observed classes there was not a single episode of pronunciation teaching).

For Lucimar, even though pronunciation is not as important as reading, it could be approached in the lessons to make students realize that they do not need to sound like a native speaker of English. According to her, students demonstrate the belief that they should learn to speak English like a native speaker and, therefore, pronunciation could help to show students (and/or make them aware) that they do not have to try to achieve this goal. In line with that view, literature on L2 pronunciation teaching "recognize[s] the traditional focus on the native speaker in second language teaching as an unattainable goal" (Celce-Murcia et al., 2010, p. 276).

Interestingly, Lucimar does not mention other reasons for pronunciation teaching in EFL classes. She believes that pronunciation teaching should be "mostly for the teachers, not necessary for the students" (Lucimar, IQ# 12, November 2015). However, she states that students like pronunciation, which puts her in a tricky situation: her students seem to like pronunciation issues – and I suppose they would like to learn about some English pronunciation features –, but she demonstrates lack of self-confidence when it comes to issues related to pronunciation teaching. When providing an answer for the question – *Do you think that EFL pronunciation should be taught?* – she says:

> "Er… I think it should. Maybe not. Like I said, I don't think it is as important as other things because giving importance to… even reading more than pronunciation, I think. But I feel like sometimes it is necessary and students like that and also it is a belief that you have to speak like a native, or something like that, and as a teacher, if you don't agree with this belief, which is my case, I don't think that students have to speak like a native. It's good to have this knowledge. Like I would like… **if I could go back I would do pronunciation, phonetics courses in undergrad to know a little more about that, to be able to do that to the students with more knowledge than what I have. What I have is too basic**, but even then I do tell them that in class and you can see that students have this thing their little minds. They want to sound like a native, so… but telling them… by bringing some aspects of pronunciation within the classroom and telling them why or why not it is important it makes them understand that, that is not what they should worry about. A lot of them worry about that a lot, but it's

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[12] Beliefs about students' pronunciation correction and beliefs about how the role the English language plays nowadays influences pronunciation teaching, for instance.

not an issue you should care about at all. So, yeah, I think that would be good, but mostly for the teachers, not necessary for the students." (Lucimar, IQ#12. November 2015)[13]

She makes it clear that she does not have deep knowledge on pronunciation instruction: "Well, to be honest, I don't know much about pronunciation. So, I tell them if there's something I'm not sure of, I'll tell them that I don't know. I can't help because it is not my specialty at all […]" (Lucimar, IQ#9. November 2015).

It can be inferred that she is not so sure about whether pronunciation teaching should have a place in her classes because of her lack of knowledge; therefore, she does not have the confidence to teach her students. Moreover, since topics like the *native-like speech* are simply addressed by saying that they 'don't have to speak like a native', it seems reasonable to infer that her beliefs (regarding this subject matter) are more attached to very superficial notions that pronunciation is strongly related to what she knows – which is little according to her – about the myth of native-like speech. The definition of native speakers, by the way, is a very problematic one. In a globalized world, it seems to be difficult to define who is and who is not a native speaker of English, especially if we consider the role the English language plays worldwide. It does not make sense to attach a language to a specific group of people by taking only geographical matters into consideration (Cook, 2008).

Concerning what Lucimar believes about how pronunciation should be taught and how she teaches it in EFL classes, she states that:

> "Er… I think it could be taught in class. I only teach it formally like 'ok, today I have to teach them this pronunciation part' **if it's really necessary**. So, it depends on the unit, I think, I'm dealing with (xxxxx) and… sometimes I do the exercises there are in the book mm… – in case here is [New] Interchange –, but a lot of time I just bring it to them through the reading. So **I highlight the words** and have them **repeat and ask them** if they understand why it's pronounced that way because it's on the board and explain to them. Give them other examples, other words that have similar pronunciation… ok." (Lucimar, IQ#13. November 2015)

From her answer, we may infer that she recognizes that there is a moment for pronunciation instruction ("if it's really necessary") and that the instruction will depend on the unit. This view, among other things, may show that her teaching is strongly guided by the textbook, and that she tends to address pronunciation issues when the textbook contains an activity to do so. Besides, she seems to believe that reading aloud proves a good and meaningful opportunity for teaching pronunciation. We can see it by looking at her words: "[…] it depends on the unit […]" (Lucimar, IQ#13. November 2015). It is also possible to infer that she sees pronunciation teaching should focus on segmental features ("I highlight the words") and traditional pronunciation teaching techniques ("repeat and ask them") (Lucimar, IQ#13, highlighted on the text above).

Dagmar's beliefs about pronunciation are quite close to those of Lucimar. Dagmar states that pronunciation is "a little bit like grammar" (Dagmar IQ#12. January 2016). According to him, teachers should call students' attention to pronunciation in specific moments in class in order to help learners "be able to communicate with other people" if they (the students) "have travel" as an objective, for instance (Dagmar IQ#12. January 2016).

Interestingly, Dagmar's beliefs are in line with Lucimar's when it comes to how EFL pronunciation should be taught. He asserts that pronunciation should to be taught to teachers in

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[13] Given the focus of this study, I will reproduce the participants' speech as it is, without worrying about editing them for grammar or vocabulary errors.

training, but not in language courses. He states that pronunciation features are dealt with in classes, but it is not a subject that he would worry too much about. In his words:

> "I think that pronunciation er… needs to be taught to teachers in training, for example, and things like that, but in an English course, with other objectives, I guess, English pronunciation is something that we call their attention, but do not worry too much about because students will learn it anyway. That's what I think […]" (Dagmar, IQ#12. January 2016)

Just like Lucimar, Dagmar seems to believe there is little room for pronunciation teaching in a regular language classroom and that the learning of the L2 phonology is incidental. According to him, he expects students to learn the English language pronunciation features "anyway" (Dagmar, IQ#12. January 2016) by paying attention to him and repeating things (sentences and words) that he says:

> "Well, I call attention, I call students' attention to pronunciation er… somewhat often, let's say, but I guess that it's like er… I don't teach it *per se*, I don't like… spend too much time in it, I just wait…. I expect for them to learn by **paying attention to me**. And **paying attention to the audio programs** they listen to in the class, and er… other things, but it's not something that I will er… spend like ten, twenty minutes, you know, it just… **I expect them to learn by paying attention and repeating**, right? So… of course that when I'm calling their attention to certain pronunciation aspects what I do is I ask them to repeat after me, sometimes… **I ask them to repeat parts of the audio programs** and er… that's what I do, and of course, I ask them to practice between… among themselves… a dialogue, for example." (Dagmar, IQ#12. January 2016)

Kelly seems to have a different point of view, as we can see in his answer to question number twelve - *Do you think that the English language pronunciation should be taught?* (which is reproduced below). He believes that there should be a moment in which teachers could focus on pronunciation aspects in their classes. Interestingly, he says that there may be room for an entire class on pronunciation in EFL classes, which is a completely different view from the other participants of this study.

This is undoubtedly a very different opinion if we compare it with the other participants'. He also states that students ask for things related to pronunciation in order to learn (know) how to pronounce the words correctly. Kelly, as the other participants, associates pronunciation instruction to segmental features (pronunciation of segments within words):

> "Yes, I think so! Er… not all of the time, for example, because, you know, there are other aspects of the language you have to cover, but yes, **I think that you should have some time during your class, or sometimes prepare an entire class in pronunciation because I think that students ask for this.** Er… "do you wanna know how to pronounce the **words** correctly?" and most of them are embarrassed because they don't know the right pronunciation. So, er… **I think that they ask for pronunciation classes**. They ask for this and I think you should go there and teach them a little bit of what you know and help them." (Kelly, IQ#12. November 2015)

Therefore, concerning some of the beliefs held by the participants, Lucimar and Dagmar believe that pronunciation may have room in EFL classes, but teachers should not give too much importance to it. Pronunciation teaching, as they believe, should be taught to EFL teachers, not necessarily to EFL learners. In other words, teachers should learn more about English pronunciation

while students should occasionally receive some input on whether they are pronouncing words correctly or not.

On the other hand, Kelly believes that pronunciation should be taught to students because they ask for that. According to him, students want to know how words are pronounced and so they should be provided with instruction on the subject matter – including the possibility of an entire class on pronunciation.

When it comes to an *ideal pronunciation model* for learners, teachers state their opinions directly. Lucimar, for example, states in very few words that "No, no there's no ideal model!" (Lucimar, IQ# 11. November 2015). She does not provide a more specific or detailed answer, which makes me infer that she would not like to take the risk of elaborating more on her response due to her lack of knowledge on pronunciation. She herself stated that she does not know much about the subject matter (see Lucimar, IQ# 9. November 2015).

Dagmar holds the belief that the ideal pronunciation model is the one that "can be understood by a native", or a person from other nationalities, and allows "students to be understood" (Dagmar, IQ#11. January 2016). In his own words:

> "Well, I think that the ideal pronunciation is the pronunciation that can **be understood by a native**, for example. Or even an interlocutor, er… **doesn't matter where this person is from or not**. **But the ideal pronunciation model would be a model that can make students be understood**. That's it!" (Dagmar, IQ#11. January 2016)

Being the only one to provide a more elaborated answer, Kelly states that he does not believe there is an ideal model for students. Rather than that, he says that he, as a teacher, should take into consideration other possible ways to pronounce words because there are "other voices" to be heard in classes:

> "I don't think there is an ideal pronunciation model for students, especially because most of my students, and I think most of the students in Brazil, they are learning English as… it's the first additional language that they learn rather than Portuguese and er… the way English language is structured in terms of pronunciation is very different and is very new for them. […] **if I say there's an ideal model of pronunciation, I'm maybe not going to consider all the voices that come in teaching. I would privilege some one or two or maybe three of them and not all of them – not all of the possible ways.** So, sometimes what I do is if you have the word "apple" you can pronounce it /ˈæpl̩/ or you can pronounce it /ˈɑːpl̩/, but you cannot pronounce it /eɪple/ because I don't think that this is an acceptable pronunciation." (Kelly, IQ# 11).

Kelly's answer seems to suggest that he believes that the teacher should be aware of different pronunciations among English varieties and present them as possibilities. However, the teacher should make students aware of the types of pronunciation that may have a negative effect on intelligibility and be considered 'unacceptable' by other English speakers.

In sum, all participants have beliefs concerning the *ideal pronunciation model* for learners. Lucimar does not consider there is one model. Dagmar thinks that such model should be the one understood by a native speaker of English and speakers of other languages and Kelly believes that there is not one, but many models (at least more than one).

It is obvious that, in a world in which the English language takes the role of the *lingua franca*, we cannot expect teachers around the globe to have a single model for pronunciation instruction. Nevertheless, as communicative-oriented classes should have oral interaction, I believe that students expect a model (or models) to have as a notion of 'correct' language use, regardless of the accent(s).

About pronunciation models, Celce-Murcia et al. (2010) assert that "(…) when faced with the question of which accent or model to choose, teachers are encouraged to expand the focus of instruction by imagining the multiple speaking situations their learners might face in the future" (p. 276). This view is similar to what was mentioned by Kelly when he talks about other voices, meaning other possible models, not only the traditional American or British models, for instance.

4.1.2 Beliefs about the role of the teacher in pronunciation teaching

Teachers may be, to a great extent, models to the students when it comes to pronunciation. Generally speaking, we can say that teachers are the first speakers of the target language learners have interaction with. For Borges-Almeida and Consolo, (2011), for instance, "teachers are the largest source of information about language form and use students have access to" (p. 252). In addition to that, we may assume that teachers can be models of pronunciation as well.

Kelly seems to agree with the aforementioned suggestion. For him, the teacher is "crucial"; he is "the mediator"; "the model". Kelly also believes that the teacher should correct students in a way that students could benefit from it. In his own words, he makes it clear that he has a consolidated opinion (therefore, beliefs) about the role of the teacher in pronunciation teaching:

> "I think that the teacher is crucial. The teacher is the mediator in the class. And he is the model. Er… if the teacher doesn't correct students, if the teacher doesn't teach pronunciation in a way that students can prov… can benefit themselves from it, er… they will not learn […]" (Kelly, IQ#14. November 2015)

Dagmar also thinks that the teacher has a role in pronunciation instruction, but he believes that the teacher should act by calling students attention to their pronunciation in order to sound clear, focusing on segmental features (words), but he did not mention anything about intonation, stress (suprasegmental features). In doing that, students would avoid the risk of not being understood. About this belief, he asserts that:

> "the role of a teacher in terms of teaching pronunciation is to call the students' attention to er… some details when the students are not performing, I mean, their pronunciation is not clear or it can er… create like misunderstandings and things…. Having this in mind, I think that teaching pronunciation is when we see that the students might have problems in terms of communication, if they keep er… pronouncing the words incorrectly." (Dagmar, IQ#14. January 2016)

As Lucimar thinks that students should worry about being understood, her belief about the role of the teacher seems to be in line with Dagmar's. She also holds the opinion that the teacher should call students' attention to the importance of communicating in the L2 and not try to achieve a native-like pronunciation. She asserts that in doing so, students would benefit even more than the teaching of other phonological features:

> "I think the role of the teacher is to… first of all, to show them… again… to go back to the myth of 'speaking like a native'… The role of the teacher is to show them that if they want that [to speak like a native speaker] for them, ok, but this should not be something to worry about. They should worry about being understood or pronouncing that word in a way that people understand them and then the correct meaning, but I do believe that the role of the teacher here is more on dismantling this myth [to speak like a native speaker] that students have than other things, but I think the main role is that one. So, because I feel that students will have this idea in mind. They focus so much on that they don't evolve in their speaking abilities – they get stuck because worried of what they are going to say

"is wrong and, you know, by trying to address this myth and the belief students have, you'll help them more than by simply giving them pronunciation tips or things like that." (Lucimar, IQ# 14. November 2015)

To sum up, all participants believe that the teacher has a role in pronunciation teaching. Even though they provide different opinions about the teacher's roles, it is clear that those roles attributed to the teacher, regarding the teaching of this subject, complement the beliefs held by each one of them to some extent.

However, Kelly shows some degree of inconsistency by stating that there is no right model for the students at a first moment, but he affirms that the teacher is the model, in a second moment. That is, he states that he does not believe that "there is an ideal pronunciation model for students" (IQ# 11. See item 4.1.1, p. 72), but when providing an answer for the question – *14 What do you think it is the role of the EFL teacher in pronunciation instruction?* –, he states that "(…) the teacher is the mediator in the class. And he is the model (…)". We can infer that by pointing out the teacher as a model, Kelly sees the teachers as a model for pronunciation in the L2.

The teacher is, according to participants' answers, "crucial", "the facilitator" and she or he has to make students aware of the "importance of being understood" without worrying about sounding "like a native speaker of English". In other words, participant-teachers believe that learners do not have to worry about achieving a native-like pronunciation as their ultimate goal. This view is in line with Modiano (2001) (as cited in Vodopija-Nrstanoviae & Brada-Vukanoviae, 2012), as they remind us that the native-like proficiency is a non-realistic standard for non-native speakers.

4.1.3 Beliefs about the ideal conditions for teaching the English language pronunciation

When it comes to ideal conditions for pronunciation teaching in EFL classes, Lucimar expresses her beliefs in an unclear manner. When providing an answer on the ideal condition for pronunciation instructions in classes, she states that the right moment should be the one in which an example is provided, like an American who could come and talk to the students. Interestingly, this is exactly the opposite idea – the one about the myth of the native-speaking model – brought by her in other moments in the study. In this sense, her belief is not clear, as we can see in her own words:

> "Ideal conditions? I mean, sometimes I feel like if you have an example er… is good and… so maybe a video, something… an audio… video works better. I also feel like it would be nice if you could bring er… maybe really show an American that could come and talk to the students and not just because of the person's pronunciation – the native's pronunciation, but for the students to realize how they can interact with that person and maybe, – I'm going back to that myth, idea, you know, trying to deconstruct this idea –, but an ideal condition as in… within the classroom, I don't know. I don't know. I think there are things that you could do maybe to make it more… to make it better, like nicer for the students to learn pronunciation or to practice even pronunciation, but I can't tell you exactly ideal condition." (Lucimar, IQ# 20. November 2015)

Concerning this issue, Dagmar states that the ideal condition is when the students are experiencing communication breakdown, by pronouncing in a way that he or she cannot pass the message through. That is, in a way that he or she cannot be understood. He believes that "the ideal

condition for teaching English language pronunciation is, as I mentioned before, when the student is pronouncing in a way that can't be understood by their interlocutors" (Dagmar, IQ# 20. January 2016).

Kelly believes that the ideal condition is when the students are aware of the importance of pronunciation and other aspects of the language. He believes that in order to learn a language, students have to be willing to do so. Otherwise, they will never learn the target language. In his viewpoint, he says:

> "I'm just not sure with the word 'ideal' because ideal er… I don't know the word ideal gives me the idea that there's only one right answer and it's not like that, but if I could think of an ideal er… model of way of teaching pronunciation, is **in a class where students are very aware of the importance of pronunciation and all of the other aspects er… of the language** because for me, learning a foreign language, or an additional language, has more to do with awareness, openness than to cognition because many of my students, or some of my students, would not learn the language because they are not open to it. If they are not open to it, if they're open to it, if they don't understand the importance of **pronouncing the words correctly**; of studying the structure and other things, they will never learn and they will think that they don't have, they are not smart enough to learn an additional language, it's not the case. Er… so I think it has more to do it all of this awareness than cognition itself." (Kelly, IQ# 20. November 2015)

What was not clear in this view is the moment – or the ideal conditions, plural – when he would be sure about the fact that students are not aware of the importance of pronunciation. In other words, it was not clear from his words how and when the teacher would know whether students are aware or not about the importance of pronunciation, if they had not been provided with instructions on the subject or if they had not been called attention to pronunciation issues. Once again, here we find the focus on pronunciation related to segmental features ("pronouncing the words correctly"), as highlighted in Kelly's IQ# 20.

To sum up, participants' beliefs on the ideal conditions for pronunciation instruction in EFL classes varied. According to Dagmar and Kelly, it has to do more with students, and maybe the context, while for Lucimar seems to be more related to classroom activities/procedures, such as videos and/or guests (native speakers, according to her example).

4.1.4 Beliefs about the moment in which pronunciation teaching may be effective (or ineffective) in EFL classes

When it comes to the participant-teachers' beliefs concerning the moment in which pronunciation teaching seems to be effective and/or ineffective, Lucimar and Dagmar state that pronunciation instruction is effective when it is done in response to students' actions towards pronouncing words, for instance.

Lucimar calls our attention to the myth of the native-speaking speech model again in her answer to question number twenty-one (IQ# 21) and then she emphasizes that pronunciation teaching should be done in response to something asked or produced by the students in order to be effective. In doing so, she says, students will pay more attention and we can infer that they will learn the pronunciation feature she is emphasizing:

> "I think it's the most effective **when it comes from the students**. When they ask about it and even if it's just 'free' or 'three' er… pronunciation has this thing that

everybody starts looking at you, you know. Again because of the myth ((speak like a native speaker of English)), you know, 'how to say that correctly?'. So, when it comes from the students it is a genuine question. So, they pay more attention. They feel like… all the students feel like 'ok, that could be my question as well' so, they relate to that and they pay attention. Er… it is something that I bring, most of the time. They are not… you can it's not really… they are (xxxx), but when it comes from students is more effective." (Lucimar, IQ# 21. November 2015)

Dagmar has a very similar point of view. He believes that pronunciation should be taught in response to learners' performance and that the teacher should interrupt students in order to teach them pronunciation only when the teacher notices that students – most of them – are having problems. According to Dagmar, it is important that the teacher do not correct students all the time, especially when they are speaking. Dagmar states that:

"I think pronunciation teaching is effective when the teacher notices that everybody, or at least **most of the students, are presenting the same problem.** Er… and er… I guess **it's ineffective, for example, when the student is speaking and you interrupt him or her to er… correct**. When you interrupt them to er… correct pronunciation and then the student gets lost or gets nervous, or stops speaking er… so I think that correcting pronunciation would be ideal when you see that everyone has the same problem, right?" (Dagmar, IQ# 21. January 2016)

Kelly believes that effective pronunciation teaching happens when the teacher contextualizes the instruction. He holds the opinion that there is – or at least there should be – a specific moment to teach students the foreign language pronunciation. He states that the teacher should go to the board and "explain things" explicitly:

"I think it is very effective when you contextualize it. When, for example, you have like **a specific moment when you teach it**, going to the board and explain things. And I think it is ineffective when er… the student's producing er… like a real language, which is really important for him or for her, as one example that I gave here: the student is just talking about his family, for example, like a very serious problem sometimes and it happens in the class and if I interrupt the student all the time to correct pronunciation, he's not going to think about what you're saying, **he's not going to think about the word that I want to correct him or her, in terms of pronunciation.** So, in the end of the class, he will not… the only thing he or she will remember is '**my teacher interrupted me all the time, and to teach me things that I will not remember'**". (Kelly, IQ#21. November 2015)

Once again, we can see that Kelly still seems to see pronunciation teaching restricted to segmental features. Moreover, we may infer, from his answer that he also believes that students do not like being corrected all the time. (as highlighted on the text above).

