

PERCEPTIONS AND ATTITUDES TOWARDS THE TEACHING OF ENGLISH PRONUNCIATION IN EFL TEACHER TRAINING PROGRAMMES IN CHILE

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ABSTRACT: English teachers are usually asked which one is *better* whether British or American English. There seems to be a perceived idea that only those two varieties are representative of the English language given that they are traditionally the ones taught in schools and university programmes in Latin America. The purpose of this qualitative case study is to know and understand the attitudes and perceptions a group of 12 EFL university teachers from Chile have towards British and American dialects as models for teaching pronunciation. It also focuses on the perception and beliefs they have about including other less popular English dialects in their teaching practice, and the instructional approach used when teaching pronunciation in a remote classroom as a consequence of the COVID-19 pandemic. Results show that even though *world Englishes* are considered an important element to bear in mind, there is still a strong tendency to remain in the lane of British vs American English. The study also reveals that relying on technology as a forced methodology during the pandemic has had a positive impact as it has helped enhancing students' autonomy and metacognition.

KEYWORDS: English pronunciation, teaching strategies, EFL teachers' perceptions, learner autonomy, learner metacognition

*PERCEPCIONES Y ACTITUDES HACIA LA ENSEÑANZA DE LA PRONUNCIACIÓN INGLESA
EN PROGRAMAS DE FORMACIÓN DE PROFESORES DE INGLÉS EN CHILE*

RESUMEN: Es común que se les pregunte a los profesores de inglés qué variedad es mejor; si el inglés británico o el americano. Parece ser una percepción generalizada que solo esas dos variedades son representativas del idioma inglés, ya que tradicionalmente son las que se enseñan en las escuelas y universidades en América Latina. El presente estudio de caso, de enfoque cualitativo, se orientó

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en las actitudes y percepciones de un grupo de 12 profesores universitarios de ILE, en Chile, hacia los dialectos británico y americano como modelos para la enseñanza de la pronunciación en sus clases. También se enfocó en la percepción y creencias que tienen acerca de incluir otras variedades menos populares en su práctica docente, y el enfoque metodológico utilizado al enseñar pronunciación en modalidad remota como consecuencia de la pandemia mundial producto del COVID-19. Los resultados muestran que, aunque las diferencias dialectales se consideran un elemento importante a tener en cuenta, todavía existe una fuerte tendencia hacia la enseñanza de inglés británico y/o americano como únicos modelos de pronunciación. El estudio también reveló que la utilización de la tecnología como metodología forzada producto de la pandemia ha tenido un impacto positivo en los estudiantes, ya que ha ayudado a mejorar su autonomía y metacognición.

PALABRAS CLAVE: Pronunciación del inglés, estrategias metodológicas, percepciones de los profesores de ILE, autonomía del estudiante, metacognición

1. INTRODUCTION

Research into language attitudes and beliefs started gaining attention in the academic community in the 1950s and 1960s (Webber, 1979), and English has been one of the most studied languages in this respect (Crystal, 2006). Bailey (2003), for instance, studied the attitudes and perceptions towards different American dialects. Similarly, Ladegaard (1998) conducted research on the attitudes towards British dialects, including Cockney and Scottish, and compared these to several other variations of the English language.

Traditionally, the target of EFL learning has been, for many years, a native speaker model which mainly resides in general—or standard—British English and general—or standard—American English, particularly in those countries that have received greater influence from the U.S.A, as it is the case of South America (Cruttenden, 2014; Murphy & Baker, 2015). Worldwide, the scenario has been similar, positioning the teaching of English pronunciation under the umbrella of a native-speaker model, which has been either Received Pronunciation (Roach, 2009) or General American (Celce-Murcia, Brinton & Snow, 2014). However, in an increasingly globalized world, it makes sense to allow other forms of the English language to be taught as well, thus giving our students the opportunity to develop abilities to communicate effectively with both native and non-native speakers.

The present study focuses on the attitudes and perceptions that Chilean EFL university teachers have towards British and American dialects as models for the teaching of English pronunciation in teacher training programmes, and their eagerness to include other less popular dialects in their practice. The present article also discusses the instructional approaches they used while teaching online due to the COVID-19 pandemic and how these were beneficial for their students' learning process.

