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Bruno Coriolano de Almeida Costa

The Architecture of Beliefs: Teachers and Learners' Belief Systems about L2 Pronunciation
Teaching and Learning in EFL Classes in a Brazilian Context

Florianópolis
2022

Bruno Coriolano de Almeida Costa

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Teaching and Learning in EFL Classes in a Brazilian Context

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Bruno Coriolano de Almeida Costa

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Teaching and Learning in EFL Classes in a Brazilian Context

O presente trabalho em nível de doutorado foi avaliado e aprovado por banca examinadora composta pelos seguintes membros:

Prof.(a) Denise Cristina Kluge, Dr.(a)
Universidade Federal do Rio de Janeiro (UFRJ)

Prof.(a) Alison Roberto Gonçalves, Dr.(a)
Universidade Federal do Paraná (UFPR)

Prof.(a) Hanna Emilia Kivisto De Souza, Dr.(a)
Universidade Federal de Santa Catarina (UFSC)

Certificamos que esta é a **versão original e final** do trabalho de conclusão que foi julgado adequado para obtenção do título de doutor em Inglês obtido pelo Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários - PPGI].

Coordenação do Programa de Pós-Graduação

Prof.(a) Rosane Silveira, Dr.(a)
Orientador(a)

Florianópolis
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Everyone has a source of inspiration that helps them keep going. Sometimes you cannot cope with everything that is happening in the world around you (and it gets really worse in the middle of a pandemic). Ever since I started my journey in pursuing a Ph.D., the world seemed to change a lot around me. I could have given up many times (and I considered giving up many times, especially when I had to navigate a crisis or traumatic event, such as the Covid-19 pandemic). I looked for inspiration and managed to get through several challenges. I had to rethink my plans many times in order to keep my ultimate goal: earn a Ph.D. I saw this journey as a mission, as a purpose. Every time I thought I was not going to finish it due to some adversities, I tried to strive to find the positive within the negative. Resilience was key in this process since day one. Resilience gave me courage and strength during this journey, especially in the most difficult moments. Pursing a Ph.D. was not the most important part of my life, but it was indeed a very important event. Without resilience I could never made it this far. I learned that things do not get easier, but it is us who get stronger. This Ph.D. dissertation is dedicated to those who demonstrate their genuine resilience through their dedication to make progress every day.

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I would like to repeat sir Isaac Newton's words "If I have seen further, it is by standing on the shoulders of Giants." That is precisely how it feels to me now. I would never been able to carry out this research if I had not based my studies on the light of discoveries made by fellow scientists/researchers that came before me. My contributions are nothing compared to theirs and that is why I think that I could only find the gap on the field of beliefs and L2 pronunciation teaching because I was able to see further by "standing on the shoulders [the real] of Giants" whose academic work has been dedicated to investigate the beliefs systems of L2 teachers and students, especially in the Brazilian context.

I am deeply grateful to Professor doctor Denise Cristina Kluge (Universidade Federal do Rio de Janeiro – UFRJ) and Professor doctor Alison Roberto Gonçalves (Universidade Federal do Paraná – UFPR) for their suggestions, insights, and immensely important criticisms and discussions as members of the examination committee in my PhD qualifying exam. Their contributions were really influential in shaping this manuscript.

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“No dia em que a Universidade me atestou, em pergaminho,
uma ciência que eu estava longe de trazer arraigada no
cérebro, confesso que me achei de algum
modo logrado, ainda que orgulhoso.”

— Machado de Assis,
(Memórias Póstumas de Brás Cubas)

ABSTRACT

The aim of this research is to investigate teachers' and students' beliefs about L2 pronunciation teaching and learning in virtual classes in a Brazilian context. Three Brazilian EFL teachers and seventeen EFL learners were volunteers in this research study. This study is qualitative-interpretive research (BARCELOS, 2007; VIEIRA-ABRAHÃO, 2006) that mixes both the Metacognitive Approach and the Contextual Approach (BARCELOS, 2007) and a classroom-based study as well. In order to collect data from the participants, structured interviews, stimulated recall interviews, online class observation, and a questionnaire were employed as instruments of data-collection. The main findings of this research are that EFL teachers have beliefs about what L2 pronunciation teaching and learning are, the main factors that can be a challenge in L2 pronunciation teaching, the ideal model for L2 pronunciation teaching, the role of the teacher in pronunciation teaching and beliefs concerning the native speaker of English as a L2 pronunciation teacher, as well as about how EFL learners' beliefs about L2 pronunciation can influence teachers' decision-making in pronunciation teaching, and beliefs about realistic goals in L2 pronunciation teaching and the differences about virtual and traditional EFL classes. It was also found that teachers' beliefs influence their own attitude about L2 pronunciation teaching. Finally, it was found that students hold beliefs about the importance of the phonetic and phonological aspects of the English language, about the L2 pronunciation model towards pronunciation, the EFL student's role in pronunciation learning, the difficulties in pronunciation learning, and beliefs about their own pronunciation and the importance of studying L2 pronunciation.

Keywords: Belief Systems. L2 Pronunciation. L2 Teaching and Learning.

RESUMO

O objetivo desta pesquisa é investigar as crenças de professores e alunos sobre o ensino e aprendizagem da pronúncia L2 em aulas virtuais em um contexto brasileiro. Três professores brasileiros da EFL e dezessete alunos da EFL foram voluntários nesta pesquisa. Este estudo é uma pesquisa qualitativa-interpretativa (BARCELOS, 2007; VIEIRA-ABRAHÃO, 2006) que mescla tanto a Abordagem Metacognitiva e a Abordagem Contextual (BARCELOS, 2007) quanto um estudo em sala de aula. Para a coleta de dados dos participantes, foram utilizadas entrevistas estruturadas, entrevistas recordatórias estimuladas, observação online de classes e um questionário como instrumentos de coleta de dados. As principais conclusões desta pesquisa são que os professores de inglês têm crenças sobre o que o ensino e a aprendizagem da pronúncia em L2 são, os principais fatores que podem ser um desafio no ensino da pronúncia, o modelo ideal para o ensino da pronúncia em L2, o papel do professor no ensino de pronúncia e crenças sobre o falante nativo de inglês como um professor de pronúncia, bem como sobre como as crenças dos alunos de inglês podem influenciar a tomada de decisão dos professores no ensino de pronúncia, e crenças sobre objetivos realísticos no ensino de pronúncia e as diferenças sobre aulas virtuais e tradicionais. Também foi revelado que as crenças dos professores influenciam sua própria atitude sobre o ensino da pronúncia L2. Por fim, verificou-se que os alunos têm crenças sobre a importância da fonética e aspectos fonológicos da língua inglesa, o modelo de pronúncia a ser seguido na aprendizagem da pronúncia, o papel do aluno da EFL na aprendizagem da pronúncia, as dificuldades na aprendizagem da pronúncia, e crenças sobre suas próprias pronúncias e a importância de estudar a pronúncia da língua inglesa.

Palavras-chave: Sistema de crenças. Pronúncia em segunda língua. Ensino e aprendizagem de L2.

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LIST OF ABBREVIATIONS

AL	Applied Linguistics
CLT	Communicative Language Teaching
EFL	English as a foreign language
ESL	English as a second language
L1	First language or mother tongue
L2	Second Language
Moodle	Modular Object-Oriented Dynamic Learning Environment
SRI	Stimulated Recall Interview
UFSC	Universidade Federal de Santa Catarina

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1 INTRODUCTION

1.1 STATEMENT OF THE PROBLEM

Many topics have been object of investigation in language teaching and learning as well as in applied linguistics over the last few decades. This is clearly the case of research about the belief systems of English as a Foreign Language (EFL) and English as a Second Language (ESL)¹ teachers and learners taking into account several language skills and components (e.g., listening, reading, writing, speaking, grammar) that are part of the routine of language teachers all over the world.

The evidence available on literature concerning beliefs and language learning in general can reinforce the view that beliefs are among the topics researchers all around the globe have turned their attention to and due to that many studies about beliefs have shed some light on how teachers' beliefs have strong implications for language teaching (BORG, 2006; FARRELL, 2007; COSTA; SILVEIRA, 2016).

Research (ABRAHÃO, 2006; ARAGÃO, 2010; BARCELOS, 2000; 2004, 2006; 1995; BASSO, 2006; VIEIRA-ABRAHÃO, 2004) about beliefs related many topics (e.g., beliefs about language learning, grammar, listening, writing, reading) have been present in the Brazilian context since the 1990s. Even though beliefs are a recurrent topic in applied linguistics and language teaching and learning, there is no ultimate definition to such construct. Pajares (1992), for instance, states that there is no consensus in terms of definition of beliefs in academic research and as the many words used to refer to the term in different areas of academic research demonstrate (e.g., 'ideas', 'perceptions', 'representations', 'ways of thinking', 'concepts', 'cognition', 'filters', 'informal theories', 'theories of practice').

Research about teachers' and learners' beliefs has flourished in recent years and there are several studies to present a thorough review. The same goes to the interest in research about beliefs and L2 pronunciation teaching and learning in very recent years. Despite a growing body of studies that have been investigating topics related to oral production, including pronunciation

¹ I will use the terms English as a Foreign Language (EFL) and English as a Second Language (ESL) throughout the text to refer to the different perspectives in English language teaching and learning to refer respectively to the teaching of English and the practice of studying English in a country where it isn't the dominant language, in Brazil, for instance – in the case of EFL – and to the teaching of English and the practice of learning English in a country where it is widely spoken, such as the United Kingdom and the United States of America – in the case of ESL.

teaching and learning, the latter topic has still, to some extent, been neglected, especially if compared to other areas, such as grammar and vocabulary learning. This view is reinforced by Baker and Murphy (2011) when they claim that despite the growing interest of research about teachers and students' beliefs, studies about L2 pronunciation teaching and learning remain "largely unexplored" (BAKER, 2014, p. 139). This is clearly the case of EFL/ESL teachers and students' beliefs about L2 pronunciation teaching and learning, especially in the Brazilian contexts. To Burri, Baker and Chen (2017), the limited focus on teachers' beliefs about L2 pronunciation teaching and learning may have been a result of how pronunciation teaching and learning have been addressed (or not) in foreign and second language classrooms around the world.

Research about L2 pronunciation teaching and learning, especially in the case of English, has also experienced a considerable growth worldwide (MURPHY; BAKER, 2015; PENNINGTON; ROGERSON-REVELL, 2019; JAROSZ; JAROSZ; WITSCHERL, 2019). Recently, there has been a growing interest in investigating beliefs about L2 pronunciation teaching and learning abroad and in Brazil (ALGHAZO, 2015; ALSOFYANI; ALGETHAMI, 2017; BURRI, 2015; BURRI; BAKER; CHEN, 2017; HUENSCH, 2018; UZUN; AY, 2018; THOMSON, 2012; COSTA, 2016; BUSS, 2017; SHAH; OTHMAN; SENOM, 2017; HAUS, 2018a; 2018b; BAI; YUAN, 2019; NGUYEN; NEWTON, 2020).

It has already been argued in the literature that L2 pronunciation teaching is one of the factors that can influence EFL/ESL teaching and learning. In order for teachers to teach L2 pronunciation, they are expected to have knowledge of the subject matter. In this sense, English language teachers are expected to consider, among other things, students' needs and set realistic goals if they want to be successful and make the most of their L2 pronunciation pedagogical practices. The role as an international language or as a lingua franca (CRYSTAL, 2003; JENKINS, 2000, 2012) that the English language plays now in the world should also be considered by teachers if they want to be successful L2 pronunciation teachers. For this study, I will only mention the importance of the awareness of the role the English language plays world widely, but I will follow the perspective of English as a foreign language since it is still the case in Brazil.

My motivation to start researching about EFL teachers' beliefs and attitudes about language leaning and teaching started many years ago when I was an undergraduate student and it has only grown over the years. Especially during my master's my interest in teachers' beliefs about L2 pronunciation teaching became stronger since I had to read and study more about the

subject matter in order to develop my MA thesis (COSTA, 2016). It was in that moment that I realized that there was a gap in academic studies concerning beliefs and L2 pronunciation teaching. Now that my interest in the topic is even stronger, my motivation in this phenomenon expanded to not only EFL teachers' but also EFL learners' beliefs about L2 pronunciation (teaching and learning).

Considering to the immediate changes in education imposed by the Covid-19 pandemic, teaching institutions had to adapt in order to attend the demands provoked by the current health crisis, and online classes had to become the norm so that students could continue their studies. Although this type of lessons is not new, many teachers and students had to adapt to such environment overnight, and this is the case of the participants of the present study. My interest in beliefs about L2 pronunciation teaching and learning received another variable. I started wondering what teachers and learners' beliefs about L2 pronunciation would be and what type of attitudes towards pronunciation they would have. Therefore, my interest in beliefs only expanded over the last years and since research about beliefs is far from being scarce, more studies can shed some light on the L2 teaching and learning processes concerning L2 pronunciation teaching.

Taking all the aforementioned information into consideration, this study was developed to investigate teachers and students' beliefs concerning L2 pronunciation teaching in an online environment in a Brazilian institution. Since there is still room for more research concerning beliefs, and taking into account the recent interest in L2 pronunciation teaching and learning in academic studies, this endeavor seems to be relevant to shed some more light on the applied linguistics literature about beliefs and language learning. In the following sections I will present the objectives, the research questions, and the significance of this research.

1.2 THE OBJECTIVES

The aim of this research is to investigate teachers' and students' beliefs about L2 pronunciation teaching and learning in virtual classes in a Brazilian context during the Covid-19 pandemic. This study was conducted with a group of three EFL teachers and seventeen EFL learners of the Extracurricular Language Courses at Universidade Federal de Santa Catarina (UFSC). More specifically, the study was conducted as an attempt to:

1. Unveil EFL teachers' belief systems about L2 pronunciation teaching in virtual EFL classes;

2. Investigate how EFL teachers' belief systems about L2 pronunciation teaching can influence teachers' attitudes towards L2 pronunciation in their virtual classes;

3. Unveil the EFL learners' beliefs as well as their attitudes about their own L2 pronunciation learning and the reasons that might lead EFL learners to have such beliefs and attitudes about L2 pronunciation.

1.3 RESEARCH QUESTIONS

1. What are EFL teachers' belief systems about L2 pronunciation teaching in virtual EFL classes?

2. To what extent do EFL teachers' belief systems about L2 pronunciation teaching influence teachers' attitudes towards L2 pronunciation in their virtual classes?

3. What are the EFL learners' beliefs and attitudes about their own L2 pronunciation learning and what are the reasons that might lead EFL learners to have such beliefs and attitudes about L2 pronunciation?

1.4 SIGNIFICANCE OF THE RESEARCH

Research has shown that investigation on teachers and students' beliefs in L2 teaching and learning can inform as well as impact positively teachers' pedagogical practices since, among many things, teachers can make better informed decisions concerning their own teaching practices (GREGGIO; SILVA; DENARDI; GIL, 2009; BURTON, 2009; BORG, 2009).

Research on beliefs have focused on a vast number of language features and skills, such as grammar, vocabulary, reading, listening, and writing (LACERDA, 2015; SATO, 2019; AMIRYOUSEFI, 2015; BAUDINO; VALSECCHI, 2021; ANDERS; EVANS, 2019; ALENEZI, 2021), but to this date, beliefs about L2 pronunciation teaching and learning still seem to certain extent to be neglected (THOMSON, 2012; COSTA, 2016; BUSS, 2016; HAUS, 2018; BAI; YUAN, 2019; SHAH; OTHMAN; SENOM, 2017; NGUYEN; NEWTON, 2020; COUPER, 2021).

Taking into account that studies on beliefs about L2 pronunciation teaching are far from being scarce, especially if we consider the context of virtual classes, it is as showed in the literature relevant to propose a study about EFL teachers and students' beliefs about L2 pronunciation teaching and learning to better understand how EFL teachers' belief systems about L2 pronunciation teaching influence their pedagogical practices towards L2

pronunciation in their virtual classes and what the EFL learners' beliefs and attitudes about their own L2 pronunciation learning are as well as what reasons might lead learners to have the beliefs and attitudes about L2 pronunciation they have. To the best of my knowledge, no study has ever proposed to investigate both teachers and students' beliefs about L2 pronunciation teaching and learning in virtual classes, neither in Brazil nor abroad.

Since other research studies have pointed out the importance of investigation on beliefs about pronunciation teaching, this one can also contribute for more debate concerning the importance of pronunciation, many times neglected by researchers and teachers alike. As claimed by Buss (2017), "several researchers have identified a need among English as a Second Language (ESL) teachers for more specialized training in pronunciation pedagogy" (p. 201). This study should also call attention to the importance of pronunciation teaching in order to help students develop an intelligible speech (CELCE-MURCIA *et al.*, 2010).

In chapter II, which is the first theoretical chapter of this study, I will present some research studies regarding beliefs in applied linguistics, the definition of the construct known as 'belief' (including the definition of beliefs for this study), as well as some approaches used to collect data and their advantages and disadvantages when it comes to data-gathering procedures. Academic studies concerning beliefs about L2 pronunciation teaching and learning will also be dealt with in the first theoretical chapter.

Chapter III, the second theoretical chapter, describes some issues about L2 pronunciation teaching and learning, some factors that may affect L2 pronunciation learning, the role of the English language as an international language/Lingua Franca and other issues that are related to its role as a language widely spoken worldwide, a debate about the native versus non-native speakers of English issue, and some issues concerning pronunciation models in English language teaching and learning, the role of the teachers in teaching methods, and questions regarding the Brazilian contexts in language teaching and learning.

2 BELIEF SYSTEM IN APPLIED LINGUISTICS STUDIES

In this chapter, I will present some research studies regarding beliefs in applied linguistics (AL). The term belief and some approaches used to collect data will also be presented in the following paragraphs as well as their advantages and disadvantages when it comes to data-gathering procedures. I will also present studies concerning beliefs about second language

pronunciation teaching and learning and the definition of beliefs for this study. The aim of this chapter is to establish the context, background and importance of the studies on belief systems. It is organized in the following sequence: firstly, I present an overview of beliefs in applied linguistics and in English as a foreign and second Language; secondly, I review definitions of what beliefs are; third, I discuss beliefs about foreign and second pronunciation teaching and learning and, finally, I review research methods employed to investigate beliefs.

2.1 BELIEFS IN APPLIED LINGUISTICS AND IN ENGLISH AS A FOREIGN AND SECOND LANGUAGE

If you ask – in both formal and informal situations – what people think beliefs are, you will probably hear that beliefs are related to things people believe in. Generally speaking, beliefs are related to religion, family issues, and most certainly to experiences. Beliefs are everywhere in our daily routines: they are in the decisions you make, and in things we have opinions about. When people choose between saying something or doing something, they usually – although they not necessarily reflect a lot about it – do it based on their personal beliefs.

We can also expect research interest in all sorts of beliefs prevailing in the second or foreign language classrooms as a natural development. In fact, many studies concerning beliefs have shed some light on how teachers' beliefs have strong implications for language teaching (BORG, 2006; FARRELL, 2007; COSTA; SILVEIRA, 2016). However, it is not easy to identify where beliefs are originated – from personal experience? from authorities, such as teachers, researchers, or authors?

In order to better understand beliefs, one must focus not only on the meaning of the beliefs, but also on the original experiences that generated the beliefs and, in order to do so, one should consider that focusing on experience is as important as focusing on beliefs in applied linguistics (AL) research (MICCOLI, 2010). To Vieira-Abrahão (2004, p. 174), it is difficult to trace where beliefs are originated from and this can be seen as a “hard if not impossible mission” to be accomplished. What can be done – as suggested by Silva (2006) – is to create our own hypotheses based on the facts found on the analyses of the data provided by the studies concerning beliefs in AL.

In the Brazilian context, studies have been examining ‘beliefs’ – and how they relate to relevant issues such as language learning, grammar, writing, listening professional motivation, translation studies and so on (GIMENEZ, 1994; BARCELOS, 1995, 2000, 2004, 2006; SILVA, 2000; NICOLAIDES; FERNANDES, 2002; VIEIRA-ABRAHÃO, 2004;

COELHO, 2005; ABRAHÃO, 2006; BASSO, 2006; ARAGÃO, 2010; COSTA, 2016; CAMARGO, 2020; CORIOLANO, COSTA; LISZT, 2020; and many others). All these studies are an attempt to contribute to a better understanding of this construct known as beliefs.

Studies about beliefs concerning the teaching and learning of a second or foreign language are of great importance to the field of AL, especially in Brazil. The concern about beliefs, however, did not start in AL, but in other academic fields – such as sociology, cognitive psychology, education, educational psychology and philosophy (SILVA, 2010). Especially in AL, according to Barcelos (2004), investigation about beliefs started in the 1980s abroad and then in the 1990s in Brazil.

Barcelos (2004) tells us that in the 1970s the interest concerning the theme was already evident. Hosenfeld (1978), for instance, used the term as students’ “mini-theories” of language learning. Nonetheless, it was only in 1985 that the term “beliefs in language learning” was used for the first time to refer to L2 learning (HORWITZ, 1985 as cited in BARCELOS, 2004).

In Brazil, according to Cox and Assis-Peterson (2010), two books paved the way for studies concerning beliefs: *Reflective Teaching in Second Language Classrooms* (by RICHARDS; LOCKHART, 1994) and *O Professor de Língua Estrangeira em Formação* (ALMEIDA FILHO, 1999). To those authors, if we want to understand what happens and how things are done in the classroom, we must learn what teachers and students think about the language and the teaching and learning processes. Furthermore, it is really important that teachers reflect critically upon their own practices in order to understand their own attitudes towards their teaching approaches or methods. Moreover, teachers should be reflective so that they can also understand how their pupils’ beliefs (may) influence their own learning process.

Studies regarding beliefs have been receiving a lot of attention by applied linguists who conduct research about English as Foreign Language teachers’ education in Brazil² (GIMENEZ, 1994; SILVA, 2001; CARAZZAI, 2002; BANDEIRA, 2003; LEITE, 2003; ARAÚJO, 2004; FINARDI, 2004; SILVA, 2004; GARBUIO, 2005; SILVA, 2005; VECHETINI, 2005; COSTA, 2016). Such attention can also be noticed if we consider the number of special issues of journals (*Revista Brasileira de Linguística Aplicada*, *Linguagem & Ensino*, *Trabalhos em Linguística Aplicada*, *D.E.L.T.A*, *The ESPecialist*, *Contexturas: Ensino*

² During this dissertation I will use the terms foreign and second language, sometimes ‘L2’ to refer to both terms, interchangeably. Although I understand the differences, especially in pedagogy and sociolinguistics, between foreign language (EFL) – the term that has been historically used in Brazil – and second language (ESL) – the terms used to refer to the teaching of English in countries where English is spoken as an official language (e.g., English language teaching in the United Kingdom or in the United States of America).

Crítico de Língua Inglesa), books, and book collections concerning beliefs and L2 teaching and learning (SILVA, 2010).

The increasing interest in research about beliefs in AL reveals that studies on English language teachers' beliefs (and I add students' beliefs too) reflect the concern in constructing a body of studies that can meet the Brazilian demand for a better comprehension of teachers' decision-making in terms of language teaching in all sorts of language features (grammar, writing, reading, speaking, listening, translation, motivation, pronunciation etc.). Furthermore, the studies regarding beliefs in language teaching and learning presented in current research in the Brazilian context suggest a tendency for a better understanding of the function of beliefs in the teaching and learning processes, how beliefs can interfere in the relationship between teachers and students, especially if taken into account how those beliefs found in the analyses of the body of studies influence teachers and students approaches – how such beliefs contribute to a more reflective teaching practice – to teaching and learning languages in Brazil (Barcelos, 2006).

In sum, research about beliefs concerning many aspects of language teaching and learning has provided evidence to suggest that beliefs play an important role in our attitudes, behaviors, and decision-making, which can in turn influence the learning process too (RICHARDSON, 1996; BARCELOS, 2003; BORG, 2003).

Barcelos (2007) states that research about beliefs on teaching and learning in Brazil can be divided into three moments. The initial moment that goes from 1990 until 1995; a second one that goes from 1996 until 2001 and the expansion and consolidation moment that starts in the year of 2002 and continues until the present days. In Brazil, the first study published about beliefs was conducted by Leffa (1991). The focus was on young learners that were at the beginning of their foreign language learning in elementary school in Brazil.

Barcelos (2007) also highlights some findings from research about beliefs. The author states that there are some studies (CARVALHO, 2000; SILVA, L. 2001; BARCELOS, 1995; SILVA, K. 2005) concerning some of the beliefs that *Letras* program students hold. To the author, *Letras* students' beliefs are, among other things, those related to English learning, learning in public institutions in Brazil and the speech of the native speakers of English. To Miccoli (2010), a “belief, in itself, is neither true nor false; it is people who attribute value to a particular belief” (p. 136, my translation)³.

³ “Uma crença, em si, não é nem verdadeira nem falsa; são as pessoas que atribuem valor a uma determinada crença” (MICCOLI, 2010, p. 136).

Barcelos (2007) highlights some beliefs held by in-service teachers based on examples from research studies (REYNALDI, 1998; MIRANDA, 2005; COELHO, 2005). I summarized some of the beliefs in Table 1. For more details, the reader can refer to Barcelos (2007, p. 112).

Table 1 - In-service teachers' and students' beliefs reported in previous studies

BELIEFS OF LETRAS PROGRAM STUDENTS
One must live abroad in order to learn the English language
It is not possible to learn English in Letras programs or in public schools, but only in language courses
One needs to speak like a native speaker of English when they learn a L2
BELIEFS OF IN-SERVICE TEACHERS
It is not possible to learn English in public schools
Students are not interested in learning; that's why teachers must teach only basic and easy aspects of the L2

Source: The author.

Concerning the components of beliefs and how they are (co)constructed, Barcelos (2006) puts forward the claim that beliefs are seen as a social construct. She holds the view that such construct is not only part of the culture of the teachers but also the culture of the students and I would add that it is part of the culture of other individuals involved in language teaching and learning and in education, in general. On the basis of the evidence provided by Barcelos (2006), it seems fair to suggest that beliefs are perceived as a phenomenon that is built not as an isolated process of signification, but as a collective action that involves more than one individual. Such views are shared by many researchers interested in investigating beliefs. Basso (2006), for instance, shares a similar viewpoint and argues that beliefs may have individual characteristics, but they are socially [and collectively] built. She adds that beliefs are formed early in life and that they are difficult to change. On these grounds, we can argue that in the case of English language teachers, their belief systems may be formed at the beginning of their careers as well perhaps while teachers are attending their education program and/or professional training. In a similar vein, Dufva (2003) recognizes that one's beliefs are originated through the interaction of individuals; therefore, they are socially constructed. Based on the Bakhtinian Dialogism, Dufva (2003) understands beliefs as a result of a continuous process of interaction of teachers and students, students and students, teachers and teachers and so on.

Once seen as stable and fixed mental structures (BARCELOS, 2001; 2006), beliefs now are perceived as dynamic, socially constructed and contextually situated, paradoxical and contradictory, related to action in an indirect and complex way (BARCELOS; KALAJA, 2003; BARCELOS, 2007). Along the same line of thought, Basso (2006) claims that beliefs, adding that they are subjective in nature, are not only socially constructed, but also formed early in life

and, for that reason, are resistant to change as well as hard to be measured. Those characteristics of beliefs provide us with the notion of how complex such construct can be.

Research on beliefs has focused on a great deal of topics, such as Grammar (CARAZZAI, 2002; KUDIES, 2005; FARRELL; LIM, 2005; BORG; BURNS, 2008; LACERDA, 2015; SATO, 2019), Vocabulary (CONCEIÇÃO, 2004; VECHETINI, 2005), Reading (CAMPOS, 2006; PITELI, 2006; KUZBORSKA, 2011; ANDERS; EVANS, 2019), Writing (MELKETO, 2012; HALL, 2016; ZOTZMANN; SHELDRAKE, 2021), Listening (GRAHAM; SANTOS; FRANCIS-BROPHY, 2014; SAH; SHAH, 2020), Feedback on Second Language Pronunciation (BAKER; BURRI, 2016), English language teaching in public schools (ANDRADE, 2004; COELHO, 2005; MIRANDA, 2005), Beliefs about good teacher (BORG; SANCHEZ, 2020), Beliefs about native vs. non-native teachers (LEVIS; SONSAAT; LINK, 2017; OCAMPO-RODRÍGUEZ; MUÑETÓN-AGUDELO; AGUDELO-HENAO, 2019; ALVES, 2021), Oral Speech (COHEN; FASS, 2001; DIAS, 2003; GANDEEL, 2016; TLEUOV, 2016; GARCIA-PONCE; TAGG, 2020). Nonetheless, research about beliefs on pronunciation and pronunciation teaching and learning has not received the same amount of attention (THOMSON, 2012; COSTA, 2016; BUSS, 2016; HAUS, 2018; BAI; YUAN, 2019; SHAH; OTHMAN; SENOM, 2017; NGUYEN; NEWTON, 2020; COUPER, 2021).

Considering the Brazilian academic context, it is possible to notice how research concerning beliefs has become a research topic for many undergraduate and graduate students. If we consider the last ten years – from 2011 to 2021 –, for instance, we can notice that many theses and dissertations have been produced in many undergraduate programs around Brazil (LIMA, 2010; MATIJIE, 2010; SANTOS, 2010; ROGRIGUES, 2010; FERNANDES, 2011; FERREIRA, 2011; BUENO JÚNIOR, 2011; SANTOS, 2011; SILVA, 2011; SIMÕES, 2011; BORGES, 2012; HIRATA, 2012; SANTOS, 2012; GOMES, 2013; LAGUILIO, 2013; CARMOZINI, 2014; COSTA, 2014; MENDES, 2014; OLIVEIRA, 2014; SERPA, 2014; SILVA, 2014; ARAUJO, 2015; BORSATTI, 2015; CAJAZEIRA, 2015; FERREIRA, 2015; GUSMÃO, 2015; OLIVEIRA, 2015; SANTOS, 2015; SOUZA, 2015; BARBOSA, 2016; COSTA, 2016; FORTES, 2016; FREITAS, 2016; OLIVEIRA, 2016; PEREIRA, 2016; SANTO, 2016; SILVA, 2016; VIEIRA, 2016; BORGES, 2017; FERNANDES, 2017; FIORELLI, 2017; BISPO, 2018; HAUS, 2018; MACHADO, 2018; NUNES, 2018; ROCHA, 2018; CAMARGO, 2020)

Such relevant numbers show how investigation on this area has become object of interest of many Masters and PhD students/candidates, especially in applied linguistics. Their

findings suggest that teachers and students' beliefs about many different topics have strong and meaningful implications to the processes of teaching and learning of additional languages, especially English.

2.1.1 Defining Beliefs

Ever since the concern about “the right” method or approach has become less relevant in L2 teaching and learning, other issues have been object of debate in applied linguistics and L2 teacher education programs (COSTA, 2016). A topic that has been researched is teachers and students' beliefs about second language learning processes, as it has already been stated.

Some people, for instance, may think that learning a foreign language in a country like Brazil is impossible, while others may think otherwise; some people may think that pronunciation teaching is important while others may think it is not. The same logic may apply to other language aspects. That is, people can share different beliefs about any/all aspects of a language issue. Whatever belief someone may hold, we can say that it matters. When it comes to language teaching, beliefs can constitute a starting point as an attempt to contribute to both the teaching and learning processes (MICCOLI, 2010).

The increasing interest in teachers' beliefs in foreign and second language teaching over the last few decades (PAJARES, 1992; KALAJA, 1995; KERN, 1995; BARCELOS, 2000; BARCELOS, 2004) is mainly due to the fact that beliefs may influence what teachers do in their classrooms worldwide, and many studies about teachers' beliefs have confirmed that affirmation. Furthermore, teachers can also strongly influence their students' beliefs – although it is not necessarily the case all the time since students can have strong beliefs of their own about any topics (BASSO, 2016).

So far, we have ideas of the nature and characteristics of beliefs, but when it comes to defining the term belief, however, the consensus view seems to be that it is not an easy endeavor, as demonstrated by that the different definitions provided by many researchers (HOLEC, 1987; ABRAHAM; VANN, 1987; WENDEN, 1986 as cited in SILVA, 2006).

To Price (1969, as cited in GARBUIO, 2006), ‘beliefs’ is a term that can have different degrees of credibility. What makes the difference between knowledge and beliefs is that knowledge implies the need of evidence, while beliefs do not need any evidence to exist. In the field of foreign and second language teaching, various terms are used to refer to beliefs. Pajares (1992) claims that there is no consensus when it comes to the definition of beliefs in academic

research. This difficulty in defining beliefs may be related to the number of terms used in different academic areas: ‘Ideas’, ‘perceptions’, ‘representations’, ‘ways of thinking’, ‘concepts’, ‘cognition’, ‘filters’, ‘informal theories’, ‘theories of practice’, ‘learning/teaching culture’, ‘Metacognitive knowledge’, ‘Cultural beliefs’, ‘Folklinguistic theories of Learning’, ‘learner assumptions’, ‘self-constructed representational systems’, ‘general assumptions’, among others. Moreover, beliefs are seen as a “messy construct”, a complex term “seldom clearly defined” and generally “used explicitly as a conceptual tool” (PAJARES, 1992, p. 313). To Pajares (1992, p. 313), beliefs are “based on evaluation and judgment” whereas knowledge is “based on objective facts”. Beliefs may vary due to the fact that its origins can be linked to, among many other factors, personal experiences (WOOLFOLK, HOY; MURPHY, 2001).

Despite the fact that the term ‘belief’ is seen as a construct that is hard to define – especially due to its complexity –, it is necessary here to clarify what is meant by belief in this study. Thus, beliefs can be defined, as proposed by Barcelos (2006), as “a way of thinking, such as constructions of reality, ways of seeing and perceiving the world and its phenomena, co-constructed in our experiences resulting from an interactive process of interpretation and (re)signification” (p. 18, my translation)⁴.

2.1.2 Beliefs about Foreign and Second Pronunciation Teaching and Learning

Although, a growing body of studies has investigated many topics related to oral production, including pronunciation teaching and learning, such an area of foreign and second language teaching, that is pronunciation teaching and learning, still seems to be to some extent neglected. Buss (2017, p. 201) develops the claim that “several researchers have identified a need among English as a Second Language (ESL) teachers for more specialized training in pronunciation pedagogy”. According to Uzun & Ay (2018, p. 120), teacher education programs, as well as teacher educators, “need to focus on pronunciation teaching techniques, which could increase teachers’ or [preservice English teachers] PrETs’ confidence and help develop their cognition”.

In many countries, studies on teachers’ beliefs about foreign and second language pronunciation teaching have been carried out (e.g., HENDERSON *et al.*, 2015; FALLANG,

⁴ [As crenças são] “uma forma de pensamento, construções da realidade, maneiras de ver e perceber o mundo e seus fenômenos, co-construídas em nossas experiências resultantes de um processo interativo de interpretação e (re)significação.” (BARCELOS, 2006, p. 18)

2016; BREITKREUTZ; DERWING; ROSSITER, 2001; FOOT; HOLTBY; DERWING, 2011). Collectively, these research studies outline that L2 teachers do not feel prepared to teach L2 pronunciation due to their lack of sufficient L2 pronunciation training. Interestingly, participants of the studies alleged that there is no satisfactory training in their teacher education programs. Table 2 was designed to summarize previous research findings regarding teachers' beliefs and pronunciation teaching. I highlight here only some studies and some important information about each of them.

Table 2 - Summary of previous studies findings about L2 pronunciation teaching beliefs

HENDERSON <i>et al.</i> (2015)	Most participants received no or little training in how to teach pronunciation
FALLANG (2016)	Participants have not received extensive training regarding pronunciation
BREITKREUTZ; DERWING; ROSSITER (2001)	It is necessary to integrate pronunciation teaching in a communicative classroom and teachers lacked the knowledge to do so. Such lack of knowledge is associated with the lack of sufficient pronunciation training
FOOT; HOLTBY; DERWING (2011)	Only 6 universities in Canada offer TESL programs in which there was a pronunciation-specific course
UZUN; AY (2018)	L2 pre-service teachers in Turkey consider pronunciation learning as a key area in learning a L2. They, however, do not feel prepared to teach it with informed techniques

Source: The author.

The current literature on applied linguistics abounds with examples of studies on beliefs about L2 pronunciation teaching in other ESL/EFL contexts: Burgess and Spencer (2000) in the United Kingdom; Burns (2006) and Macdonald (2002) in Australia; Baker (2011) in the United States; Sifakis and Sougari (2005) in Greece; Hismanoglu and Hismanoglu (2010) in Northern Cyprus; Tergujeff (2012) in Finland; Couper (2016) in Uruguay; Buss (2015), Camargo (2020), Costa (2016), De Paula (2010), Haus (2018); Reis (2017) in Brazil.

A common finding among such studies is that English as a foreign or second language teachers show lack of confidence when it comes to teaching pronunciation (MACDONALD, 2002; FOOTE *et al.*, 2011; COUPER, 2016). However, it has also been found that teachers consider pronunciation learning, as well as teaching, a key area in learning a second language (UZUN; AY, 2018). Teachers also show the desire for more L2 pronunciation training.

Kelly (2011) observes that many experienced teachers admit the lack of knowledge about the theoretical underpinnings of L2 pronunciation and due to that they demonstrate that

they need to improve their practical abilities towards teaching the English language pronunciation.

Despite the growing body of research that has focused on teachers and students' beliefs (BAKER; MURPHY, 2011), studies about L2 pronunciation teaching and learning remain "largely unexplored" (BAKER, 2014, p. 139), as well as EFL/ESL teachers and students' beliefs about L2 pronunciation teaching and learning, especially in the Brazilian contexts.

The teaching of pronunciation in communicative contexts, for instance, seems to be a very hard endeavor. Such lack of studies about second language pronunciation teaching seems to be surprising, especially if you consider that EFL/ESL learners, in general, want to have feedback on their own pronunciation in order to learn it and improve it (TERGUJEFF, 2012; MARTINS, 2019).

Costa (2016) reports that not many studies have focused on teachers' beliefs about L2 pronunciation teaching and learning, a view that is supported by several other researchers (e.g., BAKER; MURPHY, 2011; BAKER, 2014; BUSS, 2017; BURRI; BAKER; CHEN, 2017). The limited attention to teachers' beliefs about pronunciation teaching and learning may have been a reflection of how pronunciation teaching and learning have been addressed in foreign and second language classrooms (BURRI; BAKER; CHEN, 2017). Such scenario can lead to some degree of avoidance in relation to teaching pronunciation in EFL/ESL classes, due to possible inability and the so-called lack of further knowledge from the teachers (WAHID; SULONG, 2013) to teach such skill that can, in turn, negatively affect their students' ability to communicate.

Based on the evidence currently available, however, it seems fair to suggest that there has been a growing interest on research regarding beliefs about pronunciation teaching and learning abroad (e.g., ALGHAZO, 2015; BURRI, 2015; ALSOFYANI; ALGETHAMI, 2017; BURRI; BAKER; CHEN, 2017; HUENSCH, 2018; UZUN; AY, 2018). Nonetheless, more information provided by studies concerning beliefs in pronunciation teaching is "crucial to ensure that the advances in understanding and practices of pronunciation reflect and meet the needs of instructors and students in all language learning contexts" (HUENSCH, 2018, p. 1). As it has been argued, the lack of knowledge in pronunciation teaching may not only play an important role in students' L2 pronunciation development but also influence their own beliefs about L2 pronunciation learning.

Quite recently, some studies as regards to beliefs and L2 pronunciation teaching and learning (THOMSON, 2012; COSTA, 2016; BUSS, 2017; SHAH; OTHMAN; SENOM, 2017;

HAUS, 2018; BAI; YUAN, 2019; NGUYEN; NEWTON, 2020) in different contexts (abroad and in Brazil) have shed some light on how teachers perceive pronunciation and pronunciation teaching and learning and how they act towards such area of language teaching. Not only have they unveiled teachers' beliefs, but also helped inform them about the beliefs and attitudes they have (or lack) about many aspects of L2 pronunciation in many different aspects in different contexts, as I will detail below.

In his study, Thomson (2012) investigated 58 ESL teachers' beliefs and practices related to pronunciation teaching in Canada and the United States of America. Most of the participants, recruited online on the social media and professional site LinkedIn, had a Master's degree or an undergraduate degree in TESOL or in Linguistics (92% in total) while the rest of the volunteers (8%) had a degree in other unrelated fields. In general, Thomson's (2012, p. 224) results indicate that many ESL teachers demonstrated they do not " have the background knowledge, and lack the confidence necessary, to critically assess questionable pronunciation beliefs and practices".

Costa's (2016) study was conducted with three Brazilian teachers of English in an extension course in Brazil. The findings showed that EFL teachers have different beliefs about the role of pronunciation, but some degree of avoidance of explicit pronunciation teaching has also been unveiled. The EFL teachers of this study have different attitudes concerning how they approach pronunciation in their classes and their beliefs about pronunciation are sometimes incongruent, even though their beliefs showed that pronunciation is seen as an effective feature to be taught in contextualized moments.

Buss's (2017) study involved pre-service ESL teachers in an undergraduate university course in phonology and pronunciation teaching in Canada. The findings showed that the participants of the treatment group – 18 students who received specialized training – demonstrated a more positive view about explicit pronunciation teaching as well as more confidence in their ability to teach the English language pronunciation than the participants of the control group – 13 students. Buss's (2017) findings suggest that "specific training that combines an introduction to English phonology and guidelines for pronunciation teaching has a positive impact on pre-service ESL teachers' cognition" (p. 218).

In their study about teachers' beliefs about English language pronunciation in Malaysian classrooms, Shah, Othman, and Senom (2017), investigated the beliefs of five ESL teachers in secondary schools. The research findings revealed through semi-structured interviews and classroom observation that there is discrepancy between teachers' beliefs about pronunciation

and their actual practices. The teachers, according to this study, seem to have vague and contrary beliefs about pronunciation that lead to this area of language teaching and learning to be neglected, compared to other core components such as listening, speaking, reading, and writing, even though pronunciation is stipulated by their curriculum. The authors also claim that based on their investigation, pronunciation is taught only “through the speaking and reading skills to prepare students for the oral examination” (p. 198).

In her study, Haus (2018a) investigated the beliefs of five Brazilian professors from a public university of Southern Brazil who used the English language as a medium of instruction (EMI). The research focused on the beliefs of the professors about pronunciation issues under the perspective of English as a lingua franca. Haus identified that the participants had two conflicting discourses: focus on intelligibility vs correct use of the language, that is, the correct use of the language taking the native speaker of English model into consideration.

The term ‘intelligibility’ varies according to different researchers (JENKINS, 2000; DERWING; MUNRO, 2009). Although the term is much more complex (REED; LEVIS, 2019), in this manuscript, ‘intelligibility’ should be comprehended as a listener’s actual understating of what is being said by an interlocutor (DERWING; MUNRO, 2009).

Bai and Yuan (2019) carried out a study with 16 non-native English teachers’ beliefs and practices about pronunciation teaching in Hong Kong. Their findings include the suggestion that the teachers understand the importance of pronunciation teaching, but they demonstrated to be unconfident and not well-prepared to teach pronunciation. They bring the claim that teachers’ lack of confidence in pronunciation teaching “was not only a result of insufficient training but also of their non-native English teacher status influenced by specific institutional and sociocultural contexts” (BAI; YUAN, 2019, p. 134).

Nguyen and Newton (2020), in their research with six EFL teachers at a Vietnamese university investigated teachers' beliefs and practices about pronunciation teaching in tertiary EFL classes. Their findings showed that EFL teachers’ pronunciation teaching was unplanned and reactive, which typically happened only in response to students’ pronunciation errors. Pronunciation teaching occurred basically as a reaction to students’ segmental features errors. Finally, the study also points out that teachers lack initial training as well as professional learning opportunities in pronunciation teaching, which may have influenced teachers’ pronunciation teaching attitudes.

Collectively, those studies (THOMSON, 2012; COSTA, 2016; BUSS, 2017; SHAH, OTHMAN; SENOM, 2017; HAUS, 2018; BAI; YUAN, 2019; NGUYEN; NEWTON, 2020)

have opened more and more room for more questions related to English language teachers' beliefs about L2 pronunciation teaching and learning and their own professional needs in terms of such language feature. Since teachers' beliefs can influence learners' beliefs too, all those studies can be seen as a piece of a bigger puzzle when it comes to understanding the beliefs of other individuals (teachers, students, principal, school owners, coordinators and so on) and their attitudes towards L2 pronunciation.

2.2 RESEARCH METHODS ON BELIEFS

With regard to research methods employed in studies about beliefs in L2 teaching and learning, Barcelos (2001) points out three approaches: 1) The Normative Approach; 2) the Metacognitive Approach, and 3) the Contextual Approach. Each one of them has their own characteristics when it comes to the kind of instruments employed in collecting data from participants.

In the Normative Approach research, beliefs are inferred through a group of predetermined and organized statements presented to the informants in the form of questionnaires (generally, Likert-scale questionnaires in which the participants 'agree' or 'disagree' with some statements). According to Bernat and Gvozdenko (2005), Horwitz (1985; 1986) is credited with initiating important research into beliefs with the development of a 34-item questionnaire to explore learners' (and it may also be used with teachers') beliefs. This questionnaire is known as BALLI - Beliefs about Language Learning Inventory.

In the Metacognitive Approach research, beliefs are defined as metacognitive knowledge. Beliefs are inferred through semi-structured interviews and self-reports that help students and teachers reflect upon their processes of teaching and learning. According to Barcelos (2001), some studies (WENDEN, 1987; VICTORI, 1992; VICTORI; LOCKHART, 1995) have made use of this approach in their studies. In this approach, however, participants' beliefs cannot be inferred through action, but through (written or oral) interaction between the researcher and the participants (and generally by means of the researcher's perspective). One of the advantages of research carried out under such approach is that learners can become aware of their own learning styles, strategies and beliefs that could help them improve their own learning processes. In the case of teachers, they can be aware of their own teaching practices and improve them if they wish it.

Finally, for the Contextual Approach research, participants are observed in their context of learning (or teaching) because it is assumed that beliefs are related to specific contexts as well as to the culture of learning from a specific group. Here, beliefs are seen as embedded in participants' contexts. Research studies within such approach are qualitative in nature and contribute to an interpretive paradigm. Data are collected with the support of interviews, classroom observations, and annotations (although other tools can be used as well). One example of a study with such approach is Barcelos (1995).

To Abrahão (2006), both metacognitive and contextual approaches are related to a qualitative perspective while the normative approach is attached to a positivist paradigm; that is to say, a more quantitative perspective. I am to some extent a dissenter to this view, as current research about beliefs makes use of multiple approaches taking into account the necessity of thorough observation in order to unveil participants' beliefs (Barcelos, 2001). In this sense, I believe that all approaches can be mixed together if needed. That is what has been done in this research. According to Barcelos (2001), more recent studies have used the aforementioned approaches combined in order to have a more precise view about the beliefs unveiled.

In line with Barcelos (2001), Abrahão (2006) claims that isolated instruments are not enough to unveil beliefs, that is to say that all instruments can be employed in order to collect data which can be triangulated to provide the researcher with more realistic and reliable results. In any research about beliefs, all instruments must be carefully selected so that the researchers can meet their goals.

Nonetheless, it is necessary for the researcher to understand the kind of data that can be provided by different instruments. In other words, it is very important to understand the characteristics and advantages and disadvantages of data-gathering tools before starting new research about beliefs.

Questionnaires, for instance, may serve as one option for data collection. However, such tool may not help when it comes to unveiling teachers' beliefs precisely or implicitly (if it is the case of Likert-scale questionnaires). Thus, the researcher will surely need other instruments for a better understanding of participants' beliefs, as Barcelos (2006) and Vieira Abrahão (2006) remind us. Furthermore, Likert-scale questionnaires do not seem to be efficient enough in confirming one's beliefs if used alone. When analyzing the responses, the researcher cannot confirm what the 'I slightly disagree' option (also found in questionnaires of this kind) may really mean. Besides, beliefs unveiled with questionnaires of this kind are only those beliefs identified by the researcher(s), not necessarily all the beliefs participants may really hold about

a specific issue; we cannot forget the possibility of misinterpretation of questionnaire items by the researcher.

Another point that can be seen as a negative one concerning Likert-scale questionnaires is the way questions and/or statements are proposed; they may influence participants' responses and therefore be completely inefficient. Moreover, statements may influence participants' answers by making him or her provide an answer that does not really reflect his or her belief about something, especially if the item is not an open one, where the participant cannot provide more details on his or her beliefs.

Self-report inventory, which is another option for data collecting, can be seen as an interesting as well as efficient tool for studies about beliefs. This tool is adequate when dealing with participants' experiences related to their teaching careers, for instance. Rich information related to participants' beliefs can be unveiled with self-report. Nonetheless, such tool may have its limitations, especially with introvert participants who have difficulties in exposing his or her ideas in front of a researcher or a group of other participants if the study is conducted in groups.

Classroom observation is an appropriate option for those who want to confirm previous information provided by a participant (or by a group of participants). In making use of classroom observation, the researcher may collect data for future analysis and for participants' own reflection. However, observation has its limitations as well. Participants may not feel comfortable or even feel unsafe when having their classes observed by someone else—that is, an outsider, more specifically, a researcher. Furthermore, data provided may be influenced by the presence of the so-called observer because the participant may act in a different way and then show a behavior that is not the one generally seen in classes in which he or she is not being observed. Classroom observation can be even more challenging if done in virtual classes, as the participants, especially the teacher may feel more exposed with the possibility of having the classes recorded. On the other hand, students can feel more comfortable in virtual class observation since they will not have direct contact with the researcher, and maybe be able to keep the cameras off.

A researcher can also opt for stimulated recall interviews (SRIs). They are “a type of retrospective verbal report in which a participant receives a stimulus” and then “recounts her or his cognitions at the time the event took place” (BAKER, 2014, p.142). With the SRIs, participants can watch themselves in a selected video footage and reflect about their attitudes that can provide the researcher with more details about participants' beliefs or help identify contradiction. Interviews (including SRIs) may be an excellent instrument for data collection;

they promote moments of self-reflection about the participant's beliefs and practices (which may unveil contradictions and/or confirm certain beliefs). It is also a moment in which the participant can reformulate his or her own beliefs during the process of self-reflection by providing the researcher with responses (or data).

On the other hand, interviews are difficult to design and it may be difficult for unexperienced researchers to conduct face-to-face, and also online interviews, especially if we consider the moment we are living in, which has forced the use of online platforms to conduct interviews. Additionally, some participants may feel influenced by the presence of the interviewer – the interviewee may provide answers that he or she thinks will please the researcher.

Summing up, given the methodological options available, if the researcher wants to have only a general idea of the teacher's beliefs on a specific topic in language teaching and learning, for instance, questionnaires, especially Likert-scale ones, may be a good option. Nevertheless, it is preferable for researchers to make use of as many data-gathering instruments as possible in order to have a more realistic view of the beliefs. In this research, I make use of as many instruments as it was possible to collect the data from the participants of this study (see the chapter about the method of this research).

So far, in this chapter, I have presented some research studies regarding beliefs in applied linguistics taking into account many academic topics investigated. The term belief and some approaches used to collect data were also presented as pointed out in the previous paragraphs as well as some of their advantages and disadvantages when it comes to data-gathering procedures concerning research about beliefs in foreign and second language studies. I also presented studies concerning beliefs about L2 pronunciation teaching and learning and the definition of beliefs for this study. Finally, research methods on beliefs were also presented as well as some advantages and disadvantages of each tools highlighted.

The next chapter describes some issues concerning pronunciation EFL/ESL teaching and learning, factors that may affect L2 pronunciation learning, the role of the English language as an international language/Lingua Franca and other issues that are related to its role as a language widely spoken worldwide. The topics about native and non-native speakers of English are also discussed during this chapter since such constructs and their roles are relevant for L2 pronunciation teaching and learning.

In the next chapter, I will also debate the topic of pronunciation models in English language teaching and learning and the role of the teachers in teaching methods, and questions

regarding the Brazilian contexts in language teaching and learning are also addressed towards the end of chapter III.

3 ENGLISH PRONUNCIATION TEACHING AND LEARNING

In this chapter, I will discuss some relevant issues concerning L2 pronunciation teaching and learning in order to contextualize L2 pronunciation teaching and how it is dealt with in the L2 teaching methods and approaches. I also highlight literature on what teachers should teach based on some experts on the subject matter and what is expected from L2 learners in terms of L2 pronunciation teaching. Additionally, beliefs about pronunciation teaching are also dealt with along the chapter. Discussing beliefs on L2 pronunciation teaching is essential in order to connect this chapter with the previous one.

I argue that teachers should be reflective when it comes to L2 pronunciation teaching and should consider some issues such as pronunciation models to be taught to learners, (non-) native speaker and (non-)native teacher, and effective pronunciation pedagogical practices. Finally, I address the role of the English language as a lingua franca and how this reality may (or may not) influence L2 pronunciation teaching.

3.1 PRONUNCIATION TEACHING AND LEARNING

Over the last few years, researchers, teachers, teacher trainers and applied linguists have focused their interest on second language pronunciation teaching (CELCE-MURCIA *et al.*, 2010). According to Celce-Murcia (2010) other aspects of language have been studied much longer and received more attention than pronunciation. This is the case for grammar and vocabulary and due to that, grammar and vocabulary have been understood in a more ample way by the majority of the English language teachers around the world than L2 pronunciation has. Celce-Murcia *et al.* (2010) also asserted that in regard to the first linguistic as well as analytic contributions to pronunciation teaching – specially with the development of the International Phonetic Alphabet (IPA) – dates from the 1890s (during the Reform Movement in language teaching). In addition, the authors explain that the modern language teaching field can be divided into two general approaches to pronunciation teaching – the Intuitive-Imitative Approaches and the Analytic-Linguistic Approaches. The former “depends on the learner’s ability to listen to and imitate the rhythms and sounds of the language without the intervention of any explicit information” (p. 2) and the latter “utilizes information and tools such as a phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening imitation, and production” (p. 2).

Pronunciation teaching and pronunciation learning have been treated in many different ways in the context of the language-teaching profession that “has changed positions many times with respect to the teaching of pronunciation” and “various methods and approaches placed this skill either at the forefront of instruction [the Audiolingual Method, for instance] or backstage [the Direct Method, for instance]” (CELCE-MURCIA, 2010, p. 5), while other methods and approaches either simply ignored such aspect of L2 or taught it through imitation and/or repetition.

If treated differently decades ago, pronunciation teaching has recently been receiving more attention to the extent of being one of the issues debated in L2 teaching and learning in the past few years (JENKINS, 2007; MORLEY, 1994; DERWING *et al.*, 1997). Moreover, on the basis of the evidence currently available on L2 teaching, it seems fair to suggest that in the last few decades we have seen a significant increase in the amount of research studies concerning several aspects of English pronunciation and L2 pronunciation teaching and learning world widely (MURPHY; BAKER, 2015; PENNINGTON; ROGERSON-REVELL, 2019; REED; LEVIS, 2019).

If we take a look at the L2 teaching methods and approaches developed over the years, we will most certainly notice that little or no explicit attention was given to pronunciation instruction in L2 classrooms around the globe, especially in grammar-translation and reading-based methods since “[...] oral communication in the target language is not a primary instruction objective [in Grammar-Translation and Reading-Based methods]” (KELLY 1969, p. 3 as cited in CELCE-MURCIA, 2010).

With the advent of the Audio-Lingual Method (also known as Audiolingualism), pronunciation started receiving more attention in L2 classes. Audiolingualism “placed a high priority on both grammatical and pronunciation accuracy, most pronunciation classes were devoted to intensive aural-oral drills designed to help students acquire a native-like accent” (GRANT; BRINTON, 2014, p. 14). Advocators of the Audiolingualism claimed that the teaching of a second language should have a heavy emphasis on accurate pronunciation so that it would prevent the transfer of features of learners’ mother tongue. Due to that, the Audiolingual Method became characterized by, among other things, ‘listen-and-repeat’ – in chorus and/or individually.

Nowadays, however, the consensus view seems to be that L2 pronunciation is undoubtedly recognized as an inescapable part of spoken language, as it is needed both to communicate ideas and to understand other speakers. It is necessary to negotiate meaning, as

well as negotiate pronunciation (LEVIS; MCCROCKLIN, 2018) when a speaker is talking to other speakers in the same language.

If we take a close look at the methods and approaches used to teach a foreign or a second language, we will notice that the first methods have given little or no attention to pronunciation teaching and learning. This is the case, as suggested previously, of the grammar-translation method (GTM). In such method, as well as in other reading-based methods, the focus was primarily on grammar and text comprehension, and the classes were taught in learners' first language. Therefore, the focus on oral skills, especially on pronunciation, was unnecessary or just irrelevant. Moreover, students were expected to learn about the language rules, that is, the language grammar and written systems, which certainly show that the objectives of the learning process were other than learning how to speak the language (CELCE-MURCIA, 2010). It is still the case in some current methods used to teach second or foreign languages in many contexts nowadays.

As methods such as the grammar-based and the reading-based have had huge influence on the English language teaching classroom, oral skills instruction has been put aside, sometimes due to the degree of difficulty that studying the spoken language may cause. In this scenario, we can infer that methods that have oral skills development as a primary objective would be seen as marginalized ones (BYGATE, 2001).

With the advent of new language teaching methods, however, new paradigms emerged. This is the case of the direct method and the audio-lingual methods (already mentioned). The Audio-Lingual Method provides the learners with focus on accurate production of the target language outcome since such method 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). Teachers in this particular method play an important role since they are expected to be as accurate as possible in order to provide their students with a good model for imitation (LARSEN-FREEMAN, 2010, p. 45).

Pronunciation teaching, however, is far from being unanimous among teachers and researchers, and learners. It is not uncommon to notice that there are divergent opinions on many issues related to L2 pronunciation teaching and learning in English as a foreign or second language contexts. On the one hand, some will argue that learners will learn the L2 pronunciation later on at some point during their learning process; hence focusing on pronunciation, some would argue, is not as important as focusing on other issues, such as grammar and reading skills. Krashen (1985), for instance, suggested that second language

pronunciation could be developed (or learned) over time as students were exposed to the L2. So, it seems fair to suggest that this author did not share the view that L2 pronunciation teaching should be seen as an important aspect to be emphasized by teachers in class. On the other hand, many will state that pronunciation teaching is important for students in order to help develop an intelligible speech (CELCE-MURCIA *et al.*, 2010) and I particularly hold the view that pronunciation may also help teachers in many ways as they can improve their own intelligible speech and hence improve their experiences of communication with other speakers of English, not to mention that pronunciation teaching knowledge would increase and therefore improve teachers' teaching repertoire. It is important to keep in mind that teachers will have to deal with several aspects of L2 teaching along their careers and many language schools and institutions will demand more and more professional knowledge and skills not only but also related to their encyclopedic knowledge.

Empirical pedagogical research inquiries started to appear in the early 1980s (DE BOT; MAILFERT, 1982; DE BOT, 1983) and by the mid-1980s, L2 pronunciation, according to Brown (2007, p. 339), started to be approached more incidentally. That is to say that L2 pronunciation had become an important element "to full communicative competence". Among many L2 learners, the goals in terms of pronunciation have been related to accent-free speech. Some studies report that even "some instructors view pronunciation instruction as synonymous with accent reduction" (HUENSCH, 2018, p. 16). To Brown (2007) such situation – that is the pursue for accent-free speech – is unattainable to virtually every adult learner.

Over the years, pronunciation teaching has begun to gain a whole new treatment as it started to be regarded by teachers and scholars as an important element for the so-called intelligible speech. Nonetheless, pronunciation teaching has been focusing on producing individual sounds and words (segmental features) and not necessarily on other important features such as intonation and rhythm, for instance. To some scholars (LANE, 2010; CELCE-MURCIA *et al.*, 2010; GILBERT, 2008) the focus on individual sounds is not as important as other L2 pronunciation features, such as intonation, stress, prominence, and rhythm (the musical aspects of L2 pronunciation). Compelling evidence (CELCE-MURCIA *et al.*, 2010) shows that in pronunciation teaching, the balance between individual sounds and the musical aspects of L2 pronunciation can provide L2 learners with more benefits than just the focus on one aspect.

There are some factors that seem to affect L2 pronunciation teaching and learning. The next few paragraphs are intended to approach these factors based on literature about L2 pronunciation and, although they are not the only ones, the factors presented below may give

the reader an idea of how external and internal factors can affect teachers' attitudes and learners' L2 pronunciation learning.

3.1.1 Factors that can influence pronunciation learning

There are many factors that can influence L2 pronunciation learning: motivation to learn, learners' goals towards language learning and learning styles, students' own culture and identity, and quality of exposure to the language. Available evidence seems to suggest that L2 learners, especially young learners, tend to make more effective progress when they study what they are motivated to learn (BOWER, 2019). If you take that into consideration, we have to expect that L2 teachers should take students' motivation into account if they want their students to succeed in learning anything, especially the second language pronunciation.

Teachers can provide all sorts of information, but if students do not want to learn, the chances for learning to take place are small, as they will probably not feel motivated to do so, especially, although not only, younger generations, who tend to be highly motivated by their own interests more than the older ones – it seems to be the case for the so-called generation Z, for instance. Research has suggested that it is seems to be more difficult to satisfy students of generation Z “with the application of traditional methods and strategies” (DEMIR; SÖNMEZ, 2021, p. 684) and this may also be the case of motivation for L2 pronunciation learning. Hence, it is very important to know what students' goals and motivations are in advance in order to teach pronunciation effectively. Seminal contributions (LIMA, 2005; COELHO, 2005; ZOLNIER, 2007) have been made by some studies concerning learners' expectations and beliefs about the development of oral skills in English. Lima (2005), for instance, unveiled that the main goal of the students was to learn to speak the language in order to communicate orally with other speakers of English. The study also points out that its participants demonstrated more motivation and interest to learn during activities whose main goal was related to the development of the oral skills. A body of research has suggested that second or foreign language motivation could be related to some important aspects of L2 pronunciation, such as foreign accent reduction (ELLIOTT, 1995; FLEGE, 1995; MOYER, 2004) and comprehensibility (SAITO *et al.*, 2018).

Motivation, however, is not the only factor that may influence L2 pronunciation learning. We have also to take into consideration learners' own learning styles. According to the Multiple Intelligence Theory (GARDNER, 1983), we all have different learning styles,

which may mean that everyone has their own preferences, talents, strengths, weaknesses, personality, motivation, and so on. The views of advocates of the Theory of Multiple Intelligences rest on the assumption that there are multiple types of human intelligence that represent different ways of processing information. Based on such evidence proposed by Gardner (1983), it can be assumed that with L2 pronunciation learning the Multiple Intelligence Theory could be a tool of great help since teachers could consider their teaching practices to be approached in ways that can integrate and take into consideration the various learners' learning styles since not all of them will learn only by means of drills or repetition of words, sentences, phrases and the like, for instance. Furthermore, L2 teachers should never assume that what works for a specific group of learners will work for others; some students may learn fast, while others may need extra practice and more time to achieve some goals. As Darling-Hammond (2010) points out, when teachers provide learners with multiple ways to demonstrate their knowledge and abilities, learning is more likely to take place. I hold the view that it can also be the case of L2 pronunciation learning.