In sum, all participants believe that pronunciation instruction is effective when the topic to be taught (or emphasized) is contextualized (Kelly, November 2015) and when it is comes from students (Lucimar, November 2015), or in response to their own speech production (Dagmar, January 2016). Participant-teachers' beliefs are convergent in this point. Their beliefs are quite similar and their responses complement their opinions.

Besides, they have similar views when it comes to the moment in which pronunciation teaching is ineffective. Dagmar and Kelly, for instance, think that the teacher should not interrupt students when they are speaking and avoid calling students' attention all the time. This belief may be associated with the prescriptions of the CLT approach, in which students are given opportunities to

communicate in the target language even if they lack some knowledge of structure, including pronunciation, for instance.

4.1.5 Teachers' beliefs about their own improvement regarding the EFL pronunciation teaching

Many studies have shown that some teachers tend to avoid or neglect (explicit) pronunciation teaching of the target language in their classes (Fraser, 2000; McDonald, 2002, for example). Participant-teachers of this study demonstrated that they believe that more instruction on the English language pronunciation and how to approach it in their classes would be relevant, since all knowledge acquired for "teaching is valuable" (Dagmar, IQ#24. January 2016).

Dagmar, for instance, stated that he had taken a course on English phonetics and phonology during his undergraduate program (*Letras* program). Such course, according to him, was really important because in attending it, he could learn many things (even though he did not explain whether those things were teaching techniques or other aspects of the foreign language classroom pedagogy) that he makes use of in his classes nowadays.

He, however, asserts that he only calls students' attention to features that he thinks "are more important in terms of pronunciation" (Dagmar, IQ#24 January 2015). He insisted on repeating that he only emphasizes important things, not details, while teaching pronunciation, but he did not explain in-depth what he believes to be important when it comes to pronunciation issues. His answers (throughout the interview) were restricted to the importance of 'understanding' and 'being understood'.

Kelly also stated that he took a course on phonetics and phonology during college (*Letras* program) as well. He also believes that the course was important, and more knowledge on the language is necessary. After all, according to him, apart from being an EFL teacher, he is also a language user. In his own words:

> "(…) I think that we should read more, we should practice more because… I see myself as a teacher, but I also see myself as a language user. So how am I going to help my students pronounce words correctly, in a way that people can understand them, if I don't know how to pronounce words myself? So, I need to be a really good language user before I start teaching and I think that these materials are going to help me as well, but before I help my students." (Kelly, IQ# 24. November 2015)

Lucimar was the only one who had not attended a course on English phonetics and phonology in her undergraduate program (*Letras* program). From her thoughts, we can infer that a course on phonetics and phonology would be good not only in terms of phonological features (segmental and suprasegmental features, for instance), but also concerning other aspects, such as issues related to the myth of native-like pronunciation:

> "Yeah, I do think we should have more courses in the undergrad concerning that because it is necessary and even if it's just to rethink this idea of the myth of [speak like a native]… you know, this belief that students have […] but yes, it would be important to have this more formally, and not just like er… a selective er... class, which was *optativa* er… so, yeah, I would… if I could go back, I would take that class − I didn't − I feel now that it would've helped me, definitely." (Lucimar, IQ# 24. November 2015)

In sum, all participant-teachers acknowledge importance to being provided with more courses and/or materials to help them improve their way of approaching pronunciation in their classes (question 24). All of them believe that being well trained and informed may help them in their everyday classroom practices as EFL teachers.

Although Lucimar had not taken a course in phonetics and phonology, she claims that a course of this kind would have helped her improve her teaching practice regarding pronunciation instruction.

For Brinton (2012) and Celce-Murcia et al. (2010), teachers need to be aware of some required knowledge base for teaching (additional language) pronunciation. They state that teachers need to have knowledge of the pronunciation features, such as articulation rules, occurrences in discourse; they should be aware of students' potential problems stemming from learners' mother tongue; and have pedagogical priorities, that is, knowing when and which pronunciation features they should teach their learners, for instance (Celce-Murcia et al., 2010).

In this section, I have pointed out and analyzed the beliefs the participants of this study have regarding pronunciation teaching in EFL classes. In order to do so, I took the answers provided by the EFL teachers during the interviews into consideration. After the analyses of the answers, beliefs were divided into five major sets of beliefs. Below I summarize the main findings regarding the five sets of beliefs.

(1) What should be taught in EFL classes and the right model for pronunciation teaching

Even though they did not specify what should be taught, all of them associate pronunciation teaching to segmental features (pronunciation of words). According to them, pronunciation could be used to make students realize they do not have to sound like a native speaker of English and that pronunciation should be taught mostly for teachers, not necessarily for learners (Lucimar). Pronunciation is a little bit like grammar, but it should be taught to teachers in training, but in specific moments, teachers should call students' attention to it in order to make them able to communicate with other people, regardless their first language (Dagmar). There may be room for pronunciation teaching, even an entire class on the subject, because students ask for it (Kelly).

As regards the ideal pronunciation model, one participant considers that there is not an ideal model (Lucimar); the model should be the one understood not only by a native speaker of English (Dagmar), and there is not one, but many models (Kelly).

(2) The role of the teacher in pronunciation teaching

The teacher, in pronunciation teaching, is seen as "crucial", "the facilitator" and the one responsible for making students aware of the "importance of being understood" without being concerned about "the native-like speech".

(3) The ideal conditions for teaching the English language pronunciation

When it comes to the ideal conditions for pronunciation teaching, participants-teachers beliefs are related to the students, that is, when students ask, as well as issues related to their needs as learners, and context issues (when it is related to the grammatical content to be taught) (Kelly and Dagmar) and to classroom activities (Lucimar).

(4) The moment in which pronunciation teaching may be effective (or ineffective)

The moment in which pronunciation teaching seems to be effective is when the topic to be taught is contextualized (Kelly), when it comes from the students (Lucimar), or in response to their speech production (Dagmar).

(5) Teachers' own improvement regarding EFL pronunciation teaching

All participants believe that being provided with more courses about pronunciation teaching will help them improve their classroom practices in pronunciation teaching.

In the following section, I will focus on my second specific research question – *How do the participant-teachers approach the teaching of EFL pronunciation in the classroom context?* In order to do so, I analyzed the observed classes.

4.2 How pronunciation is taught in the classroom

One out of three participants of this study declared that the aspect of speaking they most emphasize in their classroom practices was *pronunciation*. Kelly, for instance, said that he focuses on "intelligible pronunciation", even though he could not explain much about intelligibility because, according to him, he "never read anything deep about the topic" (IQ#6. November 2015).

Lucimar, on the other hand, states that her decision regarding most aspects of speaking emphasized in her lessons depends on some factors, such as her students' language level of proficiency and needs. In her words, she makes it clear that she is more likely to focus on fluency due to attitudes one can take in order to learn a foreign language. She says:

> "It depends on the level I'm teaching. It depends on students as well, but I like to focus more on fluency, not so much on the pronunciation er… because I do believe that the more comfortable you are with the language, less fragmented it is your speech, the better you will learn, the better you will, maybe fix some of the little things that are wrong, let's say, in the way you're speaking, so I always try to let them speak and try to get fluency enough to later on change the little thing that they have to change." (Lucimar, IQ#6. November 2015)

Lucimar's attitude towards fluency, we may infer, is clearly related to the principles of CLT, in which students should be provided with opportunities to communicate in the target language even though they lack some knowledge of structure and/or pronunciation, for instance. What I could realize by observing her classes is that she hardly ever focuses on pronunciation in her lessons (we shall see more details about her lessons further in this section).

There must be many reasons for her to believe that later on students will have opportunities to work on their own language and make it "less fragmented". What is interesting to highlight here is that in her answer to question number seven (IQ#7. November 2015), she states that she does not "know much about pronunciation". Her answer to the question *How important do you think pronunciation teaching is?* (IQ#7) shows that she may avoid pronunciation teaching because she does not consider herself to have adequate training for pronunciation instruction in her classes:

> "Well, to be honest, I don't know much about pronunciation. So, I tell them if there's something I'm not sure of, I'll tell them that I don't know. I can't help because it is not my specialty at all […] So I do what I can about it, but also I don't think it is the most important thing so I only focus really when I feel it is necessary or when students ask me." (Lucimar, IQ#7. November 2015)

Lucimar and Dagmar have similar beliefs concerning the importance of pronunciation teaching. The aspects of speaking that Dagmar emphasizes most in his teaching are related to his students' understanding. In other words, he believes that what students do need in order to be successful language users is to be able to understand and be understood by others in a "satisfactory way" (IQ#6. January 2016). Interestingly, he does not neglect pronunciation completely. In his own words, he says that:

> "(…) to reach that goal, **sometimes I emphasize on their pronunciation** because once the students, they understand what their interlocutor is saying, they can respond and if **they use the right pronunciation** they are going to be understood; so that's what I try to emphasize when I'm talking about speaking." (Dagmar, IQ#6. January 2016)

For Kelly, pronunciation is important because he believes that when the teacher emphasizes "good pronunciation", he or she helps students to "avoid misunderstanding" (Kelly, IQ#7. November 2015).

Even though not all participants prioritize phonological aspects in their teaching, all of them stated that they teach pronunciation, and the observed lessons showed that all participants provide pronunciation teaching very differently from each other. In answering my second research question – *How do the participant-teachers approach the teaching of EFL pronunciation in the classroom context?* – I would say that, in general, the episodes of pronunciation instructions were teacher-led (in the case of Kelly's) and in response to students' speech production (Dagmar and Lucimar's pronunciation teaching techniques).

One example of how Kelly approached pronunciation in one of his classes may give us an idea of how he deals with the teaching of segmental features in his pronunciation lessons:

T: All right, open your books to page 44, please! This in page 44 ((teacher shows the page on the book)). ((…)) so, we are going to rate our computer usage. So here, I will say "I use a computer… so we have the options here – OFTEN, SOMETIMES, HARDLY EVER and NEVER. First of all, hardly ever, do you understand hardly ever? ((Silence in the classroom and the teacher continues)) ++ Hardly ever is almost never. If I have, for example, ((on the board)) I have here ALMOST which is 100% of the times. I have NEVER, which is ++

S: Zero.

T: 0% ++ ((writing on the board)) and I have like hardly ever ++ hardly ever, right? + which is ++ suppose it is like 10% of the times, 5% of the times. Ok? And another thing here + do you know this word, OFTEN? ++ can you say that, please? OFTEN.

Ss: OFTEN.

T: There are actually two ways to pronounce it, right? Often /ˈɒfən/ and I have already heard often /ˈɒftən/ (xxxxx), so both are correct.

T: So, can you do it, please?

((…))

Class 1 Episode 1 (November 9th 2015, Appendix 4, p. 94)

In general, participant-teachers emphasized segmental features when pronunciation issues were approached in their observed classes. In addition, traditional pronunciation practices were

predominant in classes and the participants did not use a variety of techniques and/or resources in order to teach pronunciation to their students, and the vast majority (if not all) activities used were based on repetition of words or a list of words (listen and repeat tasks).

In general, teachers corrected their students or pointed out the correct pronunciation of some words, even though some of them did not use the same technique regularly. Table 2 below summarizes the techniques used and who used the techniques.

TABLE 2. Summary of teaching techniques

Teaching technique	Dagmar	Lucimar	Kelly
Listen and repeat	X	X	X
Teacher corrects (feedback)	X	X	X
Teacher points out	X	X	X
Read aloud		X	X
Phonemic script			X[14]
Sound articulation			X
Explicit instruction			X[15]

In order to best summarize the way teachers dealt with pronunciation teaching in their observed classes, I will use Celce-Murcia's (2010) communicative framework for teaching English pronunciation. In doing that, I will categorize the techniques used in the participant-teachers' classes into the phases proposed by this framework. The table below gives an idea of the five phases proposed by the author in order to help/guide EFL teachers to design pronunciation activities in classes using a communicative framework.

1	**DESCRIPTION AND ANALYSES** – *Oral and written illustrations of how the feature is produced and when it occurs within spoken discourse*
2	**LISTENING DISCRIMINATION** – *focused listening practice with feedback on learners' ability to correctly discriminate the features*
3	**CONTROLLED PRACTICE** – *oral reading of minimal-pair sentences, short dialogue, etc., with special attention paid to the highlighted feature in order to raise learner consciousness*

[14] The teacher mentioned and draw the Schwa sound on the board, but did not make use of phonemic script more than once.

[15] Kelly provides explicit instruction on the pronunciation of the morpheme –ous. Class 5 Episode 2, November 25th 2015

| 4 | **GUIDED PRACTICE** – *structured communication exercises, such as information-gap activities or cued dialogues, that enable the learner to monitor for the specified feature* |
| 5 | **COMMUNICATIVE FEEDBACK** – *less structured, fluency-building activities (e.g., role play, problem solving) that require the learner to attend to both form and content of utterances* |

Figure 1. A communicative framework for teaching English pronunciation proposed by Celce-Murcia (2010, p. 45).

It is important to say that the authors remind us that this framework recognizes "that practice must extend beyond the controlled phase of repetition or oral reading" (p. 25). Moreover, EFL learners should move on to a more creative and communicative phase, after gaining, say, more control over the newly acquired L2 pronunciation feature. This was not necessarily what happened in the observed classes, and categorizing the techniques used during the classes into the Celce-Murcia et al.'s (2010) communicative framework for teaching English pronunciation, we have the scenario shown below:

Table 3 *Celce-Murcia et al's framework phases found in the observed classes.*

1 DESCRIPTION AND ANALYSES	2 LISTENING DISCRIMINATION
Teacher points out (Explicit instruction)	Read aloud (Kelly and Dagmar)
(Kelly, Lucimar and Dagmar)	
Sound articulation (Kelly)	Listen and repeat (Kelly, Lucimar and Dagmar)
Phonemic script (Kelly)	Teacher corrects (Kelly, Lucimar and Dagmar)

Thus, we can see in that the classroom episodes analyzed that the participant-teachers explore phases 1 and 2 of the framework and stop short from using a Communicative Approach to pronunciation teaching.

As regards the observed classes, Kelly, for instance, provided students with the pronunciation of some words while he was teaching the lesson. He asked the students to check if they understood the vocabulary of the lesson and they asked him questions about the pronunciation of some words, as we can see in Class 2 Episode 1 (November 11th 2015, Appendix 4, p. 96):

T: Let us check here, first of all, problems with vocabulary. Er… the first paragraph here, anything you want to point out? ++

S: Hikers /ˈhɪkərz/?

T: Hikers /ˈhaɪkərz/?

S: Yes!

T: Hikers… do you hike? Do you go up in a mountain? But not (xxxxx), so hikers are people who do that. It would be something like ++ do we have a name for this in Portuguese? ++ *é, na verdade, o* hiker *é um trilheiro.* Hiker, ok? Anything else here?

S: Cash /ˈkæʃ/.

T: Where are you? ++

S: ++ *Não entendi essa palavra aí*!

T: How do you understand this? How did you ++

S: How do you pronounce?

T: Cash /ˈkæʃ /. ((Same pronunciation provided by the student. Apparently, the student was not feeling secure about his pronunciation and wanted to confirm it by asking the teacher.))

T: Cash /ˈkæʃ /. Anything else. Second paragraph? ++ No?

((…))

In this episode, Kelly pointed out the pronunciation of the word 'hikers' while the student asked the meaning, not the pronunciation, and then he confirmed the pronunciation of the word 'cash'. Clearly, this episode was not intended to be an explicit pronunciation explanation, but it worked well as such, as some of the students were not certain of how some of the words are pronounced.

In another observed class, Kelly made use of other techniques in order to call the students' attention to the pronunciation of a word. While the student was reading a text aloud, Kelly was paying attention to what she was saying in order to call her attention to possible missteps, as we can see in this episode (Class 5 Episode 1, November 25th 2015, Appendix 4, p. 99):

T: ++ a volunteer to read, please? ++ Yes, ((Students' name)), please.

S: On August 15th ((…)) It's a day when people eat things for the harvest /ˈhɑːrveɪst/.

T: Harvest /ˈhɑːrvəst/

S: Harvest /ˈhɑːrvəst/

((…))

T: There you go. Do you understand harvest /ˈhɑːrvəst/? ((Emphasis on the pronunciation)) ((…))

((…))

Kelly also called his students' attention to how they should pronounce some words by paying attention to the position of the tongue in order to say words such as 'throw'. Once again, he shows the students and asks them to repeat after him. He also emphasizes the pronunciation of the words ending in '-ous' (the morpheme –ous). (Class 5 Episode 2, November 25th 2015, Appendix 4, p. 99):

T: Some things here ((the teacher writes on the board)). Can you say that please? THROW.

Ss: THROW

T: THROW. Remember the teeth here… so throw /ˈθroʊ/. And throw is to do like this ((the teacher mimes)) ((…)) and humorous /ˈhjuːmərəs/. Everybody please. HUMOROUS.

Ss: Humorous.

T: HUMOROUS.

Ss: Humorous.

T: When you see 'ous' we have sound ++ don't worry about it ((The teacher writes on the board)) It's the sound of /ə/, /ə/ /əs/. right? So that same thing happens to the word ++ how do you say this?

Ss: Famous.

T: Famous, ok? Or this other one here.

S: Dangerous.

T: Dangerous? Ok? Another thing I have to tell is ++ here we have the sound /ə/ ((the teacher writes on the board)). This one 'mon… MONDAY'

S: Monday

T: Yes, London /ˈlʌndən/, Monday /ˈmʌndeɪ/ ++ another word: Company /ˈkʌmpəni/ It's not company /ˈkɒmpəni/; it's company /ˈkʌmpəni/

After the class, I showed Kelly a footage of his class (Class 5, Episode 2, above) and asked him to describe what was happening. Kelly told me that he thinks it is important to call students' attention to the pronunciation of some words, such as 'famous' and 'humorous'. Furthermore, he stated that many Brazilians have problems with the pronunciation of these words and in order to prevent students from making mistakes, the teacher should call their attention to words of this kind in order to teach them how to pronounce them properly:

> "The pronunciation of 'famous', 'humorous', this kind of sounds + a lot of Brazilians make mistakes pronouncing these kinds of words and I think it is important to actually show them how to… it is pronounced because most of the time that I have seen, the teacher would just say "famous" and students would repeat that, but I don't think that they really understand why they are repeating that word that way! So I think that for these kind of words it is important to actually show them why it is pronounced famous ((/ˈfeɪməs/)) not famous ((/ˈfeɪmoʊs/)) or why it is pronounced London ((/ˈlʌndən/)) not London ((/ˈloʊndoʊ/)) because it's a very common mistake and to be honest I'm very proud of knowing how to pronounce these words because I don't think that a lot of teachers actually do and when I learned how to actually pronounced these words I was very, very impressed and happy with the explanation of my teacher. And what I try to do here is kind of a repetition of what he did to me and it worked with myself. That's why." (Kelly, SRI, November 25th 2015. Appendix 4, p. 100).