2. THEORETICAL FRAMEWORK

2.1. English pronunciation teaching: Attitudes, perceptions, and beliefs

Over the last decades, attitudes and perceptions have become a topic of interest for researchers and scholars in the field of education and EFL due to their assumed influence on both teachers' and learners' behaviour and stance towards the language being taught/learned. In this line, previous studies on EFL and ESL have found that instructors have differing attitudes towards the teaching of English pronunciation, mainly towards the teaching strategies used in class and their effectiveness on learners, as well as the type of preferred dialects included in the lessons. For instance, research has shown that learners evidence feeling more comfortable with traditional, standard dialects of English, whereas teachers favour the inclusion of other non-traditional dialects, such as Indian English or South African English. (Donovan, 2001; Dürmüller, 2002; Janicka & Weckwerth, 2005; Foote, Holtby & Derwing, 2011; Kopperoinen, 2011; Zhang, 2010).

When it comes to teachers' perceptions of their own practice, their self-confidence towards teaching English pronunciation seems to be on the negative side rather than the confident, positive one. As pointed out by Pennington & Rogerson-Revell (2019), at present, several studies conducted worldwide evidence that "many language teachers feel underprepared, in terms of knowledge and skills, to teach pronunciation and recognize a need for more systematic professional development and better teaching resources to support them" (p. 180). The lack of training in this matter, together with the lack of resources available for them to include in their lessons, has led to the development of teaching methods based to a great extent on intuition or outdated teaching materials. Teachers' perceptions and beliefs of their own practice when teaching English pronunciation in EFL/ESL contexts have shown that, although there may be instances in which intuition and emulating the way they themselves learned have been fruitful and beneficial for their students, there is a tendency to acknowledge an existing gap when it comes to more up-to-date methodologies. In this respect, Pennington & Rogerson-Revell (2019) claim that "there are dangers inherent in adopting an intuition-based rather than an evidence-based approach to pronunciation teaching, particularly in terms of teaching based on inaccurate knowledge" (p. 181). Moreover, these dangers may also be present in terms of the time devoted to explaining or demonstrating pronunciation features that may not be a priority in a particular EFL context, as it may be the case of /t/ and /d/ for Spanish speakers (as opposed to the /θ/ and /ð/ contrast which tends to be troublesome for them), or the /v/ and /w/ contrast for Chinese speakers. Likewise, teaching a particular dialect or pronunciation features that do not meet the students' needs in terms of practicality is also an important element to bear in mind. For instance, teaching RP pronunciation features in North America as part of an ESL course or programme does not seem coherent for that particular context.

At present, there is still much debate on the 'best' ways to teach English pronunciation and which features of the English language should be covered in the lesson plans. Over the last decades, researchers on the subject matter have identified

some of the teaching methodologies and approaches that have evidenced to be more beneficial for learners depending on their contexts, needs, and circumstances; however, there is still a need for further research in the field of English pronunciation teaching regarding what and how to teach pronunciation; considering as well that there is no one-fits-all formula. Together with this, the areas that require more attention from researchers and scholars relate to the effectiveness and usefulness of pronunciation teaching in EFL/ESL contexts, and to teachers' and students' knowledge, attitudes, and beliefs about pronunciation (Jenkins, 2000; Hopkins, 2008; Rogerson-Revell, 2011). As Levis (2016) claims, "a lot of energy has been spent on discussing what to teach and not enough attention is given to how (e.g. is technique X more effective than technique Y: what do teachers actually do when they teach pronunciation) and who (e.g. why do some students improve while other similar students do not)" (p. 6).

2.2. GB, GA, and World Englishes

The teaching of pronunciation plays a major role in second language and foreign language learning and has therefore become an essential component in the design of almost any language course. To have a good pronunciation is crucial to master linguistic performance and communicative competence, and it is, to a great extent, the learner's 'presentation card' of their L2 competence (Wilson & Sabee, 2003; Peterwagner, 2005). The teaching of English pronunciation becomes even more relevant in the context of tertiary education, in which future EFL teachers are being trained. In this respect, there is a vital distinction between what is expected from an L2 learner —that is, to be able to communicate effectively in English — and, on the other hand, from a language specialist —that is, a teacher — who must not only communicate effectively but proficiently in the target language (Deterding, 2013; Cruttenden, 2014; Whyte, 2019).