Lightbown and Spada (2006) argue that many teachers are certain that extraverted L2 learners who interact with other learners without inhibition in the second language are most likely to be successful learners. On the other hand, introverted L2 learners tend to do better at developing, for instance, academic language proficiency (ELLIS, 2008), especially because they seem to spend more time (reading, writing, practicing) in order to produce accurate language. Introverted learners can actually be more careful about learning, especially in terms of pronunciation practicing and, due to that, they make take more time to complete some activities in class. It seems fair then to suggest that teachers should be aware of such characteristic when dealing with pronunciation teaching in their classes. In other words, language teachers should take into account that students may have some specific attitudes towards, pronunciation for instance, due to their personal traits (extraverted or introverted characteristics).

Another very important point is related to students' own culture and identity (TROFIMOVICH; KENNED; FOOTE, 2015). Some people – even in their native language – may show some preferences in terms of speaking (SEIDLHOFER, 2011). According to Celce-Murcia *et al.* (2010, p. 279), “our accent is a powerful sociological force; it reveals our group affiliation and often how we see ourselves”. To some extent, students can have as a goal to sound like a native speaker (someone that they idealize as a model) of the language they want to learn. On the other hand, some may want to keep their way of sounding. That is, some

learners may not be willing or even able to change the way they sound when speaking another language. Our accents, and how we decide to speak a language, are a central part of the way we see ourselves and how we want people to perceive us; it is a matter of identity (CELCE-MURCIA *et al.*, 2010). Students' own culture and identity should also be part of the teachers' plans – not only but also – towards L2 pronunciation teaching. Therefore, it seems to be wise for L2 teachers to consider students' identities before they simply decide to go about teaching in a one-fits-all sort of approach.

Learners' pronunciation goals, according to Levis and McCrocklin (2018, p. 80), “are likely to vary according to overall language learning purposes and goals”. Moreover, learners' goals may also inform and affect even the models of pronunciation that are to be introduced and practiced in class. In this sense, as Levis and McCrocklin (2018) remind us, some students may wish to speak the language with other non-native speakers of English and it could be perfectly normal for those learners to be more interested in learning from a non-native speaker model, for instance.

Exposure to the language also plays a role in L2 pronunciation learning (CELCE-MURCIA *et al.*, 2010). Moreover, the quality of the exposure to the language is extremely important (BROWN, 2007). Although it would definitely be hard to define the term ‘quality’ here, we can imagine that in general people have an idea of how important it is for L2 students to be exposed to a variety of sources that would help them learn to be aware of the many possibilities of the language spoken in our daily lives, especially nowadays with so many resources and tools (podcasts, songs, movies, TV series, for instance) that students have at their disposal for language learning and practice.

L2 Learners that have the opportunity to live and/or study in an English-speaking country or environment will probably be more familiar with the sounds of the target language and consequently have more opportunities to perceive some nuances and other speaking models of the language than students who only have their lessons during their classes and, therefore, receive less exposure to the language in EFL contexts (BURNS; RUBIN; DONALD; TARRANT, 2018; 2020; GIANNA, 2019; LI, 2020).

Thus, teachers should also take the quality of language exposure into account when they teach their lessons. Nowadays, there are so many resources to help students in this sense that it seems to be more than desirable in L2 learning in general. In the case of L2 pronunciation, it is not different. Some videos or interviews may be, for instance, an alternative for teachers to use in classes or for students to study in their homes at their own pace. Even the teaching materials

bring some options in which you can see examples of people from all over the world speaking English as a foreign or second language, which can have huge potential to provide learners with more models. It is obvious that teachers cannot and will not solve all sorts of problems in the classroom. Neither will they be able to cover all aspects of the L2 during their classes. However, there are more options available now than before in terms of L2 exposure when it comes to L2 pronunciation teaching.

Another important factor that can influence L2 pronunciation learning is anxiety. Studies have recognized that anxiety can be a factor with negative effect on language learning in general, and this is the case in the context of the L2 classroom, (HORWITZ, 1986) impeding the achievement of L2 pronunciation learning (SAITO *et al.*, 2018). Many learners' evaluation or perception of their own accent can cause embarrassment, especially when students have to speak in front of other students, or even when they have to engage in communicative activities or tasks such as role-plays. This is the case, for instance, of fear of negative evaluation by their classmates and teachers, in the context of the classroom, and native and/or non-native speakers of English, in other contexts but the classroom. That is, learners may feel anxiety in the classroom because they fear being evaluated in a bad way by their peers. The classroom environment in this case should be appropriate for all students to feel safe to speak and make mistakes without fearing others' judgment. Learners' anxiety can also tell the teacher a lot about when he or she has to provide students with feedback about, for instance, their oral speech production or in moments for pronunciation errors corrections.

In view of all that has been mentioned so far, one may assume that students should be given all possible sorts of resources they may need in order to perform well in second language learning. They should also be taught that they are responsible for their own success and failure in language learning – this is also the case of pronunciation learning.

3.1.2 The Role of English as an International Language (or Lingua Franca) and How It May Influence L2 Pronunciation Teaching and Learning

The English language is now known as the language of global communication among people around the globe. Such language dates back to the fifth century and it is now spoken by approximately 20% of the Earth's population – about 1.5 billion people speak English and most

of the speakers (about 898.4 million) are people whose first language is other than English.⁵ Nowadays, more people speak English as both a second or a foreign and native language(s) in their daily interactions than “any single language in the recorded history of the world” (MEDGYES, 2017, p.1).

English has undoubtedly become the so-called dominant language in the world and its rise “is an accident of historical circumstances” (MEDGYES, 2017, p. 1) as the British Empire faded and the influence of the United States of America rode right after the World War II. Medgyes (2017) claims that “military development, economic stability and the invention of computer networking” (p. 1) have played a role in securing this privileged status of the language.

To some people, the English language may be associated to a sign of linguistic imperialism and due to that, they may think, the language is still attached to some specific countries, such as the United States of America or Britain. Due to that, some country governments may have tried to avoid the influence of the English language learning under the justification of holding up the process of the linguistic genocide (MEDGYES, 2017). Nowadays, however, we can say that English is no longer seen as a language that belongs to one specific territory, but it is essentially the language that carries “the cultural heritage of all those individuals and communities who use English in their everyday lives” (MEDGYES, 2017, p. 1) and, judging by the number of speakers whose first language is other than English, we can see traces of distinct contributions and new identities to the language (e.g., new ways of speaking the language and changing in word usage).

To Crystal (2003), the non-native speakers of English have outnumbered the native speakers. For every native speaker of English, there are three whose first language is not English. That scenario – that is, the fact that there are more non-native speakers than native speakers of English – is pointed out as one of the major reasons why English can be considered an international language (McKAY, 2012).

If you want to increase your chances to hold a conversation with people in an international trip, you will probably invest your money and time in one specific language. If you want to have an academic work of yours read by a huge number of people, you will probably write in one specific language. If you want to read the newspapers from a huge variety

⁵ Eberhard, David M., Gary F. Simons, and Charles D. Fennig (eds.). 2020. *Ethnologue: Languages of the World*. Twenty-third edition. Dallas, Texas: SIL International. Online: <http://www.ethnologue.com>. (Accessed on May 25th 2020).

of countries, you will probably learn how to read in one specific language. English is the language you will manage to learn if you want to open new doors in your life – that language is the international language of communication. Since English is the language of business, tourism, academia, medicine, science, industry, banking, technology, international diplomacy, sports, pop music, and so many other fields, such language is certainly the language people will be using for different purposes, in different ways, in different places. The spread of the English language has, however, brought new issues that we should take into consideration.

Concerning English language teaching, for instance, we can notice that people with different mother tongues make use of it – in a written or oral perspective – as a medium of instruction, as well as the language to be learned or taught. In fact, people who live in many different parts of the globe communicate in English in their own particular ways, showing linguistic aspects that can reveal their origins and background culture (CRYSTAL, 2003). In that way, we can distinguish, for instance, the British speakers from the American ones and, in turn, the Brazilians speakers of English from the Indian speakers and so on and so forth.

There are many different versions of the same language. That is, we can come across different kinds of “Englishes” spoken by people worldwide. The English language has received different names and very often these names are associated with political views (JORDÃO, 2014). It is known as the *international language* (JENKINS, 2000), *global language* (Crystal, 2003), *world Englishes* (KACHRU, 1985), *world standard English* (WIDDWSON, 1994), and *lingua franca* (CRYSTAL, 2003; JENKINS, 2000, 2012).

To Jenkins (2012), English as a Lingua Franca (ELF) is defined as “a means of communication between people who come from different first language backgrounds” (p. 486). Such definition makes us reflect upon the view of the speakers of English (or Englishes?) since they should not be divided into native and/or non-native speakers of the language, but they are rather granted as users of English. Taken this definition as well as the view on the users of the English language under this perspective of ELF in consideration, we can also expect some effects on the English language teaching, especially when it comes to pronunciation teaching and learning. The simple aim of acquiring a certain standard variety of pronunciation can be seen as an unrealistic goal, especially if we consider that learners – who will become speakers of English – have to communicate with speakers of different varieties alike, no matter where the person comes from (JENKINS, 2012).

Recent trends in the English language teaching field have led to an increasing interest in the role of the English language as an international language and its consequences in its

teaching to speakers of other languages. In this sense, there seems to be compelling reasons to argue that standard norms are no longer sufficient as models for pronunciation teaching and learning; it does not seem to be reasonable to focus on models such as Received Pronunciation (RP) or General American (GA) if the goal is teaching students to communicate with other speakers.

Other factors (awareness raising and self-monitoring) in pronunciation teaching are more crucial, according to Wong (2016). Students will definitely need to develop capacity to notice whether they are intelligible or not to other speakers. In the teaching and learning context of ELF, awareness means “being sensitive to the differences among the [English language] varieties” (WONG, 2016, p. 244).

In the same vein, L2 learners will have to learn to self-monitor their speech production. Wong (2016) claims that although learners should not be expected to produce an idealized standard speech of some norm, they are still expected to make themselves understood by other speakers of English by paying special attention to their speech production skills in order to modify what is necessary to make their speech as intelligible and understandable as possible.

In order to understand a bit more about the nature of English as an international language (or lingua franca), we should revisit important contributions from researchers that report on the growth and spread of English around the globe. It is the case of Kachru’s (1985) three Concentric Circles Model. A closer look at his views on the subject can serve as a starting point and help us understand how the role of such language may affect L2 pronunciation teaching and learning. However, it is also important to learn the other viewpoints that have fostered debate on Kachru’s (1985) models and why it can be problematic for researchers in the field of applied linguistics.

3.2 KACHRU’S THREE CONCENTRIC CIRCLES MODEL OF ENGLISH LANGUAGE

Even with many terms used nowadays to define the nature of English as an international language, there is no consensus upon and/or no definitive definition. Kachru’s (1985) depicts the spread of the English language through a diagram of three circles. To the author, there is the Inner Circle (native speakers), the Outer Circle (second language speakers, mainly the former British colonies), and the Expanding Circle (foreign language speakers, which means the rest of the world, including Brazil). Although such model cannot be seen as a perfect

representation, it may, as suggested by Pederson (2011, p. 63), be seen as a “[...] good reference point”.

The three circles model of World Englishes proposed by Kachru (1985) – which has received criticism and has also been revised and criticized by many authors (JENKINS, 2003; BRUTHIAUX, 2003; PARK; LEE, 2009; PUNG, 2009) – is outdated, according to Pederson (2011). Kachru himself proposed another framework considering the changes in English usage – “the circles of proficiency” as cited in Peterson (2011, p. 64). To Schmitz (2014), the conception of using circles to map the growth and spread of English in the globe is problematic for researchers in the field of applied linguistics in the second decade of this current century. The same author, on the other hand, states that Kachru’s three circles model brings some contributions, such as the importance of multilingualism (as opposed to monolingualism) as the rule, not the exception.

All models have their limitations, especially if considered that they may represent abstractions that may make sense at some point in history, but may have changed as the context and the world change too. Bruthiaux (2003), for instance, criticizes Kachru’s model by stating that it fails when it comes to explaining the existing varieties (the different dialects) of the English language. The same author also claims that the model is of no use if applied to other languages such as French and Spanish. In fact, Bruthiaux (2003) is highly critical of Kachru’s three concentric circles model because such model oversimplifies the complexity of the sociolinguistic realities of the English language in the circles. To Bruthiaux (2003), the focus on language use on a national level fails in not taking into consideration several varieties that (may) exist within each country (the case of the inner circle); it also fails to recognize and not distinguish multicultural societies – Nigeria, for instance – from monolingual ones – Hong Kong, for instance (the case of the outer circle); and there is no reference to different levels of language proficiency or even communicative competence of the speakers of the expanding circle.

If we take into consideration the growing number of speakers of English in today’s world, we will easily notice that the number of non-native speakers of English has grown and therefore expanded (and it continues to expand) dramatically. In such contexts, we can develop support the claim made by Pederson (2011, p. 64) that: “it is no longer relevant to consider English users solely by their native country in a native state”.

What could we expect, for instance, if we considered the idea of a model proposed by Kachru based on proficiency where in the ‘inner circle’ we include the ‘highly proficient

speakers of English’, whereas in the ‘outer circle’ are the ‘low proficient speakers of English’? The author claims that if considered the use of English in terms of proficiency, not the notion of birthplace – as it is the case of Kachru’s first model, the emphasis would shift

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 (KACHRU, 1985 p. 64).

In the field of English language teaching – that is in the industry of teaching English to non-native speakers, otherwise known as TESOL – this idea that learners need to have access to different varieties has been gaining impetus. Thus, book series such as *Interchange* (RICHARDS, HULL; PROCTOR, 2012) have introduced audios from speakers of other varieties of English, as well as recordings from proficient speakers of English. If to some extent some teachers, learners and institutions still see native speakers of some standardized variety as a model on the one hand, on the other hand, it seems safe to affirm that this view is changing dramatically over the last decades or so. Participants of this study, more specifically the EFL teachers, seem to agree with the view that students should not have only one model to be focused on, but instead many other possible varieties, including their own in order to communicate with other speakers of English (see the section about the analyses of the data in this manuscript for more details).

The topic of English as a lingua franca has not escaped the eyes of Brazilians since it has also been a topic that has been debated by several Brazilian researchers (SANTOS; SIQUEIRA, 2019; BORDINI; GIMENEZ, 2014; DUBOC; SIQUEIRA, 2020; LIMA, ROSSO; PASINI, 2021; LIMA; DELLAGNELO, 2021). The interest in this topic shows that ELF has been problematized among researchers and as a consequence, we can infer, EFL teachers have a considerable number of publications to have access to and then reflect about the pedagogical implications of the perspective of the English language as an international language.

Having discussed a little about Kachru’s Three Concentric Circles Model of English language (teaching and learning) and some criticism the model has been subjected to, and others issues about English as a lingua Franca or international language, including the Brazilian context, we shall move on into other debates and bring the views on the native and non-native speaker(s) of English and the native and non-native-speaking teachers of English paradigm in the following paragraphs since this seems to be still very relevant in the English language teaching settings and profession worldwide.

3.3 PRONUNCIATION MODEL(S) IN ENGLISH LANGUAGE TEACHING AND LEARNING

The fact that the English language has been spoken worldwide in many different ways and has been used as a medium of communication among people poses a question about the model that teachers can make use of in their pedagogical practices. Before I proceed, it is vital that I state that the term ‘model’ here should be understood as “the pronunciation characteristics of the language a teacher presents to learners in the classroom” (KELLY, 2011, p. 14).

To Cook (1999), we need to recognize that L2 users are speakers in their own right. In this sense, teachers should not overlook the value of successful L2 intelligible language users and take into consideration how those users will use their language not only in the classroom, but also in the external world. That is to say that teachers must consider incorporating goals based on their students’ needs rather than approaching the teaching of English pronunciation on the traditional fashion of focusing on the native speaker as a model, for instance.

Decision-making is a crucial part of teaching. In the case of choosing what sort of English – that is, what variety of the English language – students will be exposed to, teachers need to consider teaching by “imagining the multiple speaking situations their learners might face in the future” (CELCE-MURCIA *et al.*, 2010, p. 276).

Choosing which models of language will be adopted in class is an important issue that should be present in teachers’ repertoire. This decision is not an easy one, especially if we consider that many decisions are made based on teachers’ own beliefs and knowledge of, in this case, models. Nowadays, course books bring some options to be applied to the lessons and this variable can be a good starting point for teachers. To the best of my knowledge, there has been an inconclusive debate about which model is the most suitable, especially because no group of language learners are the same – not even teachers seem to have a definitive view about the language models they should prioritize. Therefore, the current debate on English language models for English language teaching and learning, more specifically towards pronunciation teaching, seems to be far from solved and this is not essentially bad for the teaching process at all. There can be a high degree of disagreement over the most appropriate model – or even if there is only one model, it would probably be difficult to be applied equally worldwide, but the simple fact that nowadays teachers can debate or even reflect upon their own choices is an advantage to both the teacher and the learner.

If we observe teachers in class, we will be able to notice that some teachers tend to adapt their speech in order to communicate with their students, but even if the language is adapted and sometimes does not necessarily reflect the language spoken outside the classroom precisely, it may be an excellent model for learners who will eventually become independent speakers and then adapt their own way of speaking/using the language. Some EFL teachers may slow down their speech a bit or speed it up depending on the context to help learners understand their instructions, for instance. This is somehow done in real life communication sometimes and students should be also ready to negotiate meaning and pronunciation while trying to communicate with others – being them their peers in the classroom or a random speaker out the context of the classroom.

I hold the view that all learners have their own models in mind. On the one hand, some students will intend to speak as similar as their favorite musician, sports person, or movie actor as possible. On the other hand, they will follow their teachers as a model (some may also mix or create their own models as it was suggested in the previous paragraph). What seems to be important for the teacher, apart from being aware of their goals as teachers, is to consider their learners' goals in their oral speech production. This is actually a continuous practice since teachers and students should negotiate all the time. Quite often, the target models tend to be very personal – that is the reason I advocate that L2 pronunciation models should be always a topic to be open to debate in class. Sometimes, for whatever reasons, some students will have to learn 'American English' due to their professional lives. At the same time, students will have to learn that specific models will not always be available for them.

It has often been stated in this text that teachers need to be aware of many aspects of the language they are expected to teach, and this includes the variations of the models in L2 contexts for the benefit of their own pedagogical practices as well as for the benefit of their students. After all, "the more knowledge one [the teacher] has with regard to different accents and varieties of English, the more informed one's teaching is likely to be" (KELLY, 2014, p. 15).

Depending on the context, teachers will deal with the issue of English models in different ways. If the students are studying English in Dublin (The Republic of Ireland) and have an Irish teacher, for instance, it is likely that the teacher will focus more on being as intelligible as possible, but keeping his or her own way of speaking (probably a variety that we can call Irish English). Whatever the teaching context is, it will not be an easy task to decide on models, as we will also have to consider other variables, not only but also, the school language

policies and views on the subject. Some language schools have the native-speaker model very clear in their language policy and once a teacher has to teach in such context, he or she will have to follow this, say, rule because not only the school owners, but also the learners will have expectations in relation to the native-speaking model. This is, of course, an issue to be considered by teachers as well.

However, what can we expect from a Brazilian teacher of English who teaches English as a foreign language in a group where all speakers have Brazilian Portuguese as their mother tongue? Kelly (2014) suggests that the teacher can “work on issues of production and reception independently, enabling students to understand a wide range of varieties, while allowing them to choose their own target model so long as it is widely comprehensible” (p. 15). One very important reminder for teachers is that for whatever reasons they have to teach something or follow any model (grammar or oral production), they must be as informed and prepared as possible about – in the case of pronunciation teaching especially – other aspects of the language, English language varieties included. That will undoubtedly require years of willpower and continuing dedication from the teachers.

It may seem irrelevant at first sight, but it is also known that not all English language teachers are at the same level not only in terms of language proficiency, but also when it comes to their professional lives – some teachers are novice teachers while others are experienced teachers⁶. In the case of accents, not only in learners’ native language, but also when developing their second one, students tend to make some choices based on their preferences. The way we speak a language is connected to our personal identity and it represents who we are (or at least how we are seen) as a member of a specific group (GODOY; GONTOW; MARCELINO, 2006), or even how we want people to perceive us. That is, sometimes we choose a way we want to speak because we want people to notice our identities that are enhanced in that speech. So, I hold the view that teachers should be very aware of issues of discrimination, as well as status, when addressing other varieties of English in their classes.

Whichever varieties teachers choose to expose their students to, we must expect that teachers’ decisions are in line with most researchers and specialists’ views. Contemporary English models are not represented by the so-called native-like varieties of English only (although it may also be the case in very specific contexts). As it is known, worldwide

⁶ According to Freeman (2001) defines ‘novice teachers’ as those having less than three years of experience and ‘experienced teachers’ as those having five or more years of experience. I particularly think such definition can be seen as problematic, but I will keep Freeman’s definitions for the sake of distinction only.

communication is done with the interaction of many speakers whose first language is not English. Considering that, the norm from countries such as Australia, Canada, the United Kingdom, and the U.S., for instance, are not the only options to be chosen. More recent models include varieties of speakers of English as a second/foreign language whose interaction takes place in international contexts. Some scholars (JENKINS, 2000; WALKER, 2010; LEVIS, 2020) have acknowledged that non-native-speaking English teachers are as equally qualified to teach the language as native-speaking English teachers, sometimes even better prepared to do it.

3.3.1 The Role of the Teachers in Teaching Methods: The Case of Pronunciation

When revisiting foreign and second language teaching methods, we notice that some methods are completely dependent on the teacher (e.g., the Audiolingual Method) while others are more learner-centered (e.g., Communicative Language Teaching). Considering that teachers and learners have their specific roles in language teaching methods and approaches, I hold the view that it is important to highlight the roles of teachers in the processes of teaching and learning a L2, and, when it seems to be the case, unveil teachers' role in pronunciation teaching in some methods.

To Richards and Rogers (2011), teachers have many roles in the L2 methods. Among the roles, they highlight the functions of being counselors and models. There are, however, many other roles the teachers are expected to play, but here I will focus on the role of the teachers in language teaching in well-known methods and approaches.

In order to facilitate the role of teachers in each method or approach – terms that here will be used as synonyms –, I decided to select the most popular ones among them found in the literature of the field of the English language teaching. Table 3, based on Richards and Rogers (2011), summarizes the role of teachers in general, not focusing on specific aspects of the language. Logically, summarizing the role of a teacher here is no easy task since methods tend to suffer modification and adaptation of many kinds over time and especially by some schools and language institutions as well.

Table 3 - Summary of the role of teachers in some methods/approaches based on Richards and Rogers (2011)

Audiolingual Method	The teacher models the L2, controls the direction and the pace of learning. s/he monitors, corrects the learner's performance and must keep learners attentive by means of varying the drills and tasks. (pp. 62-63)
Communicative Language Teaching	The teacher has two major roles: 1) a facilitator in the learning process and 2) s/he acts as an independent participant within the group. The teacher is a needs analyst, a counselor, a group process manager as well as responsible for a less teacher-centered classroom. (pp. 167-168)
Content-Based Instruction	Teachers have to be more than good language teachers since they are expected to elicit knowledge from students, keep context and comprehensibility in their planning and presentations, select and adapt authentic materials for their classes, and be students' needs analysts. (pp. 214-215)
Cooperative Language Learning	Teachers are expected to speak less than in teacher-fronted classes; create a highly structured and well-organized learning environment, set goals, plan and structure tasks, select materials. s/he is a facilitator of learning, so s/he must move around the class in order to help students as needs arise. s/he must restructure the classes so that students can work collaboratively. (pp. 199-200)
Lexical Approach	The teacher has less of a role of a "knower" and must concentrate the idea of a learner as a "discoverer". So, teachers must create an environment where students can manage their own learning process. (pp. 135-136)
Multiple Intelligences ⁷	Teachers are encouraged to contribute to their learners' development of their intelligences (p. 120)
Natural Approach	Teachers have three central roles: 1.Primary source of comprehensible input in the target language; 2.Responsible for creating a classroom atmosphere that is friendly, interesting, and where there is 'low affective filter' for learning; 3.Responsible for collecting materials as well as designing their use in the classroom (p. 187-188)
Neurolinguistic Programming ⁸	Teachers are expected to model their teaching practice on other expert teachers they most admire. The idea here is that the teacher should portray good models, that is, if they want to be excellent teachers, they should aim at modeling excellent teachers. So, their job is, among other things, set the models, including the model of a good learner for learners to feel encouraged to be like the learners modeled. An example provided is that of a native-speaker of English: if students want to speak like a native speaker, teachers should model native speakers. (pp.127-129)
Silent Way	a)Director, counselor, model; 1.Asymmetrical relationships, such as those of conductor to orchestra member, therapist to patient, coach to player 2.Provide the content and create the conditions for successful language learning. (pp. 20-29); 3.To teach, to test, and 'to get out of the way. (p. 85)
Situational Language Teaching	The teacher serves as a model who is required to be very skillful since they are expected to set the pace of the lesson, use questions, commands and other cues to elicit correct sentences from the learners. Organizing the teaching process (as well as issues about timing, oral practice, revision, testing, developing other activities other than the ones from the

⁷ Multiple intelligences are not necessarily a method or an approach, but since the authors (Richards and Rogers, 2011) dedicated an entire chapter (chapter 10) to the Multiple intelligences as an alternative approach, I decided to keep it here as such.

⁸ Just like Multiple Intelligences, this one is not seen as an approach but rather as a humanistic philosophy (chapter 10); a set of beliefs and suggestions based on popular psychology.

	textbooks and adjust to special needs of the learners) is a primary task of the teacher who is central in this method. (pp. 43-44)
Task-Based Language Learning	The teacher is responsible for selecting, adapting, creating the tasks and forming the instructional sequence in keeping with learner needs, interests, as well as their language skill level. Teachers should also prepare learners for tasks – since there are stages (i.e., pre-task and post-task) (p. 236)
Total Physical Response	The teacher should provide students with the best kind of exposure to language in order to let learners internalize the basic rules of the language. When giving students feedback, they should follow the examples of parents providing their children with feedback too. At first, teacher must correct very little and gradually intervene in learners' speech. Teachers' role is not so much to teach, but rather provide learners with L2 opportunities. (p. 76)
Whole Language Approach	The teacher is a facilitator and active participant in the learning community as opposed to the role of an expert passing on knowledge. The teacher is expected to create an environment that will support collaborative learning, negotiating a plan of work with students instead of simply following a preplanned lesson. (p. 110)

Source: The author, based on Richards, J. & Rogers, T. S. (2011). Approaches and methods in language teaching. New York: Cambridge University Press.

As we can notice, teachers' roles vary a lot in the language teaching methods and approaches. To some extent, teachers are central in some, but not in all methods. One of the roles presented in some methods is the role of a model that language teachers are expected to play. This is clearly the case of the teacher in Audiolingual Method and Silent Way, but since in the latter teachers are not expected to speak (hence the name of the method), very few methods acknowledge teachers as models for pronunciation instruction.

When it comes to teaching a language, it is not that simple – in terms of prescription of what to do or follow – as it might be seen in the table. I summarized the main attributions of the teachers in order to provide the reader with an overview of the roles of teachers in the methods/approaches. There are some important aspects teachers must observe in their teaching practice. The role of the teacher will depend on many issues and teachers will have to deal with many aspects of the teaching process (e.g., teacher talking time, authenticity of language, fluency and accuracy, grammar).

When teaching pronunciation, if it is the case of doing so, teachers will also have to deal with school language policies as well, as already mentioned before. When teaching this language component, teachers have an important role of raising the learners' awareness of the phonetic and phonological features in the English language in order to help students become comprehensible to speakers of English. Furthermore, we should bear in mind that “teachers who are well trained in phonetics and phonology are able to help learners raise their awareness

and provide the skills necessary to help them become aware of their differences and improve their pronunciation” (WONG, 2016, p. 253).

In this chapter, I discussed issues concerning L2 pronunciation teaching and learning in order to contextualize pronunciation teaching and how it is dealt with in L2 teaching methods and approaches. I also highlighted literature on what teachers should teach based on some experts on the subject matter and what is expected from L2 learners in terms of L2 pronunciation learning. Additionally, beliefs about pronunciation teaching were also dealt with along the chapter, as beliefs about L2 pronunciation teaching are essential in order to connect this chapter with the previous one. I argue that teachers should be reflective when it comes to L2 pronunciation teaching and should consider some issues such as pronunciation models to be taught to learners, (non-) native speaker and (non-)native teacher (as well as pseudo-native speakers), and effective pronunciation pedagogical practices. I also addressed the role of the English language as a lingua franca and how this reality may (or may not) influence L2 pronunciation teaching. Finally, the role of L2 teachers in some methods and approaches were highlighted.

In the next chapter will present the method adopted in this study, its context, the participants, the data instruments used to collect data for the analysis, the context where the research was conducted, the procedures adopted and the data analysis.

4 METODOLOGY

In this section I will present the method adopted in this research, its context, the participants as well as the data instruments used to collect the data for the analysis. Firstly, I will justify the nature of this research by presenting the type of this study. Then, I will present the context where the research was conducted. Next, I will present the participants of this study. Finally, I will present the instruments for data collection, the procedures adopted and the data analysis.

4.1 METHOD

To date various methods have been developed and introduced in studies to unveil and promote reflection on teachers and students (MOREIRA; MONTEIRO, 2010). With regard to research methods employed in studies about beliefs in L2 teaching and learning, Barcelos (2001) points out three approaches: 1) The Normative Approach; (2) the Metacognitive Approach, and (3) the Contextual Approach. Each one of them has their own characteristics when it comes to the kind of instrument employed to collect data from participants (see subsection ‘2.2 RESEARCH METHODS ON BELIEFS’ in this dissertation for details).

This study is a qualitative-interpretive research (VIEIRA-ABRAHÃO, 2006; BARCELOS, 2007) that mixes both the Metacognitive Approach and the Contextual Approach (BARCELOS, 2007), since the instruments utilized in order to unveil teachers’ and students’ beliefs are structured interviews, stimulated recall interviews, online class observation (virtual classes in this specific case), and a questionnaire. It is also a classroom-based study and it is integrated into regular instruction. The choice of multiple data sources is due to the need to better understand in an in-depth analysis the beliefs of the participants about L2 pronunciation teaching and learning.

4.2 CONTEXT

A large body of studies on beliefs has been conducted in extension courses in both private and public universities in Brazil (MADEIRA, 2006; PIRES, 2005; CARAZZAI, 2002; MASTRELLA, 2002; MALÁTER, 1998). However, to the best of my knowledge, few studies have focused on teachers’ and/or students’ beliefs about the teaching and learning of L2 pronunciation in the Brazilian context (BORGES, 2014; BUSS, 2015; COSTA, 2016; HAUS, 2018).

The *Universidade Federal de Santa Catarina* (UFSC) offers a variety of extension courses on eight languages⁹ – French, Spanish, Italian, Arabic, Japanese, German, Portuguese as a second language, and English – in *Cursos Extracurriculares*.

The courses are open to both the internal (the university staff and students) and external community. Due to the pandemic of the novel coronavirus (SARS-CoV-2), by the time data collection took place, classes were held two days a week in both modalities: i) synchronous and ii) asynchronous classes. Students had access to the materials via a free and open-source learning management system called Moodle in which students could answer some exercises and complete tests in a self-paced way – provided that they met all deadlines.

To work in the Extracurricular courses, teachers must have some kind of connection with the university – they are generally undergraduate and graduate students – and their classes are expected to be communicative-oriented. Since the beginning of the pandemic in 2020, the pedagogical coordinators of these courses have worked with a team of teachers to design the online courses using the Moodle Platform and, by the time the data collection took place, the online courses were in their second online edition¹⁰. Differently from the in-person version of the courses, the online classes were not taught with the support of a textbook only. Instead, the pedagogical team designed activities meant for self-study and the teachers could use the online classes to clarify and expand the topics and structures comprising in the self-study materials, as well as to promote speaking and listening skills. Similar to what happens in the in-person classes, teachers are allowed to follow their own pedagogical approaches with regard to teaching, but they are also expected to follow the Communicative Language Teaching (CLT). Due to the pandemic, teachers make use of many materials also available for students on the internet. Most of those materials are made available for students before the synchronous classes by using Moodle.

4.3 ENGLISH AS A FOREIGN LANGUAGE (EFL) TEACHERS

For the purpose of this research study, seventeen (17) English language teachers were invited to participate¹¹ in the research, but only five (05) accepted and later on two (02) of them

⁹ Information collected from the site *Cursos Extracurriculares* FAPEU: <http://www.cursosextra.com/> (accessed on May 2021)

¹⁰ Previous to the pandemic, all language course at *Cursos Extracurriculares* were face to face courses. During the time of this study, *Cursos Extracurriculares* were offering the course for the second time.

¹¹ One participant experienced some issues in recording the lessons and the other one had left the *Extracurriculares* courses before the beginning of the data-collection procedures. The latter had stated she was willing to take part

gave up. Therefore, the actual number of EFL teachers ended up in three (03). The criteria adopted for the selection of teachers was that they were teachers at Extracurricular courses by the time of this research.

The teachers received a nickname and in order to make it as anonymous as possible in this study, they (the teachers) were referred to as Brazilian capital cities. So, the EFL teacher number one became ‘Rio de Janeiro’, the teacher number two became ‘Curitiba’, and finally the third teacher received the name of ‘Natal’. There are no specific reasons for my choices at this point. I had already preselected some Brazilian capital cities names and decided the sequence from one to seventeen to be used for the purpose of the data collection sequence. Therefore, the first three options were ‘Rio de Janeiro’, ‘Curitiba’, and ‘Natal’ in this order and Table 4 summarizes the background of the participants of this research.

Table 4 - Summary the profile of the participants of the present study (EFL teachers)

Nickname	Rio de Janeiro	Curitiba	Natal
Gender/age	Male/30 years old	Male/25years old	Female/23 years old
Education	Degree in <i>Letras</i> (English language - UFSC)	Degree in <i>Letras</i> ; Master’s degree and PhD student (English language - UFSC)	Degree in <i>Letras</i> (English language - UFSC); Master’s Degree student (UFSC)
Experience	8 years as an EFL teacher	5 years as an EFL teacher	2 years as an EFL teacher

Source: The author.

Rio de Janeiro has a degree in the *Letras* program from UFSC and had been teaching English for 8 years by the time of the research; most of his teaching experiences were at *Cursos Extracurriculares*. However, this teacher has also taught English in a private school in the city of Florianopolis. Rio de Janeiro stated that he can speak Spanish, Italian, and French in the advanced level and intends to teach French as a foreign language one day too.

Curitiba has a degree in the *Letras* program from UFSC and a Master’s degree in English. By the time of this research, he was a PhD student in English (at UFSC too). He had been teaching English for 5 years at *Cursos Extracurriculares*.

Natal has a degree in the *Letras* program too and was a Master's Degree student at UFSC. This teacher had been teaching English since 2019, when she taught English in language institutes. She started being a teacher at *Cursos Extracurriculares* at the beginning of the novel

in the research, but only in the following semester, but when the semester began, she was not longer a teacher there. Due to that, and considering that it was necessary to be a teacher at Extracurriculares courses, she had to give up.

coronavirus outbreak. In the same year, in 2020, she started teaching private online lessons too. She is the only one among the three participants who had had more experience in virtual classes than in face-to-face lessons, as the classes used to be at *Cursos Extracurriculares*, for instance, before the pandemic.

All three participants are Brazilians and speak Brazilian Portuguese as their mother tongue. This, in general, is the characteristic of the Brazilian context when it comes to English language teaching. That is, most EFL teachers in Brazil are non-native speakers of English as noted in other studies involving English language teachers in Brazil (BUSS, 2013; COSTA, 2016).

4.4 ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNERS

To be part of this study, all students enrolled in the three EFL teachers' classes were invited. Seventeen (17) students in all three (03) groups responded the online questionnaire. Their levels of English, according to the courses they were enrolled, varied from levels one (01), two (02), to five (05) – three students from English 1, six students from English 2, and eight students from English 5. Their ages varied from 19 (the youngest respondent) to 68 (the most experienced respondent). 76,9% of the students who answered the questionnaire were female and 23,1% were male, according to the data generated by Google Forms and based on their own responses. The period of data collection from this questionnaire went from April until May 2021.

I believe it is important to state that more than 17 students signed the consent forms (available in appendix F) and accepted to participate in this study, but only seventeen took some time to answer the questionnaire. Possibly, the pandemic may have played a negative role since by the time of the data collection period the pandemic was in one of its worst moments in Brazil. This shows how difficult it was to collect data during that time. Students were expected to answer the survey voluntarily and their identities were preserved – all students received a number that corresponded to the order they answered the questionnaire – from student 1 to student 17. The survey was intended to approach some issues concerning students' beliefs about L2 pronunciation learning.

The questionnaire was developed to be answered in no more than fifteen minutes and it was designed that way in order to not take so much time from the participants since one factor

that could impede them to participate was the huge amount of time spent on answering questionnaires. Table 5 summarizes the background of all students.

Table 5 - Profile of the participants of the present study (the EFL students)

Number of respondents	Level of English	Gender/Age	Other types of contact with the language
17 students	English 1, 2, and 5	Female: 76,9% Male: 23,1% 19 (the youngest) to 68 (the most experienced)	Movies, books, music, TV series

Source: The author.

4.5 INSTRUMENTS FOR DATA COLLECTION

The instruments applied in this research study were developed/chosen based on my readings (BAKER, 2014; COSTA, 2016; COSTA; SILVEIRA, 2016) and also my own experience as a novice researcher about beliefs and the necessity to adapt to the objectives proposed during the study. My focus was on teachers and learners' belief system about L2 pronunciation teaching and learning, and the choice of a variety of data-gathering instruments was intended to contribute to the achievement of the goals proposed in manuscript.

The instruments used in this research were 1) classroom recording of the EFL teachers' classes (April 6th and May 12th 2021); 2) Interview with the EFL teachers (between May 13th and May 28th 2021); 3) stimulated recall interview with the teachers (during the months of June and July 2021); and 4) a questionnaire with EFL Learners who volunteered to this research (April and May 2021).

Since classroom observation was not possible during the period of this research study due to the Covid-19 pandemic, I opted for classroom recording of teachers' classes. The idea was to ask teachers to record their classes in a sequence during the period of three (03) weeks. Classroom observation was chosen as a data gathering instrument because it can provide the researcher with teachers' teaching practice in a more contextualized and realistic manner. Other studies have also made use of this tool for the same purpose (BAKER, 2014; COSTA, 2016).

The interview (Appendix A) was developed in order to unveil teachers' beliefs about L2 pronunciation. In total there are twenty-three (23) questions divided into three (03) categories. The first five (05) questions were more general questions about EFL teaching in general topics. The second category (from question 6 to 12) focus on L2 pronunciation teaching and finally the third category deals with L2 pronunciation learning. The interview was

conducted in teachers' mother tongue, transcribed and then translated to English for the analysis. The idea was to start by asking general to more specific questions in order to make teachers activate their beliefs about EFL teaching in general and make them comfortable with the interview. I did not want to start going straight to the point since I believe they needed some time to think about other teaching issues before moving on to more specific matters – L2 pronunciation teaching in this case. Besides, other beliefs about L2 pronunciation could emerge from questions that were not intended to unveil beliefs about pronunciation. So, it seemed the right decision when I designed the questions. Questions one and two (*Which skills are fundamental in learning another language?* and *Which aspects of oral skills should be emphasized in foreign language classes? Why?*), for instance, could have led the participants to talk about pronunciation immediately, even before more specific questions concerning pronunciation were asked. The other questions were more specifically about L2 pronunciation. The use of interviews as an instrument for data collection was also used in other research studies (TERGUJEFF, 2012; COSTA, 2016).

The stimulated recall interviews (SRIs), according to Baker (2014, p. 7), “a type of retrospective verbal report in which the participant receives a stimulus (e.g., a video of teaching).” In line with other academic research, including Baker’s (2014) and Costa’s (2016), this instrument was used to uncover EFL teachers’ beliefs while they reflect about their own teaching practice, in this case, L2 pronunciation teaching episodes.

The online questionnaire that was used to collect data from the EFL students was developed by the researcher on Google Forms¹² and it had 17 questions about EFL teaching and learning in general (questions 1 to 5) as well as questions specifically about L2 pronunciation teaching (questions 6 to 17), and also questions to gather personal information such as name, age, email, gender, age, English language level they were studying during the period of data collection, how long they had been studying English, and the other ways they had contact with the language (see appendices B and G).

4.6 PROCEDURES FOR DATA COLLECTION

The inquiry was divided into different moments. To investigate the beliefs of the EFL teachers, I asked them to record their lessons for about three weeks (a total of 6 meetings) and

¹² Google Forms is a Google tool that allows collecting information from users via a personalized survey or quiz, for instance.

send them to me for analyses. The lessons in this virtual format at *Extracurriculares* (UFSC) have been conducted in weekly two-day meetings, 90 minutes (or 1 hour and a half minutes) of classes per meeting. The EFL teachers recorded six (06) classes by using a software called OBS Studio in which they captured the audio and video of each class. The teachers had to download the free software (OBS Studio) and record their lessons and then upload them on an online (Google) drive and send me the link so that I could download the classes and report to them to delete the classes from the drive¹³. In total I had 540 hours of recording available since the teachers had recorded 90 minutes of each EFL classes in their 6 EFL classes.

The virtual classroom recording happened between April 6th and May 12th 2021. Due to the institution policy – that is the *Extracurriculares* policy –, the online classes could not be recorded by another person, or even by the students and the teacher, unless the researcher had formally asked the permission from the coordinator of the courses and the ethics board. Not only the coordinator of *Extracurriculares*, but also the ethics board allowed the investigation.

After having received the video recordings of the online classes, I watched all videos and started the transcription of all classes, focusing on L2 pronunciation episodes that appeared in each lesson (see appendix E). These episodes were compiled and sent to the teachers to collect the simulated recall interview data. Only the episodes where L2 pronunciation teaching appears were transcribed (see appendices E and G). The number of L2 pronunciation episodes varied from teacher to teacher since their classes were not uniform in terms of procedures and the English language levels taught by them also varied (English 1, English 2, and English 5).

After the period of three weeks, all teachers were invited to an online interview that was conducted synchronically and individually via Google Meet. The language teachers were interviewed in their mother tongue, that is Brazilian Portuguese. Although they can speak fluent English, I did not want the language to be a burden in any sense. All questions were sent previously to the teachers so that they could check what the interview was about and think about their answers previously. The interviews happened between May 13th and May 28th 2021. The time for each interview was not timed exactly the same for each teacher, but in general the interviews lasted for about 30 minutes for each participant.

Since it was impossible to meet the teachers in person or schedule another online meeting since the teacher did not have more free time available, the teachers and the researcher agreed that the stimulated recall interviews would be conducted via WhatsApp Messenger – a

¹³ All materials collected for the purpose of this study will be deleted right after the defense in order to protect all participants' identities and data. All of them are aware of such procedure.

free app that allows, among many other things, its users to send text messages and voice messages. First, each participant was sent, via WhatsApp, episodes of his/her classes in which there was a moment of L2 pronunciation teaching. The researcher asked each EFL teacher to watch the episodes and answer two questions: 1) *What were you thinking at this moment?* 2) *Can you tell me what you were thinking during this activity here?* The same questions were asked for every single L2 pronunciation teaching episode. The EFL teachers were urged to send their replies via WhatsApp as soon as possible, by either text messages or voice messages in any language (Portuguese or English) of their choice. The stimulated recall interviews (SRIs) were used to allow the investigation of cognitive processes of the teachers when recalling their concurrent thinking during the classes.

The EFL teachers received the instructions that they could reply to the videos (episodes) in a self-paced manner, in their mother tongue if they felt more comfortable in doing that or in English. All of them replied in English. The number of L2 pronunciation episodes sent to the teachers varied since not the same number of episodes concerning pronunciation was found in their classes. All L2 pronunciation episodes were sent to the teachers at once with the questions for the SRIs since teachers could watch them as many times as they wished before sending the researcher their message notes. It is important to state that the option of other short online meetings via Google Meet was given to them, but all of them decided that it was better for them to reply via WhatsApp. Overall, the SRIs happened between the months of June and July 2021. Table 6 summarizes information about data collection procedures and tools employed with the EFL teachers and the period each phase of the data collection procedures happened.

Table 6 - Summary of the data collection procedures and tools with EFL teachers

	EFL teachers
Step 1	Observing the video-recorded classes the EFL teachers had recorded (April 6th and May 12th 2021)
Step 2	Interviewing the teachers (May 13th and May 28th 2021)
Step 3	Conducting the stimulated-recall interview with the teachers (the months of June and July 2021)

Source: The author.

Since the researcher could not attend the online classes, each teacher explained the procedures, the objectives of the study, and what they should do to their students. Since they had to sign the consent form (see appendix F), students could give up the study in any moment they wished if they did not agree to participate anymore.

Concerning the procedure related to the EFL learners, the questionnaire was available to all students during the months of April and May 2021. All questions were asked in their mother tongue (Brazilian Portuguese). I did not want the language to be a burden for them since they were still learning the English language – as stated before, they were enrolled in English 1, English 2, and English 5. I expected them to find the questionnaire an easy task to be completed since the questions were short and straightforward – and as I mentioned previously, the questionnaire was expected to be answered in about fifteen (15) minutes. Therefore, in developing such data-gathering instrument, I intended to be as clear as possible, especially because they would have no assistant by the time they were answering it.

4.7 DATA ANALYSIS

I started the analyses immediately after gathering data in order to capture all beliefs about L2 pronunciation as soon as they were perceived. Concerning the EFL teachers' beliefs systems found about L2 pronunciation teaching in virtual EFL classes, the analyses of the interviews unveiled a set of six beliefs: 1) Beliefs about what L2 pronunciation teaching and learning are; 2) Beliefs about the main factors that can be a challenge in L2 pronunciation teaching; 3) Beliefs about the ideal model for L2 pronunciation teaching; 4) Beliefs about the role of the teacher in English language pronunciation teaching and beliefs concerning the native speaker of English as a L2 pronunciation teacher; 5) Beliefs about how EFL learners' beliefs about L2 pronunciation can influence teachers' decision-making in pronunciation teaching in class; and 6) Beliefs about realistic goals in pronunciation teaching and the differences about virtual and traditional EFL classes, focusing on L2 pronunciation. This set of beliefs addressed my first research question: *What are EFL teachers' belief systems about L2 pronunciation teaching in virtual EFL classes?*

These six categories of teachers' beliefs were selected after the analyses of the interviews conducted virtually via Google Meet. Although other beliefs could have been discussed and analyzed in the next chapter, I decided to focus only on the ones mentioned in the previous paragraph due to their importance and relevance for this dissertation. This decision has been made due to space constraints, since the set of six beliefs highlighted are already deemed relevant to answer the research question number one. Therefore, in the next chapter the reader will be able to learn about the chosen sets of beliefs EFL teachers hold about L2 pronunciation teaching and learning.

In order to categorize the questions used in the interviews more clearly, I separated the twenty-three questions into three major groups. The first one was composed by questions 1, 2, 3, 4, and 5 in a more general category for English as a foreign language teaching. Questions six (06) to twelve (12) are more focused on L2 pronunciation teaching and the last ten (10) questions (from question 13 to 23) were more related to L2 pronunciation learning. Although I see teaching and learning as closely related, I decided to separate the questions into these two categories in order to facilitate the data analysis.

In order to organize all L2 pronunciation episodes and the SRIs, I will present them in the following sequence: a) Natal's; b) Curitiba's, and c) Rio de Janeiro's episodes and their replies to the SRIs. I am putting them in this order to let my reader have a clear idea of all data from one participant before comparing their attitudes and approaches to L2 pronunciation during the observation phase. It is important to mention that the classes were kept as close to how they were taught as possible. That is to say that, in moments in which the teachers (and/or the students) spoke in English or in Portuguese their discourse was not translated or adapted or edited during the transcription. Their production is kept precisely the way they produced them – nothing was erased or added.

In order to best summarize how the EFL teachers dealt with L2 pronunciation teaching during their classes, I am taking Celce-Murcia's (2010) communicative framework for teaching English pronunciation into consideration. By doing so, I will be able to categorize the techniques used during the observed classes into each and every phase proposed by this framework. Table 7 will provide us with a view of the five phases proposed for L2 pronunciation teaching in a communicative fashion.

Table 7 - A communicative framework for teaching English pronunciation proposed by Celce-Murcia (2010)

1	DESCRIPTION AND ANALYSES – <i>Oral and written illustrations of how the feature is produced and when it occurs within spoken discourse</i>
2	LISTENING DISCRIMINATION – <i>focused listening practice with feedback on learners' ability to correctly discriminate the features</i>
3	CONTROLLED PRACTICE – <i>oral reading of minimal-pair sentences, short dialogue, etc., with special attention paid to the highlighted feature in order to raise learner consciousness</i>
4	GUIDED PRACTICE – <i>structured communication exercises, such as information-gap activities or cued dialogues, that enable the learner to monitor for the specified feature</i>
5	COMMUNICATIVE FEEDBACK – <i>less structured, fluency-building activities (e.g., role play, problem solving) that require the learner to attend to both form and content of utterances</i>

Source: Celce-Murcia (2010, p. 45)

Although such framework was not developed for virtual classes, I am considering that it is adaptable to any format when it comes to L2 pronunciation teaching in communicative classes.

4.8 THE ETHICS COMMITTEE

It is important to say that this study adhered to all ethical principles and the regulations of the ethics committee for human research at UFSC¹⁴. In doing so, I tried to make sure that this study protected the dignity, rights and welfare of research participants. All of the participants had the opportunity to learn their rights before the data collection process as well as the possible discomfort and/or minor risks, such as the exposure to a camera or conditions associated with fatigue due to the length of time during the interviews or while answering the questionnaire.

Taking into consideration that there is more to a study than merely collecting data and using it for the benefit of the researcher (publishing a paper, for instance), I also intend to provide the participants – in this case the three EFL teachers – with the final version of the research study and consider their criticism and/or feedback in order to allow them to reflect on their own pedagogical practices, professional and intellectual development in order to make the best use as possible of the findings of the study in future endeavors.

During the study, I positioned myself as a researcher willing to accomplish my academic goals, but I will also let the participants have the right to know all results of their contributions as soon as the dissertation is made available. It is important to say that my decisions were driven by my beliefs concerning my role as a novice researcher. Therefore, I believe the researcher meets the “philosophical cornerstones of doing ethics” (CANAGARAJAN; STANLEY, 2017, p. 33) and embraces the values of openness and transparency in science when showing commitment towards such research practices.

¹⁴ CAAE: 42599821.5.0000.0121. *Parecer* number: 4.647.945.

5 RESULTS AND DISCUSSION

In this section I will present and discuss the results about EFL teachers' beliefs about L2 pronunciation teaching. After that, I will compare and discuss teachers' beliefs and attitudes about L2 pronunciation teaching based on their beliefs and actual practices in the observed lessons. Finally, I will present EFL learners' beliefs and attitudes about L2 pronunciation learning.

5.1 BELIEFS ABOUT WHAT L2 PRONUNCIATION TEACHING AND LEARNING ARE

Now I will present EFL teachers' beliefs systems about L2 pronunciation teaching in virtual EFL classes found after the analysis of the data. In order to answer the first research question of this study – *What are EFL teachers' belief systems about L2 pronunciation teaching in virtual EFL classes?* – I have made use of the methodological triangulation of the data provided by the data-gathering instruments: the online interviews, the Stimulated Recall Interviews (SRIs), and the virtual classes sent by the EFL teachers. Since this study is a qualitative, interpretative research, the analyses of the data were subjected to my own interpretation. This first part of this chapter consisted of the identification of the set of beliefs unveiled from the transcription of the interviews and the SRIs.

The second part of this chapter focuses on the attempt to answer the second research question of this study: *To what extent do EFL teachers' belief systems about L2 pronunciation teaching influence teachers' attitudes towards L2 pronunciation in their virtual classes?*

Finally, in the third part of this chapter, I will present EFL students' beliefs and attitudes about L2 pronunciation learning found after the analysis of the questionnaire. This section seeks to answer the third research question of this dissertation: *What are the EFL learners' beliefs and attitudes about their own L2 pronunciation learning and what are the reasons that lead EFL learners to have the beliefs and attitudes about L2 pronunciation they have?*

What is entailed in teaching and learning a second or foreign language pronunciation? This is the question I always kept in mind when I thought about teacher's beliefs about L2 pronunciation. My curiosity began when I first read Canagarajah's (2005) quote about foreign language pronunciation:

Pronunciation is perhaps the linguistic feature most open to judgment. As a surface structure, phenomenon that is most noticeable, one's accent easily evokes people's biases. For the same reason, pronunciation has been the most prescriptively taught aspect of language instruction (CANAGARAJAH, 2005, p. 365).

Canagarajah's quote certainly provides us with a reflection about how non-native English speakers teachers might feel, that is insecure, in terms of L2 pronunciation teaching. I do believe that L2 pronunciation is one of the linguistic features most open to judgment. In order to unveil EFL teachers' beliefs about what L2 pronunciation teaching and learning are, question number 7 (*What is English pronunciation teaching and learning? How do you teach the English pronunciation in your classes?*) has been added to the interview.

The first part of question 7 will be part of this analyses for the purpose of unveiling teachers' beliefs about this topic – Beliefs about what L2 pronunciation teaching and learning are –, but the second part of the same item will be examined when I discuss teachers' actions as an attempt to answer the second research question of this study: *To what extent do EFL teachers' belief systems about L2 pronunciation teaching influence teachers' attitudes towards L2 pronunciation in their virtual classes?*

The analyses of the data unveiled that the teachers who volunteered for this study have beliefs regarding what L2 pronunciation might be (or, according to their answers, what L2 pronunciation is). To Natal, for instance, her point of view about what pronunciation teaching is was not provided explicitly, but I can infer that she believes that pronunciation teaching is related mainly to the teaching of words, that is, segmental features (although she mentioned in other answers that she thinks that intonation, stress, and accent are always important, she focused only on pronunciation of words in this item). Natal states that she highlights the differences between both languages (Portuguese and English languages¹⁵) in order to show students that there are sounds in English that do not exist in their mother tongue and due to that such sounds can be tricky for them to learn. So, they should pay attention to those sounds in the target language. In her L2 pronunciation teaching practice, she reports that she recommends extra materials for the students to practice/learn the L2 pronunciation. Most of those extra materials come (videos) from YouTube. Interestingly, pronunciation teaching is conditioned to time available during the lesson if there is time for L2 pronunciation teaching: “[...] but when

¹⁵ It is important to keep in mind that the Brazilian context when it comes to EFL teaching and learning, most part of the time (although there are other realities) students and teachers share the same first language, that is the Brazilian Portuguese language.

there is time, I try to bring some activities more focused on it [pronunciation]” (Natal, question 7. See Appendix C):

I think that when we teach, at least from my point of view, **I really like to teach pronunciation, I always try to bring it to class.** [...] when I have a larger group, I try to highlight the differences, right, for example **"we have this sound that it is not very good; it does not exist in Portuguese, so it may be a little more difficult so I think it is interesting that you pay more attention to them."** [...] as we have little time in the classroom, I try to **recommend to them more extra materials**, for them to verify, to check the pronunciation. [...] So, there are some channels on YouTube that show the sounds specifically, like each pronunciation of each sound and [...] **but when there is time, I try to bring some activities more focused on it** [pronunciation]. And when we have a schedule to follow it's a little more complicated. (Natal, question 7. See appendix C).¹⁶

Curitiba shares the same belief as Natal when it comes to comparing the learners' native language with the target language sound systems. He affirms, though, that there are moments (episodes) of L2 pronunciation teaching approached in class explicitly. The classical feature of the 'th sound' is mentioned as an example (such English pronunciation feature is, by the way, also mentioned in the next subsection as one of the main factors that can be a challenge in L2 pronunciation teaching, especially for Brazilian learners of English). Curitiba believes that it is relevant for students to know when they are going to study the L2 pronunciation during the lesson because this can be helpful to them and letting them more alert about the right moment in which they are to be exposed to some pronunciation issues. Interestingly, Curitiba and Natal have another point in common: when asked *What English pronunciation teaching is*, they do not provide any clear definition of what L2 pronunciation teaching would be according to them; they jumped into their own actions concerning their practices.

To Rio de Janeiro, English pronunciation teaching is about awareness. To him, pronunciation teaching is about letting students conscious of the distinctions/differences about the sounds – the 'th sound' and some vowel sounds (as in 'cat' and 'man' and 'men') in English that do not exist in Portuguese, even though they can sound similar to some learners.

¹⁶ Eu acho que quando a gente ensina, pelo menos do meu ponto de vista, eu gosto muito de ensinar a pronúncia, eu tento sempre trazer isso nas aulas. [...] quando eu tenho um grupo maior, eu tento *highlight* as diferenças, né, por exemplo “a gente tem esse som que ele não é muito bom; ele não tem no português, então pode ser que seja um pouco mais difícil então acho que é interessante vocês prestarem mais atenção neles” [...] como a gente tem pouco tempo na sala de aula também, eu tento indicar para eles mais materiais externos, para eles verificarem, conferirem a pronúncia. Então, tem alguns canais no YouTube que mostram os sons especificamente, tipo cada pronúncia de cada som e onde você vai encontrar ele na ortografia [...] mas quando dá tempo, eu tento trazer alguma atividade mais voltada para isso. E quando a gente tem um cronograma para seguir é um pouco mais complicado. (Natal, question 7. See appendix C)

Rio de Janeiro shows students the International Phonetic Alphabet (IPA) during some moments of explicit L2 pronunciation episodes during the classes. To Rio de Janeiro, it is important to present the IPA to his students in order to show them the differences, but he does not provide detailed explanation during the classes. Rio de Janeiro then believes that although it is important, he should not insist much on phonetic transcription:

for me I think **it is becoming aware of these distinctions... of those words I commented [the th sounds] [...]** it is different from picking up those sounds. It is different. It is not quite equal to the vowel that we have and in English. So... **the [vowel sound as in] ‘cat’ is not exactly like our Portuguese /ɛ/.¹⁷ So, [there are] some differences from ‘man’ [mæn/] to ‘men’ [mɛn/],** which are even subtleties of the language that are becoming clearer, I think, but, as I said, **I try to teach in a very implicit way. In some moments I show the IPA to those who are curious, without going into too much detail. But I show it just to try to explain the differences [...]** so in some moments I explain a little bit. Even in these... in these courses... in the conversation course, we have some exercises in which these transcriptions appear... like this... er... phonetic writing, and it is interesting to show in some moments [...] in some moments I help, **but at the same time I do not insist so much because for some students it does not work as well. I think there’s this question of each learner taking it in a different way.** (Rio de Janeiro, question 7. See appendix C).¹⁸

In summary, the EFL teachers’ beliefs about what L2 pronunciation teaching and learning are: pronunciation teaching is related mainly to the teaching of specific sounds within the word, that is, segmental features (Natal, Curitiba, and Rio de Janeiro) and in order to teach their students they tend to compare both languages, that is, students’ mother tongue (Brazilian Portuguese), and the target language (English). English pronunciation teaching is also about awareness (Rio de Janeiro). Coincidentally, the ‘th sound’ is one of the most explicitly mentioned features Brazilian students of English seem to have difficulties with according to the teachers.

It seems to me that such feature is already in teacher’s beliefs when it comes to the teaching of English pronunciation. The IPA, although mentioned only by one of the participants (Rio de Janeiro), seems to be of real importance in order to provide the students with a clear picture of how words are pronounced differently in the target language. Previous research has

¹⁷ [ɛ] as in in the Portuguese words 'fé' (English: faith) or 'pé' (English: foot).

¹⁸ para mim eu acho que é justamente se tornar consciente dessas distinções... dessas palavras que eu comentei [sons do th]... é diferente de pegar esses sons. É diferente. Não é bem igual à vogal que a gente tem e tal no inglês. Então... o ‘cat’ não é exatamente ali o nosso ‘é’ do português. Então, conseguir pegar algumas diferenças de “man” para “men”, que são sutilezas mesmo da língua que vão se tornando mais claras, eu acho, mas, como eu disse, eu tento ensinar de uma maneira bem implícita. Em alguns momentos eu mostro ali o IPA para quem tem curiosidade, sem entrar muito em detalhes. Mas mostro ali justamente para tentar explicar as diferenças e tudo... então em alguns momentos eu explicito um pouco. [...] em alguns momentos a gente ajuda, mas ao mesmo tempo não insiste tanto porque para alguns alunos isso acaba não funcionando tão bem. Acho que tem essa questão de cada aprendiz pegar de um jeito diferente. (Rio de Janeiro, question 7. See appendix C).

actually approached and suggested benefits of the use of the IPA in L2 pronunciation teaching. In a study, Chuzaimah and Fadli (2021) found that English language students had positive attitudes towards the usage of the IPA symbols to enhance their oral skills and technique to learn L2 pronunciation. Mompean and Fouz-González (2021) suggest that the IPA can be “well suited to illustrate relevant aspects of L2 pronunciation [...] that would otherwise be very difficult to represent, as well as to support the development of L2 learners’ expanding multicompetent and multilingual linguistic repertoires” (p. 11).

Finally, according to the teachers’ answers in the interview, it can be inferred that L2 pronunciation teaching is pretty much based on the teaching of segmental features of the English language, that is, sounds of words produced (or how they should be produced by students) in English. A similar result is also found on previous research conducted by Costa (2016).

5.1.1 Beliefs about the main factors that can be a challenge in L2 pronunciation teaching

According to the analyses of the data, EFL teachers hold the beliefs that there are some factors that can be challenging in L2 pronunciation teaching. Those factors that were mentioned in response to question number 8 (*In your opinion, what are the main factors that may make it difficult to learn the pronunciation in a foreign language? How to overcome such difficulties?*) were to some extent quite similar. To all three EFL teachers there is a relationship between the sounds in both languages – the language of the students and the foreign language (Portuguese and English, respectively). To Curitiba, for instance, the ‘th sounds’ play an important role in L2 pronunciation learning. Such sounds, according to him, are among the most difficult sounds to be learned by Brazilian students of English. In the same vein, Rio de Janeiro believes that the ‘th sounds’ can be hard to be learned by students because they struggle a lot to learn them. Interestingly, Natal also believes that the ‘th sounds’ are among those sounds that her students seem to have difficulty with.

