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**The role of pronunciation in Very Young
Learners' classes. Teachers' beliefs and concerns**
Final Degree Project

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Abstract

Pronunciation teaching has always been a neglected aspect in Foreign Language classrooms. Even though, according to the current literature, it seems to be an essential aspect especially with Young Learners. Moreover, intelligibility has become an important component to achieve effective communication, but difficult to assess. The aim of this study is to examine the beliefs and concerns of Non-native English Teachers towards English pronunciation instruction to Very Young Learners practices. In order to do so, teachers' perceptions have been analysed and discussed, as well as methodological approaches.

Key words: Non-native English Teachers – Pronunciation instruction – Very Young Learners – Perceptions – Models of Language

Resum

L'ensenyament de la pronunciació ha estat sempre un aspecte descuidat a les aules de Llengua Estrangera. Tot i així, d'acord amb la literatura actual, sembla ser un aspecte essencial especialment amb els alumnes més joves. A més, la intel·ligibilitat s'ha convertit en un component important per aconseguir una comunicació efectiva, però difícil d'avaluar. L'objectiu d'aquest estudi és examinar les creences i inquietuds dels mestres d'anglès no nadius cap a l'ensenyament de la pronunciació durant les pràctiques amb aprenents molt joves. Per tal de dur-ho a terme, s'han analitzat i discutit les percepcions, així com també els enfocaments metodològics.

Paraules clau: Mestres d'Anglès no nadius – Ensenyament de la Pronunciació – Aprenents molt joves – Percepcions – Models de llengua

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1. Introduction

The acquisition of an intelligible English pronunciation has provided several discussions between authors and teachers, since English is mainly taught by and non-native teachers. Therefore, pronunciation instruction has been considered as a challenge language component throughout teachers and students, as it is a key role for the achievement of effective communication. Furthermore, the lack of exposure to the language, current resources and specific training has influenced the teachers' perceptions towards this linguistic feature.

The purpose of this final report is to analyse how English pronunciation instruction is considered by Non-native English Teachers during Very Young Learners classes. The main objective is to give a general overview of teachers' perceptions towards the teaching of pronunciation to Very Young Learners.

The reasons why I chose to focus this final research to pronunciation instruction were because when I started learning English and having contact with people with different English accents, I realized pronunciation was an important communicative component, since I experienced so many misunderstanding with speakers. Moreover, after doing the teacher training practices in some Catalan schools, I felt quite disappointed while I was observing Non-native English Teachers practices due to the fact that their pronunciation was not quite closed to a model. Regarding my experience, and after studying some time abroad to improve my English, I became very aware about the importance of pronunciation and I felt the need to train myself and investigate about this topic. As my future goal is to become an Early Years English Teacher, I would like to make learners aware about the importance of English language and its language components since the beginning, so as not they become reluctant to study English in a future.

This final report is a brief study, but it has provided me with more interest and new questions that I would like to be able to answer, as well as know more oral resources in order to apply them during my upcoming English practices.

2. Theoretical Framework

The teaching of pronunciation in Second Language classes has become an important element in order to achieve an intelligible communication and to improve children' oral competences. Most of the English teachers and Non-native English Teachers (from now on NNETs) overlook pronunciation as they focus their teaching in other English areas, which are deemed to be more important. Even though, one of the key requirement for language proficiency is to secure understandable pronunciation for the language learners (Gilakjani, 2012). Researchers and teachers would all agree that being competent in the Language is an essential condition for any Language teacher. Furthermore, in recent years, there has been a significant demand for English teachers as schools have introduced and increased the number of teaching hours for foreign languages, mainly English. This latter fact have caused Non-native Speaker Teachers go abroad to improve their Foreign Language skills.

The following lines will provide a general and brief overview of the literature focused on the importance of pronunciation, pronunciation instruction and the perceptions teachers present during pronunciation instruction in their classrooms. Furthermore, the reasons why pronunciation awareness is fundamental to develop communicative abilities and to avoid mispronunciation will also be presented.

2.1. The importance of teaching pronunciation

The purpose of this section is to present and analyse the role of pronunciation during Non-native English Teachers practices throughout the historical research. Several studies such as Macdonald (2002) and Baker (2014) reveal that either the deficit of pronunciation' awareness, or the amount of reluctant teachers still remain in Foreign Language classrooms. Also, the communicative elements are not quite implemented in Foreign Language Teaching practices. These facts seem to be caused due to the fact that teachers lack knowledge of what to teach and how to carry it out, as well as, suitable high quality teaching and learning materials are still insufficient nowadays.

Macdonald (2002) points out that pronunciation is a key element of the learning of oral skills in a Second Language, as Grant (2014: 199) highlights that pronunciation instruction is important for learners at all levels. However, if authors have argued these statements, it is unclear why pronunciation is still considered a neglected feature of Second Language both, teaching and learning. Added to that, Celce-Murcia, Brinton and

Goodwin (2010: 8) state that “... there is a threshold level of pronunciation for non-native speakers of English; if they fall behind this threshold, they will have oral communication problems no matter how excellent and extensive their control of English grammar and vocabulary might be.”

As this report is mainly based on pronunciation approaches I shall present a clearly definition about how pronunciation should be considered. According to Fraser (2001), pronunciation is defined as

“... all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.” (as cited in Grant, 2014: 14).

Regarding this last statement, teaching pronunciation is not only about learning how words sound, it is the learning of being intelligible. In other words, to understand and to be understood. Furthermore, it is acknowledged that pronunciation is a fundamental part of one’s oral ability in the target language (Atli and Su Bergil, 2012: 3665). Zielinski and Yates (2014) (as cited in Grant, 2014) claim that pronunciation instruction is crucial, it has to be a priority for both learners and teachers and taught from the first day. If pronunciation is introduced at the beginning of each level, teachers will give opportunities to students to practice and improve their language learning process, since there might not be a likelihood students may acquire a wrong speaking habit.

Although pronunciation has a great impact on the Second Language (L2) acquisition instruction, is still a theme to debate and, in fact, more research is required. Recent researchers such Grant (2014) and Breitzkreutz, Derwing and Rossiter (2001) demonstrate that the main goal of teaching a Foreign Language is currently an effective communication. Authors such as Celce-Murcia, Brinton and Goodwin (1996) also added that language has to be the main tool to communicate and it is important to teach pronunciation.

Before these statements previously presented were conceived, it is necessary to briefly present contemporary perspectives about how pronunciation instruction has been modified and grasped, and its different ways of both, learning and teaching until nowadays.

English pronunciation instruction has been investigated for many years to establish a suitable methodology and to clearly define its general issues. In this regard, (Celce-Murcia, Brinton and Goodwin, 2010: 2) clarify that

“... Western philologists and linguistics have studied grammar and vocabulary much longer than pronunciation. For this reason, grammar and vocabulary have been much better understood by most language teachers than pronunciation, which began to be studied systematically only a short time before the beginning of the twentieth century”.

Linguistic researchers such as Baker and Murphy (2011) prove that even though teaching English as a second language (ESL) pronunciation has been debated, it has hardly been applied. Furthermore, Atli and Su Bergil (2012: 3665) assert that “pronunciation emerged as a field of systematic study towards the end of the 19th century when International Phonetic Association (IPA) was established in 1886”. Not until then, pronunciation instruction was mainly based regarding learners’ abilities and oral models’ authenticity. As a result of the development of the IPA alphabet, which was worldwide recognized as the first set of phonetic symbols, as well as, the *Reform Movement*¹, “there was a consistent one-to-one relationship between a written symbol and the sound it represented.” (Celce-Murcia, Brinton and Goodwin (2010: 3).

Baker and Murphy (2011) also state that on the early nineteenths, teachers did not focus on learners’ pronunciation and the instruction of pronunciation was “largely irrelevant” as (Celce-Murcia, Brinton and Goodwin (2010: 3) commented on their research. Moreover, pronunciation was thought to be learnt through an approach using imitation and repetition of oral models. Hence, it was also believed learners could be able to internalize the target sound of the language without being under pressured to speak. In this way, their pronunciation was supposed to be improved without receiving any pronunciation instruction. However, not until phoneticians had taught foreign languages, they realized teachers must have been rather taught in phonetics in order to train learners properly and to obtain good speech habits, as well.

¹ (1980). “This movement was influenced greatly by phoneticians such as Henry Sweet, Wilhelm Viëtor. And Paul Passy, who formed the International Phonetic Association in 1886 and developed the *International Phonetic Alphabet (IPA)*. This alphabet resulted from the establishment of phonetics as a science dedicated to describing and analyzing the sound systems of languages”. (Celce-Murcia, Brinton, Goodwin (1996: 3)

As pronunciation instruction has been focused in several approaches throughout historical linguistic, (Atli and Su Bergil, 2012: 3665) emphasise that

“While traditional methods such as Grammar-Translation and Reading-Based Approach neglected pronunciation teaching completely and considered it irrelevant to language teaching, in subsequent methods such as Oral Approach and Audiolingualism, it had a more central role”.

Therefore, “from 1940’s to 1960’s, pronunciation teaching was of primary importance in the English Language Teaching Curriculum” (Atli and Su Bergil, 2012: 3665). Afterwards, the Communicative Approach² (1980) highlighted the used of the language as a communicative aspect in all classrooms to achieve effective communication (Celce-Murcia, Brinton and Goodwin, 2010: 8).

On account of the fact that learning a Foreign Language is not an easy task, since it takes ages to become ready to be self-communicative and get to know the environment that wrapped us, indeed, one of the most important features that affects learners’ communicative abilities are their limited pronunciation skills. This particular fact fosters the diminution of both learners’ self-esteem and self-confidence. Besides, their social interactions, their credibility and abilities as speakers might be limited. According to (Celce-Murcia, Brinton and Goodwin, 2010: 9), intelligibility is the main element of oral communication. They also remark that

“The goal of teaching pronunciation to such learners is not to make them sound like native speakers of English. With the exception of a few highly gifted and motivated individuals, such a goal is unrealistic. A more modest and realistic goal is to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate”.

Otherwise, Dalton and Seidlhofer (1994: ix) declare the goal of pronunciation as “a means to negotiate meaning in discourse.”

A matter that has also been discussed for years is the role English adopted since was considered an international language. Considering English as a *lingua franca*, which its interactions between members of different cultures none of whom English is their mother

² Celce-Murcia, Brinton and Goodwin (1996) explain the *Communicative Approach* as the review of different techniques and practice materials, such as *listening and imitation*, *phonetic training* and *minimal pair drills*.

tongue, authors point out that this model of language has no English native speakers. In this manner, English is considered “a “contact language” between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen Foreign Language of communication” (Firth, 1996) (as cited in Seidlhofer, 2005: 339). This latter fact proved the understanding of the main goal of pronunciation teaching. Furthermore, Jenkins (1998: 119) states that “we no longer regard English as being taught mainly for communication with its native speakers (the goal of EFL), or the target of pronunciation teaching as a native-like accent, with the eradication of all traces of a ‘foreign’ accent, however unrealistic that target always was.”

As traditional pronunciation goals were qualified as unreachable to Second Language speakers from new linguistic experts, on the one hand, Atli and Su Bergil (2012: 3666) emphasise that “the goal of pronunciation teaching often revolve around the concepts of *intelligibility* and *comprehensibility*”. On the other hand, Morley (1991) believed that any learner is capable to achieve a native-like pronunciation after the age of puberty during second language learning. Then, Baker and Burri (2016: 3) remark that “one’s pronunciation to achieve native-like status is exceedingly difficult for a large majority of adult L2 English speakers”. Additionally, it has also been experimented people rather maintain their own language identity. Breitzkreutz, Derwing and Rossiter (2001: 59) comment that “the goal of pronunciation teaching should not be to eliminate an accent, but to help people become more comprehensible”, highlighting the fact people prefer keeping their own linguistic roots.

Regarding the latter, it is merely necessary to clarify the meaning of both *intelligibility* and *comprehensibility* pronunciation features. According to Derwing (2009: 29), “comprehensibility is a judgement of how easy or difficult an individual’s pronunciation is to understand” and “intelligibility is the degree to which a listener understand a speaker”.

Intelligibility is the new current goal of pronunciation, it is also treated as a complicate matter to dive into it for some teachers, as studies have verified. Macdonald (2002: 8) highlights that “*intelligibility* is complex and tangled up with different views, personalities and experiences, but it is a concept pivotal to examination of learner goals and assessment for pronunciation”.

Foreign Language acquisition requires learning several linguistic attributes which include segmental, suprasegmental and non-verbal features, which are all meaningful for language acquisition. Grant (2014) contends that suprasegmental aspects are thoughtlessly used by native. However, suprasegmental are hardly contemplated for both English teachers and students. On the contrary, segmental aspects tend to be especially acknowledged because English teachers feel more comfortable and are more familiar with these pronunciation aspects during their practices. Though, Dickerson (2009) highlights that suprasegmental and segmental can be taught separately, but not view as individual aspects to teach.