For many decades, the preferred models for teaching English pronunciation in the Latin American context have been the British Standard (also known as RP, General British, or BBC English) and the Standard American English (also referred to as General American or GA). The term British English refers to the standard form of the dialects spoken in the British Isles, that is the territory including England, Wales, Scotland, Northern Ireland, the Republic of Ireland, and some smaller adjacent islands. Thus, what is traditionally perceived as British English is in fact a mixture of the dialects co-existing in at least five countries, thus affected by factors such as geography, social class, education, and age, amongst many others. These dialects reveal grammatical, lexical, and phonological deviations from the standard form taught worldwide, which is associated with General British (GB) or Received Pronunciation (RP), the most considered and thoroughly described British accent, which has been traditionally the model used in EFL contexts (Crystal, 2006). Likewise, when we talk about Standard or General American English, we are referring to the standard that comprises the primary dialects spoken in the 50 states that form The United States of America; thus, also being influenced by factors such as social class, gender, geography, etc. As claimed by Laver (1994), the concept of General American English is often used to refer to the most accurate and acceptable form of English used in institutional, governmental, and scientific environments in the North American region.

English is the largest language by the number of speakers (around 2 billion worldwide), and it is also the third largest language by the number of native speakers. Considering that societies around the world have a diverse range of social needs, and that these differ across cultures and geographies, multiple forms of the English language can be found co-existing even within the same territory. Considering this, it is important then to understand the differences amongst registers and variations so speakers can communicate effectively. As Docherty (2021) points out, “misunderstandings as the result of an erroneous interpretation of the phonetic characteristics of an utterance are commonly discussed in the context of second language learners (e.g. Best & Tyler 2007) but less so where they arise as a result of variation within the native language (Labov 1994; Bond 1999; Tang 2015)” (p. 59).

Despite the aforementioned, under the list of methodologies and teaching activities that EFL teachers include during their lessons, the ones related to pronunciation are typically associated with segmental-oriented activities (such as imitating particularly difficult vowel sounds, minimal pairs, etc.), as well as prosodic-oriented exercises (such as stress and intonation patterns) from native speakers using either GB or GA. Thus, the positive impact that including other less popular English dialects could have in the students’ learning process, especially for non-native learners, is often disregarded (Lewis & Deterding, 2018). Berns (2019) also questions this GB/GA monomodel, stating that “although American and British varieties of English are acceptable within their respective contexts, are they appropriate as models elsewhere? Is it appropriate for school-children in rural West Africa, for example, to learn a variety of English based on the communicative competence of American schoolchildren?” (p. 680).

In the context of EFL teacher training programmes (TTP), it is paramount that pre-service teachers are exposed to different English dialects as they are expected to become professionals with a deep knowledge of the language. Thus, in order to start incorporating other forms of the English language in the TTPs, EFL teachers must first be aware of the dominance GB and GA have had as models for the teaching of English pronunciation and reflect upon the potential benefits that *World Englishes* could bring to the classroom (Brown, 1993; Nelson & Kang 2015). The term *World Englishes* (WEs) refers to the different forms of the English language that are found and used throughout the world in various sociolinguistic contexts, particularly the varieties of the language that have developed in territories and regions that have been historically influenced by the UK and the USA. The most popular model for the classification of WEs is the one proposed by Kachru in the 1980s, in which the author presented the idea of three concentric circles (inner circle, outer circle, and expanding circle) in order to provide a better understanding of the use of English in different countries (Bhatt, 2001). Kachru’s *inner circle* considers the English spoken in the UK, the USA, Canada, Australia, and New Zealand as these are the territories in which the language was spread by British colonies. Thus, the inner circle represents the traditional, historical, and sociolinguistic roots of the English in the territories that at present have it as a primary, official language. The *outer circle* includes the territories in which English generated due to the imperial expansion of Great Britain in Africa and Asia. In these regions, the English language is not the primary, official language, but it is used, for instance, as a lingua franca between ethnic communities within the same region. The outer circle includes India, Nigeria, South Africa, and Singapore

