

# The effects of non-native English speaking EFL teachers' accents on their willingness to teach pronunciation

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# Outline

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# Introduction

- 1983 Medgyes *The schizophrenic teacher*
  - NNESTs feel unsafe about using the language
- 2010 Braine - 13 studies how NNESTs perceive themselves

# Definitions

- accentedness/ foreign accent
  - degree of difference from local variety
- native speaker vs. non-native speaker
  - birthright
  - period of acquisition
  - proficiency
- **EFL**
  - English as a foreign language

# Setting

- Mexico
- public university
- language centre

# N North America



# México



- Does the self-perception of foreign accent in speaking English effect the willingness of EFL non-native English speaking teachers to teach pronunciation?
- Does this effect the form that pronunciation training takes and the time spent on pronunciation activities?



# Method

- written questionnaire
- 33 teachers at the language centre
- anonymous

# Demographics

- *Age: 22 to 71*
- *Gender: 10 male, 13 female*
- *Time teaching English: 2 to 44 years*
- *English speaking country: 0 to 37 yrs*
- *Education: high school to masters*
- *Native language: 22 Spanish & 1 English*

# Foreign Accent Continuum in Speaking English

none    light    medium    strong    very strong

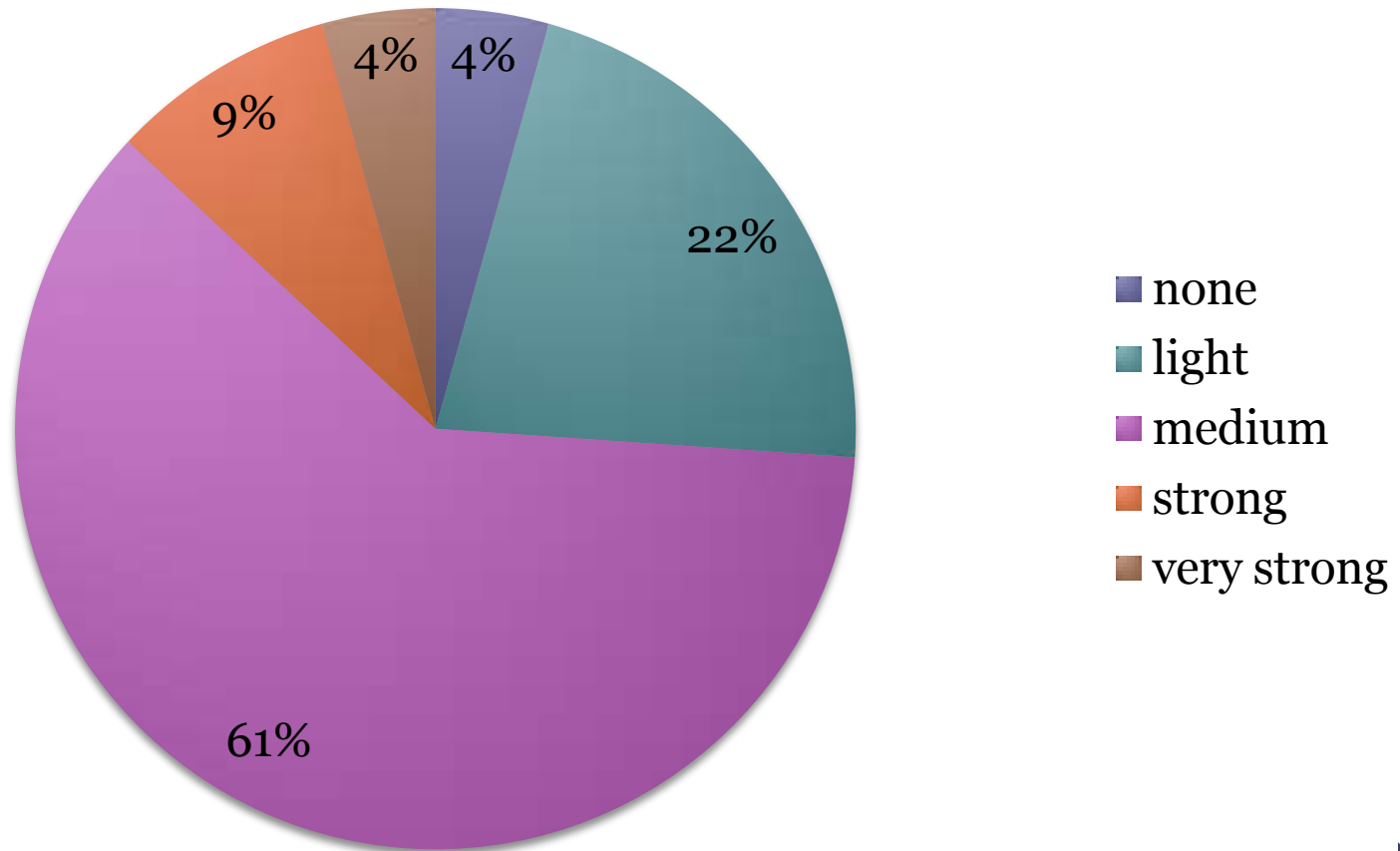


# Results

There doesn't not appear to be a relationship between self-perception of foreign accent and willingness to teach pronunciation, the form of pronunciation activities, or time spent on pronunciation.

Everyone  
teaches  
pronunciation!

# Self-perception of foreign accent



Self-perception of foreign accent		Form of pronunciation activities
No accent	1	Textbook & CD
Light accent	5	Textbook & CD (4) Workbook (1)
Medium accent	14	Textbook & CD (11) Other materials (2) No answer (1)
Strong accent	2	Textbook & CD (1) Other materials (1)
Very strong accent	1	Textbook & CD

# Time spent on pronunciation

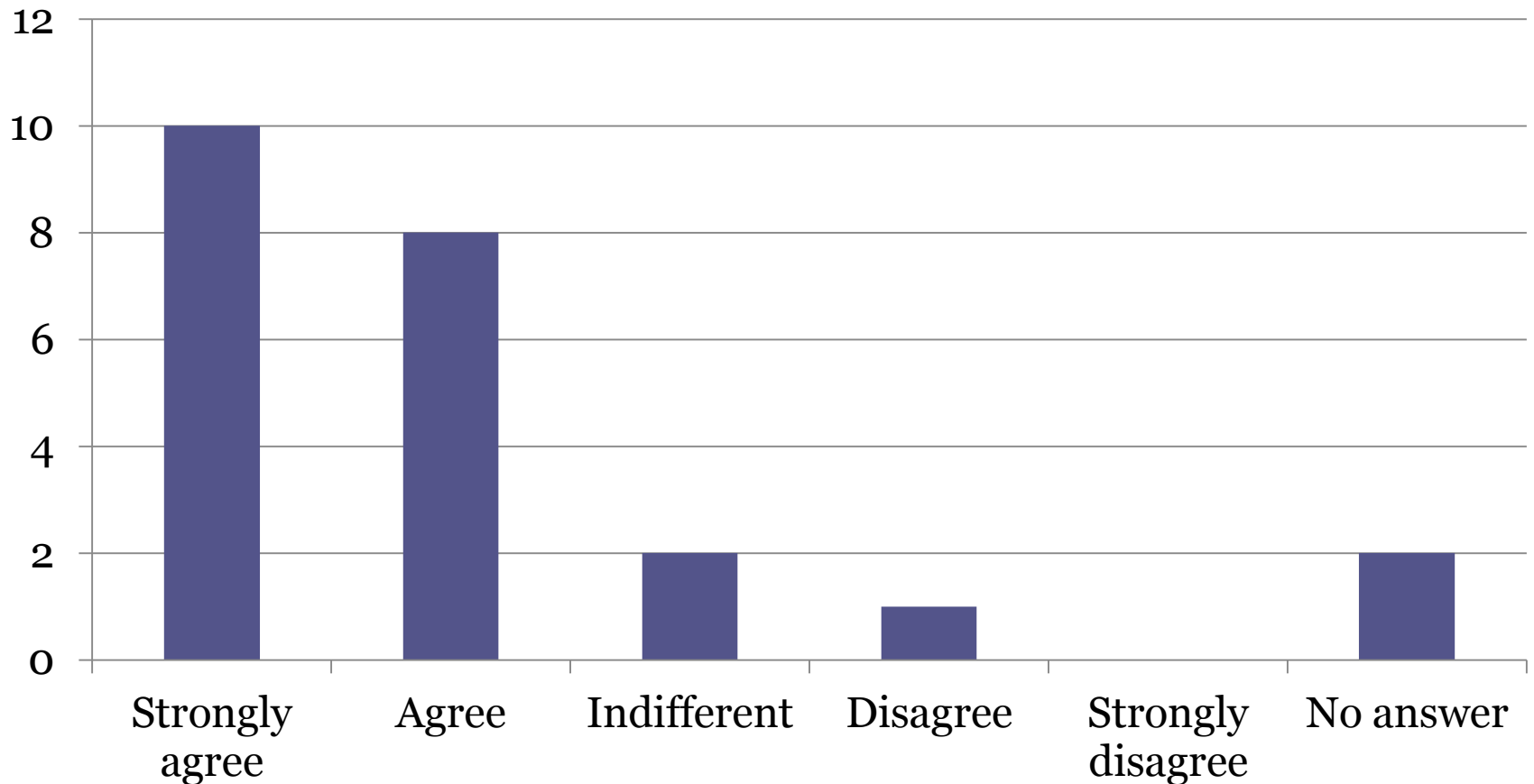
<b>Accent</b>	<b>Time</b>
no accent	10 to 15 minutes
light	5 to 10 minutes
medium	5 to 15 minutes
strong	5 to 15 minutes
very strong	as required