To sum up, these elements must be taken into account, as Jenkins (2002) states that efficient communicative pronunciation can be achieved by fostering suprasegmental rather than segmental, even though learners and teachers have to work with both focuses together. Nevertheless, Grant (2014) considers suprasegmental components as a means to make ourselves understood. Otherwise, communicative competences between natives and a non-native speakers or both non-native speakers would not be achieved.

The fact that pronunciation methodological perspectives have improved its approaches, it has provided a better understanding and concerns towards pronunciation instruction. We cannot forget that English teachers have to encourage learners to develop English speech and linguistic abilities, which will help them to improve their individual needs. Besides, they will allow students to reinforce themselves as Foreign Language speakers providing the knowledge of new pronunciation methodologies. Harmer's (2001) believes that pronunciation instruction helps learners become aware about the different sounds and sound features, but they can also improve their oral abilities immeasurably.

2.2. How should English pronunciation be taught in Early Years?

As this report focuses on the importance of pronunciation in Young Learners classes, this part of the project will deal with the introduction and acquisition of the teaching of pronunciation to Very Young Learners.

The learning of a Second Language during Early Years is generally considered beneficial to achieve the proficiency level of a foreign language, even though Young Learners are still developing their first language. In the case of the spelling and pronunciation differences between Catalan and Spanish languages, Catalan' English learners tend to

pronounce unknown and new words letter by letter, even though their language has similar difficulties to the English language (Swan and Smith (2001).

Regarding to Very Young Learners language acquisition process, Brown (2000: 24) states that “we are born with a genetic capacity that predisposes us to a systematic perception of a language around us, resulting in the construction of an internalized system of language”. It is well-known that Early Year’s students possess intuitive and inherent faculties which are more powerful than those of adults, thereby this process of sound reproduction is one the most striking aspects of human beings. In fact, teaching pronunciation from the very first stages “allows students to get over serious intelligible problems” in a future, as Harmer (2001: 183) argues. When Young Learners are introduced to a new language they do not usually overlook any new knowledge. They seem to be impressed when someone speaks a Foreign Language and both, facial expression and gestures, are their tools to communicate until they are able to speak. According to (Brown, 1994: 51),

“Children who acquire a second language after the age of five may have a physical advantage in that phonemic control of a second language is physically possible yet that mysterious plasticity is still present. It is no wonder that children acquire authentic pronunciation while adults generally do not, since pronunciation involves the control of so many muscles”.

The following factor presented is an essential component for Foreign Language acquisition in Early Year’s learners. Cameron (2001: 18) pinpoints that as a “new language is largely introduced orally, understood orally and aurally, practised and automatized orally” children’ spoken abilities are strengthen and help them to comprehend the meaning of the foreign language. Therefore, phonological awareness instruction is also a prominent feature for Young Learners to develop proper oral language abilities within L2 context. In other words, (Saiegh-Haddad, 2017: 2) declares that

“Phonological awareness is considered a primarily metalinguistic ability; It is defined as awareness of the phonological structure of spoken words and the ability to access and manipulate phonological structure. Yet, it is also agreed that phonological awareness might encompass a linguistic component too”.

Saiegh-Haddad’ argument brings us to understand that without an acquisition of L2 sound awareness, learners may have difficulties in both pronunciation and reading acquisition. Moreover, Saiegh-haddad (2017: 2) claims that “L2 learners are dual language learners

and they often develop a language (their L1), including a phonological system, before they embark on L2 language acquisition”. That is to say, first language has a big influence on second language acquisition and, as long as children get language experiences in their Foreign Language classes, acquiring communicative approaches, their oral skills will be developed forward. These features must be considered during English pronunciation instruction, even though Very Young Learners are at the beginning of their learning process.

As English pronunciation and language instruction in early stages are merely considered a “familiarization process”, it is important to emphasize that if second language phonemes do not have a similar sound in the L1 are hardly learnt and produced properly. However, Young Learners have better chances to achieve similar sounds to their target language if all the cultural background is implied too. Furthermore, it is also relevant to highlight that “learners therefore need specific training to enable them to add to their phonological repertoires those features which are most important for intelligible pronunciation in EIL contexts”, as Jenkins (2002: 96) states. Thus, Harmer (2001) points out that during pronunciation instruction teachers should make students aware of how words sound and where are stressed in order to foster both comprehension and intelligibility achievement.

In this case, Dickerson (2009) argues the fact that teachers have tended to teach pronunciation as phonology was taught to them. The idea presented by this author indicates that pronunciation is not taught “in a way that helps ESL learners integrate the sound-system components they are learning” (Dickerson, 2009: 11). Moreover, Dickerson (2009) also wonders why teachers do not teach segmental and suprasegmental together and not as stand-alone parts, since they would present the relation that both have. Also, he claims out that it would foster the understanding of pitch, tone of speech, stress, the rhythm and intonation during second language acquisition.

English language is taught using different methodologies, since there is no specific method which asserts an explicit way to provide second language acquisition, and teachers promote various approaches to language speech instruction. Instead, it appears that English is mainly taught by books in puberty ages. However, in the case of pre-school period, the methodologies applied are mainly focused on the development of oral skills and listening comprehension. As a matter of fact, Very Young Learners’ language skills are improved by fostering spoken language, as a main medium, that allows the new

language to be understood, learnt and practised. Hence, the main purpose of Non-native English teachers should be the achievement of both teaching and learning English phonological productions successfully.

On account of the fact that “rather than oral skills being simply one aspect of learning language, the spoken form in the young learner classroom acts as the prime source and site of language learning”, in this way, pronunciation can be instructed, as Cameron (2001: 18) stresses. Nonetheless, teachers should provide an English which can be spoken with other non-native speakers from different first languages and be used in international contexts, instead of the traditional pronunciation syllabus, as Coskun (2011) states in his study. Bearing these statements in mind, children can acquire a better pronunciation which enhance their intelligibility and encourage them to use English certainly in a future. This latter author also points out that:

“Besides, students should be given plenty of exposure in their pronunciation classrooms to other non-native accents of English so that they can understand them easily even if a speaker has not yet managed to acquire the core features. For EIL, this is much more important than having classroom exposure to native speaker accents”. (Coskun, 2011: 53)

There are also studies which focus pronunciation instruction “on suprasegmental words and sentence stress, giving a lot of practice in using appropriate rhythm” (Macdonald, 2002: 11). Meanwhile, the some literature considers individual sounds as the main useful aspect to teach such as the minimal pair’s aspects (e.g. *Ship* or *Sheep*). However, Macdonald (2002: 11) questions this matter on “how much repetition and practice is necessary and/ or tolerable for students in this area”. As a matter of fact, it is relevant to provide both levels of these types of linguistic aspects, so as students can achieve an intelligible pronunciation.

In order to improve language awareness to Very Young Learners, it is also important to consider “the *amount* and *type of exposure* to the language” as Cameron (2001: 11) states, as an essential requirement of Foreign Language learning. In fact, it seems there is no likelihood to get input once learners are outside the classroom, since the chances to engage with people who speak a Foreign Language are very low. For these reasons, foreign spoken language is hardly used or practised during students’ daily routines.

During Foreign Language instruction, teachers have to provide immersion language activities which foster both, oral and pronunciation competences and that “create a kind

of ‘environment’ for learning, and, as such, offer different kinds of opportunities for language learning” (Cameron, 2001: 20). If a notable amount of several English accents is provided during English language practices, which might also help teachers to prepare their English Foreign Language programmes and materials for speaking, listening and pronunciation instruction. Regarding this fact, it is also significant teachers deal with children’ context, mainly L1 background, and motivation. Otherwise, their chances to acquire an intelligible pronunciation might be unlikely to be successful. English pronunciation must be presented as an essential component of oral communication which encourages Very Young Learners to achieve intelligible speech, as well as, to believe that it is required for their future.

2.3. Perceptions of Non-native English Teachers (NNETs) to pronunciation instruction

After the review of the importance of pronunciation and its pedagogical form, its settled goals and the way it should be presented to Very Young Learners, the main aim of this report is to examine and understand how Non-native English Pre-school teachers discern pronunciation teaching, according to their perceptions and the methodological preferences that encourage them the most on their pronunciation practices. Before the results of this brief study are presented, an outline of the teachers’ perceptions is going to be analysed, according to the present literature.

To my knowledge, it is important to state here that there is a lack of literature regarding teachers’ perceptions about pronunciation instruction since the most remarkable studies were released by Macdonald (2002), Baker (2014), Baker and Burri (2016). Most of these studies were carried out with a population of adults and very few studies have analysed practices with Young Learners. Baker (2014: 139) claims in her research that “numerous studies provide evidence for the importance of pronunciation instruction, but research has yet to generate robust documentation of the actual pronunciation-oriented practices of classroom teachers”.

There are several factors that might be considered during pronunciation practices, since they can affect to teachers’ perceptions. As literature has exposed (Baker, 2011), teacher training and background and the previous experiences of teachers learning a Second Language, contribute to the attitudes and beliefs NNETs present in their classrooms. As such, they influence to learners’ language acquisition process.

Regarding the literature, Macdonald (2002) reveals that intelligible pronunciation is preferably taught in adult Foreign Language contexts, even though it is proved there are more advantages to start learning a new language during Early Years. In this case, it is also shown, teachers tend to lack confidence in this topic because it is seemed to be an unplanned and “a problematic area to teach”, as Macdonald (2002: 3) asserts. Baker and Burri (2016) claim that if teachers’ level of pronunciation is deficient in L2 instruction, this will lead to lack of second language intelligible pronunciation for learners. That is to say, if the teachers’ language level is not quite competent and they are not aware of their own language abilities, they might feel reluctant towards the teaching of pronunciation. Therefore, an analysis of teachers’ perceptions and beliefs give us the knowledge of “what they do in the classroom and, conversely, what teachers learn from their experiences in the classroom” (Baker and Burri, 2016: 4). Furthermore, they highlight that “understanding teacher’s cognitions provides insights into the how and why behind choices teachers make” towards pronunciation teaching to second language learners (Baker and Burri, 2016: 4).

The lack of material, skills and assessment frameworks have provided an absence of pronunciation instruction in curricula. According to Macdonald (2002: 3) “pronunciation is an area which some teachers avoid or are reluctant to teach”. The word *reluctant* gives us a clear image of the perceptions and attitudes of Non-native English Teachers against English pronunciation teaching.

Since teachers’ perceptions “can play an integral role in the degree to which pronunciation may be taught or addressed in the classroom” (Baker and Burri, 2016: 4), their attitudes might influence children’ viewpoint towards their comprehension of English. Thus, their motivation can also be affected if they receive a negative or a sparse input during their learning, leading them to consider second language as unimportant. As long as teachers’ attitudes are rather confident towards pronunciation instruction, considering that “attitude is a predisposing factor affecting the outcomes of education” as Baker (1992: 12) asserts, this will not influence both teachers and students’ motivation and language learning process.

Apparently, the factors that can determine the reasons for teachers’ confidence might come from teacher education. According to Baker and Burri (2016: 4) “more specialized training in pronunciation instruction in teacher education is clearly needed to support

teachers to address these challenges and give greater attention to pronunciation in the classroom”. The fact that, whether teachers have the chance to learn more about EFL or intercultural communication and linguistic backgrounds during their education, may be considered a key element that would make teachers able to implement pronunciation in their regular classes, and provide native cultural and language themes. At the same time, they would feel more convinced monitoring and assessing their students as well.

However, it is evident that “without sufficient training in how to assess learner speech and identify features of pronunciation that cause communication breakdowns, teachers may lack sufficient knowledge on how to improve their own pronunciation” (Baker and Burri, 2016: 2). English Non-native Teachers need to be assisted during their degree, to provide qualified pronunciation resources and foster the achievement of comprehensibility to both, native and foreign English speakers from different language backgrounds. In fact, Baker and Burri (2016) demonstrate that this lack of confidence in pronunciation instruction is caused by the insufficient training and the absence of language mechanisms in the production of sounds and phonology aspects, even though native-speakers appear not to be either prepared to teach pronunciation aspects to foreign students.

Bearing these last facts in mind, Macdonald (2002) also maintains that the need of teacher training in pronunciation would certainly change teachers’ attitudes, beliefs and practices. What is more, it would be integrated as a communicative way during practices and teachers would avoid checking pronunciation only when a mispronounce problem appears. Moreover, if there was a better understanding and awareness of the values of pronunciation in linguistic approaches, teaching training programs, designed materials and curricula would promote qualified techniques and resources to instruct pronunciation directly.