All three EFL teachers agree that such sounds can be problematic to learners, but they do not think that the limitation lies only on how to produce the ‘th sounds’ correctly. Rio de Janeiro mentions vowel sounds and minimal pairs that can also be problematic in L2 pronunciation learning. Natal agrees with Rio de Janeiro, but she goes further and also puts forward the argument that other L2 pronunciation issues can make students struggle when they try to learn the English pronunciation. She mentions that vowel sounds like [ɪ] and [ɛ] and [æ]

and [ɑ:] are some of the sounds that can cause some confusion in learning. Although she does not provide any examples, she also believes that *sentence stress* and *intonation* are factors that can make L2 pronunciation learning hard. Additionally, Natal believes that both *segmental* and *suprasegmental* features of the English language can cause some kind of difficulty to the students. Interestingly, she also recognizes that she has some difficulties with sentence stress, which can lead to some insecurity when she is expected to teach L2 pronunciation to her students in the observed classes.

Taking a look at all answers provided by the EFL teachers seems to be useful in order to contextualize their beliefs concerning the main factors that can be a challenge in L2 pronunciation teaching:

One thing that I think is difficult is the question about the sounds that we don't have in Portuguese – thinking about the native speakers of Portuguese. **Those sounds that we don't have or sounds that cause more confusion, such as the [ɪ] and the [ɛ] and the [æ] and the [ɑ:]... so, I think that those sounds or the 'th sounds', right... are a bit more complicated.** [...] the issue about stress... **especially sentence stress I think a bit complicated** because it is different from ours [from the Portuguese language system] – even I still have a little bit of difficult with that [...]. And I also think that **intonation is important too; sometimes it is unnoticed...** (Natal, question 8. See appendix C).¹⁹

[...] this difference we have among the sounds of Portuguese and English, right? And since I teach Brazilian students most of the time, **there are many sounds that are hard for them [the students] to acquire, especially the 'th sound.'** (Curitiba, question 8. See appendix C).²⁰

I think the question of sounds that are quite different from English. We have much more vowels [sounds in English]. **There is the 'th sound' that students sometimes struggle a little bit to learn** the correct pronunciation, but this is not the end of the world [...]. **There is this thing about the two sounds of the 'th' that most [students] don't know...** things like that [...] (Rio de Janeiro, question 8. See appendix C).²¹

¹⁹ “Uma coisa que eu acho difícil é a questão dos sons que a gente não tem em língua portuguesa mesmo – pensando em falantes nativos do português – é... esses sons que a gente não tem ou então os sons que causam mais confusão, por exemplo o [ɪ], o [ɛ], o [æ], e o [ɑ:]... então eu acho que esses sons ou então o /th/, né, também é um pouco mais complicado. Então, é... trazer... é... esses fatores podem dificultar por a gente não ter isso na nossa língua nativa, então eu acho que isso é um pouco difícil... a questão do stress... principalmente *sentence stress* eu acho um pouco complicado porque é diferente do nosso – até eu tenho um pouco de dificuldade com isso ainda e foi uma coisa que estudei bastante e estou estudando ainda porque eu tenho dificuldade – e eu acho também a questão do *intonation* também eu acho que é importante isso; às vezes passa um pouco despercebido. Então não só os *segmentals*, mas os *suprasegmentals* também.”

²⁰ “Justamente essa diferença que a gente tem entre os sons do português e do inglês, né?! E como eu trabalho com alunos brasileiros na maior parte do tempo, tem muitos sons que são difíceis para eles adquirirem, principalmente o /th/.”

²¹ “Eu acho que a questão dos sons que são bem diferentes do inglês. A gente tem bem mais quantidades de vogais. A gente tem o /th/ que os alunos sofrem um pouquinho às vezes para pegar assim, né, a pronúncia bem correta, que também não é o fim do mundo, né?! Geralmente dá para entender... você tem um minimal pair ali que esse /th/ vai atrapalhar. Tem a questão dos dois sons diferentes do /th/ que a maioria desconhece [...].”

As can be found in the literature, the ‘th sounds’, as interdental sounds tend not to be frequent in languages, may be hard to students around the world: Russians (WEINBERGER, 1997); French Canadians (BRANNEN, 2002); Dutch (WESTER; GILBERS; LOWIE, 2007), and Brazilians (REIS, 2006), for instance. In Brazilian Portuguese, there are some words that are written with “th” (as in Thiago, Thais, Thomé, Thereza), but “th” in those cases sounds as “t”. Such words may confuse Brazilian students of English. Therefore, seeing the ‘th sounds’ as a problematic factor as well as a challenge for L2 pronunciation by the teachers may make sense, although providing students with explicit explanation about these sounds might help them notice their articulatory and acoustic features (RAMOS, 2009).

Wong (2016) points out that ‘th sounds’ are difficult to be learned by many students around the globe. The author proposes that learners should “be taught the articulatory features of the dental fricatives so that they are able to produce the expected difference among words such as *thin* ~ *fin* ~ *sin* and *then* ~ *den* ~ *Zen*, etc” (p. 244) and the author adds that “not only should they be taught how to produce the problematic sounds through the articulatory details, they should also be taught how to perceive the differences among similar pairs or groups of sounds” (p. 244). Although it was not found in the observed classes, but in his answer in the interview, I infer that Rio de Janeiro, when providing students with the IPA symbols, intends to show to his students the articulatory features of the ‘th sounds’ (interdental fricatives) to help them understand (or perceive) the differences and produce such sounds, which is in line with Wong’s (2016) thoughts.

5.1.2 Beliefs about the ideal model for L2 pronunciation teaching

As proposed by Rogerson-Revell (2011), pronunciation models may serve as “a set of standard pronunciation forms for a particular accent” and they can be used as “a point of reference or guideline” for teaching purposes (p.8). The analyses of question number nine (09) *What is (if there is any) the "ideal" pronunciation model to be taught to EFL students?* unveiled the EFL teachers’ beliefs about the model for L2 pronunciation teaching. To Rio de Janeiro, for instance, there is no ideal, standardized model when it comes to pronunciation teaching. This participant believes that the ideal pronunciation is the one in which communication is effective. That is, if two speakers can communicate well –and if there is not constant failure in a conversation, for instance—, that pronunciation is the ideal one. To him, the accent is not a problem since the most important thing in English language learning is communication: “I think

that the ideal pronunciation is the one when there's effective communication. If the other person can understand you and there is no lack of communication, I think it is great.²²" (Rio de Janeiro, question 9. See Appendix C). Therefore, there is no ideal model in L2 pronunciation teaching according to Rio Janeiro's beliefs.

Natal followed the same line of thought when she also stated that there is not an ideal model for L2 pronunciation teaching and learning. Nevertheless, she believes that she follows the tendency to provide (to some extent) her students with more exposure of what she called American English model because she believes that she speaks a kind of English that is more inclined to such model (instead of the British English, for instance). Nonetheless, Natal has not provided some details about this topic that could bring more to debate than just this notion of "there is not an ideal model." In her own words, she says that she tries to expose her students to accurate pronunciation based on her knowledge of English pronunciation. Based on Natal's answers, it can be inferred that there might be an ideal model: her English can be seen as a model to students, at least to her students, as she affirms:

I wouldn't say there is an ideal model. I think that first of all it depends more on the student's goals. I think this is very personal. I have **the tendency to pronounce more this American English model** because it's the English... er... my accent is more like an American English (but I know a little bit of the British English too). But I don't think I have an ideal model because I think this is a matter of accent, pronunciation, er... pronunciation, ok, but this accent issue is very personal and it is very related to identity. So, I don't try to follow an ideal one; **I try to bring them a pronunciation as accurate as possible in the English I am speaking to them...** (Natal, question 9. See appendix C).²³

When I asked the teachers about the ideal model, I was addressing the issue related to the model students could be exposed to when they are studying English as a foreign or a second

²² "[...] Acho que a pronúncia ideal é a pronúncia em que a comunicação é efetiva. Se o outro está te entendendo e não está tendo falha de comunicação constantes, eu acho que está ótimo. (Rio de Janeiro, question 9, appendix C).

²³ Eu não diria que tem um modelo ideal. Eu acho que primeiro depende mais do desejo do aluno. Eu acho que isso é muito individual. Eu acabo tendo essa tendência para pronúncia mais do modelo americano porque que é o inglês... é... o meu sotaque é mais puxado para o americano (mas tenho um pouco do conhecimento do britânico também). Mas eu não acho que tenha um modelo ideal porque eu acho que a questão, principalmente de sotaque, pronúncia, é bem... assim, pronúncia, ok, mas essa questão do sotaque é muito individual e tem muita, é muito relacionado à identidade então eu não tento buscar um ideal, eu tento trazer a pronúncia mais *accurate* possível dentro do inglês que eu estou falando ali com eles. Então, por exemplo, como meu sotaque vai mais para o inglês americano, eu acabo trazendo a pronúncia mais voltada para o inglês americano, mas eu acho que só trazer essa pronúncia correta, mas a questão tipo de variante... para sotaque... isso eu não... eu acho que não tem o sotaque ideal, o modelo ideal, apesar de muita gente acreditar que o americano seja o... acho que é porque a gente tem mais contato com o inglês americano, então... (Natal, question 9. See appendix C).

language. In EFL/ESL teaching contexts, there is still debate about some preferable varieties (the so-called American English or British English or the so-called “Native English speaker” model as opposed to the “Nonnative English speaker” model) of English language that students should be exposed to. Apparently, Curitiba did not really understand the question and due to that this participant did not provide any clear answer about such model, although, I can infer from his answer that he does not hold any ideal model of English since he focused more on specific pronunciation points such as ‘th sounds and final -ed (past simple verbs), and the /r/ sound (See Appendix C).

To summarize, although none of them have explicitly said there is an ideal model in L2 pronunciation teaching, Natal has demonstrated, although she does not seem to be aware of that, she believes her English (spoken “as accurately as possible”) can function as a model to students. The other two participants did not demonstrate any preference for any form of standardized L2 model in pronunciation teaching.

In a globalized world, where communication happens basically in the English language, students will need to be exposed to as many English(es) as possible in order to become “multicompetent language user[s]” (COOK, 1999). To Celce-Murcia *et al.*, (2010, p. 276), teachers are encouraged to expand their focus when it comes to the pronunciation models or accents in L2 pronunciation teaching “by imagining the multiple speaking situations their learners might face in the future”. I personally think that the issue of model (or models) in L2 teaching in general should be part of the EFL teachers’ repertoire since “pronunciation is perhaps the linguistic feature most open to judgment” (CANAGARAJAH, 2005, p. 365). Furthermore, providing learners with the awareness that there might be multiple models for them to be exposed to may help them develop not only the language skills, but also the critical thinking needed to be a competent English language speaker in such globalized world.

Concerning the English language models, Celce-Murcia *et al.* (2010, p. 42) claim that “although teachers do not have to be native speakers to teach pronunciation, they do need to be appropriate models for their students”. The authors explain that teachers do not have to model the standard varieties that are still predominant in contexts where English is taught as a second language (the United States or Canada, for instance). Instead, teachers are expected to apply the ‘Intelligibility Principle’ (LEVIS 2005; PICKERING, 2006), which in turn requires that teachers use “a highly intelligible, global (or World English) variety of pronunciation in the classroom to serve as a model for their students’ pronunciation efforts” (CELCE-MURCIA *et al.*, 2010, p. 42). It is also important to mention that even speakers of the same variety of English

demonstrate sometimes problematic issues when it comes to being intelligible. This is, for instance, the case appointed by Kirkpatrick (2007) as regards the English spoken in two regions (the North and the South of England) in the United Kingdom.

In sum, the findings of this study concerning the ideal model for L2 pronunciation teaching did not differ much from the findings of the study of Costa (2016), in which EFL teachers believe that there is not one ideal model, but (as) many model(s) (as possible), and the one model that can be understood by native and nonnative speakers of English. Furthermore, one of the participants implied that she is a good model for her students, which could be interpreted as a high level of confidence in her command of English pronunciation.

5.1.3 Beliefs about the role of the teacher in English language pronunciation teaching and beliefs concerning the native speaker of English as a L2 pronunciation teacher

EFL teachers also have beliefs about the role of the teacher in L2 pronunciation teaching as well as the issue concerning the native speaker of English as a L2 pronunciation teacher. As regards to the role of the teacher, EFL teachers who participated in this study believe that the teacher has, among other things, the role of a guide who facilitates learners' learning process by not imposing anything. More specifically, teachers should also help learners raise their awareness to the fact that there are many possible pronunciations when it comes to English.

Natal observes that teachers have to “guide the student to understand the differences between the languages that are spoken, not only the mother tongue, but also the English language [the target language] ...” (Natal, question 10. See appendix C). She also adds that the teachers should approach “accents” in class. She affirms that as regards to accents, she does not think the teacher should try to “erase students' accent” (Natal, question 10. See appendix C). To natal:

I think that the teacher has to guide the student into understanding these differences between the spoken languages –not only the mother tongue but also the English language; [...]. I think [the teacher] is more like a guide in this issue of trying to present or show, for instance, the intonation issue [...], **but as regards to accent, I don't think this is something the teacher should intervene...** (Natal, question 10. See appendix C).²⁴

²⁴ Eu acho que o professor tem que guiar o aluno a entender essas diferenças entre os idiomas que são falados, tanto a língua nativa quanto o inglês [...] Eu acho que é mais como um guia nessa questão de tentar trazer ou então tentar mostrar, por exemplo, a questão da entonação; tentar guiar o aluno nesse caminho, mas quando cai em sotaque não acho que é uma questão que o professor deve se meter [...].

Being a guide to students is not the only role EFL teachers have in L2 pronunciation teaching according to participants' beliefs. To Curitiba, the EFL teacher has also the role of someone who is responsible to make students relaxed and aware of their own performance in terms of accurate production. In other words, the EFL teacher should help students relax and do not worry too much about making mistakes in class. In addition, teachers should also help students develop the awareness that it is fine for them to make both grammatical and pronunciation mistakes since it is part of the learning process (this is inferred since Curitiba did not say that explicitly) and that they will not be punished for any error. This teacher, in his own words, states the following:

I think that the main role is **to let students relaxed** and **make them aware** that the context they are in is a classroom. So, it is a simulation of the real world. Therefore, they can make mistakes, not only grammatical mistakes but also pronunciation mistakes, and I always emphasize that they are not going to be punished if they make mistakes. (Curitiba, question 10. See appendix C)²⁵

Rio de Janeiro also attributes to the teacher the role of a facilitator. Apparently, his beliefs concerning this role is attached to his own experience with a professor he has had in college and the multiple ways words can be pronounced in English. So, the teacher should be there to facilitate students' learning and (re)act when students ask questions about L2 pronunciation, about the English language pronunciation issues in this case. Taking his words in context, I can infer that the teacher should be attentive to the students' needs and ready to provide pronunciation information requested by them. More specifically, Rio de Janeiro says:

Well, I think that it is to be available to students when they have questions, when they ask: "Well, how do I pronounce this word?" etc.... help... do not impose so many things. Especially because in English we have multiple possible pronunciations for that word. So, I remember this professor who told us that he stopped saying: "Look, I'm sure this is [pronounced that way]" because we are not always 100% sure [about pronunciation]; there might be a variety we [teachers] are not aware of [...] (Rio de Janeiro, question 10. See appendix C).²⁶

²⁵ Eu acho que é principalmente deixar os alunos tranquilos e deixar eles cientes também de que o contexto que a gente está vivendo ali vivendo é uma sala de aula. Então é uma simulação para a vida lá fora. Então eles podem se permitir cometer erros, tanto gramaticais quanto de pronúncia e eu sempre bato muito na tecla de que eles não vão ser punidos por cometer algum deslize. (Curitiba, question 10. See appendix C)

²⁶ Olha... eu acho que é justamente está ali disponível para quando o aluno tem essa dúvida, quando eles mesmos perguntam "nossa, como eu pronuncio tal palavra?" etc... ajudar... não impor tanta coisa assim, até porque muitas vezes assim... em inglês a gente tem múltiplas pronúncias possíveis para aquela palavra... então... eu lembro de um professor da faculdade que parou de falar "olha, com certeza é assim..." porque nem sempre a gente sabe; pode ter outra variante ali nova que pronuncia de outra forma então a gente não tem como dizer que com certeza não dá para pronunciar assim, mas quando eles vem ajudar, a gente fala assim, mostra como a gente pronuncia e quais são algumas pronúncias possíveis. Eu sempre indico o site [nome do site], que eu acho interessante... que mostra

Natal, Curitiba, and Rio de Janeiro have beliefs about the role of the teachers in L2 pronunciation teaching; they do not see the need to teach pronunciation explicitly or with a focus on accuracy taking into consideration a native speaker model. Teachers, according to them, should play the role of a ‘guide’ and a ‘facilitator’ and ‘do not impose so many things’ (concerning L2 pronunciation) because teachers should “be available” when students ask them questions. Studies have already shown benefits of explicit pronunciation teaching for students (DERWING; MUNRO; WIEBE, 1997, 1998; COUPER, 2003; BUSS, 2017; ZHANG AND YUAN, 2020; INCEOGLU, 2021). Among such benefits, are positive effects on learners’ “production of individual phonemes, prosody or overall fluency” (COUPER, 2003, p. 55). Explicit pronunciation can also help students be aware of their own pronunciation errors and that can in turn encourage them to self-correction (VITANOVA; MILLER, 2002) which is beneficial in L2 learning in general. Therefore, I particularly think that teachers should not only play the roles of ‘guides’ and/or ‘facilitators’ when it comes to L2 pronunciation teaching; teachers should also take another attitude and step forward providing students with explicit moments of (not only but also) pronunciation teaching. If teachers only react to their students’ errors, for instance, they will not be able to fully understand what their students’ needs really are since some students are introverts or even shy and prefer not to ask questions when they do not understand an utterance, for instance. Teachers will take big risks and maybe fail in their role of helping learners to communicate in an additional language if they choose to simply react to the students’ questions regarding pronunciation.

Moving on to the next part of EFL teachers’ beliefs, the analysis of question number 11 (*Do you believe that the English language native teachers are better at pronunciation teaching?*), it also reveals that teachers have some beliefs in common. They all believe that a native speaker of English is not better at English pronunciation teaching. This belief is clear and there is no doubt they hold it based on their own experiences.

Natal thinks that a native speaker of English is not better in L2 pronunciation teaching because frequently he or she would not be able to understand students’ difficulties due to his or her lack of knowledge about students’ first language. So, Natal states that “no, because we understand the difficulties in pronunciation of those who are a native speaker of Portuguese. We have knowledge about the language. We know the sounds of our native language” (Natal, question 11. See appendix C). In the same line of reasoning, Rio de Janeiro affirms that a “native

não só nativos, mas outros países pronunciando assim em inglês mesmo [...] em outras línguas [...] as palavras. Eu acho isso bem, bem... rico. (Rio de Janeiro, question 10. Apêndix C).

speaker doesn't have enough knowledge about how to pronounce the sounds" (Rio de Janeiro, question 11. See appendix C).

In the same vein, Curitiba believes that native speakers are not better at L2 pronunciation teaching based on his own experience, since he has had other teachers and he claims that those teachers had problems in pronunciation teaching and the fact that the teacher is a native speaker of English is not enough to make him or her a better teacher in terms of L2 pronunciation. The complete answers provided by the participants are displayed next:

No. I think that... like I said, they can show the accents, for instance [...] but **I think pronunciation is knowledge**; [one must] study the language. Many times, **the native speakers don't have enough knowledge about how to pronounce the sound** [...]. So, I think it is more related to the teachers' competence. This is not about where the person was born in. (Rio de Janeiro, question 11. See appendix C).²⁷

No, because we understand the difficulties in pronunciation of those who are a native speaker of Portuguese. We have knowledge about the language. We know the sounds of our native language. Therefore, to Brazilian speakers of English I don't think a teacher who is a native speaker of English is more appropriate. Because an American, a British [teacher], I don't know... he won't understand the difficulties of a student the way we would because we have been through the process of learning. So, I think that for pronunciation [teaching], no, they [native speakers of English] are not better. (Natal, question 11. See appendix C).²⁸

I think that this is not true based on my own experience. Because I have had classes with foreign teachers²⁹ and they had a lot of difficulties in pronunciation of some words that we had learned pretty early when we study English as a second language [...]. I think this [the native speaker issue] doesn't interfere. No. (Curitiba, question 11. See appendix C).³⁰

²⁷ Não. Eu acho que... que nem eu disse... eles podem mostrar os sotaques... por exemplo, você quer ser um ator, né... quer... quer "aprender" ... quer adquirir uma pronúncia ou sotaque específico, né... se fosse um accent coach ou coisa do tipo... aí talvez, né... poderia te ajudar melhor, mas eu acho que pronúncia em si é conhecimento; é estudar a língua. Muitas vezes os próprios nativos não têm conhecimento assim de como pronunciar o som, né... é uma coisa que vem muito naturalmente... várias outras questões, né, da língua. Então acho que vai muito da competência do professor. Isso independe de onde ele nasceu. (Rio de Janeiro, question 11. See appendix C)

²⁸ Não. Porque a gente entende as dificuldades de pronúncia de quem é um falante nativo de português. A gente tem o conhecimento da língua. A gente sabe como a gente pronuncia os sons na nossa língua nativa. Então, para os faltantes nativos de português brasileiro eu acredito que um professor nativo de professor brasileiro seja melhor. Porque o professor americano, britânico, sei lá... ele não vai entender as dificuldades do aluno da maneira que a gente entenderia porque nós passamos por isso. Então eu acho que para pronúncia não é melhor... (Natal, question 11. See appendix C)

²⁹ In this context, he is talking about a native speaker of English who was his teacher. In this case, the teacher – that is, his teacher – was the foreigner.

³⁰ Eu acho que não por experiência própria. Porque eu já tive aulas com pessoas que eram de fora e tinham bastante dificuldade na pronúncia de algumas palavras que a gente aprende muito cedo quando a gente estuda inglês como segunda língua. A gente aprende a pronunciar de uma maneira e às vezes a gente acaba encontrando pessoas de outros lugares que falam ou de uma maneira diferente ou de maneira que a gente nunca ouviu aquela maneira antes, até mesmo de maneiras incorretas também não tanto só em relação à pronúncia, mas conjugação de verbos também... parece uma coisa que a gente, com o inglês como segunda língua acaba prestando mais atenção, eu acho. Então eu não acho que seja fator determinante para dizer: "ah, um estudante nativo... um professor nativo

All three participants have similar beliefs when it comes to the native speaker of English as regards to L2 pronunciation teaching. I partially agree with them and do not believe that someone is qualified (not only to teach pronunciation, but also anything about a language) just because he or she is a native speaker of the language; it is rather more important to have education/training background to work as a language teacher, no matter what nationality the teacher has. It has already been stated that “L2 users should be judged by what they are, L2 users, not what they can never be by definition, native speakers” (COOK, 2005, p. 50). Nevertheless, there are some native speakers of English who are as qualified as any well-educated and qualified teachers whose first language is other than English and we cannot generalize the issue of native or nonnative speaker in the case of L2 pronunciation, for instance. In the same line of reasoning, we cannot affirm that all EFL teachers who are Brazilians are better teachers when it comes to pronunciation teaching in English just because “they know the sounds” of both English and Portuguese because this does not seem enough either. There might be cases in which EFL/ESL teachers are not prepared to teach some topics/skills in that language. Are all teachers well prepared to teach English pronunciation in class if they are only “guides” or “facilitators”, for instance? If teachers are well prepared to teach L2 pronunciation (and it does not matter whether his/her first language is English or not) why do they avoid the responsibility of (or even postpone) explicit pronunciation teaching? The answer to such question seems way more complex than just knowing the sounds of the students’ first language. After all, they are not there only to compare sounds systems of both languages. Some studies (BREITKREUTZ; DERWING; ROSSITER, 2001; FOOT, HOLTBY; DERWING, 2011; HENDERSON *et al.*, 2015; FALLANG, 2016) have already shown that many English language teachers feel unprepared to teach L2 pronunciation due to several reasons, such as their lack of sufficient L2 pronunciation knowledge and training. ‘Lack of confidence in teaching pronunciation’ (MACDONALD, 2002; FOOTE *et al.*, 2011; COUPER, 2016), even among more experienced teachers (KELLY, 2011), is a common finding among some studies concerning English teachers. Since pronunciation is a relevant factor for the achievement of mutual intelligibility (CELCE-MURCIA; BRINTON; GOODWIN, 2010), it seems fair to expect that such skills should be part of the repertoire of the teacher.

Finally, learning does not depend on teachers only. Students also have a role in L2 pronunciation learning. The results of a study carried out by Alghazo (2015) pointed out, among

consegue explicar de maneira melhor a pronúncia.” Acho que isso não tem muita interferência, não. (Curitiba, question 11. See appendix C).

other things, that EFL students “affirm the importance of learning pronunciation through their feedback” (p. 69). There is no doubt that learners’ beliefs about L2 pronunciation learning can inform the teacher about a great deal of issues when it comes to successful language learning, especially, in L2 pronunciation learning. Moreover, learners’ beliefs are recognized in many fields, and so it is the case of applied linguistics, for instance, in which “studies have shown that there is a connection between learners’ beliefs and the strategies they use as well as their relative success at acquiring the target language.” (SIMON; TAVERNIERS, 2011, p. 897).

There is a persistent issue on L2 pronunciation teaching that has been reported by many researchers: teachers who are considered non-native speakers of English hesitate when they have to teach English pronunciation and such hesitancy has been linked to teachers’ lack of awareness, training, support, and/or interest in L2 pronunciation teaching (DENG *et al.*, 2009; FOOTE; HOLTBY; DERWING, 2011; COSTA 2016).

It is important to state that I am not judging EFL teachers’ beliefs about the native speaker issue, but problematizing it in order to open more future debate on this belief about the teacher when it comes to L2 pronunciation teaching and their qualifications as a more important element instead of this point of “knowing the sounds” of both languages (Portuguese and English) and also “knowing the students’ difficulties” because we have already been through the learning process. What if the teacher is fluent not only in English (as a native speaker of English), but also in Portuguese? Does that change anything? Maybe the issue is about qualification, not only about knowing students’ difficulties or the sounds of students’ mother tongue. As pointed out by Celce-Murcia *et al.*, (2010), “a well-prepared teacher will possess more knowledge of any given pronunciation feature than can be taught in any one lesson to learners” (p. 43). Finally, both, native and nonnative teachers have their own advantages and their own limitations. Sometimes, EFL or ESL learners can not even distinguish the speech of a native speaker from a non-native speaker’s speech (LEVIS; SONSAAT; LINK, 2017).

There is also the issue about the students’ culture that could be taken into consideration too, after all, some students may tend to prefer to keep certain degree of their foreign accent, since “our accent is a powerful sociological force; it reveals our group affiliation and often how we see ourselves” (CELCE-MURCIA *et al.* 2010, p. 279), but I think that this is not the case since the focus right now is other than culture. I shall move on to the next topic which is related to learners’ beliefs about L2 pronunciation and how learners’ beliefs can influence EFL teachers’ decision-making in L2 pronunciation teaching in class.

5.1.4 Beliefs about how EFL learners' beliefs about L2 pronunciation can influence their decision-making in pronunciation teaching in class

It has also been unveiled that EFL teachers of this study hold beliefs about how EFL learners' beliefs concerning L2 pronunciation can influence their decision-making in pronunciation teaching in class. This belief is based on question 17 (*Do you know what your students think about pronunciation learning? How can students' opinions about pronunciation learning influence your decisions when planning your classes?*).

According to Natal, students think that pronunciation is important, but they do not like to have their oral speech production corrected in front of other students. They actually, still according to her, prefer that she provides them with feedback mainly after the exams. And her students' beliefs do influence her when she is planning her classes. She tries to bring some L2 pronunciation issues that emerged in class to them when she provides feedback. So, she says that:

[...] To them... they think that **pronunciation learning is important, but they don't want to be corrected in front of everyone else**. So, I feel that, although it is important, I think that they prefer [the feedback] in other way, but **I believe that all students are looking for the right pronunciation of the words** and so **I believe that to them it is important** [...]. I think that what I try to do is try to pay attention to the errors that I notice in class. I usually provide them with feedback. I give them full feedback, especially after the tests. Sometimes it is about the test, but also something I had already observed some time ago. Therefore, I try to provide them with feedback. And when I am planning my lessons, I try to highlight the pronunciation issues but since we have a tight schedule, it is a bit difficult. (Natal, question 17. See appendix C).³¹

Likewise, Curitiba believes that students think that pronunciation is very important and many of his students state that they want to have their pronunciation errors corrected by the teacher. Such attitude influences his decisions when it comes to lesson planning since he tries to adapt his classes accordingly to students' needs. The only difference when compared to Natal's students' beliefs concerning L2 pronunciation is that Curitiba's students want to be corrected in class whereas Natal's do not show the same wish. To Curitiba:

³¹ [...] Então, para eles... eles acham importante a aprendizagem da pronúncia, mas eles não querem ser corrigidos ali no momento para todo mundo ver. Então eu sinto que, apesar de ser importante, acho que eles preferem que seja feita de outra maneira, mas eu acredito que todos ali estejam ali buscando a pronúncia correta das palavras e então eu acredito que para eles seja importante sim.[...]. Eu acho que o que eu busco fazer mesmo é tentar prestar atenção nos erros que estão acontecendo. Geralmente quando eu dou um feedback para eles, eu dou um feedback bem completo, principalmente depois da prova. Às vezes não só relativo à prova, mas também coisa que eu já vinha observando há algum tempo. Então eu tento trazer esse feedback completo. E na hora de planejar as aulas eu tento trazer essas highlights da parte das pronúncias, mas nas aulas que são mais corridas assim que a gente tem que cumprir o cronograma fica um pouco difícil. (Natal, question 17. See appendix C)

Many students think that pronunciation is a fundamental part in language learning and many of them ask to be corrected in pronunciation too. And even interrupted [to be corrected] [...]. This influences a little my decision in class, for instance, in questions of what adapt to students' needs. So, for instance, I know that student X likes to be corrected in his pronunciation [...] (Curitiba, question 17. See appendix C).³²

Contrary to Natal and Curitiba, Rio de Janeiro does not provide a clear answer about what students think about L2 pronunciation learning. To this participant, the teacher should have a more passive behavior (not only but also) in pronunciation learning since he believes that teachers should wait for students to bring their questions concerning L2 learning issues. Only when students show interest in learning something teachers should act and provide them with feedback. To him, at some point there will be this “eureka moment” (Rio de Janeiro, question 17. See appendix C) when students will realize some mistakes they make and the teacher then will help them. Since his answer is not clear, I can infer that students do not have a real direct influence on his decisions previous to the classes he has to teach. If there is no “eureka moment”, as he refers to, I can infer that the classes will continue without any reference to pronunciation issues.

Concerning feedback and error corrections, it seems important to point out that some studies have dealt with these topics (ELLI; LOWEN; ERLAN, 2006) and in order for the corrective feedback to be effective and help students in their learning, the teacher must be prepared in advance and talk to the students about its importance and let them know when such instrument will be put into practice (ELLIS, 2009).

As pointed out by Wong (2016), pronunciation is important because it is necessary in terms of communication among different varieties of the English language spoken around the globe in different contexts of communication. To the author (p. 253 my emphasis):

Pronunciation is the key to mutual intelligibility among the different varieties of English. In an ELF context, teachers must therefore strive to help their students to make their pronunciation comprehensible to speakers of English who come from a variety of L1 backgrounds. **In order to achieve that, teachers should first raise the awareness of learners in their phonetic and phonological features, which may hinder communication. Teachers who are well trained in phonetics and phonology are able to help learners raise their awareness and provide the skills**

³² [...] muitos deles acham que a pronúncia é uma das partes fundamentais de aprender uma língua e muitos deles pedem para serem corrigidos também em questão de pronúncia. E até mesmo interrompidos. [...]. Isso interfere um pouco na minha decisão de dar uma aula, por exemplo, na questão de que eu me adequo às necessidades de cada aluno. Então, por exemplo, eu sei que o aluno X, ele gosta de ser cobrado na pronúncia. Então eu vou tentar cobrar um pouco mais dele [...] (Curitiba, question 17. See appendix C).

necessary to help them become aware of their differences and improve their pronunciation. (WONG, 2016, p. 253).

Not knowing what students want to learn (or about their beliefs) may be a disadvantage to the teacher. After all, if the teachers do not know what their students think about a specific subject, how can they prepare good lesson plans and deliver meaningful classes, especially if their groups are made of learners with different interests and characteristics? Additionally, not knowing students' beliefs about L2 pronunciation may also influence students' performances negatively and impede their success in achieving realistic pronunciation goals, for instance. Perhaps, a diagnostic test or some sort of survey would inform teachers a lot about students' beliefs concerning not only, but also L2 pronunciation learning.

To Levis and McCrocklin (2018), students' L2 pronunciation goals may vary according to language learning purposes and objectives proposed by, for instance, the curriculum. Learner goals, the authors propose, "should affect the models of pronunciation that are introduced in the class" (p. 80) since students who wish to make use of the target language with other so-called non-native speakers may show interest in learning that language from a non-native speaker model. In most cases in Brazil, particularly, the alternative of choosing to learn from a non-native speaker of English is more likely since this is the reality in most cases. Therefore, if a student demonstrates interest in studying only under a native speaker of English in order to learn the L2 pronunciation "perfectly", for instance, I believe it is part of a teacher's work to help students be aware of the importance of being intelligible in order to communicate well with both native and non-native speakers of English.

5.1.5 Beliefs about realistic goals in pronunciation teaching and the differences about virtual and traditional EFL classes, focusing on L2 pronunciation

Having goals in language teaching is important since such goals will guide both the teacher and students in measuring their progress in their language learning. Some teachers establish their goals clearly, but some do not seem to set any goals when they start their classes some teachers have their goals written in a lesson plan while others have their lessons very clear in their minds. However, some teachers set goals and do not really put them into practice. This means that teachers have different beliefs concerning setting goals and their performances and attitudes vary a lot.

In order to unveil teachers' beliefs, questions 18 and 21 (*What do you believe to be a realistic goal in foreign language pronunciation learning? And what are the differences in teaching pronunciation in traditional classroom and virtual classes? Have virtual classes influenced your practice in terms of pronunciation teaching?*) were asked.

To Natal, a realistic goal in L2 pronunciation teaching is for the students to be intelligible. She claims that the most important thing for a student is to strive to have good communication. Students, still according to her, must try to achieve a pronunciation that is as accurate as possible in order to communicate with others. We can clearly see this in her own words:

I think it is **to be intelligible**, right? **clear communication**. But I think that this is the main point. You try **to achieve a pronunciation that is as accurate as possible and makes you comprehensible** [...] I think this is the main goal; the realistic goal. It can happen that a person might not have some kind of accent, right? that one that everyone wants to have, but I think that being understood and understanding is the most important. (Natal, question 21. See appendix C).³³

Concerning the differences in teaching pronunciation in traditional classroom and virtual classes, Natal does not seem to have a definitive belief about whether there is a real difference or not in terms of class format – that is the difference between online and face-to-face classes. Based on her answer, it seems that she still needs to reflect more about it, which is expected given that at the time of data collection teaching online classes due to the covid-19 pandemic might still be new to many teachers. Natal replied that in online classes, teachers can make use of more resources to teach the L2 pronunciation than they can in face-to-face classes. Perhaps what she means is that she can rely on more resources, but she still does not use them because she has time limitations or because she does not see pronunciation teaching as a priority for her classes: “I think that maybe we can bring more resources in online classes. We can bring more L2 pronunciation activities [...] [but] it doesn't make much difference [...]. I don't see much difference [...]” (Natal, question 18. See appendix C).³⁴

To Curitiba, communication is also a realistic goal in L2 pronunciation learning. He states that it is important for students not only to “pronounce the words,” but also to “understand

³³ Eu acho que ser inteligível, né, uma comunicação mais é... clara. Mas... eu acho que esse é o ponto principal, você buscar uma pronúncia de uma maneira mais *accurate* e que faça você ser compreendido[...]. Eu acho que esse é o objetivo principal, e realístico. Pode ser que a pessoa às vezes não tenha um sotaque, né, aquele que todo mundo quer, mas eu acho que ser entendido e compreender é o mais importante. (Natal, question 21. See appendix C).

³⁴ Eu acho que talvez a gente consiga trazer mais recursos com o online. A gente consegue trazer atividades diferentes e voltadas para a pronúncia. [...] Então isso para mim parece que não tem tanta diferença...[...] eu não sinto tanta diferença [...] (Natal, question 18. See appendix C).

what other students pronounce in class³⁵” (Curitiba, question 21. See appendix C). His beliefs concerning this issue is in line with Natal, who also believes that students need to be able to communicate; they need to understand and be understood by the others.

While Curitiba seems to agree with Natal when it comes to a realistic goal in L2 pronunciation, he expresses a different belief about teaching pronunciation in traditional classroom versus virtual classes. To this participant, there are great differences since he claims that, in the virtual classes, it is really difficult to teach the classes in English because there are some moments in which he has to teach a lot by speaking in Portuguese and only sometimes he can speak English (in some activities). This situation, according to him, provides him with fewer opportunities to check students’ [oral] production. The online classes are seen as a barrier to students whereas the face-to-face ones are more helpful, especially because teachers can take advantage of students’ body language to have a clearer view of the teaching and learning contexts.

Curitiba claims that he has such views about the online classes being more difficult to teach English by speaking English due to the moment they were facing at the time: too many new things they had to deal with due to the pandemic. Therefore, he says that students had a lot of differences among them due to the context of the pandemic. So, he claimed that demanding that the classes were in English would only have been a burden to students, especially when it comes to their oral production:

There’s a lot of differences [...] I feel that the classes are divided into moments in which we speak Portuguese and in moments we speak English during some activities [...] we have fewer opportunities to be there checking their productions [...] the online classes end up being a barrier [to both the teacher and students]. I feel that it is hard to teach something in English only [...]. Students came from different contexts; [there is the context of] the pandemic... so, demanding the classes to be only in English, I felt, would be a burden to them [...] also in questions about their oral production in English (Curitiba, question 18. See appendix C).³⁶

³⁵ Acho que um objetivo realístico que eu preso também nas aulas é o fator de comunicação. Então eu sempre observo se os alunos conseguem além de pronunciar as palavras, também entender o que os colegas pronunciam em sala de aula. (Curitiba, question 21. See appendix C).

³⁶ Tem bastante diferença. [...] Então eu sinto que a aula, ela se divide em português e em momentos de atividade que a gente faz a troca ali em inglês a gente acaba tendo menos oportunidades de estar ali olhando para a produção deles também. Eu acho que o EAD acaba sendo uma barreira [...]. Eu sinto que é muito complicado para eu ensinar alguma coisa, para eu passar alguma coisa completamente em inglês. Os alunos estavam vindo com contextos muito diferentes entre si, no contexto da pandemia... então, exigir que a aula fosse toda em inglês eu senti que era um peso muito grande e isso acabou afetando muito não só o rendimento das aulas [...], mas também em questão de produção oral em inglês. (Curitiba, question 18. See appendix C).

Rio de Janeiro believes that a realistic goal in L2 pronunciation is related to communication. It is more related to one's needs. He mentions that if the student is willing to travel to some specific place, for instance, the student can have an idea of the local accent in order to have it in mind. He has actually faced situations of this kind in his private lessons – lessons that were mentioned but not observed in this study. Rio de Janeiro stated that he had already had to teach to some of his private students some specific varieties – he mentions the Northern Ireland variety as an example – and he affirms that one main goal in learning some accent is to try to be as communicative as possible. In his own words, one realistic goal in L2 pronunciation is:

Communication. If you want to travel, for instance, and know where you are going to, you will [probably] want to have an idea of the [local] accent, for instance. In my private classes I have had situations like that [...] ‘look, I’m going to this place, someone told me that it is hard to understand people there’ [...]. Some students sometimes bring this... some [English] varieties that they struggle to understand [...]. So, **I think that a realistic goal would be exactly this communication** [...] (Rio de Janeiro, question 21. See appendix C).³⁷

Concerning the differences in teaching pronunciation in traditional classroom and virtual classes, Rio de Janeiro believes that now the teaching in general is more compact because they have developed the online course on Moodle and it is more homogenous and teachers have benefited a lot since all teachers have the very same activities to teach their students. This statement kind of contradicts his previous statement that teachers should respond to students' needs. If the material and the activities are all pre-defined, it seems that there is no much room now to respond to students' demands. Rio de Janeiro states that they:

[...] adapted, right, the books, what we already used in the classroom [...] from levels 1 to 8. **This, somehow may have changed because in the classroom there was much from the perspective of the teacher ... of how to teach, how to approach... there were some specific teaching moments based on the book, but not so thorough, a little bit of the basics and... er... the teacher who decided how far he wanted to take it. Even how deeply he wanted to explore, right... the issue of pronunciation. Now I think it's a little more uniform because we have the courses that we adapted [...] created from scratch at the same time on Moodle. So, all the teachers have those same activities, those same questions. So, in a way, as much as in class we can explore and bring in more things, I imagine that this question**

³⁷ Um objetivo realístico, é isso? Eu acho que é a questão de comunicação mesmo. Se você quer viajar, por exemplo, e sabe para aonde você vai e quer ter uma ideia do sotaque, por exemplo. Em aulas particulares eu já tive questões assim. Então, seria um objetivo mais concreto, tipo: “Olha, eu tô indo para tal lugar, me disseram que é difícil de entender o pessoal de lá.” [...] alguns alunos às vezes trazem isso [pausa curta] ... algumas variantes que eles “apanham” um pouco para conseguir compreender [...] então eu acho que o objetivo concreto acho que seria exatamente essa comunicação (Curitiba, question 21. See appendix C).

of teaching and learning has become more homogeneous [...]. There are [...] **some asynchronous activities in general**, right, that we do on Moodle even ... **pronunciation [activities]** and then they **bring feedback** as it was the exercise. [...] So that was an important fact for a teacher who wants to explore this a lot³⁸. (Rio de Janeiro, question 18. See appendix C).

Maybe the virtual classes have impacted more on other English language levels, but not on his. There is nothing really specific on L2 pronunciation apart from vaguely mentioning that teachers can provide some feedback about such issue. Rio de Janeiro does not seem to have clear references about L2 pronunciation differences in teaching pronunciation in face-to-face versus virtual classes. To me, it seems to be exactly the same which means that there is not much attention to L2 pronunciation whether it is in face-to-face or virtual classes.

The main reasons for students to study English nowadays is for communicative purposes and all three participants acknowledge this as the main objective of the courses they are teaching. Two factors, according to Wong (2016), are crucial in pronunciation teaching (as well as in L2 pronunciation learning). Those factors are students' awareness raising and students' self-monitoring. If teachers focus on communication in their classes, they should also strive to teach (or help) their students to be aware of the intelligibility level of their spoken English because "if learners are unaware that their spoken English is unintelligible to other speakers, they will not take the initiative to change" (WONG, 2016, p. 243). In the same vein, if students are not prepared to notice the differences in the sound system of the English language, not only will they struggle to speak, but also to understand others. In other words, if students are unable to notice the distinction in some sounds, rhythm, intonation and other issues in English, that is, if they are unaware of important features of the English language phonetics and phonology, it will certainly impede them to have a more proactive attitude in order to change the sounds they find difficult to produce in order to both communicate and understand the speech features they cannot notice.

³⁸ "[...] a gente adaptou, né, os livros, o que a gente já usava no presencial [...] dos níveis 1 ao 8. Isso, de alguma forma possa ter mudado porque nas aulas presenciais ia muito do particular do professor. De como ensinar, como abordar... havia ali alguns momentos específicos do livro, mas não tão aprofundado, um pouco ali a base só e o professor que decidia até onde ele queria levar isso. Até quão profundamente ele queria explorar, né, a questão da pronúncia. Agora que acho que está um pouco mais uniformizada porque a gente tem os cursos que a gente adaptou, mas criou do zero ao mesmo tempo no Moodle. Então todos os professores têm aquelas mesmas atividades, aquelas mesmas questões. Então, de certa forma, por mais que na aula a gente possa explorar e possa trazer mais coisas, eu imagino que tenha ficado mais homogêneo essa questão do ensino e aprendizagem." (Rio de Janeiro, question 18. See appendix C).

Considering that, “raising the phonemic awareness of learners in pronunciation teaching is indispensable” (WONG, 2016, p. 243) and should be one of the goals in L2 pronunciation teaching since such attitude would not only help students be aware of the sounds in English, but also provide them with more independence and responsibility in their own learning process.

To sum up, all three participants hold the belief that a realistic goal in L2 pronunciation teaching is to be intelligible — even though no EFL teacher has explained what it means to be intelligible — and try to communicate (being understood by others and understand what others say).

As regards to the differences in teaching pronunciation in traditional classroom and virtual classes, they hold some different beliefs. To the participants, classes in this new virtual environment are either pretty much the same (Natal), more difficult or less effective (Curitiba) or more homogenous (Rio de Janeiro). It is hard to tell whether their beliefs would differ from their practices in face-to-face classes because in this study only virtual classes were analyzed. To Natal, for instance, it is not clear whether she really sees any difference or not because her belief concerning this topic seems contradictory or she still needs more teaching experience when it comes to L2 pronunciation in both traditional or virtual classes —it is important to keep in mind that she stated she had, at the moment of this study, two years of teaching experience, most of the time in virtual classes.

As it has been depicted in the previous paragraphs, the EFL teachers hold some beliefs about L2 pronunciation teaching. In general, L2 pronunciation teaching is mainly related to the teaching of words (segmental features). Teachers unveiled in their beliefs that they have the tendency to compare both languages (the target language, in this case English, and students’ mother tongue, in this case Brazilian Portuguese). Concerning English pronunciation teaching, teachers also hold the belief that it is, among other things, about raising students’ awareness.

The ‘th sounds’ and some vowels are seen as problematic to Brazilian students of English. Some suprasegmental features (such as sentences stress and intonation) are also part of the teachers’ beliefs as one of the factors that can be a challenge in L2 pronunciation teaching. There is no ideal L2 pronunciation model to be taught to students, according to the teachers. Concerning their beliefs about the role of the teacher in English language pronunciation teaching and beliefs concerning the native speaker of English as a L2 pronunciation teacher, EFL teachers hold a set of beliefs that teachers play the role of a “guide” and a “facilitator” and should “not impose so many things” on students. A native speaker of English is not better in L2 pronunciation than a teacher who is not a nonnative speaker of English.

Pronunciation teaching is seen as important and fundamental. Students' beliefs influence teachers' actions towards L2 pronunciation teaching. Furthermore, realistic goals in pronunciation teaching are for students to have an intelligible speech in order to make them as communicative as possible. In other words, students should understand other people and be understood by them. Finally, teachers' beliefs about the format of the lessons revealed that they see virtual classes as being more difficult for L2 pronunciation teaching than face-to-face classes, or they have reported that there is no significant difference between both modalities.

I shall move on to the next topic and try to answer the second research question: *To what extent do EFL teachers' belief systems about L2 pronunciation teaching influence teachers' attitudes towards L2 pronunciation in their virtual classes?* For the purpose of answering the second research question, I will present some L2 pronunciation episodes identified in the observed classes and compare them with the responses to the two questions of the SRIs. The two questions presented to the teachers for them to reflect on the L2 pronunciation related episodes were: 1) *What were you thinking at this moment?* 2) *Can you tell me what you were thinking during this activity here?*

5.1.6 The extent to which EFL teachers' beliefs about L2 pronunciation teaching influence their attitudes in their virtual classes

In this section I will present the data from the EFL teachers' virtual classes. The classes were recorded by the teachers and later watched and 'observed' by the researcher. Class observation happened from April 6th to May 12th of the year of 2021. By analyzing the virtual classes, I expected to accomplish the answer for the second goal of this research, which is to verify *the extent to which EFL teachers' belief systems about L2 pronunciation teaching influence their attitudes towards L2 pronunciation in their virtual classes*. Therefore, this section presents the L2 pronunciation episodes identified during the observed classes and 2) triangulation of such episodes with the responses to the two questions of the SRIs: 1) *What were you thinking at this moment?* 2) *Can you tell me what you were thinking during this activity here?*

The most remarkable result to emerge from the data analyses based on the observation of the virtual classes are that all EFL teachers approach L2 pronunciation in some ways. Although most teachers did not really show that they prepared their lesson plans in a way that could support the claim that there are explicit moments of L2 pronunciation that result from a

clear planning based on the literature on L2 pronunciation teaching, it was evident that most techniques used were more teacher-led L2 pronunciation teaching approaches. That is, most episodes of L2 pronunciation teaching clearly appeared in the virtual classes when the teachers were providing feedback – sometimes explicit correction, recast, or just repetition – to students when they committed some pronunciation errors or when they were not sure about their oral speech production.

In the next paragraphs I will present teachers' L2 pronunciation episodes and their answers to the stimulated recall interviews (SRIs) in the following order: first, Natal's classes, then Curitiba's, and finally Rio de Janeiro's. I will also present my interpretation of the data with the support from the literature in pronunciation teaching.

Natal's first class happened on April 20th and three (03) episodes of L2 pronunciation were identified. It is important to say that Natal's classes were all divided into two videos in each day. She explained that they had a break during the classes so that she and her students could take some time off in order to drink some water and do other things students needed to. Such procedure was particularly found on her classes, but not in the other teachers'. There was always a break a few minutes before they restarted the lessons. The Extracurricular courses provide the teachers with autonomy in terms of classroom arrangements and procedures. Therefore, Natal and her students had an agreement to proceed that way.

The first episode identified in Natal's first class was about the pronunciation of the word 'breast' as in 'turkey breast,' which shows us that it is related to segmental features. The teacher starts the class and says that they are going to study unit 6 ("describe problems and make complaints and discuss what needs fixing"). The class starts with a brainstorming activity about common complaints: banking, online shopping, internet providers, restaurants, vehicles, supermarkets. Then the teacher asks students if they have had any of the problems they mentioned during the brainstorming process:

Teacher: Have you ever experienced any of these problems? What did you do? Was your problem solved? (Natal, class 1, episode 1, April 20th 2021. See appendix D).

The lesson starts a bit slow, but students start talking as the teacher elicits from them whether they have experienced any problems related to the situations presented. Some students share their answers. One student starts sharing his experience concerning the topic and the lesson follows suit. At some point in class, another student starts sharing with the group a situation that had happened to him:

[...] Teacher: what about the rest of you?
 Student: [silence] I have an experience at the supermarket...
 Teacher: Huh!
 Student: I brought a package of turkey breast /bri:st/
 [the student was not sure about the pronunciation and he kind of changed his intonation as if it were a question]
 Teacher: breast / brɛst/?
 Student: breast /brɛst/.
 Teacher: Aha! Aha!
 Student: the market... when I got home... I saw that it was spoiled...
 Teacher: Eww!
 Student: ... and I returned it to the supermarket on the same day and asked them to exchange it for another package.
 [...]

[There is a short break in the class and they are told that after this break they will study the grammar. This is said very clearly, which means that they know when they are going to study the grammar. When they get back together, they start with the “Let’s analyze the sentences”] (Natal, class 1, episode 1, April 20th 2021. See appendix D).

By just repeating the pronunciation of ‘breast,’ the teacher called students’ attention to the pronunciation without having to interrupt the student. It was clear that not only to the student who was talking, but to all of the others that the student was not sure about the pronunciation of the word and wanted the teacher to provide him with ‘the right pronunciation’. I can infer that the other students also had the opportunity to learn its pronunciation as well since none of them asked the teacher to repeat the word. It is not possible to show it here, but in the video, another student shook her head as she had just agreed with the teachers’ pronunciation of the word ‘breast’ (or as if she had just learned it from the teacher, just like the student who was talking did).

When asked the SRI questions about what she was thinking during that activity, Natal replied that she wanted “to help the student achieve the proper pronunciation without making him feel embarrassed about being corrected” and added that she “corrected him immediately so he wouldn’t mispronounce the word again.” Natal also stated that she “was thinking if it would be better to correct the pronunciation right away or wait until the student was done explaining, but I feel like I did it instinctively.” (Natal, SRI episode 1, class 1. See appendix E). Doing it instinctively provides support to the idea that such moment was not part of the lesson plan, therefore, it was a spontaneous episode of L2 pronunciation teaching and learning. She opted for repeating using the recasting strategy to provide the student with immediate feedback on his oral speech production, in this case, the pronunciation of a segmental feature (the pronunciation of the word ‘breast’).

Feedback, according to Celce-Murcia (2010), is essential in all phases of the lesson. Natal could have waited for the student to finish his talk, but she felt it would be more

appropriate to provide immediate, quick feedback, when the student was still talking, but without interrupting him while he was in the middle of the act of communication.

The second episode in Natal's first class happened when they returned from the break. The topic they were dealing with was about describing problems with past participles as adjectives and with nouns. Students turned their attention to a role-play activity. They were supposed to 'return an item to a store'. In the activity, the teacher read the instructions:

You are going to return an item to a store. I want you to think about an item and some problems this item may have so you need to return it. Think about questions a salesperson asks when someone needs to return an item to a store [she provides some possible questions]. Be prepared to convince a salesperson to return an item to the store and to be offered credit or some other products in exchange of the product you are returning rather than cash refund. (Natal, class 1, episode 2, April 20th 2021. See appendix D).

The second episode of L2 pronunciation is quite similar in terms of teacher's attitude towards pronunciation teaching in the class. While students were working on the grammar topic, the teacher asked whether students had any question or not. One of the students states that the content is not difficult to understand, but he has some difficulty in terms of vocabulary. In that moment he reads one of the sentences the teacher was displaying on screen: "it has a tear in it". The teacher makes sure that the student's pronunciation is accurate by emphasizing what the student had just said, but in an insecure way:

Teacher: So far, so good?
 Student: it's simple to understand...but the problem is always the vocabulary. Yeah!
 Yeah! 'tear' [the student tries to emphasize the word from the example "It has a tear in it"] 'tear' /teə(r)/
 Teacher: [teacher gives him feedback by repeating to confirm that his pronunciation is OK] yeah, tear /teə(r)/
 Student: yeah... what do we say... 'damaged'?
 Teacher: damaged... yeah.
 [The teacher also anticipates what they are going to do in the following class (April 22nd 2021): students are expected to "think about a major problem in their neighborhood and bring the problem to class in order to discuss with their classmates."] (Natal, class 1, episode 2, April 20th 2021. See appendix D).

Both student and teacher pronounce the word 'tear' /teə(r)/ and 'damaged' /'dæmɪdʒd/ in the same way. This is an episode where the teacher only confirms what the student had said. Right after this episode, the teacher shows a table with some words – 'damage', 'chip', 'crack', 'stain', 'damaged', 'chipped', 'cracked', 'stained'—in which she focusses on the pronunciation pretty clearly. This attitude shows that the teacher is clearly focusing on the pronunciation of

the ‘ed’ in the words ‘damaged’, ‘chipped’, ‘cracked’, and ‘stained’. Students, especially in the first levels, have some difficulties in understanding the three different ways to pronounce the ‘ed’ ending of regular verbs in the simple past tense: [Id], [t] or [d]. Another episode of ‘ed ending’ will happen in the second class.

In this second episode, the teacher did almost the same thing she had done in the first L2 pronunciation episode. She interrupted the student to provide him with feedback. When asked the same questions (in the SRIs), I asked her in the first episode of L2 pronunciation, the teacher stated that:

At this moment I just wanted to reassure the student that he understood the pronunciation. I was satisfied that the student understood the pronunciation of the word ‘tear’, and was able to notice that it was different from ‘tear’ (*lágrima*), so I wanted to confirm that his pronunciation was accurate. (Natal, SRI episode 2, class 1. See appendix E).

Both episodes show that the teacher has a typical approach in terms of L2 pronunciation feedback. She does not seem to like to postpone an explanation to students (or correct the students) later on when they have already finished expressing their ideas. She prefers to correct them immediately so that they already have information about how to pronounce specific words at the moment they are speaking. In this second episode, the teacher did not comment on why she decided to model the pronunciation of the -ed ending in class.

During the third L2 episode of pronunciation teaching, however, the teacher anticipates the moment in which she provides students with the pronunciation of a word they will need to produce. While students interact, the teacher makes notes on the slides. One of the items the teacher highlights is the word ‘receipt’. It was clear since the very beginning that she was going to focus on the pronunciation, especially focusing on the silent letter ‘p’:

Teacher: [after the conversation was finished] OMG! That’s the idea. [When you have a problem] ... okay? changing something that has a problem... you have to describe a problem. So, as [student’s name]: “I have a crack in it”. And then the other person needs to solve the problem. Okay? Very good!

[silence]

Teacher: Oh... I wanna highlight this for you. [showing the word ‘receipt’]. The pronunciation for this word right here... we don’t usually say... er... I don’t really say er... the ‘p’ [receipt /rɪ’si:t/]; it’s kind of ‘soundless’ so it’s kind of receipt /rɪ’si:t/... okay?! Sometimes the orthography confuses us... so we say receipt /rɪ’si:t/... here we don’t pronounce the ‘p’. Receipt /rɪ’si:t/.

(Natal, class 1, episode 3, April 20th 2021. See appendix D).

When asked to describe what was happening during the episode 3 in class 1, Natal stated that she had noticed that previously – in some other classes since it was not found in the

observed classes – some students were mispronouncing the word ‘receipt’ and due to that, she wanted to show them all at the same time how to pronounce it properly:

I noticed that previously some students were mispronouncing this word so I wanted to make clear to all of them the proper pronunciation. Since this was a word mispronounced by more than one student, I wanted to highlight the accurate pronunciation for them. (Natal, SRI episode 3, class 1. See appendix E)

During the observation of Natal’s first class, those aforementioned episodes of L2 pronunciation teaching emerged. Basically, the same technique was used in the episodes one and two whereas in the third one she provided an explicit moment of L2 pronunciation teaching because she noticed that students would have a problem in pronouncing the word ‘receipt’ with the silent ‘p’. What all three episodes had in common was that all of them are examples of segmental features, that is, pronunciation of words. Table 8 summarizes the three episodes found during the lesson.

Table 8 - The table below summarizes the L2 episodes found in Natal’s first class

Episode 01 – Class 01: turkey breast	Episode 02 – Class 01: tear & damaged	Episode 03 – Class 01: receipt /rɪ'si:t/
<p>Observation: the teacher pronounces the word ‘breast’ in order to call students’ attention.</p> <p>Her attitude: the teacher calls students’ attention to the pronunciation of the word without having to interrupt the lesson to do so.</p> <p>Reason: the teacher believes that correcting the student immediately, he wouldn’t mispronounce the word again</p>	<p>Observation: the teacher models the word ‘tear’, The same happens to the word ‘damaged’.</p> <p>Her attitude: the teacher immediately calls student’s attention to the pronunciation of the word ‘tear’.</p> <p>Reason: the teacher wanted to reassure the student that he understood the pronunciation of the word ‘tear’ and ‘damaged’</p>	<p>Observation: the teacher provides students with an explicit L2 pronunciation episode since she thinks that students may struggle when they try to pronounce the word ‘receipt’ that contains a silent letter: a ‘silent p’</p> <p>Her attitude: she anticipates the possible problem by explaining to all of them at the same time; by calling their attention to it.</p> <p>Reason: she noticed that some students mispronounced the word. Therefore, she wanted them to notice that ‘receipt’ contains a ‘silent p’</p>

Source: The author.

Natal’s second class happened on April 22nd 2021 and only one (01) episode of L2 pronunciation was identified. This episode is a classic one, especially in groups whose level of

English proficiency is still low (levels 1 and 2). In this case, it was an explicit episode of ‘-ed endings’ pronunciation teaching.

In the second lesson, the teacher starts the class by talking about the topic from the previous class. The topic of this lesson is ‘The Throwaway Culture’. The teacher talks about the topic and explains the meaning of ‘throwaway culture’. Then she asks students some questions:

- 1) Do you agree we live in a throwaway culture?
- 2) What are some of the consequences of throwing things out instead of fixing them?
- 3) What types of good do we throw out most often?
- 4) Some people say that in the past products used to be more durable. What do you think?

Students and the teacher debate and have a conversation about the topic – the throwaway culture – and there is no episode concerning L2 pronunciation in the first part of the lesson, before breaktime. The second part of the class starts with the grammar (describing problems with *need* and *keep* - need + gerund; keep + gerund). After the explanation, students practice a little bit the grammar topic presented with some sentences related to the talk about ‘the throwaway culture’. They were supposed to use need + gerund, passive infinitive, and keep and gerund. While the teacher is writing on the slide and reading aloud, she shows the students one possible example from what one of the students said:

Teacher: [writing on the slides] the cupboards need to be cleaned.

Student: I have a... I have a pro... I always have a problem with the ED at the final word [he laughs]

Teacher: yeah! We have some rules for that. And the pronunciation... cleaned /kli:nd/

Student: cleaned /kli:nd/

Teacher: yes... what happens to the ED is that in some [she hesitates]...er... in most of the cases is almost like you don't have a letter here [she highlights the last letter “e” in cleaned]. So... since it ends in an ‘n’, the sound is a /d/ sound... cleaned /kli:nd/. There are some words that have the /t/ sound. For example, verbs that end with ‘k’, for example... ‘walk’... er... the sound of ED... it would be [‘wakt]... so it's almost like a ‘t’. It's a little bit different. But in this case... cleaned /kli:nd/. Okay? [silence]. Very good.

[They continue focusing on the activity in which they should do the same with
The ceiling (paint)
The light switch (change)]

(Natal, Class 2, episode 1. See appendix D).

Something interesting caught my attention during this episode: the teacher started teaching the pronunciation of the ‘ed endings’, but she hesitates at some point while she was teaching it. It was clear to me that she was not as comfortable in teaching that specific topic as

she had been when teaching another grammar point in the observed classes. That became even clearer when she stated (in the SRI episode 1, class 2) that she was trying to explain the 'ed ending' of regular verbs in the simple past tense – clean/cleaned; walk/walked in this case):

I wanted to explain the rules for the -ed endings, but since it takes some time and I didn't have a material about it, I wanted it to be brief. Afterwards I sent them in more details and some examples in our online platform. **I wanted to be clear, but sometimes is hard to explain rules without the support of any materials and examples for them. I feel like if I do it by heart it might be a bit confusing for them. This makes me a bit nervous, and I felt like I wasn't being clear.** (Natal, SRI episode 1, class 2. See appendix E).

Natal's answer demonstrate that she has been strongly affected by her performance while teaching the -ed endings to her students “without the support of any materials” (Natal, SRI episode 1, class 2,), which made her feel insecure about how to explain the pronunciation feature that was requested by one of her students (Student: “I always have a problem with the ED at the final word”, Natal, SRI episode 1, class 2, appendix, E). There might have been other moments in class in which the teacher could have approached other pronunciation issues, especially about the pronunciation of all words with the 'ed ending' but neither the teacher nor the students brought them to class. It is interesting to notice how Natal sees pronunciation teaching as a secondary topic in her class.