# Bonus Findings

# Teaching pronunciation is very important



# Married to the book

- frequency of pronunciation training
- activities
- don't focus on difficulties for Spanish speakers
- no plan/framework/strategy

Ts claim that both segmentals & suprasegmentals are important.

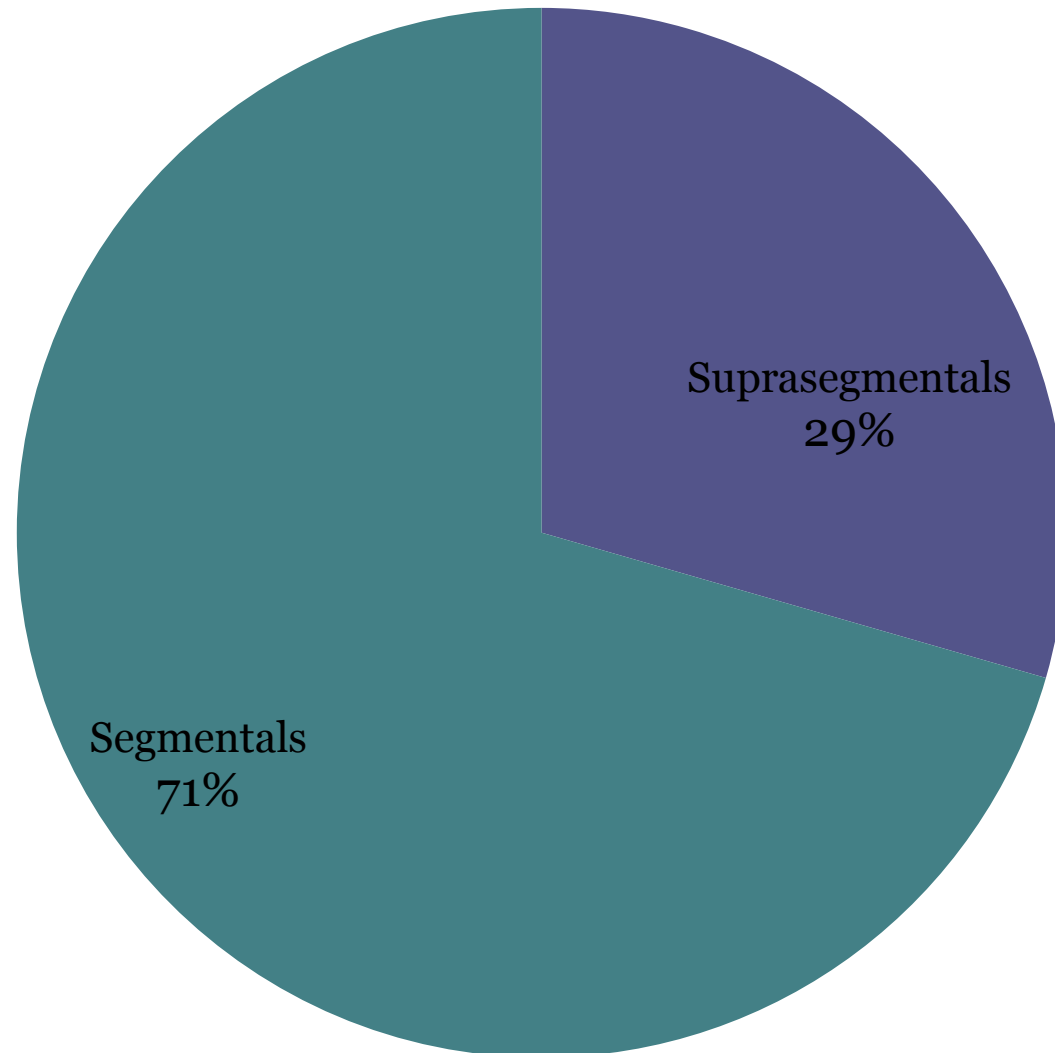
*But what's the focus of the textbook?*

- mainly segmentals
- little attention to suprasegmentals

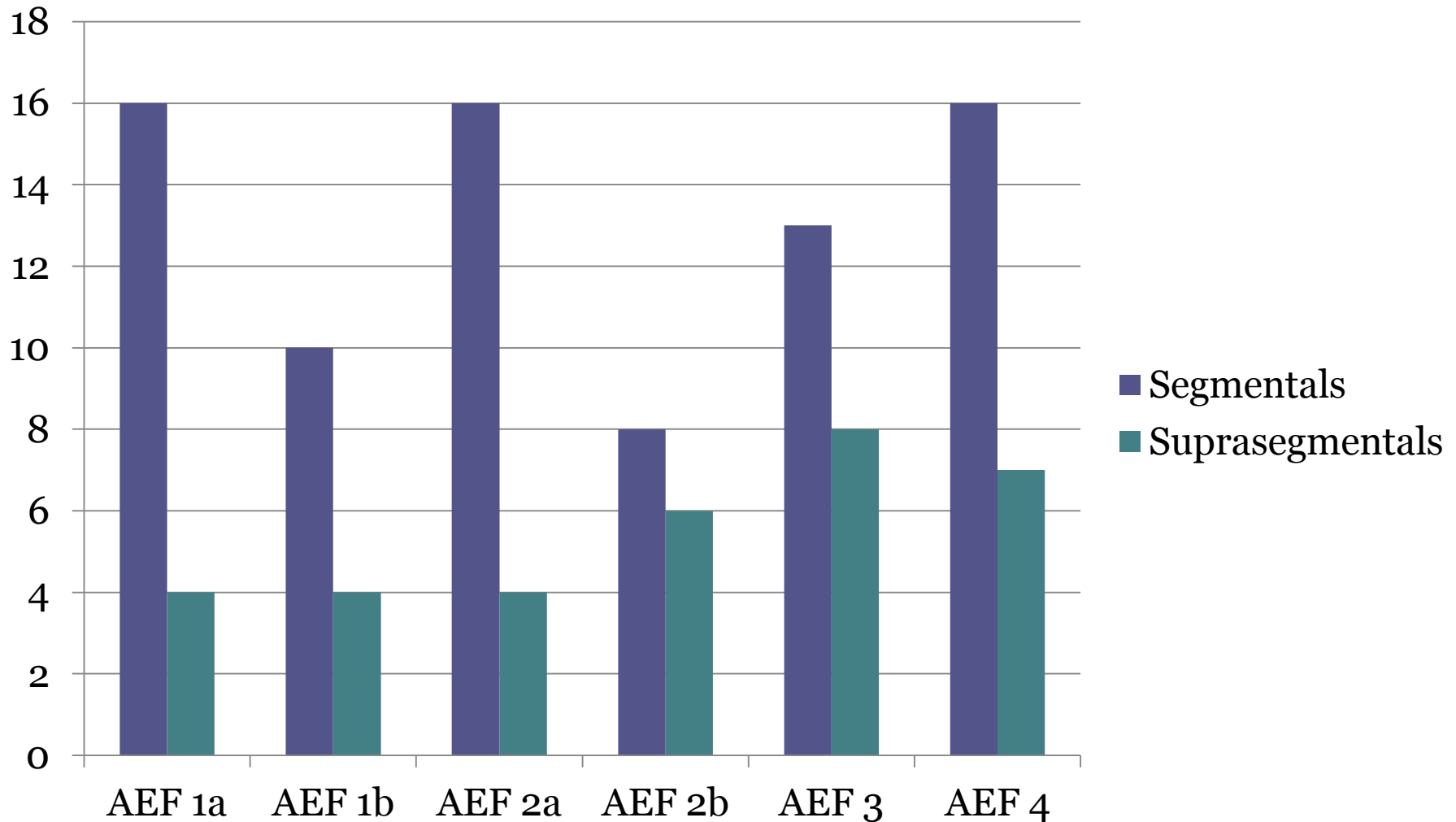
# Contents

		Grammar	Vocabulary	Pronunciation
<b>1</b>				
4	<b>A</b> Nice to meet you	verb <i>be</i> ☐, pronouns: <i>I, you, etc.</i>	numbers 1–20, days of the week	vowel sounds, word stress
6	<b>B</b> I'm not American, I'm Canadian!	verb <i>be</i> ☐ and ☐	countries and nationalities, numbers 20–1,000	vowel sounds
8	<b>C</b> His name, her name	possessive adjectives: <i>my, your, etc.</i>	personal information	the alphabet, /ə/ and /aʊ/
10	<b>D</b> Turn off your cell phones!	<i>a / an</i> , plurals, <i>this / that / these / those</i>	the classroom, common objects, classroom language	vowel sounds
12	<b>PRACTICAL ENGLISH</b>	On a plane		
13	<b>WRITING</b>	Completing a form		
14	<b>REVIEW &amp; CHECK</b>	What do you remember? What can you do?		
<b>2</b>				
16	<b>A</b> Cappuccino and fries	simple present ☐ and ☐	verb phrases, irregular plurals	consonant sounds, third person
18	<b>B</b> When Natasha meets Darren...	simple present ☐	common verb phrases	consonant sounds