amongst many other countries. Finally, the *expanding circle* includes countries in which the English language has no historical connection with the expansion of British colonies, but where it is still widely spoken and used as a means of international communication. Thus, in the expanding circle we find, for example, countries such as China, Russia, South Korea, Japan, and Egypt amongst others (Kachru *et al.*, 2006). The model proposed by Kachru has gained popularity ever since it was presented given that it embraces a form of English that goes beyond the traditional models, and, therefore, includes other forms of the language belonging to more cultures than solely the British and American ones. As stated by Bolton (2006), “the Kachruvian approach has been characterized by an underlying philosophy that has argued for the importance of inclusivity and pluricentricity in approaches to the linguistics of English worldwide” (p. 240).

In relation to including WEs in teacher training programmes, it is important to acknowledge the current scenario of English as an international language, giving pre-service EFL teachers the opportunity to take, for example, a World Englishes course, or including dialects different from the traditional GB and GA models in their lessons (Walker, 2010). Observing, reflecting, and considering the WEs perspective on curriculum design and development opens a door for a language teaching approach that considers the impact that changes in context have on language learning. As Matsuda (2003) claims “it is, rather, a different way of looking at the language, which is more inclusive, pluralistic, and accepting than the traditional, monolithic view of English in which there is one correct, standard way of using English that all speakers must strive for” (p. 727).

2.3 *Learner autonomy and metacognition in EFL*

Over the past 30 years, learner autonomy and metacognition have gained great importance in educational research, especially in the fields of EFL and ESL. Learner autonomy can be understood as a teaching and learning dynamic in which the students plan, implement, monitor, and evaluate their own learning process. Metacognition, on the other hand, refers to the knowledge and regulation of the cognitive processes involved in doing so. Thus, metacognition is commonly defined as ‘thinking about thinking’ or ‘learning about learning’. The role of metacognition in achieving learner autonomy is paramount, and it has been studied by several researchers in the educational field (Flavell, 1979; Paris & Winograd, 1990; Goh, 1997; Wenden, 1999; Harris *et al.*, 2010; Anderson, 2008; Dörnyei & Ushioda, 2009).

Both metacognition and learner autonomy allow language learners, EFL pre-service teachers and in-service teachers to critically reflect upon the teaching/learning process. In the case of EFL in-service teachers, reflection upon their own teaching practice is fundamental for evaluating what activities and methodologies are more appropriate to implement with a determined class, as well as what adaptations to the existing teaching material are necessary to make (Anderson, 2002). On the other hand, developing metacognitive skills is important for EFL learners as it will help them self-assess and self-regulate their learning process, allowing them to become autonomous learners (Zimmerman, 2011). As Davies (2007) pointed out “Self-assessment gives

learners the opportunity to think about their learning [...] students who are able to self-assess – that is, to reflect on how they learn – are better able to monitor their own learning process”. The key aspect of metacognition and EFL learning is what and to what degree learners are able to think about and critically reflect upon their own ability to learn the language and monitor their language-learning process.

3. METHODOLOGY

The purpose of this qualitative case study focuses on two dimensions. The first relates to the linguistic perceptions towards the traditional GB/GA monomodel for teaching pronunciation. Thus, it explores the attitudes and insights that EFL university teachers from Chile have towards these dialects as models used in teacher training programmes and their beliefs about including other less popular dialects in their lessons. The second dimension relates to the instructional approach used when teaching pronunciation in a remote classroom due to the global pandemic, whether this modality has favoured the inclusion of other dialects in their teaching practice, and how teachers have managed to fulfil this task without proper training to do so.

The research questions that guided data collection and analysis stages were:

1. What attitudes and perceptions do EFL teachers have towards British and American dialects as models for teaching pronunciation in their classes?
2. What perceptions and beliefs do they have about including other less popular dialects in their teaching practice?
3. How do they cope with the teaching of English pronunciation entirely online for the first time?