As it was said previously, it was clear to me that she did not feel as comfortable in teaching the topic about L2 pronunciation, but she did not demonstrate any insecurity or degree of avoidance when in relation to any grammar point. Interestingly, Levis and McCrocklin (2018) have already observed that some English language teachers have reported the feeling of being insecure in teaching L2 pronunciation. This view is shared by other researchers (BURGESS; SPENCER, 2000; BREITKREUTZ; DERWING; ROSSITER, 2001; FOOTE, HOLTBY; DERWING, 2012; HENDERSON *et al.*, 2015; FALLANG, 2016; COSTA, 2016). Nevertheless, Levis and McCrocklin (2018, p. 77) remind us that when it comes to teaching grammar, L2 teachers rarely “say they feel inadequate in teaching” and the same applies to “or other language features or skills. But pronunciation is different. Natal justifies her attitude about L2 pronunciation teaching stating that it may be time-consuming – “it takes times”, as she says.

In Natal's fourth class there was only one episode of L2 pronunciation teaching about the pronunciation of 'issue', but the episode is not different from the other ones. That is, the teacher reinforces what the student said: “Students: [after presenting her views] ... issue? issue?

Teacher: issue!” (Natal, episode 1, class 4, appendix D). This is another example of teacher’s recast in relation to pronunciation of a word.

In Natal’s fifth class there are two episodes of L2 pronunciation. The class starts with the teacher presenting a new topic: learning. She shows some questions and asks students:

How do you like to learn new things?
 What are some studying methods you know?
 What are some tips you would give to someone learning English?
 Have you used any learning strategies to keep up with this course? (Natal, episode 1, class 5. See appendix D).

Students answer and debate the questions and the follow-up questions that emerged during the activity. After that, they play a game called ‘*would you rather...?*’ in which the teacher provides them with some options. The purpose was to make students talk as much as possible.

Questions:
 Would you rather the aliens that make first contact be robotic or organic?
 Would you rather lose the ability to read or lose the ability to speak?
 Would you rather be in jail for a year or lose a year off your life?
 Would you prefer to have all traffic lights you approach be green or never have to stand in line again? (Natal, episode 1, class 5. See appendix D).

Then after that, the teacher presents the grammar topic – *would you rather* or *would you prefer*? After the grammar explanation, the teacher asks students to write down some questions and then ask each other. They should use the grammar topic studied. “Teacher: your turn, ask your classmates the questions you wrote. It’s practice time!” (Natal, class 5. See appendix D). Then students talk about many different situations and they make use of the grammar topic studied. During the activity, the teacher asks students to read their questions. One student asks if they would rather learn English or Italian. Right after this student, another student makes some comments and the teacher corrects her pronunciation. In this case, the student pronounces the word ‘hate’ instead of ‘rather’. The teacher corrects her on the spot:

Student: would you rather learn English or learn Italian?
 Teacher: Huh?! Good question. [pause] what do you guys think? [longer pause]
 Student 2: I prefer to learn English.
 Teacher: Huh?! Very good! You prefer to learn English.
 Student 2: but it’s also good to learn other *idioms*... [in Portuguese ‘idiomas’ and ‘línguas’ are synonyms and both words mean ‘languages’. So, I think the student confused them]
 Teacher: other languages [intonation as it were a question]... yes!
 Student 2: yes...

Teacher: I agree... so [student's name] goes with English...
 Student 3: I would hate... hater? [she asks]
 Teacher: hate? [as she was surprised]
 Student 3: er... learn...
 Teacher: [before the student can even finish her sentence] oh... 'rather'... ok.
 Student 3: rather [she completes her sentence that was supposed to be 'I'd rather learn Italian because my family is there... because I think I need to learn more English.]
 Teacher: so, you think you must learn more English, but you'd rather learn more Italian.
 Student 3: yeah!
 Teacher: it makes sense.

(Natal, class 5, episode 1. See appendix D).

In this episode there is another moment in which the L2 pronunciation moment appeared without planning. In other words, the teacher had to teach the students the difference between two different words ('hater' and 'rather'). Since those words mean different things, Natal had to react to her student's oral production. Although it was at first a matter of vocabulary, the pronunciation led to a whole different comprehension, which changed the flow of the communication during the activity. So, the teacher had to interfere and provide the student with the right pronunciation: 'rather' /'ræðər/ instead of 'hater' /'heitər/. Again, we can notice another moment in which the teacher provides feedback on pronunciation after the student mispronounced 'rather'.

When asked the questions in the SRIs, Natal stated that she was confused – as it can be seen in the transcription of the episode above (episode 1 in class 5). Natal says that even though she noticed the situation, she could not help the student with her pronunciation more explicitly because of the lack of time – and this justification appears again when it comes to other L2 pronunciation episodes. Actually, she did provide the student with feedback and the student used the pronunciation provided by the teacher – 'rather' instead of 'hater', as pronounced by the student. Natal said:

Here the mispronunciation confused me a bit so I didn't have enough time to help the student, so I just hoped I was clear enough so she understood the accurate pronunciation. [...] I was confused by her pronunciation and **it took me some time to process what she was trying to say**. (Natal, SRI episode 1, class 5. See appendix D).

This episode is once again another episode in which things happened spontaneously and the focus was on the segmental level again. The difference this time was that the teacher was not fully aware that she helped the student achieve the goal of pronouncing the word accurately ("I just hoped I was clear enough so she understood the accurate pronunciation"). The teacher

seemed insecure or uncertain about this which again reinforces what has been said about the teachers' insecurity when it comes to L2 pronunciation teaching (BURGESS; SPENCER, 2000; BREITKREUTZ, DERWING; ROSSITER, 2001; FOOTE; HOLTBY; DERWING, 2012; HENDERSON *et al.*, 2015; COSTA, 2016; FALLANG, 2016; LEVIS; MCCROCKLIN, 2018).

During the same activity, in which students were supposed to keep asking the questions, another student asks a question about preferences related to the kind of movies (“horror or comedy?”). The teacher calls their attention explicitly to the pronunciation of ‘horror’ and compare it to the word ‘horror’ in Portuguese. The words are written in the same way, but they differ – especially in the pronunciation of ‘h’ in English:

Student 1: I have a question? [intonation as it were a question]

Teacher: Uhum...

Student 1: would you prefer ...er... to watch a comedy movie or a horror movie?
[horror pronounce as /'ɔrə(r)/ instead of /'hɔrə(r)/]

Teacher: Uhum... so, ‘comedy’ or ‘horror’ [she highlights the pronunciation of horror /'hɔrə(r)/].

Student 2 and student 3 (at the same time): comedy...

Student 2: comedy. I hate horror [pronounced as they do in Portuguese]

Teacher: [agrees and laughs] uhum... definitely. Okay.

Student 4: neither one. It's possible? [pause]... to answer?

Teacher: oh, you don't like... neither? Okay... I think I would prefer... to watch... I don't know... I like both...

Teacher: guys, just one thing, okay? This word right here [she writes the word ‘horror’] in Portuguese we don't say [she pronounces the word mixing English and Portuguese], right? We say [she pronounces in Portuguese]. However, in English, this word here... [stops] this letter here [letter ‘h’] is pronounced. So, it's horror [/hɔrə(r)/]. It is very... in the back of your throat: ‘horror’. In Portuguese it's just horror [Portuguese pronunciation]. In Portuguese it can be confusing. (Natal, class 5, episode 2. See appendix D).

Natal calls her students' attention to the word ‘horror’ by comparing it to the same word used in Portuguese. Since ‘horror’ is written in the same way as in Portuguese, she just had to call their attention to the /h/ in the beginning of the word ‘horror’ in English. Natal also tried to explain them some articulatory features: So, it's horror [/hɔrə(r)/]. It is very... in the back of your throat: horror. In Portuguese it's just horror (Natal, class 5, episode 2).

When asked the SRIs questions, Natal stated that the pronunciation of ‘horror’ seems hard for the students and due to that she tried to correct them implicitly by pronouncing the word as accurately as possible. She, however, mentions the lack of time once again. That is, she states that she could not spend more time in order to focus on more explanation:

This is a pronunciation that is hard for them, so **I tried to correct implicitly by pronouncing it the word accurately**; however. Other students pronounced it the same way. **I wanted to go back to this word later but I didn't have time**. I wanted to show them the correct pronunciation by highlighting it in my speech, but I noticed that students have a hard time with this word so **I thought about explicitly explaining the pronunciation later. However, I didn't have enough time**. (Natal, SRI episode 2, class 5. See appendix E).

Natal's L2 pronunciation episodes of classes 2 and 5 are summarized in Table 9 so that the reader can have another chance to check Natal's episodes, her attitudes, and the reasons behind her attitudes.

Table 9 - Summary of L2 pronunciation teaching episodes found in Natal's second and fifth classes

Episode 01 – Class 02: '-ed endings'	Episode 01 – Class 05: hate vs rather	Episode 02 – Class 05: horror – silent /h/
<p>Observation: the teacher teaches students the pronunciation of the word 'cleaned' in the past simple.</p> <p>Her attitude: the teacher explains how the '-ed ending' is pronounced.</p> <p>Reason: the teacher wanted to explain the rules for the -ed endings</p>	<p>Observation: confusing pronunciation which leads the teacher to feel confused about what the student was trying to say.</p> <p>Her attitude: at first confused, the teacher then realizes what the student was trying to say.</p> <p>Reason: the teacher clarifies the confusion by providing the student with the right pronunciation of 'rather' in context: "I'd rather..."</p>	<p>Observation: student produces the sound as she was speaking Portuguese.</p> <p>Her attitude: the teacher explains in an implicitly way.</p> <p>Reason: the teacher wanted to show the students the correct pronunciation by highlighting it in her speech.</p>

Source: The author.

Having provided the reader with all episodes, as well as the SRIs found in Natal's classes, I am now moving on to the analyses of the classes of the second volunteer of this study. In Curitiba's first class, two (02) episodes of L2 pronunciation were identified. The first one concerns the pronunciation of the word 'literature' and the second one is about intonation. In both episodes the teacher calls students' attention after their oral production.

In order to present the first episode of L2 pronunciation teaching, it is important to contextualize the first class. The lesson starts by the teacher greeting the students. After that, the teacher talks about what students studied in the previous lesson. They talk about the grammar topic – how often for frequency – and then the teacher divides the group into two smaller groups. Students work together in order to create a dialogue in which they have to use 'how often' during the conversation. Students work in separate rooms while the teacher checks both groups alternately.

The teacher uses this approach in every single class. In other words, the teacher starts his lessons with all students in the same virtual room, but he divides them into smaller groups along the lesson and while students work in different virtual rooms, the teacher checks the groups in order to help them when necessary.

At some moment in the lesson, while students are discussing what to write to finish their dialogue, one student suggests using the word ‘literature’. This is the first episode of L2 pronunciation identified in Curitiba’s classes:

[in the dialogue in one of the virtual rooms]

Student 1: a gente não vai colocar? Ou você vai perguntar depois? [pause] o que que tu pensou, [student’s name]?

Student 2: huh.. er... *não pensei* [they all laugh].

Student 2: It’s here, right?

Student 1: No, no... I read literature books. Right, teacher? [the student notices that the teacher had just joined the room]

Teacher: Yeah, yeah... “I read literature books.”

Student 1: ... literature book [student tries to pronounce it]... *eu não sei pronunciar. Melhor tirar* [they laugh] I read books.

Teacher: there are many ways to pronounce it... we can say literature [the teacher then provides some options: / ‘litərəʃər/ and / ‘litəriʃə/ are emphasized] ... or ‘I read books’ [they all laugh].

[noise]

Students 1, 2, and 3: LITERATURE.

Teacher: perfect [laughs] you can say “I read novels” [and then he explains what ‘novels’ means]. (Curitiba, class 1, episode 1. See appendix D).

This episode happens in the same way some of Natal’s L2 pronunciation episodes happened: as immediate feedback to students’ difficulties in pronunciation. It is clear that the teacher had not planned it to be an explicit L2 pronunciation moment, but since there was the need to explain the pronunciation of the word ‘literature’, he did not hesitate and helped the students. One of the students did not feel comfortable with the pronunciation and suggested removing the word she was struggling with and writing only the word ‘book’ instead of ‘literature book’. Interestingly the teacher seemed to have understood that and suggested them to change ‘literature’ to ‘novel.’ In doing so, they would not have to worry about the pronunciation of that word they had been struggling to pronounce.

When asked the SRIs questions, Curitiba treated the student’s situation as a matter of stress in the syllable, but it did not really seem to be the case at the moment. He stated that he thought that “the main point was to try to show to [student’s name] that the stressed syllable was not the one we use in the word [Portuguese cognate] *literatura*. So, my attention there was focused on that in order to help her change the stressed syllable of the word [literature]” (Curitiba, SRI episode 1, class 1, See appendix E). Although he could have approached that

moment in many ways (e.g., present students with words that rhyme with ‘literature’ such as ‘signature’, ‘temperature’, ‘caricature’), he decided to say the options students have in order to pronounce the word they wanted to say. In the end, students decided to use “novel books” instead of “literature books” because it seemed easier (or less troublesome).

Concerning the second episode of L2 pronunciation in Curitiba’s first class, students were talking about the dialogue in another virtual room and then the teacher listens to them and after that he approaches the students. While students were talking to each other to figure out the difference in pronunciation in terms of “two and “to”, the teacher joins the conversation and states that by using the intonation they could make the distinction about the number and the preposition:

Student 1: [...] I think it’s the intonation. To, two...

Student 2: we are talking about the pronunciation [to or two?]

[the teacher talks in Portuguese and explains the difference between the pronunciation of ‘two’ and ‘to’ and the importance of the intonation in the sentence].

Teacher: based on the intonation we can distinguish well what we are talking about: two (the number) or to (the preposition).

[pause]

Teacher: “Two to three.” [an example]. So two is higher [teacher talks about intonation].

Student: but is the pronunciation [two and to] the same?

Teacher: pretty much. It won’t change a lot. [the teacher states that *to* and *two* are basically the same when it comes to pronunciation]

[the teacher uses an example of the use of ‘2’ instead of ‘to’ in music, for instance, U2 in informal English]

Teacher: ... “got 2 be you”

Student 3: tem a banda também...

Teacher: ... so it’s the same pronunciation [too, two, and to]

[finally, the teacher states that what can help identify the usage is the context] (Curitiba, class 1, episode 2. See appendix D).

At this point, Curitiba provides the students with an explicit L2 pronunciation teaching moment by telling the students ‘two’ and ‘to’ are homophones. That is, they are pronounced alike. Besides, he also adds the information that not only those words are pronounced in the same way in English, but also the adverb –the adverb that indicates an excess of something – ‘too’. Therefore, in one explanation the teacher also anticipated this possible question about the pronunciation (and certainly the difference) about ‘too’ as well. Notice that Curitiba could have done the same in the previous episode and used words that rhyme with “literature” to show them the pronunciation. The teacher understands that “the intonation” in ‘two’ and ‘to’ would make it clear whether the students were talking about the number or the preposition. Although the teacher uses the word ‘intonation’, a more adequate term would have been ‘prominence’.

He could also have mentioned the contrast between stressed/unstressed words and changes in vowel quality. This part was not really clear to me. So, I decided to ask him: 1) *What were you thinking at this moment?* 2) *Can you tell me what you were thinking during this activity here?*

In this case, since the words were similar in terms of pronunciation, **I suggested that the students used an intonation to highlight well what they were talking; the number [two] from the preposition [to]**. So, the number two and three were with intonation a bit higher for us to know that we were talking about numbers and not about prepositions, right? (Curitiba, SRI, episode 2, class 1. See appendix E).

What was noticed in Curitiba's second class was that it was basically about the adverbs of frequency and there was only one L2 pronunciation episode that was about the pronunciation of the adverb the students had some difficulty:

Teacher: [asking students to tell him the adverbs of frequency they had studied previously] what are the adverbs of frequency that we studied?
 Students: almost never, almost always, sometimes, usually...
 Teacher: Good.
 Student 1: often.
 Teacher: often [while he writes on the document used as a board]
 Student 2: hard... hardly ever.
 Teacher: hardly ever.
 Student 2: Hardly ever.
 Teacher: good! What else?
 Student 3: al... [the student hesitates] always? Always?
 Teacher: always [and then explains the pronunciation]. Always /'ɔ:lweiz/
 Student 3: always /'əlweiz/
 Teacher: it's like the letter 'o' [ó in Portuguese]: always /'ɔ:lweiz/
 Student 3: always /'ɔ:lweiz/
 Teacher: good! That's it! (Curitiba, class 2, episode 1. See appendix D).

In this case, only one student demonstrated that she had difficulty in pronouncing the word "always" and she hesitated when she tried to cite it as a response to the teacher's command. The teacher reinforced the pronunciation quickly and then compared it to students' first language pronunciation. When asked the SRI's questions, Curitiba said that:

Since it was a moment of revision, we were reviewing some things from the previous class. So, **I didn't think it was necessary to focus on the pronunciation issue**. Because of that I went straight to the point and said how the pronunciation of those two [hardly ever and always] words are. (Curitiba, SRI, episode 1, class 2. See appendix E).

Although Curitiba stated that he did not want to focus on pronunciation, he did focus on L2 pronunciation for a moment; he taught the students how to pronounce the word she was not certain of. And his teaching was successful since the student immediately practiced it producing

the sound as the teacher had taught her. Table 10 summarizes the L2 episodes found in Curitiba's first and second classes.

Table 10 - Curitiba's first and second classes

Episode 01 – Class 01: 'literature'	Episode 02 – Class 01: 'two' and 'to'	Episode 01 – Class 02: 'always'
<p>Observation: the pronunciation of the word 'literature'</p> <p>Attitude: the teacher reacts to students' question about the pronunciation of the word she was not certain about. The teacher focuses on the stress of the word.</p> <p>Reason: the teacher wanted to highlight how to stress the word the student was struggling to pronounce.</p>	<p>Observation: students were not sure about the difference in pronunciation between 'two' and 'to'.</p> <p>Attitude: the teacher talks in Portuguese and explains the difference between the pronunciation of 'two' and 'to' and the importance of the intonation in the sentence</p> <p>Reason: the teacher wanted students to understand that the intonation was important to understand the difference between 'two' and 'to.'</p>	<p>Observation: a student has difficulty with the first vowel in the word 'always.'</p> <p>Attitude: the teacher explains vowel pronunciation by comparing with L1 sound.</p> <p>Reason: the teacher did not want to spend so much time on it and so he only corrected the student by showing the student how to pronounce it.</p>

Source: The author.

In the following class, there were two L2 pronunciation episodes found. Episode 1 was about the pronunciation of 'read' in the present and in the past and the pronunciation of the -ed ending as in watch/watched.

While teaching some verbs in the present and in the past tense, the teacher shows a table with a list of some verbs in the infinitive and in the simple past: 'Cost', 'Hurt', 'Cut', 'Put', 'Read'. The teacher emphasizes the pronunciation of 'read' in the present and in the past. This is a clear episode of pronunciation in which he uses the verb in two sentences: "I read every day." and "Last month, I read a great book."

Teacher: [the explanation is delivered in Portuguese] *sobre os verbos irregulares, a gente tem aqui cinco verbos, que eles não mudam de jeito nenhum. O verbo 'cost', por exemplo, o passado dele vai continuar sendo 'cost'. Custar, custou... o verbo 'hurt', mesma coisa: machucar, machucou... o verbo 'cut': cortar, cortou [...]*

[The explanation continues and then the teacher calls students' attention to the pronunciation of the verb 'read'.]

Teacher: I **read** every day. Last month, I **read** a great book. *A diferença vai se dar pela pronúncia. Okay?* (Curitiba, class 3, episode 1. See appendix D).

In this case, there was an explicit L2 pronunciation episode. This time it seemed to be one that had been prepared to be an episode of English pronunciation teaching since Curitiba

himself stated that he usually does that because students may think that the pronunciation of the irregular verb “read” is the same in the present and in the past:

Here in this case, **I always call their attention to this difference between the present and the past of the verb *read* because when we present all of those verbs and tell the students they don’t change, the students tend to think that the pronunciation will always be the same.** I like to stress that *read* is an exception of the verbs in the past. (Curitiba, SRI, episode 1, class 3. See appendix E).

Since there are no questions about what the teacher explained, they move on and he focuses again on reviewing some points about the verbs in the past. After the explanation, the teacher divides the group in pairs and asks them to practice in pairs. They have to report what they did last weekend. The second observed episode of pronunciation teaching happens when the students are divided into groups and the teacher checks on them:

Student: teacher... when do we use ‘watch’, ‘watched’? [she pronounces the ed as /id/.

Teacher: watched [the teacher emphasizes the ED as /id/ and says the student should emphasize watched /id/]. You can pronounce the ED in this way. (Curitiba, SRI, episode 2, class 3. See appendix D).

It is important to highlight that in English there are three ways to pronounce the ‘-ed endings in the past: /ɪd/ as in ‘wanted’ and ‘needed’; /t/ as in ‘helped’, ‘looked’, ‘laughed’, ‘kissed’, and ‘watched’, for instance; /d/ ‘damaged’, ‘used’, ‘amazed’, ‘loved’. In this case, the teacher may have confused the pronunciation and told the student to pronounce watched in a different way: /wɒtʃɪd/ instead of /wɒtʃt/. Then the teacher explains that there are three ways to pronounce ‘ed’ in the past by providing the students with some examples: ‘played’, ‘worked’, and ‘watched’ and continues the lesson while students stay silently just watching and listening to the teacher.

I can infer that the teacher confused the pronunciation of the regular verb presented in the lesson. I state that because this kind of pronunciation and grammar topic is quite present in EFL teachers’ classes and the teacher certainly knew how to pronounce such word in the past. He himself stated that the pronunciation of -ed ending in regular verbs is part of his routine in EFL classes:

This case here is similar to the previous episode because **I like to call their attention to issues about different pronunciations regarding the verbs that are regular in the past** and here, by chance, it happened in the conversation too... this situation about the pronunciation of the verb watch... so, it’s good when things like that happen

too because sometimes we end up anticipating the contents of the next class and when we finally talk about those topics, they already know how it works [talking about the pronunciation of the -ed as in watched in the past]. (Curitiba, SRI, episode 2, class 3. See appendix E).

In order to let the reader recall what was observed in Curitiba's third class and how this participant deal with L2 pronunciation, Table 11 summarizes the L2 episodes found in Curitiba's third class.

Table 11 - Curitiba's third class

Episode 01 – Class 03: Read (present and past)	Episode 02 – Class 03: Watch/ed (regular verbs in the past)
<p>Observation: the pronunciation of the word 'read' in the present and in the past. Attitude: the teacher calls students' attention explicitly to the differences of the verb 'read' (present versus past) Reason: the teachers wanted to call their attention to this verb since students tend to mispronounce it in the past.</p>	<p>Observation: pronunciation of some verbs in the past, focus on 'watch' and 'watched.' Attitude: the teacher calls their attention to the pronunciation of 'ed endings' and focus specifically on 'watched.' Reason: the teacher wanted to call their attention to question about different pronunciations regarding the verbs that are regular in the past.</p>

Source: The author.

The following class, by the way, is almost entirely about the regular verbs (Past Simple Tense). The lesson on May 3rd starts with the teacher talking about what they had studied in the previous class: past simple (or simple past). After the revision, the teacher says that they will continue the lesson by studying the past simple again, but now by focusing on the verb to be and some irregular verbs. Then there is the grammar explanation moment. And finally, the teacher shows a table in which they can compare some sentences in the present and the past simple.

There is an explicit moment of pronunciation teaching when the teacher presents the sounds of regular verbs: /ɪd/ and /d/ and /t/. The teacher explains the pronunciation of /ɪd/ and /d/ and /t/ in the past by providing students with some examples: 'Needed', 'hated', 'seated', 'lived', 'enjoyed', 'tried', 'shopped', 'wished', 'asked'. After the explanation, the teacher asks students to practice together and tells them they have some extra exercises on Moodle. Although I have identified such attitude as pronunciation teaching, the teacher was clearly focusing on the grammar. Or at least it was what was inferred since students practically listened to his explanation the entire time. When the teacher asked them if they had questions, no student said anything.

The teacher divides the class into many smaller groups and asks them to work on some narratives based on a game called Dixit. Then the teacher checks every single group in order to provide them with feedback (if necessary). After a while, the students and the teacher get together again in order to check the narratives they created. Students then read what they wrote. The goal is for everyone to try to guess what picture they had chosen in order to write the narrative. I decided not to transcribe the lesson because it is too long and there are a lot of moments of teacher talking time. In other words, the teacher explains the grammar with lots of examples and long explanations – in both Portuguese and English – about the use of the ‘ed endings’ of the verbs and does not provide students with time to engage into speech production in any moment during the explanation.

Unfortunately, the teacher did not reply to the SRIs about this episode and it was not possible to hear from him what happened in that class and what he was thinking during the lesson. Interestingly, he corrected the pronunciation of the verb “watch” in the past. In the previous lesson, he had explained/pronounced it differently, when he confused it: /wɒtʃɪd/ instead of /wɒtʃt/. The class was mostly in Portuguese and the teacher talked for several minutes with the explanation of each -ed ending. That L2 pronunciation episode was clearly an oral and written illustration of how the feature is produced and when it occurs within spoken discourse (Description and analyses, according to CELCE-MURCIA *et al.*, 2010, p. 45). However, there was no reaction from students. Furthermore, as students were offered no opportunity to practice producing the -ed endings, it is difficult to understand whether they had learned about the different pronunciations of the -ed endings or not.

The next observed class (May 6th 2021) starts by the teacher greeting everyone. The class is one of the last ones of the semester. They talk about what they had done until that moment and what they were going to do in class. Then they start talking about their neighborhood prompted by the question: What’s your neighborhood like?

The grammar topic of the lesson is ‘there to be’ (there is and there are, affirmative, negative, and questions). The teacher asks students if they know what those verbs mean and what they are used for. During the class, they also study prepositions of place. The teacher shows a map and asks the students to guide him in the map using the prepositions and there to be (there is and there are + the negative: there isn’t and there aren’t). They all work together. The teacher asks the group to think about their neighborhood in smaller groups. Then the teacher splits the group into smaller ones and ask them to present their neighborhood. After that, students are expected to present their production to the rest of the group. The teacher

checks each group. There is a quick moment of pronunciation teaching when the students are working on their task:

Student: [something had happened before] ... er... bakery? bakery? *É isso?*
 Teacher: [the teacher had just joined the group] ... yeah... bakery /'beikəri/
 [correcting the student].
 Student: bakery? [not the same pronunciation provided by the teacher – the student pronounced something like /beɪ 'kæri /] *é isso aí?*
 Teacher: yeah... that's correct! Bakery /'beikəri/
 Student: bakery [same pronunciation provided by the teacher: /'beikəri/].
 Teacher: *É isso aí!* Bakery /'beikəri/ (Curitiba, class 5, episode 1. See appendix D).

This episode is another example of teacher's reaction to students' oral production. This moment happened once again spontaneously and the teacher corrected the student, who was trying to ask him how to pronounce the word 'bakery'. Since the student was not sure about the pronunciation of the word 'bakery' (and she pronounced it as /beɪ 'kæri/), she asked the teacher whether she was pronouncing it correctly or not. The teacher then provides the pronunciation (bakery /'beikəri/) and the student repeats.

Pretty much the same happens during the only L2 pronunciation episode found in his last observed class, which happened on May 10th, 2021. The teacher starts the class by checking if the students can hear him well. Then they start breaking the ice by talking about their weekend. After that, the teacher says he wants students to remind him what they had studied in unit 8 during the previous week. Students then say they studied some grammar topics – there to be (there is/are). Finally, the teacher says they will study the difference between 'much and many' (countable and uncountable nouns) and 'little' and 'few':

Then the teacher delivers a talk to explain the usage of there to be and provides them with some examples. Students don't ask any questions about the topic. The teacher shows them pictures of three cities (Florianópolis, São Paulo, and Rio de Janeiro) and divides the groups into three smaller groups. While students are working together in different smaller groups, the teacher checks their production (their sentences) and notices one thing that he suggests students should add: bike paths. He emphasizes the 'th' sound:

Teacher: okay... just one thing... bike paths [he focuses on the pronunciation of th + s sounds]. *Palavra chata para destacar, né? Ela é chata porque aparece com um 's' junto com o 'th'.* [the teacher focusses on bike paths /baɪk pa:θs/ which is an example of explicit pronunciation teaching]
 Student: bike paths /baɪk pa:θs/ [she repeats]
 (Curitiba, class 6, episode 1. See appendix D).

After checking all groups, the teacher tells them that they will join the whole group again in which they will talk about their sentences. They then join in and start sharing their sentences. Students must guess which cities they are talking about: Florianópolis, São Paulo, or Rio de Janeiro. The pronunciation of the ‘th’ sounds is a classic L2 pronunciation issue – and there is research about this topic developed in Brazil (REIS, 2006; LEITÃO, 2007; TREVISOL, 2012; SILVEIRA; SCHADECH, 2013). Previous studies have shown that many teachers in Brazil address in their classes, mostly in initial levels of English, the pronunciation of the ‘th’ sounds that cannot be found in Portuguese. Apart from showing them how to pronounce the ‘th sound’ in the word ‘path’, the teacher also adds the information about the next sound. So, the ‘th sound’ seems to be more difficult especially due to the following sound (as in bike paths /baik pa:θs/). Table 12 summarizes the L2 episodes found in Curitiba’s fourth, fifth, and sixth classes.

Table 12 - Curitiba’s fourth, fifth, and sixth classes

Episode 01 – Class 04: sounds of regular verbs: /ed/ and /d/ and /t/.	Episode 02 – Class 05: bakery	Episode 01 – Class 06: bike paths /baik pa:θs/
<p>Observation: some sounds of regular verbs in the past: /ɪd/ and /d/ and /t/.</p> <p>Attitude: the teacher provides explicit explanation about -ed endings</p> <p>Reason: the teachers wanted to call their attention to the pronunciation of -ed endings in regular verbs.</p>	<p>Observation: quick reinforcement of the pronunciation of the word ‘bakery.’</p> <p>Attitude: the teacher corrects the student who continues producing the word differently. The teacher did not insist much.</p> <p>Reason: the teacher wanted to call students’ attention.</p>	<p>Observation: pronunciation of th sound + /s/</p> <p>Attitude: teacher calls students’ attention to the pronunciation of /th/ + /s/</p> <p>Reason: the teacher wanted to call students’ attention, especially to the combination /th/ + /s/ because it can be difficult for students.</p>

Source: The author.

The classes of the third participant of this study, that is Rio de Janeiro, happened between April 23rd and May 12th 2021 and in general 5 episodes in his virtual classes were found and analyzed. This participant had some technical issues while recording some of his classes and due to that, two classes of his were not considered suitable for data analyses since some parts of the videos were not clear enough to represent what was really happening in those classes. So, in order to avoid any discomfort or risk of interpreting the data incorrectly and unfairly I decided to discard those classes in my analyses. Sometimes, it was impossible to

understand what the teacher was saying due to the amount of noise and/or the bad quality of the image.

Following the same fashion of the previous participants' classes, I will introduce the classes by providing the reader with their contexts. The class that happened on April 23rd started with a debate. The teacher divided the group into two smaller groups. Twelve students were enrolled in this group, but only eight students were in class that day. The teacher, however, divided them into Group A (with 6 students) and Group B (with 6 students). Since in virtual classes some students can log in after the class has already begun, my guess is that the teacher wanted to have the groups already well organized beforehand. The teacher made it clear that he split the group that way because the purpose was not to do it at random. Like the other teachers, Rio de Janeiro also used Google Meet to teach the online classes.

Students had 30 minutes to discuss the topic and each group was added into another virtual classroom. In other words, the teacher opened two new classrooms (A and B) and asked the students to join them. The teacher joined both rooms too in order to watch the students' debates. The topic to be discussed was '*Young children should be allowed to use smartphones and tablets.*'

Students were supposed to discuss the topic in groups. So, students debated freely for 20 minutes while the teacher used the chat to interact with both groups. When they had 10 minutes left, the teachers assigned them a new task – group A would argue 'against' and group B would argue 'in favor of' towards the debate "*Should Young children be allowed to use smartphones and tablets?*"

The only pronunciation related episode found in this class happens when the teacher provides a student with the pronunciation of a word (lullabies) and emphasizes its pronunciation. However, when the student is using the new word and makes a comment about it, the teacher not only stays in silence, but also changes the focus to the other group. I wonder why the teacher did that so I selected the footage and sent it to the teacher to gather his point of view:

Teacher: Is everything okay now? Is everything okay now? [silence] Okay, you guys will be against.
 Student (group A): teacher...
 Teacher: Yeah?!
 Student (group A): How can I say... essas músicas de ninar? Cações de ninar?
 Teacher: Oh. Er... "lullaby"
 Student (group A): what? ...
 Teacher: "Lullaby" I'm gonna write it. [the teacher writes '*lullabies*' on the chat]

Another student: "lullaby"? [sounding different from what the teacher said]
 Teacher: [teacher repeats and says again] 'lullabies', 'lullabies...'
 Another student: "lullaby?"
 Teacher: yeah! That's it. We say lullabies, right?! [...]

[While the student was trying to engage in the conversation, he repeats the word 'lullabies']
 Student: sometimes they use your tablets and smartphones... would contribute to the interaction with the children and their parents. For example: it's important to use lullabies... lullabies?... it's strange this sound. Lullabies, stories told by his parents... [the teacher does not interfere anymore] (Rio de Janeiro, class 1, episode 1. See appendix D).

In this L2 pronunciation episode the teacher reacts to the student's oral production. This is the same technique used by the other two EFL teachers who participated in this study. That is, the teacher corrects the student's oral production. In this episode, the teacher uses immediate feedback with pronunciation modelling in order to provide the student with an answer to this question asked by the student: how to say *canções de ninar* in English (Rio de Janeiro's class 1, episode 1. See appendix D).

As it can be inferred from the teacher's attitude in class 1, L2 pronunciation episode 1, he tried to provide the student with the answer as though it was only a matter of vocabulary but he ended up having to help her with the pronunciation. When asked the SRI questions (1) *What were you thinking at this moment?* 2) *Can you tell me what you were thinking during this activity here?*), Rio de Janeiro stated that:

[...] I was thinking of [short pause] contrasting, right, the sounds er... because I mentioned lullaby and (student's name) said "lullaby" with the /u/ sound. **So, I was trying to make it clear that it was a /ʌ/ sound**, right? Er... I guess that's it. I thought of the verb, right... er... lull /'lʌl/, but I ended up focusing a little bit on meaning as well. So, I mentioned nursery rhymes, which are related.
 Er... I guess that's it. And after a while she repeated. **She struggles a little bit with the pronunciation, but she is trying to get it right.** She is... like... trying to get it right. She understood, right, that it was lullaby /'lʌləbaɪ/... er... yeah... maybe it was not that explicit, but I guess it's clear that I'm trying to like... er... nudge them in the right direction... pronunciation. (Rio de Janeiro, SRI, class 1, episode 1. See appendix D).

To some extent, it seems that the teacher was insecure about what was really happening in this episode. He states that he was trying to make it clear for the student that her pronunciation was not as accurate as he expected it to be, but he states that he was focusing more on the meaning rather than on pronunciation. The teacher writes the word and emphasizes its pronunciation, but he seems to avoid admitting that he had the pronunciation of the word as his focus at that moment. This avoidance (or resistance to pronunciation) reminds again of Levis

and McCrocklin (2018) and other researchers (BURGESS; SPENCER, 2000; BREITKREUTZ; DERWING; ROSSITER, 2001; FOOTE, HOLTBY; DERWING, 2012; HENDERSON *et al.*, 2015; FALLANG, 2016; COSTA, 2016) who found that some English language teachers reported insecurity when it comes to L2 pronunciation teaching. It seems to be the case of Rio Janeiro in this episode too.

Right after episode 1 in class 1, the teacher gave three minutes for each group to present their arguments about the topic and then he talked about the instructions of the task. One of the members of group B talked for three minutes and exposed the viewpoints of the group and then a member from group A did the same for three minutes. There were lots of opportunities for the teacher to interfere and work on students L2 pronunciation if he wished. However, he did not do it. But right after the presentation of one of the members from group B, the teacher corrected the students – this episode was not about pronunciation, but word choice.

What called my attention was not another moment of possible L2 pronunciation teaching, but how the teacher preferred to correct students' knowledge of grammar or issues concerning word choice or vocabulary, but when it came to pronunciation, he did not give the same amount of attention. I infer that teaching pronunciation is not an issue to the teacher, but apparently, he has his own priorities when it comes to what he should correct. Is it due to the lack of knowledge in pronunciation teaching or does he think students will learn about pronunciation in another moment? Why does he prioritize other aspects of the language? I have no ultimate answer about it, but I can only infer that L2 pronunciation in this first class was only dealt with when it seemed to be inevitable. But then again, it seems to me that he avoids pronunciation, but feels confident to interfere when it comes to vocabulary, grammar, or any other skill, like word choice. If it is really the case, then this attitude is in line with what Levis and McCrocklin (2018) state – that is, some teachers demonstrate to feel inadequate in teaching L2 pronunciation but when it comes to other language features or skills, they do not demonstrate the same since they seem to be more comfortable to teach it, like Rio de Janeiro did in his class.

In another class (on April 28th) the teacher was checking who had attended the previous class and then they start talking about random subjects. At some point, they start talking about 'anxiety'. Such activity related to anxiety had been dealt with previously – before the lesson, on Moodle. Students share their thoughts about the topic. They also talk about the 'imposter syndrome'. For almost 25 minutes, the teacher and students talk about a variety of subjects freely – apparently there was some connection with the activities posted on the Moodle environment. Towards the 29th-minute of the class, a student talks about Obsessive Compulsive

Disorder (OCD) and mentions that he had read a book about it. The teacher then breaks the flow of the conversation and interacts with him:

Student: well, I think Brazil has two types of prejudice [very different pronunciation, but not /'prɛdʒədɪs/] ... there's a group on society, né?... I think that was not existing more in Brazil, but I saw it last year that it exists very well [inaudible]. For instance, people who get angry by something... who assume a strong position and start to attack the people... but I think that is this group of people who *herda* this amount of money or influence [different pronunciation, but not /'ɪnfluəns/] from your parents and they continue on this strong position on society, né? And they have they have this, I wanna say, bias vision, né?!

Teacher: biased vision. Uhm.

Student: Bias id... bias id? [student checks as it seems he is not sure about its pronunciation]

Teacher: biased. Uhum.

[there is no insistence on the part of the teacher]

[the student continues trying to express his viewpoint to the whole class]

Students: [...] but then it's different. It's not about the color, but it's about the money the person have ...

Teacher: Right. Right.

Student: but I think there's two types of prejudice: there is the social... prejudice... and if you are black people and have money, ok. [...] (Rio de Janeiro, class 2, episode 1. See appendix D).

Rio de Janeiro did not consider the episode as a correction, but as the confirmation of what the student had said. I wondered what was happening and what he was thinking at that moment since it also seemed to me as an L2 episode of pronunciation teaching and once again it emerged from the situation in class.

To Rio de Janeiro it was a matter of stress (which is pronunciation-related, therefore, an episode of L2 pronunciation teaching) and he decided to provide the student with the correct pronunciation – that is at least what I saw in the video –, but he did not spend much time on calling his attention to the pronunciation of the ‘-ed ending’. The teacher was using the recast strategy to call attention to the student’s pronunciation, but it seems that he does not see recast as a form of correction, but as confirmation (which was not, because he said the word to model the pronunciation, too). He switches from recast to repetition because he was disturbed by the mispronunciation of the -ed ending (what he called stress, but it is actually the fact that the word is pronounced with an extra syllable). When asked the SRI questions, Rio de Janeiro says:

I guess for the second video it's just er... **I wouldn't say is much of a correction. It's more like ...er... I think I was trying to confirm, right? Just the form of the verb and I did confirm.** But of course, he stresses the /ed/ a little too much, right? And then I repeated the correct pronunciation biased [/'bæɪst/ as in ‘biased vision’]. Er... and... yeah, he does the /ɪd/ biased /'bæɪsɪd/ a little more emphatic and yeah... I guess. I'm not sure what else to comment. I guess that's it.
(Rio de Janeiro, SRI, class 2, episode 1. See appendix E).

This second episode makes me wonder whether the teacher was aware or not about what an L2 pronunciation teaching episode seems to be. He believes he was “trying to confirm” (Rio de Janeiro, SRI, class 2, episode 1) what the student was saying. However, how would he confirm it if he was actually modeling the pronunciation provided by the student? Whatever the reason was for the teacher to have such belief, it is clear that the episode was not planned. That is, there was no clear intention from the teacher to teach anything related to pronunciation explicitly. Clearly, he has a problem with the word ‘correction’. As it seems to me in his classes and also based on his beliefs in the SRIs, correcting pronunciation is some sort of taboo for him – he seems to feel guilty about it (or perhaps very insecure).

This lesson has another episode of L2 pronunciation correction. The teacher corrects the students in a smooth way. The student repeats what the teacher says. In this case, there is a spontaneous word that emerges from the student. Apparently, the student understood that the teacher was correcting him, but since neither of them reinforced that, and the teacher did not check it again, I can only infer that it was an effective short L2 pronunciation episode:

Teacher: were you able to watch that video that I sent you? What did you think?

Student: oh... that positive Nihilism /'ni:lɪz(ə)m/

Teacher: yeah, nihilism /'naɪ,lɪz(ə)m/ optimistic and ... Nihilism /'naɪ,lɪz(ə)m/ [the teacher emphasizes the pronunciation]

Student: I'll be honest: I forgot to watch [he laughs] [...] (Rio de Janeiro, class 2, episode 2. See appendix D).

When asked about what was happening in this episode, the teacher stated that he was once again confirming the word to the student (is the word ‘confirm’ seen by the teacher as ‘feedback’ or ‘correction’?). But I am not sure he did that since the student who first pronounced the word did it in a different way from what the teacher showed him in the episode. Rio de Janeiro explained in the SRI questions that quite often when he sees recurrent mistakes, he corrects the students by repeating the word or by including it in some extra activity – which was not the case found in any of the episodes in the observed classes. He emphasizes (as he also says during the interview) that he is more concerned with communication:

Third video I was also er... **confirming, right, just the words. Er... often I'm not that concerned about the pronunciation because I think there is communication and everyone seems to be understanding, you know.** There isn't any conflict or anything. Then I think it's fine. **A little from time to time if I see a recurrent mistake, I see I do correct or a do some sort of clarification, right, not necessarily a correcting per se, but somehow repeating it or including it somewhere or**

making an extra activity, for instance. This semester we were making er... new asynchronous activities and then I'm picking up the most common mistakes, the most common struggles that I see with pronunciation and keeping that in mind when choosing the topics. So, eventually, does show up in a way or another, right? But at that time, **I'm not usually concerned with it. I'm more concerned with the meaning and the communication**, right, and the class is flowing. Er... so, yes. I er... I pronounced it as /'naɪə,lɪzəm/ [talking about the pronunciation of the word 'Nihilism'], but both are correct: Nihilism /'niɪ,lɪzəm/ is fine as well. Er... I think he... – I need to rewatch it, I think – I think he pronounced it... **I think he did the wrong word order, I think. And I just corrected that, I think.** [he watches it again] **yes, he says "positive Nihilism" /'niɪ,lɪzəm/ and I corrected to "optimistic Nihilism" /'naɪə,lɪzəm/, which was the name of the video**, right? But er... anyway. Nihilism /'naɪə,lɪzəm/ or Nihilism /'niɪ,lɪzəm/ ... both are fine, right?

(Rio de Janeiro, SRI, class 2, episode 2. See appendix E).

It is interesting how he does not seem to consider that pronunciation is also part of the communication in L2 teaching and learning. At least it seems that one belief Rio de Janeiro holds is that L2 pronunciation is less important because he corrects students word order and other grammar issues. Actually, most of the time he focuses on accuracy and the correction of other language features in his lesson plan (and this is based on the observed classes), but L2 pronunciation issues are treated as 'confirmation' of what the students say, even if learners say something different or make a mistake in their pronunciation, which was the case, for instance, in the episode about 'Nihilism' (episode 2, class 2). The teacher tries to avoid the word 'correction' as it is taboo for him.

Another point was about his statement about his student's oral production since, according to Rio de Janeiro, both pronunciations (student's and his) for nihilism are correct. I can also infer that the most important for the teacher in this episode was not the issue about the pronunciation of the word 'nihilism', but word choice (which he calls word order) instead: "I think he did the wrong word order, I think. And I just corrected that, I think. [he watches it again] yes, he says 'positive Nihilism' /'niɪ,lɪzəm/ and I corrected to 'optimistic Nihilism /'naɪə,lɪzəm/'" (Rio de Janeiro, SRI, class 2, episode 2).

If both pronunciations are correct to the teacher, why he would not make it clear to the student made me curious. Even though it would not break the flow of communication, I think that the teacher decided not to focus on L2 pronunciation in this episode because he was not really confident to do so or because he does not see pronunciation as important as word choice or collocation, for example. Table 13 summarizes the L2 episodes found in Rio de Janeiro's first and second classes.

Table 13 - Rio de Janeiro's first and second classes

Episode 01 – Class 01: lullaby	Episode 01 – Class 02: biased vision	Episode 02 – class 02: Nihilism
<p>Observation: a student struggles with the word 'lullaby' because she was not able to: 1) retrieve the word and 2) pronounce the word properly.</p> <p>His attitude: the teacher reacts to the student's oral production by saying the word the way he expected the student to pronounce.</p> <p>Reason: the teacher wants to make it clear the student gets the right pronunciation of the word.</p>	<p>Observation: the word biased emerges from the student, without the -ed pronunciation</p> <p>His attitude: the teacher says the word aloud and states that he was only reinforcing students' oral production</p> <p>Reason: the teacher wanted to make sure the student was exposed to the pronunciation of the word biased as in 'biased vision'. The teacher repeats the word to call attention to what he calls stress (syllable structure)</p>	<p>Observation: the word nihilism appears naturally when the student tries to bring a topic they were supposed to talk about.</p> <p>His attitude: the teacher pronounces the word differently from the student in order to let him be aware of the difference in both production – his and student's.</p> <p>Reason: the teacher states he wanted to 'reinforce' student's oral production and is actually focusing on word choice.</p>

Source: The author.

In the next class analyzed, other L2 pronunciation teaching episodes were found. There are two classic episodes of pronunciation in which the teacher is clearly calling students' attention explicitly. The first one is about the pronunciation of the irregular verb 'read' in the present and in the past and the classic 'th sound' in the word 'empathy'. As suggested before, some studies about the 'th sounds' or the production of the English interdental fricatives in the Brazilian context (REIS, 2006; LEITÃO, 2007; TREVISOL, 2012; SILVEIRA; SCHADECH, 2013) have been carried out. This shows that the topic calls the attention of researchers interested in English language pronunciation teaching and learning in Brazil.

In both L2 episodes found in Rio de Janeiro's class, he seemed confident to teach his students. Such attitude shows a different (re)action towards L2 pronunciation teaching compared to previous episodes. I wonder why he seemed so secure about his attitudes in those episodes. I can infer that the reason can be due to his knowledge about the specific L2 episodes. Perhaps, in other episodes he did not have enough knowledge to feel confident and teach his learners as he did in class 3.

On May 12th 2021, the teacher starts the class with some announcements about some procedures for the lesson – the teacher states that if they experience any connectivity problems, it may be due to some possible blackout that had happened before. Then the teacher checks the attendance – and starts the class right away by showing the students the Moodle page and saying that they would have only four classes (or meetings) before the end of the course. This time the

topic of the class is *relationships and the attachment theory (week 1)*, which should be completed from May 10th to May 16th. The first episode of L2 pronunciation teaching happens right at the beginning of the lesson when one student says that he read (in the past) the article, but he pronounces it as read /ri:d/ (in the present). The teacher calls his attention to the pronunciation (to point out the difference between past and present pronunciation) by asking him one question:

Student: I read /ri:d/ this... I read /ri:d/ this...
 Teacher: “you read [/rɛd/] the website? Huh!”
 [the teacher emphasizes the READ pronunciation in the past: [/rɛd/]
 [...]
 (Rio de Janeiro, class 3, episode 1. See appendix D).

Although the teacher corrected the students in the case of read /ri:d/ vs read /rɛd/, the student demonstrated lots of other difficulties to express himself and the teacher could have done the same with some other words (such as ‘attachment’ and ‘research’, other words that the student had some difficulty to pronounce) during the lesson, but the teachers simply ignored them. Since no more L2 episodes appear in this context, I decided not to describe it in here.

The teacher reads the text about the topic of the lesson and then asks them to answer an online quiz and he tells them they were expected to share their results. While sharing her scores, a student tries to say the word ‘empathy’ and reinforces her uncertainty with the teacher, as she is trying to ask him to help her with her pronunciation. The teacher reacts providing her with the pronunciation of ‘empathy’ and ‘empathetic’:

Student: I... I don’t have difficulty to connect emotionally with the others [short pause] and I think that I have a... a big [short pause] empathic? [she states as it were a question]... empathic? empathic?
 Teacher: empathy /'empəθi/
 Student: empathic? How do you say?
 Teacher: empathy /'empəθi/ empathy /'empəθi/
 Student: empathic?
 Teacher: Uhu... you are very EMPATHETIC or...
 Student: EMPATHY? [and she continues focusing on her answer]

(Rio de Janeiro, class 3, episode 2. See appendix D).

The teacher provides his reflections on both episodes while he is saying what was happening and what he was thinking at the moment he watches the episodes and answers the SRIs. He is aware that he is correcting the student in terms of the present/past pronunciation of

the irregular verb ‘read/read’, but he is not certain whether he is correcting the meaning or the pronunciation, which is surprising to me:

Er... for the fourth video I can see two different moments, right. **On the first I correct the past simple form of the verb to read, right? So, I say “read” [in the past] after he says [a student] “read” [present simple pronunciation]. Er... I don’t know, sometimes it’s more like confirming the meaning, I think, than correcting the pronunciation per se because sometimes we can’t be absolutely sure of the intention, right, or exactly what the meaning was, right, intended.** So, I think it’s more like a negotiation like “do you mean read?” /red/... you know, they end up er... continuing the sentence and I can see that is the case. Er... **yeah, I guess it is also a correction. It doesn’t stop being one, right? Even if my intensions are not just correcting. But also confirming and then negotiation a little bit, right? [...].** (Rio de Janeiro, SRI, class 3, episode 1. See appendix E).

As for the second L2 pronunciation episode, Rio de Janeiro explains his procedures when trying to call the student’s attention to the words ‘empathy’ and ‘empathetic.’ It is interesting that the teacher shows awareness in terms of pronunciation varieties in the English language: “I really don’t want my main focus to be a correct pronunciation because that’s really relative also with all these new varieties of English [...] so many possible pronunciations for a lot of words, sometimes we don’t even know [...]” (Rio de Janeiro, SRI, class 3, episode 2, See appendix E). In his own words:

Yeah, I think the last video is also similar. I try to contrast, right, the noun and the adjective – ‘empathy’ versus ‘empathetic’ – because their pronunciation of ‘empathy’ is closer to ‘empathetic’, right? So, I try to give examples of both even though I didn’t explicitly say like “noun form and adjective form”, but I give an example and I try not to say to stay too long on that... because like ... make a big fuss out of it because like I said before although I think it is important sometimes to make a small correction or observation or something, er...

I really don’t want my main focus to be a correct pronunciation because that’s really relative also with all these new varieties of English and er... so many possible pronunciations for a lot of words, sometimes we don’t even know, right? [short pause] ... and alternate pronunciation. So, we might overcorrect or something trying to give a standard that for us would be the correct form or maybe another form is possible as well, right? Er... the [...] really I think it’ kind of stupid to focus too much on a perfect... between... a lot of “pronunciations” because there isn’t such thing, right? And I think when the communication is flowing is fine, but of course if I do see something that is very repetitive or something that I perceive as “oh, that could be confusing like they said that to a native speaker, for example” and they can get in trouble or they might actually be saying another word, that can make the sentence quite confusing and then of course it’s more important to intervein, but it really depends on the context, on the situation, I think most of the situations here with my courses are very simple.

Communication usually flows quite well, most of them already have a good knowledge of English. So, they can communicate well enough for everyone to understand them. Er... there are small flaws I think there is always flaws, even for native and any speaker, but you know... it’s nothing we can’t solve, right? So, I think that’s fine, yeah! I think most of the time... in the moment I’m just trying to ...like...

confirm ...like... trying to see if what I am interpreting is really what they mean, right? So, I'm more like negotiating, confirming their point, right? **I do that quite often and sometimes even in other situations where it's not pronunciation but something else.** Er... mmm. Yeah. I try not to interrupt, but sometimes I think to just check if you got it right, right? Yeah, that's it. (Rio de Janeiro, SRI, class 3, episode 2. See appendix E).

In Rio de Janeiro's classes some L2 pronunciation episodes were found, but all of them seemed to be triggered by students' difficulties in oral production. In general, correction in his classes were not planned to happen since most of the time the teacher only wanted students to try to communicate based on the activities they had been given before the synchronous lessons. When some L2 pronunciation moments happened, Rio de Janeiro mostly focused on segmental features produced by his students. I can infer that his beliefs concerning the role of the EFL teachers in L2 pronunciation teaching were confirmed in his classes: EFL teachers should have a role of a "guide" and a "facilitator" and "do not impose so many things" concerning L2 pronunciation because teachers should "be available" – assuming a passive role – when students ask them questions. That is exactly what has been found in his observed classes. Table 14 summarizes the L2 episodes found in Rio de Janeiro's third class

Table 14 - Rio de Janeiro's third class

Episode 01 – class 03: read and read (past and present)	Episode 02 – class 03: empathy /'empəθi/
Observation: the pronunciation of the irregular verb 'read' in the present and in the past. His attitude the teacher clearly calls students attention to the pronunciation of the verb 'read' (past and present) by providing contextualized sentences. Reason: the teacher wants to make it clear for the student the difference between read and read (past and present) by providing them with examples.	Observation: a student struggles with the word empathy. His attitude: the teacher reacts to the student's oral production, but it was not clear whether the student understood or not since neither the teacher nor the student insisted more. Reason: the teacher wants to provide the student with the word by contrasting the noun and the adjective – 'empathy' versus 'empathetic.'

Source: The author.

As stated previously in this section, EFL teachers who participated in this study did not generally show that they had prepared their lesson plans aiming at intentionally have moments of explicit L2 pronunciation teaching episodes that resulted from a planning based on the literature on L2 pronunciation teaching. Research has shown that most teachers approach L2 pronunciation teaching "mostly in presence of a salient error or an error causing a communication problem" (DING *et al.*, 2019, p. 51). In this study, most L2 pronunciation

episodes appeared when the teachers were making use of some techniques that were more teacher-led. That is to say that most episodes of L2 pronunciation teaching found in the virtual classes were a result of feedback, correction, or recast provided to students when they committed some pronunciation errors or at some moments in which learners were not sure about their own oral speech production. Such reality supports the claim that L2 pronunciation teaching, differently from other aspects of language teaching and learning, such as grammatical explanation, was not intended to be part of the observed classes due to teachers' preferences (Rio de Janeiro and Curitiba) and time constraints (Natal), as suggested by the participants of this study.

In general, pronunciation teaching focuses on the segmental level, that is, pronunciation of specific sounds in single words. In some moments, the teachers seemed to avoid L2 pronunciation teaching because they believe that the most important thing in speaking a language is the flow of communication. However, when some more common issues related to pronunciation – such as the 'th sounds' and the pronunciation of '-ed endings' in English regular verbs in the past – appear, the teachers address pronunciation teaching. That makes me think that teachers avoid pronunciation teaching due to their insecurity and lack of knowledge about (how to teach) pronunciation in more complex aspects, but they seem to feel safer to address topics that they are more familiar with, perhaps they encountered them in classes or textbooks before, such as the 'th sounds' and '-ed endings'. Such view can be reinforced when they break the flow of communication to teach grammar topics, which is something they seem to do constantly and confidently. That is, when teachers need to explain some grammar topics explicitly, they do it whenever it is possible, including the learners' error corrections, even if the teachers have to call students' attention and break the flow of communication, which seems contradictory or a sign of avoidance of L2 pronunciation teaching. To Natal, L2 pronunciation teaching is avoided or postponed due to time constraint. This participant states that there is not enough time to teach pronunciation in class. Curitiba tends to teach pronunciation not as a priority, but when it seems to be needed and in students' native language mostly. Finally, to Rio de Janeiro, pronunciation correction seems to be some type of taboo in his classes. To this participant, all students must do is to communicate in English. Therefore, pronunciation is not really essential in his classes.

I hold the view that pronunciation, instead of breaking the flow of communication as suggested by the teachers, helps students speak more confidently and sound more intelligible to others. After all, pronunciation is part of communication just as any other aspect of the

language. As it has already been proposed (CELCE-MURCIA; BRINTON; GOODWIN, 2010), pronunciation is a relevant factor for the achievement of mutual intelligibility. Besides, if students do not have access to pronunciation (or if they do not have their pronunciation errors corrected), they will not develop the capacity to notice whether they are intelligible or not to other speakers.

Teachers should bear in mind that students will need to speak the language outside the classroom, and many times with speakers of English whose first language is not English. As reinforced by Wong (2016), students need to develop capacity to notice whether they are intelligible or not to other speakers and I believe this is important for teachers to consider the development of such ability. Since “it is no longer relevant to consider English users solely by their native country in a native state” (PEDERSON, 2011, p. 64), teachers should approach L2 pronunciation issues in their classes more often, especially if we consider the ‘varieties of Englishes’ out there (JENKINS, 2012; KELLY, 2014). After all, students can get confused if they do not have proper teaching about the English pronunciation features. In the sense of varieties, teachers demonstrated they are aware of them in the English language, especially Rio de Janeiro.

In terms of L2 pronunciation teaching and feedback, Ding *et al.* (2019) claim that “pronunciation teaching is an essential pedagogical requirement for learners’ improvement, even though it can demand extensive instructional interventions” (p. 51). In this study, for instance, the participant named Rio de Janeiro demonstrated some level of discomfort in approaching pronunciation error correction. Clearly, to him, correcting students’ oral production in terms of pronunciation was hard. Rio de Janeiro treats pronunciation correction as taboo. I can infer that, considering this situation, Rio de Janeiro believes that students will learn pronunciation as though it “will take care of itself” (DING *et al.*, 2019, p. 51) sometime in their learning process, maybe as they develop their language proficiency level. Perhaps, this belief is strongly influenced by the principles of communicative language teaching (LEVIS; SONSAAT, 2017).

The findings concerning L2 pronunciation teaching seemed to be in line with the findings of my previous study (COSTA, 2016). In general, as stated in previous paragraphs, EFL teachers who participated in the present study emphasize segmental features when it comes to pronunciation teaching. Different from Costa’s (2016), teachers seemed to have a limited number of techniques to approach L2 pronunciation. If this is due to the format of the classes

during the pandemic, only other studies could investigate that in future research concerning teachers' beliefs and practices about pronunciation teaching.

Interestingly, Natal, Curitiba, and Rio de Janeiro stated that they studied English phonetics and phonology in their teacher education program. Natal stated that she attended a course on phonetics and phonology, but there was not so much focus on pronunciation teaching. They studied some teaching materials, the IPA, topics about stress and intonation. (See her answer to question 6. See appendix D). Curitiba said that he studied phonetics and phonology, but not the one related to the English language, but Portuguese instead. He stated that from time to time they studied some examples in English and Spanish, but the focus was on the Portuguese language³⁹ (See his answer to question 6. See appendix D). Finally, Rio de Janeiro stated that he studied very quickly some topics about the English phonetics and phonology, but it did not seem to be enough (See her answer to question 6. See appendix D).

Taking into consideration that neither of the three teachers have satisfactory training in L2 pronunciation, I can infer that their attitudes and beliefs about L2 pronunciation teaching are strongly attached to their lack of training. This is not new information since it is known that research has already outlined that L2 teachers do not feel prepared to teach L2 pronunciation due to their lack of sufficient L2 pronunciation training (BREITKREUTZ; DERWING; ROSSITER, 2001; FOOT; HOLTBY; DERWING, 2011; HENDERSON *et al.*, 2015; FALLANG, 2016). It is in fact a common finding among studies about English language teaching that insufficient training in pronunciation leads to lack of confidence in pronunciation teaching (MACDONALD, 2002; FOOTE *et al.*, 2011; COUPER, 2016). It also seems to be the case in this study. Teachers, who had not had enough L2 pronunciation instruction, tended to avoid pronunciation teaching. It seems reasonable to infer that teachers who do not have training in L2 pronunciation teaching will prioritize other language features that they have studied, since it is more likely that they have enough knowledge about feature(s) such as grammar, for instance. Finally, teachers who have not had sufficient preparation to teach L2 pronunciation tend to treat it as secondary, less important, or even a taboo, and postpone it due to time constraint or discomfort. Furthermore, research has shown that when teachers do not have sufficient training in pronunciation (BURGESS; SPENCER, 2000), they are likely to lack confidence to teach it (COUPER, 2017, MACDONALD, 2002). It is also common belief among

³⁹ This particular course is part of *Tronco Comum* in the Letras Program, which means it is taught in Portuguese and a maximum of 1/4 of the course is dedicate to phonetics and phonology. The rest of it addresses morphology, syntax and semantics.

teachers that “pronunciation improvement will take care of itself with sufficient input and it does not require teaching in the way that other language skills do” (DING *et al.*, 2019, p. 51).

Even though the teachers who participated in this study stated that they lack satisfactory training in L2 pronunciation teaching, pronunciation was not neglected all the time in their classes. Some teaching practices and attitudes in this section were common among the teachers in terms of L2 pronunciation teaching. For example, how Natal tends to provide quick explanations, Curitiba switches in Portuguese for the moments of longer explanations, and how pronunciation correction sounds as a taboo for Rio de Janeiro. I prepared a table in order to highlight teachers’ major practices and attitudes (Table 15) and another one with the techniques used by the teachers (Table 16).

Table 15 - Teachers’ major beliefs

Natal	Pronunciation teaching takes time and there is not enough time to address it
Curitiba	Pronunciation teaching is planned when a topic is considered essential (-ed), and needs to be done in the L1 (because it seems too complex)
Rio de Janeiro	Pronunciation teaching is taboo – correcting pronunciation is difficult because there is too much variation and because the students communicate successfully in the classroom

Source: The author.

In order to summarize how the EFL teachers dealt with L2 pronunciation teaching during their classes, I am taking Celce-Murcia’s (2010) communicative framework for teaching English pronunciation into consideration. This framework was used to categorize the teaching techniques used during the classes. Although it was not developed for virtual classes, I am considering that it is adaptable to any format to approach L2 pronunciation teaching in communicative classes.