In the case of curricula, it seems pronunciation does not seem to fit in any area and does not encourage teachers to instruct pronunciation, due to its focus is basically on the achievement of grammar, writing, listening, reading, but hardly speaking. In fact, pronunciation can be taught through other areas instead of as an isolated subject, even though “teachers struggle significant time limitations as they are often required to meet the demands of a strict curriculum focusing on multiple language skills, of which pronunciation is typically viewed as only one small component” (Baker and Burri, 2016:

1-2). Nonetheless, pronunciation is still considered an avoided area and teachers are reluctant to teach it, since Macdonald (2002) experimented this fact from teachers' responses.

Many English teachers emphasise pronunciation instruction when the communication between students and teacher is not quite intelligible, Baker and Murphy (2011:34) also show in their study that “teachers appeared hesitant to take on a monitoring role of students' speech”, as they also consider that pronunciation is an ignored area regarding its unsuitable resources. But, the instruction of a Foreign Language is not only based on which technique is used and which pronunciation feature has to be taught. Apparently, Baker (2014: 137) refers on the importance of EFL classroom practices as a place where both teachers and learners meet and “where teacher knowledge and beliefs intersect with student behaviour”. Regarding the latter, the way EFL teachers present their both, knowledge and perspectives towards the instruction of a foreign language, can definitely effect on children' learning process including the environment they learn with.

Pronunciation instruction to early students should not only be a priority for learners, “but it must be a priority for teachers, whom students assume to be experts in the field of English language”, (Grant, 2014: 155). She also claims that teaching pronunciation during EFL classes, will provide a type of knowledge that students will be able to understand how English language works. Furthermore, as teachers' beliefs are taking a relevant role in pronunciation instruction, it is also necessary to check if teachers consider pronunciation as another subject to cover specifically, or a means to help students to become competent in this foreign language.

Baker and Burri (2016: 2) highlight on their study that “pronunciation is a challenging subject for teachers”. As a matter of fact, a lack of motivation can be seen during EFL classroom management when teachers must address pronunciation regularly, as they can have concerns about what kind of techniques they should use to check pronunciation mistakes to Very Young Learners.

Baker and Burri (2016: 1) also point out that “there is a clear need for teachers to enhance their knowledge of not only English phonology, but how to effectively teach it and give learners feedback on it”. Considering feedback as one of the most helpful agent to improve pronunciation both, teaching and learning process, there is uncertainty to apply it to Very Young Learners. Furthermore, Baker and Burri (2016: 1) maintain that

feedback is “considered a “time-consuming task” for teachers”. Since feedback helps to correct and improve language development, the most well employed technique in the EFL classrooms is the recast. However, recasting in Early Years must be applied in a very sensitive way so as not to demotivate students, but gathering promising results as well. Recasting in Foreign Language practices is considered a method to provide feedback on learning pronunciation which helps to detect errors, guide students to be aware of how English words are pronounced and give information of metalinguistic patterns of the language studied.

Although there are several guides related to pronunciation teaching, “many teachers have concerns about what they can or should do when giving feedback on learner’s pronunciation” (Baker and Burri, 2016: 2). As Non-native English Teachers seem to lack knowledge of how to properly assess pronunciation and apply the right tools, they should be, at least, confident to face any linguistic situation to promote the achievement of the classroom goal and “to enhance the spoken language of speakers whose pronunciation difficulties interfere with their comprehensibility” (Baker and Burri, 2016: 2).

Pronunciation instruction has a positive impact on student Foreign Language learning process and Baker and Burri (2016) state that, a clear pronunciation is very important to achieve a successful communication to become comprehensible. However, it seems to be a neglected subject and is considered a challenging subject for teachers, but for students as well. According to the fact that Non-native English Teachers have to be language models, it is relevant they are competent as foreign speakers, avoiding to ignore pronunciation and introduce it as a means to allow students to achieve the goal of the EFL, and to be aware of the features of the language learnt.

3. The Research Study

In order to understand teachers' perceptions about the importance of pronunciation in Young Learners classes, a questionnaire and an interview were designed to collect all the data required and the relevant facts, which have served as means to analyse what the role of pronunciation feature of this specific linguistic feature in the teaching among Non-Native English Pre-school teachers.

3.1. Methodology

This dissertation aims to provide a detailed overview of the beliefs that experienced Non-Native English teachers have on teaching pronunciation to Young EFL Learners.

Considering the fact that English is not compulsory in Early Years and that there is a limited amount of literature and research about Non-native English teachers' perceptions and practices when English pronunciation is taught to Very Young Learners, the following initial two questions were posed:

1. What role does English pronunciation play in Very Young Learners' classrooms?
2. How do Non-native English teachers approach English pronunciation instruction?

Therefore, these two types of instruments for data collection mentioned above have provided me with an overview of their beliefs about the importance of English pronunciation instruction in Young Learners classes.

3.2. Instruments: questionnaire and interview

A questionnaires and an interview were designed and used to analyse the Non-native English teachers' beliefs and perceptions towards EFL pronunciation. In order to collect data for this research project, a questionnaire and an interview were adapted from the questionnaires used by Cohen and Fass (2001), Macdonald (2002), Baker (2014), Gass and Selinker (2001). As it was impossible for questions of time to interview all the participants in the study, the questionnaire served as a means to carry out some of the interviews. Thus, all respondents could answer the same questions through both methods.

One of the interviews was carried out in Catalan as the participant used his native language since the beginning. The other three interviewed teachers decided to speak in English all the time. The transcription of the interviews can be seen on the Appendix 5 section.

The interview and the questionnaire have three parts: firstly, 5 personal information questions were asked about genre, age, professional profile, whether they participated in an exchange programme and the reasons to become English teachers. Secondly, 6 general items which have provided information about the language their instruction, whether participants were trained in pronunciation and their concerns and perceptions about the importance of pronunciation were formulated. Finally, 10 professional features towards participants' awareness of pronunciation and their perspectives, its practices according to their pedagogical knowledge and their familiarity of pronunciation materials and techniques were formulated.

Both questionnaire and interview provided the same set of 21 questions which 9 of them were open-ended and 12 of them were closed-ended questions. The questionnaire and the interview were specially designed to collect data about Non-Native English Teachers' perspectives towards English pronunciation teaching.

3.3. Participants

The sample of participants of the study are 22 Non-native English teachers (NNETs) who mainly teach English at Catalan schools and their main spoken languages are both Catalan and Spanish. The questionnaire was sent to 65 Early Years and Primary Education schools, but only 22 filled it out. In the case of interviewees' respondents were offered themselves to participate in this research.

The number of participants of the questionnaire were 18 females Non-native English teachers and the interviewees' respondents were 3 females and 1 male Non-native English teacher. Their ages diverged between 23 and 59. According to the characteristics gathered from the questionnaire and according to the responses from the question *What profile suits you better?*, most of the respondents were Primary English teachers with a total of 7 NNETs. Instead, there were a total of 6 Early English teachers, 4 Early Years teacher and a total of 6 Primary teachers. The participants' profile of the interviews were 1 Early English teacher out of 3 Primary English teachers. In this case, this question was a multiple choice in both questionnaires and interviews, so as it is seen that respondents may have chosen two different answers. The table of the results can be seen on the Appendix 1.

Apart from that, another important purpose of this research was to examine the answers of Early Years English teachers, instead of Primary English teachers. However, some of

the Primary teachers' respondents also indicated they teach Early Years students or they specialized in EFL instruction after being graduated. So, their answers were also taken into consideration. Furthermore, some schools replied they do not teach English in Early Years.

Regarding whether participants have ever participated in an exchange programme or not, the questionnaire results concluded that 10 Non-native English teachers did not participate in an exchange programme. Meanwhile 4 of the respondents answered that they did while they were students and 4 of them while as teachers. However, there were two participants who took part in an exchange programme as both teacher and student. The interviews results show that 2 out of 4 NNETs did not participate in an exchange programme, only 1 teacher as a student and 2 as teachers. In this case, there is one English teacher who participated in an exchange programme both as a teacher and as a student. The table of the results is exposed on the Appendix 2 section.

According to the answers of the last personal question from the questionnaire survey *Why did you decide to become an English teacher?*, most of the respondents concluded they became an English teacher because they have enthusiasm for this language and they enjoy instructing this Foreign Language to children. Meanwhile, 2 participants out of 18 replied that she teaches English language for an employment reasons or to cover school' needs. Only one of the participants' answers concludes non-native English learners' level needs to be improved and another one wills to see the improvement of English language learners' skills.

In regard interview data just two of the respondents became English teachers because they were aware of the importance of English language as a communicative language. One of them stated he realized its importance and used after studying abroad. Furthermore, there was one subject out of four who wanted to enhance the Education System in the English area becoming an English teacher.

Regarding the fact that the number of participants is quite small, it is necessary to clarify that the final results of these both questionnaires and interviews can only provide a little knowledge and impression of Non-native English teachers' perceptions towards English pronunciation instruction.

3.4. Data analysis

As mentioned above, I used the same set of questions provided in a questionnaire and an interview as main surveys to carry out all the data collection. Considering the main purpose of this study is to analyse teachers' beliefs and perceptions towards English pronunciation instruction to Very Young Learners, this section presents an analysis and a description of the data collected during this research project.

The data collected from closed-ended questions in the questionnaire was used to calculate percentages. In the case of open-ended questions the answers provided qualitative data. I categorized the most relevant information to highlight the main aspects teachers wrote about. The interviews were transcribed to identify the main themes during data collection.

3.5. Results

In this section of the report the final results of the analysis are presented. Since two different data collection methods were chosen to carry out the study, the following tables contain the results from quantitative data and also, the analysis of qualitative questions with all the statements provided by the participants.

In order to facilitate the understanding of the results obtained, the answers to each question are presented below.

Table 1: Questionnaire: *What language do you use in your English class?*

Type of language	NNETs (n=18)	Percent
Catalan	0	0%
Always English	9	50%
I mix both languages Catalan and English	9	50%

Half of English teachers affirmed they always use English in their class while the other half used to mix both languages.

Table 2: Interview: *What language do you use in your English class?*

Type of language	NNETs (n=4)	Percent
Catalan	0	0%
Always English	4	100%

I mix both languages Catalan and English	0	0%
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All the interviewed participants agreed to always use English as the spoken language in the classroom.

According to the answers provided in the questionnaires, the reasons why some participants use only English in the class is because they consider that English has to be the only language of communication in the class to provide input and foster English language immersion. Moreover, some of them believe children must get used to the language studied in class.

Regarding participants who indicated they used both Catalan and English languages in their practices, they are concerned that Catalan is only spoken when “there is something important to talk about” and to make sure that is clearly understood. They also think Very Young Learners are not able to understand what teachers say in English and they are really concerned about students’ reactions and feelings. Their answers confirmed there are students who do not feel confident in English class because they “have problems to understand” the language, even though the teacher adapts her speech. Moreover, they stated that since teachers are teaching other linguistic areas there is no chance to do full English immersion. One last statement from a participant was that English is rarely spoken in Pre-school stage thus it is mainly spoken in Primary classes.

The interviewed teachers agreed to always use English as the main spoken language during their practices. One of the participants also added that he speaks Catalan only when it is needed, but he indicated he always uses English during his practices. However, most of them commented that English is always used to provide language immersion in order to make both, students and teachers think in English, as well. Thus, they agreed that spoken English is the best way students can learn the language.

Table 3: Questionnaire: *Have you ever trained in pronunciation?*

Negative/ Affirmative	NNETs (n=18)	Percent
No, I have not	4	22%
Yes, I have	14	78%

Fourteen participants from the questionnaire indicated they had trained in pronunciation while four of them denied it.

Table 4: Interview: *Have you ever trained in pronunciation?*

Negative/ Affirmative	NNETs (n=4)	Percent
No, I have not	1	25%
Yes, I have	3	75%

Three interviewed teachers stated they had trained in pronunciation while one of them denied it.

The main reasons why participants justified they had trained in pronunciation were because they believed it is the most difficult aspect of English Language. However, some of them stated they took part in a compulsory subject at University and others who claimed that they studied to improve their own pronunciation. There is one teacher who highlighted she participated in an IPA and phonetics program during her undergraduate studies. Furthermore, one of the participants realized about the importance of pronunciation after spending some time abroad. Lastly, most of them also commented that since teachers have to be good language models pronunciation has to be taken into consideration.

One interviews' participant commented that he had studied pronunciation during his degree as both optional and compulsory subject. The other two participants stated they had studied a subject related to phonics and pronunciation instruction during their degree, whereas one of them did not answer that question.

Table 5: Questionnaire: *How important is pronunciation in your classes?*

Rate of importance	NNETs (n=18)	Percent
Very important	12	67%
Quite important	6	33%
Not important	0	0%
Not important at all	0	0%

Twelve participants rated pronunciation as very important, but six of them considered pronunciation as quite important.