The participants of this study were a group of 12 EFL university teachers from Chile (four men and eight women) who worked as part of the teacher training programme academic staff at different universities as either full-time or part-time teachers. The universities they were working at are located in Santiago and the southern area of the country. All the participants had more than 7 years of experience teaching EFL at tertiary level and were teaching English pronunciation at an English Phonetics and Phonology course as part of a teacher training programme. Due to the COVID-19 pandemic, this was the first time for them teaching entirely online during the second semester of 2020 (that is August-December).

In order to collect data, participants were asked to complete an online survey (consisting of 8 questions) and an online Likert scale questionnaire (consisting of 10 statements) aiming at recognizing and understanding their perceptions and attitudes towards the teaching of English pronunciation as well as their teaching practice (i.e. methodologies, preferred activities, etc.). Both instruments were validated by 2 professors (one in Chile and one based in England) and were applied at the beginning of August 2020, when remote teaching was the compulsory mode of instruction as requested by the Chilean Ministry of Education due to the pandemic.

4. RESULTS

This section describes and analyses the answers to both the online survey and questionnaire completed by the participants. The results are categorized according to research questions (RQ) and the instruments applied.

RQ1) What attitudes and perceptions do EFL teachers have towards British and American dialects as models for teaching pronunciation in their classes?

Survey Q4	Do you have a preferred English dialect for teaching pronunciation? If so, which one? Why?
Answers	70% British 30% American

Table 1. Survey question number 4 and participants' answers

In the survey, 70% of the participants recognised they preferred British English as opposed to American when teaching pronunciation in their classes. When justifying their answers, the predominant reason participants referred to was the fact that this was the way they learnt English pronunciation when they themselves were undergraduate students, so they replicate in their lessons what they are familiar with and perceive as appropriate. This relates to the answers obtained in statements 1 and 2 of the questionnaire (Fig. 1 and 2 below), where participants recognised there is not much balance regarding the traditional English varieties (RP and GA) they use as models when they are teaching. One reason for this may be the perception they hold that their students are not particularly interested in whether they are instructed considering one or the other dialect, as can be seen in Fig. 2.

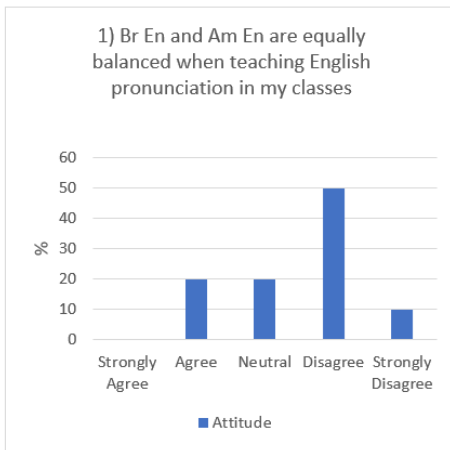


Fig. 1. Responses to Statement 1 "Br En and Am En are equally balanced when teaching English pronunciation in my classes" (%)

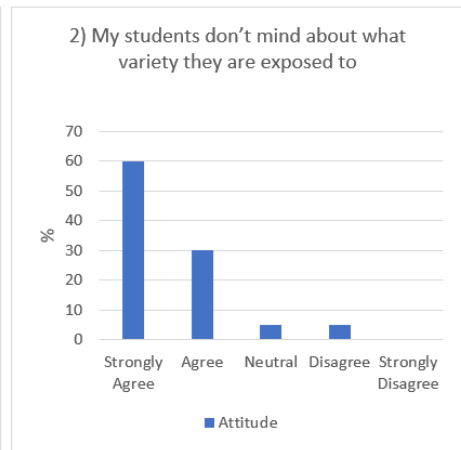


Fig. 2. Responses to Statement 2 "My students don't mind about the variety they are exposed to" (%)

Survey Q6	Does the university you work for have a clear preference for teaching Br En or Am En?
Answers	80% No/No that I'm aware of 20% It's up to the teacher

Table 2. *Survey question number 6 and participants' answers*

In question 6 of the survey, participants were asked about the vision the university and/or the programme had for the teaching of English pronunciation so as to detect whether there was a preferred dialect. All of them stated this was a decision made by the course teacher(s), which evidences the freedom they have in relation to their practice, which translates into autonomous teachers who can plan their lessons according to their students' learning needs and contexts.

