An Examination of ESOL Teachers' Responses to Student Pronunciation Errors:

A Linguistic Identity Perspective

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Every day, teachers in a variety of settings are asked to reflect on and support their classroom choices. While we generally think of this as choosing content and activities, teachers are also making choices related to feedback and not only what constitutes an error. but also, if and how to correct these errors. This small-scale study had teachers self-examine their oral corrective feedback choices of student pronunciation errors by completing a survey. The questions pertained to identifying classroom practices regarding oral corrective feedback (OCF) but also included questions on the teachers' own language learning histories. The study is viewed from a linguistic identities perspective to critically examine the role(s)—if any—language teacher identities (LTI), specifically what Varghese (2017) calls *identities in practice*, have in shaping classroom OCF decisions.

Keywords: *language teacher identities (LTIs), oral corrective feedback (OCF), pronunciation, pronunciation errors, World Englishes, varieties of English*

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Preface

My favorite word growing up was—and still is—*why*. Ever since I can remember, I have asked a lot of questions; it is one of the hallmarks of my personality. Wanting to know why someone thinks a certain way or why a certain method is used have been typical lines of inquiry since the time I could speak. One day in 2016, a student asked me why his previous teacher corrected his pronunciation from one variety of English to another, which started this investigation into language teacher identities and varieties of English. As an English to Speakers of Other Languages educator, I spend every day exploring and demystifying English with my students. As Goethe said, "Those who know nothing of foreign languages know nothing of their own." This dissertation is another exploration of why people—in this case, teachers—make certain English error correction choices when helping their students.

I want to acknowledge and thank the people that have been patient and kind answering my *why* questions both in life and in my studies. I want to thank my advisory committee for their help and expertise: Dr. Alan Juffs, Dr. Trish Crawford, Dr. Heather Hendry Annegan, and my advisor, Dr. Rick Donato. I am sure you are looking forward to no more middle of the night emails. I also want to thank Dr. Byeong-Young Cho, Dr. Linda Kucan, and Dean Valerie Kinloch for their guidance and support throughout the Language, Literacy and Culture (LLC) area of concentration. And, I must thank the original question answerers, my parents, Robert L. Raczkowski and the late Mary K. Chernesky Raczkowski. I now know that many people were not as fortunate as I was to grow up in a household that valued education and inquiry above everything else. Thank you for fostering a childhood where asking questions and finding answers was as integral as breathing.

1.0 Overview of the Research Problem

1.1 Introduction

Worldwide, being a competent user of English has become an increasingly important job skill across diverse industries and workplaces; Howson (2013) projects that two billion people will be learning and speaking English by the year 2020. Because of differences in learner exposure to English and access to technology, teachers may not be familiar with the different varieties of English, their students' language learning history, or the level of language proficiency that students bring. This lack of familiarity with students' backgrounds, and in particular students' previous experiences with English, can create a situation in which English to Speakers of Other Languages (ESOL) teachers perceive varieties of English unlike their own as error-ridden production. In turn, teachers correct students for supposed errors that are, in fact, legitimate forms of English that differ from the teachers' own.

Without clear guidance and a logical framework, teachers rely on their own experiences that may or may not equate with classroom best practices. Clear professional development is needed to main standards at each location where teaching occurs. Indeed, a community of practice is needed. As Webster-Wright noted (2009), "a consensus has developed within the educational research community that effective PD [professional development] is based on a notion of PL [professional learning] as continuing, active, social, and related to practice" (p. 703). In order for PD to be effective, teachers must be aware of their own relationships to their language learning histories, which in turn create and inform their own Language Teacher Identities (LTIs). An

assessment of teacher's LTIs is needed to adapt to the challenges of teaching in the global—often online—21st Century language teaching context.