20	<b>C</b> An artist and a musician	<i>a / an</i> + jobs	jobs	consonant sounds
22	<b>D</b> Relatively famous	possessive <i>s</i>	family	consonant sounds
24	<b>PRACTICAL ENGLISH</b>	At a hotel		
25	<b>WRITING</b>	An informal e-mail / letter		
26	<b>REVIEW &amp; CHECK</b>	What do you remember? What can you do?		
<b>3</b>				
28	<b>A</b> Pretty woman	adjectives	adjectives, <i>very</i>	vowel sounds
30	<b>B</b> Wake up, get out of bed...	telling the time, simple present	daily routine	the letter <i>o</i>
32	<b>C</b> The island with a secret	adverbs of frequency	time words and expressions	the letter <i>h</i>
34	<b>D</b> On the last Wednesday in August	prepositions of time	the date	word stress, /ð/ and /θ/
36	<b>PRACTICAL ENGLISH</b>	In a coffee shop		
37	<b>WRITING</b>	A magazine article		
38	<b>REVIEW &amp; CHECK</b>	What do you remember? What can you do?		
<b>4</b>				
40	<b>A</b> I can't dance	<i>can / can't</i>	verb phrases	sentence stress
42	<b>B</b> Shopping – men love it!	<i>like</i> + (verb + <i>-ing</i> )	free time activities	/ŋ/, sentence stress
44	<b>C</b> Fatal attraction?	object pronouns: <i>me, you, him, etc.</i>	love story phrases	/t/ and /i/
46	<b>D</b> Are you still mine?	possessive pronouns: <i>mine, yours, etc.</i>	music	rhyming words
48	<b>PRACTICAL ENGLISH</b>	In a clothing store		
49	<b>WRITING</b>	Describing a friend		
50	<b>REVIEW &amp; CHECK</b>	What do you remember? What can you do?		