Table 6: Interview: *How important is pronunciation in your classes?*

Rate of importance	NNETs (n=4)	Percent
Very important	3	75%
Quite important	1	25%
Not important	0	0%
Not important at all	0	0%

Three interviewed English teachers rated pronunciation as very important, but one of them considered it a quite important.

The reasons why teachers considered pronunciation important were because some of them believed teachers have to be good models of language, in order students imitate the way they speak. Most of them mainly focused that they provide English native material so as learners listen native English speakers. They also stated that this type of teaching is basically focused in oral communication centred on providing pronunciation patterns to establish a good communication between speakers. Moreover, some of the participants considered that the goal of teaching pronunciation is to avoid mispronunciation and that pronunciation is very important to achieve a good level of comprehension, whereas one of them stated that since the goal of English language instruction in Early Years is mainly focused in oral approaches, pronunciation takes part in the classroom.

One of the English teachers stated that, as teachers is very important to care about their own pronunciation and they have to provide good input to children. In this way, they can be able to improve their speech. Indeed, one teacher affirmed that “pronunciation is probably the most neglected aspect of English teaching. Teaching to pronounce and recognize sounds should form part of the didactic procedures. We should always bear in mind that the objective for this subject is the development of communicative competence in everyday situations”. Meanwhile, another one stated that pronunciation is not an isolated aspect, it is the language itself and “it all goes together”. However, one of the teachers claimed that pronunciation is taken into account although it is not the main aspect to teach, it is just practiced when new vocabulary and expressions are presented. There was one teacher who recognized that if a word is mispronounced, the meaning is different.

Lastly, one respondent concluded that “as long as the language is frequently used, teacher can see the confidence of speaking up and trying to use the language as a more element

in the classroom. However, accurate articulation will later affect the fluency in oral English and accuracy in spelling”.

One of the interviews’ respondents believed that pronunciation is important but it is not needed to be taught as a goal to learn English language. He also thought that what teachers have to bear in mind is that students can be easily understood and can easily understand even though pronunciation does not need to be taught as an isolated goal. Moreover, he stressed me that teachers have to be good models of language thus, students can reproduce the correct sound and that teachers have to promote the achievement of a proper communication, although he considers Early Years is not the right stage to present a specific phonetic task.

Another teacher participant stated that since students are learning a new language they have to acquire the correct pronunciation at the time they are learning it, but not afterwards. The two last participants were aware about the importance of teaching pronunciation and that if children learn a mispronounced word it is very difficult to correct them afterwards.

The following tables show the results of the questions about professional aspects followed by the results of qualitative questions.

These questions were categorized as multiple choices. In this way, I could analyse what teachers think about the right ages to introduce children to pronunciation instruction. As it can be seen in these two tables, the number of Non-native English Teachers’ responses are not the same as the number of the total of participants, since some of them chose more than one option.

Table 7: Questionnaire: *What is the adequate age to introduce children to pronunciation teaching?*

Age	NNETs (n=18)	Percent
Nursery (0-3)	7	33%
Pre-schoolers (3-6)	10	48%
Primary students (6-12)	2	10%
It does not influence the students’ ages to start learning English language	2	10%

Seven participants of the questionnaire indicated Nursery stages as the best age to introduce pronunciation teaching to learners. 10 NNETS considered Pre-schoolers as the best age. Primary students' ages was designated by two participants while two others indicated that students' age does not influence to the introduction of pronunciation instruction.

Table 8: Interview: *What is the adequate age to introduce children to pronunciation teaching?*

Age	NNETs (n=4)	Percent
Nursery (0-3)	4	57%
Pre-schoolers (3-6)	2	29%
Primary students (6-12)	1	14%
It does not influence the students' ages to start learning English language	0	0%

Four interviewed participants considered Nursey ages as the best age to introduce pronunciation instruction to learners. Two of them replied Pre-schoolers are the best stage to start learning pronunciation. Only one of them indicated that is preferable to start learning pronunciation during Primary ages. Furthermore, one of the participants indicated that all the ages are good to start learning pronunciation.

Considering the results of the question *What are the main aims to teach pronunciation?* from the questionnaire, I am going to expose the main goals participants chose. However, the chart of each answer will be presented on the Appendices section.

According to participants responses, they concluded that *To be communicative efficient (the pronunciation should help to transmit the meaning that is intended by the speaker)*, with a 39% of votes, is the main goal of teaching pronunciation. Afterwards, the second important aim is *To be intelligible (the pronunciation should help to transmit the meaning that is intended by the speaker)*, with a 39% of votes. Whereas, both the third and the fourth aim are exactly the same, *To be consistent (the pronunciation should be fluent and natural)* (39% both of them). *To be able to interact with native and non-native speakers* was considered a main goal of teaching pronunciation, with a 28% of votes. Finally, the last aim that learners should achieve during pronunciation instruction is *To be able to distinct visual symbols for all speech sounds*, with a total of 67% of votes.

The results gathered from the interviews stated that the main goal of teaching pronunciation is *To be able to interact with native and non-native speakers* (50%). Whereas, *To be intelligible (the pronunciation should be understandable to the listeners)* and *To be communicative efficient (the pronunciation should help to transmit the meaning that is intended by the speaker)* were rated as important goals (50% of votes each one) by the fourth participants. *To be able to interact with native and non-native speakers* was considered as the third important aim to achieve, with a total of 50% of votes). Nonetheless, *To be consistent (the pronunciation should be fluent and natural)* got the same votes in the 4th and 5th sorting lines. But, in the 5th sorting line *To acquire a native-like pronunciation* was also considered an important goal with a 50% of votes. Finally, the last aim that teachers gave less importance was *To be able to distinct visual symbols for all speech sounds* with a 75% of votes.

Some teachers answered the question *How should pronunciation be taught?* considering teachers as the main model of language who provides input to learners in a natural way, instead of teaching it as an isolated aspect.. Moreover, they specified that they mainly teach pronunciation through songs, rhymes, games, chants and stories which they can teach new vocabulary and repeat the main pronunciation patterns. Another participant stated that she teaches pronunciation by providing different native English sources. Furthermore, one of the teachers claimed that “The more times pupils mentally engage with new vocabulary, the more likely they are to learn it. Elicit the number of syllables in new words, spelling rules, highlight sound features, and so on. You don’t need to teach separate lessons on word stress. Integrate it into your normal (regular) lessons when you introduce vocabulary”.

Another Non-native English Teacher answered that “The teacher has the big responsibility to pronounce the words properly in order to be well copied”. Likewise, providing different materials and resources teachers have to foster the input to students so as they are aware of their own pronunciation while teachers assess them as well. Lastly, one of the teachers stated that “By training up the sensitivity in listening, children can distinguish the different sounds. Only when they know the differences by their ears, they can pronounce the words right”.

During the interview, teachers agreed that pronunciation must be taught providing good models of language, pointing out that teachers have to be the main source who promote

the best oral models. Moreover, one of them stated that since you are teaching pronunciation by songs and rhymes you really have to be the best model of language without linking the phonetics with writing, just looking for the specific sounds of a set of words. Furthermore, he highlighted that teaching pronunciation to Early Years students, teachers have to foster the natural approach providing them proper oral language models while they are giving feedback to students when they mispronounce a word, but without emphasizing explicitly speaking. He also claimed that pronunciation is very important but communication more. “I would teach it in a natural approach”.

Since three of these teachers agreed that pronunciation can be taught during the everyday spoken language, they also added other resources to instruct it such as playing games, songs and chants. They replied that these sources are good to learn and teach pronunciation. Moreover, they stated that pronunciation instruction in both, Early and Primary years, is mainly approached in an indirect way due to the fact that students are hardly aware they are studying pronunciation.

Table 9: Questionnaire: Do you think pronunciation is considered in the classrooms of our schools?

Affirmative/ Negative	NNETs (n=18)	Percent
Yes, I do. In all the classes	6	33%
Yes, I do but teachers prefer teaching other aspects of EL	5	28%
No, it is not considered enough	7	39%
No, it is not considered at all	0	0%

Six participants out of 18 from the questionnaire replied they think pronunciation is considered in our schools. Five of the respondents indicated they also believe it is considered, but teachers prefer teaching other English aspects. Lastly, seven English teachers stated pronunciation is not considered enough in our schools.

Table 10: Interview: Do you think pronunciation is considered in the classrooms of our schools?

Affirmative/ Negative	NNETs (n=4)	Percent
Yes, I do. In all the classes	2	50%
Yes, I do but teachers prefer teaching other aspects	0	0%
No, it is not considered enough	2	50%
No, it is not considered at all	0	0%

Two interviewed participants answered they think pronunciation is considered in our schools. Whereas, the other two respondents stated that pronunciation is not considered enough in our classrooms.

The following question offered multiple choices. This is the reason why the total amount of participants and percentages does not accorded to the real number of participants.

Table 11: Questionnaire: *What aspects of the English language do you believe are the most relevant to work with Very Young Learners?*

Aspects	NNETs (n=18)	Percent
Consonant and Vowels sounds	7	39%
Word stress, sentence stress, rhythm, prominence and intonation	9	50%
Others	2	11%

Seven participants from the questionnaire pointed out Segmental aspects are the most relevant aspects to work with Very Young Learners. Whereas, nine of them stated suprasegmental. One of the participants added that pronunciation teaching must be focused on native rhymes and songs. Another one highlighted that pronunciation must be trained by fostering the listening of different sounds, which are not difficult to understand and recognize from Catalan and Spanish sounds. This participant also claimed these are the important feature to take into account during pronunciation teaching.

Table 12: Interview: *What aspects of the English language do you believe are the most relevant to work with Very Young Learners?*

Aspects	NNETs (n=4)	Percent
Consonant and Vowels sounds	3	50%
Word stress, sentence stress, rhythm, prominence and intonation	2	33%
Others	1	17%

In the case of interview results, 50% (3 participants) of the teachers considered segmental as the most important elements to work with. However, two of them believed were suprasegmental. One of the teachers stated that it is very important to work with Very Young Learners segmental aspects and suprasegmental with older students. Moreover, one of the participants answered that teachers have to bear in mind the motivation of students, apart from suprasegmental aspects. He claimed that it is very important to present activities which develop communicative skills and that motivate learners. He also pointed out that he does not agree about teaching either segmental or suprasegmental aspects, even though he would just teach pronunciation by natural approach providing good models of language.

Table 13: Questionnaire: *Are you familiar with pronunciation materials and techniques?*

Negative/ Affirmative	NNETs (n=18)	Percent
No, I am not	14	78%
Yes, I am	4	22%

Only four out of 18 participants affirmed they are familiar with pronunciation materials and techniques. Whereas, 14 of them lack knowledge about these resources.

When teachers had to justify if they were familiar with pronunciation materials and techniques, one of the participants answered that she knows pronunciation materials from *Oxford University Press* and *British Council Kids*. Adding that there are programs to create podcasts and different multimedia software such as *Audacity*, *Story Jumper* and the *Story Bird*. Another participant response was about Phonics games and Phonological Awareness sources. One of them also stated that she knows pronunciation flashcards and

postcards as sources. And, the last one, she answered “We blend the materials of the *Letterland* and *Letters & Sounds* to teach phonics at school”.

Table 14: Interview: *Are you familiar with pronunciation materials and techniques?*

	NNETs (n=4)	Percent
No, I am not	3	75%
Yes, I am	1	25%

Three English teachers recognized they did not know pronunciation techniques and materials. Only one of them stated that he was familiar with some of them. Although one of them indicated that she did not know pronunciation techniques and materials, she also commented that she was aware about phonological awareness and *Phonics*, but not their materials.

One of the teachers also highlighted he is just familiar with phonics methods. He stated that all of these methods are related to work the sounds and the writing as they do in the United Kingdom or the United States. He claimed that the way native English people understand their world and their language, for example their vowels, it is completely different than the way we comprehend ours. He also claimed that the language is a way to understand the world. So, as our language has got more correspondence between sounds and spelling but English diglossia between written language and pronunciation is very huge, and Early Years and Primary students are learning how our language is written and spoken, he believes it is completely difficult to apply phonetics to our classes. Although, there are some teachers who are trying to apply phonics in their classes, but he really thinks he would not be able to do it.

Regarding *Do you assess your own pronunciation?* and *How do you do it?* questions from the questionnaire, three Non-native English teachers declared not to assess their pronunciation. Generally, most of the teachers answered that the sources they use to assess their pronunciation is through media (watching movies in original version, listening videos of different English native accents and songs while reading their lyrics). Some of them also affirmed to check their pronunciation when they have doubts using online dictionaries or apps. Besides, Non-native English Teachers also assess their own pronunciation by recording themselves to compare their speech with native accents; by talking to native speakers, to the conversation auxiliary at school or to the English teacher

at their current schools. Moreover, some of them attend English courses to improve their language or listening several English language models.