Part of adapting to this new context is for teachers to perform critical self-reflection on their—complicated and changing—relationship to the English language. While learning English as a first or subsequent language does not matter in being an effective teacher, having cultural awareness and exposure to other varieties and accents of English certainly does; intercultural competence must be a hallmark of an ESOL teacher. Teachers must analyze their own language learning histories and feelings toward English so that they do not carry imperialistic linguistic attitudes into their 21st Century global classrooms or their own linguistic biases and prejudices. Indeed, some researchers (Phillipson, 1992; Lin, 2001) have suggested that there exists an asymmetrical power dynamic due to teachers' and students' social and linguistic identities adapted within the language classroom, even within the adult learning context. With careful reflection and analysis of their language teaching identities, ESOL teachers can bring the cultural awareness needed—building toward intercultural competence—to their language classrooms to foster intercultural communication and student learning. Furthermore, this reflection and analysis must be based within a framework so that all teachers in the same context and area are participating equally and learning best practices as to how to adapt to the diverse needs of global English learners. Using Lave and Wenger's (1991) concept of a community of practice and Vygotsky's (1978) premise that learning is a sociocultural activity, we can continue "to explore how work situations with differing sociocultural practices promote the development of differing abilities…thus, workplace culture has been found to be important in determining what is learned and how" (Webster-Wright, 2009, p. 707).

1.2 Problem Area

As an ESOL teacher, my problem area is my work area, specifically my fellow teachers and how their language teacher identities inform classroom pronunciation and correct decisions. My broader field is thus English Second Language Acquisition (SLA) instructors. Thinking about teachers and the decisions they make regarding giving feedback, I am curious as to how these language teachers' identities' (LTIs) creations inform their classroom decisions, specifically concerning oral corrective feedback.

1.3 Background and Need

ESOL teachers, no matter what the context, are continuing to teach in ever more diverse situations. Even if a teacher does not leave his or her house, he or she can still be exposed to students worldwide through the medium of online instruction. As English disseminates ever more rapidly around the world, English Learners (ELs) are creating more complex relationships to English based on their exposures to the language through disseminated culture or local English varieties. Voke (2018) argued that teachers must recognize the importance of their students having "global awareness and multicultural literacy" (para. 8) as part of five necessary skills for 21st Century learning and English usage. Thus, if students must possess these skills for effective English communication, then teachers must be competent to teach these skills in the first place. If teachers are neither aware of the importance of these skills nor how to teach them, then their LTIs-created expertise is limited for the current, global English learner (EL).

As English diversifies and evolves, its pluricentricity becomes both an asset and a drawback. For ESOL teachers, being able to critically self-reflect on strategies, particularly oral corrective feedback (OCF) must be a part of teacher reflection concerning their language teacher identities (LTI) to best serve their students' language learning needs. Indeed, few non-pre-service teachers have been shown that reflecting on their own LTIs will help inform their OCF feedback strategies in the ESOL classroom. Teachers need to be aware of how their LTIs affect classroom decisions, including the ultimate goal of cultural competence. As Moule (2012) noted, "most efforts to define cultural competence begin with acknowledging the importance of self-awareness in the teacher" (p. xi).

Regarding LTI study within SLA, it is still a relatively understudied topic. Until the last twenty years, the SLA classroom focus was almost exclusively on how learners deal and adapt in the language learning classroom. Now, we are focusing on the other part of the equation concerning how teachers' identities inform classroom practices and dynamics, including the instructional practice of error correction. Additionally, the few research studies that have been conducted—generally within the last ten years—focus almost exclusively on pre-service or novice teachers (Kanno & Stuart, 2011). While novice teachers cannot be disregarded, in this study, I am more interested in how non-novice teachers use their LTIs for making decisions about error corrections since they are already using—consciously or subconsciously—their LTIs within the language classroom.

1.4 Purpose Statement

Without clear guidance as to best practices in language teaching, teachers are relying on their own language learning histories, experiences, and thus, identities, to inform their classroom practices. Specifically, I am interested in researching how LTIs affect teacher classroom decisions, specifically OCF regarding pronunciation corrections. As stated above, some teachers are wrongly correcting students for varieties of English different than their own. Thus, some teachers are in effect setting up a scale of "correct English" with their particular variety at the top. These teachers are either disregarding English's pluricentricity, with all varieties on equal footing, or are not aware of their being multiple correct ways to pronounce something. This lack of professional baseline standards creates discord amongst the students. For example, at my own workplace, center managers have told me that the number one complaint of face-to-face students are the attitudes and beliefs of their online teachers (Z. Man, personal communication, February 25, 2017). Thus, student satisfaction is directly related to retention and ultimately profit.