Lucimar also had episodes in her classes in which she had to deal with pronunciation issues. Most of the pronunciation teaching episodes appeared in response to her students' questions. In the episode below, she deals with the pronunciation of the words 'dinner' and 'diner' (Class 1, Episode 1, November 10th 2015, p. 101):

((…))

S: Teacher, /ˈdaɪnər/ or /ˈdɪnər/?

T: Diner /ˈdaɪnər/. No. Depends ++ ((She checks the word from the activity in the book and says)) dinner /ˈdɪnər/. ((But she doesn't provide them with any explanation)).

S: Teacher ++ pronunciation? ((Another student asks for an explanation.

T: ((On the board, the teacher writes both words – dinner and diner- and explains the difference while the other students keep working.)). [(xxxxx) …General rule, but not ++ always. ((The teacher explains that the sounds are related to the letters 'N')).

S: So, the first is dinner /ˈdɪnər/ and the second is diner/ˈdaɪnər/?

T: Yes! This is an example of double consonants that separate two sounds.

Ss: [

T: Guys, what's the difference between dinner and diner?

S: Dinner *é jantar*?

S: Diner *é ++ o restaurante*?

T: Yes ++ dinner is when you eat at night, right? We have dinner. Diner is a type of restaurant, ok? Imagine those typical American restaurants where they have cheeseburgers and milkshake. That's a diner, right?

S: *Tô confuso* ++ dinner is ++

T: + is the meal. Diner is the place, right?

S: Yes.

Pronunciation, as mentioned before, is dealt with in this episode in response to students' questions. In the case of the technique adopted by the teacher, she stated that she decided to show the difference to the whole group because these are words that students confuse a lot in terms of meaning and pronunciation (see Lucimar, SRI, November 10th 2015, p. 102).

In another class, she practically used the same technique to provide students with explanation on the pronunciation of final letters. This time, the instruction was provided by the teacher before any student asked her about the pronunciation:

T: ok ++ five? Hum++ would you ask Noriko to meet me at the stadium? Stadium. Stadium. Museum ++ it's like 'mmm'. Stadium. Stadium. Museum ((The teacher emphasizes on 'm')).

S: *Corta o 'm'.*

T: Hum?

S: *Corta o 'm'.*

T: MUSEUM. (xxxxx) I don't have to stay forever 'mmmm' ((students and teaching laughing))

(Lucimar, class 2, episode 1, November 12th 2015, p. 103)

During one of the sessions of the SRI, Lucimar mentioned that she called their attention to the pronunciation of the letter at the end because she realized that most students were pronouncing it in a wrong way. In her words:

> *"É... então, eu foquei nisso e trouxe isso para turma toda, né + porque às vezes a gente não foca, a gente pega um aluno e fala pra ele, mas porque* **eu percebi nas apresentações deles que eles falavam "museu", por exemplo, errado.** *Aí... eu aproveitei ali que a menina que leu a frase e tinha falado errado e a outra perguntou, para trazer isso para eles, e inclusive juntar com a palavra museu, né... para eles verem que é a mesma pergunta.[16]"* (Lucimar, SRI, November 12th 2015, p. 103).

Observing Dagmar's classes, I could notice that some techniques used to approach pronunciation issues were very similar to the other participants'. That is, in some cases, he also made use of almost the same teaching techniques towards pronunciation. He focused on segmental features, even though the grammatical topic provided a good opportunity for the teacher to focus on

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[16] Er... so, I focused on that and brought it to the whole group, ok, because sometimes we don't focus. We talk to one student, but because I realized that they were saying 'museum', in their presentations, in a wrong way. So, I saw that a student had read the sentence and she had spoken in a wrong way and another students asked me to bring it to them, and join it with the word museum, right? So that they could see the same question. *(My translation)*

the intonation and stress (suprasegmental features) of the sentences in the textbook. During the episode, Dagmar focused students' attention on the pronunciation of words ('higher' and 'crowded') in order to show his students which words are short or long adjectives:

> T: ((…)) right, considering these… all right, guys. There is something here that is important for us. We have some examples here. Short adjectives… we have short adjectives here: long, dry, and big. ((…)) The comparative of long is longer, dry drier, big bigger. Alright? Er… here, the superlative: long, the longest; dry, the driest; big, the biggest. All right? That's what I said before. Now we have here the comparatives for… the superlatives for bigger words like famous, more famous, the most famous and so on and so forth. Now we have 'good' and 'bad'. Good and bad, they are irregular adjective in this sense – they are special adjectives. So you don't say "good, gooder, and the goodest" it doesn't exist. We say good, better and the best. They are irregular, ok? ((…)) now let's see if you got the answers right here. Let's first do together! For example, which country is
>
> Ss: Smaller
>
> T: We have here + remember, complete questions from one to four with comparatives. So, from one to four, you only use comparatives. This is very easy, right?
>
> Ss: (Laugh)
>
> T: Er… which country is smaller, right? So, which country is smaller? ((…)) now you tell me here, which waterfall is
>
> Ss: Higher
>
> T: ((The teacher makes a sound as though as he is asking them for clarification)). "HighER'. Very good! Very well! which waterfall is higher, Niagara Falls or Victoria Falls?
>
> S: Higer ((A students tries to say 'higher'))
>
> T: Not 'higer'… Higher. The sound of the 'g' disappears there. Right? So, "HIGHER". Which waterfall is higher, Niagara Falls or Victoria Falls? And then we have number three: Which city is ((The teacher waits for the students to answer))
>
> S: More crowded.
>
> T: More crowded /ˈkraʊdɪd/, remember? Crowded has two syllables: Crow + ded, Crow ded. So, which city is more crowded, Hong Kong or Cairo? Ok. Number four, which country is the larger? ((…))

> (Dagmar, class 1 Episode 1, November 10th 2015, appendix 4, p. 106)

What called my attention during the lesson was that the teacher decided not to work on the exercise about intonation suggested by the book. During the SRI, I asked him about the exercise number four, which was about pronunciation – the rhythm and intonation of questions with options, such as "which waterfall is higher, Niagara Falls or Victoria Falls?" –, but he reported that he decided to do another activity before, but in the lesson, he did not approach this issue:

> "(…) Yes, there is… this is number four. There is another activity that is not here, I mean, er… No, ++ it's here ((The teacher shows the activity on the board)), right, the last thing that I did, which is at the end of the book, right? So I decided to… so I did this first (…)" (Dagmar, SRI, November 10th 2015, appendix 4, p. 107).

Dagmar also pointed out the pronunciation of words individually. That is, he helped students by telling them how words are pronounced in English. In this case, the instruction was individually; not shared with the whole group. It is the example in the following episode:

S: teacher, how do you say '*mapa*' in English?

T: Map ((open his mouth in order to show the pronunciation of 'a' /æ/)) M A P. ((The teacher does not share the example with the whole group))

((…))

(Dagmar, class 2, episode 1, November 12th 2015, p. 106)

In general, all the participant-teachers, in the observed classes, used some techniques to provide students with clarification and/or correction of their pronunciation. As it was mentioned before, every teacher had his or her own attitudes towards what and how to teach their students. The most used technique was the repetition of words, sometimes in response to what a student said (in the cases of Lucimar and Dagmar) and read aloud texts in which students were called attention to their pronunciation when making some mistakes (in the case of Kelly, for instance).

4.3 Teacher's beliefs and actual practices about pronunciation in CLT learning contexts

When observing the classes in which the participant-teachers approached pronunciation, I could notice that all of them share some common characteristics: They conduct their classes by trying to make their students become 'able to be understood' as the objective. This attitude, as it is already known, is strongly attached to the CLT principles (Richards & Rogers, 2011; Larsen-Freeman, 2010) in which language learning success is to be reached by performing communicative activities, for instance, in the target language appropriately, effectively, and fluently (Cook, 2008). Therefore, in the CLT contexts, teachers usually do not tend to emphasize accurate grammar and pronunciation rules – explicit knowledge of the rules –; they rather shift their attention to communicative activities or tasks in order to provide students with abilities to develop communicative competence (Canale & Swain, 1980). CLT, however, allows teachers to make use of formal correctness in their pedagogic practices (or procedures). That is, EFL teachers may correct their learners without problems. And it may also be the case in pronunciation correction.

In the next paragraphs, I will focus on a discussion in order to answer my third research question - *To what extent are teachers' beliefs about pronunciation teaching congruent with their observed teaching practices?*

It was observed that the beliefs of the participants of this study are usually consistent with their pedagogical practices when it comes to pronunciation instruction. Even though they have made it clear (in the interviews) that they do not have deep knowledge on the subject matter, they have clear attitudes towards pronunciation instruction. That is, they deal with pronunciation in their classes by using the techniques they judge to be appropriate for each situation. Their beliefs clearly shape the way they address (when they address) phonological features in their classes, especially because none of them declared that they have solid knowledge on pronunciation.

In general, participant-teachers tend to focus their attention on segmental features, such as the pronunciation of vowels and consonants within words instead of a more balanced-approach of both segmental and suprasegmental features. Sometimes what the participant-teachers say they believe in matches with what they do in classes. However, there seems to be some contradictions as well regarding their attitudes to specific techniques in pronunciation teaching.

Dagmar, for instance, believes that pronunciation should be addressed in order to help students be understood by their interlocutor (Dagmar, IQ#6, January 2016, appendix 4, p. 89). This belief might explain why he did not emphasize much pronunciation, except at moments in which he was just making students aware of the pronunciation of some words, such as 'crowded' (Dagmar, class 1 Episode 1, November 10th 2015, appendix 4, p. 106).

This practice is not in line with his belief that it is important to teach pronunciation – "not all the details", as he said – but "(…) linguistic variety, accent, intonation (…)" (Dagmar, IQ# 7. January 2016, appendix 4, p. 90). Here, we find contradiction when it comes to his practices. At least in the observed lessons, he did not emphasize intonation or talked about linguistic varieties or accents.

Of course, it does not necessarily mean that he never approached such issues in his classes. It is possible that he decided not to work on things like intonation, for example, because he believes that his students – students of the levels one or two – do not need to know that and they "will end up learning by themselves or sometime they will have instruction when they are in higher level" (Dagmar, IQ# 22. January 2016).

Lucimar believes that there is room for pronunciation instruction in her classes, but she states that she only teaches it explicitly if she considers it necessary. She says that pronunciation teaching depends on the unit she is dealing with and she sometimes does the exercises of the course book (*New Interchange* fourth edition) she uses.

During the observation period, however, she did not use the pronunciation exercises (topics) suggested by the book. She mostly approached pronunciation issues in response to students' speech production. In other words, Lucimar called students' attention to their pronunciation when they were speaking and consequently making (some) mistake(s). One possible explanation for her not to have used the exercises in the book might be due to the fact that she believes that some of the exercises are not appropriate:

> "I think for all of the units it has pronunciation… segments of units of pronunciation. Er… I don't use them all at all. I choose some of them – the ones I know that students will appreciate if I bring them into the classroom, but also some of them I really don't bring because I think the activity itself is not appropriate or not nice enough – which unfortunately it's a lot of them, a lot of those exercises, these activities I think are not worth bringing to the classroom." (Dagmar, IQ# 23. November 2015)

Likewise, Kelly seems to does not like the exercises of the book either. He stated that they are usually about repetition and therefore, he does not like them. He sees no point in repetitions of words, as we can see in his own response:

> "There are very few exercises in this book here in teaching pronunciation and to be honest with you, I really don't like them because **it's just exercises of repetition**; so repeat this word. Repeat that word. They want to focus on the stressed syllables of the word, but then, the exercise itself is just repeat, repeat, repeat. And er… why are students going to repeat it for… for… if they don't understand what they are repeating words? So what I do, whenever I have like an exercise of pronunciation, what I do is just try to seek of examples that are relevant for them or I would work with words which I believe it's very problematic for them like… such as the pronunciation of 'police' /pəˈliːs/ which is often pronounced as /ˈpɔːliːs/ or 'hotel' /ˌhoʊˈtel/ which is /ˈhɔːtel/ or something like this and yes, I would work with my own examples. The exercises of the book, they are just about repetition and I don't like them." (Kelly, IQ# 23. November 2015)

Ironically, Kelly makes use of repetition most of the time when he wants his learners to pronounce (for either improvement or learning of) new words. Such attitude towards repetition in pronunciation teaching seems to be contradictory in relation to his belief that repetition is boring. As we can see, he uses this technique in order to call his students' attention to the pronunciation of 'th', as well as in the case of the words 'traditionally' and 'necklace'. Both examples below:

T: Guys, can you please er… Everybody, can you pronounce this word here for me please? Everything! Everything! ((Emphasis on the pronunciation of 'th' /ˈevriθɪŋ/))

Ss: Everything

T: Again, everything.

Ss: Everything

T: All right.

((…))

(Kelly, class 2, episode 3. November 11th 2015, p. 96)

((…))

((The teacher shows a video on the board. The teacher asks the students to read the text displayed on the video and corrects students pronunciation throughout the whole activity))

T: another volunteer, please!

S: (xxxxx) traditionally wear a necklace ((/ˈnekleɪs/)) of flowers.

T: Ok. Very good! Can you say that, everybody? TRADITIONALLY.

Ss: TRADITIONALLY

T: TRADITIONALLY

Ss: TRADITIONALLY

T: Necklace

Ss: Necklace

(Kelly, class 4, episode 1. November 23rd 2015, p. 98)

Another contradiction that I can point out on Kelly's beliefs concerning repetition can be seen in his answer to the question *Do you think there are advantages and disadvantages of drama, drills, and imitation techniques for EFL teaching?* (question number 19, appendix 4, p. 86). He states that drilling is:

> "Yes, I think there are advantages and disadvantages… some of the activities there are more disadvantages than advantages, but yeah, I would use all of them… er… a lot of people don't like drilling, some students don't like drilling, sometimes teacher don't like drilling er... I wouldn't do it all the time, but I think it is really, really important because before producing language by themselves, I think that students have to be able to understand the structure and drilling for me really helps the students to get that structure and remember the structure and only after that I would focus on communication (…)" (Kelly IQ# 19, appendix 4, p. 86)

As we can notice, the participants have different attitudes regarding how they approach pronunciation issues in their classes and their beliefs sometimes match with their observed classes. Nonetheless, some teachers' beliefs are not congruent with their practices. In some cases, they declare that a specific technique is not effective, but rather boring, but they use the very same technique in their classes. It is the case of the examples above.

In the next chapter, I will present the findings of this study, the pedagogical implications, the limitations of the study, some suggestions for further research, and final remarks.

CHAPTER V

CONCLUSION

5.1 Summary

The main findings are summarized in this chapter. This summary is done as an attempt to bring an answer to the general objective of this study: *To comprehend teachers' beliefs about second language pronunciation teaching in CLT.*

5.2 Findings

Employing multiple information sources was extremely important to comprehend teachers' beliefs on pronunciation teaching since relying on only one data-gathering instrument is usually insufficient to attain insights into language teachers' beliefs (Borg, 2006).

The major findings concerning teachers' beliefs in this study were that teachers consider that there may be room for pronunciation teaching in EFL classes, even though some of the participants showed some degree of avoidance regarding explicit pronunciation teaching. Although all participants believe that pronunciation may be taught, they did not specify what should be approached in the teaching of pronunciation. This may show that they lack deep knowledge of pronunciation features and how to teach their students issues linked to English language pronunciation.

It was found that all the participants associated EFL pronunciation teaching to segmental features (pronunciation of segmental features within words), and pronunciation teaching appeared mostly in response to students' speech production. The results suggest that their beliefs towards pronunciation are strongly attached to the approach used by them, that is, the CLT approach, in which learners do not have their oral production, for instance, corrected all the time. Rather, learners are given opportunities to communicate in English, even if they lack some knowledge of pronunciation, in the case of this study.

Regarding their practices, participant-teachers of this study emphasized segmental features when pronunciation issues were addressed in their observed classes. Moreover, traditional pronunciation practices were predominant in classes and the participants did not use a variety of techniques and/or resources in order to teach pronunciation to their students. Most activities used were based on repetition of words (segmental features) or a list of words (listen and repeat tasks). Pronunciation teaching was found to be teacher-led, which is in accordance with Tergujeff's (2012) findings. The EFL teacher is seen as "crucial", "the facilitator" and the one responsible for making students aware of the "importance of being understood" without being concerned about "the native-like speech".

Finally, participant-teachers of this study have different attitudes regarding how they approach pronunciation issues in their classes and their beliefs sometimes are not congruent with their practices. For example, a participant-teacher believes that a specific technique (repetition) is not effective, but rather boring, but he uses the very same technique in his classes in order to teach pronunciation. One possible explanation for this incongruence might be their lack of knowledge in L2 pronunciation teaching, or he just did not express himself clearly when dealing with the subject.

5.3 Pedagogical Implications

As it was stated previously in this MA thesis, studies on teachers' beliefs about L2 pronunciation teaching are still scarce if compared with other areas of EFL. Therefore, I hope that the findings, as well as the problematization of the teaching of pronunciation in EFL classes, may be seen as a starting point for further research about not only teachers' beliefs, but also about teachers' and EFL learners' beliefs.

Furthermore, teachers' beliefs about pronunciation teaching may influence their attitudes towards their classroom practices. It is important to investigate how teachers go about teaching pronunciation in order to better understand how students can benefit from their teachers' pedagogical practices. I also expect that this research may have provided reflection on the teaching of pronunciation in order to bring new insights on how EFL teachers approach L2 pronunciation in their classes.

Teaching pronunciation in a communicative perspective cannot be by any means considered easy, but I hold the opinion that it is necessary, especially if we consider that pronunciation plays an important role when it comes to intelligible speech. Nonetheless, it is important to investigate more deeply what EFL teachers' beliefs about pronunciation teaching are and how their beliefs shape the way they teach their students.

Similar to Buss (2013), the present study showed that pronunciation teaching is a major gap in teacher education, and undergraduate programs intended to prepare future EFL/ESL teachers should include courses on English phonetics and phonology and pronunciation teaching.

Finally, I hope that this research endeavor has shed some light on participant-teachers' reflective thinking and teaching practices regarding L2 pronunciation teaching. The limited scope of attention to teachers' beliefs about pronunciation teaching may reflect a neglect of pronunciation in the classroom. Therefore, I intended to provide my contribution to the academic studies concerning teacher's beliefs on second language pronunciation teaching by investigating teachers' beliefs.

5.4 Limitations of the study and suggestions for further research

The aim of this research was to comprehend Brazilian EFL teachers' beliefs about foreign language pronunciation teaching in Communicative Language Teaching. Its main limitation is the amount of time available for data collection, which occurred in a short period of three months. Furthermore, since this was a qualitative, interpretative study, the methods used for data gathering, as well as its findings and results are loaded with subjectivity. And as we know that beliefs may change over time, more research on pronunciation instruction and beliefs concerning this area is needed, but this research may be seen as a starting point for further investigation.

The number of participant-teachers – only three EFL teachers accepted to participate in the research – was also another limitation. This study showed the beliefs concerning the English pronunciation teaching in communicative language classes of only three EFL teachers, although the amount of data generated by this small sample was sufficient to inspire my reflections about teachers' beliefs and practices.

We may say that it would be very difficult to build up a complete unified view of everything about beliefs regarding pronunciation and pronunciation teaching in foreign language teaching and learning. Instead, we have taken an important step by unveiling ideas of participants' beliefs about this area.

Firstly, I would like to suggest another study involving the very same context in order to check if the results of this one match with the ones from a new study. I believe it is important to

check whether EFL teachers of the very same context have similar or divergent beliefs. Or more importantly, if EFL teachers' beliefs are aligned with their practices. In doing so, the researchers would be able to provide us with more material (findings) to be used for future actions related to pronunciation teaching in CLT.