The data gathered from the interview survey was that one of the teacher claimed she does not assess her pronunciation at all. Whereas, one of them declared she attends to English classes and watches TV shows in original version. Another Non-native English teacher claimed she rarely checks her pronunciation, she often records herself or just checks on *Google* when she is not sure how a word is pronounced. What is more, one of the participants also stated that he used to assess his pronunciation when he was younger and he lacked experience, but not anymore. He also argued he usually has to check it at school when children find out new words that not even teachers know how to pronounce it, instead of guessing it intuitively.

Table 15: Questionnaire: *Do you decide yourself what to teach to your group of students in order to promote oral communication?*

	NNETs (n=18)	Percent
Yes, I do	12	66,7%
Yes, I do but with the help of other teachers	6	33,4%
Yes, I do but I follow the Early Years Curriculum	0	0%
No, I do not	0	0%

Twelve participants indicated they decide what sort of pronunciation elements teach to children. While six of them stated that they also do it but with the help of other teachers.

Table 16: Interview: *Do you decide yourself what to teach to your group of students in order to promote oral communication?*

	NNETs (n=4)	Percent
Yes, I do	0	0%
Yes, I do but with the help of other teachers	3	75%
Yes, I do but I follow the Early Years Curriculum	0	0%

No, I do not	0	0%
Others	1	25%

Three of the participants claimed to decide what to teach about pronunciation to their students, but with the help of other teachers. However, in this case, one of them gave another answer which is explained below.

One of the interviewed teachers declared he only guides their students what they need to learn since learners are allowed to choose what they want to work with. He also mentioned they are concern about children’ intelligible communication achievement as they mainly promote the oral language avoiding to focus their teaching only on grammar or specific English language structures. As such, he stated his students choose what to learn but he guides them to achieve the communicative abilities to become intelligible communicators.

The results from the question *Do you think Very Young Learners should be pronunciation corrected during English classes?*, showed 10 teachers agreed Young learners’ pronunciation have to be corrected. Three of them stated it is important to assess students’ pronunciation to improve their comprehension and pronunciation because Early Years students have the ability to learn a new Foreign Language and improve it. One of them commented that English teachers have to be good models of language. Furthermore, teachers’ answers affirmed checking children’s pronunciation must be leaded by repetitions but without insisting, only focusing on words and some expressions. Lastly, one of the teachers concluded that Young Learners have limitations for articulation because of their development stages but “it is acceptable for children to pick up the specific sounds later, desirably before the age of 8”.

Nonetheless, three of the participants showed some uncertainty towards this question as they answered that children should not be pronunciation corrected in all the situations, but only when they mispronounce the words and it all depends on students’ confidence and attitude. Moreover, one of them claimed that although she was not sure, she thought that children must be corrected by good models and progressively, but not from the very first day.

Five English teachers showed disagreement to correct learners’ pronunciation. Two of them concluded that pronunciation only can be corrected if mispronunciation affects

children' communication, but not always. Then, three of them agreed that learners can become stressed, bored, frustrated, shy or even lose interest for learning when they are corrected. However, they agreed to check their pronunciation when new vocabulary is taught or providing good models of language. Another teacher claimed that pronunciation cannot be improved if the aim of pronunciation instruction is to promote oral communication.

The four English teachers from the interviews agreed that children have to be pronunciation corrected. Nonetheless, one of them highlighted that Very Young Learners should not be corrected in an active way as we do not correct them when they mispronounce a Catalan word. He also added that teachers have to make sure by repeating mispronounced words correctly is enough for children to improve their own pronunciation. So, the rest of the teachers stated that learners' pronunciation can be assessed by repetitions and rephrasing since they are able to learn the proper sounds when they are learning new words.

4. Discussion

Although English pronunciation is a very complex topic to obtain in depth answers to research questions, through the literature review I have been able to understand the most important features and concepts about this theme. Nonetheless, pronunciation is still a controversial subject specially when dealing with Very Young Learners.

The two different surveys used to collect the data helped me to obtain precise answers to the two initial questions. In fact, I did not obtain a precise answer to the first initial question (What roles does English pronunciation play in Very Young Learners' classrooms?), but I did to the second initial question (How do Non-native English Teachers approach English pronunciation instruction?).

The questionnaire and the interview results showed that Non-native English teachers are aware about the importance of English language as the main spoken language in the English classroom. However, there are teachers who still think that using the L1 of learners will help them to comprehend what is said, since they think Very Young Learners have difficulties to comprehend English spoken language. Though, these statements give a contradicted overview presented before by Brown (2000), since he stated that children has more facilities to internalise a new language due to the fact that the predisposition of their genetic capacities when they are born. I also realized that NNETs are concerned about learners' feelings and reactions during English classes. As some of the participants believe, English language is mainly spoken in Primary classes instead of in Early Years. These results present a contradiction to the statements of Cameron (2001) since the author highlighted the importance to expose students to a certain amount and type of the language.

As training in pronunciation is an important matter to provide intelligible pronunciation and to be able to get over the challenges presented during English classes as Baker and Burri (2016) pointed out, more than half of the teachers had been trained in pronunciation since some of them believe it is the most difficult aspect to face. Pronunciation was considered as an essential part to achieve effective communication and an important element of language instruction. In fact, this is a key point that Grant (2014) and Breitkreutz, Derwing and Rossiter (2001) also mentioned above.

The participants in the study recognized they have to be good models of language and provide diverse English native materials to students as Cameron (2001) stated. However,

not all of them affirmed they can decide by themselves how to focus the teaching of pronunciation to their students, since most of the decisions are planned by the amount of NNETs in charge of the target group of learners.

Only one of the teachers considered pronunciation as a goal to teach. Additionally, some of them replied that good pronunciation teaching may avoid misunderstanding and mispronunciation and may lead to better comprehension between speakers. Though, one of the participants stated pronunciation is still a neglected aspect that teachers avoid to work with as Macdonald (2002) declared in his study. On the other hand, one of the teachers argued that pronunciation does not need to be taught as a goal, but it needs to remain as another linguistic element in the classroom to foster the achievement of intelligibility. However, as the results revealed, they are aware about the importance of pronunciation, but not all of them considered it as a teaching goal. Through these results I realized teachers might have conflicts to teaching pronunciation as Macdonald (2002) pointed out before. These contradictions show that participants present different attitudes towards pronunciation teaching.

As results highlighted, Early Years is considered the best age to introduce pronunciation, as Cameron (2001) stated. The aims to teach pronunciation seemed to be unclear to the teachers. The question presented on the survey might have confused the participants since they had to rate the objectives by its grade of importance. This research has demonstrated that being communicatively efficient and to be able to interact with native and non-native speakers are the main goals of pronunciation instruction. As a matter of fact, they also believed that intelligible pronunciation is a significant goal to achieve. Nonetheless, none of the two surveys provided presented intelligibility as the principal goal of pronunciation instruction in the results. Hence, this key factor does not coincide with Atli and Su Bergil (2012)'s statements previously presented. Furthermore, some teachers also rated the achievement of a native-like pronunciation as quite important, even though Jenkins (1998), Celce-Murcia, Brinton and Goodwin (2010); Baker and Burri (2016) claimed that it is an unrealistic and difficult goal expected to be achieved from non-native learners. What I noticed that teachers seemed to struggle to answer this question as their attitudes expressed uncertainty during their interviews.

The results showed that teachers are the main model of language to provide good quality oral input, since most of the materials and techniques teachers mentioned foster

communicative approaches and the development of listening sensitivity. This is a key point that Cameron (2001) has also mentioned in his work. Although Baker and Burri (2016) stressed the need of trained teachers in pronunciation instruction, nearly all the teachers affirmed they had trained in pronunciation, but none of them claimed to have specialised in pronunciation in further education. The teachers' responses seemed to lack knowledge about pronunciation materials and techniques, as not even half of them mentioned specific learning resources.

Some of the participants stated they usually are used to assessing students indirectly by repetitions and recasting. Pronunciation feedback has not been mentioned very much during both data collection and analysis, even though Baker and Burri (2016) consider it as a fundamental aspect to include in pronunciation teaching. While it was apparent that teachers bear in mind the importance of pronunciation, the data collected demonstrated that this factor is still not considered and taught enough during English practices.

A very controversial feature from the research was the importance of segmental or suprasegmental aspects during practices. More than half of the participants agreed suprasegmentals are the most relevant aspects to work with Very Young Learners, as Macdonald (2002) suggested. Nevertheless, the number of teachers who indicated segmental features can be worked with Early Years students was notable. This brings us up to the question whether Non-native English teachers are aware about the consequences to teach consonant and vowels to Very Young Learners instead of suprasegmental aspects, even though they had indicated intelligibility was an important aim to reach. In fact, (Harmer, 2001) pointed out comprehension and intelligibility can be achieved by teaching both suprasegmental and segmental at the same time. Equally important, one of the participants added motivation as an aspect to bear in mind during pronunciation instruction.

Strongly related to teachers' awareness about teaching pronunciation to Very Young Learners is the assessment of their own pronunciation. The results demonstrated 18 respondents usually check their own pronunciation, but four of them denied it as they seem to be reluctant to do it, or they only check it when they hesitate.

Despite the fact that Non-native English teachers are concerned about their pronunciation, some of them also take heed to correct learners' pronunciation. Nevertheless, the results provided some controversial answers. Furthermore, some teachers' attitudes were mainly

confused replying this question since their answers were unclear. Although most of them agreed to correct children' pronunciation, almost 50% of the participants expressed uncertainty towards this matter. Apparently, the main issue seemed to be the distress to discourage learners during their learning process. Apart from that, the results also expose that pronunciation is only corrected when mispronunciation leads to incomprehensible communication. These statements reflect that teachers might be reluctant, as Macdonald (2001) claimed, to assess and to teach pronunciation to students as a regular aspect of language instruction.

Although most of the teachers seem to be aware that pronunciation can be taught since Early Years, as children have the ability to learn a foreign language, the techniques to carry it out and the resources to use are still quite unknown to Early Years English teachers

5. Conclusions

As the purpose of this project was to analyse teachers' perceptions and methodological approaches towards pronunciation instruction to Very Young Learners, the main aspects and conclusions gathered after completing the entire research procedure will be exposed in this section.

Although the sample of data collected is quite small to provide relevant data as far as the number of teachers was concerned, one of the conclusions I can present is that attitude is a key factor in the process of teaching pronunciation and a foreign language. According to the literature review, all the perceptions teachers might present towards pronunciation teaching can affect the learners' language acquisition process. As the results revealed, pronunciation is considered an important linguistic element by NNETs but it seems to be an abstract component of language, due to the fact that teachers lack training, as well as specific and current techniques and resources.

All of the teachers are aware about the importance of pronunciation and most of them replied to be and provide good models of language to their learners, otherwise comprehensibility and intelligible is not possible to achieve. There is also awareness of improvement of their own pronunciation, as some of the participants declared to keep learning English. But, in fact, not even half of the participants had specialized in pronunciation instruction. These results proved the unfamiliarity of pronunciation resources and the non-integration of pronunciation during English practices. Additionally, I realized some teachers seem to be reluctant to teach pronunciation, as well as speaking English during their practices, even though they claimed pronunciation is presented in their practices. Though, these facts make me conclude that some of the teachers might have provided contradicted answers. Furthermore, the fact that most of the participants were Primary English teachers, whom may be currently teaching Early Years, might have influenced some data as my research is mainly focused on Early Years students.

Regarding the approach of pronunciation in Very Young Learners practices, most of the teachers stated to provide good oral approaches such as games, songs or rhythms to teach pronunciation. What I wonder if these sort of oral approaches the teachers mentioned are appropriate and what other resources could be used to teach pronunciation to Early Years students. However, after the analysis of the data collected and the literature I have not

found a detailed methodology or approach which provides me with consistent information to teach pronunciation to Young Learners yet.

What I am certain about is that, there are many factors that might affect pronunciation instruction such as both, teachers and learners' motivation, the effort to provide Foreign Language immersion, the knowledge to know what sort of methodology is the adequate to implement regarding learners' ages, and so on. It is fundamental, though, that teachers are concerned that pronunciation can be taught at all levels, as Grant (2014) pointed out. Moreover, not all of participants were either aware about this latter fact or the most important aspects to work during pronunciation teaching with Very Young Learners, since the acquisition of intelligible communication has to be approached preferably through the improvement of suprasegmental aspects.

Another important aspect to consider is that without pronunciation the likelihood to have efficient communication is limited, since the communicative skills are crucial to develop during Early and Primary ages. As long as teachers provide oral approaches and foster the acquisition of an intelligible pronunciation, their students will be able to succeed in English oral language.