1.5 Research Questions

Using the information from the previous sections has generated three related inquiry questions to drive this problem of practice. They are connected, with each question informed by the previous one. They are listed as follows:

1.) What oral error correction strategies do the participants' (SLA English language teachers) use in their classrooms?

2.) What is the rationale associated with these strategies, i.e. how do ESOL teachers evaluate what constitutes a pronunciation error and how to correct these errors?

3.) How do these strategies for classifying and correcting a perceived pronunciation error relate to the instructor's prior intercultural learning and teaching experiences?

1.6 Theoretical Framework

Before an inquiry methodology can be proposed, we must discuss both an epistemological orientation and a theoretical perspective that informs the methodology chosen. In this study, because we are focusing on the nature of how knowledge for best practices regarding error construction is individually constructed based on teacher interpretations from their own LTIs, this lends to the constructionism orientation. However, we should not be dogmatic in the approach, as noted by Greene (2007),

> Important paradigm differences should be respectfully and intentionally used together to engage meaningfully with difference and, through the tensions created by juxtaposing different paradigms, to achieve dialectical discovery of enhanced, reframed, or new understandings (p. 69).

1.6.1 Constructivism

The first tenant of constructivism according to Grennon, Brooks, and Brooks (1993, as cited in Brooks & Grennon Brooks, 1999) is that teachers seek and value students' points of view. Points of view we can interpret as their perspectives and education, which includes their language

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learning education. So, teachers need to be student-focused in the classroom and that pertains to a respect for the variety of English that a student speaks, whether from the Inner (first language), Outer (English history through colonization), or Emerging (no historical use of English) Circles of English (Kachru, 1992). Mutual intelligibility should be the standard for correcting errors and not conforming to a—nonexistent—standard of what constitutes correct pronunciation. From this perspective, teachers need to be culturally sensitive and pedagogically aware to create an environment conducive to SLA. As Brooks and Grennon Brooks (1999) stated, "The people working directly with students are the ones who must adapt and adjust lessons on the basis of evolving needs" (p. 18). Thus, my research epistemology supports ESOL classroom practices.

Furthermore, Mertens (2015) affirmed regarding the constructivist's ontology, "the researcher's goal is to understand the multiple social constructions and meaning of knowledge" (p. 18). Currently, each language teacher constructs the reality of correct pronunciation in their classroom based on his or her own LTI. Without a standard of professional development as to what constitutes an error or when to correct pronunciation, teachers are left to their own interpretations of language variety hierarchy to denote errors and corrections. This dearth of information regarding English varieties can cause problems in the classroom with a teacher-centered, hierarchical approach. With this in mind, Brooks and Grennon Brooks (1999) avowed, "Shifting our priorities from ensuring that all students learn the same concepts to ensuring that we carefully analyze students' understandings to customize our teaching approaches is an essential step in educational reform that results in increased learning" (p. 20).

1.6.2 Symbolic Interactionism

As learning is a sociocultural construct, using Vygotskian (1978) nomenclature, this correlates to our theoretical perspective, *symbolic interactionism*. I use Blumer's (1962) own definition,

> The term "symbolic interaction" refers, of course, to the peculiar and distinctive character of interaction as it takes place between human beings. The peculiarity consists in the fact that human beings interpret or "define" each other's actions instead of merely reacting to each other's actions. Their "response" is not made directly to the actions of one another but instead is based on the meaning which they attach to such actions. Thus, human interaction is mediated by the use of symbols, by interpretation, or by ascertaining the meaning of one another's actions. This mediation is equivalent to inserting a process of interpretation between stimulus and response in the case of human behavior (p. 180).