RQ2) What perceptions and beliefs do they have about including other less popular varieties in their teaching practice?

Survey Q5	What do you think about including "World Englishes" in your practice?
Answers	60% Not necessary 40% I consider them sometimes, but it's hard to include them in the lessons

Table 3. *Survey question number 5 and participants' answers*

Answers to question number 5 of the survey evidenced that, despite the existing literature giving evidence in relation to the benefits of including World Englishes in EFL teacher training programmes, there is still a strong tendency to disregard these and continue in the lane of British and American English as the only models for pronunciation. There was, however, a discrepancy regarding this perception when participants were asked their beliefs about the importance of including other English varieties in their lessons. Answers to statement 3 (Fig. 3 below) show this inconsistency as 60% of participants agreed with the statement "I believe it is important to include as many English varieties as possible when teaching pronunciation". The answers obtained in statement 4, which is related to the participants' level of confidence when teaching other varieties, may explain this discrepancy in the participants' answers: On the one hand they recognise the importance of incorporating different English varieties in their lessons, yet they admit not feeling completely comfortable doing so. It may be possible that they do not feel prepared enough for teaching other varieties that escape the traditional paradigm they have been immersed in for so long.

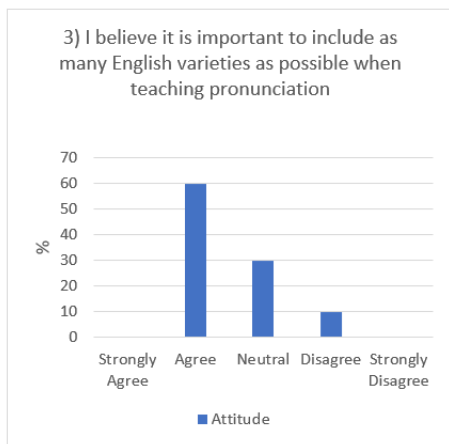


Fig. 3. Responses to Statement 3 "I believe it is important to include as many English varieties as possible when teaching pronunciation" (%)

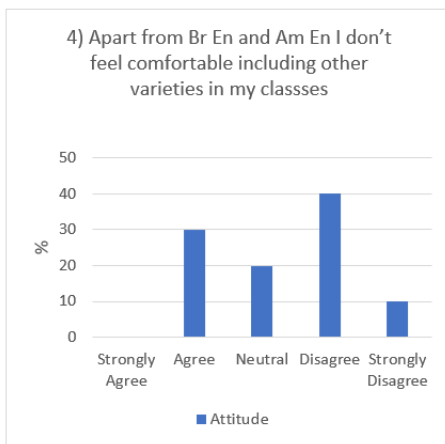


Fig. 4. Responses to Statement 4 "Apart from Br En and Am En I don't feel comfortable including other varieties in my classes" (%)

RQ3) How do they cope with the teaching of English pronunciation entirely online for the first time?

Survey Q1	Do you feel prepared to teach English pronunciation online?
Answers	80% Yes 20% No
Survey Q2	Have you got previous experience teaching online? Please explain
Answers	100% No (Phonetics) 40% Yes (General English)
Survey Q8	Has the university you work for given you the necessary tools and/or training in order to adapt your classes to an online setting?
Answers	70% Yes, but not very effective ones 30% No

Table 4. Survey questions number 1, 2 & 8, and participants' answers

When asked about their confidence for teaching English pronunciation online, participants evidenced a strong tendency towards feeling unprepared for this task. Even though 40% had some experience with e-learning teaching general English courses, this was the first time for all of them teaching English pronunciation entirely online, and their perception was that universities did not give them the effective tools and/or training they needed in order to tackle this challenge effectively.