During the development of this final dissertation, I did not expect to find a huge amount of authors and studies related to pronunciation instruction, as well as I did not know it was such an extensive theme. In fact, the literature provided me more questions than I had at the beginning and as all the authors give general information, I was very confused about how to focus the study. Moreover, the literature gathered was mainly about adults' learners and Non-native English Teachers instead of to Very Young Learners. So, the theoretical part had to be adapted according to the target group.

Although I was aware about the importance of pronunciation, the writing process made my knowledge became extended. For this reason, my view of pronunciation teaching is different, regarding the fact that I am concern about the different models of language and the role of teachers' attitudes to the learners' language acquisition process. At the beginning of the study, I wanted to implement a deeper and wider research observing how Non-native English Teachers approached and integrated English pronunciation in their classes. In this regard, pronunciation instruction has always taken my attention as I have always wondered how it is taught during Very Young Learners practices. Hence, I could have obtained new strategies and analyse their pronunciation and I believe this research

would not have finished with so many open questions that I would like to be able to answer. But, as I lack of time, deep knowledge and specific training, I had to shorten this research project to teachers' beliefs.

6. Limitations

As mentioned above, this report was conducted to analyse Non-native English teachers' perceptions and beliefs to pronunciation instruction among Very Young Learners. During the research and the data collection carried out there were some factors and limitations that might have conditioned the results gathered. The data collection sources thought to document pronunciation awareness during Non-native English practices from the outset was through direct observations but, since the time was limited there was no chance to carry out this idea.

Regarding the questionnaires and the interviews, the main limitations was the small amount of Non-native English teachers who participated in the study (22 Non-native English teachers), the amount of Primary English teachers (10 teachers out of 22 respondents) and the time dedicated to them. Because of the amount of both the total of participants and the Primary English teachers and the limited time to carry out interviews, the results obtained during the data analysis are difficult to determine explicit conclusions about the awareness of pronunciation instruction to Very Young Learners. The fact that the profile of the participants were mainly Primary English teachers may have conditioned the outcomes, due to most of their answers were focused to Primary students instead of Very Young Learners. Besides, there are not so many studies related to teachers' perceptions towards pronunciation instruction and the literature collected was limited.

Since the sample of results is quite small the data analysed might be inaccurate to provide explicit results about pronunciation instruction to Early Years learners. So, these results are taken as the general results of this research since the limited time to carry out interviews and both the sample of teachers and their profiles were not determinative enough.

Another factor that might have conditioned these results was the fact that teachers could answer the questionnaires without a certain time. When analysing those surveys I had the impression not all the teachers were aware about the importance of pronunciation, and some of their responses were difficult to understand because of their writing. Added to

that, when teachers were asked to participate in the interviews most of them refused the offer since they were also told to answer the questionnaire survey. So, these facts make me think about they might have not been very honest answering the surveys because they might have felt assessed, or some of their responses might have been answered with not so much thought.

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9. Appendices

Appendix 1: Table: What profile suits you better?

Table questionnaire: *What profile suits you better?*

Profile	NNETs (n=18)	Percent
Early Years Teacher	4	17%
Primary Teacher	6	26%
Early Years teacher and English specialist teacher	6	26%
Primary Teacher and English specialist teacher	7	30%

Table interview: *What profile suits you better?*

Profile	NNETs (n=4)	Percent
Early Years Teacher	0	0%
Primary Teacher	0	0%
Early Years teacher and English specialist teacher	1	25%
Primary Teacher and English specialist teacher	3	75%

Appendix 2: Table: Have you ever participated in an exchange programme?

Table questionnaire: *Have you ever participated in an exchange programme?*

Affirmative/ Negative	NNETs (n=18)	Percent
Yes, as a teacher	4	22%
Yes, as a student	4	22%
No, I have not	10	56%

Table interview: *Have you ever participated in an exchange programme?*

Affirmative/ Negative	NNETs (n=4)	Percent
Yes, as a teacher	2	40%
Yes, as a student	1	20%
No, I have not	2	40%

Appendix 3: Questionnaire data collected

Personal data	
Number of respondents	18
Genre	Female (100%)
Age	>23-55 years old
What profile suits you better?	<p>Early years teacher: 4 (17%)</p> <p>Primary teacher: 6 (26%)</p> <p>Early Years teacher and English specialist teacher: 6 (26%)</p> <p>Primary teacher and English specialist teacher: 7 (30%)</p> <p>(Since teachers could choose different options, there is the likelihood they specialised in EL after being graduate).</p>
Have you ever participated in an exchange programme?	<p>Yes, as a teacher: 4 (22%)</p> <p>Yes, as a student: 4 (22%)</p> <p>No, I have not: 10 (56%)</p> <p>(There are 2 subjects who participated in an exchange programme both as teachers and as students)</p>
Why did you decide to become an English teacher?	<p>Passion for English language (like English language): 12</p> <p>Like teaching both children and English language: 7</p> <p>Practical teaching reasons and higher job opportunities: 1</p> <p>Following the patterns from previous English teachers: 1</p>

	<p>The thought non-native children' English level needs to be improved: 1</p> <p>After being abroad: 1</p> <p>Awareness of the importance of English Language as a communicative language: 1</p> <p>To cover schools' needs: 2</p> <p>The desire of seeing how English language skills are improved: 1</p>
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General	
What language do you use in your English class? Why?	<p>Catalan: 0</p> <p>Always English: 9 (50%)</p> <p>I mix both languages Catalan and English: 9 (50%)</p>
Why do you use this language? (the one you chose before)	<p><u>ENGLISH:</u></p> <ul style="list-style-type: none"> • The only language that must be learnt and provide input. • It must be the only way to communicate • Children must get used to the language • English immersion so as students learn how to use English • Providing oral approaches, visual materials (flashcards) and <i>minimal input</i> • English language as a teaching medium

	<p><u>MIX CATALAN AND ENGLISH:</u></p> <ul style="list-style-type: none"> • English language is used but Catalan (L1) when there is something important to talk about or tell because it is thought Very Young Learners might not understand what is said. • Children are not able to understand what is said in English. • To make sure that relevant things are clearly understood. • English is spoken more in C.S and less in E.I. English language is not used enough because: 1. there are students who do not feel self-confident at English class due to they have “problems to understand” the language. They feel more comfortable when the teacher speaks Catalan. 2. As the teacher teaches other subjects she believes there is no chance to do a completely English immersion. 3. Since the teacher teaches other linguistic subjects, children can be aware about all the differences and similarities that those 3 languages (Cat, Spa, Eg) have. • Children become anxious when they do not understand English, although teacher adapts her speech (speaks slowly). <p><i>Observations: The thought children are not able to comprehend English language. How children feel when English is the only language spoken at class.</i></p>
<p>Have you ever trained in pronunciation?</p>	<p>No, I have not: 4 (22, 3%) Yes, I have: 14 (77, 8%)</p>
<p>If your answer was Yes, note your reasons</p>	<ul style="list-style-type: none"> • The most difficult aspect of EL is pronunciation

	<ul style="list-style-type: none"> • Realize about its important once being abroad • Considered as an important matter • Awareness of one pronunciation as teacher have to be a language model and children have to imitate • Teachers must have the knowledge about pronunciation • Teacher as a good language model • If teacher assess pronunciation, children will make effort to pronounce words properly • It is important children learn how to pronounce words properly and practice it • Train at English courses: not a choice • Trained for the fact that the abilities children have to acquire all the sounds from a FL are very high • It was a subject at University • Phonetic knowledge courses to improve oneself + IPA and phonetics at undergraduate program • Pronunciation should take part on the didactic procedures (curricula + classroom)
<p>How important is pronunciation in your classes?</p>	<p>Very important: 12 (66, 7%)</p> <p>Quite important: 6 (33, 3%)</p> <p>Not important: 0</p> <p>Not important at all: 0</p>

<p>Why?</p>	<ul style="list-style-type: none"> • Teacher as a language model: Children speak as their teacher does. Actually, they will imitate her. • Providing oral communication: use of EL at class focusing on pronunciation patterns. • Pronunciation is not the only aim but it is an important matter (two teachers) • It is important for students to learn how to pronounce words correctly since they get the first contact to the language and they imitate their teacher. • To get a good communication • Providing “good” pronunciation + “authentic material” so as children listen native English speakers. • Goals to teach: pronunciation and vocabulary to avoid mispronunciation. • Pronunciation is important for comprehension • Caring about oneself pronunciation and providing good input so as children can be able to improve their speech. • “It is the language. It is not a different aspect, it all goes together”. • “Pronunciation is probably the most neglected aspect of English teaching. Teaching to pronounce and recognize sounds should form part of the didactic procedures. We should always bear in mind that the objective for this subject is the development of communicative competence in everyday situations”. • Important students practise pronunciation • Pronunciation is taken into account although it is not the main aspect to teach. It is practised when children learn new vocabulary and expressions.
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	<ul style="list-style-type: none"> • Since the goal of Early Years in English Language instruction is focused on oral approaches, it takes part in the classroom. • If a word is mispronounced, the meaning is different (mispronunciation + misunderstanding) • “As long as the language is frequently used, teacher can see the confidence of speaking up and trying to use the language as a more element in the classroom. However, accurate articulation will later affect the fluency in oral English and accuracy in spelling”
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Professional	
What is the adequate age to introduce children to pronunciation teaching?	<p>Nursery (0-3): 7 (33%)</p> <p>Pre-schoolers (3-6): 10 (48%)</p> <p>Primary students (6-12): 2 (10%)</p> <p>It does not influence the students’ ages to start learning English language: 2 (10%)</p>
What are the main aims to teach pronunciation?	<p>Line 1: To be communicative efficient (the pronunciation should help to transmit the meaning that is intended by the speaker) (7)</p> <p>Line 2: To be intelligible (the pronunciation should help to transmit the meaning that is intended by the speaker) (7)</p> <p>Line 3: To be consistent (the pronunciation should be fluent and natural) (7)</p> <p>Line 4: To be consistent (the pronunciation should be fluent and natural) (7) / To be able to interact with native and non-native speakers (5)</p>

	<p>Line 5: To be able to interact with native and non-native speakers (5)</p> <p>Line 6: To be able to distinct visual symbols for all speech sounds (12)</p>
<p>How pronunciation should be taught?</p>	<ul style="list-style-type: none"> • Good pronunciation from the teacher + Providing great amount of input and good quality (GLModels) • From a natural way providing input so as they can imitate (songs, rhymes, games, chants) focused on communicative situations • Providing input by listening songs • Providing different native English sources (video, games ...) • It should not be taught itself, just give good language models • Greetings, songs, stories of common vocabulary used at class + repeating different patterns • “The more pupils mentally engage with the new vocabulary, the more likely they are to learn it. Elicit the number of syllables in new words, spelling rules, highlight sound features, and so on. You do not need to teach separate lessons on word stress. Integrate it into your normal (regular) lessons when you introduce vocabulary.” • One respondent just answered <i>Very Good</i> • As children repeat and imitate what they listen teacher have to be a good model and interact with them so they can repeat. “The teacher has the big responsibility to pronounce the words properly in order to be well copied”. • Through songs, riddles, rhymes. Foster the input so as they are aware of their own pronunciation while teacher assesses them as well.

	<ul style="list-style-type: none"> • Taught implicitly at class. • “By training up the sensitivity in listening, children can distinguish the different sounds. Only when they know the differences by their ears, they can pronounce the words right”.
Do you think pronunciation is considered in the classrooms of our schools?	<p>Yes, I do. In all the classes: 6 (33, 3%)</p> <p>Yes, I do but teachers prefer teaching others aspects of EL: 5 (27, 8%)</p> <p>No, it is not considered enough: 7 (38, 9%)</p> <p>No, it is not considered at all: 0</p>
What aspects of the English language do you believe are the most relevant to work with VYL?	<p>Consonant and Vowels sounds (segmentals): 7 (38, 9%)</p> <p>Word stress, sentence stress, rhythm, prominence and intonation (suprasegmentals): 9 (50%)</p> <p>Others: Listening different sounds. sounds different from Catalan and Spanish. Lower levers → give good language models. Early Years language through songs and rhymes and authentic material.</p>
Are you familiar with pronunciation materials and techniques?	<p>No, I am not: 14</p> <p>Yes, I am: 4</p>
If your answer was YES	<ul style="list-style-type: none"> • <i>Oxford University Press</i> and <i>British Council Kids</i> and software: audacity story Jumper, Story Bird and programs to create podcasts • Phonics and phonetic games similar to phonological awareness like in Catalan is taught. • English sounds postcards and flashcards • <i>Letterland</i> and <i>Letters and Sounds</i> to teach phonics

<p>Do you assess your own pronunciation? How do you do it?</p>	<ul style="list-style-type: none"> • No (x2) • Media: Watching movies in original version. Listening videos. Listening songs while reading the lyrics. (listening English native speakers in different situations and accents). • Checking pronunciation when one is not sure about it. Checking words in online dictionaries. • Talking to native speakers or having conversations with the conversation auxiliary at the school; or English teacher colleagues from school; • English Language School: attending an English course. • Tape: Recording herself and compare with native speakers' audios. Recording herself with a video camera. • Not assess: do not assess myself just through listening and try to pronounce correctly. • English language models: by different English language models and improving herself day by day. • Apps: using an app to check
<p>Do you decide yourself what to teach to your group of students in order to promote oral communication?</p>	<p>Yes, I do: 12 (66, 7%)</p> <p>Yes, I do but with the help of other teachers: 6 (33, 4 %)</p> <p>Yes, I do but I follow the Early Years Curriculum: 0</p> <p>No, I do not: 0</p>
<p>Do you think Very Young Learners should be pronunciation corrected during their English classes?</p>	<p><u>YES: (10)</u></p> <ul style="list-style-type: none"> • Yes, to improve their pronunciation. • It is necessary to repeat what they say assessing them at the same time.