In general, teaching techniques or pedagogical practices concerning the L2 pronunciation presented by the teachers of this study did not vary a lot. Teachers tend, as previously mentioned, to react to students’ oral production, which is often noticed by their errors or difficulties in pronunciation. In Costa’s (2016) study, for instance, teachers used a more balanced repertoire (e.g., read aloud, phonemic script, sound articulation, feedback, listen and repeat, explicit instruction) in terms of activities in their classes. Perhaps, the format of the lessons during the research also played a role in teachers’ pedagogical practices to the extent that did not really allow the teachers to present a more communicative approach, which let them to put more explicit L2 pronunciation moments aside. Being it the case or not, what was noticed

was that their teaching concerning pronunciation was limited to only one phase of the communicative framework for teaching English pronunciation proposed by Celce-Murcia *et al.* (2010). It is important to state that the authors themselves recognize that learning is not seen as a linear process and teachers are expected to revisit certain phases when needed. The “application of this framework should be viewed as extending over the course of several lessons rather than just one since it takes time and effort for learners to acquire a new feature and automatize it” (p. 45). And since this framework was not proposed to the teachers, I am using it merely as reference to help me situate their L2 pronunciation practices to some point of reference in terms of pronunciation teaching in a more communicative-oriented class. Table 16 summarizes teachers’ major techniques concerning L2 pronunciation teaching used during their classes.

Table 16 - EFL teachers’ major techniques used during their classes

Natal	Curitiba	Rio de Janeiro
<p style="text-align: center;">DESCRIPTION AND ANALYSES</p> <p>Teacher points out (Episode 02, class 1: tear & damaged; episode 03, class 01: receipt; episode 01, class 02: “-ed endings as in ‘cleaned’; episode 02, class 05: silent ‘h’ as in ‘horror movies’)</p> <p>Teacher corrects (Episode 01, class 01: Turkey breast)</p> <p>Listen and repeat (Episode 01, class 05: hate vs rather)</p>	<p style="text-align: center;">DESCRIPTION AND ANALYSES</p> <p>Teacher points out (Episode 02, class 01: difference between ‘too’ & ‘two’; episode 01, class 03: read (present and past); episode 02, class 03: watch/ed – pronunciation of regular verbs in the past; Episode 01, class 04: sounds of regular verbs: /ed/ and /d/ and /t/)</p> <p>Teacher corrects (Episode 01, class 01: ‘literature’; episode 01, class 02: pronunciation of ‘always’; episode 02, class 05: pronunciation of ‘bakery’)</p>	<p style="text-align: center;">DESCRIPTION AND ANALYSES</p> <p>Teacher points out (Episode 01, class 01: pronunciation of ‘lullaby’; episode 02, class 02: Nihilism; episode 01, class 03: read and read (past and present); episode 02, class 03: ‘empathy’)</p> <p>Teacher corrects (Episode 01, class 02: biased vision;</p>

Source: The author.

5.3 COMPARING TEACHERS’ BELIEFS AND THEIR L2 PRONUNCIATION TEACHING PRACTICES IN THE OBSERVED CLASSES

In order to answer my second research question – *To what extent do EFL teachers’ belief systems about L2 pronunciation teaching influence teachers’ attitudes towards L2 pronunciation in their virtual classes?* –, I need to revisit the major teachers’ beliefs about L2 pronunciation teaching and then their teaching/pedagogical practices found in this study. As it

has already been stated, EFL teachers hold several beliefs about L2 pronunciation. Table 17 shows EFL teachers' beliefs about L2 pronunciation found in this manuscript.

Table 17 - Summary of teachers' beliefs

Beliefs about L2 pronunciation teaching and learning	Pronunciation teaching is related mainly to the teaching of words (segmental features); they tend to compare both languages; English pronunciation teaching is also about awareness.
Beliefs about the main factors that can be a challenge in L2 pronunciation teaching	'th sounds'; vowels sounds in English ([ɪ], [ɛ], [æ]; and [ɑ:]), sentences stress, and intonation.
Beliefs about the ideal model for L2 pronunciation teaching	No ideal L2 pronunciation model, although it can be inferred that the teacher's English can function as a model (Natal's answer)
Beliefs about the role of the teacher in English language pronunciation teaching and beliefs concerning the native speaker of English as a L2 pronunciation teacher	Teachers play the role of a "guide" and a "facilitator" and should "not impose so many things" on students; a native speaker of English is not better in L2 pronunciation than a teacher who is not a nonnative speaker of English.
Beliefs about how EFL learners' beliefs about L2 pronunciation can influence their decision-making in pronunciation teaching in class	Pronunciation is important; pronunciation is fundamental; students' beliefs influence teachers' actions.
Beliefs about realistic goals in pronunciation teaching and the differences about virtual and traditional EFL classes, focusing on L2 pronunciation	Intelligible speech; be as communicative as possible (understand and be understood); virtual classes are more difficult for L2 pronunciation teaching or there is no difference between both modalities.

Source: The author.

To what extent do EFL teachers' belief systems about L2 pronunciation teaching influence teachers' attitudes towards L2 pronunciation in their virtual classes? First of all, teachers' beliefs about pronunciation teaching are basically related to the teaching of words – that is, to the teaching of segmental features and the teachers tend to compare both students' first language to the English language in order to raise their students' awareness about the phonological system of the target language. This was unveiled in their classes too. Most classes were about the segmental level and teachers compared the Portuguese and the English languages to teach pronunciation to their students.

As regards to the beliefs about the main factors that can be a challenge in L2 pronunciation teaching, the classic 'th sounds' were one of the most present L2 pronunciation features found in their classes. Sentences, intonation, and stress were not really approached during the lessons I observed.

Teachers of this study believe that there is no ideal model for L2 pronunciation teaching. This was clearly observed in the classes. In fact, teachers are aware of the possible multiple varieties of English and the several ways a language can be spoken by their speakers – native speakers or not. In the case of the native speakers of English as the most suitable teachers for L2 pronunciation teaching, by the way, it was also clear that teachers' beliefs are in accordance. They do not consider that a native speaker of English is better at L2 pronunciation teaching than a teacher who is not a nonnative speaker of English.

Concerning the role of the teacher in English language pronunciation teaching, it seems to be very clear in their attitudes that the teacher functions, as expressed in their beliefs, as a “guide” and a “facilitator” and should “not impose so many things” on students – that is precisely what has been found in the observed classes.

Based on the interviews and the classroom-observation data, I could infer a positive influence of learners' beliefs about L2 pronunciation on the participants' decision-making regarding pronunciation teaching in class. That is, every time their students needed help with their pronunciation, teachers tried their best to do so, even if the pronunciation instruction was brief and responded to a direct request or a sign of difficulty to pronounce a word. Although the participants believe that pronunciation for their students is important and fundamental, sometimes, some degree of avoidance in pronunciation teaching was found. However, such avoidance of explicit teaching or teacher-centered activity was not observed for grammar or vocabulary teaching, for instance. Most of teachers' L2 pronunciation teaching in their classes were reactive, which may show that L2 pronunciation teaching was not a priority most of the time.

Finally, when it comes to realistic goals in pronunciation teaching and the differences about virtual and traditional EFL classes, focusing on L2 pronunciation, teacher beliefs are projected in their classes. In other words, teachers' beliefs are seen in their attitudes towards pronunciation teaching, since they tend to do what they say they believe in. Their realistic goals are to help students be as communicative as possible and teachers tend to focus on the development of an intelligible speech, not focusing on any specific variety of English. Concerning the format of the classes, it was found that they seemed to be comfortable the way they were, even though one participant stated that virtual classes are more difficult for L2 pronunciation teaching.

I can infer that teachers' beliefs influence their own attitude about L2 pronunciation teaching. Only minor contradictions were found. Natal, for instance stated that she really like

to teach pronunciation and always tries to bring pronunciation issues to class (See Natal's answer to question 7. See appendix D), but in fact, she conditioned her teaching concerning pronunciation to time – if there is time, she can teach it. So, at least in the observed classes, “always” was not the case since most pronunciation teaching episodes appeared from students' errors or questions related to pronunciation of words. At the same time, she claims that students do not want to be corrected in front of everyone else (see Natal's answer to question 17. See appendix D), but she did provide them with some L2 pronunciation issues, especially after the students have completed their exams.

In the next section, I will present students' beliefs and attitudes about L2 pronunciation learning found after the analyses of the questionnaire. Such section will seek to answer the third research question of this dissertation: *What are the EFL learners' beliefs and attitudes about their own L2 pronunciation learning and what are the reasons that lead EFL learners to have the beliefs and attitudes about L2 pronunciation they have?*

5.4 EFL LEARNERS AND L2 PRONUNCIATION LEARNING

Now I will present students' beliefs and attitudes about L2 pronunciation learning found after the analysis of the questionnaire. It is important to state that along this section I will use the terms ‘EFL learners, Students, and respondents interchangeably to refer to the same group of people, that is the ones who were students enrolled in the EFL teachers' groups and accepted to participate in this research. This section seeks to answer the third research question of this dissertation: *What are the EFL learners' beliefs and attitudes about their own L2 pronunciation learning and what are the reasons that lead EFL learners to have the beliefs and attitudes about L2 pronunciation they have?*

5.4.1 EFL learners' beliefs and attitudes about L2 pronunciation learning

The analysis of the online questionnaire unveiled that EFL students hold a set of at least 5 major beliefs and attitudes about L2 pronunciation learning: 1) beliefs about the importance of the phonetic and phonological aspects of the English language; 2) beliefs about the L2 pronunciation model towards English pronunciation; 3) beliefs about the EFL student's role in pronunciation learning, 4) beliefs about the difficulties in pronunciation learning, 5) beliefs about their own pronunciation and the importance of studying L2 pronunciation.

In order to organize the sets of beliefs unveiled in the questionnaire, I downloaded all answers provided in *Google Forms* (see Appendix G), printed them, read and categorized the answers in order to present the readers with a clear picture of such beliefs about L2 pronunciation learning. As it has already been stated before, the questionnaire was available for all students who accepted to participate in the study in the months of April and May 2021. It was expected that students would take at least fifteen (15) minutes to answer the questions as freely as they wished. There was no right or wrong answer to the questions. Each student received a nickname: student 1, student 2, student 3 and so on until student 17, accordingly to their sequence in answering the questionnaire.

The questionnaire as a data-collection instrument was chosen due to its feasibility since students only had to click on the link that had been sent to them previously by e-mail and answer the questions in a self-paced manner, wherever they wished, at the best time they could. The only thing asked by the research was that they answered the questions in the months the questionnaire would be available (April and May 2021).

The questionnaire was designed with 17 questions which students could answer using their mother tongue, that is, Brazilian Portuguese⁴⁰. I did not want the language to be a burden for students since they were still learning the target language (English in this case). I expected them to find the questionnaire a fairly easy task to be completed.

The questions were also presented in Portuguese. I intended to be as clear as possible in the questionnaire, especially because they would have no assistance during the time they were answering them. Questions 1, 2, 3, 4, and 5 were more general questions about language learning and the remaining questions – from question 6 to 17 – were more specifically about L2 pronunciation. In the following pages I will present each set of EFL students' beliefs.

5.4.2 Beliefs about the importance of phonetic and phonological aspects of the English language

In order to unveil this belief, I had to include one question about the importance of phonetic and phonological aspects of the English language. I did not expect students to provide definitions of English phonetics and phonology, but by reading their answers to

⁴⁰ Before sending the links for the questionnaire, I talked to the teachers and none of them stated that there were students whose first language was other than Portuguese. So, I assumed that all of them could be able to answer in Portuguese.

question number seven – *What is the importance of studying the phonetic and phonological aspects of the English language?* —, almost all respondents showed their beliefs in favor of the importance of phonetic and phonological aspects of the English language.

The answers varied a lot in terms of how important L2 pronunciation can be. However, apart from Student 9 who stated a total lack of knowledge about it, and Student 13, whose answer was not provided, all the other students hold the belief that the phonetic and phonological aspects of English are: i) “very important to know how to pronounce words correctly” (Student 1); ii) “Super important” (Student 3); iii) “It’s important to develop the pronunciation” (Student 4); iv) “[It is] important to learn the pronunciation of words” (Student 10) ; v) “important to improve the speaking and the listening [skills]” (Student 11), and vi) “[It’s] very important” (Student 12).

Apart from the answers above, some respondents elaborated a little bit more about the phonetic and phonological aspects of language. Student 14 states its importance by reminding us that some sounds that can be found in English are not used by native speakers of Portuguese. She also states that it is important to study these aspects of the language in order to understand, read and pronounce the English phonemes. In the same vein, Student 6 also believes that there are different sound systems in both languages and due to that, she thinks the phonetic and phonological aspects of languages are really important, especially because many times, “the pronunciation of a word in English is not the same” as it is written (Student 6. Appendix G)

Interestingly, some respondents’ beliefs are attached to the right pronunciation of words in English. This is the case of Student 7, Student 8, and Student 16, whose beliefs show that the importance of such aspects of the English language are attached to segmental features of the language: pronunciation of words. This can be inferred from their answers:

[it is] very important because they help to identify a word correctly when you are listening [to someone] as well as **to pronounce it correctly in a conversation.** (Student 7, Appendix G).

Both [phonetics and phonology] help when it comes to differentiate similar **words** and **the correct pronunciation** in the oral communication, avoiding miscommunication. (Student 8, Appendix G).

In order to pronounce the words correctly, phonetics is as important as grammar, and since each language has one, it should be respected and studied. (Student 16, Appendix G).

As can be noticed, almost all students have beliefs about the phonetic and phonological aspects of the language they are learning – the English language in this case. Three respondents,

although they agree that those aspects are important, related them to conversation abilities – it is the case of Student 7, as seen above. These students hold their beliefs more attached to the capacity to understand others in a conversation. This is the case of Student 15, whose importance of such aspects seems to rely on “the capacity to understand what the other says” (Student 15, see Appendix G) and Student 5, whose beliefs about such issue lie on the communication with native speakers of English: “[it is] very important, I always have problems in understanding native speakers because they have a different pronunciation” (Student 5. See Appendix G).

Based on the respondents’ answers, it can safely be inferred that they do have beliefs about the phonetic and phonological aspects of the English language. In general, such aspects are seen as very important for different reasons. It can also be inferred that such aspect could help teachers, for instance, in their classes, since students find them relevant to the extent to which they can benefit a lot from learning about the English phonetics and phonology to differentiate words, understand their interlocutors, and speak English with speakers of other languages. It is also important to mention that the EFL teachers who volunteered for this study were right when they answered that their students see pronunciation learning as important. Natal, for instance, claims that her students think that L2 pronunciation is important, but she puts forward the claim that her students do not like to have their oral speech production corrected in front of other students (see Natal’s answer for question 1 in appendix C for more details). In this sense, Natal states that her students’ beliefs influence her when she is planning her classes and due to that she provides them with feedback by bringing some L2 pronunciation issues that emerged in her class mainly after their exams.

5.4.3 Beliefs about the L2 pronunciation model towards English pronunciation

According to Barcelos (2003) there is consensus among researchers that teachers’ beliefs can influence students’ beliefs. It may be due to how the teacher is perceived by the learners since teachers are generally seen as an expert in their teaching fields and therefore, teachers can be seen as a model to be followed by students.

Although Barcelos (2003) does not state that teachers are models when it comes to L2 pronunciation, it can also be said that the teachers can function as models in L2 pronunciation learning since the teachers are in many ways the first formal contact with the oral skills of the target language students have in their EFL learning process. As it seems to be the context of

many Brazilian learners of English, the first model they usually have contact with when they start their formal education in a foreign language is another Brazilian who teaches English. One of the characteristics of the Brazilian context when it comes to English language teaching is that most EFL teachers in Brazil are non-native speakers of English, as noted in other studies involving English language teachers in Brazil (BUSS, 2013; COSTA, 2016). In the case of this study, it is precisely the way it is: all EFL teachers are native speakers of Brazilian Portuguese whose English is their second language.

Interestingly, only two respondents stated that there is a model to be followed or adopted, but no student believes that the teacher, for instance, can be seen as a model. There might be many possible ways of interpreting the belief that the teacher is not mentioned as a model for L2 pronunciation, but I will only report what the data revealed about the item number 10 of the questionnaire: *Do you believe there is a pronunciation model to be achieved when the student decides to learn a new language? If so, could you talk a little more about this model? Which model would it be? Why such a model?*

To Student 6, the pronunciation model to be followed should be the one whose learning goals is the same as her own goals and it does not matter whether it is an American or a British model, as stated in her answer: “The pronunciation model to be followed to me is the one that matches my learning goals, it can be the American or the British one” (Student 6, question 10. Appendix G). According to Student 15, the pronunciation model is more related to the method used in the language course. To some extent, it may be interpreted that his teacher can be seen as a model in pronunciation, even though he has not made that clear. On the other hand, when he states that he believes that “it will depend on the methodology adopted in the [language] course” (Student 15, question 10. Appendix G), he has not excluded such conclusion. The course itself, to the best of my knowledge, has not made it clear that teachers should adopt some specific L2 pronunciation model; on the contrary, teachers are given the right to use the approach that best suits their teaching styles and philosophy, provided that they follow the guidelines given by the coordinator of *Extracurriculares*, and it applies to L2 pronunciation teaching in all aspects. The teacher does not have to follow any specific type of English model to teach pronunciation.

Student 7 states that she does not believe there is one model because people speak a language in different ways. She reminds us that people not only have different accents in their first language but also in the target one. According to her views, there is no pronunciation model

to be achieved and “everyone has different accents in Portuguese, and it will certainly reflect in their pronunciation in English too” (Student 7, question 10. Appendix G).

In the same vein, Student 8 and Student 9 do not think there is a specific pronunciation model to be learned, Student 8 states that the most important thing is about being able to communicate and, just like Student 7, he thinks that everyone has their own accents (and preferences when it comes to the linguistic style). Student 9 goes further and claims that nowadays the English language is spoken by many people around the globe and they have different pronunciations which makes me infer that there is not only one model that could be followed, but many. Therefore, in their own words, as we can see below, every speaker of English has their own accents and pronunciation since English it is spoken by many people worldwide:

I don't believe there is a [pronunciation] model, since the most important is to communicate and every person has his/her own accent and linguistics style preference (Student 8, question 10. Appendix G).

I don't think so. Today English is spoken by **many people**, with **different pronunciations**. (Student 9, question 10. Appendix G).

As can be seen, most learners verbalized their beliefs concerning the L2 pronunciation model towards English pronunciation. Even though one of the respondents did not clearly refer to the teacher as a pronunciation model to her, her answer is open to interpretations and I infer that since the pronunciation model would also depend on the methodology of the course, the teacher's English could be seen, to some extent, as a pronunciation model to students. At least she did not deny the possibility, even though she did not highlight that either. The answers from the other students were pretty similar concerning an L2 pronunciation model, which was that there is no (specific) model to be adopted or learned. Interestingly, all EFL teachers who participate in this study also believe that there is not any specific model to be followed. Natal, however, has left room for interpretation as she suggested that her English can function as one.

Celce-Murcia *et al.* (2010) reinforce the beliefs about L2 pronunciation model of EFL teachers – that is, the belief that there is no specific model to be adopted or learned – when the authors say that teachers do not have to model, for instance, the standard varieties that are still predominant in some context where English is taught as a second language; teachers, in this sense “need to be appropriate models for their students” and are expected to put into practice the ‘Intelligibility Principle’ (LEVIS 2005; PICKERING, 2006), which requires that teachers

make use of “a highly intelligible, global (or World English) variety of pronunciation in the classroom to serve as a model for their students’ pronunciation efforts” (CELCE-MURCIA *et al.*, 2010, p. 42).

5.4.4 Beliefs about the EFL student’s role in pronunciation learning

Everyone involved in the teaching and learning of a language has a role in the process. Teachers have lots of responsibilities in L2 pronunciation learning and so have the learners. The latter have their own beliefs about their roles as learners in L2 pronunciation learning. In the research conducted by Vitanova and Miller (2002), the authors state that in their findings, students benefit a lot from detailed phonetic/phonological teaching. They go further and say that students who do not have phonetic and phonological awareness of the English language do not know how to monitor their speech which is clearly a disadvantage in language learning. But in order to, among many other things, monitor their speech, students need to bear in mind their own role as L2 pronunciation learners.

The data showed unveiled students’ beliefs about the EFL student’s role in pronunciation learning. Some recurrent roles of the EFL students in pronunciation learning are related to practices. To some respondents, learners should “practice [the pronunciation]”, “train”, “learn and practice it”, “repeat what they hear and practice”, and “learn it and try as hard as one can” (Students, 9, 3, 13, 11, and 5 respectively, question number 11. Appendix G).

Not surprisingly, they also believe that they have a role as ‘protagonists’ in learning the L2 pronunciation. This belief is clear in some responses. To Student 14, the role of the EFL learners in learning pronunciation needs to be of someone who dedicates a lot of time and effort in order to learn it. He believes that it is useless to only attend the classes and answer the exercises; students have to search for more, listen to more sources and get familiar with the language by immersing in the language. The teacher is in the classroom to guide the students only, but the student is the one who needs to have the proactive role as a learner (see Student 14’s answer to the question 11, Appendix G).

Interestingly, Student 14 demonstrates that learners have a ‘protagonist’ role in L2 pronunciation learning. Teachers of this study believe that their job in relation to L2 pronunciation is the one of a “guide” and a “facilitator”. They also believe that the teacher should “not impose so many things” on students. Although the teachers have not attributed roles directly to students in their beliefs about their own roles as teachers in L2 pronunciation, I infer

that as a guide or a facilitator, teachers assign to students an important role in pronunciation learning. It can be inferred from some of the students (Students, 9, 3, 13, 11, and 5) who responded the questionnaire that students should have an active role in pronunciation learning, which is to a great extent in line with teachers' beliefs about this subject matter.

5.4.5 Beliefs about the difficulties in pronunciation learning

The analysis of the data also showed that students have beliefs about the difficulties they tell they face in L2 pronunciation learning. According to Student 5, for instance, it is more difficult to learn the English pronunciation in the virtual classes. Such ability, still according to this student, should be learned in an environment where the language is spoken because it is spoken there. Therefore, one can infer that the virtual classes for him are not helping him learn or improve his pronunciation, even though the virtual classroom can be seen as a place where the language is spoken. In his own words, in “virtual classes it is difficult to learn pronunciation. To me this ability must be in the cognitive level to work well and this can only be done when the student spends some time in an English language environment. Then several things work automatically” (Student 5, question number 12. See Appendix G).

It is important to mention that this kind of belief is not shared by the other students and it seems to be completely related to this learner's particular experience(s) as a student in virtual classes. At least that is what I concluded since he was the only one among all respondents to say that L2 pronunciation learning is more difficult to learn in virtual classes. It was not clear either whether he would consider it to be less difficult in other types of classes since the question was open to more information that could have been provided by him, but he did not elaborate about such possibility – that is, the degree of difficult about learning pronunciation in a more traditional format. His answer is ambiguous. It is not clear if it is a criticism against virtual classes or if he holds the belief that you can only learn about pronunciation if you are immersed in a second language context.

Other respondents, however, were very clear about their own difficulties in pronunciation learning. Student 4, Student 7, and Student 8 share the same difficulty: the ‘th sound’. Even though they do not state it specifically, I infer that both the ‘voiced th’ /ð/ and ‘unvoiced th’ /θ/ sounds are problematic to them, especially due to its particularity if compared to their mother tongue – these are sounds that are not found in Portuguese and they do not share a single spelling, require an articulatory gesture that is not used in Portuguese (interdental

fricative), and are distinguished by a single acoustic feature (voicing), which can be a bit more difficult to students indeed.

Not surprisingly, the ‘th sound’ is one of the most explicitly mentioned features Brazilian students of English seem to have difficulties with, and it has been mentioned by the teachers in this study. It is important to remind the reader that Wong (2016) claims that ‘th sounds’ are difficult to be learned by many students around the globe, therefore, not only by Brazilian learners of English, since some studies have already demonstrated that the ‘th sounds’ may be hard to EFL learners world widely: Russians (WEINBERGER, 1997); French Canadians (BRANNEN, 2002); Dutch (WESTER, GILBERS, LOWIE, 2007).

Apart from the ‘th sounds’, Student 8 also states that he has also problems with linking sounds, when words that end in consonant sounds are close to words that begin with vowel sounds and the /i/ vowel sound. To Student 4, the /r/ sound seems to be problematic too. While to Student 7, not only the /th/ sounds, but also words with ‘THR’ are sounds that are really difficult to be produced in oral speech, especially, as she puts it, because she speaks pretty fast. As it is suggested, they share some beliefs in the sense of difficulties in pronunciation learning:

In my case, since the distinction of the languages are pretty different, [...] **the ‘th sounds’⁴¹** [...] **the heavy /r/** (Student 4, question 12. Appendix G).

My biggest difficulties are with words with consonants in sequence and with TH, THR [sounds], for instance. Those sounds are difficult to reproduce, especially because I speak pretty quickly. So, when I come across those words I struggle to speak and it makes me get lost in my line of reasoning sometimes. (Student 7, question 12. Appendix G).

I have difficulty in identifying how the letter ‘i’ should be pronounced in words, I also have difficulties in linking words that end in consonant [sounds] when the next words begin with vowel [sounds], similar words, the /th/ sound... (Student 8, question 12. Appendix G).

5.4.6 Beliefs about their own pronunciation and the importance of studying L2 pronunciation

One of the skills students should learn in foreign or second language learning is the ability to self-evaluate their progress in the language. It is extremely important to know how

⁴¹ I opted for the use the ‘th sounds’ since it seems to be the term this learner was trying to describe when she says “as pronúncias com ‘sopro’” in the item 12 (What are the biggest difficulties encountered by you in learning the English language pronunciation during classes? How to deal with such difficulties?) of the questionnaire.

well you have progressed in your studies. After all, when we decide to learn something, we always need to know how we are performing.

The data analysis of the questionnaire provided me with students' beliefs about their own pronunciation as well as the importance of studying L2 pronunciation. In general, EFL learners' beliefs show that they have a positive attitude towards their pronunciation. Although only a few stated that they believe they have a good level of pronunciation in English, most of them believe they have an average level of English pronunciation. The case for the belief about very good pronunciation level can be seen in the answer to question fourteen (14) of the questionnaire: *What do you think about your pronunciation in English?* To Student 7, her pronunciation is “very good because [she] practices it a lot” and her accent from her home state (the Brazilian State of Paraná) helps her, according to her, a lot. (See the answer to question 14 provided by this respondent in Appendix G).

Most EFL students, as mentioned above, state that their pronunciation seems to be “good” (Student 1) and “average” (Student 4, Student 5, Student 2, Student 8, and Student 9, for instance). There is also the case in which the student considers her pronunciation to be “average” too and that she can communicate with what she has already learned in terms of English pronunciation (Student 9). To Student 14, if she has contact with known words, she can perform well in terms of pronunciation, but she finds it a bit difficult when she encounters new words: “I believe that it is [her pronunciation] 50% if they are known words I can perform better, but [with] new words I have a bit more difficulty” (Student 14, question 14. Appendix G).

Their beliefs with regards to the importance of pronunciation are mostly positive – only one respondent believes that he does not need to study the English language pronunciation a little more (Student 9). It can be seen when we check this respondent's answer to the question number 15: *Do you think it would be important to study more about the English language pronunciation?* In order to provide a better and quick view about EFL learners concerning this issue, I highlighted their responses in the table below. All students' answers to question fifteen (15) are displayed in Table 18. It is interesting to notice that students' answers also confirm the teacher-participants' beliefs about their students' opinion and also previous studies about the importance of studying the English language pronunciation.

Table 18 - EFL learners' responses to the question "Do you think it would be important to study more about the English language pronunciation?"

Student 1	"Yes"
Student 2	"Yes, absolutely"
Student 3	"Yes"
Student 4	"Yes, especially because there are words with the same spelling whose meaning depends on the pronunciation."
Student 5	"Yes"
Student 6	"Yes"
Student 7	"I believe that what I study about it has been enough. I have a lot of difficulties about other aspects."
Student 8	"Yes, I always study [pronunciation]"
Student 9	"No"
Student 10	"Yes"
Student 11	"It helps in [terms of] comprehension."
Student 12	NO ANSWER
Student 13	"Yes, it is important to understand the interlocutor [...]"
Student 14	"I believe so. Pronunciation is a fundamental aspect for good communication."
Student 15	"Yes"
Student 16	"Yes"
Student 17	NO ANSWER

Source: The author.

As mentioned before, all students who participated in this study have beliefs about L2 pronunciation learning. All answers were obtained from an online questionnaire that was intended to unveil their beliefs. In general, it was found that students hold at least 5 major sets of beliefs and attitudes about L2 pronunciation learning: 1) beliefs about the importance of the phonetics and phonological aspects of the English language; 2) beliefs about the L2 pronunciation model towards English pronunciation; 3) beliefs about the EFL student's role in pronunciation learning, 4) beliefs about the difficulties in pronunciation learning, 5) beliefs about their own pronunciation and the importance of studying L2 pronunciation.

When it comes to beliefs about the importance of phonetic and phonological aspects of the English language, although some answers varied a little, almost all respondents showed beliefs in favor of the importance of phonetic and phonological aspects of the English language. Some beliefs concerning this topic are attached to the right pronunciation of words in English – that is, in the segmental level. Nothing related to intonation, rhythm, stress, length, or tone is mentioned or suggested by them.

Concerning the beliefs about the L2 pronunciation model in English pronunciation, EFL learners believe that there is no clear model, but the possibility of many, especially because

English is spoken world widely and, although not clearly stated but inferred, the teacher can also be seen as a model in pronunciation. In this sense, teachers and learners' beliefs seem to be in line. To the teachers of this study, there seems to be no ideal L2 pronunciation model, although it can be inferred that the teacher's English can be to a certain extent a model (Natal's answer) for her students.

As regards to EFL students' role in pronunciation learning, learners believe they have a 'protagonist' role in learning the L2 pronunciation. An EFL learner should be someone who dedicates a lot of time and effort in order to learn it. At the same time, according to their beliefs, the teacher is only in the classroom to guide the students, since the student is the one who needs to have the proactive role as a learner in L2 pronunciation.

About their beliefs regarding the difficulties in L2 pronunciation learning, students see difficulties in the segmental level of the language. That is, difficulties in terms of pronunciation of the 'th sounds' and about some vowel sounds, as well as the format of the classes, since virtual classes are seen as a factor that makes it difficult to learn pronunciation, at least by one of the students.

Finally, students believe that in general, their pronunciation is "average" (Student 4, Student 5, Student 2, Student 8, and Student 9, for instance) or "good" (Student 1). There is also the case of familiarity with the words. When the student already knows the word(s) in English, she can perform well in terms of pronunciation. Once again, pronunciation is highlighted at the segmental level only. All in all, their beliefs with regards to the importance of pronunciation in foreign language learning are almost 100% positive, even though it can be difficult in virtual classes (Student 5, question number 12, Appendix G). One EFL teacher who participate in this study has also pointed out that L2 pronunciation teaching is more difficult in virtual classes.

5.4.7 EFL learners' attitudes about L2 pronunciation learning

Now that the students' beliefs about L2 pronunciation teaching have been highlighted, I would like to provide the reader with their attitudes regarding L2 pronunciation learning as well. A set of attitudes towards L2 pronunciation learning have also been found during the analysis of the data.

Nowadays students are exposed to the English language during the lessons in many ways, but they also stated that they have other ways to learn and practice the language. So, apart

from the actual virtual classes, students also watch movies and TV series in English, listen to music, read books and articles, and some of them have contact with English when they travel. I consider such information also important because by knowing students' habits about their own language learning, I could have extra information because I started to unveil their attitudes about L2 pronunciation learning. Although it was not possible to investigate this item in-depth, their replies to some parts of the questionnaire have made it clear that they value not only the grammar aspect of the language, but also the pronunciation. I believe that the students' extra practices validate, to some extent, their positive beliefs about L2 pronunciation and also teachers' beliefs about that EFL learners' beliefs concerning L2 pronunciation teaching and learning since they have stated that their students think that pronunciation is 'important', 'fundamental' and that such beliefs from students influence their actions in class planning.

Table 19 summarizes the beliefs of the EFL learners who volunteered in this study. In doing so, I intend to highlight and provide definitive answer to the third research questions of this manuscript: *What are the EFL learners' beliefs and attitudes about their own L2 pronunciation learning and what are the reasons that lead EFL learners to have the beliefs and attitudes about L2 pronunciation they have?*

Table 19 - EFL learners' beliefs and attitudes about L2 pronunciation learning

1) Beliefs about the importance of the phonetic and phonological aspects of the English language	Almost all respondents showed beliefs in favor of the importance of phonetic and phonological aspects of the English language. Some beliefs concerning this topic are attached to the right pronunciation of words in English – that is, in the segmental level. Nothing related to intonation, rhythm, stress, length, or tone is mentioned or suggested by them
2) Beliefs about the L2 pronunciation model towards English pronunciation	To EFL learners, there is no clear L2 pronunciation model, but the possibility of many models, especially because English is spoken world widely and, although not clearly stated but inferred, the teacher can also be seen as a model in pronunciation
3) Beliefs about the EFL student's role in pronunciation learning	EFL learners have the role of 'protagonists' in learning the L2 pronunciation. An EFL learner is believed to be someone who dedicates a lot of time and effort in order to learn pronunciation. In this sense, the teacher is only in the classroom to guide the students
4) Beliefs about the difficulties in pronunciation learning	Their beliefs are associated with difficulties in the segmental level of the language. That is, difficulties in terms of pronunciation of the 'th sounds' and about some vowel sounds, as well as the format of the classes, since virtual classes are seen as a factor that makes it difficult to learn pronunciation, at least by one of the students. There is also the case of familiarity with the words.

5) Beliefs about their own pronunciation and the importance of studying L2 pronunciation	Their pronunciation is seen as “average” (Student 4, Student 5, Student 2, Student 8, and Student 9, for instance) or “good” (Student 1). Beliefs with regards to the importance of pronunciation in foreign language learning are almost 100% positive, even though it can be difficult in virtual classes (Student 5)
EFL learners’ attitudes about L2 pronunciation learning	Learners state that in order to practice the English pronunciation, they watch movies and TV series in English, listen to music; they read books and articles, and some of them have contact with English when they travel.

Source: The author.

In the next and final section of this dissertation, I will present the findings of this study concerning the EFL teachers and students’ belief systems about L2 pronunciation teaching and learning, the pedagogical implications provided by it, the limitations of the study, and the suggestions for further research concerning the beliefs of L2 pronunciation teaching and learning.

6 CONCLUSIONS

In this section, I will summarize the findings of this PhD dissertation. This summary has been developed in order to organize the main the following information to the reader: 1) the findings of this study; 2) pedagogical implications derived from it; 3) limitations of the study and 4) suggestions for further research concerning the beliefs of L2 pronunciation teaching and learning.

6.1 FINDINGS

In order to discuss the findings regarding the beliefs system of the EFL teachers and learners who volunteered in this dissertation, it is valid to bring my three research questions to contextualize them. As regards my first research question (*What are EFL teachers' belief systems about L2 pronunciation teaching in virtual EFL classes?*), the major findings suggest that, according to the three teachers, L2 pronunciation teaching is related mainly to the teaching of sounds within words (segmental features). Results of other research studies also suggest that English language teachers tend to hold the same beliefs and emphasize the segmental level of the English language when L2 pronunciation teaching is approached (TERGUJEFF, 2012; COSTA, 2016).

EFL teachers tend to compare students' mother tongue (Brazilian Portuguese) and the target language (English) in order to provide their students with awareness of the English pronunciation. There are some factors that can be a challenge in L2 pronunciation teaching, such as the (interdental fricatives) 'th sounds', English vowels sounds ([ɪ], [ɛ], [æ]; and [ɑ:]), sentences stress, and intonation. Although difficulties in pronunciation may vary to some extent, many English learners may struggle with the 'th sounds'. Moreover, other studies have already shown that 'th sounds' are observed as problematic (WONG, 2016) to English language learners worldwide (WEINBERGER, 1997; BRANNEN, 2002; WESTER; GILBERS; LOWIE, 2007) and for Brazilian learners of English as well (REIS, 2006).

When it comes to EFL teachers' beliefs about the ideal model for L2 pronunciation teaching, teachers believe that there is no ideal L2 pronunciation model, although it can be inferred that the teacher's English can function as a model to students since one of the participants (Natal in this case) demonstrated that her English can be a model to her students. Similar beliefs have been found in Costa (2016) since the participants of his study also showed

the belief that there is not an ideal model to be adopted to teach students. In Costa's (2016), however, it was clear that EFL teachers believe that there is a possibility of many L2 pronunciation models for their students.

As regards beliefs about the role of the teacher in English language pronunciation teaching and beliefs concerning the native speaker of English as a L2 pronunciation teacher, it was found that EFL teachers play the role of a "guide" and a "facilitator" and should "not impose so many things" on students. A native speaker of English is not better at teaching L2 pronunciation than a teacher who is not a nonnative speaker of English. L2 pronunciation teaching is more related to teacher's competence, education or training. According to this belief, teachers who are well prepared to teach pronunciation, regardless their first language, are good enough to teach their students subjects/topics about the English language pronunciation.

Concerning the findings about the ideal pronunciation to be taught to students as well as the topic about the native speaker English teacher as a L2 pronunciation teacher, Celce-Murcia *et al.* (2010, p. 42) claim that "although teachers do not have to be native speakers to teach pronunciation, they do need to be appropriate models for their students" and this seem to be in line with teachers' view too, especially if inferred that the teachers of this study did not state there is an ideal L2 pronunciation model for pronunciation teaching, but at the same time Natal's beliefs concerning the ideal model is open to interpretation. Even though she did not make it explicitly, her English can be seen as a model to her students.

EFL Teachers who participated in this study hold the beliefs that EFL learners think that pronunciation is 'important', 'fundamental' and such beliefs hold by EFL students influence teachers' actions in class planning, although it has not been the case in most of the classes observed in this research, since most L2 pronunciation teaching is a result of students' oral production and, according to my interpretation, L2 pronunciation teaching appeared more spontaneously rather than being previously planned by the teachers. In this sense, at least to me, it is contradictory – words do not match their action most of the time. There seems to have a conflict of beliefs here. On the one hand, EFL teachers see the role of the teacher as a guide/facilitator. On the other hand, they believe students see pronunciation as important. However, the teachers respond to the students' needs by providing immediate feedback or modelling when learners request or stumble, as there is little time available in class and as they don't see pronunciation as a primary goal in teaching (maybe it would mean to impose a model).

EFL teachers' beliefs about realistic goals in pronunciation teaching is that students can be as intelligible as possible and can communicate with other speakers in a way that they

can be understood and can understand each other. In accordance with the present result, previous research (COSTA, 2016) has demonstrated that EFL teachers tend to set similar goals when it comes to L2 pronunciation teaching and learning.

Concerning EFL teachers' beliefs between the differences about virtual and traditional EFL classes in terms of L2 pronunciation teaching and learning, teachers do not seem to have reached consensus since virtual classes are seen as more difficult for L2 pronunciation and/or there is no difference between both modalities, according to their beliefs. Perhaps, virtual classes adopted during the pandemic, especially at the moment of the data-gathering phase during this study, has played a huge impact on how teachers perceived, not only but also, L2 pronunciation teaching and learning. The language institute – that is, the *Extracurriculares* Course – had to adjust their courses in that new format and so did the teachers. Therefore, taking this new reality into consideration, the teachers could not probably reflect more about how easy or difficult L2 pronunciation teaching can be in virtual versus face-to-face classes. Natal, for instance, had had more teaching experience in virtual classes than in other class format. Considering this, it is hard to state, for instance, whether she thought there was any difference between both modalities or not.

When it comes to teachers' beliefs about L2 pronunciation teaching and how their beliefs influence their attitudes towards L2 pronunciation in their virtual classes, it can be inferred by the episodes about L2 pronunciation teaching found in the observed classes that pronunciation teaching, unlikely other aspects of L2 teaching and learning, such as grammatical explanation, was not intended to be part of the observed lessons due to teachers' preferences or lack of confidence to teach pronunciation – and it has also been the case in Costa's (2016) research.

Concerning the second research question of this dissertation (*To what extent do EFL teachers' belief systems about L2 pronunciation teaching influence teachers' attitudes towards L2 pronunciation in their virtual classes?*), as observed, pronunciation teaching takes place at the segmental level, meaning that teachers focused on the pronunciation of words when pronunciation teaching episodes were identified. In several moments, all teachers seemed to avoid L2 pronunciation teaching because they believe that the most important thing in speaking a language is the flow of communication (stated in their answers during the interview and/or in the SRIs), although they said they believe pronunciation is important. Most L2 pronunciation teaching moments appeared as teacher's reactions to their pupils' errors. Interestingly, it was also the case in the study of Nguyen and Newton (2020) in which they showed that EFL

teachers' actions concerning L2 pronunciation is reactive and unplanned. That is, L2 pronunciation teaching appeared basically in reaction to students' pronunciation errors. Furthermore, research has claimed that L2 pronunciation pedagogy has been to a great extent guided by teachers' intuitive thinking (DERWING; MUNRO, 2005) which seemed to be the case in most (if not all) L2 pronunciation episodes. When more recurrent topics in EFL/ESL teaching contexts concerning L2 pronunciation were detected during the observation phase, teachers provided attention exclusively to pronunciation teaching. It was the case in situations in which 'th sounds' and the pronunciation of '-ed endings' in English regular verbs in the past taught in some of their lessons.

Teachers' attitudes concerning L2 pronunciation led me to infer that the avoidance of pronunciation teaching is due to teachers' insecurity and lack of knowledge about (how to teach) pronunciation. This affirmation can be reinforced when noticed that teachers seem to be very confident and knowledgeable when it comes to grammar teaching, and this has also been reported in the literature (LEVIS; MCCROCKLIN, 2018). In other words, when EFL teachers needed to explain any grammatical topics explicitly, they did it every time they found it was needed, even if they had to stop the lessons and break the flow of communication. This finding is consistent with the findings of other studies (BREITKREUTZ; DERWING; ROSSITER, 2001; FOOT; HOLTBY; DERWING, 2011; HENDERSON *et al.*; 2015; FALLANG, 2016;) that suggest that EFL teachers do not feel prepared to teach pronunciation when they have to do so in their classes. Findings concerning lack of sufficient training to approach L2 pronunciation in EFL/ESL classes have also been reported in previous research (MACDONALD, 2002; FOOTE *et al.*, 2011; COSTA, 2016; COUPER, 2016). Even more experienced teachers have demonstrated lack of sufficient knowledge of L2 pronunciation teaching (KELLY, 2011). Therefore, in this sense, the results of this research study are in line with findings in previous research.

Finally, teachers seemed to have a small repertoire of techniques to approach L2 pronunciation in their classes, often resorting to recasting, modelling the pronunciation of a word and, less often, comparing the L1 and the L2 sound systems or mentioning spelling and sound correspondence. It may be due to the format of the classes during the pandemic. Nonetheless, only future research concerning teachers' beliefs about pronunciation teaching could confirm or deny that classes format played a significant role in their pedagogical practices.

I hold the view that L2 pronunciation teaching is very important in the teaching of the English language and teachers should have more opportunities to improve their L2 pronunciation teaching repertoire in order to approach it more effectively. Research has already shown that specific training/education that “combines an introduction to English phonology and guidelines for pronunciation teaching has a positive impact” (BUSS, 2017, p. 218) on teachers’ beliefs and pedagogical practices. To Levis and McCrocklin (2018), one of the characteristics that makes a teacher an effective pronunciation teacher is the ability to look critically at their own L2 pronunciation teaching and question and (re)evaluate their L2 pronunciation teaching beliefs critically in a systematic way.

The third research question of this dissertation (*What are the EFL learners’ beliefs and attitudes about their own L2 pronunciation learning and what are the reasons that lead EFL learners to have the beliefs and attitudes about L2 pronunciation they have?*) is related to EFL students. As mentioned before, all students who participated in this study have beliefs about L2 pronunciation learning. All answers were obtained from an online questionnaire that was intended to unveil their beliefs. In general, it was found that students hold a set of at least 5 beliefs and attitudes about L2 pronunciation learning: 1) beliefs about the importance of the phonetic and phonological aspects of the English language; 2) beliefs about the L2 pronunciation model towards English pronunciation; 3) beliefs about the EFL student’s role in pronunciation learning, 4) beliefs about the difficulties in pronunciation learning, 5) beliefs about their own pronunciation and the importance of studying L2 pronunciation.

When it comes to beliefs about the importance of the phonetic and phonological aspects of the English language, although some answers varied a little, almost all respondents showed beliefs in favor of the importance of phonetic and phonological aspects of the English language. Some beliefs concerning this topic are attached to the right pronunciation of words in English – that is, the segmental level.

Concerning the beliefs about the L2 pronunciation model in English pronunciation, EFL learners believe that there is no clear model, but the possibility of many, especially because English is spoken world widely and, although not clearly stated but inferred, the teacher can also be seen as a model in pronunciation.

Concerning EFL learners’ role in L2 pronunciation learning, students believe that they have the role of ‘protagonists’ in learning pronunciation. An EFL learner is expected to be someone who dedicates a lot of time and effort in order to learn it. According to learners’

beliefs, the teacher is in the classroom just to guide the students, since the student is the one who must have a proactive role as a learner in L2 pronunciation.

About their beliefs regarding the difficulties in L2 pronunciation learning, students see difficulties at the segmental level of the language. That is, difficulties in terms of pronunciation of the ‘th sounds’ and about some vowel sounds, cognates, linking words, as well as the format of the classes, since virtual classes are seen as a factor that makes it difficult to learn pronunciation, at least by one of the students who participate in this study.

Finally, students believe that in general, their pronunciation is “average” (Student 4, Student 5, Student 2, Student 8, and Student 9, for instance) or “good” (Student 1). There is also the case of familiarity with the words. When the student already knows the word(s) in English, she can perform well in terms of pronunciation. Pronunciation of words is the major concern, and apart from a student who mentioned linking words, no belief about rhythm, intonation and other suprasegmental features are found in EFL learners’ beliefs. All in all, their beliefs with regards to the importance of pronunciation in foreign language learning are extremely positive.

6.2 PEDAGOGICAL IMPLICATIONS

As it has been argued throughout the previous chapters, L2 pronunciation teaching, although it has been more recurrent in research in English teaching and learning and in applied linguistics in recent years (MACDONALD, 2002; BREITKREUTZ, DERWING; ROSSITER, 2001; FOOTE *et al.*, 2011; THOMSON, 2012; COSTA, 2016; COUPER, 2016; BUSS, 2017; SHAH; OTHMAN; SENOM, 2017; HAUS, 2018; BAI; YUAN, 2019; NGUYEN; NEWTON, 2020), is still neglected to some extent by teachers who constantly report the lack of both knowledge and confidence (THOMSON, 2012) to approach it explicitly in their classes. Research has also revealed discrepancy between teachers’ beliefs about pronunciation and their actual practices (SHAH; OTHMAN; SENOM, 2017). On the other hand, research has also pointed out that L2 pronunciation “specific training combined with an introduction to English phonology and guidelines for pronunciation teaching has a positive impact on pre-service ESL teachers’ cognition” (BUSS, 2017, p. 218).

Investigation about teachers and students’ beliefs about L2 pronunciation can provide awareness to all individuals involved in the process of teaching and learning and such awareness can be important to call teachers attention to a better attitude concerning such area of English

teaching and the problematization of issues linked to pronunciation should be seen as another attempt to help teachers consider adding more teaching episodes that could help their learners learn pronunciation at both segmental and suprasegmental levels of the language. In doing so, teachers would also meet students' expectations, since research has "shown that EFL students often rate the importance of pronunciation as high" (CELCE-MURCIA *et al.*, 2010, p. 279).

It is expected that this study can contribute to a better understanding of this construct called beliefs of teachers and students of English, especially in the Brazilian context, in all lessons format, in face-to-face and virtual ones. I hold the view that we need to understand what happens and how things happen in class by examining teachers and students' beliefs in all sorts of language issues. By problematizing beliefs about L2 pronunciation teaching in virtual classes, I hope that teachers consider thinking critically about their future choices concerning pronunciation teaching in a realistic way, taking into account the benefit of incorporating such skill in their teaching routine in order to help their learners develop an intelligible speech so that they will be able to communicate with speakers of other languages.

Similar to other studies (BUSS, 2013; COSTA, 2016), the present one shows that L2 pronunciation teaching still seems to be a huge gap in teacher education programs since all three participants in this group demonstrated that they did not have enough training to teach pronunciation to their students.

This study should also bring the awareness that pronunciation can be approached in communicative teaching, in online classes too, since it seems necessary for students to develop an intelligible speech. Costa (2016) suggested that it is important to investigate more deeply what teachers' beliefs about L2 pronunciation teaching are, especially if we consider the role of the English language as a lingua franca, and how teachers' beliefs can influence their teaching pedagogical practices. The same should be considered in the future for not only teachers, but also learners. But this study should be seen as another attempt to problematize teachers and students' beliefs concerning L2 pronunciation teaching and learning for a better understanding of teaching priorities in general, but also about priorities in pronunciation too.

Finally, I hold the belief that all aspects of a language are important for both teachers and students. When students decide to learn a new language, they tend to rely on their teachers. Teachers should all consider their students' needs and interests in order to plan their lessons in more realistic and effective ways as well as set realistic goals to be achieved in their lessons. As it has been suggested by researchers, teachers should "incorporate various pronunciation-focused types of instruction and activities systematically to help L2 learners train their

perception and production as well as attend to the pronunciation features that are most crucial for communication success” (SUZUKIDA, 2021, pp. 54-55). This research should shed some lights on the issues of teachers’ and students’ belief system about L2 pronunciation repertoire as well as pronunciation teaching and learning as a skill to be added to both teachers and students.

6.3 LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH

As with the majority of studies about beliefs in applied linguistics, this research may be subjected to several limitations. The first major limitation is the degree of difficulty when it comes to recruiting volunteers for this study since the data-gathering procedures as well as the phase before the actual data-collection *per se*, that is the attempt to follow all steps to meet the demand for the ethical principles and the regulations of the ethics committee for human research at UFSC, were moments in which I had to dedicate a lot of energy and attention to meet all the deadlines and goals. Since many important issues were new to most of us in terms of data collection in virtual classes due to restrictions imposed by the pandemic, the processes took more time than I expected since I had to make several adaptations not only in the project (that eventually became projects, plural), but also in the data-gathering instruments. Adaptation and readaptations and patience were key to it.

The second limitation concerns the number of participants. As stated previously in this study, seventeen EFL teachers were invited, but only 5 demonstrated interest in taking part of it. In the end, only three were really able to participate. It was the same with the EFL learners that volunteered to this study. I had bigger expectations concerning the number of volunteers, but it turned out to be a whole different reality. Although the number of participants was not the number I had predicted, I had to make the most of it in order to meet the goals of this research.

Maybe in other conditions I could have had more volunteers, but during the pandemic and, considering that the situation was in its worst moment in Brazil during the time phase of data collection, I decided that I should have to keep the study going and try to get as much data as possible in order to investigate EFL teachers’ and EFL learners’ beliefs about L2 pronunciation teaching and learning in virtual classes.

A very important point in terms of limitations was the data-collection instrument that was related to capturing teachers’ virtual classes in audio and video. At some specific moments,

some teachers had to deal with some difficulties concerning the use of the software that would record their lessons and sharing their video files with the researcher. It may also have played a role in teachers' decisions in not participating since recording and sending the lessons would require not only time, but also extra work for them. Actually, one of the volunteers had to give up the study due to this issue since he reported having problems in both recording and uploading his classes.

Even with some limitations, this research seems to have its value since many findings can contribute to literature concerning the research of L2 pronunciation teaching and learning and it also has some pedagogical implications since English language teachers and students can benefit a lot from its findings. In this sense, even though it was not possible to build up a complete unified view of all aspects about beliefs about L2 pronunciation teaching and learning, this study can be seen as another attempt, especially in the Brazilian context, to 1) to unveil EFL teachers' beliefs systems about L2 pronunciation teaching in virtual EFL classes; 2) to unveil the extent to which EFL teachers' belief systems about L2 pronunciation teaching influence their attitudes towards L2 pronunciation in their virtual classes; and 3) to indicate what EFL learners' beliefs and attitudes about their own L2 pronunciation learning are and possible reasons that lead EFL learners to have the beliefs and attitudes about L2 pronunciation they have.

The replication of this study in traditional classes (in face-to-face format) could be interesting in order to check how different or how similar the results would be. In other words, a new study with similar objectives could add to this one or maybe to other studies since its results could provide a more thorough idea of how similar or divert the teachers' and students' beliefs about L2 pronunciation teaching and learning can be.

One of the participants of this study has made it explicitly that it is really difficult to teach L2 pronunciation in virtual format – and it has been noticed that it really seemed to be the case while observing his behavior and his answers in the interview and the SRIs as well. Therefore, an investigation with teachers as well as with students in another teaching format, other than virtual – synchronous and asynchronous lessons – would represent an important contribution to the field.

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APPENDIX A - ENTREVISTA (COM OS PROFESSORES)

Nome completo:

Gênero/idade:

Formação acadêmica (máximo de informação possível):

Experiência profissional (e anos que leciona inglês):

Informações extras sobre profissão:

Perguntas gerais

1. Quais habilidades são fundamentais na aprendizagem de um outro idioma?
2. Quais aspectos das habilidades orais devem ser enfatizados nas aulas de língua estrangeira? Por quê?
3. Além das regras gramaticais que os professores normalmente ensinam em suas aulas, quais outras regras os alunos devem aprender em aula?
4. Quais tipos de materiais, atividades ou tarefas você usa em suas aulas? Quais os objetivos que você pretende atingir com tais recursos?
5. Até que ponto o fato de a língua inglesa ser uma língua internacional/franca influencia sua tomada de decisões em sala de aula?

Perguntas com foco no ensino da pronúncia em L2

6. Na sua formação, você teve aulas sobre ensino de pronúncia da língua inglesa? Poderia falar um pouco sobre sua(s) experiência(s)?
7. O que é ensinar/aprender a pronúncia em língua inglesa? Como você ensina a pronúncia da língua inglesa em suas aulas?
8. Na sua opinião, quais são os principais fatores que podem dificultar a aprendizagem da pronúncia em língua estrangeira? Como superar tais dificuldades?
9. Qual (se houver algum) é o modelo “ideal” de pronúncia a ser ensinado para os alunos de língua inglesa?
10. Qual é o papel do professor no ensino de pronúncia da língua inglesa?
11. Você acredita que professores nativos (de língua inglesa) são melhores professores no quesito ensino de pronúncia?
12. Qual a importância da inteligibilidade mútua no ensino da pronúncia da língua inglesa aos alunos brasileiros de inglês como língua estrangeira?

Perguntas com foco na aprendizagem da pronúncia em L2

13. Você acredita ser possível tanto para adultos quanto para adolescentes aprender os aspectos da pronúncia da língua inglesa em qualquer fase da aprendizagem?⁴²
14. Você costuma corrigir seus alunos em sala? O que você pensa sobre a correção da pronúncia dos seus alunos?
15. Quais foram (ou são) as maiores dificuldades dos seus alunos na aprendizagem da pronúncia durante as suas aulas de língua inglesa?
16. Para você, qual a importância da aprendizagem da pronúncia para os alunos?
17. Você sabe qual a opinião de seus alunos sobre a aprendizagem da pronúncia? Como a opinião dos alunos pode influenciar suas decisões na hora de planejar suas aulas?
18. Quais são as diferenças no ensino da pronúncia em aulas presenciais e virtuais? As aulas virtuais influenciaram sua prática em termos de ensino de pronúncia?
19. Você já fez uso de algum recurso tecnológico (aplicativos, sites, videoaulas etc.) para ensinar pronúncia?
20. Você acredita que a primeira língua do aluno pode interferir na aprendizagem/aquisição da pronúncia da língua estrangeira?
21. O que você acredita ser um objetivo realístico na aprendizagem da pronúncia em língua estrangeira?
22. Se você pudesse desenvolver um livro-texto para ensino de língua inglesa, quais aspectos da pronúncia da língua inglesa você incluiria?
23. Qual a importância da aprendizagem do alfabeto fonético internacional para os alunos?

Sample Stimulated Recall Interviews (SRIs) questions⁴³

1. What were you thinking at this moment?
2. Can you tell me what you were thinking during this activity here?

⁴³ Same SRIs questions used by Baker, A. (2014). Exploring teachers' knowledge of second language pronunciation techniques: Teacher cognitions, observed classroom practices, and student perceptions. *Tesol Quarterly*, 48(1), 136-163.

Interview in English

EFL teachers

Full name:

Gender/age:

Academic background (as much information as possible):

Professional experience (and years of EFL teaching):

Extra information about the professional experience:

General questions

1. Which skills are fundamental in learning another language?
2. Which aspects of oral skills should be emphasized in foreign language classes? Why?
3. In addition to the grammar rules that teachers usually teach in their classes, what other rules should students learn in class?
4. What types of materials, activities or tasks do you use in your classes? What goals do you want to achieve with such resources?
5. To what extent does the fact that the English language is an international/lingua franca influence your classroom decision-making?

Questions focusing on L2 pronunciation teaching

6. In your academic education/training, did you take classes in English pronunciation teaching? Could you talk a little about your experiences?
7. What is English pronunciation teaching and learning? How do you teach the English pronunciation in your classes?
8. In your opinion, what are the main factors that may make it difficult to learn the pronunciation in a foreign language? How to overcome such difficulties?
9. What is (if there is any) the "ideal" pronunciation model to be taught to EFL students?
10. What is the role of the teacher in English pronunciation teaching?
11. Do you believe that the English language native teachers are better at pronunciation teaching?
12. What is the importance of mutual intelligibility in teaching English pronunciation to Brazilian students of English as a foreign language?

Questions focusing on L2 pronunciation learning

13. Do you believe it is possible for both adults and teenagers to learn the aspects of the English pronunciation at any stage of learning?
14. Do you often correct your students in class? What do you think about correcting your students' pronunciation?
15. What were (or are) your students' greatest difficulties in learning pronunciation during the English language classes?

16. For you, what is the importance of pronunciation learning for your students?
17. Do you know what your students think about pronunciation learning? How can students' opinions about pronunciation learning influence your decisions when planning your classes?
18. What are the differences in teaching pronunciation in traditional classroom and virtual classes? Have virtual classes influenced your practice in terms of pronunciation teaching?
19. Have you ever used any technological resources (apps, websites, video lessons, etc.) to teach pronunciation?
20. Do you believe that students' first language can interfere in learning/acquiring the pronunciation of the foreign language?
21. What do you believe to be a realistic goal in foreign language pronunciation learning?
22. If you could develop a textbook for teaching English, what aspects of English pronunciation would you include?
23. What is the importance of learning the international phonetic alphabet (IPA) for students?

Sample Stimulated Recall Interviews (SRIs) questions⁴⁴

1. What were you thinking at this moment?
2. Can you tell me what you were thinking during this activity here?

⁴⁴ Same SRIs questions used by Baker, A. (2014). Exploring teachers' knowledge of second language pronunciation techniques: Teacher cognitions, observed classroom practices, and student perceptions. *Tesol Quarterly*, 48(1), 136-163.

APPENDIX B – QUESTIONÁRIOS COM OS ALUNOS

Pesquisa acadêmica – UFSC

Este questionário tem como objetivo coletar dados para a pesquisa de Bruno Coriolano, doutorando do Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários (PPGI/UFSC). NÃO EXISTE RESPOSTA CERTA OU ERRADA!

Obrigado por aceitar participar desta pesquisa. Suas respostas me ajudarão muito na coleta de dados e no desenvolvimento da tese de doutorado!

Importante: Seus dados serão preservados e em nenhum momento sua identidade será revelada.

Nome completo:

Contato (e-mail):

Gênero: () Masculino () Feminino () Outro

Idade:

Nível de inglês para o qual está matriculado(a):

Tempo de estudo da língua:

Outras formas de contato com a língua:

Questionário (Pesquisa acadêmica - UFSC)

1. Quando você pensa em aprender uma outra língua, quais aspectos você entende como:
1) pouco importantes; 2) importantes e 3) muito importantes?
2. Qual a importância do estudo da gramática na aprendizagem de uma língua estrangeira?
3. Qual a sua maior dificuldade ao estudar a língua inglesa? Como consegue lidar com tal dificuldade?
4. Qual a importância do desenvolvimento da fala para a comunicação em língua inglesa?
Quais aspectos são fundamentais para conseguir se comunicar efetivamente em língua inglesa?
5. De forma geral, como aprendiz da língua inglesa, quais aspectos ou habilidades você acredita que devem ser prioridades nas aulas?
6. Você estuda a pronúncia da língua inglesa fora do contexto da sala de aula? Como?
7. Qual a importância de se estudar os aspectos fonéticos e fonológicos da língua?

8. Na sua opinião, a pronúncia pode ser aprendida em sala de aula? Como?
9. Nas aulas de língua inglesa você estuda a pronúncia do idioma? Como acontece o ensino desta habilidade da língua?
10. Você acredita existir um modelo de pronúncia a ser seguido/atingido quando o aluno decide aprender um novo idioma? Se sim, poderia falar um pouco mais sobre este modelo? Qual modelo seria? Por que tal modelo?
11. Qual é o papel do aluno na aprendizagem da pronúncia da língua inglesa?
12. Quais são as maiores dificuldades encontradas por você na aprendizagem da pronúncia da língua inglesa durante as aulas? Como procura lidar com tais dificuldades?
13. Seus professores ensinam a pronúncia da língua inglesa? Como?
14. Como você avalia sua própria pronúncia na língua que você está aprendendo?
15. Você acredita que seria importante estudar mais a pronúncia da língua?
16. Você acredita que qualquer estudante de língua inglesa, em qualquer momento, pode aprender a pronúncia da língua?
17. Quais aspectos da pronúncia da língua inglesa você gostaria que fossem incluídos nas aulas?

QUESTIONNAIRE IN ENGLISH

Full name:

Contact (e-mail):

Gender:

Age:

Level of English for which you are registered:

Study studying English:

Other forms of contact with the English language:

How you practice pronunciation:

1. When you think about learning another language, what aspects do you understand as: 1) less important; 2) important and 3) very important?
2. How important is the study of grammar in foreign language learning?
3. What is your greatest difficulty when studying English? How do you cope with such difficulty?
4. How important is speech development to English language communication? What are the key aspects of being able to communicate effectively in English?
5. In general, as an English language learner, what aspects or skills do you believe should be priorities in class?
6. Do you study English pronunciation outside the classroom context?
7. What is the importance of studying the phonetic and phonological aspects of language?
8. In your opinion, can pronunciation be learned in the classroom? How?
9. In English classes do you study the pronunciation of the language? How does teaching of this skill/aspect of the language happen?
10. Do you believe there is a pronunciation model to be achieved when the student decides to learn a new language? (If so, could you talk a little more about this model? Which model would it be? Why such a model?)
11. What is the student's role in English pronunciation learning?
12. What are the biggest difficulties encountered by you in learning the English language pronunciation during classes? How to deal with such difficulties?
13. Do your teachers teach the pronunciation of the English language in class? How?
14. What do you think about your pronunciation in English?
15. Do you think it would be important to study more about the English language pronunciation?
16. Do you believe that any English-speaking student, at any time, can learn the pronunciation of the language?
17. Which aspects of English pronunciation would you like included in the lessons?