Survey Q3	What are some of the learning activities you like to include in your classes? Can they be applied online?
Answers	100% Listening and repetition 95% I think not so much
Survey Q7	What are some of the changes you have implemented in your practice now that the course you teach is online only?
Answers	60% Students send their recordings 70% Group work and peer feedback 30% One-on-one sessions

Table 5. Survey questions number 3 & 7 and participants' answers

The findings also show that teaching the course exclusively online was an important hampering factor for the developing of their preferred pronunciation activity (listening and repetition) as this was difficult to carry out having to teach in front of a monitor. This activity was replaced by group work where peer feedback was given in class, as working in groups is one of the options the different online teaching platforms and software offer. Asking students to record themselves either reading a paragraph or a dialogue was also a change that teachers implemented in their practice, as they perceived it was the only effective way to check students' work and progress during the lessons. Together with this, participants acknowledged students benefited from this adaptation to the traditional mimicking activity, as listening to their own recordings gave them the opportunity to self-assess their learning process (Fig. 9).

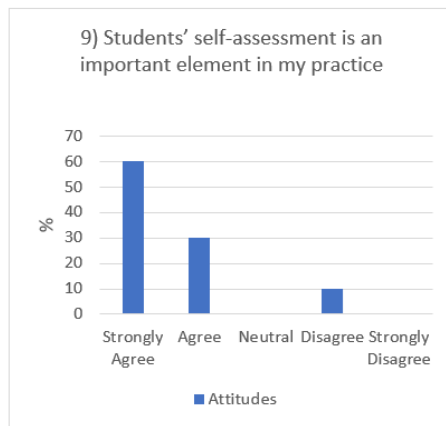


Fig. 9. Responses to Statement 9 "Students' self-assessment is an important element in my practice" (%)

When asked about e-learning as the setting for teaching a pronunciation course (Fig. 5, 6 and 10), most of the participants admitted not feeling content. They stated that being in front of a monitor without having certainty that their students were actually producing correct sounds and intonation patterns was the most difficult aspect of the course. Having 25+ students per class meant the only available option for them to track students' learning process was the adaptation to the mimicking activity mentioned; so, they acknowledged face-to-face learning keeps being the preferred setting for teaching pronunciation.

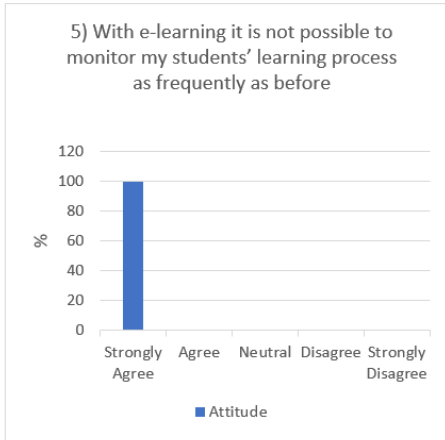


Fig. 5. Responses to Statement 5 "With e-learning it is not possible to monitor my students' learning process as frequently as before" (%)

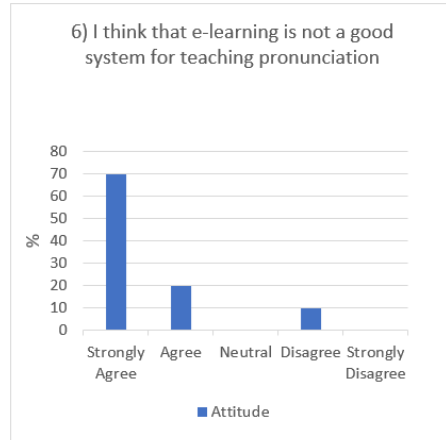


Fig. 6. Responses to Statement 6 "I think that e-learning is not a good system for teaching pronunciation" (%)

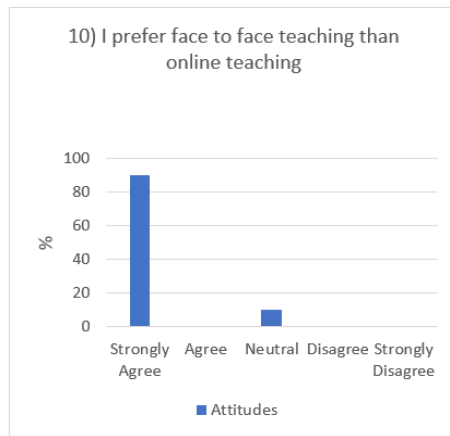


Fig. 10. Responses to Statement 10 "I prefer face to face teaching than online teaching" (%)

Giving students the opportunity to self-regulate their learning process was also a matter of importance for the participants, as they recognised the importance of offering their students activities that help them enhance and develop their autonomy. It is interesting to note, however, that learning strategies did not receive the same attention (Fig 7 and 8).