Connecting Blumer's position to SLA, I am stating that teachers respond to the actions, in this case the utterances of the student, by correcting them to a supposed teacher created standard of correctness based on the meaning that the teacher is attaching to the students' actions, e.g. word choice, spelling, pronunciation, sentence stress. Crotty (1998) also noted that symbolic interactionism, "deals directly with issues such as language, communication, interrelationships and community" (pp. 7-8). Indeed, my problem of practice deals directly with the four aforementioned issues, all within the context of the global ESOL teacher community.

1.7 Study Limitations

While this problem of practice has been shown to be a needed topic of investigation, there are limitations to this study. The most noted limitation is the scale of inquiry. The inquiry sites chosen had a pool of approximately 22 teachers, with 19 starting the survey for a response rate of 86%. However, the completion rate was significantly lower. Only 10 teachers actually completed the survey, for a 53% completion rate. While this completion rate is on the high side of FluidSurveys (2014) average of 30-50% response rate, the limited number of completions is problematic. However, there has been a trend of lower survey response rates in research, particularly in social sciences research (Tourangeau & Plewes, 2013). Nulty (2008) noted in his research that online surveys, despite their convenience, had significantly lower response rates than paper surveys (p. 302). While the context was different for Nulty (2008), having a lower than expected completion rate was the main study limitation.

Another study limitation was the anonymity of the survey. While it was hoped by this researcher that complete anonymity would inspire a high completion rate, this was not the case. Since this researcher did not know who had started the survey versus who had completed it, I could not follow-up with the teacher to remind, i.e. spur, him or her to complete the survey. While my contact information was available, since no one availed themselves of this, I can assume that the completion problems were not technology related; the survey pilot worked without problems as tested by a classmate. Given the small scale of the project, having surveys that were only partially completed impedes the data analysis since some questions have more responses than others.

1.8 Educational Significance

Any teacher conducted professional research should be welcomed, but the dearth of Teaching English to Speakers of Other Languages (TESOL) research by professionals in the field is still a daunting problem. Therefore, research by a practicing teacher surveying her fellow teachers is a welcome addition to the TESOL field. As Yazan's (2019) work focuses on teacher candidates, research focusing on experienced teachers is still especially limited.

Although online language learning has become more mainstream, the teachers in this survey still teach in the traditional face-to-face classroom. However, as Graddol (2006) noted, "the success of eLearning depends less on gee-whizz technology and more on how human relationships are managed; less on marketing hype, and more on learning how traditional pedagogical values can be adapted in the new context" (p. 79). In other words, the context of the place of practice is not as significant as the teacher's interaction to that "place" of practice. Indeed, while Darby posited (n.d.) advice to help online teaching in general, these principles apply to any language teaching satiation, "you must be intentional, put yourself in your students' shoes, and design for clarity" (para. 34).

2.0 Literature Review

2.1 Introduction

While language learner information and identities have been studied in-depth in Second Language Acquisition (SLA) for decades (e.g., Gardener & Lambert, 1972; Spolsky, 1989; Norton Peirce, 1995; Firth & Wagner, 1997; The Douglas Fir Group, 2016), the scholarly literature focus of identities research in language acquisition and teaching has expanded from solely learner-focused to also account for teacher-focused research. Specifically, I am referring to the effects of language teachers' identities on their language teaching practice. Within the last twenty years, LTI inquiry has come to the forefront of SLA research (e.g., Duff & Uchida, 1997; Johnston, 1999, 2003; Pavlenko, 2003; Varghese, Morgan, Johnston, Johnson, 2005) to current (e.g., Barkhuizen, 2017; De Costa & Norton, 2017; Yazan 2019). However, there has been little exploration of language teachers' identities in relation to their language of instruction. By this I mean, how do the teacher's identities within the classroom shape the relationship to English and whether the teacher views his or her students as co-communicants or instead act as a gatekeeper to restrict— and in some cases, deny—access to English by overcorrection and misplaced corrections?