APPENDIX C – TRANSCRIÇÕES DAS ENTREVISTAS

Transcrição da entrevista Rio de Janeiro

Masculino, 30 anos

Superior completo (licenciado em letras - Inglês pela UFSC)

Aproximadamente 8 anos de magistério em inglês, a maior parte do tempo nos Cursos Extracurriculares da UFSC (DLLE) e um ano numa escola particular (Rockefeller).

Também falo francês (e tenho interesse em lecionar um dia), espanhol e italiano em nível avançado e vários outros idiomas em nível básico.

(Text provided by the EFL teacher identified here as Rio de Janeiro)

Data 26 de maio de 2021

Perguntas gerais

1. Quais habilidades são fundamentais na aprendizagem de um outro idioma?

Bom, nós falamos bastante das quatro habilidades quando os alunos estão aprendendo o idioma – que seriam a fala, a escuta, a escrita e a leitura. Então nós usamos muito esses termos também. Eu acho particularmente... penso muito em outras questões que aí não seriam bem habilidades, mas estão um pouco relacionadas com coisas assim atitudinais. Por exemplo, motivação... um objetivo, uma coisa mais concreta que eles têm em mente; que eles querem fazer com o idioma. Acho que isso pode fazer toda a diferença. Muitas vezes tem alguma barreira, alguma coisa que você está ali um pouco obrigado... tem uma atitude assim que não é a ideal... é... pode dificultar, deixar mais lento esse processo. Então, eu geralmente converso isso um pouco com eles. Mas acho que... habilidades, assim pensando mais no termo técnico, eu acho que seriam essas quatro a princípio.

2. Quais aspectos das habilidades orais devem ser enfatizados nas aulas de língua estrangeira? Por quê?

Olha, eu acho que comunicação é o principal. Muitas vezes os alunos têm essa visão de: “poxa, mas meu inglês não é perfeito, né?!” o de ninguém é, né? Eu sempre falo isso. Aquela questão: “poxa, mas tem o sotaque!”, mas o sotaque da pessoa não tem problema nenhum. A questão é a pronúncia correta e tudo, né? Que às vezes pode causar realmente dúvida, principalmente em inglês que nós temos vários *minimal pairs*; tem várias palavras muito parecidas. Então trocou um som, você já falou uma coisa completamente diferente. Então essa preocupação é legal, mas aquela preocupação assim de falar como um nativo, né, de sotaque... ou de um inglês perfeito, que nunca vai chegar, né?! Isso eu acho que temos que desconstruir com os alunos. Então eu acho que o foco, inclusive do curso onde eu dou aula, nos cursos Extracurriculares, é de comunicação. Então é uma abordagem mais moderna... assim que nós estamos tratando de

exemplos mais reais, das coisas realmente relevantes a vida deles. Os alunos, esse semestre, elogiaram bastante os temas que surgiram porque foram coisas realmente importantes. Coisas que realmente precisam ser discutidas, principalmente agora durante a pandemia. Então eles ficaram bem satisfeitos porque não era aquele material didático com uma mentalidade um pouco mais tradicionalista, o que poderia ser assim distante da realidade deles, de uma coisa que eles não se interessassem tanto, né?

3. Além das regras gramaticais que os professores normalmente ensinam em suas aulas, quais outras regras os alunos devem aprender em aula?

Bom, eu tento focar num aprendizado um pouco mais implícito nesse sentido. Assim, no caso, esse semestre eu estava com aulas um pouco mais com turmas de conversação. Então, na verdade, em teoria, eles não estavam aprendendo nada assim necessariamente novo [...] concreto assim de alguma coisa gramatical específica porque eles já passaram, né?! Por todos os níveis (ou fizeram o nivelamento) então é bem mais livre esse aprendizado deles ou a prática da língua inglesa, mas mesmo quando eu dei aulas em outras turmas de outros níveis também, sempre tentei fazer uma coisa um pouco mais implícita. Então, nesse sentido, eu sempre falo um pouco essa questão da pronúncia, dos *minimal pairs*; às vezes eu trago um vídeo que é de comédia, que chama *The Italian Man Who Went To Malta*. Aí é basicamente uma historinha assim até um pouco clichê. Assim tudo de um italiano com um sotaque bem forte, tudo com uma fala assim bem carregada em inglês e ele vai pra Malta onde se fala inglês. Aí ele usa vários *minimal pairs* errados. Então parece que ele está xingando; parece que ele está falando outra coisa e daí acaba em várias situações constrangedoras. Daí nós usamos isso para discutir essa questão que eu já tinha comentado antes de pronúncia correta. Então, de certa forma tem uma regra ali, né, para eles pensarem que os sons corretos são importantes e tudo mais. Então ao mesmo tempo que tem todas essas estruturas que são importantes, nós tentamos fazer uma coisa mais implícita, um pouco mais com uma meta assim mais comunicativa para que não seja tão tradicional; aquela visão de antigamente de “Hugo viu a uva verde”... essa coisa realmente já caiu bastante, né, inclusive em outras línguas também. No ensino de outras línguas.

4. Quais tipos de materiais, atividades ou tarefas você usa em suas aulas? Quais os objetivos que você pretende atingir com tais recursos?

Eu uso tudo quanto é tipo. Eu tento variar bastante. Acho que é interessante até para manter o interesse, né? E deixar o curso assim um pouco mais leve e variado. Nós falamos da questão de que cada aprendiz tem certa facilidade com diversos tipos de materiais. Até a questão assim de ou mais visual ou mais auditivo ou mais sinestésica, de colocar assim a “mão na massa”. Tudo isso é interessante de variar um pouco, até porque para alguns aprendizes vai ter um impacto diferenciado. Então eu tento variar bastante. Eu trago séries. Até da Netflix eu trago um trecho de algumas séries. Vídeos, bastante... eu trago bastante TED talk, principalmente nesses cursos de conversação para aprofundar um pouco um tema ou introduzir o tema que vai ser debatido. Eu gosto de trazer música também. Eu acho interessante. E o propósito eu acho que é esse assim... de... não só tornar a aula interessante, né? A gente brinca também que “não é uma aula assim de cursinho”, em que o pessoal brinca assim que acabam se tornando mais

“entrededores”, principalmente os professores em alguns casos. Então eu acho que o foco é mais de trazer o aluno para aquele assunto, né, introduzir de uma forma que realmente engaje ele, né, e faça ele refletir sobre o assunto, então acaba sendo como um suporte mesmo de alguma outra meta linguística, comunicativa.

5. Até que ponto o fato de a língua inglesa ser uma língua internacional/franca influencia sua tomada de decisões em sala de aula?

Olha... não sei se influencia tanto as decisões em si, mas é uma coisa que a gente debate. Inclusive o primeiro tópico do curso que eu criei, que foi a conversação B, fala justamente disso, de inglês como uma língua internacional e o futuro dessa língua, né... que acaba se tornando uma língua franca; que acaba tendo vários international Englishes, né... world Englishes... a gente usa mais nesse plural para mostrar essas várias variedades, principalmente novas, que vão surgindo [...] e outras variedades que acabam se tornando bem mais distintas dos ingleses que a gente teria dos países anglófonos. Então, é uma coisa bem interessante de se debater, principalmente para mostrar que não existe um inglês perfeito; de que só tem o inglês americano ou o britânico. Enfim, seriam os mais corretos de alguma forma... acho que é legal justamente para desconstruir isso de que a gente pode ter uma variante brasileira, por exemplo; ter um sotaque carregado brasileiro e se comunicar perfeitamente e isso tá lindo. A gente não tem que tentar mudar isso ou copiar de alguma forma outros tipos de falantes.

6. Na sua formação, você teve aulas sobre ensino de pronúncia da língua inglesa? Poderia falar um pouco sobre sua(s) experiência(s)?

Não... olha... tive aula de fonética e fonologia bem rápido assim... foi um quarto de semestre para fonética e um quarto de semestre para fonologia. O outro se não me engano era lógica... foi uma matéria assim dividida. Foi inclusive com a [nome da professora].

7. O que é ensinar/aprender a pronúncia em língua inglesa? Como você ensina a pronúncia da língua inglesa em suas aulas?

Olha, para mim eu acho que é justamente se tornar consciente dessas distinções... dessas palavras que eu comentei [sons do th]... é diferente de pegar esses sons. É diferente. Não é bem igual à vogal que a gente tem e tal no inglês. Então... o ‘cat’ não é exatamente ali o nosso ‘é’ do português. Então, conseguir pegar algumas diferenças de “man” para “men”, que são sutilezas mesmo da língua que vão se tornando mais claras, eu acho, mas, como eu disse, eu tento ensinar de uma maneira bem implícita. Em alguns momentos eu mostro ali o IPA para quem tem curiosidade, sem entrar muito em detalhes. Mas mostro ali justamente para tentar explicar as diferenças e tudo... então em alguns momentos eu explico um pouco. Inclusive nessas... nesses cursos... no curso de conversação lá, a gente tem alguns exercícios ali em que aparecerem essas transcrições... assim.. né... da escrita fonética, e é interessante mostrar em alguns momentos, mas muitas vezes acaba acontecendo bem por conta do aluno assim... de “cair a ficha” assim... esse momento ali de “nossa... realmente o som é diferente eu consigo produzir melhor se eu... é... posicionar a língua assim de tal forma e etc.” em alguns momentos

a gente ajuda, mas ao mesmo tempo não insiste tanto porque para alguns alunos isso acaba não funcionando tão bem. Acho que tem essa questão de cada aprendiz pegar de um jeito diferente.

8. Na sua opinião, quais são os principais fatores que podem dificultar a aprendizagem da pronúncia em língua estrangeira? Como superar tais dificuldades?

Eu acho que a questão dos sons que são bem diferentes do inglês. A gente tem bem mais quantidades de vogais. A gente tem o /th/ que os alunos sofrem um pouquinho às vezes para pegar assim, né, a pronúncia bem correta, que também não é o fim do mundo, né?! Geralmente dá para entender... você tem um minimal pair ali que esse /th/ vai atrapalhar. Tem a questão dos dois sons diferentes do /th/ que a maioria desconhece, né, e tudo... são essas questões assim... sons que não são familiares para qualquer outra língua, né!? E... ver essa importância porque em português a gente não tem tantos minimal pairs. A gente não tem tantas palavras assim que trocou um soquinho e já trocou completamente de som; é um pouco mais raro isso. As palavras são curtinhas em inglês e muitas vezes é... é uma diferença muito sutil entre elas. Então isso pega um pouco acho pros alunos.

9. Qual (se houver algum) é o modelo “ideal” de pronúncia a ser ensinado para os alunos de língua inglesa?

Olha... é... eu acho que o modelo... não é bem modelo. Acho que a pronúncia ideal é a pronúncia em que a comunicação é efetiva. Se o outro está te entendendo e não está tendo falha de comunicação constantes, eu acho que está ótimo. Então... acho que eu já tinha comentado algumas vezes. Eu acho que não tem assim um modelo padronizado ... assim de algum país ou coisa do tipo uma pessoa pode ter um sotaque, por exemplo, nordestino brasileiro bem carregado e pronunciar as palavras perfeitamente e todo mundo vai entender; vai achar possivelmente exótico, provavelmente não vão nem identificar como brasileiro, né... porque estão mais acostumados com o carioca, com o paulista [pausa], mas não vai haver problema nenhum em termos de comunicação, né... e ao mesmo tempo alguém pode ter um... sotaque ou falar de um jeito assim... soa super californiano ou novaiorquino, etc... e ao mesmo tempo cometer vários erros assim de pronúncia... umas questões um pouco mais avançadas ou mais sutis e não falar tão bem quanto outro falante, né?! Então, acho que não tem um modelo. Acho que é se comunicar.

10. Qual é o papel do professor no ensino de pronúncia da língua inglesa?

Olha... eu acho que é justamente está ali disponível para quando o aluno tem essa dúvida, quando eles mesmos perguntam “nossa, como eu pronuncio tal palavra?” etc... ajudar... não impor tanta coisa assim, até porque muitas vezes assim... em inglês a gente tem múltiplas pronúncias possíveis para aquela palavra... então... eu lembro de um professor da faculdade que parou de falar “olha, com certeza é assim...” porque nem sempre a gente sabe; pode ter outra variante ali nova que pronuncia de outra forma então a gente não tem como dizer que com certeza não dá para pronunciar assim, mas quando eles vem ajudar, a gente fala assim, mostra

como a gente pronuncia e quais são algumas pronúncias possíveis. Eu sempre indico o site [nome do site], que eu acho interessante... que mostra não só nativos, mas outros países pronunciando assim em inglês mesmo... em outras línguas... as palavras. Eu acho isso bem, bem... rico.

11. Você acredita que professores nativos (de língua inglesa) são melhores professores no quesito ensino de pronúncia?

Não. Eu acho que... que nem eu disse... eles podem mostrar os sotaques... por exemplo, você quer ser um ator, né... quer... quer “aprender” ... quer adquirir uma pronúncia ou sotaque específico, né... se fosse um *accent coach* ou coisa do tipo... aí talvez, né... poderia te ajudar melhor, mas eu acho que pronúncia em si é conhecimento; é estudar a língua. Muitas vezes os próprios nativos não têm conhecimento assim de como pronunciar o som, né... é uma coisa que vem muito naturalmente... várias outras questões, né, da língua. Então acho que vai muito da competência do professor. Isso independe de onde ele nasceu.

12. Qual a importância da inteligibilidade mútua no ensino da pronúncia da língua inglesa aos alunos brasileiros de inglês como língua estrangeira?

Eu acho que é importante. Nunca tive problemas de os alunos não se entenderem; de rolar alguma estranheza ou alguma coisa assim do tipo... as acho muitas vezes acontece em curso assim com o do [nome da escola] de comunicação... de conversação, perdão, em que alguns alunos podem estar em um nível, em um patamar um pouco diferenciado em termos de pronúncia mais correta; um pouco de comunicação mais trabalhosa assim nesse sentido; demanda um pouco mais de esforço se eles não tiverem praticado tanto quanto o outro ou aprofundado tanto ainda o conhecimento. Mas, os alunos sempre se dão muito bem; sempre se entendem muito bem. A gente sempre tem bastante sorte de ter alunos que estão ali porque querem. Isso também ajuda bastante. Eles estão sempre dispostos a ajudar esses alunos que se atrapalham um pouco mais a conseguir se comunicar... a realizar as atividades ali também etc. Então, eu acho que, de certa forma, talvez em até certos momentos essas imperfeições ali linguísticas, né, podem até causar uma certa empatia; uma certa vontade de ajudar no outro que pode ajudar bastante nessa noção assim de trabalho em equipe... nessa noção de se entender, né, de se conectar, eu acho.

13. Você acredita ser possível tanto para adultos quanto para adolescentes aprender os aspectos da pronúncia da língua inglesa em qualquer fase da aprendizagem?

Olha, eu acho que sim. A idade, é claro, é um fator e pode fazer alguma diferença, né?! Eu acho que a motivação é mais importante, por exemplo, uma pessoa na terceira idade que tem uma motivação enorme de viajar; de aproveitar realmente essa língua que ela vai aprender... acho talvez que tenha até uma facilidade de aprender... acho até que tenha um pouco mais de facilidade ali do que um jovem-adulto que não tem essa vontade e que está ali obrigado e que

é só para o trabalho, mas é aquela coisa tipo... que ele mesmo sempre diz que não gosta da língua e etc... que tem uma barreira mesmo, talvez seja até para uma pessoa de idade mais avançada. Mas é claro que a idade não impossibilita, mas também não ajuda, né... em alguns momentos se torna um pouquinho mais trabalhoso, né... em relação à memorização e etc... mas eu acho que tudo é possível. [pausa para perguntar qual era a pergunta novamente]... eu acho que sim, mesmo começando ali, com idade mais avançada é sempre possível, com a motivação certa, com a didática boa [do professor].

14. Você costuma corrigir seus alunos em sala? O que você pensa sobre a correção da pronúncia dos seus alunos?

Olha, eu confesso que meu intuito inicial assim não é necessariamente corrigir – eu acho que eu sempre corrijo de uma forma que seja assim, bastante educada; assim eu espero o aluno terminar de falar. Acho que é importante não interromper; não causar um desconforto no aluno. Lógico eu estou sempre atento à abertura, né; tem alunos que podem, assim, “se doar” um pouco mais e outros que vão está ali: “Poxa, me corrija, eu te agradeço”. Então, depende um pouco de caso a caso. Mas, no geral, eu acabo corrigindo ali de alguma forma, mesmo que sutil. Principalmente se eu vejo que esse errinho está ali se repetindo várias vezes. Aqui no Google Meet, nas aulas virtuais, muitas vezes eu escrevo ali – no presencial seria no quadro, né? – eu escrevo no chat às vezes ali um pouquinho explicando a pronúncia, se eu achar que ali não é o momento de falar ou interromper... mas eu acho legal também em alguns momentos dar um toque ali, principalmente se for alguma coisa assim de *minimal pairs*, alguma coisa que poderia atrapalhar a comunicação. Aí eu acho bem importante dar uma dica, dar uma ajuda para o aluno. Mas em alguns momentos – às vezes, né – nem sempre a gente deve intervir.

15. Quais foram (ou são) as maiores dificuldades dos seus alunos na aprendizagem da pronúncia durante as suas aulas de língua inglesa?

[repete a pergunta para ter certeza do que foi perguntado e responde] olha, eu acho que em geral são dúvidas ou dificuldades mais comuns, que nem eu havia falado ali do /th/; às vezes alguns alunos têm dificuldade de pronunciar... geralmente eles perguntam, né... é... essa questão de alguns *minimal pairs*, alguns sons ali de vogal... deixe eu ver... [pausa para pensar e retoma] é difícil um pouco eles trazerem. Geralmente é a gente que acaba trabalhando um pouquinho ou outro, né?! São poucos os alunos, eu acho, que têm esse interesse em se aprofundar um pouco mais em como funciona exatamente, né, a pronúncia, ou uma autoanálise ou uma autocrítica da própria pronúncia, mas acontece de vez em quando. Ah, eu acho que... deixa eu ver... eles... às vezes se surpreendem com algumas coisas que aparecem assim nos conteúdos mesmo do livro, alguma coisa que eles nem tinham refletido sobre, por exemplo o final dos verbos – do ED, que são três sons possíveis; alguns alunos não sabem realmente [... imita aluno refletindo...]: “Ah, não tinha parado para pensar sobre isso”. Eu enquanto aluno lá atrás tive esse momento, né, de [pausa curta]... de pensar sobre isso. Então, isso se dá de forma bem orgânica no geral. Em relação [às aulas presenciais e virtuais] isso não fez muita diferença, em relação à pronúncia pelo menos, eu acho que não. Acho que foram outras questões que surgiram, mas isso [em relação às dificuldades sobre a pronúncia] não fez muita diferença não.

16. Para você, qual a importância da aprendizagem da pronúncia para os alunos?

Olha, eu acho que a maioria pode ter algumas crenças nesse sentido que a gente tinha falado ali de uma suposta pronúncia perfeita, assim como a gente tem os padrões de beleza, a gente tem de certa forma uns padrões de língua correta. Então eles imaginam o inglês mais formal; um inglês britânico ali “queen’s English” ou alguma coisa do tipo. Ou um americano ali... um sotaque americano mais privilegiado... né... Hollywood, né? [curta pausa] Nova York, etc. Então a gente tem algumas crenças que os alunos podem trazer e daí, de certa forma, alguns querem, né... é... buscar essa suposta pronúncia melhor na cabeça deles. Alguns têm essa preocupação um pouco maior de comunicação mesmo; de realmente não errar as palavras ou não ter uma falha comunicativa. Então, cuidar um pouquinho mais na pronúncia certinha das palavras, isso eu acho bem válido. No geral, eu acho que é uma coisa que eles não se preocupam tanto quanto, por exemplo, regras gramaticais, mas sempre tem aqueles que se preocupam um pouco mais ou que já estudaram isso de alguma outra forma ou já têm um entendimento disso no português, então acabam levando para o inglês também, para outras línguas, mas... acho que é isso.

17. Você sabe qual a opinião de seus alunos sobre a aprendizagem da pronúncia? Como a opinião dos alunos pode influenciar suas decisões na hora de planejar suas aulas?

Eu acho que... realmente, eu havia falado um pouco dessas questões assim das opiniões, algumas crenças que podem influenciar. Uma coisa que eu acho interessante também é justamente aguardar esse momento assim em que eles trazem, essa preocupação maior. Eu acho que, na maior parte do tempo, eu acho que essa é a visão um pouco do curso e minha também de tentar fazer uma coisa mais orgânica também nesse sentido de que tem um momento certo. Uma hora vai ter esse “momento Eureka” ali deles perceberem mesmo algum erro, algum vício, né... é lógico que a gente dá alguns toques e tudo, mas eu acho que a maior parte desse esforço, dessa mudança tem que vir deles. Então, eu preferi na maior parte do tempo aguardar se eles vão pedir ou se vai ter alguma abertura realmente de “ah, me corrija”; principalmente de aulas particulares também que eu já fiz bastante, eu acho interessante o aluno já ter essa consciência primeiro. Daí a gente pode até tentar plantar uma sementinha, mas a gente não tem como fazer ela brotar, né?! Então o aluno é que tem que está apto, eu acho, no momento propício para realmente querer trabalhar nisso e resolver qualquer tipo de questão de pronúncia que eles tenham para resolver.

18. Quais são as diferenças no ensino da pronúncia em aulas presenciais e virtuais? As aulas virtuais influenciaram sua prática em termos de ensino de pronúncia?

Acho que em outros níveis tenha um impacto um pouco maior porque agora eu estou dando aulas apenas de conversação... então tem essa questão dos alunos terem níveis diferentes e que isso não foi um problema. Eu até comentei que em certos momentos isso seja até bom – essa questão assim da solidariedade; da empatia de alguma forma deles se entenderem ou terem esse

desejo de se entenderem; de ajudar. Mas acho que nos outros níveis tenha sido um pouco diferente porque a gente adaptou, né, os livros, o que a gente já usava no presencial, que eram o [nome do livro] e o [nome do livro] dos níveis 1 ao 8. Isso, de alguma forma possa ter mudado porque no presencial ia muito do particular do professor. De como ensinar, como abordar... aparecia ali alguns momentos específicos ali do livro, mas não tão aprofundado, um pouco ali a base só e o professor que decidia até onde ele queria levar isso. Até quão profundamente ele queria explorar, né, a questão da pronúncia. Agora que acho que está um pouco mais uniformizada porque a gente tem os cursos que a gente adaptou, mas criou do zero ao mesmo tempo no Moodle. Então todos os professores têm aquelas mesmas atividades, aquelas mesmas questões. Então, de certa forma, por mais que na aula a gente possa explorar e possa trazer mais coisas, eu imagino que tenha ficado mais homogêneo essa questão do ensino e aprendizagem. Nos outros níveis que eu saiba sempre tem algumas atividades, assim como na conversação tem algumas atividades assíncronas em geral, né, que a gente faz então no Moodle mesmo, né, de pronúncia e aí eles trazem feedback assim de como foi o exercício. A gente consegue ver também pelo próprio Moodle, né, como foi, nas tentativas deles; quanto tempo levou e tudo mais. Então, isso foi um dado importante para um professor que queira explorar isso bastante.

19. Você já fez uso de algum recurso tecnológico (aplicativos, sites, videoaulas etc.) para ensinar pronúncia?

Sim, comentei aquele [Forvo], né, que eu sempre recomendo pra eles. Às vezes mostro em aulas mesmo. Olha, acho que em determinado momento eu já usei bastante coisa. Não tenho assim um que eu sempre uso, tenha que usar, né, depende muito assim da... da... do... nível da turma e tal. Eu gosto do [engvid] também, que é um site assim de vídeos aulas em inglês. É um site com vários professores diferentes, a maioria canadense, então têm também uma pronúncia quase americana, mas algumas diferencinhas de pronúncia ou de sotaque. Então isso também é legal só para mostra uma variedade que talvez eles não tenham tanto contato quanto e nesse site tem de tudo quanto é assunto, inclusive pronúncia. Então posso passar algum vídeo assim específico de pronúncia lá para eles. Já usei alguns outros sites também. Já usei o (International Dialects of English Archive), que também tem várias pronúncias, vários falantes diferentes e tem uma entrevista com uma fala livre e com a transcrição [continua falando das características do site].

20. Você acredita que a primeira língua do aluno pode interferir na aprendizagem/aquisição da pronúncia da língua estrangeira?

Sim, com certeza. Eu acho que a gente acaba transferindo no geral. Enquanto a gente não tem ainda tão bem formada essa segunda língua, a gente acaba transferindo das línguas que a gente já tem assim maestria. Então, muitas vezes, no inglês, os alunos colocam aquela vogalzinha no final da palavra, que teria que ter no português de certa forma. Ou trocam algum som de alguma vogal que a gente não tem no português, coloca alguma do português; substitui... tem várias particularidades que a gente percebe que é por conta do português. E isso eu acho que acontece naturalmente assim. Até uma criança aprendendo também, mesmo que bem jovem também teria esse período assim ali e chega um momento que você já tem essa independência que a gente

brinca assim já tá pensando na outra língua. Então chega um momento que já tá assim bem consolidada no cérebro mesmo a língua e aí a gente consegue separar realmente as línguas. Lógico, é diferente para cada aprendiz, a velocidade, como isso se dá exatamente, mas eu acho que acaba desassociando, não tendo essa tanta influência, diminuindo a influência da língua materna.

21. O que você acredita ser um objetivo realístico na aprendizagem da pronúncia em língua estrangeira?

Um objetivo realístico, é isso? Eu acho que é a questão de comunicação mesmo. Se você quer viajar, por exemplo, e sabe para aonde você vai e quer ter uma ideia do sotaque, por exemplo. Em aulas particulares eu já tive questões assim. Então, seria um objetivo mais concreto, tipo: “Olha, eu tô indo para tal lugar, me disseram que é difícil de entender o pessoal de lá.” Tipo Irlanda do Norte ou algum país, por exemplo, com algum sotaque diferente, alguma coisa que é considerada um pouco mais exótica e tal... desconhecida. Então... não que tenha realmente uma questão técnica ali, né... alguma pronúncia... a pronúncia é a mesma assim não se torna mais difícil, né?! Mas acho que a grande questão é a familiaridade ou não, né, então se é um sotaque que você nunca ouviu na vida realmente pode causar uma estranheza; uma dificuldade para entender. Então alguns alunos às vezes trazem isso [pausa curta]... algumas variantes que eles “apanham” um pouco para conseguir compreender [...] então eu acho que o objetivo concreto acho que seria exatamente essa comunicação de forma a “não passar vergonha” ou a “não passar perrengue”... a não ter alguma dificuldade. Então eu acho que um objetivo concreto seria exatamente essa preparação “olha eu tô indo para tal lugar, então eu quero ter ao menos alguma familiaridade para ficar mais fácil de eu ... me virar nesse local.”

22. Se você pudesse desenvolver um livro-texto para ensino de língua inglesa, quais aspectos da pronúncia da língua inglesa você incluiria?

Eu acho que tentaria incluir todos, inclusive pronúncia. Eu acho que, como comentei, depende muito de muitos aspectos; muitas questões assim de alguns momentos um pouco mais avançados ou mais nuances. Depende um pouco do objetivo de aluno também. Então não sei se existe um livro-texto em inglês que serviria para todos os propósitos. Eu gosto bastante do [Grammar in Use] por ser bem sucinto. Apesar de que ele nem tem questões de pronúncia; é bem mais gramático, mas eu acho ele tão bem elaborado no sentido de realizar a proposta que ele levanta que eu acho muito bem sucedido nesse aspecto. Então, acho que alguma coisa assim nesse sentido de ser mais direto ao ponto, de ser bem organizado. Eu acho bem legal a questão do mapeamento... eles mostram um índice, uma tabela no final de cada lição, mostrando outros pontos que apareceram [detalha mais o livro]. Então se eu fosse elaborar, eu tentaria alguma coisa, que de alguma forma, me parecesse eficiente, mas ao mesmo tempo dependeria muito do público alvo e tudo... assim... do propósito exatamente do livro... eu acho que tentaria englobar o máximo de aspectos da língua sim.

23. Qual a importância da aprendizagem do alfabeto fonético internacional para os alunos?

Olha, eu acho bem pessoal. Eu acho que em alguns momentos eu já comentei. Várias vezes eu acho... como eu gosto, eu tenho essa curiosidade e eu acho interessante e eu acho útil, eu acabo mostrando, mas eu sempre tenho essa consciência que para alguns alunos aquilo ali não vai fazer sentido algum ou talvez até dificulte assim; pode causar estranheza. Então eu nunca faço eles usarem de alguma forma; acho relevante. Tem alguns alunos que já conhecem ou já tiveram algum contato com fonética e fonologia então eu acho legal mostrar que existe, mas ao mesmo tempo não impor porque eu acho que para algumas pessoas não é bem por aí que esse aprendizado de pronúncia se dá.

Transcrição da entrevista de Natal

Gênero/idade: Feminino, 23 anos

Formação acadêmica (máximo de informação possível): Graduação em Letras - Inglês

Iniciando o mestrado no Programa de Pós-Graduação em Inglês: Estudos linguísticos e literários.

Experiência profissional (e anos que leciona inglês): Ensino desde 2019

Iniciei trabalhando em uma escola de idiomas, mas o trabalho era extremamente desvalorizado. Quando sai comecei no EXTRACURRICULAR da UFSC, já no início da pandemia. No mesmo ano comecei a dar aulas particulares.

(Text provided by the EFL teacher identified here as Natal)

Data 28 de maio de 2021

Perguntas gerais

1. Quais habilidades são fundamentais na aprendizagem de um outro idioma?

Eu acho que ... é... é muito difícil falar sobre isso. Eu acho que a questão, especialmente assim... do tipo, dependendo do idioma que você está aprendendo, no caso do inglês, eu acho que... tanto a participação, eu sempre falo para os meus alunos, tanto a participação é importante. É... eu acho que o estudo constante e a interação tanto entre os alunos quanto os alunos com o professor eu acho que é importante. E... ah, eu acho que é isso. Assim, é... de início, né? [...] do que... é... pensando numa pessoa que está querendo estudar, eu digo que importante eu acho que é a constância no estudo, praticar bastante e praticar todas as habilidades, tanto a parte de escrita quanto de conversação e treinar também a compreensão. Eu acho que é isso.

2. Quais aspectos das habilidades orais devem ser enfatizados nas aulas de língua estrangeira? Por quê?

Eu acho que é importante – pelo menos eu tento enfatizar que é – é necessária a participação nas aulas; os alunos têm que ser mais proativos e tentar participar o máximo que eles conseguem

porque eu acho que é o momento eu eles têm para tentarem interagir e o oral, assim, é bem mais difícil de você interagir com as pessoas. Você pode falar online, por exemplo, com uma pessoa escrevendo, mas a parte oral eu acho são momentos mais raros que você tem, especialmente se você não está num contexto nativo, né? Se você não está fazendo um intercâmbio, por exemplo. Então eu acho que a parte da participação e da interação e (pausa)... acho que... é... incentivar também; deixar claro que é OK cometer erros na hora de falar e as pessoas precisam se arriscar um pouco mais. Eu acho que... que eles precisam se arriscar bastante; se colocar em risco e tentar errar e se errou a gente ajuda. É... acho que das habilidades orais (pausa mais longa para pensar)... também é... acho que para os alunos é preciso enfatizar principalmente as diferenças de pronúncia, tanto... se você pensar num estudante falante nativo de português brasileiro, tentar enfatizar essa diferença de alguns sons que não têm no português e no inglês, por exemplo. A questão de entonação e... eu acho que são as coisas mais importantes e também a questão de inteligibilidade (eu gosto dessa palavra). Eu acho que isso também tem que ser enfatizado.

3. Além das regras gramaticais que os professores normalmente ensinam em suas aulas, quais outras regras os alunos devem aprender em aula?

Eu acho que regras de... regras de pronúncia, regras de ortografia – a regra de ortografia do inglês é extremamente complexa –, então, tem algumas regras que eu acho que precisam ser enfatizadas e algumas regras de pronúncia, né? Eu acho que estes são os principais pontos.

4. Quais tipos de materiais, atividades ou tarefas você usa em suas aulas? Quais os objetivos que você pretende atingir com tais recursos?

Então, nos meus cursos do Extra, que foram as aulas que eu gravei para você, a gente segue um livro... (pausa rápida)... porque agora, estando online, as aulas estão um pouco diferentes. Nas aulas presenciais também a gente seguia o *Interchange*, mas a gente sempre tenta trazer outras atividades que façam com que eles interajam bastante na comunicação oral principalmente. Então tem um momento de explicação de gramática, mas o que a gente tenta trazer é sempre trazer uma discussão. Pelo menos eu procuro fazer assim, né, não sei os outros professores do curso; trazer uma discussão inicial para que eles pratiquem bastante; trazer algumas perguntas relacionadas ao tema ou então dar um texto para eles lerem antes e daí a gente discutir esse texto e daí fazer essa abordagem mais explícita da gramática, né, porque eu sinto assim dos grupos que eu já ensinei eu sinto que as pessoas querem essa explicação mais explícita porque se não parece que eles não estão aprendendo nada. Então assim é... às vezes eles ficam com essa insistência de “ah, mas e aí como é essa estrutura, isso e não sei o que”, então às vezes eu tento trazer a explicação um pouco mais explícita para ver se eles entenderam mesmo também. E depois alguma outra atividade comunicativa também. Como a gente só tem dois encontros semanais de uma hora, eu tento fazer ao máximo as atividades que façam com que eles se comuniquem mais ou que eles expressem mais as ideias deles porque é o único momento na semana que eles vão fazer isso. Pelo menos assim eu sei que a maioria eu sei que não tem muito

contato com o inglês além do curso. Então eu acho que tanto no início quanto no final trazer essas atividades que façam com que eles se comuniquem um pouco mais.

5. Até que ponto o fato de a língua inglesa ser uma língua internacional/franca influencia sua tomada de decisões em sala de aula?

Eu acho que um pouco importante é a questão dos diferentes sotaques por inglês ter se tornado uma língua franca a gente tem *world Englishes*. Então eu acho que os alunos tenham contato com diferentes *accents* porque vai chegar um ponto em que eles vão ter que interagir com uma pessoa que também não é nativo de inglês, mas que a única língua para eles se comunicarem é o inglês. Então eu acho que tentar trazer é... no curso de conversação eu acabava fazendo mais isso, no inglês 5 a gente fica mais no livro mesmo, o de conversação foi a gente que montou, então a gente tentava trazer vídeos de outros... é... pessoas que falam outros sotaques de inglês para tentar familiarizar eles com os *world Englishes*. Mas, eu acho que também dá uma oportunidade maior da gente trazer conteúdos de outros ambientes que não sejam apenas EUA e Inglaterra; trazer alguma coisa diferente relacionado a outro lugar ou então um vídeo. Às vezes eu busco trazer, eu busco trazer isso, não tanto no inglês 5 do Extra, mas com meus alunos do curso de conversação principalmente que a gente passa bastante vídeo para discussão, eu acho que é interessante trazer esses outros conteúdos; discutir um pouco sobre essas diferenças porque vai tá ali e às vezes eles podem se chocar um pouco na hora de ter contato.

6. Na sua formação, você teve aulas sobre ensino de pronúncia da língua inglesa? Poderia falar um pouco sobre sua(s) experiência(s)?

Eu tive uma disciplina voltada para isso, que foi uma disciplina chamada English Phonetics and Phonology, que a gente discutiu assim, no final do curso um pouco mais sobre o ensino. A gente analisou os materiais didáticos, mas um pouco mais da metade do curso foi mais voltado mesmo para o IPA, para stress, intonation e daí para o final a gente discutiu um pouco mais sobre o ensino mesmo, mas uma disciplina 100% mesmo voltada para o ensino não tive. Mas essa disciplina, eu acho, me ajudou bastante a entender como explicar.

7. O que é ensinar/aprender a pronúncia em língua inglesa? Como você ensina a pronúncia da língua inglesa em suas aulas?

Eu acho que quando a gente ensina, pelo menos do meu ponto de vista, eu gosto muito de ensinar a pronúncia, eu tento sempre trazer isso nas aulas. É... quando a gente tem um cronograma a seguir é sempre um pouco mais difícil porque, né, o Extra tem essa questão do calendário e fica um pouco mais complicado, mas eu sempre tento trazer, né? É... quando eu tenho um grupo maior, eu tento highlight as diferenças, né, por exemplo “a gente tem esse som que ele não é muito bom; ele não tem no português, então pode ser que seja um pouco mais difícil então acho que é interessante vocês prestarem mais atenção neles” é... como a gente tem pouco tempo na sala de aula também, eu tento indicar para eles mais materiais externos, para

eles verificarem, conferirem a pronúncia. Então, tem alguns canais no YouTube que mostram os sons especificamente, tipo cada pronúncia de cada som e onde você vai encontrar ele na ortografia, então eu indiquei esse canal para eles. É... mas quando dá tempo, eu tento trazer alguma atividade mais voltada para isso. E quando a gente tem um cronograma para seguir é um pouco mais complicado.

8. Na sua opinião, quais são os principais fatores que podem dificultar a aprendizagem da pronúncia em língua estrangeira? Como superar tais dificuldades?

Uma coisa que eu acho difícil é a questão dos sons que a gente não tem em língua portuguesa mesmo – pensando em falantes nativos do português – é... esses sons que a gente não tem ou então os sons que causam mais confusão, por exemplo o /ê/ e o /é/ ou o /ae/ e o /a/... então eu acho que esses sons ou então o /th/, né, também é um pouco mais complicado. Então, é... trazer... é... esses fatores podem dificultar por a gente não ter isso na nossa língua nativa, então eu acho que isso é um pouco difícil... a questão do stress... principalmente sentence stress eu acho um pouco complicado porque é diferente do nosso – até eu tenho um pouco de dificuldade com isso ainda e foi uma coisa que estudei bastante e estou estudando ainda porque eu tenho dificuldade – e eu acho também a questão do intonation também eu acho que é importante isso; às vezes passa um pouco despercebido. Então não só os *segmentals*, mas os *suprasegmentals* também.

9. Qual (se houver algum) é o modelo “ideal” de pronúncia a ser ensinado para os alunos de língua inglesa?

Eu não diria que tem um modelo ideal. Eu acho que primeiro depende mais do desejo do aluno. Eu acho que isso é muito individual. Eu acabo tendo essa tendência para pronúncia mais do modelo americano porque que é o inglês... é... o meu sotaque é mais puxado para o americano (mas tenho um pouco do conhecimento do britânico também). Mas eu não acho que tenha um modelo ideal porque eu acho que a questão, principalmente de sotaque, pronúncia, é bem... assim, pronúncia, ok, mas essa questão do sotaque é muito individual e tem muita, é muito relacionado à identidade então eu não tento buscar um ideal, eu tento trazer a pronúncia mais *accurate* possível dentro do inglês que eu estou falando ali com eles. Então, por exemplo, como meu sotaque vai mais para o inglês americano, eu acabo trazendo a pronúncia mais voltada para o inglês americano, mas eu acho que só trazer essa pronúncia correta, mas a questão tipo de variante... para sotaque... isso eu não... eu acho que não tem o sotaque ideal, o modelo ideal, apesar de muita gente acreditar que o americano seja o... acho que é porque a gente tem mais contato com o inglês americano, então...

10. Qual é o papel do professor no ensino de pronúncia da língua inglesa?

Eu acho que o professor tem que guiar o aluno a entender essas diferenças entre os idiomas que são falados, tanto a língua nativa quanto o inglês; entender essas diferenças, ele precisa mostrar ao aluno: “Olha aqui é um pouco diferente” e tentar mostrar como que aquele som é produzido dentro da maneira da pronúncia ideal. Eu acho que é mais como um guia nessa questão de tentar trazer ou então tentar mostrar, por exemplo, a questão da entonação; tentar guiar o aluno nesse caminho, mas quando cai em sotaque não acho que é uma questão que o professor deve se meter assim tipo “ah, você está falando com um sotaque de inglês de brasileiro”, não, tem que limpar isso aí, não. Isso aí eu já não... eu acho que assim, depende muito do objetivo do aluno também. Se o aluno quer falar igual a um “falante nativo”, então (curta pausa) ok. Mas... eu não me meto até que eu entenda qual é o objetivo ali. Então eu acho que mais guiar nessa questão tanto dos sons quanto de entonação e stress, mas de sotaque eu acho que não.... a não ser que o aluno peça.

11. Você acredita que professores nativos (de língua inglesa) são melhores professores no quesito ensino de pronúncia?

Não. Porque a gente entende as dificuldades de pronúncia de quem é um falante nativo de português. A gente tem o conhecimento da língua. A gente sabe como a gente pronuncia os sons na nossa língua nativa. Então, para os faltantes nativos de português brasileiro eu acredito que um professor nativo de professor brasileiro seja melhor. Porque o professor americano, britânico, sei lá... ele não vai entender as dificuldades do aluno da maneira que a gente entenderia porque nós passamos por isso. Então eu acho que para pronúncia não é melhor...

12. Qual a importância da inteligibilidade mútua no ensino da pronúncia da língua inglesa aos alunos brasileiros de inglês como língua estrangeira?

É... eu acho que a inteligibilidade é um fator extremamente importante porque eu acho que o mais importante é você ser inteligível para você ser compreendido. Então eu acredito que esse é um fator extremamente importante que precisa ser ressaltado, que a gente precisa dar uma reforçada na questão da pessoa ser inteligível. Eu acho que é o ponto mais importante.

13. Você acredita ser possível tanto para adultos quanto para adolescentes aprender os aspectos da pronúncia da língua inglesa em qualquer fase da aprendizagem?

Eu acho que sim... claro que um grupo talvez tenha mais dificuldade do que outro, mas se a gente tem um... provavelmente vão precisar de um ensino mais explícito, talvez, mas eu acredito que sim, que é possível tanto para os adultos quanto para os adolescentes aprender. Talvez alguns precisem de uma parte mais explícita para tentar entender mesmo e outros já peguem um pouco mais rápido.

14. Você costuma corrigir seus alunos em sala? O que você pensa sobre a correção da pronúncia dos seus alunos?

Se eu vejo que o “erro” é muito persistente e isso está afetando, por exemplo, se ele está... né? Se tem outro... como é que a gente fala...? se a pessoas está falando uma palavra que é diferente por causa da pronúncia... aí eu busco corrigir só que eu tento ser um pouco mais cautelosa porque eu sei tem gente que não gosta de correção muito “ah... você aqui, oh. Você tem que falar tal coisa”. Então eu tento... primeiro eu tento trazer a palavra com a pronúncia certa tipo usando ela novamente para ver se ele pega, mas se a pessoa realmente continua insistindo ali na pronúncia diferente, aí eu falo “olha, se você usar esse palavra aqui... se você falar essa palavra desse jeito, ela vai mudar completamente o sentido. Então tem que tomar cuidado.” Mas eu tento ser o mais... principalmente em grupos maiores, que tem muita gente ali assistindo, a pessoa fica muitas vezes um pouco envergonhada. Então eu tento trazer, talvez deixar acalmar um pouco, daí trazer de volta porque se eu pego na hora que a pessoa está ali falando talvez eu a deixe um pouco constrangida. Então eu tento trazer, ou então mesmo depois da aula eu entro em contato e falo “olha...” principalmente quando a gente faz prova oral, né, que a gente tem que dar feedback depois... eu explico “olha, isso aqui tem... você tinha pronunciado de outro jeito...” mas sempre estou prestando atenção no que eles estão falando para tentar ajudar nesse sentido. Só que às vezes, trazer, principalmente em grupos grandes, trazer essa correção muito em cima assim, talvez seja um pouco complicado. Então, eu deixo eles falarem depois voltar a falar [...]. Alguns momentos acabam passando na hora, mas aí eu lembro e entro em contato depois e falo “aqui, aqui, e aqui... precisa dar uma estudadinha”. Mas eu tento ser o mais cautelosa possível para não deixar ninguém envergonhado, se sentindo atacada.

15. Quais foram (ou são) as maiores dificuldades dos seus alunos na aprendizagem da pronúncia durante as suas aulas de língua inglesa?

É... eu acho que... eu não senti muita diferença (entre as aulas remotas e presenciais)... eu acho que ainda os alunos que eu tenho... é realmente a questão desses sons que não têm no português, principalmente as vogais, eu sinto que eles confundem bastante. Tem um pouco ali de entonação, que às vezes precisa também dar uma praticada. Mas eu acho que a principal dificuldade que eu percebo, tanto nos alunos dos Extra quanto dos meus alunos das aulas particulares é... essas vogais que não têm no português e que daí na hora de falar eles confundem, eles buscam o mais próximo do português. Então eu sinto que eles ainda têm bastante dificuldade com isso e também algumas consoantes, principalmente o /th/.

16. Para você, qual a importância da aprendizagem da pronúncia para os alunos?

Eu acho que pra eles tem um peso bem grande. Porque muitos ainda têm aquele pensamento de “ah, o falante ideal. Soar como um nativo” então eu acho que para eles ainda é muito importante trabalhar a pronúncia. Eu sempre tento falar para eles “Olha, se vocês quiserem, vocês podem falar com um sotaque. A pronúncia é um pouco diferente. Então a pronúncia eu vou ajudar vocês”, mas assim... eu acho que por eles não entenderem muito essa distinção pronúncia e o sotaque, eu acho que eles acabam pesando ainda mais porque eles querem soar, falar igualzinho ali ao americano ou então ao inglês. Então eu acho que tem um peso muito grande eles não têm muito essa consciência de que é okay ter sotaque e aí acaba confundindo também com a questão

da pronúncia. Mas... eu acho que é importante, mas eu acho que assim todo mundo quer falar a “palavra direito”, então eu acho que tem um peso bem grande mesmo.

17. Você sabe qual a opinião de seus alunos sobre a aprendizagem da pronúncia? Como a opinião dos alunos pode influenciar suas decisões na hora de planejar suas aulas?

Eu acho que a opinião de grupos maiores... é bem complicado ter uma opinião mais geral porque eu sei que tem gente que não gosta de ser corrigida ou então não gosta de ser corrigido na frente dos outros. Então, para eles... eles acham importante a aprendizagem da pronúncia, mas eles não querem ser corrigidos ali no momento para todo mundo ver. Então eu sinto que, apesar de ser importante, acho que eles preferem que seja feita de outra maneira, mas eu acredito que todos ali estejam ali buscando a pronúncia correta das palavras e então eu acredito que para eles seja importante sim. Aí, eu acho, na hora de planejar as aulas... é... eu acho que assim, principalmente como eu estava falando, quando a gente tem que seguir o cronograma do curso, principalmente com os poucos encontros que a gente tem, é um pouco complicado trazer muita coisa. Eu acho que o que eu busco fazer mesmo é tentar prestar atenção nos erros que estão acontecendo. Geralmente quando eu dou um feedback para eles, eu dou um feedback bem completo, principalmente depois da prova. Às vezes não só relativo à prova, mas também coisa que eu já vinha observando há algum tempo. Então eu tento trazer esse feedback completo. E na hora de planejar as aulas eu tento trazer essas *highlights* da parte das pronúncias, mas nas aulas que são mais corridas assim que a gente tem que cumprir o cronograma fica um pouco difícil.

18. Quais são as diferenças no ensino da pronúncia em aulas presenciais e virtuais? As aulas virtuais influenciaram sua prática em termos de ensino de pronúncia?

Então... é que tipo assim, eu tive pouca experiência... foi um ano desde quando eu comecei a dar aula e agora eu estou quase dois no online [...] eu estou mais online do que no presencial e eu já estou bem acostumada com a questão da pronúncia no online. Eu acho que talvez a gente consiga trazer mais recursos com o online. A gente consegue trazer atividades diferentes e voltadas para a pronúncia. Talvez um jogo ou alguma coisa assim. Então isso para mim parece que não tem tanta diferença... talvez isso possibilite trazer outros recursos, trazer um jogo tipo (incompreensível) the game. Daí eles fazem. Daí eles mandam feedback. E... não que no presencial não dê para fazer isso, a gente pode usar outras atividades, talvez um role-play ou coisa assim, mas eu acho que como eu estou mais acostumado com o online eu não sinto tanta diferença eu acho que dê para trazer outros tipos de recursos que sejam... ajudem eles bastante.

19. Você já fez uso de algum recurso tecnológico (aplicativos, sites, videoaulas etc.) para ensinar pronúncia?

Já. Não com esse grupo que as aulas foram gravadas, mas eu já usei. É... teve um grupo meu de alunos mais avançados que eu fiz umas aulas mais explícitas de pronúncia, expliquei um pouquinho do IPA para eles e aí a gente fez um jogo que era o... era naquele site English Accent

Coach e aí eles tinham que ouvir as palavras e distinguir os sons, né, principalmente os mais difíceis ali, né que sempre causam confusão. Então, como eles estavam com dificuldade, a gente fez essa prática. Às vezes eu mando alguns vídeos se eu percebo que eles estão com dificuldade na pronúncia específica de algum som, eu mando alguns vídeos do *Sounds American* porque eles têm a pronúncia pro inglês americano. Então eu mando para eles esses vídeos, eles assistem e depois a gente conversa um pouquinho e vê se tem alguma dúvida. Então eu uso assim, aplicativo e esses vídeos do YouTube eu também acho legais de passar para eles assistirem porque tem também toda a questão, né, ele mostra o desenho da boca, então eu acho que ajuda bastante.

20. Você acredita que a primeira língua do aluno pode interferir na aprendizagem/aquisição da pronúncia da língua estrangeira?

Eu acho que interfere, não sei se de forma negativa ou positiva, mas acho que tem alguma interferência porque a gente tem sons diferentes em línguas diferentes, então eu acho que é inevitável, pelo menos nos anos mais iniciais, nos níveis mais iniciais você ter essa interferência. Pode ser que seja um pouco mais difícil para eles no início dependendo do que eles estão estudando, mas não sei se diria que é positivo ou negativo, mas acho que tem alguma interferência sim.

21. O que você acredita ser um objetivo realístico na aprendizagem da pronúncia em língua estrangeira?

Eu acho que ser inteligível, né, uma comunicação mais é... clara. Mas... eu acho que esse é o ponto principal, você buscar uma pronúncia de uma maneira mais *accurate* e que faça você ser compreendido e que você consiga também estudar essa pronúncia o que estão te falando. Eu acho que esse é o objetivo principal, e realístico. Pode ser que a pessoa às vezes não tenha um sotaque, né, aquele que todo mundo quer, mas eu acho que ser entendido e compreender é o mais importante.

22. Se você pudesse desenvolver um livro-texto para ensino de língua inglesa, quais aspectos da pronúncia da língua inglesa você incluiria?

Todos... é porque eu acho que tudo é um conjunto de coisas que vão se somando. Então eu acho que é... se for... se for um livro voltado para brasileiro, por exemplo ou um livro em geral? Tá... eu acho que é... pensando ... é que eu sempre penso em quem eu estou ensinado, né... então eu acho que voltado assim para brasileiros, por exemplo, trazer o IPA. Eu acho que o IPA é muito importante e aí... que daí a pessoa consegue talvez entender melhor o que está acontecendo ali, né? Então eu acho que trazer o IPA... independente do idioma que a pessoa fala, mas se for mais voltado para brasileiros, posso trazer bastante exercício aos sons que são distintos, mas também a parte de *stress and intonation* que eu acho que é muito importante e é bem complicado de entender às vezes.

23. Qual a importância da aprendizagem do alfabeto fonético internacional para os alunos?

Eu acho extremamente importante. É um pouquinho complicado de entender para quem não tem um conhecimento muito mais profundo da área. Só que eu acho que é extremamente importante e a gente deveria trazer isso cada vez mais porque quando a gente vê que tem uma... às vezes a gente precisa enxergar mesmo que tem essa distinção de som para saber que existe essa distinção de som. Então eu acho que ensinar o IPA é importante para que eles consigam ficar mais atentos a essas distinções, essas diferenças. E se eles tiverem com dúvida em alguma pronúncia, eles têm essa independência de procurar a transcrição ali para ver realmente como é que se pronuncia e entender. Porque, por exemplo, o dicionário às vezes tem, eu uso o Cambridge Dictionary e aí ele vem com a pronúncia tanto do britânico quanto do americano e eles podem, mas eles conseguem ler aquilo ali, eu acho que já ajuda bastante porque daí eles repetem, repetem... e lendo eles enxergam esses sons diferentes que às vezes é difícil de a gente enxergar. Então eu acho extremamente importante, eu adoro quando eles me perguntam assim para dar uma explicada porque eu acho que, apesar de ser um pouco mais técnico eu acho que é importante para eles terem essa independência na hora de estudar.

Transcrição da Entrevista de Curitiba

Letras - Inglês (bacharelado) pela UFSC; Mestrado em Inglês pelo PPGI; doutorado em andamento também pelo PPGI

Cursos Extracurriculares da UFSC, 5 anos

(Text provided by the EFL teacher identified here as Curitiba)

Data 13 de maio de 2021

Perguntas gerais

1. Quais habilidades são fundamentais na aprendizagem de um outro idioma?

Eu acredito que o principal é fazer o aluno de comunicar bem e se fazer entendido, seja com o professor ou com outras pessoas. Acho que esse é o principal de qualquer aula.

2. Quais aspectos das habilidades orais devem ser enfatizados nas aulas de língua estrangeira? Por quê?

Eu prezo muito pela comunicação mesmo entre os alunos e eu acho que a pronúncia acaba ficando não prejudicada, mas meio que em segundo plano exatamente por isso. Eu tenho a impressão que prezo mais por saber que ele está sendo compreendido e a pronúncia vem logo em seguida, não propriamente dito como fundamental ali.

3. Além das regras gramaticais que os professores normalmente ensinam em suas aulas, quais outras regras os alunos devem aprender em aula?

Eu costumo sempre falar que é bom a gente entender os contextos que a gente vai estar transitando com a língua. Sejam mais formais ou informais. Então eu prezo bastante por isso. Quando eu estou passando alguma explicação, por exemplo, sempre gosto de pontuar aquela explicação, se vale mais para contextos mais formais ou informais, por exemplo.

4. Quais tipos de materiais, atividades ou tarefas você usa em suas aulas? Quais os objetivos que você pretende atingir com tais recursos?

Então, por causa agora da pandemia tem sido bem reduzida a quantidade de materiais que a gente tem usado, até porque a gente está com uma plataforma meio híbrida e os alunos têm metade da aula pela plataforma do Moodle e metade da aula com a gente, pelo Zoom. Então, de atividades mesmo a gente acaba usando as atividades que já estão prontas no Moodle e vez ou outra a gente acaba usando vídeos ou powerpoint, mas sempre por esse contexto de chamada de vídeos mesmo.

5. Até que ponto o fato de a língua inglesa ser uma língua internacional/franca influencia sua tomada de decisões em sala de aula?

Eu acho que varia bastante de cada aluno. Acho que cada aluno tem uma necessidade diferente do porquê que eles estão ali na aula. Então, eu tento saber... conhecer muito bem os alunos... quais são as necessidades deles para estar aprendendo aquele conteúdo e isso acaba ditando o modo como eu conduzo as aulas também, né?!

6. Na sua formação, você teve aulas sobre ensino de pronúncia da língua inglesa? Poderia falar um pouco sobre sua(s) experiência(s)?

A gente teve de [fonética e] fonologia, mas eu fiz a disciplina como se fosse tronco comum. Então, a gente viu a fonologia... a fonética do português para estar usando na aula, né, não foi exclusivamente do inglês. Apareciam às vezes alguns exemplos de inglês e espanhol, mas era mais focado no português mesmo.

7. O que é ensinar/aprender a pronúncia em língua inglesa? Como você ensina a pronúncia da língua inglesa em suas aulas?

Então, a questão da pronúncia... quando eu sinto que ela precisa realmente aparecer, é um momento assim da aula separado. Então, eu deixo os alunos cientes de que a gente está vendo ali exclusivamente a pronúncia. É... justamente porque tem algumas coisas específicas nos sons do inglês que não existem no português e eu gosto bastante de enfatizar isso até para que os alunos se sintam mais confortáveis em até não conseguirem de primeira já pronunciar uns sons como o /th/, por exemplo. Então, eles terem essa noção de que é um processo isolado na aula,

ao mesmo tempo que é concomitante com o resto do conteúdo deixa eles mais tranquilizados de saber que... “okay, agora eu preciso pausar e olhar para a pronúncia mesmo.”

8. Na sua opinião, quais são os principais fatores que podem dificultar a aprendizagem da pronúncia em língua estrangeira? Como superar tais dificuldades?

Justamente essa diferença que a gente tem entre os sons do português e do inglês, né?! E como eu trabalho com alunos brasileiros na maior parte do tempo, tem muitos sons que são difíceis para eles adquirirem, principalmente o /th/. [fala sobre como superar as dificuldades]: eu costumo ser bem humorado quando os alunos surgem que essas dificuldades. Eu tento dar alguns exemplos, por exemplo, de movimentos que os alunos têm de fazer com a língua, com a boca para produzirem os sons. Mas eu também não costumo cobrar muito e ser muito rígido com isso. Eu acho que é um processo que eles vão adquirindo no decorrer do semestre do curso, né... mas eu sempre enfatizo que eles podem aprender no ritmo deles e que não é algo 100% essencial para aquele contexto que a gente está vivendo que é dentro de um contexto de uma sala de aula, né... mas eu sempre... com bastante bom humor, eu não forço eles a saírem com um /th/ de primeira, por exemplo.

9. Qual (se houver algum) é o modelo “ideal” de pronúncia a ser ensinado para os alunos de língua inglesa?

Eu acho que não porque varia muito de aluno para aluno, por exemplo o /th/ e o /ed/ do Passado Simples. Tem aluno que tem mais dificuldade de conseguir pronunciar, por exemplo o “r” retroflexo, o /th/ também. Então, varia muito de aluno. Então, é uma estratégia que a gente vai adaptando o tempo todo.

10. Qual é o papel do professor no ensino de pronúncia da língua inglesa?

Eu acho que é principalmente deixar os alunos tranquilos e deixar eles cientes também de que o contexto que a gente está vivendo ali vivendo é uma sala de aula. Então é uma simulação para a vida lá fora. Então eles podem se permitir cometer erros, tanto gramaticais quanto de pronúncia e eu sempre bato muito na tecla de que eles não vão ser punidos por cometer algum deslize.

11. Você acredita que professores nativos (de língua inglesa) são melhores professores no quesito ensino de pronúncia?

Eu acho que não por experiência própria. Porque eu já tive aulas com pessoas que eram de fora e tinham bastante dificuldade na pronúncia de algumas palavras que a gente aprende muito cedo quando a gente estuda inglês como segunda língua. A gente aprende a pronunciar de uma maneira e às vezes a gente acaba encontrando pessoas de outros lugares que falam ou de uma maneira diferente ou de maneira que a gente nunca ouviu aquela maneira antes, até mesmo de

maneiras incorretas também não tanto só em relação à pronúncia, mas conjugação de verbos também... parece uma coisa que a gente, com o inglês como segundo língua acaba prestando mais atenção, eu acho. Então eu não acho que seja fator determinante para dizer: “ah, um estudante nativo... um professor nativo consegue explicar de maneira melhor a pronúncia.” Acho que isso não tem muita interferência, não.

12. Qual a importância da inteligibilidade mútua no ensino da pronúncia da língua inglesa aos alunos brasileiros de inglês como língua estrangeira?

[...] é esse o principal objetivo, né?! Se comunicar também entre eles... por exemplo, quando a gente faz avaliações orais, é sempre muito bacana ver uma situação em que os alunos estão interagindo entre si sem a minha mediação 100% do tempo. E é muito bacana de observar como eles conseguem entender o que o outro está falando, mesmo com as suas diferenças de sotaque, de pronúncia”... então é fundamental sim e muito bacana e eu prezo muito por isso quando eles têm esses momentos de interação.

13. Você acredita ser possível tanto para adultos quanto para adolescentes aprender os aspectos da pronúncia da língua inglesa em qualquer fase da aprendizagem?

Acredito... sim. Normalmente pessoas mais idosas ou eles são muito receosos no inglês, por sentirem que existe essa barreira de aprendizado ou eles são muito dedicados; eles vão atrás e procuram as coisas antes da aula. As experiências que eu tive com essas pessoas foram sempre muito boas porque eles sempre superam esse medo que eles têm, no início, e acabam saindo normalmente uns dos melhores alunos para se trabalhar, sabe? Eu vejo que eles se dedicam muito e que no final eles mesmo se convencem de que a idade não deveria ser uma barreira para impedir o aprendizado deles.

14. Você costuma corrigir seus alunos em sala? O que você pensa sobre a correção da pronúncia dos seus alunos?

Eu costumo corrigir, mas eu costumo não interromper os alunos. Eu espero eles terminarem de comunicar o que eles estão tentando dizer ali no momento e depois comentar como uma sugestão para eles de como eles poderiam melhorar tal palavra específica. Por exemplo, eles estão apresentando alguma atividade, eu espero a atividade terminar, aí sim eu pontuo o que eu acho que poderia ser um pouquinho melhor na pronúncia para ficar mais próximo do que a agente está tentando atingir ali.

15. Quais foram (ou são) as maiores dificuldades dos seus alunos na aprendizagem da pronúncia durante as suas aulas de língua inglesa?

Eu vejo que está muito pior agora para a gente lidar com essas diferenças [aulas virtuais e presenciais] de fonemas do português com o inglês. Eu sinto que como a gente acaba não tendo contato presencial, eles acabam não tendo tanta intimidade para poder comentar sobre essas

coisas também e não falando tanto quanto eles falavam nas aulas presenciais. Então é muito difícil a gente medir até que ponto o aluno está realmente adquirindo e praticando a pronúncia se não for num momento de avaliação oral. Em aulas normais é muito difícil eu conseguir observar todos os alunos falando. Pelo menos... [relata fazer avaliação da pronúncia em provas orais].

Eu vejo primeiro se o objetivo de comunicação foi atingido e eu também sempre envio feedbacks para eles de dicas onde eles consigam melhorar. Por exemplo, eu mando alguns links para eles ouvirem a pronúncia daquela palavra para ver se se aproximam ou não do que eles estavam querendo dizer ali. É sempre mais como uma sugestão e não como uma imposição. Claro que sempre existem coisas que a gente precisa dizer “não é dessa maneira que é falado”. Mas é sempre com esse tom de sugerir como que você pode falar e não como você deveria estar falando agora.