Secondly, I suggest a similar study in a different context – another institution, maybe in another region – in order to verify whether teachers' beliefs are similar or divergent from those of the participant-teachers of this study.

I would like to suggest a study involving only EFL teachers who are taking (or have taken) a course on pronunciation to unveil their beliefs concerning pronunciation teaching. I believe it would be interesting to verify if a second language pronunciation course would have any effect on the development of the beliefs of those who attended the course, particularly on their beliefs concerning the pedagogical goals of pronunciation teaching.

Since some studies (Alghazo, 2015; Borges, 2014; Van Schoor, 2010, for instance) have shown that students value the learning of the English language pronunciation, I would like to suggest a study on EFL learners' beliefs about foreign language pronunciation learning (and teaching). It may be interesting to get to know what English language students' beliefs about the English language pronunciation are. It may provide us with relevant perspectives that could help teachers reflect upon their own pedagogical practices.

5.5 Final remarks

"Ideas about language are constantly shifting, both in the light of new theories and findings, and under the impact of non-linguistic factors such as demographic and political change. Findings are inherently provisional, flexible, and open to constant challenge. Consequently, applied linguistics must engage with messy and disputable areas. Without undermining the rationale for its own existence, it cannot avoid controversy." (Cook, 2008, p. 20)

This study intended to bring contributions and reflections to the academic studies concerning EFL teacher's beliefs on second language pronunciation teaching. I hold the opinion that EFL teachers should consider and always reflect upon their practices and attitudes towards many aspects of English language teaching and learning. With respect to pronunciation instruction, it should not be different.

I believe that teachers should have in mind that the English language will continue to change, as it always has, and adapt in the future (probably more rapidly than ever before because of the way worldwide interaction spreads). The Internet and globalization are not going to go away and neither will the communication between people around the globe. And as it might be expected, communication among people that have different mother tongues will still be made through an international language (*lingua franca*), English in this case. So, EFL teachers should reflect about pronunciation teaching and (re)visit their own beliefs in order to benefit from a reflective attitude towards their practices.

EFL teachers should also considerer that their learners will become proficient English language users and therefore they will need to be aware of phonological features in order to reach this so-called intelligible speech so that they will be able to communicate their messages and be understood as well as to understand their interlocutors. Teachers should explore (in-depth) the English language phonology in order to learn more and meet their students' needs and desires. EFL

teachers should take into consideration that they will always have to learn and study more to be more equipped to teach their own students.

I wholeheartedly agree with Thomson (2013) when he asserts that more language education programs should offer (more) courses on phonology and phonetics, and how to deal with pronunciation instruction in EFL classes.

Researchers should continue problematizing the issue of pronunciation instruction, as this area is extremely relevant for EFL teaching in Brazil. Moreover, students demonstrate that they are willing to learn the English language pronunciation, and therefore, they worry about issues such as how teachers approach pronunciation instruction in classes, as appointed by Paula (2010).

I would also like to highlight that the contribution for foreign language pronunciation teaching provided by this study was simple, but at least the need for more problematization of this issue is evident – actually, it has always been –, but this study brings more visibility to it.

All things considered, it is important to keep in mind that CLT, the approach used by the participants of this study and other innumerous EFL/ESL teachers, does not present a uniform view regarding the teaching of formal aspects of the target language, and this is the case of pronunciation (Paula, 2010). Teachers have freedom to decide what they will teach in order for their learners to achieve communicative competence.

Furthermore, pronunciation teaching is not forbidden and we have to take into consideration that studies showed that pronunciation teaching has an effect on "overall intelligibility (understandability) of accented speech, as well as on comprehensibility (the effort required of a listener to understand accented speech" (Derwing, Munro & Wiebe, 1997, 1998 as cited in Foote, Holtby & Derwing, 2011, p. 2). And we have to consider "the essential role that intelligible pronunciation plays in successful communication" (Baker, 2014, p. 138).

Finally, it is important to state that opinions may change over time, and so may teachers' beliefs concerning how EFL pronunciation and pronunciation instruction are seen. Teachers may consider a need for a balanced-approach for pronunciation teaching in their pedagogical practices (Burri, 2015) and always reflect upon their classroom practices.

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APPENDIX 1

INTERVIEW

1. Is your teaching based on a particular method or approach? (If so, how did you learn to teach in this way?)

2. Do you think that classroom instruction is sufficient to develop and improve students' language skill?

3. How do you think teachers develop their ideas about language teaching?

4. How important do you think reflective teaching is in your job?

5. Some people may think that (foreign language) grammar is not very important as long as you can get your message across in the language you are learning. What do you think about it? Does it apply to other aspects (i.e., writing or pronunciation, for instance) of language teaching?

6. What aspects of speaking do you emphasize most in your teaching? Why?

7. We know that there are many features related to pronunciation in second language learning (e.g., linguistic variety, accent, and intonation). In your opinion, what should be taught? Why?

8. In general, what are the aspects in language learning that teachers should give priority? How important are explicit (grammar, reading, writing, listening, speaking, interculturality, etc.) instructions?

9. How important do you think pronunciation teaching is?

10. What do you think are your students' greatest difficulties in language learning? (How do you deal with such difficulties?)

11. Do you think there is an ideal pronunciation model for learners? (more details, please)

12. Do you think that EFL pronunciation should be taught? Why (not)?

13. How can EFL pronunciation be taught? Do you teach pronunciation? In what ways do you teach pronunciation in the classroom?

14. What do you think it is the role of the EFL teacher in pronunciation instruction?

15. Do you think explaining how students should produce certain sounds in English has a role in EFL classes?

16. Do you think that the role that the English language plays nowadays influences the way teachers teach (grammar, pronunciation, reading etc.)? If so, does it influence your classes? How?

17. Some people say that correcting students' pronunciation is intrusive (or might be embarrassing). What do you think about it? Do you correct your students in class? If so, how do you correct them?

18. Is there room in your classes for peer correction? (If so, how does it happen?)

19. Do think there are advantages and disadvantages of drama, drills, and imitation techniques for EFL teaching? (If so, what are they?)

20. What are the ideal conditions for teaching the English language pronunciation?

21. When do you think pronunciation teaching seems to be effective (and ineffective)?

22. A student can't hear the difference in vowel length in words such as /ˈbed/ versus /bæd/ or /ˈbiːt/ versus /ˈbɪt/. What technique would you use or what explanation would you give him/her in order to teach such difference? (Celce-Murcia, 2010, p. 363).

23. You use a textbook that is communicatively oriented (New Interchange). Does it provide exercises for pronunciation practice? How do you go about using such exercises?

    YES. What aspect of pronunciation does it approach? To what extent do the exercise link pronunciation to communicative interaction?

    NO. (If it doesn't, do you use any material/technique in order to provide students with more resources for pronunciation learning?)

24. Do you think you need to be provided with more courses and materials to help you improve the way you approach pronunciation in classes? What kind of course? What else could a teacher do in order to improve his/her pronunciation teaching skills?

APPENDIX 2

Universidade Federal de Santa Catarina
Centro de Comunição e Expressão
Programa de Pós-Graduação em Inglês e Literatura correspondente
Pesquisador: Bruno Coriolano de Almeida Costa

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

Você está convidado (a) a participar do projeto de pesquisa *Crenças dos professores de Língua Inglesa sobre o ensino da pronúncia de língua estrangeira,* que busca estudar as crenças dos professores em relação ao ensino da pronúncia da língua inglesa. Este estudo visa contribuir ao ensino de língua inglesa, uma vez que os dados coletados poderão servir para a reflexão e melhoria de das práticas de ensino, adequando-os às necessidades dos alunos brasileiros aprendizes do idioma e, também, contribuindo para o ensino de línguas de modo geral.

Se aceitar participar da pesquisa, você (i) terá cinco das suas aulas gravadas, (ii) responderá a algumas perguntas, que serão gravadas (iii) e responderá a uma entrevista semiestruturada. Todos esses dados integrarão o corpus da pesquisa. Esta pesquisa será concluída por volta do final do mês de novembro de 2015 e o estudo tornar-se-á público.

Os riscos ou desconfortos associados à sua participação são mínimos, limitando-se a possível cansaço mental ao efetuar as gravações. Para minimizar essa situação, você poderá optar por fazer pequenas pausas durante o procedimento de coleta. As informações fornecidas e o material coletado serão absolutamente confidenciais e não haverá identificação nominal dos participantes, nem divulgação de quaisquer informações que podem revelar sua identidade. O participante pode, a qualquer momento, deixar de participar da pesquisa, informando o pesquisador de sua decisão, a fim de que ele não utilize mais os dados do desistente. Além do mais, asseguramos que esta pesquisa está submetida aos critérios da Resolução 196/96 e suas complementares.

A participação nesta pesquisa não acarreta, de forma alguma, em prejuízos ou em privilégios. Se houver quaisquer dúvidas referentes ao seu desenvolvimento, o pesquisador está à disposição para esclarecimentos através dos contatos dispostos abaixo.

Se você estiver de acordo em participar desta pesquisa, assine no espaço abaixo.

Eu, _____, Carteira de Identidade (ou passaporte) número _____, concordo em participar deste estudo e autorizo o pesquisador a utilizar os dados por mim fornecidos.

_____
Assinatura do Pesquisador
Florianópolis, ____ / ____/ _____
Contato: Bruno Coriolano de A. Costa: bruno_coriolano@hotmail.com
((84) 99949-4277)

APPENDIX 3

INTERVIEW I

Code name: Lucimar
Date: December 4, 2015

1 – Is your teaching based on a particular method or approach? (If so, how did you learn to teach in this way?)

So, no. Not really at first, but I would have to say that Communicative Approach is er… there within, mixed to my act of teaching.

2 – Do you think that classroom instruction is sufficient to develop and improve students' language skill?

Er… no, I think only the classroom [instruction] is not enough, but I think it depends a lot more on the student. For some students that would be enough. It depends on the learning style of the students and their learning abilities, or learning styles, but I do believe if they have some kind of input from outside – even if music or TV… any kind of outside the classroom input will help them improve or learn much more.

3 – How do you think teachers develop their ideas about language teaching?

Well, of course it depends on each teacher. Each on has his own experience and method of teaching, obviously. But I would like to believe that through study, er… teaching and not just thinking that because you know that language you can be a teacher, because there's much more to it which is not just the language, and I find it very useful also to talk with other teachers. To share their experience, to question and to have this discussion with other professionals of the area. I think it's very helpful as well.

4 – How important do you think reflective teaching is in your job?

Yeah. I think it is quite important and I do that quite often, usually after the class – right after the class I think of the class I've just taught and consider everything that was good and everything that was bad and how I could change that. I'm fortunate to have given the thing in classes in multiple classrooms so, I was able to maybe adjust or change for things that didn't go so well or went well to do it again, maybe do it a little differently. Do it a little better. And also like I said in the previous question, talking to my fellow teachers and friends telling them "Hey, I did this activity… and it didn't work so well, what can I do? What do you think I could've done differently? And in this way, I am also reflecting, thinking about my actions in the classroom and what I could improve, change or continue doing the same.

5 – Some people may think that (foreign language) grammar is not very important as long as you can get your message across in the language you are learning. What do you think about it? Does it apply to other aspects (i.e., writing or pronunciation, for instance) of language teaching?

Yeah, so, a lot of people believe that grammar maybe is sometimes not necessary. I don't think I'm sure. I think it depends on how you teach it. I think er… everything is important. Every aspect is important, including grammar. But it is something that students feel either very happy about – there are those students that really love grammar indeed and only want that – (xxxxx), but most of them don't like grammar, so I think it is more a matter of trying to make it as natural as possible because, you know, through teaching it differently, not, you know, the grammar rule, all the other ways you

can teach that directly because it is important. Er… some things are extremely important and I think that, that maybe a little problem with English that is easier than other languages to have your message given across through other people. People will understand you if you have a basic English, but that's not the language; that's just the first approach to the language, there's much more to it and for that you will need the grammar, so I think it is important yeah, but again it depends on how you teach it… it has to be within a writing, within even with a speaking activity, but there are different ways to teach the grammar.

6 – What aspects of speaking do you emphasize most in your teaching? Why?

It depends on the level I'm teaching. It depends on students as well, but I like to focus more on fluency, not so much on the pronunciation er… because I do believe that the more comfortable you are with the language, less fragmented it is your speech, the better you will learn, the better you will, maybe fix some of the little things that are wrong, let's say, in the way you're speaking, so I always try to let them speak and try to get fluency enough to later on change the little thing that they have to change.

7 – We know that there are many features related to pronunciation in second language learning (e.g., linguistic variety, accent, and intonation). In your opinion, what should be taught? Why?

Er… when it comes to pronunciation, what I focus more is on whether or not the way they are pronouncing that word might give a different understanding of what they're saying. From words of very similar pronunciation or if you say it a little differently, then it will have a completely different meaning to, you know, what you're trying to say. So, that's what a focused more on. If you see that, if you hear that a double meaning could have… could happen in this, the way students say that word and then I'll probably, you know, try to correct it the best way I can. And also if there's word with the very similar pronunciation, or (xxxxx) and influencing them, you know, will help them, then I'll show them that… "if you say this like this, when you're trying to say something else, so, you know, show them that the meaning can change, depending on they pronounce these words so that's to focus on more.

8 – In general, what are the aspects in language learning that teachers should give priority? How important are explicit (grammar, reading, writing, listening, speaking, interculturality, etc.) instructions?

Well, I think that, of course, everything is important and I think you should have a good balance of it all. And er… interculturality is a good one you will have to bring cultural aspects into the classroom that is always interesting. And, but not just from outside in, but also bring other cultural aspects, even though like in comparison and thing like that. I love classes that… in the book that talks about culture. I think those are the best classes. Students love them. That's always a good thing. And also you can give everything of that… reading, writing, speaking, lots of discussions can happen through very good aspects that bring culture into the classroom. Yeah, then, of course, depending on the class that you have, you will feel that certain aspects could be nice for the students. Like some classes [groups] really want to improve their writing. And you know you could go a little bit beyond what you would give them. Right? They would be happy with that. So, but culture, I think is very important.

9 – How important do you think pronunciation teaching is?

Well, to be honest, I don't know much about pronunciation. So, I tell them if there's something I'm not sure of, I'll tell them that I don't know. I can't help because it is not my specialty at all, but whenever I can, whenever I see like it's (xxxxx) what I know will help them in maybe not giving too many, you know, misguiding meanings in what you say, then I'll tell them. You know like er… in one of the classes "dinner" and "diner" that was an example, you know, I put on the board. Every time I do that because they have this difficulty in understanding "dinner" and "diner" and I'll explain

it and also er… when you're teaching – that's the classic, you know – when you're teaching comparatives and superlatives, you know, understanding the sound, syllable sounds I think that is something I will tell them. It's necessary and they ask, so… yeah. It's important… maybe… teachers that would know more about this aspect of the language would, you know, give them more information about it. I personally can't. So I do what I can about it, but also I don't think it is the most important thing so I only focus really when I feel it is necessary or when students ask me.

10 – What do you think are your students' greatest difficulties in language learning? (How do you deal with such difficulties?)

Er… one of the things er… they have difficulty with fluency and being uncomfortable with the language so participating in speaking activities that is always a little hard and I find that it's not only in first levels or in beginners, but also in advanced classes… sometimes students, they have to be a little (xxxxx) so, it's a little tricky. And as for writing as well there are a few things that students have difficulties with in writing and I'll have to highlight here the pronouns and prepositions, articles and … er… certain aspects like, that are a little tricky in language. And there is something, especially in beginners, they… how do I say? they let er… Portuguese influence a lot their learning and their production of their English. So it's very common for me. I found it that it's very common to have a student that would read in English in the same way he would read in Portuguese. So, students end up not reading certain words or not pronouncing some things that even I would know… the students actually know how to pronounce that word, but because Portuguese is influencing then they can't do that correctly, let's say. So, in these cases, I talk to them… every time I see that Portuguese is influencing them little too much, I talk to them, as naturally as I can, I don't say who it was, of course, but I tell them how important it is to try to distance ourselves from Portuguese. For other grammatical things that are complicated like pronoun and other things I said, I try to tell them and show them in the writing exercises, not just how it is, but also I do exercises where I ask them to look at the sentence again and see if something is missing and I highlight the place where that thing should be and I tell them "here's a pronoun" so they will look at it and reflect about that like "What kind of pronoun should put here?" "Why is the teaching telling me that this article is wrong, that this preposition is wrong? So that they have this instruction that comes not only from me, but it's also something that is coming from them. And that for fluency, I try to do a lot of speaking exercises in smaller groups er… they have a better opportunity, like this to speak in smaller groups and when I see that some of them are still not participating, then I go to the groups and ask questions and try to have this fluency going, try to help them as much as I can do to be comfortable really with the language there to speak in English.

11 – Do you think there is an ideal pronunciation model for learners? (more details, please)

No, no there's no ideal model!

12 – Do you think that EFL pronunciation should be taught? Why (not)?

Er… I think it should, maybe not, like I said, I don't think it is as important as other things because giving importance to… even reading more than pronunciation, I think. But I feel like sometimes it is necessary and students like that and also it is a belief that you have to speak like a native, or something like that, and as a teacher, if you don't agree with this belief, which is my case, I don't think that students have to speak like a native. It's good to have this knowledge. Like I would like… if I could go back I would do pronunciation, phonetics courses in undergrad to know a little more about that, to be able to do that to the students with more knowledge than what I have. What I have is too basic, but even then I do tell them that in class and you can see that students have this thing their little minds. They want to sound like a native, so… but telling them… by bringing some aspects of pronunciation within the classroom and telling them why or why not it is important it makes them understand that, that is not what they should worry about a lot of them worry about that a lot, but it's not an issue you should care about at all. So, yeah, I think that would be good, but mostly for the teachers, not necessary for the students.

13 – How can EFL pronunciation be taught? Do you teach pronunciation? In what ways do you teach pronunciation in the classroom?

Er… I think it could be taught in class. I only teach it formally like "ok, today I have to teach them this pronunciation part" if it's really necessary. So, it depends on the unit, I think, I'm dealing with (xxxxx) and… sometimes I do the exercises there are in the book mm… in case here is [New] Interchange, but a lot of time I just bring it to them through the reading so I highlight the words and have them repeat and ask them if they understand why it's pronounced that way because it's on the board and explain to them, give them other examples, other words that have similar pronunciation… ok.

14 – What do you think it is the role of the EFL teacher in pronunciation instruction?

I think the role of the teacher is to… first of all, to show them… again… to go back to the myth of 'speaking like a native'… The role of the teacher is to show them that if they want that for them, ok, but this should not be something to worry about. They should worry about being understood or pronouncing that word in a way that people understand them and then the correct meaning, but I do believe that the role of the teacher here is more on dismantling this myth that students have than other things, but I think the main role is that one. So, because I feel that students will have this idea in mind. The focus some much on that they don't evolve in their speaking abilities – they get stuck because worried of what they are going to say is wrong and, you know, by trying to address this myth and the belief students have, you'll help them more than by simply giving them pronunciation tips or things like that.

15 – Do you think explaining how students should produce certain sounds in English has a role in EFL classes?

Yeah… there are some sounds that er… are (xxxxx)… because again it will help show some students. Some students won't see, won't notice the difference, but some sounds, if you could play, if you could tell them "Hey, look, how does your throat feel when you say that sound?" or "where's your tongue?" "What's happening in your mouth?" they notice it and register this, so I think that is not (xxxxx) for certain sounds it is important to do that, especially the level one or two they have a lot of pronunciation questions. Er… you have to answer them for that will help them a lot.

16 – Do you think that the role that the English language plays nowadays influences the way teachers teach (grammar, pronunciation, reading etc.)? If so, does it influence your classes? How?