The purpose of this literature review is to provide an overview of the research on the linguistic identities of language teachers based on the varieties of English that they know and use when teaching and the possible influences on their assessment of students' accuracy and error corrections strategies in the global English classroom. This literature review will be organized in the following way: first, an overview of LTI research; then an examination of varieties of English, including attitudes toward varieties; and finally, oral corrective feedback in the English as a Second

Language (ESL) or English as a Foreign Language (EFL) classroom. For this dissertation, I focus on the relationship of LTI to varieties of English and accuracy assessment focusing on oral corrective feedback.

2.2 General Language Teacher Identities and Language Teacher Linguistic Identities

2.2.1 Current Status

The number of language teachers teaching students every day is staggering; Van Tol (2016) estimated that 100,000 English teaching positions worldwide will need to be filled in 2017 alone. Increasingly, students of all ages are turning to instruction online because of the freedom and flexibility of online lessons, so the demand for online teachers is also rising. Ambient Insight (2016) projects that the worldwide five-year compound annual growth rate (CAGR) of the worldwide digital English language learning market is 6% correlating to revenues of $3.8 billion dollars by 2020. Given this rapid growth, effective teacher training is essential for respectful teacher-student interactions that foster cultural awareness in the global language learning classroom. However, this respect is not limited to student-teacher respect and must also encompass respect for various varieties of English, especially other than the teachers' own.

Sadly, many teachers worldwide are not receiving this training, or this training in adequate amounts. De Costa and Norton (2017) noted that good teaching can be enhanced/improved through effective teacher training. Teachers need to critically analyze and reflect on their own language teaching identities. Teacher LTI can exert a powerful influence on their classroom negotiations, power dynamics, and error correction strategies. This critical self-analysis must be supported by

empirical research, which is currently lacking in SLA. As Lau (2016) stated, "Many classrooms are still viewed as a 'closed box' (Pennycook, 2000, p.89) failing to consider how the broader sociopolitical relations between language, culture, and identity unfold with the classroom" (p.147). The dearth of this research highlights the desperate need for more research into these intercultural and cross-linguistic interactions. For example, the first full issue of *TESOL Quarterly* devoted to LTI was just published in 2016 and in *The Modern Language Journal* not until 2017. Finally, the SLA community is heeding the call to research. As De Costa and Norton (2017) stated, LTI research "seeks to extend the conversation on language teacher identity in an era that is characterized by multilingualism, digital learning, and transnationalism" (p. 9).

2.2.2 Identities in Practice

Varghese (2017) divides LTI research into two concepts—*identities in practice* and *identities in discourse*. *Identities in practice* concerns professional choices, teacher education, and classroom management. *Identities in discourse* concerns parts of ourselves we cannot readily change, like race or gender. Varghese speculates on the future of LTI stating, "There promises to be more work around the theorization of language teacher identity in the future. This theorization will reflect new paradigms that the field of applied linguistics and English language teaching will engage with, particularly those that take on an increased transdisciplinary perspective…" (2017, p. 48). This call for more research specifically with the union between applied linguistics and English language teaching presents many opportunities for researchers and practitioners.

LTI research is a large field within SLA and must be further sorted into more manageable categories. For the purposes of this literature review, I will focus on three topics that have bearing on my future research: the concept of the "good" language teacher in regards to the connection

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between emotion and LTI, ethical considerations in identity work, and the creation of LTI in the 21st Century multilingual/translingual context.

2.2.2.1 Emotionality and the "Good" Language Teacher

In order to have effective language teaching, teachers must recognize their own identities and how those identities impact students in today's transnational and transdisciplinary language learning environments. De Costa and Norton (2017) highlighted the need for the linguistic histories and personal stories of language teachers to be celebrated and incorporated in the language learning classroom. Kanno and Stuart (2011) recognized the dearth of research on teacher identity development and thus decided to follow two Master of Arts in TESOL (MATESOL) students throughout a yearlong student teaching program. They made a clear distinction between learning-by-doing where learning is the focus with learning-in-practice, where practice is the ultimate goal. The findings asserted that "identity…is an experience and a display of competence" (Wenger, 1998, p. 152, as cited in Kanno & Stuart, 2011, p.245). In order to conduct professional development to help eliminate accent and variety hierarchization of English, novice teachers must be aware of how they are creating their identities in the classroom and how *pedagogical content knowledge* (Shulman, 1986, as cited in Kanno & Stuart, 2011, p. 246) must be developed to achieve competence as ESL/EFL practitioners confident with classroom decisions that help the student achieve his or her language learning goals rather than enforce outdated Inner Circle dogma where only those that come from English dominant countries like the UK or US speak correct varieties of English.