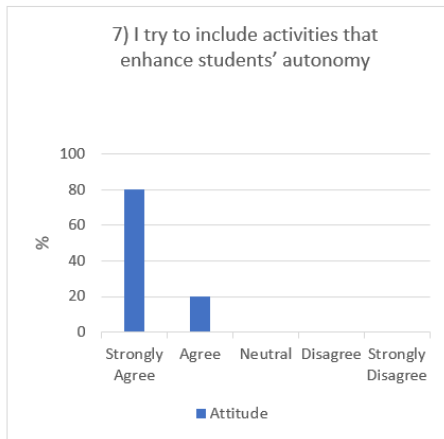


Fig. 7. Responses to Statement 7 “I try to include activities that enhance students’ autonomy” (%)

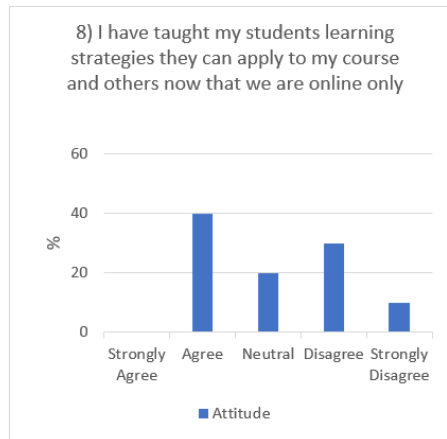


Fig. 8. Responses to Statement 8 “I have taught my students learning strategies they can apply to my course and others now that we are online only” (%)

5. DISCUSSION AND CONCLUSIONS

Results show that even though World Englishes are considered an important element to bear in mind when teaching pronunciation to pre-service EFL teachers, there is still a strong tendency to remain in the lane of British vs American English tradition as teachers feel comfortable and confident replicating the model they were taught. Findings reveal that they remain unenthusiastic to the idea of including other less popular varieties of the language in their pronunciation classes despite the potential benefits it could bring to the students’ learning process, as being familiar with other varieties allows to communicate effectively in various contexts with both native and non-native speakers of English. It may be possible that teachers feel unprepared for teaching other varieties beyond the traditional RP and GA models as they have been using them for so long.

The tragedy of the COVID-19 pandemic meant teachers all around the world had to change their paradigm extremely quickly, forcing them to adopt remote teaching as the only possible medium to deliver their lessons and to provide study material. In this regard, findings reveal that teachers’ perception is rather negative in relation to the role universities played. The general feeling is that they failed at providing their academic staff with the necessary tools and training opportunities they needed in order to cope with this new online scenario, at least during the first year of the pandemic (2020). The lack of effective training and preparation to teach online meant a huge

responsibility for the teachers as they had to train themselves and learn “on the go”. The adaptations made to class activities were time-consuming as they had to listen to individual recordings and give feedback to students on a one-to-one basis, where in the past this type of activity used to be covered in class. Teachers’ perceptions is that online contexts do not seem to favour the complex and dynamic nature of pronunciation classes.

Despite all this, relying on technology as a forced methodology during the COVID-19 pandemic had some positive aspects as well. Teaching in front of a monitor was draining for most teachers; however, the curricular adaptations made to the traditional methods of teaching pronunciation resulted in a positive outcome: when planning instruction, teachers incorporated explicit teaching of self-assessment skills and provided frequent opportunities for students to monitor their own work and critically reflect on their learning process. When self-assessment is taught and applied during the learning process, students are better able to determine whether they need extra support, feedback and/or practice. Apart from this, having the opportunity to work with different teaching platforms and software gave students the opportunity to work in groups allowing them to learn from each other and practice peer feedback.

Finally, the teachers’ perceptions show that including a wider, richer vision of the English language regarding its varieties as it has been previously discussed, may lead to an instructional approach to teaching English pronunciation in teacher training programmes that would benefit greatly if metacognition and learner autonomy were also considered in the curriculum as a vital element of the lessons.

6. ACKNOWLEDGMENT

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