16. Para você, qual a importância da aprendizagem da pronúncia para os alunos?

Eu acho que ajuda muito na confiança dos alunos. Por exemplo, quando a gente assiste vídeos... e os vídeos que a gente vê nas aulas de inglês normalmente são muito falsos. No sentido de que são atuações... então os alunos sempre ficam muito impressionados ou decepcionados no sentido de que “ah, eu nunca vou conseguir atingir esse nível de proficiência”. Então, eu tento encorajar os alunos a falarem do jeito que eles sabem primeiro para depois a gente está olhando para o que pode ser melhorado, justamente para trabalhar essa questão da confiança. A pronúncia é algo que eles olham muito quando eles estão aprendendo inglês. Eles querem ter uma pronúncia que se aproxime do nativo, tanto na questão de fonética quanto na questão de sotaque. Eu já tive algumas conversas com alguns alunos sobre como eles poderiam reduzir sotaque deles como falantes brasileiros e eu sempre bati na tecla de que isso não tem necessidade, né, que é muito importante a gente aceitar nosso sotaque e ficar tranquilo com ele também porque faz parte da nossa formação como aluno e professor. Então a questão da pronúncia acaba mais sendo essa de incentivar a confiança dos alunos para conseguirem um objetivo de comunicação.

17. Você sabe qual a opinião de seus alunos sobre a aprendizagem da pronúncia? Como a opinião dos alunos pode influenciar suas decisões na hora de planejar suas aulas?

Sim. Então... muitos deles acham que a pronúncia é uma das partes fundamentais de aprender uma língua e muitos deles pedem para serem corrigidos também em questão de pronúncia. E até mesmo interrompidos. Eu já tive casos de alunos que falavam “pode me interromper, mesmo quando eu estiver falando no meio de uma frase e falei alguma coisa errada, pode me parar e falar como é.”

Isso interfere um pouco na minha decisão de dar uma aula, por exemplo, na questão de que eu me adequo às necessidades de cada aluno. Então, por exemplo, eu sei que o aluno X, ele gosta de ser cobrado na pronúncia. Então eu vou tentar cobrar um pouco mais dele. Mas no geral eu atmosfera de que “tá tudo bem”, que eles podem cometer esses deslizes em sala de aula que eu

não vou brigar com eles ou nada do tipo, sabe?! Vai ser sempre uma relação construída a partir disso mesmo.

18. Quais são as diferenças no ensino da pronúncia em aulas presenciais e virtuais? As aulas virtuais influenciaram sua prática em termos de ensino de pronúncia?

Tem bastante diferença. Eu acho que a principal delas é quantidade e material que a gente tem para poder estar trabalhando dos próprios alunos. Até porque é muito mais difícil – você deve ter observado nas aulas que você já viu que eu te enviei – é muito mais difícil a gente conduzir uma aula em inglês no EAD. Então eu sinto que a aula, ela se divide em português e em momentos de atividade que a gente faz a troca ali em inglês. Então eu o mesmo material dos alunos ali para estar olhando porque eles não se sentem confortáveis ali com uma aula em inglês... então é isso, a gente acaba tendo menos oportunidades de estar ali olhando para a produção deles também. E ao mesmo tempo é muito complicado também porque eles se sentem muito presos ainda apesar do modelo que a gente tenta seguir para eles se comunicarem e tal. Eu acho que o EAD acaba sendo uma barreira que impede um pouco eles de se soltarem mais como no presencial e o presencial é bom porque a gente está ali o tempo todo. Então eles podem ver não só esse quadradinho aqui [aponta para câmera fazendo referência à aula virtual], mas eles conseguem ver a linguagem corporal. Eles conseguem ver os colegas, o que que eles estão sentindo ali no momento. E isso tudo contribui para a atmosfera inteira da aula... [inaudível] de que não precisa ter medo de conversar com a gente.

[respondendo se as aulas virtuais têm influenciado o ensino da pronúncia]

Sim, bastante. Eu sinto que é muito complicado para eu ensinar alguma coisa, para eu passar alguma coisa completamente em inglês. Eu abri mão disso já no segundo semestre do EAD (a gente está no terceiro agora) porque eu vi que seria muito inviável. Os alunos estavam vindo com contextos muito diferentes entre si, no contexto da pandemia... então, exigir que a aula fosse toda em inglês eu senti que era um peso muito grande e isso acabou afetando muito não só o rendimento das aulas [...], mas também em questão de produção oral em inglês mesmo. Eu sinto que fica essa lacuna, sabe?!

19. Você já fez uso de algum recurso tecnológico (aplicativos, sites, videoaulas etc.) para ensinar pronúncia?

Já... [...] no EAD a gente tem o material pronto já no Moodle, que são os vídeos que a gente usa; que são encenações mesmo. Isso me tira um pouco da autonomia que eu gosto de ter no presencial porque às vezes surgem algumas situações específicas entre os alunos e eu lembro de um vídeo na hora e gosto muito de passar para os alunos com sotaques diferentes ou uma maneira diferente de comunicar a mesma frase, por exemplo, e isso se perde muito no EAD. Eu acho que é muito mecanizado. A gente tem um roteiro muito mais rígido para seguir do que no presencial, que é muito mais fluído, né?!

20. Você acredita que a primeira língua do aluno pode interferir na aprendizagem/aquisição da pronúncia da língua estrangeira?

Sim, bastante. Como eu falei tem essas diferenças desses sons da língua e muitos deles não conseguem assimilar essa realidade, né, que esses sons não existem em português e é por isso que é tão difícil para a gente conseguir produzir esses sons. Então eles se frustram muito porque eles não conseguem; eles não sabem como formar os sons... então tem muita interferência do português sim. Eu percebo bastante isso.

21. O que você acredita ser um objetivo realístico na aprendizagem da pronúncia em língua estrangeira?

Acho que um objetivo realístico que eu preso também nas aulas é o fator de comunicação. Então eu sempre observo se os alunos conseguem além de pronunciar as palavras, também entender o que os colegas pronunciam em sala de aula.

22. Se você pudesse desenvolver um livro-texto para ensino de língua inglesa, quais aspectos da pronúncia da língua inglesa você incluiria?

Eu acho que depende muito do público algo. Se fosse para o português, eu justamente veria esses sons que a gente não produz no português falado. Eu sinto que se viesse isso, por exemplo, como uma dica, como um apêndice do lado da folha, por exemplo: “ah, esse som aqui no existe na fonética do português brasileiro”, eu acho que isso daria uma tranquilizada do tipo: “ah, okay... isso aqui eu posso aprender porque é uma coisa que eu... que não faz parte da minha realidade, mas justamente por isso ele é mais árduo, mas é possível também de chegar ali.”

23. Qual a importância da aprendizagem do alfabeto fonético internacional para os alunos?

Acho que é muito importante. Eu acho que eles conseguem visualizar, o que fica pressuposto na maioria das vezes, de que o inglês é diferente do português. A partir do momento em que eles têm acesso à essas diferenças, eles conseguem visualizar que X, Y e Z [fazendo referência a sons que não existem em português, mas sim no inglês] não existem no português e eles precisam percorrer esse caminho para alcançar X, Y e Z, eu acho que eles se cobram um pouco menos. Óbvio que eles se cobram para atingir esse objetivo para adquirir X, Y e Z, mas eles entendem que aquilo não fazia parte da realidade deles antes deles entrarem no curso. Então eu acho que faz diferença sim.

APPENDIX D - TRANSCRIPTIONS OF THE CLASSES, FOCUSING ESPECIALLY ON L2 PRONUNCIATION TEACHING EPISODES FOUND IN THE OBSERVED CLASSES

CURITIBA'S CLASSES

Date: April 19th 2021

This video presented a huge problem since every time the teacher talks the audio does not work properly. When students speak the video is okay.

This class was used to pilot the instrument.

Date: April 22nd 2021

In order to present the first episode of L2 pronunciation teaching, it is important to contextualize the first class. The lesson starts by the teacher greeting the students. After that, the teacher talks about what students studied in the previous lesson. They talk about the grammar topic – *how often* for frequency – and then the teacher divides the class into two smaller groups. Students work together in order to create a dialogue in which they have to use ‘how often’ during the conversation. Students work in separate rooms while the teacher checks both groups alternately. The teacher uses this approach in every single class. In other words, the teacher starts his lessons with all students in the same virtual room, but he divides them into smaller groups along the lesson and while students work in different virtual rooms, the teacher checks the groups in order to help them when necessary.

At some moment in the lesson While students are discussing what to write to finish their dialogue, one student suggests to use the word ‘literature’. This is the first episode of L2 pronunciation identified in Curitiba’s classes:

[in the dialogue]

Student 1: *a gente não vai colocar? Ou você vai perguntar depois?* [pause] *o que que tu pensou* [student’s name]?

Student 2: huh.. er... *não pensei* [they all laugh].

Student 2: It’s here, right?

Student 1: No, no... I read literature books. Right, teacher?

Teacher: Yeah, yeah... I read literature books.

Student 1: ... literature book [student tries to pronounce it]... *eu não sei pronunciar. Melhor tirar* [they laugh] I read books.

Teacher: there are many ways to pronounce it... we can say literature [the teacher then provides three options] ... or ‘I read books’ [they all laugh].

[noise]

Students 1, 2, and 3: LITERATURE.

Teacher: perfect [laughs] you can say “I read novels” [and then he explains what ‘novels’ means]

(Curitiba, class 1, episode 1)

Episode 01 – class 01: literature

Towards 07:48 – 08:45

While students are discussing what to write to finish their dialogue, one student suggests to use the word ‘literature’.

[in the dialogue]

Student 1: *a gente não vai colocar? Ou você vai perguntar depois?* [pause] *o que que tu pensou* [student’s name]?

Student 2: huh.. er... *não pensei* [they all laugh].

Student 2: It’s here, right?

Student 1: No, no... I read literature books. Right, teacher?

Teacher: Yeah, yeah... I read literature books.

Student 1: ... literature book [student tries to pronounce it]... *eu não sei pronunciar. Melhor tirar* [they laugh] I read books.

Teacher: there are many ways to pronounce it... we can say literature [the teacher then provides three options] ... or ‘I read books’ [they all laugh].

[noise]

Students 1, 2, and 3: LITERATURE.

Teacher: perfect [laughs] you can say “I read novels” [and then he explain what ‘novels’ means]

Episode 02 – class 01: Two vs to (and intonation)

25:45 – 27:15

Students were talking about the dialogue in another virtual room and then the teacher listens to them and after that approaches students. While students were talking to each other to figure out the difference in pronunciation in terms of “two and “to”, the teacher join the conversation and state that by using the intonation they could make the distinction about the number and the preposition.

Student 1: [...] I think it’s the intonation. To, two...

Student 2: we are talking about the pronunciation [to or two?]

[the teacher talks in Portuguese and explains the difference between the pronunciation of ‘two’ and ‘to’ and the importance of the intonation in the sentence].

Teacher: based on the intonation we can distinguish well what we are talking about: two (the number) or to (the preposition).

[pause]

Teacher: “Two to three.” [an example]. So two is higher [teacher talks about intonation].

Student: but is the pronunciation [two and to] the same?

Teacher: pretty much. It won’t change a lot. [the teacher states that *to* and *two* are basically the same when it comes to pronunciation]

[the teacher uses an example of the use of ‘2’ instead of ‘to’ in music, for instance, U2 in informal English]

Teacher: ... “got 2 be you”

Student 3: *tem a banda também...*

Teacher: ... so it's the same pronunciation [too, two, and to]

[finally, the teacher states that what can help identify the usage is the context]

(Curitiba, class 1, episode 2)

The classes get together once again. After they build the dialogue, they have to present them.

Date: April 26th 2021

The class starts by the teacher reviewing the adverbs of frequency (almost, never, sometimes, usually, often...). the teacher asks the students and they say the adverbs.

Episode 01 – class 02: hardly ever and always /'ɔ:lweɪz/

02:09 – 02:45

Right at the beginning there is the first episode of L2 pronunciation.

Teacher: [asking students to them him the adverbs of frequency studied previously] what are the adverbs of frequency that we studied?

Students: almost never, almost always, sometimes, usually...

Teacher: Good.

Student 1: often.

Teacher: often [while he writes on the document used as a board]

Student 2: hard... hardly ever.

Teacher: hardly ever.

Student 2: Hardly ever.

Teacher: good! What else?

Student 3: al... [the student hesitates] always? Always?

Teacher: always [and then explains the pronunciation]. Always /'ɔ:lweɪz/

Student 3: always /'əlweɪz/

Teacher: it's like the letter 'o' [ó in Portuguese]: always /'ɔ:lweɪz/

Student 3: always /'ɔ:lweɪz/

Teacher: good! That's it!

The teacher asks student to write three sentences using the adverbs of frequency. They have to write the sentences – in ten minutes – and then send to the teacher. After that, they read all of them and try to guess who write each sentence.

Students work on their sentences while the teacher give them feedback by answering their messages privately. After that, they get together and talk about their sentences.

The teacher asks students to read their sentences so that students can practice their pronunciation.

Date: April 29th 2021

The class starts by the teacher greetings all the students and they talk about how they are. One of the students says that she is sick and asks the teacher how to say 'I am sick'. The teacher then teaches them and move on to present the topic of the class – simple past. He, however, starts by presenting the simple present first as a review. The teacher shows some slides in which he presents the simple present.

Episode 01 – class 03: read and read (present and past)

08:56 – 10:46

While teaching some verbs in the present and in the past, the teacher shows a table with a list of some verbs in the infinitive and in the simple past: Cost, Hurt, Cut, Put, Read. The teacher emphasizes the pronunciation of 'read' and 'read' (present and past). This is a clear episode of pronunciation in which he uses the verb in two sentences: "I read every day." and "Last month, I read a great book."

Teacher: [the explanation is delivered in Portuguese] *sobre os verbos irregulares, a agente tem aqui cinco verbos, que eles não mudam de jeito nenhum. O verbo 'cost', por exemplo, o passado dele vai continuar sendo 'cost'. Custar, custou... o verbo 'hurt', mesma coisa: machucar, machucou... o verbo 'cut': cortar, cortou [...]*

[The explanation continues and then the teacher calls students' attention to the pronunciation of the verb 'read'.]

Teacher: I read every day. Last month, I read a great book. *A diferença vai se dar pela pronúncia. Okay?*

Since there are no questions about what the teacher explained. So, they move on... he focuses again on reviewing some points about the verbs in the past.

After the explanation, the teacher divides the group and pairs and asks them to practice in pairs. They have to report what they did in the last weekend.

Episode 02 – class 03: watched

42:17 – 40:33

The second observed episode of pronunciation teaching happens when the students are divided into groups and the teacher checks them.

Student: teacher... when do we use 'watch', 'watched' [she pronounces the ED as /id/.

Teacher: watched [the teacher emphasizes the ED as /id/ and says the student should emphasize watched /id/]. You can pronounce the ED in this way.

Note: there are three ways to pronounce the ED in the past: /id/ as in wanted and needed; /t/ as in helped, looked, laughed, kissed, and watched, for instance; /d/ damaged, used, amazed, loved...

In this case, the teacher may have confused the pronunciation and told the student to pronounce watched in a different way: /wɒtʃid/ instead of /wɒtʃt/

Then the teacher explains that there are three ways to pronounce ED in the past by providing the students with some examples: played, worked, and watched.

There is another quickly episode of L2 pronunciation – work and worked (44:06-44:10)

Date: May 3rd 2021

The lesson on May 3rd starts with the teacher talking about what they had studied in the previous class: past simple (or simple past). After the revision, the teacher says that they will continue the lesson by studying the past simple again, but now by focusing on the verb to be and some irregular verbs. Then there is the grammar explanation. And finally, the teacher shows a table in which they can compare some sentences in the present and the past simple.

Episode 01 – class 04: Sounds of regular verbs (explicit pronunciation teaching)

(11:29 – 15:20)

There is an explicit moment of pronunciation teaching when the teacher presents the sounds of regular verbs: /ed/ and /d/ and /t/. The teacher explains the pronunciation of /ed/ and /d/ and /t/ in the past by providing students with some examples: Needed, hated, seated, lived, enjoyed, tried, shopped, wished, asked. After the explanation, the teacher asks students to practice the pronunciation together and tells them they have some extra exercises on Moodle. The teacher divides the class into many smaller groups and ask them to work on some narratives based on a game called Dixit. Then the teacher checks every single group in order to provide them with feedback. After a while, the students and the teacher get together again in order to check the narratives they created. Students then read what they wrote. The goal is for everyone try to guess what picture they had chosen to write the narrative based on.

Date: May 6th 2021

The class starts by the teacher greeting everyone. The class is one of the last ones of the semester. They talk about what they have done so far and what they are going to do in class. Then they start talking about their neighborhood (*what's neighborhood like?*). Students talk about their neighborhood.

The grammar topic of the lesson is there to be (there is and there are). The teacher asks students if they know what those verbs mean and what they are used for. During the class, they also study prepositions of place.

The teacher shows a map and asks them to guide him in the map using the prepositions and there to be (there is and there are + the negative: there isn't and there aren't). They all work together.

The teacher asks the group to think about their neighborhood in smaller groups. Then the teacher splits the group into smaller ones and ask them to present their neighborhood. After that, students are expected to present them to the rest of the group. The teacher checks each group. There is a quick moment of pronunciation teaching when the students are working on their task.

Episode 01 – class 05: bakery**34:38 – 34: 50**

There is a quick moment of pronunciation teaching when the students are working on their task.

Student: [something had happened before] ... er... bakery? bakery? É isso?

Teacher: [the teacher had just joined the group] ... yeah... bakery

/'bɛɪkəri/ [correcting the student].

Student: bakery? [not the same pronunciation provided by the teacher]

Teacher: yeah... that's correct! Bakery!

Student: bakery [same pronunciation provided by the teacher].

(Curitiba, class 5, episode 1)

Date: May 10th 2021

The teacher starts the class by checking if the students can hear him well. Then they start breaking the ice by talking about their weekend.

Then the teacher says she studied the unit 8 in the previous week and asks students to help her remember what they studied. Students then say they studied some grammar topics – there to be (there is/are).

After that, the teacher says they will study the difference between 'much and many' (countable and uncountable nouns) and 'little' and 'few'.

How much water do you drink a day?

How many cups of water do you drink a day?

There is little traffic in my neighborhood.

There are few trees in my neighborhood.

Then the teacher delivers a talk to explain the usage of there to be and provide them with some examples. Students don't show any concerns (or at least they don't ask any questions) about the topic. The teacher then shows three cities (Florianópolis, São Paulo, and Rio de Janeiro) and divides the groups into three smaller groups. While students are working together in different smaller groups, the teacher checks their production (their sentences) and notices one that he suggests students to add: bike paths. He emphasizes the 'th' sound.

Episode 01 – class 06: bike paths

43:54 – 44:10

Teacher: okay... just one thing... bike paths [focus on the pronunciation of th + s sound].

Palavra chata para destacar, né? Ela é chata porque aparece com um 's' junto com o 'th'. [the teacher focuses on bike paths /baɪk pa:θs/ which is an example of explicit pronunciation teaching]

Student: bike paths /baɪk pa:θs/ [she repeats]

After checking all groups, the teacher tells them that they will join the whole group again in which they will talk about their sentences. They then join in and start sharing their sentences. Students must guess which classes they are talking about: Florianópolis, São Paulo, or Rio de Janeiro.

NATAL'S CLASSES

Date: April 20th 2021

The teacher starts the class and says that they are going to study unit 6 (describe problems and make complaints and discuss what needs fixing).

The class starts with some brainstorming about common complaints: banking, online shopping, internet providers; restaurants, vehicles, supermarkets.

Then teacher asks students if they have had any of the problems they mentioned during the brainstorming process.

Have you ever experienced any of these problems?

What did you do?

Was your problem solved?

Episode 01 – class 01: turkey breast

Some students shared their experiences and towards 21:44 (22:25) another student starts sharing his.

Teacher: what about the rest of you?

Student: [silence] I have an experience at the supermarket...

Teacher: Huh!

Student: I brought a package of turkey breast /bri:st/ [student was not sure about the pronunciation and kind of changed his intonation as it were a question]

Teacher: breast /brest/?

Student: breast /brest/.

Teacher: Aha! Aha!

Student: the market... when I got home... I saw that it was spoiled...

Teacher: Eww!

Student: ... and I returned it to the supermarket on the same day and asked them to exchange it for another package.

There is a short break in the class and they are told that after this break they will study the grammar. This is said very clearly, which means that they know when they are going to study the grammar.

They start with the “Let’s analyze the sentences”

Part 02 of the video from class 01 (April 20th 2021)

The topic is: describing problems with past participles as adjectives and with nouns.

Episode 02 – class 01: tear

5:51 – 6:13

Teacher: so far, so good?

Student: it's simple to understand...but the problem is always the vocabulary. Yeah! Yeah! 'tear' [the student tries to emphasize the word from the example "It has a tear in it"] 'tear' /teə(r)/

Teacher: [teacher gives him feedback] yeah, tear /teə(r)/

Student: yeah... what do we say... 'damaged'?

Teacher: damaged... yeah.

[both student and teacher pronounce the word tear /teə(r)/ and damaged /'dæmɪdʒ/ in the same way. This is an episode where the teacher only confirms what the student has said. Right after this episode, the teacher shows a table with some words –damage, chip, crack, stain/ damaged, chipped, cracked, stained—in which she focusses on the pronunciation pretty clearly].

Students now turn their attention to a role-play activity. They are supposed to 'return an item to a store'. In the activity, the teacher reads the instructions:

"You are going to return an item to a store. I want you to think about an item and some problems this item may have so you need to return it. Think about questions a salesperson asks when someone needs to return an item to a store [she provides some possible questions]. Be prepared to convince a salesperson to return an item to the store and to be offered credit or some other products in exchange of the product you are returning rather than case refund."

The teacher then also anticipates what they are going to do in the following class (April 22nd 2021): think about a major problem in their neighborhood and bring the problem to class in order to discuss with their classmates.

Episode 03 – class 01: receipt /rɪ'si:t/

16:12 – 17:06

Students start the role-play activity:

While students interact, the teacher makes notes on the slides. One of the things/items the teacher highlights is the word 'receipt'. It was clear since the very beginning that she was going to focus on the pronunciation, especially focusing on the silent letter 'p'.

Teacher: [after the conversation was done] OMG! That's the idea. [When you have a problem]... okay? changing something that has a problem... you have to describe a problem. So, as [student's name]: "I have a crack in it". And then the other person needs to solve the problem. Okay? Very good!

[silence]

Teacher: Oh... I wanna highlight this for you. [showing the word 'receipt']. The pronunciation for this word right here... we don't usually say... er... I don't really say er... the 'p' [receipt /rɪ'si:t/]; it's kind of 'soundless' so it's kind of receipt /rɪ'si:t/... okay?! Sometimes the orthograph confuses us... so we say receipt /rɪ'si:t/... here we don't pronounce the 'p'. Receipt /rɪ'si:t/.

Date: April 22nd 2021

The teacher starts the class by talking about the topics from the previous one.

The topic of this lesson is the throwaway culture.

The teacher talks about the topic and then asks some questions:

Do you agree we live in a throwaway culture?
 What are some of the consequences of throwing things out instead of fixing them?
 What types of good do we throw out most often?
 Some people say that in the past products used to be more durable. What do you think?

End of video 1 (no L2 pronunciation ep)

The second part of the class starts with the grammar (describing problems with need and keep - need + gerund; keep + gerund).

After the explanation, students practice a little bit the grammar topic presented. They were supposed to use need + gerund, passive infinitive, and keep and gerund.

Episode 01 – class 02: clean/cleaned

7:19 – 08:17

While the teacher is writing on the slide and reading aloud, she shows the student one possible example from what one of the students said:

Teacher: [writing on the slides] the cupboards need to be cleaned.

Student: I have a... I have a pro... I always have a problem with the ED at the final word [he laughs]

Teacher: yeah! We have some rules for that. And the pronunciation... cleaned /kli:nd/

Student: cleaned /kli:nd/

Teacher: yes... what happens to the ED is that in some [she hesitates]... in most of the cases is almost like you don't have a letter here [she highlights the last letter "e" in cleaned]. So... since it ends in an 'n', the sound is a /d/ sound... cleaned /kli:nd/. There are some words that have the /t/ sound. For example, verbs that end with 'k', for example... 'walk'... er... the sound of ED... it would be ['wakt]... so it's almost like a 't'. It's a little bit different. But in this case... cleaned /kli:nd/. Okay? [silence]. Very good.

They continue focusing on the activity in which they should do the same with

The ceiling (paint)

The light switch (change)

End of video 2

Date: April 27th 2021

The class starts with the teacher presenting the topic: environmental problems.

They start by studying the passive with prepositions.

The teacher shows the slides and explain the grammar.

Video 2

This part starts by the teacher and students talking some statistics about waste in the US: Americans throw away around 130 million cell phones a year and 30-40% of their food supply is wasted (that could feed millions of hungry people). [according to the teacher]

After talking about the statistics, the teacher asks students what the other environmental problems concern them: *what are two other environmental problems that concern you?*

Students interact with the teacher...

Observation: there was no episode of L2 pronunciation in this class.

Date: April 29th 2021

The class starts with a warm-up activity about environmental problems.

The teacher shows some pictures and asks students to answer some questions related to the subject.

After some time, the students start a fake election in which they are expected to run for president and present ideas to solve the problems. Before the role-play activity really starts, the teacher presents the grammar topic: presenting solutions to problems + infinitive clauses and phrases.

The debate – the presidential race – then starts. The topic the candidates should talk about are:

Keep our water supplies safe

Improve children's health

Improve traffic and mobility

Reduce crime

All students play the role of a candidate and present their views.

Episode 01 – class 04: issue

There is one episode of L2 pronunciation (video 2 - 01:06-22:15).

It is about the pronunciation of “issue”, but the episode is no different from the other ones. That is, the teacher reinforces what the student said:

Students: [after presenting her views] ... issue? issue?

Teacher: issue!

Date: May 6th 2021

The class starts by the teacher presenting a new topic: learning.

She shows some questions and ask students:

1. How do you like to learn new things?
2. What are some studying methods you know?
3. What are some tips you would give to someone learning English?
4. Have you used any learning strategies to keep up with this course?

Students answer and debate the questions and the follow-up questions que emerged during the activity.

After that, they play a game called *would you rather*, in which the teacher provides them with some options. The purpose was to make students talk as much as possible.

Questions:

Would you rather the aliens that make first contact be robotic or organic?

Would you rather lose the ability to read or lose the ability to speak?

Would you rather be in jail for a year or lose a year off your life?

Would you prefer to have all traffic lights you approach be green or never have to stand in line again?

Then after that, the teacher presents the grammar topic – would you rather or would you prefer? After the grammar explanation, the teacher asks students to write down some questions and then ask each other. They should use the grammar topic studied.

Teacher: your turn: ask your classmates the questions you wrote.

It's practice time!

Then students talk about many different situations. They make use of the topic studied.

Episode 01 – class 05: hate vs rather

During the activity the teacher asks students to read their questions. One student asks if they would rather learn English or Italian [the languages]. Right after this student, another comment makes some comments and the teacher corrects her pronunciation. In this case, she says a whole different thing due to the pronounce of the word 'hate' instead of 'rather'. The teacher corrects in the spot.

14:42 – 15:55

Student: would you rather learn English or learn Italian?

Teacher: Huh?! Good question. [pause] what do you guys think? [longer pause]

Student 2: I prefer to learn English.

Teacher: Huh?! Very good! You prefer to learn English.

Student 2: but it's also good to learn other *idioms*... [in Portuguese 'idiomas' and 'línguas' are synonyms (and both means 'languages'. So I think the student confused them)]

Teacher: other languages [intonation as it were a question]... yes!

Student 2: yes...

Teacher: I agree... so [student's name] goes with English...

Student 3: I would hate... hater? [she asks]

Teacher: hate? [as she was surprised]

Student 3: er... learn...

Teacher: [before the student can even finish her sentence] oh... 'rather'... ok.

Student 3: rather [she completes her sentence that was supposed to be 'I'd rather learn Italian because my family is there... because I think I need to learn more English.

Teacher: so, you think I must learn more English, but you'd rather learn more Italian.

Student 3: yeah!

Teacher: it makes sense.

Episode 02 – class 05: horror (pronunciation of /h/)

During the same activity in which students were supposed to keep asking the questions, another student asks a question about preferences related to the kind of movies (horror or comedy?). The teacher calls their attention explicitly to the pronunciation of ‘horror’ and compare it to the word ‘horror’ in Portuguese. The words are written in the same way. But differ – specially in the pronunciation of ‘h’ in English.

16:16 – 17:30

Student 1: I have a question? [intonation as it were a question]

Teacher: Uhum...

Student 1: would you prefer ...er... to watch a comedy movie or a horror movie? [horror pronounce as /'ɔrə(r)/instead of /'hɔrə(r)/]

Teacher: Uhum... so, ‘comedy’ or ‘horror’ [she highlights the pronunciation of horror /'hɔrə(r)/].

Student 2 and student 3 (at the same time): comedy...

Student 2: comedy. I hate horror [pronounced as they do in Portuguese]

Teacher: [agrees and laughs] uhum... definitely. Okay.

Student 4: neither one. It’s possible? [pause]... to answer?

Teacher: oh, you don’t like... neither? Okay... I think I would prefer... to watch... I don’t know... I like both...

Teacher: guys, just one thing, okay? This word right here [she writes the word ‘horror’] in Portuguese we don’t say [she pronounces the word mixing English and Portuguese], right? We say [she pronounces in Portuguese]. However, in English, this word here... [stops] this letter here [letter ‘h’] is pronounced. So, it’s horror [/’hɔrə(r)/]. It is very... in the back of your throat: horror. In Portuguese it’s just horror [Portuguese pronunciation]. In Portuguese it can be confusing.

Date: May 11th 2021

The class starts by the teaching talking about language learning. The teacher shows an article (how do you learn new vocabulary in a foreign language?). then the teacher asks students to tell each other what they do to learn new vocabulary.

Students say how they learn new vocabulary.

After that, the move on to learn a little bit about the grammar topic of the lesson: by + gerund to describe how to do things.

After the grammar explanation, students start practicing...

The teacher shows some sentences and asks them to share their thoughts about them. They should use the grammar topic.

1. Become a good guitarist
2. Improve writing ability in English
3. Become a more confident public speaker
4. Learn more about personal finance

5. Become skilled at auto repair
6. Learn a new computer program

Minor episodes of L2 pronunciation (11:00-12:00). However, I don't think it was too important since it was almost unnoticeable by the teacher.

No important L2 pronunciation teaching in this lesson.

RIO DE JANEIRO'S CLASSES

Date: April 23rd 2021

This class on April 23rd started with a debate. The teacher divided the group into two smaller groups. Twelve students were enrolled in this group, but only eight students were in class that day. The teacher, however, divided them into group into Group A (with 6 students) and Group B (with 6 students). Since in virtual classes some students can log in after the class has already begun, my guess is that the teacher wanted to have the groups already well organized beforehand. The teacher made it clear that he split the group in class because the purpose was the do it at random. Like the other teachers, Rio de Janeiro also used Google Meet during the whole lesson (in all classes in fact).

Students had 30 minutes to discuss the topic and each group was added into another virtual classroom. In other words, the teacher opened two new classroom (A and B) and asked the students to join them. The teacher joined both rooms too in order to watch the students' debates. The topic to be discussed was '*Young children should be allowed to use smartphones and tablets*'. Students, were supposed to discuss the topic in groups. So, students debated freely for 20 minutes while the teacher used the chat to interact with both groups. When they had 10 minutes left, the teachers assigned them a new task – group A would argue 'against' and group B would argue 'in favor of' towards the debate "*Should Young children be allowed to use smartphones and tablets?*"

Episode 01 – class 01 – lullaby

Towards 37 minutes 09 Seconds – first L2 pronunciation episode. . From 37:09 to 38:28

The only episode found in this class happens when the teacher provides a student with the pronunciation of a word (lullabies) and emphasizes its pronunciation. However, when the student is using the new word and make a comment about it, the teacher not only stays in silence, but also changes the focus to the other group. I wonder why the teacher did that so I selected the footage about it to the teacher:

Teacher: Is everything okay now? Is everything okay now? [silence] Okay, you guys will be against.

Student (group A): teacher...

Teacher: Yeah?!

Student (group A): How ca I say... *essas músicas de ninar? Cações de ninar?*

Teacher: Oh. Er... "lullaby"

Student (group A): what? ...

Teacher: "Lullaby" I'm gonna write it. [the teacher writes '*lullabies*' on the chat]

Another student: "lullaby"? [sounding different from what the teacher said]

Teacher: [teacher repeats and says again] '*lullabies*', '*lullabies*...

Another student: "lullaby"?

Teacher: yeah! That's it. We say lullabies, right?! [...]

[While the student was trying to engage in the conversation, she repeats the word '*lullabies*']

Student: sometimes they use your [sic] tablets and smartphones... would contribute to the interaction with the children and their parents. For example: its important to use lullabies... lullabies?... it's strange this sound. Lullabies, stories told by his parents...

[the teacher does not interfere anymore.

(Rio de Janeiro, class 1, episode 1)

[38:28 then the teacher switches to the other group]

00:52:13 – THE GROUPS GET TOGETHER AGAIN

The teacher says he will give 3 minutes for each group to present their arguments about the topic and then he talks about the instructions of the task.

One of the members of the group B talked for three minutes and exposed the viewpoints of the group and then a member from the other group (A) did the same for three minutes.

There were lots of opportunities for the teacher to interfere and work on students L2 pronunciation if he wished. However, he did not do it. But right after the presentation of the member from the group B, the teacher corrected the students – this episode was not about pronunciation, but word choice.

The teacher and the students talked about the class and then the teacher asked students to watch a video he had uploaded on Moodle. It is a video about how social media is affecting teens.

Then the teacher plays the video for the students who had not watched.

Date: April 28th 2021

In another class (on April 28th) the teacher was checking who had attended the class and then they start talking about random subjects. Then they start talking about ‘anxiety’. Such activity has been dealt with previously – before the lesson on Moodle. Students share their thoughts about the topic. They also talked about the imposter syndrome. For almost 25 minutes, the teacher and students talked about a variety of subjects freely (apparently there was some connect with the activities posted on the Moodle). Towards the 29th-minute of the class, a student talks about *Obsessive compulsive disorder* (OCD) and says what he read on a book. The teacher then interacts with him.

Episode 01 – class 02 – biased vision

Towards 41:00 a student talks about prejudice.

Student: well, I think Brazil has two types of prejudice [very different pronunciation]... there’s a group on society, né?... I think that was not existing more in Brazil, but I saw it last year that it exist very well [inaudible]. For instance, people who get angry by something... who assume a strong position and start to attack the people... but I think that is this group of people who *herda* this amount of money or influence [different pronunciation] from your [sic] parents and they continue on this strong position on society, né? And they have they have this, I wanna say, bias vision, né?!

Teacher: biased vision. Uhm.

Student: Bias id... bias id?

Teacher: biased. Uhum.

[the student continues trying to express his viewpoint to the whole class]

Students: [...] but then it’s different. It’s not about the color, but it’s about the money the person have [sic]...

Teacher: right. Right.

Student: but I think there’s two types of prejudice: there is the social... prejudice... and if you are black people and have money, ok.

The rest of the class was entirely about reading a text and commenting about its content.

There was another episode in which the teacher corrected the students:

Episode 02 – class 02 – Nihilism

Towards 01:24:40 -

Teacher: were you able to watch that video that I sent you? What did you think?

Student: oh... that positive Nihilism /'ni:lɪz(ə)m/

Teacher: yeah, nihilism /'naɪ,lɪz(ə)m/ optimistic and ... Nihilism /'naɪ,lɪz(ə)m/ [the teacher emphasizes the pronunciation]

Student: I'll be honest: I forgot to watch [he laughs]

[...]

(Rio de Janeiro, class 2, episode 2)

Date: May 12th 2021

On May 12th 2021, the teacher starts the class with some announcements about some procedures for the lesson – the teachers states that if they experience any connectivity problems it may be due to some possible blackout, that had happened before. Then the teacher checks the attendance – and starts the class right away by showing the students the Moodle and saying that they would have only more four classes (meetings) before the end of the course. This time the topic of the class is *relationships and the attachment theory (week 1)*, that should be done from May 10th to May 16th

Episode 01 – class 03 – read and read (past and present)

Towards 02:45 – 04:08

The first episode of L2 pronunciation teaching happens right at the beginning of the lesson when the student says that he read (in the past) the article, but he pronounces it as read /ri:d/ (in the present). The teacher reinforces the pronunciation (to point out the difference between past and present pronunciation) by asking him the question: “you read the website? Huh!”

Student: I read /ri:d/ this... I read /ri:d/ this...

Teacher: “you read [/red/] the website? Huh!” [the teacher emphasizes the READ pronunciation in the past: /red/]

Although the teacher corrected the students in the case of read /ri:d/ vs read /red/, the students had lots of other difficulties to express himself and the teacher could have done the same with some other words (such as ‘attachment’ and ‘research’, another word that the student had some difficult to pronounce).

[Towards 30 minutes] The teacher reads the text about the topic of the lesson.

Episode 02 – class 03 – empathy /'empəθi/

58:38- 59:09

The teacher reads the text about the topic of the lesson and then ask them to answer an online test and tell them they were expected to share their results. While sharing her scores, a student tried to say the word empathy and reinforced her uncertainty with the teacher, as she was trying

to ask him to help her with her pronunciation. The teacher reacted providing her with the pronunciation of empathy /'empəθi/ and empathetic /empæ'tetɪk/

Student: I... I don't have difficult to connect emotionally with the others [short pause] and I think that I have a... a big [short pause] empatic? [she states as it were a question]... empatic? empatic?

Teacher: empathy /'empəθi/

Student: empatic? How do you say?

Teacher: empathy /'empəθi/ empathy /'empəθi/

Student: empathic?

Teacher: Uhu... you are very empathetic or...

Student: empathy? [and she continues focusing on her answer]

APPENDIX E - STIMULATED RECALL INTERVIEWS

Each participant received (via WhatsApp) episodes in which there was a moment of L2 pronunciation teaching. They were told that they should see the short footages of the episodes and record voice notes as a reply to the two questions above and then send them back to the researcher. Although they have been told that they could chose the language, their mother tongue or English, they opted to send them in English.

Important: the SRIs questions used in this dissertation are the same ones used by Baker, A. (2014). Exploring teachers' knowledge of second language pronunciation techniques: Teacher cognitions, observed classroom practices, and student perceptions. *Tesol Quarterly*, 48(1), 136-163.

The same questions were asked for every single L2 pronunciation teaching episode:

1. What were you thinking at this moment?
2. Can you tell me what you were thinking during this activity here?

STIMULATED RECALL INTERVIEW (CURITIBA)

Transcriptions of the audios

Episode 01 – class 01: literature

Here I believe that the main point was to try to show to [student's name] that the stressed syllable was not the one we use in the word literature. So, my attention there was focused on that in order to help her change the stressed syllable of the word [literature].

Episode 02 – class 01: Two vs to (and intonation)

In this case, since the words were similar in terms of pronunciation, I suggested that the students used an intonation to highlight well what they were talking; the number [two] from the preposition [to]. So, the number two and three were with intonation a bit higher for us to know that we were talking about numbers and not about prepositions, right?

Episode 01 – class 02: hardly ever and always

Since it was a moment of revision, we were reviewing some things from the previous class. So, I didn't think it was necessary to focus on the pronunciation issue. Because of that I went straight to the point and said how the pronunciation of those two [hardly ever and always] words are.

(Curitiba, SRI, episode 1, class 2)

Episode 01 – class 03: read and read (present and past)

Here in this case, I always all their attention to this difference between the present and the past of the verb *read* because when we present all of those verbs and tell the students they don't change, the students tend to think that the pronunciation will be always the same. I like to stress that *read* as an exception of the verbs in the past.

(Curitiba, SRI, episode 1, class 3)

Episode 02 – class 03: watched

This case here is similar to the previous episode because I like to call their attention to question about different pronunciations regarding the verbs that are regular in the past and here, by chance, it happened in the conversation too... this situation about the pronunciation of the verb watch... so, it's good when things like that happens too because sometimes we end up anticipating the contents of the next class and when we finally talk about those topics, they already know how it works [talking about the pronunciation of the -ed as in watched in the past].

(Curitiba, SRI, episode 2, class 3)

STIMULATED RECALL INTERVIEW (NATAL)

Transcriptions of the audios

1. What were you thinking at this moment?

I wanted to help the student achieve the proper pronunciation without making him feel embarrassed about being corrected. I corrected him immediately so he wouldn't mispronounce the word again.

2. Can you tell me what you were thinking during this activity here?

I was thinking if it would be better to correct the pronunciation right away or wait until the student was done explaining, but I feel like I did it instinctively.

1. What were you thinking at this moment?

At this moment I just wanted to reassure the student that he understood the pronunciation.

2. Can you tell me what you were thinking during this activity here?

I was satisfied that the student understood the pronunciation of the word tear, and was able to notice that it was different from tear (*lágrima*), so I wanted to confirm that his pronunciation was accurate.

1. What were you thinking at this moment?

I noticed that previously some students were mispronouncing this word so I wanted to make clear to all of them the proper pronunciation.

2. Can you tell me what you were thinking during this activity here?

Since this was a word mispronounced by more than one student, I wanted to highlight the accurate pronunciation for them.

1. What were you thinking at this moment?

I wanted to explain the rules for the -ed endings, but since it takes some time and I didn't have a material about it I wanted to be brief. Afterwards I sent them in more details and some examples in our online platform.

2. Can you tell me what you were thinking during this activity here?

I wanted to be clear, but sometimes is hard to explain rules without the support of any materials and examples for them. I feel like if I do it by heart it might be a bit confusing for them. This makes me a bit nervous, and I felt like I wasn't being clear.

1. What were you thinking at this moment?

Here the mispronunciation confused me a but so I didn't have enough time to help the student, so I just hoped I was clear enough so she understood the accurate pronunciation.

2. Can you tell me what you were thinking during this activity here?

I was confused by her pronunciation and it took me some time to process what she was trying to say.

1. What were you thinking at this moment?

This is a pronunciation that is hard for them, so I tried to correct implicitly by pronouncing it the word accurately, however other students pronounced it the same way. I wanted to go back to this word later but I didn't have time.

2. Can you tell me what you were thinking during this activity here?

I wanted to show them the correct pronunciation by highlighting it in my speech, but I noticed that students have a hard time with this word so I thought about explicitly explaining the pronunciation later. However, I didn't have enough time.

STIMULATED RECALL INTERVIEW (RIO DE JANEIRO)

Transcriptions of the audios

April 23rd 2021

Episode 01 – class 01 – lullaby

As for the first video I was thinking of (short pause) contrasting, right, the sounds er... because I mentioned lullaby and (student's name) said "lullaby" with the /u/ sound. So, I was trying to make it clear that it was a /ʌ/ sound, right? Er... I guess that's it. I thought of the verb, right... er... lull /'ləl/, but I ended up focusing a little be on meaning as well. So, I mentioned nursery rhymes, which are related. Er... I guess that's it. And after a while she repeated. She struggles a little bit with the pronunciation, but she is trying to get it right. She is like trying to get it right. She understood, right, that it was lullaby /'lʌləbaɪ/... er... yeah... maybe it was not that explicit, but I guess it's clear that I'm trying to like... er... nudge them in the right direction... pronunciation.

(Rio de Janeiro, SRI, class 1, episode 1)

April 28th 2021

Episode 01 – class 02 – biased vision

I guess for the second video it's just er... I wouldn't say is much of a correction. It's more like ...er... I think I was trying to confirm, right? Just the form of the verb and I did confirm. But of course, he stresses the /ed/ a little too much, right? And then I repeated the correct pronunciation biased [/'baɪəst/ as in 'biased vision']. Er... and... yeah he does the /ed/ biased /'baɪəsɪd/ a little more emphatic and yeah... I guess. I'm not sure what else to comment. I guess that's it.

(Rio de Janeiro, SRI, class 2, episode 1)

Episode 02 – class 02 – Nihilism

Third video I was also er... confirming, right, just the words. Er... often I'm not that concerned about the pronunciation because I think they are communication and everyone seems to be understanding, you know. There isn't any conflict or anything. Then I think it's fine. A little from time to time if I see a recurrent mistake I see I do correct or a do some sort of clarification, right, not necessarily a correcting per se, but somehow repeating it or including it somewhere or making an extra activity, for instance. This semester we were making er... new asynchronous activities and then I'm picking up the most common mistakes, the most common struggles that I see with pronunciation and keeping that in mind when choosing the topics. So, eventually, does show up in a way or another, right? But at that time I'm not usually concerned with it. I'm more concerned with the meaning and the communication, right, and the class is flowing. Er... so, yes. I er... I pronounced it as /'naɪə,lɪzəm/ [talking about the pronunciation of the word 'Nihilism'], but both are correct: Nihilism /'ni: ,lɪzəm/ is fine as well. Er... I think he... – I need to rewatch it, I think – I think he pronounced it... I think he did the wrong word order, I think. And I just corrected that, I think.

[he watches it again] yes, he says “positive Nihilism” /'ni: ,lɪzəm/ and I corrected to “optimistic Nihilism” /'naɪə,lɪzəm/, which was the name of the video, right? But er... anyway. Nihilism /'naɪə,lɪzəm/ or Nihilism /'ni: ,lɪzəm/ ... both are fine, right?

(Rio de Janeiro, SRI, class 2, episode 2)

May 12th 2021

Episode 01 – class 03 – read and read (past and present)

Er... for the fourth video I can see two different moments, right. On the first I correct the past simple form of the verb to read, right? So I say “read” [in the past] after he says [a student] “read” [present simple pronunciation]. Er... I don't know, sometimes it's more like confirming the meaning, I think than correcting the pronunciation per se because sometimes we can't be absolutely sure of the intention, right, or exactly what the meaning was, right, intended. So, I think it's more like a negotiation like “do you mean read?” /rɛd/... you know, they end up er... continuing the sentence and I can see that is the case. Er... yeah, I guess it is also a correction. It doesn't stop being one, right? Even if my intensions are not just correcting. But also confirming and then negotiation a little bit, right?

And in the second moment of that video – the fourth video still – er... he says “reactions”, right, twice. And he pronounces it as /'reɪf (ə)ns/ or something like that and then at the moment I remember thinking it could be a little confusing to the others. So, I do repeat: “reactions, reactions...” just to make it clear, especially /'reɪf (ə)n/ exist, right? The word “ration” [actually, ration is pronounced as both /ræʃən/ and /'reɪʃən/] as in *ração*, right? But er... [long pause] yeah, I don't know... just confirming, I guess, also in this sense. Usually, it's fine because it's not like I say it in the back, like quickly, but it's not like full of interruptions. So, I think that kind of works well I guess for everyone. At least that my intension.

(Rio de Janeiro, SRI, class 3, episode 1)

Episode 02 – class 03 – empathy /'empəθi/

Yeah, I think the last video is also similar. I try to contrast, right, the noun and the adjective – empathy versus empathetic – because their pronunciation of empathy is closer to empathetic, right? So, I try to give examples of both even though I didn't explicitly say like “noun form and adjective form”, but I give an example and I try not to say too on that like make a big fuss out of it because like I said before although I think it is important sometimes to make a small correction or observation or something, er... I really don't want my main focus to be a correct pronunciation because that's really relative also with all these new varieties of English and er... so many possible pronunciations for a lot of words, sometimes we don't even know, right? [short pause] ... and alternate pronunciation. So, we might over correct or something trying to give a standard that for us would be the correct form or maybe another form is possible as well, rights? Er... the [...] really I think it's kind of stupid on a perfect between a lot of “pronunciations” because there isn't such thing, right? And I think when the communication is flowing is fine, but of course if I do see something that is very repetitive or something that I perceive as “oh, that could be confusing like they said that to a native speaker, for example” and they can get in trouble or they might actually be saying another word, that can make the sentence quite confusing and then of course it's more important to intervene, but it really depends on the context, on the situation, I think most of the situations here with my courses are very simple. Communication usually flows quite well, most of them already have a good knowledge of English. So, they can communicate well enough for everyone to understand them. Er... there are small flaws I think there is always flaws, even for native and any speaker, but you know... it's nothing we can't solve, right? So, I think that's fine, yeah! I think most of the time... in the moment I'm just trying to ...like... confirm ...like... trying to see if what I am interpreting is really what they mean, right? So, I'm more like negotiating, confirming their point, right? I do that quite often and sometimes even in other situations where it's not pronunciation but something else. Er... mmm. Yeah. I try not to interrupt, but sometimes I think to just check if you got it right, right? Yeah, that's it.

(Rio de Janeiro, SRI, class 3, episode 2)

APPENDIX F - CONSENT FORMS

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIMENTO DOS PROFESSORES

Você está convidado (a) a participar da pesquisa *The Architecture of Beliefs: Teachers and Learners' Belief Systems about L2 Pronunciation Teaching and Learning in EFL Classes in a Brazilian Context*. Este estudo visa contribuir com a formação de professores de línguas estrangeiras e com o ensino da pronúncia nas línguas inglesa.

O pesquisador solicitará a permissão dos professores para conversar com a turma nos 5 minutos finais de uma aula síncrona para fazer o convite para participação na pesquisa. O pesquisador irá explicar os procedimentos de coleta de dados e informar que irá gravar, em vídeo e áudio, 6 (seis) aulas síncronas. Em seguida, o pesquisador fará uma enquete com o grupo (professores e alunos) para saber se concordam que as aulas sejam gravadas em vídeo e áudio, garantindo que as gravações não se tornarão públicas e serão utilizadas exclusivamente para a pesquisa, sem que haja a revelação dos nomes dos participantes.

Para a coleta de dados da pesquisa, você o(a) professor(a) irá gravar algumas de suas aulas, participar de uma entrevista on-line, além de participar de sessões de recordação estimulada, nas quais o pesquisador mostra cenas das aulas gravadas e faz perguntas. Todas as sessões serão realizadas remotamente. O número de aulas observadas/analizadas será de 6 aulas, dentro de um período de 3 semanas.

A sequência para a coleta será a seguinte: i) seis (06) aulas gravadas (em um período de três semanas); ii) uma entrevista on-line que será conduzida de forma sincrônica através do *Google Meet* (duração máxima de 60 minutos). Tal entrevista será em língua portuguesa e as perguntas das entrevistas semiestruturadas abordarão questões sobre crenças sobre o ensino e a aprendizagem de pronúncia em língua inglesa e, finalmente, iii) haverá um momento, a combinar conforme a disponibilidade do(a) professor(a) e após as sessões de entrevistas, no qual você será convidado a observar alguns episódios específicos de suas próprias aulas em que se espera que conte o que está acontecendo sobre suas práticas pedagógicas (entrevistas de recordação estimulada). Este procedimento não deve ultrapassar o tempo de 30 minutos.

Caso algum aluno da turma se mostre contrário às gravações (de imagens e áudios) das aulas, o pesquisador não coletará dados nessa turma. Somente serão coletados dados em turmas em que os professores e todos os alunos autorizem a gravação. Quando esta pesquisa for concluída, o estudo tornar-se-á público. Mas, não se preocupe. Não usaremos seu nome em momento algum. Sua identidade e seus dados pessoais serão mantidos em segredo.

Os riscos ou desconfortos associados à sua participação são mínimos, limitando-se a possível cansaço mental, nervosismo e ansiedade durante a gravação das aulas, ao participar das entrevistas (no caso dos professores) e ao responder o questionário (no caso dos alunos). Se algum participante não estiver se sentindo bem e quiser desistir de participar da pesquisa, basta avisar o pesquisador. Qualquer participante poderá, a qualquer momento, deixar de participar da pesquisa. Se fizer isso, o pesquisador descartará todos os dados relacionados ao participante que desistir.

As informações fornecidas e o material coletado serão absolutamente confidenciais e não haverá identificação nominal dos participantes, nem divulgação de quaisquer informações que possam revelar sua identidade. Você poderá, a qualquer momento, deixar de participar da pesquisa, informando ao pesquisador de sua decisão, a fim de que ele não utilize mais seus dados. Você tem garantia de livre acesso às informações da pesquisa. Além do mais, asseguramos que esta pesquisa está submetida aos critérios das Resoluções 466/12, 510/16 e

suas complementares e foi aprovada pelo Comitê de Ética em Pesquisa com Seres Humanos (CEPSH) da Universidade Federal de Santa Catarina.

Para seu conhecimento: “O CEPSH é um órgão colegiado interdisciplinar, deliberativo, consultivo e educativo, vinculado à Universidade Federal de Santa Catarina, mas independente na tomada de decisões, criado para defender os interesses dos participantes da pesquisa em sua integridade e dignidade e para contribuir no desenvolvimento da pesquisa dentro de padrões éticos” (<https://cep.ufsc.br/>). Para maiores informações, você pode contactar o CEPSH: Prédio Reitoria II, R: Desembargador Vitor Lima, nº 222, sala 401, Trindade, Florianópolis/SC, CEP 88.040-400, Contato: (48) 3721-6094, cep.propesq@contato.ufsc.br.

A participação nesta pesquisa não acarreta, de forma alguma, em prejuízos ou em privilégios. No entanto, os participantes da pesquisa receberão um Certificado de Participação em Pesquisa, com a carga horária de 2h (duas) horas-atividade.

Caso haja algum dano material ou imaterial, devidamente comprovado, advindo da pesquisa, este documento garante o reparo ao dano e direito ao ressarcimento que deve ser pago de acordo com a Resolução 510/16. 1.

Duas vias deste documento estão sendo rubricadas e assinadas por você e pela pesquisadora responsável.

O pesquisador acompanhará os participantes e dará assistência em todas as etapas da pesquisa. Abaixo os contatos e endereço dos pesquisadores para tirar qualquer dúvida ou pedir mais informações.

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

<p>Eu, _____, concordo em participar deste estudo e autorizo a pesquisadora a utilizar os dados por mim fornecidos.</p> <p style="text-align: center;">Assinatura do(a) Participante</p> <p style="text-align: center;">_____</p> <p>Florianópolis, ____ / ____ / _____</p>

<p>Eu, _____, dou permissão para gravação de minha voz e imagem durante o período da pesquisa.</p> <p style="text-align: center;">Assinatura do(a) Participante</p> <p style="text-align: center;">_____</p> <p>Florianópolis, ____ / ____ / _____</p>
--

Contatos:

UFSC: Rosane Silveira, rosanesilveira@hotmail.com, (48) 9615-9978, Campus Trindade, Florianópolis, CCE-Prédio B, sala 108.

UFSC/UFERSA: Bruno Coriolano de Almeida Costa, bruno.coriolano@ufersa.edu.br, (84) 9 9949-4277.

Assinatura do Pesquisador Coordenador do Projeto

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIMENTO DOS ALUNOS

Você está convidado (a) a participar da pesquisa *The Architecture of Beliefs: Teachers and Learners' Belief Systems about L2 Pronunciation Teaching and Learning in EFL Classes in a Brazilian Context*. Este estudo visa contribuir com a formação de professores de línguas estrangeiras e com o ensino da pronúncia nas línguas inglesa e francesa.

Ao aceitar participar da pesquisa, você receberá um link, via e-mail, para um questionário sobre ensino/aprendizagem de pronúncia em língua estrangeira. O documento estará disponível via *Google Forms*. É importante ressaltar que a participação será de forma voluntária e que sua identidade será preservada, porém, caso aceite fazer parte da pesquisa, espera-se que você responda ao questionário dentro do período que será indicado nas instruções do e-mail que lhe será enviado.

Quando esta pesquisa for concluída, o estudo tornar-se-á público. Mas, não se preocupe. Não usaremos seu nome em momento algum. Sua identidade e seus dados pessoais serão mantidos em segredo.

Os riscos ou desconfortos associados à sua participação são mínimos, limitando-se a possível cansaço mental, nervosismo e ansiedade durante o período de resposta do questionário. Se algum participante não estiver se sentindo confortável e quiser desistir de participar da pesquisa, basta avisar o pesquisador. Qualquer participante poderá, a qualquer momento, deixar de participar da pesquisa. Se fizer isso, o pesquisador descartará todos os dados relacionados ao participante que desistir.

As informações fornecidas e o material coletado serão absolutamente confidenciais e não haverá identificação nominal dos participantes, nem divulgação de quaisquer informações que possam revelar sua identidade. Você poderá, a qualquer momento, deixar de participar da pesquisa, informando ao pesquisador de sua decisão, a fim de que ele não utilize mais seus dados. Você tem garantia de livre acesso às informações da pesquisa. Além do mais, asseguramos que esta pesquisa está submetida aos critérios das Resoluções 466/12, 510/16 e suas complementares e foi aprovada pelo Comitê de Ética em Pesquisa com Seres Humanos (CEPSH) da Universidade Federal de Santa Catarina.

Para seu conhecimento: “O CEPSH é um órgão colegiado interdisciplinar, deliberativo, consultivo e educativo, vinculado à Universidade Federal de Santa Catarina, mas independente na tomada de decisões, criado para defender os interesses dos participantes da pesquisa em sua integridade e dignidade e para contribuir no desenvolvimento da pesquisa dentro de padrões éticos” (<https://cep.ufsc.br/>). Para maiores informações, você pode contactar o CEPSH: Prédio Reitoria II, R: Desembargador Vitor Lima, nº 222, sala 401, Trindade, Florianópolis/SC, CEP 88.040-400, Contato: (48) 3721-6094, cep.propesq@contato.ufsc.br.

A participação nesta pesquisa não acarreta, de forma alguma, em prejuízos ou em privilégios. No entanto, os participantes da pesquisa receberão um Certificado de Participação em Pesquisa, com a carga horária de 1h (uma) hora-atividade.

Caso haja algum dano material ou imaterial, devidamente comprovado, advindo da pesquisa, este documento garante o reparo ao dano e direito ao ressarcimento que deve ser pago de acordo com a Resolução 510/16. 1.

Duas vias deste documento estão sendo rubricadas e assinadas por você e pelo pesquisador responsável.

O pesquisador acompanhará os participantes e dará assistência em todas as etapas da pesquisa. Abaixo os contatos e endereço dos pesquisadores para tirar qualquer dúvida ou pedir mais informações.

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

<p>Eu, _____, concordo em participar deste estudo e autorizo a pesquisadora a utilizar os dados por mim fornecidos.</p> <p>Assinatura do(a) Participante</p> <p>_____</p> <p>Florianópolis, ____ / ____ / _____</p>

<p>Eu, _____, dou permissão para gravação de minha voz e imagem durante o período da pesquisa.</p> <p>Assinatura do(a) Participante</p> <p>_____</p> <p>Florianópolis, ____ / ____ / _____</p>
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Contatos:

UFSC: Rosane Silveira, rosanesilveira@hotmail.com, (48) 9615-9978, Campus Trindade, Florianópolis, CCE-Prédio B, sala 108.

UFSC/UFERSA: Bruno Coriolano de Almeida Costa, bruno.coriolano@ufersa.edu.br, (84) 9 9949-4277

Assinatura do Pesquisador Coordenador do Projeto

APPENDIX G - EFL LEARNERS' ANSWERS**Pesquisa acadêmica – UFSC**

Este questionário tem como objetivo coletar dados para a pesquisa de Bruno Coriolano, doutorando do Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários (PPGI/UFSC). NÃO EXISTE RESPOSTA CERTA OU ERRADA!

Obrigado por aceitar participar desta pesquisa. Suas respostas me ajudarão muito na coleta de dados e no desenvolvimento da tese de doutorado!

Importante: Seus dados serão preservados e em nenhum momento sua identidade será revelada.

E-mail *

.....

Nome completo: *

.....

Contato (e-mail): *

.....

Gênero:

Masculino

Feminino

Outro

Idade:

.....

Nível de inglês para o qual está matriculado(a): *

.....

Tempo de estudo da língua:

.....

Outras formas de contato com a língua:

.....

Questionário (Pesquisa acadêmica - UFSC)

1. Quando você pensa em aprender uma outra língua, quais aspectos você entende como:
1) pouco importantes; 2) importantes e 3) muito importantes?

.....

2. Qual a importância do estudo da gramática na aprendizagem de uma língua estrangeira?

.....

3. Qual a sua maior dificuldade ao estudar a língua inglesa? Como consegue lidar com tal dificuldade?

.....

4. Qual a importância do desenvolvimento da fala para a comunicação em língua inglesa? Quais aspectos são fundamentais para conseguir se comunicar efetivamente em língua inglesa?

.....

5. De forma geral, como aprendiz da língua inglesa, quais aspectos ou habilidades você acredita que devem ser prioridades nas aulas?

.....

6. Você estuda a pronúncia da língua inglesa fora do contexto da sala de aula? Como?

.....

7. Qual a importância de se estudar os aspectos fonéticos e fonológicos da língua?

.....

8. Na sua opinião, a pronúncia pode ser aprendida em sala de aula? Como?

.....

9. Nas aulas de língua inglesa você estuda a pronúncia do idioma? Como acontece o ensino desta habilidade da língua?

.....

10. Você acredita existir um modelo de pronúncia a ser seguido/atingido quando o aluno decide aprender um novo idioma? Se sim, poderia falar um pouco mais sobre este modelo? Qual modelo seria? Por que tal modelo?

.....

11. Qual é o papel do aluno na aprendizagem da pronúncia da língua inglesa?

.....

12. Quais são as maiores dificuldades encontradas por você na aprendizagem da pronúncia da língua inglesa durante as aulas? Como procura lidar com tais dificuldades?

.....

13. Seus professores ensinam a pronúncia da língua inglesa? Como?

.....

14. Como você avalia sua própria pronúncia na língua que você está aprendendo?

.....

15. Você acredita que seria importante estudar mais a pronúncia da língua?

.....

16. Você acredita que qualquer estudante de língua inglesa, em qualquer momento, pode aprender a pronúncia da língua?

.....

17. Quais aspectos da pronúncia da língua inglesa você gostaria que fossem incluídos nas aulas?

.....

Este formulário foi criado em UFERSA.

Google Formulários

Pesquisa acadêmica – UFSC

Este questionário tem como objetivo coletar dados para a pesquisa de Bruno Coriolano, doutorando do Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários (PPGI/UFSC). NÃO EXISTE RESPOSTA CERTA OU ERRADA!

Obrigado por aceitar participar desta pesquisa. Suas respostas me ajudarão muito na coleta de dados e no desenvolvimento da tese de doutorado!

Importante: Seus dados serão preservados e em nenhum momento sua identidade será revelada.

E-mail *

.....

Nome completo: *

Student 1
.....

Contato (e-mail): *

.....

Gênero:

Masculino

Feminino

Outro

Idade:

22

Nível de inglês para o qual está matriculado(a): *

1

Tempo de estudo da língua:

5 horas

Outras formas de contato com a língua:

Músicas e séries em inglês

Questionário (Pesquisa acadêmica - UFSC)

1. Quando você pensa em aprender uma outra língua, quais aspectos você entende como:
1) pouco importantes; 2) importantes e 3) muito importantes?

.....

2. Qual a importância do estudo da gramática na aprendizagem de uma língua estrangeira?

3

3. Qual a sua maior dificuldade ao estudar a língua inglesa? Como consegue lidar com tal dificuldade?

A pronúncia, lido com isso treinando

4. Qual a importância do desenvolvimento da fala para a comunicação em língua inglesa? Quais aspectos são fundamentais para conseguir se comunicar efetivamente em língua inglesa?