Lau (2016) lamented the dearth of research in LTI dealing with identity creation itself, specifically the intersection between factors like race, gender, and class with power dynamics and hierarchization. Using a critical and transformative approach, Lau used Prasad's (2010) work on

language portraits— "the mapping of one's language and cultural make-up on a body template" (Lau, 2016, p. 147)—to conduct interviews where student teachers revealed their portraits and started to engage in critical self-reflection. Students were asked to color and draw on a body outline where and what color(s) they viewed their languages spoken as a way to connect their identities with their languages, i.e. if they had more emotional or logical relationships with the languages. With the introduction of emotionality—that is, the correlation between language teachers' emotions and classroom decisions—findings showed that teachers had higher feelings of empathy toward language learners by the end of the study. Working with global learners, it is paramount that language teachers—and language teacher educators—harness this empathy to prepare these teachers for the diverse learners they will face.

2.2.2.2 Ethical Identity Work

According to De Costa and Norton (2017) research accountability and ethics are paramount when working with teachers, who constitute a susceptible population—experienced researchers asking pointed questions of novice teachers, as an example. Miller, Morgan, and Medina (2017) conducted one of the longest studies in language teacher education, following one elementary school teacher for nine years, periodically conducting interviews to oversee his LTI growth. The researchers used Clarke's (2009) "Diagram for Doing Identity Work" based on Foucault's (1983, 1997) ideas of ethical self-formation. Specifically, Clarke (1999) proposed four parts to self-formation of teacher identity: the substance of ethics, the authority sources of ethics, self-practices in ethics, and *telos*, endpoint, of ethics. "If we translate these into identity we can think it terms of the substance of teacher identity, the authority of teacher identity, the authority sources of teacher identity, the self-practices of teacher identity, and the endpoint of teacher identity" (Clarke, 2009, p. 190). The premier importance was that teacher identity work must be on-going and

approached from an ethical perspective. Miller et al. (2017) specifically "…argue for the importance of nurturing teachers' reflective, action-oriented identity practices as well as fostering a self-awareness of language teachers as ethical subjects…" (p. 91). Additionally, using Clarke's (2009) and Foucault's (1983, 1997) work creates a framework that will help English for Speakers of Other Languages (ESOL) teachers critically self-exam their language teaching practices from the necessary ethical perspective of those that influence others—their students.

2.2.2.3 Creating LTI in Regards to Multilingualism/Translingualism

Theoretical framework and belief system analysis is critical in SLA. The Douglas Fir Group (DFG) worked for several years to create a framework for language teachers to use in the 21st Century as a counterpoint to the problems of teaching in a multilingual world. This framework is transdisciplinary to highlight that language teaching affects many subjects. Together, the group used their "theoretical roots" (DFG, 2016, p. 20) to discuss SLA from many perspectives to create the multifaceted nature of language learning and teaching framework. While this framework focused on learners, De Costa and Norton (2017) used this to create their teacher centered framework with its LTI core.

From a European perspective regarding multilingualism/translingualism, Palou and Tresseras (2015) explored the importance of belief systems regarding prior language learning experience, teacher education, and classroom practices in relation to teacher identity construction and plurilingual competence. The Common European Framework for the References of Languages (CEFR) states that responding to diversity means not claiming ownership on a culture, language, or social customs of any one culture, language, or social customs. Instead, they contend that we must value diversity for its own sake. Teachers engaged in reflective narratives that "were personal analyses of their own linguistic history and specific situations of their language usage" (p. 98) that

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were followed by individual teacher interviews. Palou and Tresserras' (2015) findings pointed to the idea that teachers need training in reflective practices to learn better communicative skills in multi- and plurilingual environments. Investigating identities in practice requires a global perspective that echoes that of the English language itself. Diverse persons interact in the 21st Century global language learning classroom.