Yes. Er… yeah. It does influence the way I teach and I do see English as one of the most important, if not the most important language in the world, and students know that. So, it's not something that you can leave outside. There is er… a way on understanding English. Everybody sees this way – you gotta learn. You gotta know, at least, what this is, right? So, that does influence a lot! Er… but also what I find interesting is that there is also a little feeling of going against that like a lot of people don't like this idea of English being the most important language in the world. So, I think it's important, in the classroom, to not make it feel like English is the most important language in the world, I don't know if I've been clear here, but like… to give importance to everything else. Every language or every culture that something I feel in class sometimes when I'm teaching something about the American culture. Er… you can see in some of students' faces how they feel "ok, but why American? Why not another culture? Why not our culture?" even though it's an English class, there is the feeling. And it's the same with the language, some people have to learn because of their jobs, because there is… but even though it IS one of the most important and it DOES influence our lives and therefore it influences my classes. I have to be careful with (xxxxx) and not giving the message and not passing on the intension of making it feel like a language… English in the most important thing. So I think it influences, yeah, but also this idea of having to balance that in class.

17 – Some people say that correcting students' pronunciation is intrusive (or might be embarrassing). What do you think about it? Do you correct your students in class? If so, how do you correct them?

Well, I try to be as nice as possible er… really, as much as possible, er… depending on what it is pronunciation, for example er… I try, and I know that's a classic, so, I repeat what the students just said to see if maybe they notice that I said it differently and sometimes they do if you see them… their faces when they notice you repeated… you repeated what they just said. Er… also it is like a reading activity and there are a few words that you said differently then I would bring up at the end of the reading… some of the pronunciation er… words… er… pronouncing words differently. And as for grammar and writing. Actually grammar in the classroom. I usually after the class… is correct or what they think… not if it's correct… "what do you think about that?" and "how did they answer that questions?" and then I try to, you know, bring them back to the grammar er… explanations that they just said and see if they notice why it's wrong and how to be corrected and things like that, you know, taking the attention off the students, but bringing to the class so that the student doesn't feel purgative, like you did the wrong kind of thing. And for writing, especially this more advanced classes, like intermediate and upper-intermediate, I have been doing it… er… they write more paragraphs and essays, So what I do is I give them back the first copy. I give them back with mm… tips of something where they should rethink in their texts and then they give me back a second version. And the feedback I've been having with this kind of correction is being really good – they really like that. The possibility of looking at the text again and reflecting on those indications that I give them. Er… I feel and they have told that they have learned more like this, so it's a type of correction that I will be continuing during the future.

18 – Is there room in your classes for peer correction? (If so, how does it happen?)

So, formal peer review activities, I haven't been doing that very often because in the context of extracurricular it's a little time-demanding – this kind of activity – because I can't leave it just to the peer review; I have to review it at some point. So I feel like it takes time and at extra we don't have a lot of time. But I do think it's important. It would help them so it is something would, you know, reflect on and reconsider, but in a few activities, reviewing happens a lot in more advanced classes when people know already a little bit language and some students are comfortable correcting or, you know, giving the more appropriate answer to their colleagues er… depending on who is doing that and who is receiving that I think it's okay, but er… sometimes it has happened and a student did that and another one didn't really like it and then I had to do the best as possible and as soon as possible show that other that this kind of behavior is not okay, er… but usually it works pretty well, especially in speaking activities, you know, they help each other and most people appreciate that. So, it is something that should be included yes, in classroom activity – it should be a regular thing.

19 – Do think there are advantages and disadvantages of drama, drills, and imitation techniques for EFL teaching? (If so, what are they?)

Er… I think there are advantages in everything er… I think it is more a matter of the class, the students. I know I can tell you that some of my classes would never be ok with a drama (xxxxx), performing kind of activity. So, I think it is more a matter of depending on what it is, like, especially this, like theater, like bringing theater into the classroom, it could work, it could be fantastic, but it's more on how is the class going to react to that, in case you tell them, "hey, in that class, you know, you have to perform? er… I know that a lot of classes would not be ok with that. So, if, let's say, this kind of activity is a little off the normality for classroom, like, students are not expecting to be performing in front of the others; so, this set of activity would have to be very careful… how to give that to the students and make sure that the class is receptive to the this kind of activity. Even oral presentations, which is something very regular; we always do that and students know it, even that there's resistance. So… yeah. There is something to think about. And er… activities like repetition or drilling, it can work… definitely, it can work, but I think it's more… the disadvantage would be… in doing it too often is a tedious activity. So doing it too often will be a disadvantage for students.

So, it can work and I think it would work. It would help certain aspects of learning the grammar, for example, this kind of activity can help a lot, but really trying to understand and figure out when this type of activity will be an advantage for students and not just because it's easy or you think it's nice – it's not about you, right? It's about the students, mostly. So, I think it will depend more on the concern of students, the classroom you're in and how often you do that. How much of an advantage would that be, to give this kind of activity to the students.

20 – What are the ideal conditions for teaching the English language pronunciation?

Ideal conditions? I mean, sometimes I feel like if you have an example er… is good and… so maybe a video, something… an audio… video works better. I also feel like it would nice if you could bring er… maybe really show an American that could come and talk to the students and not just because of the person's pronunciation – the native's pronunciation, but for the students to realize how they can interact with that person and maybe, – I'm going back to that myth, idea, you know, trying to deconstruct this idea –, but an ideal condition as in… within the classroom, I don't know. I don't know. I think there are things that you could do maybe to make it more… to make it better, like nicer for the students to learn pronunciation or to practice even pronunciation, but I can't tell you exactly ideal condition.

21 – When do you think pronunciation teaching seems to be effective (and ineffective)?

I think it's the most effective when it comes from the students. When they ask about it and even if it's just "free" or "three" er… pronunciation has this thing that everybody start looking at you, you know. Again because of the myth, you know, "how to say that correctly?". So, when it comes from the students it is a genuine question. So, they pay more attention. They feel like… all the students feel like "ok, that could be my question as well" so, they relate to that and they pay attention. Er… it is something that I bring, most of the time. They are not… you can it's not really… they are (xxxx), but when it comes from students is more effective.

22 – A student can't hear the difference in vowel length in words such as /ˈbed/ versus /bæd/ or /ˈbiːt/ versus /ˈbɪt/. What technique would you use or what explanation would you give him/her in order to teach such difference? (Celce-Murcia, 2010, p. 363).

So, because I don't have any formal knowledge about that, I can't give them too much, but I always try to bring it within a sentence or a context so that they might be able to associate that sound with the context that it's in er… or I explain to them an (xxxxx) or (I just) try to remember them like something like for the "diner" /ˈdaɪnər/, I always tell them to think of hamburgers, milkshake, you know that typical image of American diner, so that they try to associate this sound with a particular image, a particular context, but sometimes… yeah, they don't see. Most of the time they don't notice the difference so what I do often, I exaggerate the sound and for a while I exaggerate the sound. I show them how it would be and then I explain that within the language "you don't say that with that exaggeration". So the sounds do come closer together, but what they need to know is the meaning of each word; so, maybe to them to understand that sometimes the word will have similar sounds, but what matters is what they need, right? So, to try to bring this (xxxxx).

23 – You use a textbook that is communicatively oriented (New Interchange). Does it provide exercises for pronunciation practice? How do you go about using such exercises?

YES. What aspect of pronunciation does it approach? To what extent do the exercise link pronunciation to communicative interaction?

NO. (If it doesn't, do you use any material/technique in order to provide students with more resources for pronunciation learning?)

Yes. It does have er… I think for all of the units it has pronunciation… segments of units of pronunciation. Er… I don't use them all at all. I choose some of them – the ones I know that students will appreciate if I bring them into the classroom, but also some of them I really don't bring because

I think the activity itself is not appropriate or not nice enough – which unfortunately it's a lot of them, a lot of those exercises, these activities I think are not worth bringing to the classroom. Er… but some of them are important. I can't give you some examples now, but some of them are nice and I bring them into class. But I have used that a lot more in the sense of showing them it could sound or how it sounds, especially, now I remember one, that is when you say a sentence – the whole sentence – and words tend to get together as if it was one word and two words end up being almost the same sound and you link the words. And I remem… I think it was 'should', the sound of should with something else, or 'would' with another word and that sound would connect it. So connecting them you couldn't really see the fluctuation between the words. You couldn't hear it. So I remember bringing just the audio of that pronunciation exercise, not doing the exercise itself, but just bringing the example so that they could see. They could be aware of this feature of the pronunciation of those sentences. More in the sense of having more than just my words I have some other's voices er… showing them this particularity of the… that sentence…

24 – Do you think you need to be provided with more courses and materials to help you improve the way you approach pronunciation in classes? What kind of course? What else could a teacher do in order to improve his/her pronunciation teaching skills?

Yeah, I do think we should have more courses in the undergrad concerning that because it is necessary and even if it's just to rethink this idea of the myth of… you know, this belief that students have, but to have… we do have places in linguistics classes to discuss this aspects – Sociolinguistics and another areas speak about that – but it is related to phonetics, but yes, it would be important to have this more formally, and not just like er… a selective er... class, which was *optativa* er… so, yeah, I would… if I could go back, I would take that class – I didn't – I feel now that it would've helped me, definitely.

INTERVIEW II

Code name: Kelly
Date: December 7, 2015

1 – Is your teaching based on a particular method or approach? (If so, how did you learn to teach in this way?)

Yes, I think it is. Basically, what I try to do in my classes is to use the Communicative Approach, but more than that er… interculturality is a pedagogy of teaching language; so, it is an approach that I try to base myself on. Er… one of the things that the Intercultural Approach er… tells me to do is with that idea that my students defective native speaker and I should avoid stereotypes – I'm not talking about national stereotypes only, but I'm talking about the different cultures that I have in the class; so I have, for example, the culture related to gender, to age and other things, to er… to other things and er… interculturality is pedagogy that I try to base myself on to teach er… my students.

2 – Do you think that classroom instruction is sufficient to develop and improve students' language skill?

No, I don't think so. Er… I think it is part of the process, but they have to do other things in order to improve their skills because I'm going to ask them to do something, perform some tasks, but the classes just, for me at least, I believe it is like that, but for the class is laboratory where they can make mistakes, when you can learn, when the teacher can be a mediator and throw these instructions that student's going to learn, but more than that it's like what happens when the student leaves the class? So I think it is important to be aware that you have to do other activities. They have to er… maybe create a world, an emersion, er… environment around you so that you can practice the language and er… and see that what you're learning in the classroom makes to you in real life.

3 – How do you think teachers develop their ideas about language teaching?

I think that theory helps… like the more you read about theories of teaching languages help you a lot, but together with theory er… I would like to point out the experience. Er… for example, all of us who teach English, we had er… English teachers and er… my class nowadays I think is a kind of mixture of what I had English teachers doing and er… strategies that worked for me – for me to learn – and er… based on these experiences and based on everything that I have read about teaching, about all of the theories; so a combination of all of them gave me the idea of how I have to procedure of how I have to do in the classroom.

4 – How important do you think reflective teaching is in your job?

I think it is very important because as a teacher I don't see myself as a technician of the language that I go to the class and I just tell them what to do because criticality helps to improve my… helps me improve my classes so every time when I finish teaching, one of the first things that I do is like to home and take note: "so what did I do today?" "So, what can I do… if I could do it, would I do it in a different way?" so I think it is very important for the development of teaching, otherwise, the art of teaching – I'm going to call it 'the art of teaching' – gets boring because we're just to the class, do exactly the same thing and that's it, you don't think of your next step.

5 – Some people may think that (foreign language) grammar is not very important as long as you can get your message across in the language you are learning. What do you think about it? Does it apply to other aspects (i.e., writing or pronunciation, for instance) of language teaching?

I think the grammar is very important, but I would like to point out that yes, communication er… like grammar is within communication. Er… maybe, we should not focus on grammar that much, at the beginning, but I think it's very important because if you forget about grammar, everybody is

going to start speaking the way they want to and if you don't have like rules, you something that unite the language, er… how is it going to be possible… how is communication going to be possible? So I think it is very important and every aspect of language like pronunciation, grammar, and… spelling… these are all very important. Like you can speak a language in a very good way. You really know how to use the language, but you have a very poor spelling so, for the reader, this is going to be er… he has… you will have to struggle with the following with the language. So I think it is very important, but above all is communication so everything you do and learn has to aim at communication. So that's what I think.

6 – What aspects of speaking do you emphasize most in your teaching? Why?

Well, I focus on pronunciation and what I would not call it as a correct pronunciation, but intelligible pronunciation and here I don't have the knowledge to talk to you about intelligibility because I've never read anything deep about the topic. Er… but I try to emphasize that a good pronunciation helps you avoid misunderstanding er… like, if I can give you one example, a lot of students say the word 'call' /ˈkaʊ/ instead of 'call' /ˈkɒl /, but then you're pronouncing two different words. Like 'cow' is different from 'call' and if you're talking to somebody else who maybe do not understand Portuguese, that doesn't have this strategy of understanding you, maybe this person is going to get another message instead of what you really want to say; so I try to focus on pronunciation.

7 – We know that there are many features related to pronunciation in second language learning (e.g., linguistic variety, accent, and intonation). In your opinion, what should be taught? Why?

I think a word should be taught er… in English and sometimes what I try to do with my students is either writer the word on the board and I give some examples and some patterns of example the pronunciation of the word 'famous'. What I noticed is that a lot of people say "feimous" instead of famous /ˈfeɪməs/ and this is a very good opportunity for going to the board and write the word FAMOUS and give more examples like 'dangerous', er… 'courageous' and other things. And another thing which I find that it's important is to give the students, not all at once, the possible way that a word can be pronounced. One example of this is the word either /ˈiːðər/ or either /ˈaɪðə/, for example. Er… because sometimes they watch videos. They go to the Internet. They do things and I say either/ˈaɪðə/, for example and students come to me and say (((Teacher's name))), I think you are pronouncing in an incorrect way because I watched a movie and they say "either" /ˈiːðər/. So, if the teacher is not wrong, so I think it is also important to make it clear that words might have different pronunciations or writings, depending on the kind of English you're talking about.

8 – In general, what are the aspects in language learning that teachers should give priority? How important are explicit (grammar, reading, writing, listening, speaking, interculturality, etc.) instructions?

I think that the aspects of the language that I should prioritize in my teaching is the structure of the language – so I believe that this is really, really important – and when I'm talking about structure I'm talking about not only grammar, but I'm talking about how words go in a sentence and I think that this is very important, but another aspect that I should prioritize is that thing that I have mentioned before that students are not effective native speakers so I have to take into consideration that my students are in the process of learning an additional language and he or she might make mistakes. So I have to consider that, but I would deal like push them into producing the structure which is, which I think is correct in English.

9 – How important do you think pronunciation teaching is?

Well, I think that I kind of mentioned that before, but I think that pronunciation teaching is very important er… for communication as well because if you have… I don't want my students to have a poor pronunciation and er… if I think that I don't have to teach pronunciation so I'll be teaching English for Specific Purposes. I think many of the student that I have here, they are better at reading

than speaking and why is that? because they have contact with English. They read things in English. Most of them come here and they are students of Master's and PhD programs and they really read in English – read the articles, but they have a very poor pronunciation, some of the times, and I want to teach pronunciation in order to empower them to be better communicators in English.

10 – What do you think are your students' greatest difficulties in language learning? (How do you deal with such difficulties?)

To be really honest er… structure, like the sentences that they sometimes come to me, they are very Portuguese-like so I use to think that the words are in English, but the sentences are completely, the ideas are completely in Portuguese and I understand the sentences because I speak Portuguese, but I'm wondering if a person who is not familiar with Portuguese would understand those sentences and er… in one of my groups this semester, pronunciation was also one of the greatest difficulties of my students. Er… like, most of them could understand English, but I ask them to produce a lot of things orally and most of the time the pronunciation was not good and for me it was an effort to understand them.

11 – Do you think there is an ideal pronunciation model for learners? (more details, please)

I don't think there is an ideal pronunciation model for students, especially because most of my students, and I think most of the students in Brazil, they are learning English as… it's the first additional language that they learn rather than Portuguese and er… the way English language is structured in terms of pronunciation is very different and is very new for them. Sometimes I really worry about the input, for example, I would pronounce a world like "political" er… "analytical" and er… for them, this is very difficult and then they hear "analytical" (AmE) and "analytical" (BrE) "city" (AmE) and "city" (BrE) and they kind of know… don't know which one is right, which one is wrong, but it's very hard to tell them that there's no right, there's no wrong answer, like, they are both varieties of the same language and I think that dealing with this is very hard, and if I say there's an ideal model of pronunciation, I'm maybe not going to consider all the voices that come in teaching. I would privilege some one or two or maybe three of them and not all of them – not all of the possible ways. So, sometimes what I do is if you have the word "apple" you can pronounce it / ˈæpl̩ / or you can pronounce it /ˈ ɑːpl̩ /, but you cannot pronounce it / eɪple / because I don't think that this is an acceptable pronunciation.

12 – Do you think that the English language pronunciation should be taught? Why (not)?

Yes, I think so! Er… not all of the time, for example because, you know, there are others aspects of the language you have to cover, but yes, I think that you should have some time during your class or sometimes prepare an entire class in pronunciation because I think that students ask for this. Er… "do you wanna know how to pronounce the words correctly?" and most of them are embarrassed because they don't know the right pronunciation. So, er… I think that they ask for pronunciation classes. They ask for this and I think you should go there and teach them a little bit of what you know and help them.

13 – How can EFL pronunciation be taught? Do you teach pronunciation? In what ways do you teach pronunciation in the classroom?

I don't know if I have the right answer for this, but the way that I teach pronunciation is er… sometimes I correct students on the spot and when I do this I ask everybody else to repeat what the student has just said, but in a way that doesn't embarrass the student, of course. But when I think that there is a pronunciation… a word that the student is pronouncing not in a correct way, er… at the end of the activity I go to the class… I go to the board and I write the word on the board and then I teach them the features of that specific word. And what I try to do sometimes is to teach them the position of the tongue inside the mouth because sometimes they are not aware of that. For example,

the interdental sound "th[17]", er… like "wiTH", "THink" er… I think they don't really understand what it's like to pronounce these words and then I try to tell them: "hey, like your tongue has to be between both teeth and I explain that this sound doesn't exist in Portuguese; that's why it's hard to pronounce it and I try to bring something to class that they are familiar with. So, I kind of invent some words in Portuguese, I kind use things that they already know and from that thing they I teach them the sounds that I want them to learn.

14 – What do you think it is the role of the EFL teacher in pronunciation instruction?

I think that the teacher is crucial. The teacher is the mediator in the class. And he is the model. Er… if the teacher doesn't correct students, if the teacher doesn't teach pronunciation in a way that students can prov… can benefit themselves form it, er… they will not learn and er… and another thing that I think is important in the classroom because when students are watching videos on the internet, when they are er… talking to other people in English, these people they are users of the language. They might not have this technical knowledge of the language so that the teacher should have and er… yes, the teacher is very important teaching pronunciation.

15 – Do you think explaining how students should produce certain sounds in English has a role in EFL classes?

Yes, I think so because as I said Portuguese and English are very different languages. And er… I want them to understand that we have sounds that do not make sense in English and there are some sounds which do not make sense in Portuguese. And one interesting thing to consider is as students do not speak any other foreign language er… before English, they think that Portuguese pronunciation is very easy so they make comparisons and they always say "Oh, Portuguese is very easy, compared to English!" and what I try to show that is "No, it is not. They way you pronounce words in Portuguese might be very difficult, for somebody who do not… who does not speak the language. So, when I can get them aware of that sounds are different, so I can teach them sounds in English and like these specific sounds are going to help them to pronounce like words and this is going to help them with sentences er… in the future. So, I think it is very important.

16 – Do you think that the role that the English language plays nowadays influences the way teachers teach (grammar, pronunciation, reading etc.)? If so, does it influence your classes? How?