	<ul style="list-style-type: none"> • Yes, but without insisting → just words and some expressions. • Yes, to improve their comprehension • “As younger, the better”. Plus, when they learn a new word they need to be corrected. • Yes • Yes, English teacher must be a very good model of language. • Yes, they have the facility (<i>ability</i>) to learn (<i>and improve</i>). • “There limitation for articulation due to development stages. It is acceptable for children to pick up the specific sounds later, desirably before the age of 8”. <p><u>UNCERTAINTY: (3)</u></p> <ul style="list-style-type: none"> • Yes, but not in all situations. While they are reading aloud, yes, but it all depend on the confidence of the student. Congratulate a pupil who is shy and makes the effort to express himself using this language. Not correct a lot of mistakes because they could feel overwhelmed and get frustrated. • Not sure. Just from a good model and giving a learning opportunity. A teacher must correct them progressively, not from the very first day. • I do not know. I do not usually teach Very Young Learners. <p><u>NO: (5)</u></p> <ul style="list-style-type: none"> • Not always. Just if mispronunciation affects their communication. • No, they can get stressed and bored and can lose their interest for the language. So, just when they learn new vocabulary.
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	<ul style="list-style-type: none">• Not always. Just when they mispronounce words by repeating avoiding them to stressed out.• No, they can get frustrated and they will be shy (at these early stages). Just by providing good models of language to get used to them, they will acquire without noticing.• No, the aim should be promoting oral communication. That does not mean that correcting pronunciation could be improved.
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Appendix 4: Interview data collected

Personal data	
Number of respondents	4
Genre	1 Male 3 Female
Age	>28 - 59 years old
What profile suits you better?	<p>Early years teacher: 0</p> <p>Primary teacher: 0</p> <p>Early Years teacher and English specialist teacher: 1 (25%)</p> <p>Primary teacher and English specialist teacher: 3 (75%)</p>
Have you ever participated in an exchange programme?	<p>Yes, as a teacher: 2 (40%)</p> <p>Yes, as a student: 1 (20%)</p> <p>No, I have not: 2 (40%)</p> <p>(There is 1 subject who participated in an exchange programme both as teachers and as students)</p>
Why did you decide to become an English teacher?	<ul style="list-style-type: none"> • After being abroad: 1 • Awareness of the importance of English Language as a communicative language: 2 • To enhance the Education System in the English area: 1 • Love languages: 1 • Passion for English language: 1

	<ul style="list-style-type: none"> • practical teaching reasons and higher job opportunities: 1 • Like teaching both children and English language: 1
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General	
What language do you use in your English class? Why?	Catalan: 0 Always English: 4 I mix both languages Catalan and English: 0
Why do you use this language? (the one you chose before)	<u>ENGLISH:</u> <ul style="list-style-type: none"> • English always used as the main spoken language to provide language immersion for both children and teacher. It is necessary to only use a unique language because it makes to think in English as well. • It is the best way students can learn the language as long as they talk and listen in English. • It is the best way children can learn the language. <u>MIX CATALAN AND ENGLISH:</u> <ul style="list-style-type: none"> • Catalan is used only when it is needed.
Have you ever trained in pronunciation?	No, I have not: 1 Yes, I have: 3
If your answer was Yes, note your reasons	<ul style="list-style-type: none"> • Studied as an optional subject (interest) • Studied as a compulsory subject

	<ul style="list-style-type: none"> Studied a subject related to phonics and pronunciation at University
How important is pronunciation in your classes?	<p>Very important: 3</p> <p>Quite important: 1</p> <p>Not important: 0</p> <p>Not important at all: 0</p>
Why?	<ul style="list-style-type: none"> It must be taught but not as a goal. Students can be easily understood and can easily understand There have to be a good communication, although I consider it is not the right stage to present a specific phonetic task. Teachers have to be a good language model so as students can reproduce correct sounds and be able to be understood Students are learning a new language so they have to acquire the correct pronunciation at the time they are learning it, not afterwards. Important to teach the correct pronunciation If children learn a mispronounced word it is very difficult to correct it afterwards.

Professional	
What is the adequate age to introduce children to pronunciation teaching?	<p>Nursery (0-3): 4</p> <p>Pre-schoolers (3-6): 2</p> <p>Primary students (6-12): 1</p> <p>It does not influence the students' ages to start learning English language: 0</p>
What are the main aims to teach pronunciation?	<p>Line 1: To be able to interact with native and non-native speakers (2)</p> <p>Line 2: To be intelligible (the pronunciation should be understandable to the listeners) (2) & To be communicative efficient (the pronunciation should help to transmit the meaning that is intended by the speaker)(2)</p> <p>Line 3: To be able to interact with native and non-native speakers (2)</p> <p>Line 4: To be consistent (the pronunciation should be fluent and natural) (2)</p> <p>Line 5: To be consistent (the pronunciation should be fluent and natural) (2) & To acquire a native-like pronunciation (2)</p> <p>Line 6: To be able to distinct visual symbols for all speech sounds (3)</p>
How pronunciation should be taught?	<ul style="list-style-type: none"> • Providing a good model of language • Providing a good oral model • By natural approach and repeating the wrong words children say in a correct way • In every day spoken language

	<ul style="list-style-type: none"> • At Early Years and Primary years the pronunciation instruction is mainly indirectly due to the fact that students are not aware they are studying pronunciation • By songs, games, rhythm, chants, searching the sounds from a set of words.
Do you think pronunciation is considered in the classrooms of our schools?	<p>Yes, I do. In all the classes: 2 (50%)</p> <p>Yes, I do but teachers prefer teaching others aspects of EL: 0</p> <p>No, it is not considered enough: (2) (50%)</p> <p>No, it is not considered at all: 0</p>
What aspects of the English language do you believe are the most relevant to work with VYL?	<p>Consonant and Vowels sounds (segmentals): 3</p> <p>Word stress, sentence stress, rhythm, prominence and intonation (suprasegmentals): 2</p> <p>Others: motivation (1)</p> <p><i>One of the subjects answered that the most relevant pronunciation aspects to work with VYL were segmentals and to work with older students suprasegmental aspects</i></p>
Are you familiar with pronunciation materials and techniques?	<p>No, I am not: 3</p> <p>Yes, I am: 1</p>
If your answer was YES	<ul style="list-style-type: none"> • Phonics methods. All the methods known are related to work with the sounds and the writing as they do in UK or USA. Indeed, the language is a way to understand the world. The way they understand their world and their vowels, for example, it is completely different from the way we comprehend them. So, Phonics cannot be applied here although there are teachers who try it. Honestly, I would not

	<p>be able to use them because the diglossia between written language and pronunciation is very huge and our children are in the process of acquiring reading and writing in our language, which luckily has got more correspondence between sounds and spelling, so as to introduce a language that has no similarity, it is complicated.</p> <ul style="list-style-type: none"> • Phonological awareness and <i>Phonics</i>, but not materials.
<p>Do you assess your own pronunciation? How do you do it?</p>	<ul style="list-style-type: none"> • Usually not. Perhaps when I was younger and I lacked experience, but not now. As we work by projects in our school, sometimes new words appear and we need to check their pronunciation because we cannot teach a new word to children just guessing it intuitively. • Not very much. Recording myself and checking pronunciation in “google”. • Attending to English classes • Watching TV shows in English • No, I do not. (1)
<p>Do you decide yourself what to teach to your group of students in order to promote oral communication?</p>	<p>Yes, I do: 0 Yes, I do but with the help of other teachers: 3 Yes, I do but I follow the Early Years Curriculum: 0 No, I do not: 0</p> <p>Others: Since our students work by projects, they choose what research project they want to work with according to their interests. As a teacher, I guide them towards what they really have to learn and during their learning process. In the case of the Foreign Language, we are very concerned that children have to become competent communicators according to their level. We focus our teaching to be communicative and to</p>

	<p>live the language in a communicative way. We do not teach grammar, pronunciation or a set of vocabulary in an active way but we do teach linguistic structures which let students to learn how to master basic communicative structures. So, we just decide how to promote oral language and the communicative part because we have to decide what sort of competences and communicative structures are needed to become good communicators. But our students are who choose what to learn. So, 50-50 → students and teachers</p>
<p>Do you think Very Young Learners should be pronunciation corrected during their English classes?</p>	<p><u>YES: (4)</u></p> <ul style="list-style-type: none"> • Teachers have to correct children when they mispronounce a word but only repeating the word correctly. • Children can learn the sounds when they learn the words. • By repetitions and rephrasing • Yes <p><u>UNCERTAINTY: (0)</u></p> <p><u>NO: (1)</u></p> <ul style="list-style-type: none"> • Very Young learners should not be corrected in an active way, just make sure that repeating the mispronounced word correctly is enough.

Appendix 5: Interview transcription

Participant 1:

Personal data

Genre: Male

Age: 43 years old

What profile suits you better?: Primary Teacher and English specialist teacher

Have you ever participated in an exchange programme?: Yes, as a teacher. Yes, as a Student

Why did you decide to become an English teacher?: Era molt desastre amb els estudis i quan vaig arribar a BUP ho havia suspès tot, sobretot, l'Anglès. Aleshores, hi havia un programa d'intercanvi a l'institut amb un institut de Liverpool i em vaig apuntar. Però clar, em va tocar anar-hi per sorteig i allà vaig realment aprendre i veure la utilitat que tenia aquesta llengua. Llavors, quan vaig tornar i decidir la carrera, malgrat haver patit molt per l'anglès, i haver estudiat fins a 8è Francès, quan em vaig incorporar a l'institut vaig començar a estudiar Anglès. Mai havia tingut una vocació de mestra i vaig pensar que de la manera tant malament que s'està impartint l'anglès, doncs s'ha de millorar. I la meva gran motivació va ser fer-me mestra d'angles per intentar millorar el sistema d'educació d'aleshores.

General data

What Language do you use in your English class? Why: Always English

Why do you use this Language?: Only when it is needed, Catalan.

Have you ever trained in pronunciation?: Yes, I have

If your answer was YES, note your reasons: La primera que vaig fer a la diplomatura va ser per interès perquè era una optativa la segona que vaig fer anual a la llicenciatura va ser per obligació, tot i que la vaig gaudir molt. La única part que no m'agradava mai, que aleshores tampoc m'agradava en Català, era la transcripció fonètica, era la única part

que no m'agradava però la resta m'agradava molt. Les he fet per les dues coses. (optativa, obligada llicenciatura).

How important is pronunciation in your classes?: Very important

Why?: Very important but not a goal. Should be worked so the students can be easily understood and can easily understand. La seva pronúncia sigui prou bona per tal que puguin ser entesos amb facilitat i que hi puguin haver una bona comunicació. Creiem que no es ni el moment ni l'etapa com per fer un treball específic de fonètica perquè els nens els alumnes siguin capaços per passar per nadius, no. No ho fem. Ara sí que és important que tu donis un model que sigui correcte. Tampoc nadiu perquè no ho som però que sigui prou correcte i que a partir d'aquí que ells puguin reproduir sons de forma més correcte possible. Sí que és molt important perquè pot afectar a la comunicació per tant, vol dir que hem de treballar perquè els alumnes tinguin un model nadiu? No, no és això. Però sí que han de tenir una pronúncia que permeti a qualsevol interlocutor entendre'ls de forma còmode. De fet, hi ha molts més milions de parlants que parlen *Globish* que parlen amb accent no nadiu que no pas els milions de parlants que parlen anglès nadiu.