2.3 Varieties of English

The history of the English language is that of conquest and domination on a global scale (Howson, 2013). From its Germanic roots, English has been influenced by first the Norman French of Medieval England and a subsequent wave of ecclesiastical Latin—with Greek—to create the pluricentric language we use today. In addition, English is an amalgamated language that has many loanwords (Howson, 2013). Add to this complicated history the expansion of the British Empire in the Early Modern English and Modern English Periods (1500 to present). Taken together, English has a far reach for hundreds of years in some areas. With English usage will come a origination of the language based on the local languages; English will assume characteristics of the areas it was introduced to—or forced on. English becoming the *lingua franca* to replace Latin is due in no small part to this history (Howson, 2013).

2.3.1 Fostering Varietal Awareness

Perhaps the varieties of English awareness perspective is best summarized by Richards (2015) when he stated,

But when we talk about teaching English, what exactly do we mean by 'English'?

Whose English are we talking about, and what kind of 'English'? The concept of 'English'

is really an abstraction since it refers to a whole range of speech varieties and speech styles,

used differently by people in many parts of the world. In a sense, there is no such thing as

'English': there are only 'Englishes'— or different ways of using English. Different ways

of using English reflect the different identities people express through their use of English.

Identity may be shaped by many factors, including personal biography, nationality, culture,

working conditions, age and gender (p.11).

Teachers must be prepared for students speaking a variety of Englishes and must, in turn, prepare

their students to the fact that there are many varieties of English (Kachru, 1992; Pennycook, 1996;

Matsuda, 2003). For example, several students at my place of practice have complained that

British English-speaking teachers have corrected American English utterances, which is not only

incorrect but also sends a clear hierarchization preference method to students, which is counter to

SLA methodology, beliefs, and the history of English itself.

2.3.2 Linguistic Imperialism

Although the spread of English can be traced to colonialism and often violent conflict

(Kachru, 1992), English language teachers must avoid perpetuating what Phillipson (1992) calls

linguistic imperialism, that is, the transfer of a dominant language to other people against their

will. Phillipson (1992) argued that organizations which promote English—which include language

schools—use three types of argument to assert English dominance: *intrinsic* arguments that pit

English against other languages—where others fall short in comparison; *extrinsic* arguments that

posits that there are many capable English language speakers, capably trained teachers, and a

plethora of materials to teach English; and *functional* arguments that push English as the world's language.

Building on Phillipson, Janks (2010) referred to the place of access in her model to discuss three components that block access to education: access without power, access without diversity, and access without design. Access without diversity discounts the influence of language identities on not just the learner, but also on teachers as well based on what can be interpreted on language imperialism. Richards (2015) noted, "proponents of the theory of linguistic imperialism view the English language teaching industry as contributing to the propagation of the economic, cultural or religious values of dominant world powers" (p. 6). We can extend that argument of linguistic imperialism to English variety imperialism. All varieties of English must be on equal ground as part of the pantheon of English and not an "us" versus "them" scenario that pits first language English speakers against their second, third, etc. language learning students. Those that promote English often tout the number of first language English speaking teachers without giving regards to those teachers' training and exposure to other varieties. Many researchers (Kachru, 1992; Pennycook, 1994; Canagarajah, 1999, 2001; Matsuda, 2003; amongst others) have noted the need for language teachers to regard students' World English varieties as legitimate, no matter if they follow British or North American patterns of usage and accent. Widdowson (1994) eloquently addressed this at the plenary address for the Teachers to Speakers of Other Languages (TESOL) Annual convention in 1993 when he noted,

> the authority to maintain the standard language is not consequent on a natural native-speaker endowment. It is claimed by a minority of people who have the power to impose it. The custodians of standard English are self-elected members of a rather exclusive

club…you can accept the argument for language maintenance…without accepting the authority that claims the right to maintain it (p. 379).