<b>5</b>				
52	<b>A</b> Who were they?	simple past of <i>be</i> : <i>was / were</i>	word formation	sentence stress
54	<b>B</b> Sydney, here we come!	simple past: regular verbs	past time expressions	-ed endings
56	<b>C</b> Girls' night out	simple past: irregular verbs	<i>go, have, get</i>	sentence stress
58	<b>D</b> Murder in a mansion	simple past: regular and irregular	irregular verbs	simple past verbs
60	<b>PRACTICAL ENGLISH</b>	In a gift shop		
61	<b>WRITING</b>	A vacation report		
62	<b>REVIEW &amp; CHECK</b>	What do you remember? What can you do?		

# Focus of Pronunciation Exercises



# Focus of Pronunciation Activities



# Summary

- everyone teaches pronunciation regardless of self-perception of accent
- majority medium accent
- follow activities in the textbooks which concentrate on segmentals
- spend on average 10 mins/week
- no focus on difficulties for Spanish speakers
- no plan/framework/strategy



# Further directions for research

- interviews
- classroom observations

# References

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Thank you for  
your attention.

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	Foreign Accent	
none	1	4.3
light	5	21.7
medium	14	60.9
strong	2	8.7
very strong	1	4.3



## **Segmentals:**

Vowel & consonant sounds	63
Word stress	16
	79

## **Suprasegmentals:**

Pausing	0
Rhythm	3
Intonation	1
Primary stress	27
Reduced speech	1
Connected speech	1
	33