Professional data

What is the adequate age to introduce children to pronunciation teaching?: Nursery, Pre-schoolers, Primary students

What are the main aims to teach pronunciation?:

- **Line 1:** to be able to interact with native and Non-native speakers
- **Line 2:** To be intelligible (the pronunciation should be understandable to the listeners)
- **Line 3:** To be communicative efficient (the pronunciation should help to transmit the meaning that is intended by the speaker)
- **Line 4:** To be able to distinct visual symbols for all speech sounds
- **Line 5:** To be consistent (the pronunciation should be fluent and natural)
- **Line 6:** To acquire a native-like pronunciation

How pronunciation should be taught?: Crec que sempre que hi ha un bon model... clar el treball de pronúncia sobretot a infantil o a primària moltes vegades no es actiu es a dir l'alumne no sap que està fent pronúncia. O bé fas cançons o rhythms. Per tant, el model que tú dones ha de ser molt bo i crec que és important sempre donar un bon model de

llengua oral. Tampoc cal relacionar la fonètica amb escrit, sinó buscar els sons o un so concret amb una bateria de paraules, per tant crec que sempre és important utilitzar. Crec molt que amb els Early Years faria un natural approach, és a dir, quan tu tens un nen o quan els nens aprenen la llengua materna no se'ls hi ensenya a pronunciar explícitament. Sí que se'ls hi dona un model quan un nen diu una cosa que no li ha sortit prou bé, doncs l'adult no li diu que ho ha fet malament i li ho repeteix correctament. Jo crec que és donar un bon model, tornar a dir allò que ells no diuen bé, que ho tornin a sentir. Crec que hauria de ser el més natural possible, sense emfatitzar en la pronuncia explícitament, ah de ser molt global. La pronuncia és molt important però la comunicació ho és més. Ho faria de forma natural approach.

Do you think pronunciation is considered in the classrooms of our schools?: Yes, I do. In all the classes.

What aspects of the English Language do you believe are the most relevant to work with Very Young Learners?:

Word stress, sentences stress, rhythm, prominence and intonation.

Others: motivation

S'han de presentar activitats que siguin molt comunicatives i que engresquin molt. No estaria d'acord en potenciar l'ensenyament de *Consonants* ni *Vowels* ni *Sounds* ni res, estaria més per una motivació del què fas. Consonants i vocals o *sentences stress, rhythm* o *intonation*.. Jo tornaria a repetir-te que ho faria tot mitjançant el natural approach. No tens en compte la pronuncia o la *intonation* o el *rhythm*.. no, un parlant és qui dóna el model de llengua natural.

Are you familiar with pronunciation materials and techniques?: Yes, I am

If your answer was YES, please describe which ones: Si agafes un mètode basat en *Phonics*... Aquells mètodes o els mètodes que jo conec estan molt dirigits a aprendre pronuncia lligada a l'escriptura, tal com ho fan a Anglaterra. Jo he treballat tant a Anglaterra com a Estats Units i allà si que els pots utilitzar i, és clar, la llengua també és una manera d'entendre el món. La seva forma d'entendre el món i les vocals, per exemple, no tenen res a veure com entenem nosaltres les vocals. I, per tant, no es poden aplicar els *Phonics* aquí, tot i que hi ha gent que ho està intentant, malgrat que jo no sabia com posar-m'hi, perquè és clar la diglòssia entre pronuncia i llengua escrita és tal que nosaltres

a més a més, els nostres nens, estan en ple procés d'adquisició de lectoescriptura en la nostra llengua que té per sort força més correspondència entre el so i la grafia, com per introduir una llengua que no té cap mena de similitud, és complicat. Per tant, jo no utilitzo cap mètode. Sí que en conec, però no els utilitzo.

Do you assess your own pronunciation? How do you do it?: Habitualment no. Potser abans sí, però ara no. No ho faig. Potser quan era molt més jove i tenia molta menys experiència potser sí que ho feia més però ara no ho faig. Sí que quan dubto amb alguna paraula que surten als projectes que nosaltres treballem a l'escola, a vegades surten paraules que per nosaltres són noves i sí que busco la transcripció fonètica de com s'ha de pronunciar, perquè clar també són paraules noves i a vegades tu ja intuïtivament ja li dones una pronúncia però has d'estar segur de com pronunciar-les. Doncs, en aquests casos sí que ho faig de les paraules que no conec però no ho faig quan ja les conec.

Do you decide yourself what to teach to your group of students in order to promote oral communication?: Altres: els nostres alumnes treballen per projectes. Així doncs, ells decideixen quins projectes d'investigació porten a terme segons els seus interessos. Nosaltres, els mestres, som els que guiem una mica els que quadrem els seus interessos amb el què han d'aprendre. I els guiem una mica en el procés d'aprenentatge. Això vol dir que moltes vegades surten temes que els mestres no hem triat però que igualment hem d'intentar aplicar competències de tots els àmbits dins dels seus projectes. En el cas de la llengua estrangera, nosaltres tenim molt clar que els alumnes han de ser comunicadors competents al nivell que ells tenen, ja que són alumnes de primària i ens basem amb això. Treballem amb què siguin comunicatius i que visquin la llengua de forma comunicativa i, per tant, no ensenyem moltes coses que ensenyen a les escoles convencionals. És a dir, no ensenyem gramàtica de forma activa, pronúncia, no fem llistes de vocabulari.. però sí que ensenyem estructures que els hi permetin als alumnes a aprendre a dominar estructures de comunicació bàsiques i, a més, que intentin adquirir estructures que els ajudin a ells també a aprendre. Per tant, decideixo jo mateix què ensenyem i com promovem la llengua oral? Home, com promovem la llengua oral sí, ho decideixo jo. Ho decidim els 3 mestres d'anglès a l'escola. La part comunicativa sí, ja que és una part que els mestres han de decidir quines competències i quines estructures comunicatives es necessiten per ser un bon comunicador. Ara, el contingut en concret del que estem parlant, jo crec que aquí la majoria de vegades les trien els nens, ja que són ells qui escullen el projecte amb el qual volen treballar. Jo aquí diria un 50-50.

Do you think Very Young Learners should be pronunciation corrected during their English classes?: Ser corregit formalment penso que no haurien de ser corregits. De la mateixa manera que no corregeixes a un nen quan aprèn català i comet errors. Perquè ells entenguin a poc a poc i incorporin la bona pronúncia d'aquella paraula. Però penso que de forma activa amb Very Young Learners no ho faria. Faria una repetició del què ha dit de forma correcte, etc., però no li diria que el què ha dit està bé o malament.

Participant 2

Personal data

Genre: Female

Age: 48 years old

What profile suits you better?: Early Years Teacher and English specialist teacher

Have you ever participated in an exchange programme?: Yes, as a teacher

Why did you decide to become an English teacher?: I decided to become an English teacher because I love languages and I love communication.

General data

What Language do you use in your English class? Always English

Why do you use this language? (The one you chose before): I always use English because I think it makes it easy for children to get into immersion and for me as well, it is easier because then it helps us to think in English as well. (it facilitates immersion and it helps them to think in English.

Have you ever trained in pronunciation?: Yes, I have

If your answer was Yes, note your reasons: At the university I studied a subject related to phonics and pronunciation.

How important is pronunciation in your classes?: Very important

Why?: Because we are teaching them a new Language so they have to acquire the correct pronunciation when they learn the new Language, not afterwards.

Professional data

What is the adequate age to introduce children to pronunciation teaching?: Nursery and Pre-schoolers because it goes together with the Language acquisition

What are the main aims to teach pronunciation?:

- **Line 1:** To be intelligible (the pronunciation should be understandable to the listeners)
- **Line 2:** To be communicative efficient (the pronunciation should help to transmit the meaning that is intended by the speaker)
- **Line 3:** To be able to interact with native and non-native speakers
- **Line 4:** to be consistent (the pronunciation should be fluent and natural)
- **Line 5:** to acquire a native-like pronunciation
- **Line 6:** to be able to distinct visual symbols for all speech sounds

How pronunciation should be taught?: In everyday Language.. by songs and chants.

Do you think pronunciation is considered in the classrooms of our schools?: No, it is not considered enough

What aspects of the English Language do you believe are the most relevant to work with Very Young Learners?: Consonant and Vowels sounds (for younger learners) and word stress, sentence stress, rhythm, prominence and intonation (for older learners)

Are you familiar with pronunciation materials and techniques?: No, I am not

If your answer was Yes, please describe which ones: Phonological awareness and phonics but not materials

Do you assess your own pronunciation? How do you do it?: Not very much. I use to record myself and I check the pronunciation in *Google*.

Do you decide yourself what to teach to your group of students in order to promote oral communication?: Yes, I do but with the help of other teachers

Do you think Very Young Learners should be pronunciation corrected during their English classes?: Yes, because they get the sounds when they learn the words.

Participant 3:

Persona data

Genre: Female

Age: 28 years old

What profile suits you better?: Primary Teacher and English specialist teacher

Have you ever participated in an Exchange programme?: No, I have not

Why did you decide to become an English teacher?: In my case, I studied to be a Primary teacher but then after some years without working I decided to be an English teacher because I have a good level of the Language and it let me to have a better job.

General data

What Language do you use in your English class?: Always English

Why do you use this Language? (the one you chose before): I use English in my English class because it is the way that students can learn the Language better as much time they talk and listen English, so it is better for them.

Have you ever trained in pronunciation?: Yes, I have

If your answer was YES, note your reasons: I also studied a subject related to pronunciation at university.

How important is pronunciation in your classes?: Very important

Why?: It is important to teach the correct pronunciation of the words and vocabulary because when you learn a word with a pronunciation mistake, then it is very difficult to correct it. So we have to try these things do not happen to our students.

Professional data

What is the adequate age to introduce children to pronunciation teaching?: Nursery

What are the main aims to teach pronunciation?:

- **Line 1:** To be communicative efficient (the pronunciation should help to transmit the meaning that is intended by the speaker)

- **Line 2:** to be intelligible (the pronunciation should be understandable to the listeners)
- **Line 3:** to be able to interact with native and non-native speakers
- **Line 4:** to be consistent (the pronunciation should be fluent and natural)
- **Line 5:** to acquire a native-like pronunciation
- **Line 6:** to be able to distinct visual symbols for all speech sounds

How pronunciation should be taught?: By songs, games and chants

Do you think pronunciation is considered in the classrooms of our schools?: No, it is not considered enough.

What aspects of the English language do you believe are the most relevant to work with Very Young Learners?: Consonant and vowels sounds

Are you familiar with pronunciation materials and techniques?: No, I am not.

If your answer was YES, please describe which ones: -

Do you assess your own pronunciation? How do you do it?: Yes, I do. I take English classes and I watch TV shows in English.

Do you decide yourself what to teach to your group of students in order to promote oral communication?: Yes, I do but with the help of other teachers.

Do you think Very Young Learners should be pronunciation corrected during their English classes?: Yes, they should be corrected by repeating them their mistakes in a good way and by rephrasing.

Participant 4

Personal data

Genre: Female

Age: 59 years old

What profile suits you better?: Primary Teacher and English specialist teacher

Have you ever participated in an exchange programme?: No, I have not

Why did you decide to become an English teacher?: Because I like languages and teaching them to children.

General data

What language do you use in your English class?: Always English

Why do you use this Language? (the one you chose before): Because it is the best way children learn the Language

Have you ever trained in pronunciation?: No, I have not

If your answer was Yes, not your reasons: -

How important is pronunciation in your classes?: Quite important

Why?: I agree with my colleagues. I think it is important to teach a good pronunciation of all the things we study at class and children have to learn them correctly.

Professional data

What is the adequate age to introduce children to pronunciation teaching?: Nursery

What are the main aims to teach pronunciation?:

- **Line 1:** To be able to interact with native and non-native speakers
- **Line 2:** to be communicative efficient (the pronunciation should help to transmit the meaning that is intended by the speaker)
- **Line 3:** to be intelligible (the pronunciation should be understandable to the listeners)
- **Line 4:** to acquire a native-like pronunciation
- **Line 5:** to be consistent (the pronunciation should be fluent and natural)
- **Line 6:** to be able to distinct visual symbols for all speech sounds

How pronunciation should be taught?: Playing games, songs and rhythms.

Do you think pronunciation is considered in the classrooms of our schools?: Yes, I do. In all the classes

What aspects of the English Language do you believe are the most relevant to work with Very Young Learners?: Consonant and Vowel sounds

Are you familiar with pronunciation materials and techniques?: No, I am not

If your answer was YES, please describe which ones: -

Do you assess your own pronunciation? How do you do it?: No, I do not

Do you decide yourself what to teach to your group of students in order to promote oral communication?: Yes, I do but with the help of other teachers.

Do you think Very Young Learners should be pronunciation corrected during their English classes?: Yes