To be really honest, not all the teachers. I think that some teachers consider the fact that English is now a *lingua franca* and we have possible er… pronunciation and even structure from all over the world, but I still think that some teachers just think of the United States and England, when we talk about English. And er… this is a very essentialistic view because when they say "I speak American English", "I speak British English", "I teach American English", "I teach British English", what are you talking about? [The] United States, for example is a huge country; so we're talking about the accents from the South, from the North, er… from California, other places or even Hawaii er… and England, I know that England is a smaller country, but you have the accent from London, you have it from Manchester, you have it from Liverpool, and other places. So what are you talking about when you mention British and American English and I think that some teachers think about this characteristics of the language nowadays and that's why we teach it differently that we used to teach in the past, but some teachers still restrict themselves to a very essentialistic view of the language, in the United States or England.

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[17] /θ/ voiceless dental fricative and /ð/ voiced dental fricative. The tongue tip is used either between the teeth or close to the upper teeth (/θ/as in thank and /ð/as in this). For more detail, see Kelly, 2011. P. 6.

17 – Some people say that correcting students' pronunciation is intrusive (or might be embarrassing). What do you think about it? Do you correct your students in class? If so, how do you correct them?

I do. I used to think that correcting pronunciation was very embarrassing, but nowadays I don't think it anymore because they are in the class, they want to learn, they ask you for corrections and er… I don't think it is embarrassing! Of course, you have to think of the right moment of doing it. Sometimes when what the student, what the students want to say is very important and the students really make it an effort to really communicate to you what he or she wants and maybe he's talking about his family, something very emotional, which makes a lot of sense to him. I wouldn't just stop the student: "Hey, you are pronouncing words in an incorrect way". I think that this is not… this is very unsensitive, not sensitive er… for me; so I wait a little bit so by the end of that, when I get the message, and then I can go to the board and teach that pronunciation. I think it's not intrusive anymore.

18 – Is there room in your classes for peer correction? (If so, how does it happen?)

That depends on the level that I have because I think the pair-work, peer correction is very important, but what if I have a group of basic students and neither of them know how to pronounce the word correctly? So, how are they going to correct themselves if they don't know how to pronounce the word? And er… I think it is important, but I have to be very careful on how I de… how I guide this kind of activity because… another thing that I'm just thinking right now is if I have one student here who has a better pronunciation than a student B, for example, and when I ask them to work together so that student A can correct student B, how is this student B going to feel about? So I have to be really careful about this kind of activity.

19 – Do think there are advantages and disadvantages of drama, drills, and imitation techniques for EFL teaching? (If so, what are they?)

Yes, I think there advantages and disadvantages… some of the activities there are more disadvantages than advantages, but yeah, I would use all of them… er… a lot of people don't like drilling, some students don't like drilling, sometimes teacher don't like drilling er... I wouldn't do it all the time, but I think it is really, really important because before producing language by themselves, I think that students have to be able to understand the structure and drilling for me really helps the students to get that structure and remember the structure and only after that I would focus on communication and… just one example here, grammar, for example, I think that they have the chance of use language in a real context. They are also producing a kind of language which maybe they would not produce in real life, but they are in situation, real situation in class and… yeah (xxxxx), I would say that there are advantages and disadvantages in all the activities and the teacher has to really reflect on these activities because I have to learn first "what do I want with drills?" "What do I want I'm using the activity of drama, is it worth it? Is it not worth it? Why? So, I should ask these questions first.

20 – What are the ideal conditions for teaching the English language pronunciation?

I'm just not sure with the word 'ideal' because ideal er… I don't know the word ideal gives me the idea that there's only one right answer and it's not like that, but if I could think of an ideal er… model of way of teaching pronunciation, is in a class where students are very aware of the importance of pronunciation and all of the other aspects er… of the language because for me, learning a foreign language, or an additional language, has more to do with awareness, openness than to cognition because many of my students, or some of my students, would not learn the language because they are not open to it. If they are not open to it, if they open to it, if they don't understand the important of pronouncing the words correctly, of studying the structure and other things, they will never learn and they will think that they don't have, they are not smart enough to learn an additional language, it's not the case. Er… so I think it has more to do it all of this awareness than cognition itself.

21 – When do you think pronunciation teaching seems to be effective (and ineffective)?

I think it is very effective when you contextualize it. When, for example, you have like a specific moment when you teach it, going to the board and explain things. And I think it is ineffective when er… the student's producing er… like a real language, which is really important for him or for her, as one example that I gave here: the student is just talking about his family, for example, like a very serious problem sometimes and it happens in the class and if I interrupt the student all the time to correct pronunciation, he's not going to think about what you're saying, he's not going to think about the word that I want to correct him or her, in terms of pronunciation. So, in the end of the class, he will not… the only thing he or she will remember is "my teacher interrupted me all the time, and to teach me things that I will not remember".

22 – A student can't hear the difference in vowel length in words such as /ˈbed/ versus /bæd/ or /ˈbiːt/ versus /ˈbɪt/. What technique would you use or what explanation would you give him/her in order to teach such difference? (Celce-Murcia, 2010, p. 363).

This is a very interesting question. Er… you know, I'm a person who loves phonetics and er… I love transcriptions, even though it's not my area of expertise, but what I do… what I would do is I go to the board and I would teach it to everybody because I think that everybody would be interested in learning the differences between these two words, these examples that you gave me, but I would transcribe them, phonetically, on the board and I would point out the kinds of sounds that we have and I would explain to them the differences between the short er… pronunciation, the long pronunciation and why it is done in both words. I think that this is a more effective way than just saying: "Repeat after me 'bed' /ˈbed/ 'bad' /ˈbæd/. Did you see the difference?" of course, the students will never see the difference. He or she has this difficulty in understanding er… both words and the explanation of the sounds and the phonetics transcription here; I think it is very important. Of course, I'm going to tell the students that he or she doesn't have to know phonetical transcription. This is something that I want them to be aware that exists, that there is a science behind it, which studies this, but it's just a way to help them to understand, help them to understand how sounds work in English.

23 – You use a textbook that is communicatively oriented (New Interchange). Does it provide exercises for pronunciation practice? How do you go about using such exercises?

YES. What aspect of pronunciation does it approach? To what extent do the exercise link pronunciation to communicative interaction?

NO. (If it doesn't, do you use any material/technique in order to provide students with more resources for pronunciation learning?)

There are very few exercises in this book here in teaching pronunciation and to be honest with you, I really don't like them because it's just exercises of repetition; so repeat this word. Repeat that word. They want to focus on the stressed syllables of the word, but then, the exercise itself is just repeat, repeat, repeat. And er… why are students going to repeat it for… for… if they don't understand what they are repeating words? So what I do, whenever I have like an exercise of pronunciation, what I do is just try to seek of examples that are relevant for them or I would work with words which I believe it's very problematic for them like… such as the pronunciation of 'police' /pəˈliːs/ which is often pronounced as /ˈpɔːliːs/ or 'hotel' /ˌhoʊˈtel/ which is /ˈhɔːtel/ or something like this and yes, I would work with my own examples. The exercises of the book, they are just about repetition and I don't like them.

24 – Do you think you need to be provided with more courses and materials to help you improve the way you approach pronunciation in classes? What kind of course? What else could a teacher do in order to improve his/her pronunciation teaching skills?

Yes, I think so. I remember here when I graduated from college I had a coordinator… there was a course of English at the university – it was an extension program and I remember that in all of our

meetings, we… the handout, the (xxxxx) of the meetings was reading phonetical transcription, for example; so this professor pushed us into learning phonetical transcription and learning how to pronounce words correctly and er… that was really, really nice; so I think that what I know today about this, I learned when I was at college. And not only that, I think that we should read more, we should practice more because… I see myself as a teacher, but I also see myself as a language user. So how am I going to help my students pronounce words correctly, in a way that people can understand them, if I don't know how to pronounce words myself? So, I need to be a really good language user before I start teaching and I think that these materials are going to help me as well, but before I help my students.

INTERVIEW III

Code name: Dagmar
Date: January 12, 2016

1 – Is your teaching based on a particular method or approach? (If so, how did you learn to teach in this way?)

Yeah, concerning my teaching approach, er… actually I… as I teach at the Extracurricular courses, er… and we have a material that is notional-functional oriented, I tend to follow the material and therefore I tend to be a notional-functional, although er… I learned how to teach in a communicative way. So as I was saying, I tend to teach a communicative way, of course, I have learned to teach this way er… during my methodology course and also my practicum everything that I studied during my graduate program; so that's the reason I tend to be more communicative. Sometimes, I tend to use… I try to use the Task-Based Approach, for example, I kind of make a little of the notional-functional approach and the Task-Based Approach which are… well, the first of because of the material, the second one because of what I studied and learned how to so; so that's pretty much it.

2 – Do you think that classroom instruction is sufficient to develop and improve students' language skill?

Well, er… classroom instruction itself is not really… I think is not sufficient for developing and improve the students' language skills, but I guess that classroom instruction, combined with students' own interests and motivation, it can be sufficient. What I mean is that if the students, they… go to the classroom, receive the instructions and practice all the activities that are proposed, do everything that is proposed then er… those students might learn, right? Er… properly and improve and develop their languages skills and everything.

3 – How do you think teachers develop their ideas about language teaching?

I think that there are many ways in which teachers develop their ideas about language teaching. Some teachers, they develop their ideas by observing their own teachers when they are students, some others develop, they develop their ideas by reading er… about the teaching approaches and things like that. And, well, there some teachers when they are not like very well-trained, or something like that, they kind of have their… like… ideas like er… beliefs, for example; so there are many ways… sometimes even teacher who are well-trained have their beliefs; so I guess that is how... I myself got a very well training, I think. I learned many different theories, I learned about the approaches – communicative approach… it's er… it's some of approaches, like Task-Based Approach and others; so I guess it was very good for me. Other than that, I also learned a lot by practicing, by teaching; so I guess we learned a lot combining the things we learned through theory and also our practice. My practicum was also important for me too because er… despite the practice, I also had my advisor's feedback, something like that…

4 – How important do you think reflective teaching is in your job?

Well, since when I was learning about how to teach, at least er.. about teaching, in general, a word that I always learned about was 'reflecting' like er… reflecting about the practice and er… well, since then I have been also… I have always been…. Since then I have always been a very reflective… or… I have always reflected about my practices, that's what I want to say, like I always about my classes after I teach them, I always try to improve and er… [I] try to make up for my mistakes in terms of if I don't like my classes, I try to… I don't like my classes, I try something new and see if the activity doesn't work, I try new activities; so I'm always reflecting about my own practice and er… I feel bad when I… it does work - some things don't work – and I feel good when

they work and I try to repeat what is good and discard what is bad; so that's what I think. So, er… this way I conclude that er… reflecting about our practice is really important; it's very, very important, I guess that that is it.

5 – Some people may think that (foreign language) grammar is not very important as long as you can get your message across in the language you are learning. What do you think about it? Does it apply to other aspects (i.e., writing or pronunciation, for instance) of language teaching?

I think it's a question of objective, right? So if they students' objective, or the course objective is to teach just speaking like just to… we teach students to speak then sometimes we don't need to focus on grammar. On the other hand, if we're teaching writing… if we're teaching writing, so I guess that we can't exclude grammar, we need to teach how the language is structured grammatically and things like that, so I guess it's a questions of necessity, right? So, of course that we don't need, for example at the extracurricular course, we don't need to focus too much on grammar, right?

6 – What aspects of speaking do you emphasize most in your teaching? Why?

The aspects of speaking that I emphasis most in my teaching is that the student can understand what their interlocutor is saying and also respond to their interlocutor satisfactorily… in a satisfactory way, that's what I wanna say. Well to be able to reach that goal, sometimes I emphasize on their pronunciation because once the students, they understand what their interlocutor is saying, they can respond and if they use the right pronunciation they are going to be understood; so that's what I try to emphasize when I'm talking about speaking.

7 – We know that there are many features related to pronunciation in second language learning (e.g., linguistic variety, accent, and intonation). In your opinion, what should be taught? Why?

I guess we er… it's important to teach everything that we can about pronunciation, like of course, not er… all the little details, but, for example, in terms of linguistic variety, accent, intonation, those things, they are very important not only for the students to speak, but also to understand. When I say "not only to the student speak", I mean not only for the student speak and be understood, right? And of course, as I mentioned before, for the student to able to er… understand what the other people say, so that's what I think… and of course sometimes, when it comes to intonation, for the student to not sound rude or anything like that.

8 – In general, what are the aspects in language learning that teachers should give priority? How important are explicit (grammar, reading, writing, listening, speaking, interculturality, etc.) instructions?

I think the priority should be related to the objective of the course. A course that is focused on speaking should give priority to speaking. Of course that [if it] is about reading, of course, [it] will focus on reading. I think it's er… related to the objective. Of course that, depending on the objective or independent of it, we can give priority to cultural aspects and sometimes we can bring discussions on social issues and things like that, but I guess it depends on the objective of the course. Grammar, I think, wouldn't be er… Grammar… what I mean about grammar it shouldn't be a priority in any case, unless you're teaching teachers er… so, they need to know about grammar. Students? They need to know the basics about grammar, but it's not necessary to go deep into it; so…

9 – How important do you think pronunciation teaching is?

I think that pronunciation is a little bit like grammar. It's important, we need to sometimes call students about certain aspects, but it's not like er… something that we have… we spend a lot of time focusing on. I guess we need to call students' attention about some aspects of pronunciation sometimes, but not all the time. That's what I think about it.

10 – What do you think are your students' greatest difficulties in language learning? (How do you deal with such difficulties?)

I think that one of their greatest difficulties is to speak. I guess it is linked to many aspects, like, one of them would be their beliefs in terms of what it is to learn a language er... in terms of they sometimes, they want to know too much about grammar, they want all the little details and they are very passive when they are learning the language.

11 – Do you think there is an ideal pronunciation model for learners? (more details, please)

Well, I think that the ideal pronunciation is the pronunciation that can be understood by a native, for example, or even an interlocutor, er… doesn't matter where this person is from or not, but the ideal pronunciation model would a model that can make students be understood. That's it!

12 – Do you think that EFL pronunciation should be taught? Why (not)?

As I mentioned before, pronunciation is a little bit like grammar; so I think that … well, for students that want to learn how to speak to be able to communicate with other people and to travel and things like that, er… pronunciation is a thing that we call attention to, but I guess we don't need a course only on pronunciation.

13 – How can EFL pronunciation be taught? Do you teach pronunciation? In what ways do you teach pronunciation in the classroom?

I think that pronunciation er… needs to be taught to teachers in training, for example, and things like that, but in an English course, with other objectives, I guess, English pronunciation is something that we call their attention, but do not worry too much about because students will learn it anyway. That's what I think.

Well, I call attention, I call students' attention to pronunciation er… somewhat often, let's say, but I guess that it's like er… I don't teach it *per se*, I don't like… spend too much time in it, I just wait…. I expect for them to learn by paying attention to me. And paying attention to the audio programs they listen to in the class, and er… other things, but it's not something that I will er… spend like ten, twenty minutes, you know, it just… I expect them to learn by paying attention and repeating, right? So… of course that when I'm calling their attention to certain pronunciation aspects what I do is I ask them to repeat after me, sometimes… I ask them to repeat parts of the audio programs and er… that's what I do, and of course, I ask them to practice between… among themselves… a dialogue, for example.

14 – What do you think it is the role of the EFL teacher in pronunciation instruction?

Well, the role of a teacher in an EFL er… cour… I mean… the role of a teacher in terms of teaching pronunciation is to call the students' attention to er… some details when the students are not performing, I mean, their pronunciation is not clear or it can er… create like misunderstandings and things… having this in mind, I think that teaching pronunciation is when we see that the students might have problems in terms of communication, if they keep er… pronouncing the words incorrectly.

15 – Do you think explaining how students should produce certain sounds in English has a role in EFL classes?

Definitely. Why? Er… because sometimes we explain how some sounds work, or how to produce some sounds, because sometimes they… a student can kind of er… get into embarrassing situations so we er... call their attention to those kinds of things. And of course the most important thing is that some sounds are important er… in order to be understood, in order to communicate properly.

16 – Do you think that the role that the English language plays nowadays influences the way teachers teach (grammar, pronunciation, reading etc.)? If so, does it influence your classes? How?

So, er… I don't if the role that the English language plays nowadays influences the way I teach. I don't know… maybe it does, I just don't know how er… it influences and er… I just don't know. This one I don't know how to answer.

17 – Some people say that correcting students' pronunciation is intrusive (or might be embarrassing). What do you think about it? Do you correct your students in class? If so, how do you correct them?

Well, correcting students' pronunciation depends on the moment. For example, if I am in a moment that I'm worried about pronunciation I will correct them and they, well, as I talk to them in the first day of class and I explain how I correct and in what moments I correct them so they will know when I'm going to correct them. So, for example, if they're… we are in a speaking activity or we are talking, discussing about something, of course that I'm not going to correct the students in order to like to prevent them to speak to get them nervous of something… or something, but I er… if it is the objective, I will correct them. Another aspect that I can mention is that they are sometimes too shy or they want to be perfect when speaking so they sometimes don't want to risk, exposing themselves so what I try to do is to make them fell a little bit more comfortable, I expose myself, as an example and I tell them it's not a problem, they can do it… so, that's it.

18 – Is there room in your classes for peer correction? (If so, how does it happen?)

Well, normally I don't do peer correction in a direct way. I normally ask them to check the answers together, sometimes I ask them to do the activities together so they like er… have peer work, but peer correction per se, I don't normally do, right? So…

19 – Do think there are advantages and disadvantages of drama, drills, and imitation techniques for EFL teaching? (If so, what are they?)

Er… I think that there are advantages, yeah because, as you're learning, I mean, in this case, the students are learning another language, they don't know much about, they need practice and practice comes in form of dramatizations, drills and imitations, and other things, so it is very important, er… er… in fact.

20 – What are the ideal conditions for teaching the English language pronunciation?

The ideal condition for teaching English language pronunciation is, as I mentioned before, when the student is pronouncing in a way that can't be understand by their interlocutors; so that's it.

21 – When do you think pronunciation teaching seems to be effective (and ineffective)?

I think pronunciation teaching is effective when the teacher notices that everybody, or at least most of the students, are presenting the same problem. Er… and er… I guess it's ineffective, for example, when the student is speaking and you interrupt him or her to er… correct. When you interrupt them to er… correct pronunciation and then the student gets lost or gets nervous, or stops speaking er… so I think that correcting pronunciation would be ideal when you see that everyone has the same problem, right?

22 – A student can't hear the difference in vowel length in words such as /ˈbed/ versus /bæd/ or /ˈbiːt/ versus /ˈbɪt/. What technique would you use or what explanation would you give him/her in order to teach such difference? (Celce-Murcia, 2010, p. 363).

Well, in the levels I teach, which are normally one or two, er… in those levels, I think it's not necessary to call students' attention to those little details because normally the context will solve this problem; so what I do is sometimes I tell them there is this difference in terms of vowels

((Segmental features)) that don't exist in Portuguese. Vowels that don't exist in Portuguese and create these problems, but normally, I don't call their attention to these little details because they will end up learning by themselves or sometimes they will have instruction when they are in higher level, but in the levels I teach, I don't think it's very important.

23 – You use a textbook that is communicatively oriented (New Interchange). Does it provide exercises for pronunciation practice? How do you go about using such exercises?

Yes, the book brings er… pronunciation exercises: intonation and things like that er… I rarely approach those exercises because of everything that I have already mentioned; so I tend to call students' attention about the things I think that are important.

Of course, if I had the time, I would approach these activities, but the problem is that we have a short time to cover a lot of contents so we have to kind of er…. exclude some activities from the book; so… of course, as I mentioned before, I call attention to the things that I think are important, more important in this sense.

24 – Do you think you need to be provided with more courses and materials to help you improve the way you approach pronunciation in classes? What kind of course? What else could a teacher do in order to improve his/her pronunciation teaching skills?