Conseguir se comunicar com as pessoas em inglês. É fundamental treinar

5. De forma geral, como aprendiz da língua inglesa, quais aspectos ou habilidades você acredita que devem ser prioridades nas aulas?

Dinâmicas que façam os alunos conversarem

6. Você estuda a pronúncia da língua inglesa fora do contexto da sala de aula? Como?

Sim, cantando em inglês

7. Qual a importância de se estudar os aspectos fonéticos e fonológicos da língua?

Muito importante para saber como pronunciar corretamente as palavras

8. Na sua opinião, a pronúncia pode ser aprendida em sala de aula? Como?

Sim, com conversas

9. Nas aulas de língua inglesa você estuda a pronúncia do idioma? Como acontece o ensino desta habilidade da língua?

Sim, repetindo várias vezes as palavras que tenho dificuldade

10. Você acredita existir um modelo de pronúncia a ser seguido/atingido quando o aluno decide aprender um novo idioma? Se sim, poderia falar um pouco mais sobre este modelo? Qual modelo seria? Por que tal modelo?

Não, aos poucos o aluno vai se acostumando com a pronúncia

11. Qual é o papel do aluno na aprendizagem da pronúncia da língua inglesa?

Treinar

12. Quais são as maiores dificuldades encontradas por você na aprendizagem da pronúncia da língua inglesa durante as aulas? Como procura lidar com tais dificuldades?

Muitas vezes as pessoas tem vergonha. O que ajuda a lidar é ter um professor que te deixe confortável no ambiente

13. Seus professores ensinam a pronúncia da língua inglesa? Como?

Sim, nos falando como é

14. Como você avalia sua própria pronúncia na língua que você está aprendendo?

É boa, treino bastante

15. Você acredita que seria importante estudar mais a pronúncia da língua?

Sim

16. Você acredita que qualquer estudante de língua inglesa, em qualquer momento, pode aprender a pronúncia da língua?

Sim

17. Quais aspectos da pronúncia da língua inglesa você gostaria que fossem incluídos nas aulas?

Acho tudo muito bom

Este formulário foi criado em UFERSA.

Google Formulários

Pesquisa acadêmica – UFSC

Este questionário tem como objetivo coletar dados para a pesquisa de Bruno Coriolano, doutorando do Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários (PPGI/UFSC). NÃO EXISTE RESPOSTA CERTA OU ERRADA!

Obrigado por aceitar participar desta pesquisa. Suas respostas me ajudarão muito na coleta de dados e no desenvolvimento da tese de doutorado!

Importante: Seus dados serão preservados e em nenhum momento sua identidade será revelada.

E-mail *

.....

Nome completo: *

Student 1

.....

Contato (e-mail): *

.....

Gênero:

Masculino

Feminino

Outro

Idade:

18

Nível de inglês para o qual está matriculado(a): *

5

Tempo de estudo da língua:

mais de 10 anos

Outras formas de contato com a língua:

filmes, séries, músicas, viagens

Questionário (Pesquisa acadêmica - UFSC)

1. Quando você pensa em aprender uma outra língua, quais aspectos você entende como:
1) pouco importantes; 2) importantes e 3) muito importantes?

pouco importante focar apenas na gramática formal, importante ler e escrever, muito importante, diria até essencial, praticar o listening e speaking .

2. Qual a importância do estudo da gramática na aprendizagem de uma língua estrangeira?

para saber a forma correta para falar e compreender o porque nas leituras etc...

3. Qual a sua maior dificuldade ao estudar a língua inglesa? Como consegue lidar com tal dificuldade?

fluência

4. Qual a importância do desenvolvimento da fala para a comunicação em língua inglesa? Quais aspectos são fundamentais para conseguir se comunicar efetivamente em língua inglesa?

poder se comunicar sem problemas em outro idioma, para isso é fundamental praticar e ouvir muito com os outros

5. De forma geral, como aprendiz da língua inglesa, quais aspectos ou habilidades você acredita que devem ser prioridades nas aulas?

participação, não ter vergonha de errar e tirar dúvidas

6. Você estuda a pronúncia da língua inglesa fora do contexto da sala de aula? Como?

sim, falando sozinha, criando conversas, ou praticando com pessoas que sabem um pouco mais e podem me corrigir

7. Qual a importância de se estudar os aspectos fonéticos e fonológicos da língua?

pois são bem diferentes da nossa língua nativa então estudar as especificidades é fundamental para conseguir se adequar a língua de forma correta

8. Na sua opinião, a pronúncia pode ser aprendida em sala de aula? Como?

sim, falando bastante e estimulando trabalhos em grupo

9. Nas aulas de língua inglesa você estuda a pronúncia do idioma? Como acontece o ensino desta habilidade da língua?

diálogo com a turma e professora

10. Você acredita existir um modelo de pronúncia a ser seguido/atingido quando o aluno decide aprender um novo idioma? Se sim, poderia falar um pouco mais sobre este modelo? Qual modelo seria? Por que tal modelo?

11. Qual é o papel do aluno na aprendizagem da pronúncia da língua inglesa?

12. Quais são as maiores dificuldades encontradas por você na aprendizagem da pronúncia da língua inglesa durante as aulas? Como procura lidar com tais dificuldades?

montar frases o improviso, procuro treinar e expandir meu vocabulário

13. Seus professores ensinam a pronúncia da língua inglesa? Como?

sim, falando o certo e pedindo para repetir do modo que sabemos

14. Como você avalia sua própria pronúncia na língua que você está aprendendo?

média, melhorando

15. Você acredita que seria importante estudar mais a pronúncia da língua?

sim com toda certeza

16. Você acredita que qualquer estudante de língua inglesa, em qualquer momento, pode aprender a pronúncia da língua?

sim, desde que esteja de acordo com seu nível de entendimento

17. Quais aspectos da pronúncia da língua inglesa você gostaria que fossem incluídos nas aulas?

o cotidiano e sotaques

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Google Formulários

Pesquisa acadêmica – UFSC

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Importante: Seus dados serão preservados e em nenhum momento sua identidade será revelada.

E-mail *

.....

Nome completo: *

Student 3
.....

Contato (e-mail): *

.....

Gênero:

Masculino

Feminino

Outro

Idade:

19

Nível de inglês para o qual está matriculado(a): *

5

Tempo de estudo da língua:

7 anos

Outras formas de contato com a língua:

Filmes, músicas e cursos

Questionário (Pesquisa acadêmica - UFSC)

1. Quando você pensa em aprender uma outra língua, quais aspectos você entende como:
1) pouco importantes; 2) importantes e 3) muito importantes?

1) gramática formal 2) saber como escrever 3) entender o que esta lendo e diálogos com pronúncias certas pra conseguir se comunicar sem dificuldade

2. Qual a importância do estudo da gramática na aprendizagem de uma língua estrangeira?

Importante para não falar as concordâncias erradas em um diálogo.

3. Qual a sua maior dificuldade ao estudar a língua inglesa? Como consegue lidar com tal dificuldade?

.....
Tenho dificuldade com a timidez na hora de falar, lido tentando falar mais a cada aula.

4. Qual a importância do desenvolvimento da fala para a comunicação em língua inglesa? Quais aspectos são fundamentais para conseguir se comunicar efetivamente em língua inglesa?

.....
Muito importante para o entendimento nos diálogos. Acho a pronúncia fundamental, a gramática mesmo sendo muito importante as vezes não é tão necessária.

5. De forma geral, como aprendiz da língua inglesa, quais aspectos ou habilidades você acredita que devem ser prioridades nas aulas?

.....
Aulas interativas com jogos, diálogos e discussões.

6. Você estuda a pronúncia da língua inglesa fora do contexto da sala de aula? Como?

.....
Sim, cantando músicas e vendo as letras pra cantar certo, conversando com amigos fluentes, falando sozinho em casa ou com os animais.

7. Qual a importância de se estudar os aspectos fonéticos e fonológicos da língua?

.....
Super importante.

8. Na sua opinião, a pronúncia pode ser aprendida em sala de aula? Como?

.....
Sim, com conversações.

9. Nas aulas de língua inglesa você estuda a pronúncia do idioma? Como acontece o ensino desta habilidade da língua?

Conversas, diálogos e discussões.

10. Você acredita existir um modelo de pronúncia a ser seguido/atingido quando o aluno decide aprender um novo idioma? Se sim, poderia falar um pouco mais sobre este modelo? Qual modelo seria? Por que tal modelo?

Não, cada um aprende e fala de um jeito, o importante é ser entendido.

11. Qual é o papel do aluno na aprendizagem da pronúncia da língua inglesa?

Praticar.

12. Quais são as maiores dificuldades encontradas por você na aprendizagem da pronúncia da língua inglesa durante as aulas? Como procura lidar com tais dificuldades?

Timidez, lido tentando falar mais.

13. Seus professores ensinam a pronúncia da língua inglesa? Como?

Sim, com diálogos e jogos.

14. Como você avalia sua própria pronúncia na língua que você está aprendendo?

Avalio perguntando pra quem é mais fluente que eu se a pronúncia está boa.

15. Você acredita que seria importante estudar mais a pronúncia da língua?

Sim.

16. Você acredita que qualquer estudante de língua inglesa, em qualquer momento, pode aprender a pronúncia da língua?

Sim, mas as vezes quem é mais fluente já acostumou falando do jeito errado e é difícil mudar. E quem está começando a aprender tem dificuldade com palavras mais complexas, mas nada impossível.

17. Quais aspectos da pronúncia da língua inglesa você gostaria que fossem incluídos nas aulas?

Gírias e sotaques.

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Pesquisa acadêmica – UFSC

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Importante: Seus dados serão preservados e em nenhum momento sua identidade será revelada.

E-mail *

.....

Nome completo: *

Student 4

Contato (e-mail): *

.....

Gênero:

Masculino

Feminino

Outro

Idade:

36

Nível de inglês para o qual está matriculado(a): *

5

Tempo de estudo da língua:

Alguns anos intermitentes

Outras formas de contato com a língua:

filmes e musicas

Questionário (Pesquisa acadêmica - UFSC)

1. Quando você pensa em aprender uma outra língua, quais aspectos você entende como:
1) pouco importantes; 2) importantes e 3) muito importantes?

Após iniciar mtos cursos e e tanto tempo tentando, entendo que é o mais importante seria a pratica do speaking, depois o listening e o reading.

2. Qual a importância do estudo da gramática na aprendizagem de uma língua estrangeira?

Embora eu ache que a conversação em si tenha mais resultados, para mim a gramatica é bem importante, porque eu sinto necessidade de esquematizar e entender o porquê das "regras". Mesmo quenem tudo tenha explicação logica.

3. Qual a sua maior dificuldade ao estudar a língua inglesa? Como consegue lidar com tal dificuldade?

A vergonha somado ao medo de errar. O falar em publico, mesmo na minha lingua, é um problema para mim. Em ingles, entao, é desesperador. Eu tento focar no objetivo, como um mantra, e também compensar no watching/listening/reading.

4. Qual a importância do desenvolvimento da fala para a comunicação em língua inglesa? Quais aspectos são fundamentais para conseguir se comunicar efetivamente em língua inglesa?

Acho que o aspecto fundamental é justamente o desenvolvimento da fala. Tentar, errar e se aprimorar. Acho que é importante se ouvir.

5. De forma geral, como aprendiz da língua inglesa, quais aspectos ou habilidades você acredita que devem ser prioridades nas aulas?

Estimular a conversação, com paciencia do tutor, ter audios também para discussão.

6. Você estuda a pronúncia da língua inglesa fora do contexto da sala de aula? Como?

Ouvindo musica, prestando atenção nas falas dos filmes e por meio de aplicativos.

7. Qual a importância de se estudar os aspectos fonéticos e fonológicos da língua?

importante para o desenvolvimento da pronuncia

8. Na sua opinião, a pronúncia pode ser aprendida em sala de aula? Como?

Sim, prestando atenção nas falas dos tutores - por isso a importancia de não falar muito rápido, com a correção e repetição da nossa fala por parte do tutor.

9. Nas aulas de língua inglesa você estuda a pronúncia do idioma? Como acontece o ensino desta habilidade da língua?

Faz parte da aula com a conversação e correção pelo tutor

10. Você acredita existir um modelo de pronúncia a ser seguido/atingido quando o aluno decide aprender um novo idioma? Se sim, poderia falar um pouco mais sobre este modelo? Qual modelo seria? Por que tal modelo?

Não entendo o que seria um "modelo de pronuncia"

11. Qual é o papel do aluno na aprendizagem da pronúncia da língua inglesa?

Fundamental. Ele precisa treinar e se escutar até ficar automatico, como uma criança aprendendo a falar

12. Quais são as maiores dificuldades encontradas por você na aprendizagem da pronúncia da língua inglesa durante as aulas? Como procura lidar com tais dificuldades?

No meu caso, como a dicção das linguas sao bem diferentes, a vergonha de ser exagerada. As pronuncias com "sopro", uso da lingua, o R bem carregado.

13. Seus professores ensinam a pronúncia da língua inglesa? Como?

Corrigindo durante a conversação, de forma paciente e sem cortar o raciocinio

14. Como você avalia sua própria pronúncia na língua que você está aprendendo?

Mediana, com muuito a melhorar

15. Você acredita que seria importante estudar mais a pronúncia da língua?

Sim, principalmente pq existem palavras com a mesma escrita cujo significado depende da pronuncia

16. Você acredita que qualquer estudante de língua inglesa, em qualquer momento, pode aprender a pronúncia da língua?

Sim, acredito que deve ser concomitante ao aprendizado

17. Quais aspectos da pronúncia da língua inglesa você gostaria que fossem incluídos nas aulas?

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Pesquisa acadêmica – UFSC

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E-mail *

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Nome completo: *

Student 5
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Contato (e-mail): *

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Gênero:

Masculino

Feminino

Outro

Idade:

68

Nível de inglês para o qual está matriculado(a): *

5

Tempo de estudo da língua:

5 anos

Outras formas de contato com a língua:

Participação em congressos internacionais

Questionário (Pesquisa acadêmica - UFSC)

1. Quando você pensa em aprender uma outra língua, quais aspectos você entende como:
1) pouco importantes; 2) importantes e 3) muito importantes?

1) pouco importantes: nao tem; 2) importantes: fazer um curso de língua estrangeira; 3) muito importantes: viver pelo menos um ano em país que tem a língua escolhida como oficial ou praticar com falantes nativos de língua,

2. Qual a importância do estudo da gramática na aprendizagem de uma língua estrangeira?

Bastante importante, mas eu pessoalmente não sou muito forte em gramática da minha língua nativa

3. Qual a sua maior dificuldade ao estudar a língua inglesa? Como consegue lidar com tal dificuldade?

Não tive chance de viver em um país de língua inglesa mais que 3 meses. Apesar que participo frequentemente em congressos internacionais onde se fala inglês, não me sinto seguro na língua. Estou fazendo cursos de inglês presenciais e on-line, uso recursos de internet: TV, filmes, podcast etc.

4. Qual a importância do desenvolvimento da fala para a comunicação em língua inglesa? Quais aspectos são fundamentais para conseguir se comunicar efetivamente em língua inglesa?

So comunicando em inglês.

5. De forma geral, como aprendiz da língua inglesa, quais aspectos ou habilidades você acredita que devem ser prioridades nas aulas?

Conversação

6. Você estuda a pronúncia da língua inglesa fora do contexto da sala de aula? Como?

Assistindo filmes

7. Qual a importância de se estudar os aspectos fonéticos e fonológicos da língua?

Muito importante, eu sempre tenho um problema em comunicação com falantes nativos por que eles tem pronúncia diferente.

8. Na sua opinião, a pronúncia pode ser aprendida em sala de aula? Como?

8. A pronúncia pode ser aprendida em sala de aula, sim.

9. Nas aulas de língua inglesa você estuda a pronúncia do idioma? Como acontece o ensino desta habilidade da língua?

Nunca fiz um curso de fonética inglesa.

10. Você acredita existir um modelo de pronúncia a ser seguido/atingido quando o aluno decide aprender um novo idioma? Se sim, poderia falar um pouco mais sobre este modelo? Qual modelo seria? Por que tal modelo?

Não sou um especialista no assunto.

11. Qual é o papel do aluno na aprendizagem da pronúncia da língua inglesa?

Aprender e se esforçar a máximo.

12. Quais são as maiores dificuldades encontradas por você na aprendizagem da pronúncia da língua inglesa durante as aulas? Como procura lidar com tais dificuldades?

Em aulas on-line é difícil aprender a pronúncia direto. Para me esta habilidade deve ser colocada no nível cognitivo para funcionar bem, e isso só pode ser feito quando o aluno fica um tempo no ambiente da língua inglesa. Ai varias coisas funcionam no automático.

13. Seus professores ensinam a pronúncia da língua inglesa? Como?

Sim.

14. Como você avalia sua própria pronúncia na língua que você está aprendendo?

Media.

15. Você acredita que seria importante estudar mais a pronúncia da língua?

Sim.

16. Você acredita que qualquer estudante de língua inglesa, em qualquer momento, pode aprender a pronúncia da língua?

Sim, tudo depende de ambiente de ensino.

17. Quais aspectos da pronúncia da língua inglesa você gostaria que fossem incluídos nas aulas?

Todos.

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Pesquisa acadêmica – UFSC

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Importante: Seus dados serão preservados e em nenhum momento sua identidade será revelada.

E-mail *

.....

Nome completo: *

Student 6
.....

Contato (e-mail): *

.....

Gênero:

Masculino

Feminino

Outro

Idade:

34

Nível de inglês para o qual está matriculado(a): *

5

Tempo de estudo da língua:

3 meses

Outras formas de contato com a língua:

Meu contato com a língua começou na escola, porém nunca cheguei a fazer cursinho de inglês. O oferecido pela UFSC é o primeiro que faço. Além disso, escuto muitas músicas, procuro a grafia e tradução das letras, assisto muitos filmes e séries e procuro usar as legendas na língua inglesa.

Questionário (Pesquisa acadêmica - UFSC)

1. Quando você pensa em aprender uma outra língua, quais aspectos você entende como:

1) pouco importantes; 2) importantes e 3) muito importantes?

3) facilidade na comunicação; necessidade; perspectivas profissionais; 2) Ser um idioma que eu gosto e que tenho vontade de aprender; 1) ser uma língua "internacional".

2. Qual a importância do estudo da gramática na aprendizagem de uma língua estrangeira?

Acho bem importante, pois assim você consegue expressar o que você quer dizer de uma maneira que a outra pessoa compreenda corretamente.

3. Qual a sua maior dificuldade ao estudar a língua inglesa? Como consegue lidar com tal dificuldade?

Tenho uma boa compreensão da língua inglesa, porém minha maior dificuldade é falar. É pensar e formar as frases em inglês.

4. Qual a importância do desenvolvimento da fala para a comunicação em língua inglesa? Quais aspectos são fundamentais para conseguir se comunicar efetivamente em língua inglesa?

A fala pra mim é o principal da comunicação da língua inglesa, principalmente se você for viajar para outro país. O aspecto principal pra mim é não ter vergonha de falar, mesmo errando.

5. De forma geral, como aprendiz da língua inglesa, quais aspectos ou habilidades você acredita que devem ser prioridades nas aulas?

Acredito que o mais importante é a pronúncia. Porém, tanto a gramática, quanto a fala e a escrita são importantes nas aulas. É um conjunto que faz com que você compreenda o que está sendo dito/escrito e que te auxilia a criar vocabulário.

6. Você estuda a pronúncia da língua inglesa fora do contexto da sala de aula? Como?

Gosto de ouvir músicas e buscar suas letras e traduções, assim como assistir filmes e séries com legendas em inglês.

7. Qual a importância de se estudar os aspectos fonéticos e fonológicos da língua?

Acho bem importante, até porque muitas vezes a pronúncia de uma palavra em inglês não é a mesma da escrita. E em inglês existem sons que não se tem na língua portuguesa.

8. Na sua opinião, a pronúncia pode ser aprendida em sala de aula? Como?

Sim, o professor pode auxiliar e corrigir a pronúncia, porém sem interromper o aluno no momento em que ele está falando, pois isso acaba atrapalhando o raciocínio.

9. Nas aulas de língua inglesa você estuda a pronúncia do idioma? Como acontece o ensino desta habilidade da língua?

Sim. Sempre que há dúvidas a respeito da pronúncia, a professora explica como deve ser falado, além de indicar o dicionário de Cambridge para que possamos tirar nossas dúvidas a respeito.

10. Você acredita existir um modelo de pronúncia a ser seguido/atingido quando o aluno decide aprender um novo idioma? Se sim, poderia falar um pouco mais sobre este modelo? Qual modelo seria? Por que tal modelo?

O modelo de pronúncia a ser seguido pra mim é aquele que esteja dentro dos meus objetivos de aprendizado, seja o inglês americano ou o britânico.

11. Qual é o papel do aluno na aprendizagem da pronúncia da língua inglesa?

O papel do aluno é o principal, pois depende do aluno praticar e exercitar o que aprendeu na aula.

12. Quais são as maiores dificuldades encontradas por você na aprendizagem da pronúncia da língua inglesa durante as aulas? Como procura lidar com tais dificuldades?

Minha maior dificuldade é a fala, tenho buscado formar frases, traduzi-las para o inglês e falar, assim como conversar com amigos que tem maior compreensão, para perder a vergonha. Em aula sempre que há dúvidas ou necessidade de correção na pronúncia, a professora nos auxilia.

13. Seus professores ensinam a pronúncia da língua inglesa? Como?

Sim. Sempre que há dúvidas a respeito da pronúncia, a professora explica como deve ser falado, além de indicar o dicionário de Cambridge para que possamos tirar nossas dúvidas a respeito.

14. Como você avalia sua própria pronúncia na língua que você está aprendendo?

Ainda tenho muito a melhorar, mas quando tenho dúvidas procuro usar tradutor a fim de entender como é pronunciada determinada palavra.

15. Você acredita que seria importante estudar mais a pronúncia da língua?

Sim.

16. Você acredita que qualquer estudante de língua inglesa, em qualquer momento, pode aprender a pronúncia da língua?

Sim.

17. Quais aspectos da pronúncia da língua inglesa você gostaria que fossem incluídos nas aulas?

Estudar os diferentes sons do inglês, insistindo em especial naqueles que não existem em português.

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Pesquisa acadêmica – UFSC

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E-mail *

.....

Nome completo: *

Student 7

Contato (e-mail): *

.....

Gênero:

Masculino

Feminino

Outro

Idade:

31

Nível de inglês para o qual está matriculado(a): *

5

Tempo de estudo da língua:

aproximadamente 8 anos, com interrupções

Outras formas de contato com a língua:

Questionário (Pesquisa acadêmica - UFSC)

1. Quando você pensa em aprender uma outra língua, quais aspectos você entende como:
1) pouco importantes; 2) importantes e 3) muito importantes?

- 1) Saber muitas regras gramaticais.
- 2) Conseguir acompanhar uma conversa.
- 3) Ter um vocabulário vasto.

2. Qual a importância do estudo da gramática na aprendizagem de uma língua estrangeira?

Não acho que é o mais importante, claro que ela tem muito significado, principalmente os tempos verbais, mas a aplicação disso em conversas comuns e do dia a dia é muito mais importante do que as regras.

3. Qual a sua maior dificuldade ao estudar a língua inglesa? Como consegue lidar com tal dificuldade?

Tenho mais dificuldade na leitura em inglês, principalmente nos textos acadêmicos, pois sempre me deparo com muitos termos ainda desconhecidos. Eu sempre faço uso de algum dicionário para apreender o significado das palavras e termos.

4. Qual a importância do desenvolvimento da fala para a comunicação em língua inglesa? Quais aspectos são fundamentais para conseguir se comunicar efetivamente em língua inglesa?

A fala eu considero o aspecto mais importante para a comunicação em qualquer língua estrangeira. É essencial compreender o que está sendo dito por alguém para que haja comunicação, e para isso é preciso treinar o ouvido para diferenciar as palavras similares, então é imprescindível ouvir coisas em inglês frequentemente.

5. De forma geral, como aprendiz da língua inglesa, quais aspectos ou habilidades você acredita que devem ser prioridades nas aulas?

Acredito que a conversação deve ser prioridade nas aulas. Principalmente exercitar situações reais, como fazer pedidos, pedir direções e ajuda, trocar informações, contar histórias. A gramática pode ser facilmente estudada sozinho, com a ajuda do livro ou outro material escrito.

6. Você estuda a pronúncia da língua inglesa fora do contexto da sala de aula? Como?

Sim. Costumo assistir coisas em que seja falado o inglês britânico, pois sou fascinada pelo sotaque e fico repetindo as palavras que conheço o significado mas que são ditas de formas diferentes das que estudei e conheço. Também ouço muitas músicas enquanto acompanho as letras das mesmas, para reconhecer as pronúncias e significados das palavras.

7. Qual a importância de se estudar os aspectos fonéticos e fonológicos da língua?

Muito importantes, pois ajuda tanto a identificar uma palavra corretamente quando se está ouvindo quanto a pronunciar-la corretamente em uma conversa.

8. Na sua opinião, a pronúncia pode ser aprendida em sala de aula? Como?

Creio que sim, pois durante uma conversa em aula um colega pode ajudar o outro, e mesmo o professor, corrigindo a pronúncia de alguma palavra que eu não souber ou tiver dificuldade em pronunciar.

9. Nas aulas de língua inglesa você estuda a pronúncia do idioma? Como acontece o ensino desta habilidade da língua?

Nas aulas não chegamos a estudar muito isso, acaba sendo mais no momento da conversação mesmo que isso surge, quando alguém pronuncia alguma palavra de forma errada e alguém (geralmente o professor) a corrige. Algumas palavras específicas, com pronúncia mais complexa e geralmente bem diferente da escrita e do mais comum que já estudamos em aula.

10. Você acredita existir um modelo de pronúncia a ser seguido/atingido quando o aluno decide aprender um novo idioma? Se sim, poderia falar um pouco mais sobre este modelo? Qual modelo seria? Por que tal modelo?

Não acredito que existe um modelo. Até porque todos temos diferentes sotaques em português, e com certeza isso refletirá na nossa pronúncia em inglês.

11. Qual é o papel do aluno na aprendizagem da pronúncia da língua inglesa?

O aluno tem o papel de praticar o máximo possível, para que consiga apreender bem as pronúncias.

12. Quais são as maiores dificuldades encontradas por você na aprendizagem da pronúncia da língua inglesa durante as aulas? Como procura lidar com tais dificuldades?

Minhas maiores dificuldades são com palavras com muitas consoantes seguidas e com TH, TRH, por exemplo. Esses sons são difíceis de serem reproduzidos, principalmente porque eu falo muito rápido, então quando me deparo com essas palavras dou uma enroscada na fala, e isso faz com que eu perca a linha de raciocínio, às vezes.

13. Seus professores ensinam a pronúncia da língua inglesa? Como?

Sim, até agora, todos eles costumam nos corrigir quando pronunciamos uma palavra de forma totalmente errada e que possa prejudicar o entendimento ou mudar o significado do contexto, e algumas vezes reúnem um conjunto de palavras mais complexas e as pronunciam para que a gente repita e consiga gravar essa pronúncia.

14. Como você avalia sua própria pronúncia na língua que você está aprendendo?

Considero que minha pronúncia é muito boa, pois costumo treinar bastante, e meu sotaque do interior do Paraná, carregado no R, acaba me ajudando.

15. Você acredita que seria importante estudar mais a pronúncia da língua?

Acredito que o quanto estudo sobre isso tem sido suficiente, tenho mais dificuldades em outros aspectos.

16. Você acredita que qualquer estudante de língua inglesa, em qualquer momento, pode aprender a pronúncia da língua?

Com certeza, desde que pratique e se esforce, pois quando você acha que sabe pronunciar uma palavra corretamente, é mais difícil de corrigir.

17. Quais aspectos da pronúncia da língua inglesa você gostaria que fossem incluídos nas aulas?

Creio que deveria ser mais enfática a correção quando o aluno seguidamente pronuncia palavras erroneamente. A pronúncia correta faz parte da boa comunicação, então os alunos deveriam ter essa cobrança.

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Pesquisa acadêmica – UFSC

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Importante: Seus dados serão preservados e em nenhum momento sua identidade será revelada.

E-mail *

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Nome completo: *

Student 8
.....

Contato (e-mail): *

.....

Gênero:

Masculino

Feminino

Outro

Idade:

45 anos

Nível de inglês para o qual está matriculado(a): *

English 5

Tempo de estudo da língua:

Só estudei quando era criança/adolescente

Outras formas de contato com a língua:

Filmes, livros, música.

Questionário (Pesquisa acadêmica - UFSC)

1. Quando você pensa em aprender uma outra língua, quais aspectos você entende como:
1) pouco importantes; 2) importantes e 3) muito importantes?

1) acento ou sotaque, 2) estrutura gramatical da fala e da escrita e 3) compreensão

2. Qual a importância do estudo da gramática na aprendizagem de uma língua estrangeira?

Creio que seja importante pois sem o conhecimento gramatical, estamos sujeitos a muitos erros de escrita e conversação.

3. Qual a sua maior dificuldade ao estudar a língua inglesa? Como consegue lidar com tal dificuldade?

Pelo fato de a estrutura ser diferente da língua latina, algumas regras são difíceis de assimilar. A falta de prática, compromete a aquisição de vocabulário e ao na conversação, devido à insegurança, acabo por esquecer as palavras e as estruturas.

4. Qual a importância do desenvolvimento da fala para a comunicação em língua inglesa? Quais aspectos são fundamentais para conseguir se comunicar efetivamente em língua inglesa?

Penso que a fala é ainda mais importante que a escrita, em qualquer idioma, considerando que a sobrevivência de uma pessoa pode depender principalmente da sua capacidade de se comunicar verbalmente. Ter coragem para errar e se submeter às correções de quem conhece a língua inglesa, ter determinação e paciência para estudar, principalmente se arriscando a conversar com nativos ou pessoa com fluência na língua, o máximo que puder.

5. De forma geral, como aprendiz da língua inglesa, quais aspectos ou habilidades você acredita que devem ser prioridades nas aulas?

Creio que a leitura e a conversação devem ser a prioridade.

6. Você estuda a pronúncia da língua inglesa fora do contexto da sala de aula? Como?

Sim, quando possível faço exercícios em um aplicativo chamado Elsa. Nele há bastante prática da pronúncia. Além disso, às vezes busco ouvir músicas e acompanhar a letras na tela do computador.

7. Qual a importância de se estudar os aspectos fonéticos e fonológicos da língua?

Ambos ajudam na distinção de palavras similares e a correta pronúncia na comunicação verbal, evitando assim ruídos comunicacionais.

8. Na sua opinião, a pronúncia pode ser aprendida em sala de aula? Como?

Sim, apresentando frases e pedindo para o aluno leia e posteriormente, mostrar ao ela a forma correta ou vice versa, isto é, pedir que repita a pronúncia correta de uma frase depois de ouvi-la. Vale lembrar que na língua inglesa há diferenças entre o Inglês britânico e o americano.

9. Nas aulas de língua inglesa você estuda a pronúncia do idioma? Como acontece o ensino desta habilidade da língua?

Nesse nível, a aula é predominantemente dada em inglês e a professora exige que os alunos usem o inglês para se comunicar durante a aula. Nossa professora procura corrigir palavras pronunciadas de forma incorreta, de maneira discreta, sem causar constrangimento ao aluno.

10. Você acredita existir um modelo de pronúncia a ser seguido/atingido quando o aluno decide aprender um novo idioma? Se sim, poderia falar um pouco mais sobre este modelo? Qual modelo seria? Por que tal modelo?

Não acredito em um modelo, já que o importante é saber se comunicar e cada pessoa tem o seu sotaque e sua preferência pelo estilo linguístico.

11. Qual é o papel do aluno na aprendizagem da pronúncia da língua inglesa?

O de protagonista.

12. Quais são as maiores dificuldades encontradas por você na aprendizagem da pronúncia da língua inglesa durante as aulas? Como procura lidar com tais dificuldades?

Tenho dificuldades em identificar como a letra i nas palavras devem ser pronunciadas, ainda tenho dificuldades em fazer ligações entre as palavras que terminam em consoantes e iniciam com vogais, palavras similares, o som do th, enfim. O exercício de escuta e reprodução usando o Google tradutor tem me ajudado bastante.

13. Seus professores ensinam a pronúncia da língua inglesa? Como?

Sim. Ele costuma deixar os alunos falarem livremente, porém corrige de forma discreta, quando identifica o erro de pronúncia, em casos pontuais e de forma a não constrangê-los.

14. Como você avalia sua própria pronúncia na língua que você está aprendendo?

Avalio como sendo de nível mediano.

15. Você acredita que seria importante estudar mais a pronúncia da língua?

Sim. Eu estudo sempre.

16. Você acredita que qualquer estudante de língua inglesa, em qualquer momento, pode aprender a pronúncia da língua?

Não. Acredito que quanto mais velho o estudante vai ficando mais difícil se torna a aprendizagem da língua e mais difícil se torna a pronúncia correta.

17. Quais aspectos da pronúncia da língua inglesa você gostaria que fossem incluídos nas aulas?

A fonética, o acento, o ritmo creio que sejam os principais aspectos que eu gostaria que fossem incluídos nas aulas de inglês.

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Google Formulários

Pesquisa acadêmica – UFSC

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Importante: Seus dados serão preservados e em nenhum momento sua identidade será revelada.

E-mail *

.....

Nome completo: *

Student 9

.....

Contato (e-mail): *

.....

Gênero:

Masculino

Feminino

Outro

Idade:

63

Nível de inglês para o qual está matriculado(a): *

5

Tempo de estudo da língua:

2 anos

Outras formas de contato com a língua:

Viagens, filmes, artigos...

Questionário (Pesquisa acadêmica - UFSC)

1. Quando você pensa em aprender uma outra língua, quais aspectos você entende como:

1) pouco importantes; 2) importantes e 3) muito importantes?

2) Vocabulário, 3) formulação correta das frases, 3) certa fluência

2. Qual a importância do estudo da gramática na aprendizagem de uma língua estrangeira?

Considero importante.

3. Qual a sua maior dificuldade ao estudar a língua inglesa? Como consegue lidar com tal dificuldade?

A gramática. Tento lidar com isso estudando repetidamente.

4. Qual a importância do desenvolvimento da fala para a comunicação em língua inglesa? Quais aspectos são fundamentais para conseguir se comunicar efetivamente em língua inglesa?

Importante para comunicação. Para se comunicar é preciso não ter medo e falar.

5. De forma geral, como aprendiz da língua inglesa, quais aspectos ou habilidades você acredita que devem ser prioridades nas aulas?

Leitura e conversação. Os conteúdos são muito rápidos, pouco tempo para maturar e incorporar o conteúdo.

6. Você estuda a pronúncia da língua inglesa fora do contexto da sala de aula? Como?

Sim. Dicionário, filmes, vídeos, música

7. Qual a importância de se estudar os aspectos fonéticos e fonológicos da língua?

Não sei

8. Na sua opinião, a pronúncia pode ser aprendida em sala de aula? Como?

Sim, falando e sendo corrigido pelo professor

9. Nas aulas de língua inglesa você estuda a pronúncia do idioma? Como acontece o ensino desta habilidade da língua?

Sim. Na conversação.

10. Você acredita existir um modelo de pronúncia a ser seguido/atingido quando o aluno decide aprender um novo idioma? Se sim, poderia falar um pouco mais sobre este modelo? Qual modelo seria? Por que tal modelo?

Acho que não. Hoje em dia o inglês é falado por vários povos, com pronúncias diferentes.

11. Qual é o papel do aluno na aprendizagem da pronúncia da língua inglesa?

Buscar outros recursos para fixar a pronúncia e repetindo.

12. Quais são as maiores dificuldades encontradas por você na aprendizagem da pronúncia da língua inglesa durante as aulas? Como procura lidar com tais dificuldades?

Nenhuma.

13. Seus professores ensinam a pronúncia da língua inglesa? Como?

Sim. A medida em que a aula acontece.

14. Como você avalia sua própria pronúncia na língua que você está aprendendo?

Considero razoável. Mas sinto que consigo me comunicar com o que já aprendi.

15. Você acredita que seria importante estudar mais a pronúncia da língua?

Não.

16. Você acredita que qualquer estudante de língua inglesa, em qualquer momento, pode aprender a pronúncia da língua?

Sim

17. Quais aspectos da pronúncia da língua inglesa você gostaria que fossem incluídos nas aulas?

Mais leitura conjunta, participação em aula, falando mais.

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Pesquisa acadêmica – UFSC

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Importante: Seus dados serão preservados e em nenhum momento sua identidade será revelada.

E-mail *

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Nome completo: *

Student 10
.....

Contato (e-mail): *

.....

Gênero:

Masculino

Feminino

Outro

Idade:

43 anos

Nível de inglês para o qual está matriculado(a): *

Nível 1

Tempo de estudo da língua:

3 a 4 horas semanais.

Outras formas de contato com a língua:

Filmes e músicas

Questionário (Pesquisa acadêmica - UFSC)

1. Quando você pensa em aprender uma outra língua, quais aspectos você entende como:
1) pouco importantes; 2) importantes e 3) muito importantes?

pouco importante: compreender e me expressar de forma perfeita. importante: conseguir me expressar corretamente e compreender os contextos. muito importante: conseguir compreender e me expressar

2. Qual a importância do estudo da gramática na aprendizagem de uma língua estrangeira?

Entendo que a gramática fornece a base para a compreensão do comportamento da língua.

3. Qual a sua maior dificuldade ao estudar a língua inglesa? Como consegue lidar com tal dificuldade?

A conversação. Para superar eu procure me expor durante as aulas, para tentar vencer a barreira tanto de falar quanto de compreender o que está sendo dito.

4. Qual a importância do desenvolvimento da fala para a comunicação em língua inglesa? Quais aspectos são fundamentais para conseguir se comunicar efetivamente em língua inglesa?

Acho que a fala é bastante importante para que se estabeleça a comunicação. Penso que a aquisição de vocabulário é importante para poder se expressar, quanto para compreender o que está sendo dito.

5. De forma geral, como aprendiz da língua inglesa, quais aspectos ou habilidades você acredita que devem ser prioridades nas aulas?

Eu penso que a leitura e aquisição de vocabulário são importantes para que a escrita e a conversação possam ser desenvolvidas.

6. Você estuda a pronúncia da língua inglesa fora do contexto da sala de aula? Como?

Não.

7. Qual a importância de se estudar os aspectos fonéticos e fonológicos da língua?

Para aprender a pronúncia das palavras.

8. Na sua opinião, a pronúncia pode ser aprendida em sala de aula? Como?

Acho que sim por meio dos estudos fonéticos e fonológicos e da conversação.

9. Nas aulas de língua inglesa você estuda a pronúncia do idioma? Como acontece o ensino desta habilidade da língua?

Ainda estou em uma fase bastante inicial e a pronúncia sempre esteve presente, mas não foi estudada de forma isolada e em profundidade.

10. Você acredita existir um modelo de pronúncia a ser seguido/atingido quando o aluno decide aprender um novo idioma? Se sim, poderia falar um pouco mais sobre este modelo? Qual modelo seria? Por que tal modelo?

Não sei dizer.

11. Qual é o papel do aluno na aprendizagem da pronúncia da língua inglesa?

Acho que a importância está em pesquisar exercitar a pronúncia.

12. Quais são as maiores dificuldades encontradas por você na aprendizagem da pronúncia da língua inglesa durante as aulas? Como procura lidar com tais dificuldades?

Maior dificuldade é a memorização da pronúncia.

13. Seus professores ensinam a pronúncia da língua inglesa? Como?

Dentro do contexto da aula, como estou em uma fase muito inicial a pronúncia estava presente na leitura e na conversação, mas não ocorria como estudo isolado.

14. Como você avalia sua própria pronúncia na língua que você está aprendendo?

Há muito que aprender e aprimorar.

15. Você acredita que seria importante estudar mais a pronúncia da língua?

Sim.

16. Você acredita que qualquer estudante de língua inglesa, em qualquer momento, pode aprender a pronúncia da língua?

Não sei dizer.

17. Quais aspectos da pronúncia da língua inglesa você gostaria que fossem incluídos nas aulas?

Como memorizar ou associar mecanismo de compreensão da dinâmica da pronúncia.

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Pesquisa acadêmica – UFSC

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E-mail *

.....

Nome completo: *

Student 11

Contato (e-mail): *

.....

Gênero:

Masculino

Feminino

Outro

Idade:

57

Nível de inglês para o qual está matriculado(a): *

2

Tempo de estudo da língua:

1 ano

Outras formas de contato com a língua:

vejo filmes legendado, músicas

Questionário (Pesquisa acadêmica - UFSC)

1. Quando você pensa em aprender uma outra língua, quais aspectos você entende como:

1) pouco importantes; 2) importantes e 3) muito importantes?

3) gramática, diálogo

2. Qual a importância do estudo da gramática na aprendizagem de uma língua estrangeira?

Para a compreensão do contexto

3. Qual a sua maior dificuldade ao estudar a língua inglesa? Como consegue lidar com tal dificuldade?

Áudio, escuto em slow motion

4. Qual a importância do desenvolvimento da fala para a comunicação em língua inglesa? Quais aspectos são fundamentais para conseguir se comunicar efetivamente em língua inglesa?

Falar é colocar em prática o aprendizado teórico.
Falar sem se importar com a pronúncia corretíssima

5. De forma geral, como aprendiz da língua inglesa, quais aspectos ou habilidades você acredita que devem ser prioridades nas aulas?

Os exemplos para o treinamento da desenvoltura do vocabulário e da regra gramatical estudada naquela lição

6. Você estuda a pronúncia da língua inglesa fora do contexto da sala de aula? Como?

Não

7. Qual a importância de se estudar os aspectos fonéticos e fonológicos da língua?

Aperfeiçoamento da fala e da escuta

8. Na sua opinião, a pronúncia pode ser aprendida em sala de aula? Como?

Falando, com exercícios direcionados pelo professor que deem a todos a mesma oportunidade de pronunciarem os textos escritos, fazendo leitura, com diálogos

9. Nas aulas de língua inglesa você estuda a pronúncia do idioma? Como acontece o ensino desta habilidade da língua?

Acho bem difícil

10. Você acredita existir um modelo de pronúncia a ser seguido/atingido quando o aluno decide aprender um novo idioma? Se sim, poderia falar um pouco mais sobre este modelo? Qual modelo seria? Por que tal modelo?

aprender uma lingu é igual as crianças aprendendo a falar, imitam os sons que escutam

11. Qual é o papel do aluno na aprendizagem da pronúncia da língua inglesa?

repetir o que ouve e praticar falando o que escreve

12. Quais são as maiores dificuldades encontradas por você na aprendizagem da pronúncia da língua inglesa durante as aulas? Como procura lidar com tais dificuldades?

Falando

13. Seus professores ensinam a pronúncia da língua inglesa? Como?

Falando em Ingles

14. Como você avalia sua própria pronúncia na língua que você está aprendendo?

de 1 a 5(max) - 3

15. Você acredita que seria importante estudar mais a pronúncia da língua?

Acho que ajuda no compreensão

16. Você acredita que qualquer estudante de língua inglesa, em qualquer momento, pode aprender a pronúncia da língua?

Sim

17. Quais aspectos da pronúncia da língua inglesa você gostaria que fossem incluídos nas aulas?

Fonemas

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Google Formulários

Pesquisa acadêmica – UFSC

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Importante: Seus dados serão preservados e em nenhum momento sua identidade será revelada.

E-mail *

.....

Nome completo: *

Student 12

Contato (e-mail): *

.....

Gênero:

Masculino

Feminino

Outro

Idade:

29

Nível de inglês para o qual está matriculado(a): *

Nível 2

Tempo de estudo da língua:

1 ano

Outras formas de contato com a língua:

Séries e filmes

Questionário (Pesquisa acadêmica - UFSC)

1. Quando você pensa em aprender uma outra língua, quais aspectos você entende como:
1) pouco importantes; 2) importantes e 3) muito importantes?

3

2. Qual a importância do estudo da gramática na aprendizagem de uma língua estrangeira?

É bem importante

3. Qual a sua maior dificuldade ao estudar a língua inglesa? Como consegue lidar com tal dificuldade?

Tenho dificuldade de saber entender o que está sendo falado, tento ficar sempre ouvindo músicas e filmes em inglês

4. Qual a importância do desenvolvimento da fala para a comunicação em língua inglesa? Quais aspectos são fundamentais para conseguir se comunicar efetivamente em língua inglesa?

Treino e estudo

5. De forma geral, como aprendiz da língua inglesa, quais aspectos ou habilidades você acredita que devem ser prioridades nas aulas?

Conversação

6. Você estuda a pronúncia da língua inglesa fora do contexto da sala de aula? Como?

Não estudo, estou sem muito tempo, mas deveria fazer mais

7. Qual a importância de se estudar os aspectos fonéticos e fonológicos da língua?

Muito importante

8. Na sua opinião, a pronúncia pode ser aprendida em sala de aula? Como?

É de extrema importância mas em casa tbm precisa ser treinado

9. Nas aulas de língua inglesa você estuda a pronúncia do idioma? Como acontece o ensino desta habilidade da língua?

.....

10. Você acredita existir um modelo de pronúncia a ser seguido/atingido quando o aluno decide aprender um novo idioma? Se sim, poderia falar um pouco mais sobre este modelo? Qual modelo seria? Por que tal modelo?

.....

11. Qual é o papel do aluno na aprendizagem da pronúncia da língua inglesa?

.....

12. Quais são as maiores dificuldades encontradas por você na aprendizagem da pronúncia da língua inglesa durante as aulas? Como procura lidar com tais dificuldades?

.....

13. Seus professores ensinam a pronúncia da língua inglesa? Como?

.....

14. Como você avalia sua própria pronúncia na língua que você está aprendendo?

.....

15. Você acredita que seria importante estudar mais a pronúncia da língua?

.....

16. Você acredita que qualquer estudante de língua inglesa, em qualquer momento, pode aprender a pronúncia da língua?

.....

17. Quais aspectos da pronúncia da língua inglesa você gostaria que fossem incluídos nas aulas?

.....

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Google Formulários

Pesquisa acadêmica – UFSC

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E-mail *

.....

Nome completo: *

Student 13

Contato (e-mail): *

.....

Gênero:

Masculino

Feminino

Outro

Idade:

61

Nível de inglês para o qual está matriculado(a): *

2

Tempo de estudo da língua:

Estudei na adolescência e estou retomando agora (2 anos)

Outras formas de contato com a língua:

Filmes, viagens, música. Meu filho é fluente e me auxilia as vezes.

Questionário (Pesquisa acadêmica - UFSC)

1. Quando você pensa em aprender uma outra língua, quais aspectos você entende como:
1) pouco importantes; 2) importantes e 3) muito importantes?

1. Ter um vocabulário extenso. 2. Conseguir ler bem. 3. Conseguir entender e se fazer entender numa conversa.

2. Qual a importância do estudo da gramática na aprendizagem de uma língua estrangeira?

Creio que seja básico para a compreensão.

3. Qual a sua maior dificuldade ao estudar a língua inglesa? Como consegue lidar com tal dificuldade?

Entender o que se fala. Ouvir e acompanhar o texto para treinar o ouvido.

4. Qual a importância do desenvolvimento da fala para a comunicação em língua inglesa? Quais aspectos são fundamentais para conseguir se comunicar efetivamente em língua inglesa?

Para mim é fundamental. Saber pronunciar as palavras, fazer as concordâncias, utilização dos tempos verbais corretos...

5. De forma geral, como aprendiz da língua inglesa, quais aspectos ou habilidades você acredita que devem ser prioridades nas aulas?

A motivação e a habilidade de despertar o interesse do aluno.

6. Você estuda a pronúncia da língua inglesa fora do contexto da sala de aula? Como?

Sim. Ouvindo frases básicas de comunicação e ouvindo meu filho.

7. Qual a importância de se estudar os aspectos fonéticos e fonológicos da língua?

.....

8. Na sua opinião, a pronúncia pode ser aprendida em sala de aula? Como?

Em parte sim, com a intervenção do professor.

9. Nas aulas de língua inglesa você estuda a pronúncia do idioma? Como acontece o ensino desta habilidade da língua?

Em parte sim, com a intervenção do professor.

10. Você acredita existir um modelo de pronúncia a ser seguido/atingido quando o aluno decide aprender um novo idioma? Se sim, poderia falar um pouco mais sobre este modelo? Qual modelo seria? Por que tal modelo?

Sim. Independente de qual seja, eu sigo o da escola que escolhi e faço o melhor que posso.

11. Qual é o papel do aluno na aprendizagem da pronúncia da língua inglesa?

Aprender e praticar.

12. Quais são as maiores dificuldades encontradas por você na aprendizagem da pronúncia da língua inglesa durante as aulas? Como procura lidar com tais dificuldades?

Dificuldades com as articulações não utilizadas na língua materna. Praticar.

13. Seus professores ensinam a pronúncia da língua inglesa? Como?

Sim. Falando e corrigindo os erros.

14. Como você avalia sua própria pronúncia na língua que você está aprendendo?

Regular em inglês. Boa no italiano (também sou estudante).

15. Você acredita que seria importante estudar mais a pronúncia da língua?

Sim. É importante para poder compreender o interlocutor. Afina os ouvidos.

16. Você acredita que qualquer estudante de língua inglesa, em qualquer momento, pode aprender a pronúncia da língua?

Com o tempo e dedicação, sim.

17. Quais aspectos da pronúncia da língua inglesa você gostaria que fossem incluídos nas aulas?

Não sei dizer.

Este formulário foi criado em UFERSA.

Google Formulários

Pesquisa acadêmica – UFSC

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Obrigado por aceitar participar desta pesquisa. Suas respostas me ajudarão muito na coleta de dados e no desenvolvimento da tese de doutorado!

Importante: Seus dados serão preservados e em nenhum momento sua identidade será revelada.

E-mail *

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Nome completo: *

Student 14

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Contato (e-mail): *

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Gênero:

Masculino

Feminino

Outro

Idade:

21

Nível de inglês para o qual está matriculado(a): *

Inglês 2

Tempo de estudo da língua:

1 ano

Outras formas de contato com a língua:

filmes, séries, música, canais em inglês no YouTube, esportes

Questionário (Pesquisa acadêmica - UFSC)

1. Quando você pensa em aprender uma outra língua, quais aspectos você entende como:
1) pouco importantes; 2) importantes e 3) muito importantes?

1) o mais importante é conhecer que tipo de aprendizado mais funciona pra si mesmo, se é estudando sozinho, com professor particular ou em turma, saber isso é fundamental pra ter um bom aproveitamento.

2) importantes é além disso, buscar também por fora, através da imersão em conteúdos da língua na qual se quer aprender, treinar sozinho, não depender somente da aula.

3) acho que o menos importante, é se prender muito na gramática no começo. É um elemento extremamente importante, porém no começo é onde mais se erra, e se prender muito a isso pode desmotivar o aluno, então deve ir com calma e entender que esses erros acontecem.

2. Qual a importância do estudo da gramática na aprendizagem de uma língua estrangeira?

Muito importante, em uma situação mais formal ou se for preciso escrever, a gramática é essencial para uma boa comunicação e para mostrar que se tem domínio da língua

3. Qual a sua maior dificuldade ao estudar a língua inglesa? Como consegue lidar com tal dificuldade?

Minha maior dificuldade é desvincular o inglês do português, tentar aprender o inglês de forma independente, sem tentar ficar traduzindo ou comparando com o português. É com a evolução do aprendizado que isso se torna menos frequente pra mim.

4. Qual a importância do desenvolvimento da fala para a comunicação em língua inglesa? Quais aspectos são fundamentais para conseguir se comunicar efetivamente em língua inglesa?

Total importância, creio que até mais importante que a parte da gramática, você precisa falar pra se comunicar, assim torna tudo mais fácil em situações adversas. Um aspecto que considero fundamental é a parte da pronúncia, se não falar de forma adequada ou o mais próximo que puder, a mensagem não irá ser recebida, e isso acaba sendo frustrante e pode prejudicar o restante do aprendizado.

5. De forma geral, como aprendiz da língua inglesa, quais aspectos ou habilidades você acredita que devem ser prioridades nas aulas?

Pronúncia, gramática e a revisão de erros mais cometidos pelos alunos, através das explicações dos erros conseguimos ter um melhor aproveitamento porque entendemos exatamente onde está o erro e o porquê ele é tão frequente.

6. Você estuda a pronúncia da língua inglesa fora do contexto da sala de aula? Como?

Com certeza, ouvindo nativos falando, através de músicas (cantando junto ou fazendo karaoke) e também através de vídeos no YouTube, como vlogs e canais de literatura em inglês.

7. Qual a importância de se estudar os aspectos fonéticos e fonológicos da língua?

Creio que entender que algumas pronúncias não existem no português e por isso é importante estudar essa parte da matéria, para conseguir entender, ler e pronunciar esses fonemas.

8. Na sua opinião, a pronúncia pode ser aprendida em sala de aula? Como?

Através do professor, de atividades que envolvam áudios e também através de conversas com os colegas que podem ter uma boa pronúncia.

9. Nas aulas de língua inglesa você estuda a pronúncia do idioma? Como acontece o ensino desta habilidade da língua?

Sim, o professor fala bastante e também corrige quando necessário e no Moodle existem varios exercicios que possuem áudio.

10. Você acredita existir um modelo de pronúncia a ser seguido/atingido quando o aluno decide aprender um novo idioma? Se sim, poderia falar um pouco mais sobre este modelo? Qual modelo seria? Por que tal modelo?

Não acredito que exista um modelo, acho que vai da cada pessoa e sua forma individual de aprendizado, algumas coisas funcionam pra alguns mas pra outros não, então depende.

11. Qual é o papel do aluno na aprendizagem da pronúncia da língua inglesa?

80%, não adianta apenas ver as aulas ou fazer exercicios, tem que buscar mais, ouvir mais, se familiarizar com a língua, emergir nesse mundo, se não, não adianta nada. O professor está ali pra orientar mas quem executa essa aprendizado é o aluno.

12. Quais são as maiores dificuldades encontradas por você na aprendizagem da pronúncia da língua inglesa durante as aulas? Como procura lidar com tais dificuldades?

Como já mencionei, é desvincular o inglês do português, então as vezes misturo os jeitos de falar, ou tento ler a palavra porém a pronúncia é diferente da forma escrita, é através da prática, conforme for usando e conhecendo palavras novas que essas dificuldades vão sendo minimizadas.

13. Seus professores ensinam a pronúncia da língua inglesa? Como?

Sim, lendo e explicando as particularidades das palavras que tem alguma pronúncia diferenciada.

14. Como você avalia sua própria pronúncia na língua que você está aprendendo?

Acredito que 50%, se for palavras conhecidas me saio muito melhor, porém palavras novas tenho mais dificuldade.

15. Você acredita que seria importante estudar mais a pronúncia da língua?

Acredito que sim, a pronúncia é um aspecto fundamental na boa comunicação.

16. Você acredita que qualquer estudante de língua inglesa, em qualquer momento, pode aprender a pronúncia da língua?

Com certeza, basta o aluno correr atrás disso, nos dias de hoje o que não falta é oportunidade de aprender.

17. Quais aspectos da pronúncia da língua inglesa você gostaria que fossem incluídos nas aulas?

Gostaria de ter mais aulas de leitura guiada com a participação do alunos.

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Google Formulários

Pesquisa acadêmica – UFSC

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E-mail *

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Nome completo: *

Student 15
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Contato (e-mail): *

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Gênero:

Masculino

Feminino

Outro

Idade:

54

Nível de inglês para o qual está matriculado(a): *

NIVEL 2

Tempo de estudo da língua:

10 ANOS

Outras formas de contato com a língua:

musica, filme, artigos

Questionário (Pesquisa acadêmica - UFSC)

1. Quando você pensa em aprender uma outra língua, quais aspectos você entende como:
1) pouco importantes; 2) importantes e 3) muito importantes?

3

2. Qual a importância do estudo da gramática na aprendizagem de uma língua estrangeira?

3

3. Qual a sua maior dificuldade ao estudar a língua inglesa? Como consegue lidar com tal dificuldade?

Entender o que o outro fala. Procuo pegar palavras chaves dentro do contexto.

4. Qual a importância do desenvolvimento da fala para a comunicação em língua inglesa? Quais aspectos são fundamentais para conseguir se comunicar efetivamente em língua inglesa?

Para a minha profissão é essencial o domínio do inglês. A fala é muito importante para poder interagir com outros indivíduos externos e me virar em ambientes lá fora. Entender e conseguir comunicação pelo menos o mínimo.

5. De forma geral, como aprendiz da língua inglesa, quais aspectos ou habilidades você acredita que devem ser prioridades nas aulas?

Efetivar associações e conexões.

6. Você estuda a pronúncia da língua inglesa fora do contexto da sala de aula? Como?

Sou usuário do Duolingo.

7. Qual a importância de se estudar os aspectos fonéticos e fonológicos da língua?

Importante no sentido de ter capacidade de entender o que outro fala.

8. Na sua opinião, a pronúncia pode ser aprendida em sala de aula? Como?

Conversando e ouvindo conversas.

9. Nas aulas de língua inglesa você estuda a pronúncia do idioma? Como acontece o ensino desta habilidade da língua?

Sim, escutando diálogos.

10. Você acredita existir um modelo de pronúncia a ser seguido/atingido quando o aluno decide aprender um novo idioma? Se sim, poderia falar um pouco mais sobre este modelo? Qual modelo seria? Por que tal modelo?

Sim, vai depender da metodologia adotada no curso.

11. Qual é o papel do aluno na aprendizagem da pronúncia da língua inglesa?

Deve ser um papel proativo.

12. Quais são as maiores dificuldades encontradas por você na aprendizagem da pronúncia da língua inglesa durante as aulas? Como procura lidar com tais dificuldades?

Pouca prática, sendo que o professor já sugeriu ver filmes e escutar músicas na língua que aprendendo para o ouvido "acostume" com a nova linguagem.

13. Seus professores ensinam a pronúncia da língua inglesa? Como?

Sim, escutando a fala do aluno e corrigindo quando necessário.

14. Como você avalia sua própria pronúncia na língua que você está aprendendo?

Regular.

15. Você acredita que seria importante estudar mais a pronúncia da língua?

Sim

16. Você acredita que qualquer estudante de língua inglesa, em qualquer momento, pode aprender a pronúncia da língua?

Com certeza.

17. Quais aspectos da pronúncia da língua inglesa você gostaria que fossem incluídos nas aulas?

Que minha pronuncia seja o suficiente para que um estrangeiro entendo o que esteja falando.

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Pesquisa acadêmica – UFSC

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E-mail *

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Nome completo: *

Student 16

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Contato (e-mail): *

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Gênero:

Masculino

Feminino

Outro

Idade:

20

Nível de inglês para o qual está matriculado(a): *

2

Tempo de estudo da língua:

Não sei

Outras formas de contato com a língua:

YouTube, filmes, séries, k pop, Twitter.

Questionário (Pesquisa acadêmica - UFSC)

1. Quando você pensa em aprender uma outra língua, quais aspectos você entende como:
1) pouco importantes; 2) importantes e 3) muito importantes?

Eu não penso na verdade. Acho que vocabulário é muito importante, mas gramática que é algo que não domino, tão importante quanto.

2. Qual a importância do estudo da gramática na aprendizagem de uma língua estrangeira?

Para poder entender e se expressar bem.

3. Qual a sua maior dificuldade ao estudar a língua inglesa? Como consegue lidar com tal dificuldade?

Gramática, não lido bem.

4. Qual a importância do desenvolvimento da fala para a comunicação em língua inglesa? Quais aspectos são fundamentais para conseguir se comunicar efetivamente em língua inglesa?

É grande se pretende viajar. É a prática e conversar com fluentes.

5. De forma geral, como aprendiz da língua inglesa, quais aspectos ou habilidades você acredita que devem ser prioridades nas aulas?

Acho que treinar e aprender a conjugar as palavras e entender a gramática. Acho difícil aprender gramática só com livros e lendo, sem praticar ouvindo acaba sendo meio insuficiente.

6. Você estuda a pronúncia da língua inglesa fora do contexto da sala de aula? Como?

Não mas consumo muito conteúdo em inglês, então acabo tendo muito contato com a língua ouvindo e lendo.

7. Qual a importância de se estudar os aspectos fonéticos e fonológicos da língua?

Para poder pronunciar as palavras de forma correta, a fonética é tão importante quanto a gramática, já que cada língua possui uma ela deve ser respeitada e estudada.

8. Na sua opinião, a pronúncia pode ser aprendida em sala de aula? Como?

Não sei, acho que o professor incentivar os alunos a fazer frases completas e se expressar em inglês sem ter medo de errar parece bom. Mas também depende da quantidade de alunos numa sala, que as vezes algum aluno nunca fala nada mas fica despercebido.

9. Nas aulas de língua inglesa você estuda a pronúncia do idioma? Como acontece o ensino desta habilidade da língua?

Ainda não chegamos nessa parte em conteúdo específica, mas durante a aula o professor faz diversos comentários sobre pronúncia e ajudando os alunos a saber a pronúncia correta das palavras.

10. Você acredita existir um modelo de pronúncia a ser seguido/atingido quando o aluno decide aprender um novo idioma? Se sim, poderia falar um pouco mais sobre este modelo? Qual modelo seria? Por que tal modelo?

Não sei. Acho que de certa forma se precisa seguir a fonética da língua, mas não posso pensar em como avaliar isso ou um modelo para alcançar isso.

11. Qual é o papel do aluno na aprendizagem da pronúncia da língua inglesa?

Tentar se engajar a aquilo que propôs fazer. Desculpe mas sei dizer muito mais pois estou confusa sobre o que significa está pergunta.

12. Quais são as maiores dificuldades encontradas por você na aprendizagem da pronúncia da língua inglesa durante as aulas? Como procura lidar com tais dificuldades?

Não tenho muita vontade de participar das aulas, pois a turma é grande. E também não tenho com quem falar. Eu não lido.

13. Seus professores ensinam a pronúncia da língua inglesa? Como?

Eles repetem e explicam com fazê-lo.

14. Como você avalia sua própria pronúncia na língua que você está aprendendo?

Não sei dizer, não tenho referência para isso pois ninguém nunca me disse como era minha pronúncia.

15. Você acredita que seria importante estudar mais a pronúncia da língua?

Sim.
.....

16. Você acredita que qualquer estudante de língua inglesa, em qualquer momento, pode aprender a pronúncia da língua?

Sim, acho que precisa mais de vontade com pessoas mais velhas, acho que o estigma que pessoas mais velhas não podem aprender acaba impedindo várias pessoas disso.
.....

17. Quais aspectos da pronúncia da língua inglesa você gostaria que fossem incluídos nas aulas?

Eu queria poder ter conversar, não só frases soltas.
.....

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