So, I think that er… all knowledge that we acquire for teaching is valuable. I myself took a course during the undergraduate program only on pronunciation with er… so with a professor of the area, [the professor] was a specialist and I learned a lot of things that… I learned things that I still use and are very relevant in terms of pronunciation in the classroom, but as I mentioned before, I normally call attention to er… to the question that I think are more important in terms of pronunciation.

APPENDIX 4

Transcripts conventions of classroom[18] and SRIs[19] data

[	overlapping
(( ))	analyst's comments
((…))	parts of the speech have been omitted
+	pause
++	long pause
(xxxxx)	inaudible
CAPITAL	stressed word or sentence
?	question intonation
!	exclamatory intonation
T	teacher
S	student (only one; gender not identified)
Ss	students (more than one; no specific number)
R	researcher
Er…	filler (when the teacher was thinking)
Sic	word transcribed exactly as the participant said

EFL teacher Kelly

Kelly has been teaching English for twelve years. He has a degree in English language and American and British literatures at UFSJ. At the moment of this study, Kelly was an MA candidate in Applied Linguistics at UFSC.

November 9th 2015

Class 1 (   )

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[18] These transcripts conventions were adapted from Hatch 1992 as cited in Carazzai, 2009, p. 106). They were slightly modified for the purpose of this study.

[19] It's important to say that the teachers were invited to answer the Stimulated Recall Interviews in the language they felt comfortable to talk. Therefore, the one(s) who decided to provide some comments in English did so because they wanted. The same applies to the one(s) who decided to speak in Portuguese. I did not want the language to be a burden. I was interested in their answers toward the episodes.

Episode 1:

T: All right, open your books to page 44, please! This in page 44 ((teacher shows the page on the book)). ((…)) so, we are going to rate our computer usage. So here, I will say "I use a computer… so we have the options here – OFTEN, SOMETIMES, HARDLY EVER and NEVER. First of all, hardly ever, do you understand hardly ever? ((Silence in the classroom and the teacher continues)) ++ Hardly ever is almost never. if I have, for example, ((on the board)) I have here almost which is 100% of the times. I have 'never', which is ++

Ss: Zero.

T: 0% ++ ((writing on the board)) and I have like hardly ever ++ hardly ever, right? + which is ++ suppose it is like 10% of the times, 5% of the times. Ok? And another thing here + do you know this word, often? ++ can you say that, please? OFTEN.

Ss: Often.

T: There are actually two ways to pronounce it, right? Often /'ɒfən/ and I have already heard often /'ɒftən/ (xxxxx), so both are correct.

T: So, can you do it, please?

((…))

((During the activity of pronunciation on the book, the teacher showed the students the activity, checked the pronunciation of some words previously and then played the audio. The students listened to it and repeated. In the video, this part is hard to be transcribed due to technical problems in the audio. Only when the audio from the book is played it is possible to understand the words. It was an activity related to stress syllables.))

Episode 2:

AUDIO PROGRAM: Listen and practice. Notice which syllable has the main stress: Satellite.

T: Satellite

Ss: Satellite.

AUDIO PROGRAM: Internet

Ss: Internet

AUDIO PROGRAM: Messages

Ss: Messages

AUDIO PROGRAM: Invention

Ss: Invention

AUDIO PROGRAM: Assignment

Ss: Assignment

AUDIO PROGRAM: Computer

Ss: Computer

AUDIO PROGRAM: CD rom

Ss: CD rom

AUDIO PROGRAM: Engineer

Ss: Engineer

AUDIO PROGRAM: Entertain

Ss: Entertain

T: Ok? I'm going to give one or two minutes to try to complete here with more examples ((the teacher wants students to complete the activity proposed in the book)).

SRI (November 9ᵗʰ 2015)

((The teacher talks about what he did after watching a footage of his class and comments on it))

T: All right. ++ the first activity here that I used the words **politics**, **policy** and **politician** er… in my point of view, these are words that Brazilians speakers, they make a lot of mistakes in pronouncing these words and I think it is important to point out all the differences between of all of these words because er… especially when it comes to the word police. A lot of people say /ˈpɑːləsi/ and then I like to go the board and explain the difference between police, politics and everything. So if I show them all the possibilities er… most of them can remember the pronunciation of these words.

((As the teacher mentioned what happened in this specific episode, I wasted no time in asking him about his views on pronunciation in classes are.))

T: I understand that er… the pronunciation is very important, what a student…. especially a student of English – a Brazilian student of English er… I think it is important in a way that other people can understand him or her, a student, and er… I spent my whole life pronouncing the word AMBIGUITY in a wrong way and I wish I had somebody to correct me the pronunciation of that word in the past and I didn't happen. So as I learned the correct pronunciation of this word, I found it important to tell them how to pronounce it correctly; so this is a wish that I wanted to have in the past, but it didn't.

November 11ᵗʰ 2015

CLASS 2 – Unit 7 – What's this for – infinitives and gerunds for uses and purposes, syllable stress, the world of computers, imperatives and infinitives).

((…))

Episode 1:

Class 2 Episode 1 (November 11ᵗʰ 2015)

T: Let us check here, first of all, problems with vocabulary. Er… the first paragraph here, anything you want to point out? ++

S: Hikers /ˈhɪkərz/ ?

T: Hikers /ˈhaɪkərz/?

S: Yes!

T: Hikers… do you hike? Do you go up in a mountain? But not (xxxxx), so hikers are people who do that. It would be something like ++ do we have a name for this in Portuguese? ++ *é, na verdade, o* hiker *é um trilheiro.* Hiker, ok? Anything else here?

S: Cash /ˈkæʃ/.

T: Where are you? ++

S: ++ *Não entendi essa palavra aí*!

T: How do you understand this? How did you ++

S: How do you pronounce?

T: Cash /ˈkæʃ/. ((Same pronunciation provided by the student. Apparently, the students was not feeling secure about his pronunciation and wanted to confirm it by asking the teacher.))

T: Cash /ˈkæʃ/. Anything else. Second paragraph? ++ No?

((…))

((…)) ((Students work together in order to share their favorite celebrations. They had just started a new unit – Unit 8 – What's your neighborhood like?))

Episode 2:

Ss: [((A student asks the teacher how to pronounce the word 'Easter')).

T: Easter /ˈiːstər/

S: Easter /ˈiːstər/? ((While she checks her cellphone))

T: Yeah.   [

Ss and T: [

((…))

Episode 3:

T: Guys, can you please er… Everybody, can you pronounce this word here for me please? Everything! Everything! ((Emphasis on the pronunciation of 'th' /ˈevriθŋ/))

Ss: Everything

T: Again, everything.

Ss: Everything

T: All right.

((…))

((The teacher comments on an episode in which the students asks him about the pronunciation of the Easter and then she checks on her cellphone to see if the pronunciation is right, even though the teacher had told her how the word is pronounced. About this episode the teachers says)):

Ok. So I was explaining or helping the students here with the exercise and then one of the students asked me how to pronounce the word EASTER and then she showed me the word in his written form and then I said 'Easter' /ˈiːstər/. Meanwhile, another student was with a device – a cellphone –

and checked the pronunciation of Easter. So she clicked on the button and we heard the voice EASTER from the machine. To my point of view, I think that she only accepted the way that I talked to the student after checking with Google, or with the device. That's what I think that happened.

November 16th 2015

CLASS 3 – Weekend).

((Students start the class by talking about their weekend and share their ideas with the group.))

Episode 1:

T: Ok. Fantastic. Anybody else? One last one?

S: in Friday at night, I dink /ˈdrɪŋk/ wine ++

T: I drank /ˈdræŋk/

S: I drink /ˈdrəŋk/ wine and meet my neighborhood

T: Neighbor

S: Neighbor. Saturday I stay my home and study and the Sunday was off. I stayed in my home and study.

T: All right. Great! So, just remember like 'I drank'. Drink, drank, drunk /ˈdrɪŋk ˈdræŋk ˈdrəŋk/. Drank is the past, drunk is what I've got ((laughing)) so ++ anyway... ((…))

((…))

Episode 2:

T: So here we have some curiosities about Christmas. Can I have a volunteer to read it please?

S: ((While the students were reading a text about Christmas and how this holiday is celebrated in other countries, the teacher called their attention to the pronunciation of some words such 25th /ˈtwenti ˈfɪfθ/ and 'said' /ˈsed/. The teacher however, did not provide a model for the students. He could have read the text before asking them to read so that he would have been able to anticipate some pronunciation issues)).

SRI (November 16th 2015)

((I asked the teacher to watch the footage in which he would see himself in action and I asked him to describe what was going on, why he did what he did and whether he would have done it differently or not.))

As I was going to record here, I asked one of my students to read on the board about the ++ about somehow ++ about Christmas around the world and this student of mine mispronounced some words and I was really in doubt if I should correct him or not on the spot because, on one hand, I would embarrass him – like he was reading to everybody else out loud. But on the other hand, if I didn't correct him on the spot, he would mispronounce a lot of other words and I'm not sure other students would understand his message, even though there was something on the board and he was reading

something from the board, I wanted to make sure that everybody else understood what he was reading. I don't think that I would have done it differently or if I would do it differently in another chance, in another situation because ++ there are some situations in class that I really think that I should correct students on the spot, otherwise they are going to continue making the same mistakes again and er… these mistakes are going to be a problem in the future, like the more they pronounce things incorrectly, the more they are going to think that that pronunciation is the correct one; so, I think that I would rather correct students on the spot whenever I have the chance, otherwise… unless it is a very (xxxxx) pronunciation that I would correct to everybody else, as I did in another situation that I corrected the word 'everything', but it's not the point here.

November 23rd 2015

CLASS 4 – (Celebrations around the world).

((The teacher talks about celebrations around the world.))

((…))

Episode 1:

((The teacher shows a video on the board. The teacher asks the students to read the text displayed on the video and correct students pronunciation all over the activity))

T: another volunteer, please!

S: (xxxxx) traditionally wear a necklace ((/ˈneklɪs/)) of flowers.

T: Ok. Very good! Can you say that, everybody? TRADITIONALLY.

Ss: TRADITIONALLY

T: TRADITIONALLY

Ss: TRADITIONALLY

T: Necklace

Ss: Necklace

SRI (November 23rd 2015)

((During some moments, the teacher asked the students to repeat some words ('adverb', 'traditionally', 'necklace', among others) and sentences in order to clarify their pronunciation. During the SRI, the teacher gave this comment about it))

Ok. So during the class here I corrected some students when they were reading on the board and I think this activity is kind of controlled and this is why I correct them by doing that, but in a conversation and another part I wouldn't do that because I think that ++ I don't want to break the flow of the situation. I don't want to break the conversation itself. What I will… I would actually do… I would walk around and see what the students are talking about and make mental notes and then, when everybody is looking at me, paying attention to the board, **I would correct them in a group way, collectively, not only on the spot because otherwise lose interest in the activity**. Ok.

November 25th 2015

CLASS 5 – (Class about traditions).

((The teacher talks about traditions around the world.))

((In the class, the teacher approached some questions related to pronunciation by asking students to repeat some words after him. Episodes concerning pronunciation teaching were rare. There was no specific moment when the teacher called students' attention to explicit pronunciation instruction, except for the episode in which the teacher asked students to repeat some words after him.))

((…))

Class 5, Episode 1 (November 25th 2015.):

T: ++ a volunteer to read, please? ++ Yes, ((Students' name)), please.

S: On August 15th ((…)) It's a day when people eat things for the harvest /ˈhɑːrveɪst/.

T: Harvest /ˈhɑːrvəst/

S: Harvest /ˈhɑːrvəst/

((…))

T: There you go. Do you understand harvest /ˈhɑːrvəst/? ((Emphasis on the pronunciation)) ((…))

((…))

Class 5, Episode 2 (November 25th 2015):

T: Some things here ((the teacher writes on the board)). Can you say that please? Throw.

Ss: Throw

T: Throw. Remember the teeth here… so throw /ˈθroʊ/. And throw is to do like this ((the teacher mimes)) ((…)) and humorous /ˈhjuːmərəs/. Everybody please. HUMOROUS.

Ss: Humorous.

T: HUMOROUS.

Ss: Humorous.

T: When you see 'ous' we have sound ++ don't worry about it ((The teacher writes on the board)) It's the sound of /ə/, /ə/ /əs/. right? So that same thing happens to the word ++ how do you say this?

Ss: Famous.

T: Famous, ok? Or this other one here.

S: Dangerous.

T: Dangerous? Ok? Another thing I have to tell is ++ here we have the sound /ə/ ((the teacher writes on the board)). This one 'mon… Monday'

S: Monday

T: Yes, London /ˈlʌndən/, Monday /ˈmʌndeɪ/ ++ another word: Company /ˈkʌmpəni/ It's not company /ˈkɒmpəni/; it's company /ˈkʌmpəni/

SRI (November 25ᵗʰ 2015)

((After the class, I asked the teacher about the importance of the course book for his/her class that day.))

I think that the use of workbook – the student's book here – is important to some extent because I think it is… it should be like a guide. ++ if I get straight to the book all the time, I think that the classes are boring and the representations of the book, I think they are not enough to cover the reality of classroom. I'm going to use one example: like there was an exercise here talking about weddings in the United States – in North America, in general – and + well, how am I going to use the exercise with the class? Like many of them have never been to the United States, they don't know how the wedding processes work in the United States; so I found it better to adapt to their own reality or to not use the book at that specific moment. So I think it is important as a guide, but it's not the main thing that I should use in my class.

When I prepare classes I look at the unit and I look at all the exercises that I'm supposed to do and I kind of adapt; so I kind of follow… to get some videos from the internet, or to prepare my slides, to complete what the book suggests. Sometimes, when I am behind the schedule, I get straight to the book – they have to finish it -, but most of the times, especially with this group, they have a level of fluency which is a little better than another group that I have and that I can use extra materials, but depending on the situation, I get straight to the book, but for this specific class, I use the book as a guide as I said in previous answer. That's it.

((The teacher comments on an episode about pronunciation teaching during the class))

The pronunciation of 'famous', 'humorous', this kind of sounds + a lot of Brazilians make mistakes pronouncing these kinds of words and I think it is important to actually show them how to it is pronounced because most of the time that I have seen, the teacher would just say "famous" and students would repeat that, but I don't think that they really understand why they are repeating that word that way! So I think that for these kind of words it is important to actually show them why it is pronounced famous ((/ˈfeɪməs/)) not famous ((/ˈfeɪmoʊs/)) or why it is pronounced London ((/ˈlʌndən/)) not London ((/ˈloʊndoʊ/)) because it's a very common mistake and to be honest I'm very proud of knowing how to pronounce these words because I don't think that a lot of teachers actually do and when I learned how to actually pronounced these words I was very, very impressed and happy with the explanation of my teacher. And what I try to do here is kind of a repetition of what he did to me and it worked with myself. That's why.

EFL teacher Lucimar

Lucimar has been teaching English for three years. She Bachelor's degree in English language Letras (Letras) & Education Degree (Letras-Inglês) at UFSC. At the moment of this study, Lucimar was an MA candidate in Literary Studies at UFSC.

November 10th 2015

Class 1 – (Unit 15 – I'm going to a soccer match. Grammar focus: Future with present continuous)

((The class start by the teaching writing some sentences on the board. They start unit 15 – New Interchange.))

((…))

((Students were working on an activity in pair. Suddenly a student asks the teacher how to pronounce a word in English.))

Class 1, Episode 1 (November 10th 2015):

S: Teacher, /ˈdaɪnər/ or /ˈdɪnər/?

T: Diner /ˈdaɪnər/. No. Depends ++ ((She checks the word from the activity in the book and says)) dinner /ˈdɪnər/. ((But she doesn't provide them with any explanation)).

S: Teacher ++ pronunciation? ((Another student asks for an explanation.

T: ((On the board, the teacher writes both words – dinner and diner- and explains the difference while the other students keep working.)).   [(xxxxx) …General rule, but not ++ always. ((The teacher explains that the sounds are related to the letters 'N')).

S: So, the first is dinner /ˈdɪnər/ and the second is diner/ˈdaɪnər/?

T: Yes! This is an example of double consonants that separate two sounds.

Ss: [

T: Guys, what's the difference between dinner and diner?

S: Dinner *é jantar*?

S: Diner *é ++ o restaurante*?

T: Yes ++ dinner is when you eat at night, right? We have dinner. Diner is a type of restaurant, ok? Imagine those typical American restaurants where they have cheeseburgers and milkshake. That's a diner, right?

S: *Tô confuso* ++ dinner is ++

T: + is the meal. Diner is the place, right?

S: Yes.

SRI (November 10th 2015)

((I asked the teacher to watch a footage of her lesson and tell me what happened and why she did what she did.))

"Então, eu fiz isso porque eu gosto de caminhar pela sala quando eles estão fazendo trabalho que seriam mais de fala para poder ouvir a leitura deles, poder ver a pronúncia, a fluência, a dificuldade que eles estão tendo com a leitura ou com a fala, dependendo do exercício. Aí, no caso, com a leitura e pra ver também as dúvidas que surgem, que geralmente têm dúvidas que surgem na hora da leitura sozinhos. Quando é o áudio é "tudo tranquilo, tudo legal, teacher!". Agora, quando é eles lendo, aí surgem dúvidas. Daí d'eu tá caminhando ali facilita para eles fazerem as perguntas."

((Here, the teacher talks about the episode in which she had to show the difference between dinner and diner.))

*"Então, eu decidi mostrar para todos porque isso é algo que eles erram com frequência. **Eles se confundem muito com essas duas palavras ((Dinner and Diner)) porque são muito parecidas; a diferença é na pronúncia e no significado, né? Então, era importante demonstrar para eles aí a diferença de significados.***"*

((Here, the teacher talks about another episode in which she let the students read some parts of the text from the book individually.))

"Então, é... isso surge vários fatores. Primeiro, é uma coisa que apresenta no livro, fazer esse tipo de atividade. Segundo, é porque assim é uma técnica, eu não sei te dizer exatamente de onde surge, mas é uma técnica pedagógica e eu acho interessante fazer isso porque assim, eu consigo perceber o melhor a pronúncia de cada um e se realmente entenderam ou estão entendo o que falei. Quando tá todo mundo junto, falando ali ao mesmo tempo naquela primeira parte eu tô ouvindo, mas muitas vezes eu perco um ou outro aí eu não consigo focar muito pra eu poder dar um feedback mais individual depois. Daí assim pedir pra eles lerem assim, individualmente para turma, não é necessariamente para turma, é pra mim. Pra eu poder ver como é que tá indo a evolução deles."

November 12th 2015

Class 2 – (Unit 15 – I'm going to a soccer match. Grammar focus: Future with present continuous) – Review

((The teacher starts the class by checking the exercises from the workbook with students))

((…))

Episode 1:

T: ok ++ five? Hum++ would you ask Noriko to meet me at the stadium? Stadium. Stadium. Museum ++ it's like 'mmm'. Stadium. Stadium. Museum ((The teacher emphasizes on 'm')).

S: *Corta o 'm'.*

T: Hum?

S: *Corta o 'm'.*

T: Museum. (xxxxx) I don't have to stay forever 'mmmm' ((student and teaching laughing))

(Lucimar, class 2, episode 1, November 12th 2015)

SRI (November 12th 2015)

(("What happens here?", I asked the teacher.))

"Tá, então. Eu comecei a conversation e primeiro eu pedi para eles escreverem o que tinha na imagem ++ e depois eles ouviram e leram a conversation. Aí eu perguntei sobre a questão de

vocabulário, se tinha vocabulário novo. Isso eu pergunto sempre, várias vezes. E em seguida eu perguntei quais eram as duas mensagens para eles, o que a pessoa falou ali na conversation. Daí eles ouviram novamente, para confirmar essas mensagens e pra ver também mais vocabulário e pronúncia e coisas assim. E aí eu questionei eles então para ver a pronúncia e o vocabulário, para ver se eles tinham dúvidas."

((The teacher talks about her attitudes towards the word 'museum' and her emphasis on the pronunciation of the letter M.))

*É... então, eu foquei nisso e trouxe isso para turma toda, né + porque às vezes a gente não foca, a gente pega um aluno e fala pra ele, mas porque **eu percebi nas apresentações deles que eles falavam "museu", por exemplo, errado.** Aí... eu aproveitei alí que a menina que leu a frase e tinha falado errado e a outra perguntou, para trazer isso para eles, e inclusive juntar com a palavra museu, né... para eles veem que é a mesma pergunte.* (Lucimar, SRI, November 12th 2015, p.?).

November 17ᵗʰ 2015

Class 3 – (Unit 15 – I'm going to a soccer match. Grammar focus: Future with present continuous. And unit 16 – A change for the better.)

((The teacher, when asked about her lesson plan before the class started, said that she would follow the sequence in the book. According to the sequence, the next activity would be the one on page 104 (pronunciation of would + you and could + you), but she started the class by doing the exercise number 11 (listening).))

((The was no episode regarding pronunciation teaching.))

<div align="right">

SRI (November 17ᵗʰ 2015)

</div>

Ok. Então, a gente tava corrigindo o homework deles e a aluna leu a resposta dela e ela ++ ah não sei como lhe explicar isso... Cometeu algumas diferenças de pronuncia, ah não sei. Não sei a terminologia correta. É... e eu não corrigi porque eu não gosto de fazer isso tipo de coisa eu acho que deixa o aluno bastante constrangido e não é relevante para o momento. Então eu deixo passar, a menos que realmente de ser algo bastante grave que aí a compreensão da palavra fica difícil, tem significado diferente e aí eu geralmente repito atrás, ne? Tem todas essas técnicas... eu repito. Ela, por exemplo, essa aluna em particular, eu faço isso com frequência, de repetir o que ela disse que aí ela percebe. Eu não sei se influencia o fato dela ser professora, ela é professora, então ela percebe às vezes quando eu faço algumas coisas assim, aí ela se corrigi, "ah então tá, então é assim?" ai ela fala de novo o correto atrás.

November 19ᵗʰ 2015

Class 4 – (Unit 16 – A change for the better)

((The starts by a student presenting her oral test in front of the class. She was not interrupted at any moment during the presentation and neither was she corrected about anything after her presentation. After the presentation, the teacher starts the correction of the homework.))

((During the conversation, page 108, students had the chance to get to learn the pronunciation of 'going to' as 'gonna', which is the way it is showed in the audio, but there is no attention given by the teacher to it e no student asked anything concerning this issue.))

Episode 1:

AUDIO PROGRAM:

Alex: So what are you going to do after graduation, Susan?

((…))

Alex: Oh, you're not going to live at home?

((…))

Alex: I'm going to get a job *and* live at home.

((Going to is clearly pronounced as gonna /ˈɡɑːnə/

SRI (November 19th 2015)

T: Yeah, I think it depends. I think it depends. Er… like here, I could have emphasized more that they would talk about future plans. That was something that came up to me while they were doing the exercise, not this one, the one after, but when they were reading I noticed that most of them were doing it right and pronunciation it correctly and all the words + there was just one student that (xxxxx) "what are you going to do after…" and things like that and I'm planning on saying something about that next class. So… yeah, but I think it depends. Sometimes depending on what the audio is saying. I would tell them to pay attention to the intonation to how they are pronouncing some words, I would repeat with them. it depends. This time I don't think it was necessary.

November 24th 2015

Class 5 – (Review for the test)

((During the class, students basically answered some exercises in order to practice what they had studied before that day. There was no episode concerning pronunciation issue.))

SRI (November 19th 2015)

((After the class, I asked the teacher to talk about the procedures in his/her class. The teacher only told me that s/he tried to review the contents for the test in a different way, by using grammar exercises from the book – New Interchange))

T: *Então, hoje foi a aula de revisão e tô, na verdade, tentando uma revisão um pouco diferente que é trazendo o* grammar plus *do livro. E aí eu faço então as atividades do* grammar plus *das unidades referentes as unidades do texto... do teste, do que vai cair na prova, ele vem junto no semestre.*

EFF teacher Dagmar

Dagmar has been teaching English for six years. He has a degree in English language at UFSC. At the moment of this study, Dagmar was an in-service teacher at the extracurricular course at UFSC.

November 10th 2015

CLASS 1 – Students work together in a quiz (Unit 14 – The biggest and the best - Comparatives and superlatives).

T: I would like to ask you about + do you understand the word 'quiz'? do you know what a quiz is? Yes? What is a quiz?

Ss: It's like a game!

T: It's like a game. What kind of game?

S: With questions and answers.

T: Well, it's not exactly a game, but it's ++ it could be a game, right? There are games ++ in which they use quizzes, right? As the way you play the game, right? But quizzes are also used in classroom in the United States; so people use quizzes – teachers, professors – to er… verify, right? And check on student's understanding of the classes or to check if the students studied the content and things like that. And in games, for example, er… an example of a quiz could be Silvio Santos' game Game Show… no it's er…

S: Show *do milhão*.

T: Show *do milhão*, right? It's a kind of quiz ++ it uses quizzes, right? Er… so there are basically a quiz is a set of questions, right? Sometimes you have like… alternatives. Sometimes you have to give the answer, the specific information directly. Well, now get together in trios. Let me see, we have exactly four trios. Get together in trios there. It can be you there. The three of you here and the girls over there ((the teachers says some students' names which are not necessary to be shown here)). So, I want you to be really together. I mean, you have to be close enough to talk to each other, right?

((Students get together))

S: *Agora entendi. Agora entendi.*

T: So, that's what a quiz is; it's a set of questions. Ok, do you like quiz? Yes. Do you like games with questions?

S: I do.

T: Yes, you do? All right. So today we are start this class and we are going to have a competition. Please, don't kill your classmates. You're going to be competitive, I know, but please, don't

exaggerate, ok? I'm talking you because I know what I'm talking about. People get very competitive. Right er… ok … (xxxxx). So ++ we are going to play a very interesting game. It's the biggest and best competition, right? ++ So, I am going to distribute one sheet for each group, like one sheet for each group and [for] each activity you are going to have some time. I'm going to distribute the sheets, you are not going to look at the sheets. You keep the sheets faced down. When I start the activity, you look at the sheet. I will give you a specific quantity of time for you to resolve the problems, right? For you to do the activities + when I say "Stop", you stop immediately and put the sheet faced down, right? Do you understand? After that I will continue and do another activity. You are going to answer, respond the alternatives there ((…)) and when I say "stop" + Oh, my God. All right. I say "stop" and you stop and put the sheet faced down, ok? So I'm going to distribute the sheets now, ok? Don't look.

((The teacher gives students the handout))

T: Put your names. Put your names + turn, I mean, turn the sheet up. Put your names there. Put your names there – just the names there. All right? Did you put you names there? Finished? When you finish put the sheet faced down, ok? Are you done? ok. I'm going to show you the first activity and then I'll give you, for the first activity. Hello student! ((A student entered the classroom)). You sit with student A, student B, and student C, right? ((The teacher says their names)). So, put his name on your sheet! ++ all right ++. So, again, I'm going to show the activity. You are only going to start doing the activity when I say "Go!" before "Go!" you don't do anything, ok? You understand? All right? Very good! IF YOU DISRESPECT MY RULES, you are going to be punished. I'm going to discount some points. So Student C, you site there with the group over there ((another student enters the classroom)). Put her name there ((…)) ok, again… I'm not going to reexplain again, so… sit closer. I want to very close, right? I know it's hot, I know it's hot, but I want you very close.

Ss: [(xxxxx)

T: again, I'm going to explain the activity. Your sheets are going to be faced down.

((The only one episode of pronunciation teaching in the whole class)):

(Dagmar, class 1 Episode 1, November 10th 2015, appendix 4)

T: ((…)) right, considering these… all right, guys. There is something here that is important for us. We have some examples here. Short adjectives… we have short adjectives here: long, dry, and big. ((…)) The comparative of long is longer, dry drier, big bigger. Alright? Er… here, the superlative: long, the longest; dry, the driest; big, the biggest. All right? That's what I said before. Now we have here the comparatives for… the superlatives for bigger words like famous, more famous, the most famous and so on and so forth. Now we have 'good' and 'bad'. Good and bad, they are irregular adjective in this sense – they are special adjectives. So you don't say "good, gooder, and the goodest" it doesn't exist. We say good, better and the best. They are irregular, ok? ((…)) now let's see if you got the answers right here. Let's first do together! For example, which country is

Ss: Smaller

T: We have here + remember, complete questions from one to four with comparatives. So, from one to four, you only use comparatives. This is very easy, right?

Ss: (Laugh)

T: Er… which country is smaller, right? So, which country is smaller? ((…)) now you tell me here, which waterfall is

Ss: Higher

T: ((The teacher makes a sound as though as he is asking them for clarification)). "HighER". Very good! Very well! which waterfall is higher, Niagara Falls or Victoria Falls?

S: Higer ((A students tries to say 'higher'))

T: Not 'higer'… Higher. The sound of the 'g' disappears there. Right? So, "HIGHER". Which waterfall is higher, Niagara Falls or Victoria Falls? And then we have number three: Which city is ((The teacher waits for the students to answer))

S: More crowded.

T: More crowded /ˈkraʊdɪd/, remember? Crowded has two syllables: Crow ded, Crow ded. So, which city is more crowded, Hong Kong or Cairo? Ok. Number for, which country is the larger? ((…))

SRI (November 10th 2015)

((The teacher was asked about his approach in the classroom. He explained what happened during the lesson. I showed the participant-teacher a footage of him performing his own class and he provided me with some thoughts and comments about the class.))

For example, it's er+ the introduction for the unit and I decided to use a big quiz to introduce the unit because I think it's little more like entertaining and a little more interesting because this is very like just er… relate the word with the picture. I guess that I decided to create a little more interaction in this sense, so I did this part as a part of a game as well as the conversation. I first asked the questions to them. And then after that they did the conversation like they listened to it and I had to answer it for the quiz sheet, right? And then I er… instead of explaining to them the grammar focus in order for them to answer the exercise in it to practice, I decided to ask them to in groups + study by themselves and try to understand by themselves and, of course, some students already know a little bit about this, or sometimes even er… more and they can help the group. They kind of understand each other, right? So they could kind of answer this without needing my explanation.

Of course that later I would explain. I mean I did explain to them ++ just to guarantee, right, that they understood? And the last part of the game was another listening activity ((At this point I asked him about the exercise number four, which was about pronunciation – the rhythm and intonation of questions with options, such as "which waterfall is higher, Niagara Falls or Victoria Falls?")). **Yes, there is… this is number four. There is another activity that is not here, I mean, er… No, ++ it's here ((The teacher shows the activity on the board)), right, the last thing that I did, which is at the end of the book, right? So I decided to… so I did this first.** In this case here, they have access to the correct answers. They only needed to understand them, all right? Er… some of them… er… most of them don't have problems with number three because er… then they needed to understand that all of them were correct, right? And finally, this one which I myself asked them, right? I ask the questions to them and they…

So, I decided to do this first part of the unit, which is most of the unit, like a quiz to do something different because all the units we have kind of similar approach. That was it!

November 12ᵗʰ 2015

CLASS 2 – Review class ((The teacher starts the class by talking about this activity students did in the previous class – November 10ᵗʰ – and then he starts the review))

T: Well, I brought the results, right? Are you curious? No? So, I'm going to give you the results next class, then? No? Do you want to know the results right now? Yes? Come on, guys, be curious! The group that won the competition was ++ ((and then the teacher gives students their sheets)).

T: Well, today is going to be our review class, right? Because next class we'll have a test. Do you know that? ((The teacher starts the review by talking about "should" for suggestions))

T: ((While students were working on their activity, the teacher points out the pronunciation and spelling of the word 'downtown'. The teacher emphasis the pronunciation of the letters 'n')). Uhum, it's downtown. Downton /ˈdaʊntaʊn/. It's downtown ((emphasis on 'n')), right? Like this ((the teacher writes on students' notebook)) It's downtown!

S: Ok. Thank you!

T: You're welcome!

((…))

Episode 1:

S: teacher, how do you say '*mapa*' in English?

T: Map ((open his mouth in order to show the pronunciation of 'a' /æ/)) M A P.

((…))

(Dagmar, class 2, episode 1, November 12ᵗʰ 2015)

Episode 2:

S: How do you say '*decolar*'?

T: Take off. Take ++ off + O F F. ((the teacher gives the student an example of a sentence in which she could use 'take off' – time to take off)).

S: (xxxxx) ((The student asks something))

T: Time to take off. ((Emphasizing the pronunciation of 'off' /teɪk ɒf/))

((…))

Episode 3:

T: ok, guys? Finished? Ok, let's see. Can you read on of your suggestion for me ((student's name))? Can you read one of the suggestions there? ((the teacher is talking about the sentences students wrote. They had to write some sentences in which they should give suggestions by using the auxiliary verb 'should')). The selected one, right? – one of them.

S: er… I should see the forecast about the city ((The students speaks in a way that almost anyone could listen to what he was saying)).

T: ok. Can you repeat that, please?

S: I should use ++

T: You should see, right? You should check +

S: Yes, the forecast about the city.

T: Very good advice. You should check the forecast, I mean, before because then you will know what kinds of clothes you could take, right to trip… on the trip before, right? Ok. What about ((two other students' answer)). Can you read one of your selected sentences?

S: You should research about the place.

T: Ok. You should research about the place, right? Ok. It's important. ((emphasis on the letter 'R'. the student pronounced as if he was using the sound of the letter 'r' as in *rato*)). The girls here, can you read one of your selected sentences?

S: It's essential to know the language. ((the students speaks as if she was not confident enough to read the sentences aloud)).

T: Ok. It's essential + It's essential to know the language. Ok ++ well + sometimes it's possible to travel and not know the language, but if you do not know the language it's a problem, isn't it? so it's better + it's a good idea to know the language. Ok. Good girls. ((…)) can you read one of yours?

S: It's important to take the ticket.

T: It's important to take the ticket. Of course, if don't take the ticket, you're not going to travel ((everyone laughs)). All right, very good suggestion, very good suggestion. Imagine you get to the airport "oh, I don't have the tickets", "sorry, you're not going today". What about you two here?

S: It's important to take some extra money for emergency. ((The student had some problem to pronounce the word 'emergency')).

T: Very, very good one: It's important to take extra money for emergency /ˌɪˈmɜ:dʒənsi/. ((The teacher emphasizes the word 'emergency' in order to let the student know the pronunciation)). Ok, here ((Point to other students)). ++ yes ++ who is going to read?

S: It's a good idea to know the emergency phone numbers ((This student also has difficulty in pronouncing 'emergency')).

T: ok, this is a very important piece of advice. It's important to know about the emergency phone numbers of the city you are going to travel to, right? Ok, don't you agree, it's a very good piece of advice? Ok, so far we have very good piece of advice, especially "Don't forget the tickets". ((…))

S: It's important to ask a police ((pronounced as /ˈpɑ:ləsi/)) officer about the city security.

T: Very good one. It's important to ask a police ((emphasis and pronounced as /pəˈli:s/)) officer about the city security. ((…)) good. What about you there, the second one?

S: It's helpful to print + ((pronounced /ˈpraɪnt/))

T: To+?

S: print + ((pronounced /ˈpraɪnt/))

T: Print ((pronounced /ˈprɪnt/)). It's important to print a map, yes?

S: the city you will visit.

T: Very good. It's important to print ((…)) ok, so it's important to print a map of the city you are going to travel.

((After the lesson, the participant-teacher watched a footage of the lesson and talked his thoughts about the procedures adopted))

((In this first part, the participant-teacher talks about an episode concerning the pronunciation of the word 'downtown'))

T: The student spelt… I noticed that the student spelt incorrectly, I mean, it was not like a big deal, but as the focus of the test is going to be written, I mean, the test + is a written test, so I wanted to make sure that the students wrote the word correctly, just because of that, because there is, this class today it was a revision + a reviewing + a reviewing for the test; so, I focused on the writing ,you know, because of that I wanted to guarantee that, at least for the class, that students wrote correctly, I mean, that's it!

R: Why did you focus on "downtown"?

T: you mean like er… the pronunciation?

R: Absolutely!

T: Well, I wanted + first students to pay attention to pronunciation, right, as a ++ before I went there and wrote for the student or even like spelled it, I wanted see if she could kind of reach the correct spelling without needing to, I mean, without ++ my intervention, right? That's why I decided + yes.

T: I emphasized on the sentence "you should do something" er ++ because + to everybody because I wanted to make sure that everybody understood, I mean, one students had a question and sometimes when a student has a question, some others have the same question too; so I did that make sure that everybody would, I mean everybody who had the same question, would understand, you know, without I + you know + without to have me there, you know, at each chair so that's what I. that's why I did it.

November 19th 2015 ((Unit 15 – I'm going to a soccer match. Grammar focus: Future with present continuous and messages with 'tell' and 'ask'.))

Class 3

Episode 1:

S: Teacher, last week, my neighbor went to travel and the ++ let your new puppy

T: My new puppy? Her?

S: Her.

T: Her new puppy? Ah!

S: Yeah.

T: Oh, ok. I was ++ ((The teacher makes some gestures)).

S: Her

T: Her ((The teacher emphasizes the pronunciation))

S: Her new puppy?

T: Yes.

S: And ++ *sozinho*?

T: By itself. Alone. Alone. Remember, forever alone? Alone.

S: And her new puppy cried.

T: Oh, her new puppy cried out loud?

((…))

Episode 2:

T: ((At some point of the lesson, the teacher explain to a couple of students the difference between the pronunciation of the letters 'd' and 'g' in some words. Unfortunately the audio was inaudible at the very specific moment, but I was able to ask the teacher about this episode during the SRI. See SRI (November 19th 2015) for more details)).

SRI (November 19th 2015)

((After the lesson, the participant teacher watched a footage of the lesson and talked his/her thoughts about the issues related to the pronunciation of words that have "d" or "g"))

T: (xxxxx) Most of the time it's me giving them the answer just to be able to ++

R: ((I asked him about problems related to pronunciation. A student had – to some extent – problems with 'd' and 'g' in some words)).

T: Well, that is important because it will affect their comprehension in the future so it's important that they ++ well, of course that I'm not going to be focusing on those things all the time, but sometimes I like to do it, especially when something problematic because if they don't understand when there is those kinds of differences now, in the future they might have problems in terms of comprehending their interlocutors you know? That's my ++.

November 24th 2015

Class 4

((The second part of the class about Unit 15 – I'm going to a soccer match. Grammar focus: Future with present continuous))

((There was no episode regarding pronunciation issues)).

November 26th 2015

((Unit 15 – I'm going to a soccer match. Messages with 'tell' and 'ask'.))

Class 5

((There was no episode regarding pronunciation issues.))

SRI (November 26th 2015)

((The teacher talks about the course book, in general))

Well, I think that the course book is essential in this course because it helps guiding the teacher and, of course, sometimes we are free to kind of bring some other materials, but I guess the course book helps to ++ you know, make the course a little more organized. I mean er… with the course book, I can kind of know the sequence of the contents; there are the topics that help too. Well, there are some very interesting activities, there are instructions and it is very helpful. I guess it's very important.

((The teacher is asked about how he uses the course book (New Interchange)))

Well, how I use the course book is + I use it basically for almost everything, but the topic of the unit, the grammatical contents, the dialogues that there are there, which I relate with the grammatical contents. And most of the activities, too. Sometimes I just bring some extra material, but it doesn't mean that ++ sometimes I replace some of the activities of the book. I ++ think they are not very good or they don't do what I want them to do so+, but mostly I use the book for everything, right? It provides, for example, extra activities like at the end of them book. So it's very useful.