SLA practioners are still grappling with Widdowson's speech. There are still instances today of this apparent battle between groups, as in Baker's (2017) recent assertion about the Americanization of British English. Indeed, Baker's (2017) article is just the latest article within the last few years lamenting the changing, i.e. Americanization, of British English (e.g., Press Association, 2015; Johnston, 2017).

2.3.3 World Englishes (WE)

The pluricentric richness of English can best be described as the concept of World Englishes, which was coined by Braj B. Kachru in 1978 to reflect a model of the global spread of English (1992). Kachru created the now famous diagram of three concentric circles to illustrate this model. The smallest circle—the Inner Circle—represents those countries and peoples that use English as their first language/mother tongue. Examples would be the United Kingdom, the United States, Canada, Ireland, Australia, and New Zealand. The next level would be the Outer Circle represented by those countries where English was introduced through contact with Inner Circle countries—often as a legacy of colonialism—such as Jamaica, Nigeria, India, Pakistan, Singapore, and The Philippines. The outmost—and largest circle—he called the Expanding Circle to represent countries that use English for business or education purposes, but without a tie to the Inner Circle countries. Common examples would be China, Brazil, Russia, and most European countries. Kachru (1992) further discussed some common fallacies with teaching World Englishes, like native speakers playing significant roles in global English teaching policy. He finished by elucidating six points necessary for training English professionals: 1.) creating a

sociolinguistic profile of English usage in context, 2.) exposing teachers and students to a variety of Englishes, 3.) having attitudinal neutrality toward World Englishes, 4.) having a range of lexical varieties used in the classroom, 5.) being aware of contrastive pragmatics, like stylistic innovations by a local culture, and 6.) multidimensional use of English, what is now called English for Specific Purposes (ESP) (pp. 360-361).

Even today, the three circles model is still widely used to describe World Englishes, which as a term has grown in acceptance within the fields of First and Second Language Acquisition. Kachru (1992) noted that local factors mixed with the English being taught to create unique regional varieties. While many English learners are familiar with forms like Singlish—Singapore English—and Hinglish—Indian English, the average first language (L1) English speaker teacher may not. In the new global classroom, the teacher may be hearing these regional varieties for the first time. Without exposure and training, these teachers may be mislabeling utterances as mistakes because they do not have the pedagogical awareness or cross-cultural understanding to recognize regional varieties of World Englishes other than their own British English (BE) or North American English (NAE) dominant models. As Kachru (1992) noted, "The implications for the internationalization of English have yet to be reflected in the curricula of teacher training programs, in the methodology of teaching, in understanding the sociolinguistic profile of the language, and in cross-cultural awareness" (p. 357). While the International Association of World Englishes (IAWE) that Kachru founded is 23 years old, the acceptance of World Englishes in teacher-training programs is still in its infancy.

2.3.4 English as a Lingua Franca (EFL)

In contrast to World Englishes, there is English as a *lingua franca* (ELF) serving as the language bridge between speakers who do not share a common other language, e.g. two business colleagues from non-Inner Circle countries discussing business in English without an L1 English speaker in the conversation. Where World Englishes is organic in nature, using the local languages and accents to create a variation of English with many influences, ELF, in contrast, functions as a stripping of English to the minimum. We can regard ELF as functional over formal with many L1 English features like colloquialisms removed. Whereas World Englishes literally encompasses the world of English, ELF functions at a specific place and time, like a bridge that connects two different lands. However, Jenkins' (2009) research has shown that "ELF lacks any standards and by default exhibits errors wherever it departs from certain Inner Circle Englishes (usually British and American)" (p. 202).

Jenkins (2006) further noted the debate concerning the influence of WE and ELF on SLA teaching, specifically on varieties of English appropriate for classrooms and what is Standard English—or if such a variety exists. She was the first researcher to espouse the link between awareness of teacher identity on perception of World Englishes. "Teachers and their learners, it is widely agreed, need to learn not (a variety of) English, but about Englishes, their similarities and differences, issued involved in intelligibility, the strong link between language and identity" (Jenkins, 2006, p.173). Creating teacher awareness of World Englishes through the means of professional development is crucial for modern ESOL teaching.

2.3.5 Accent Preference

A teacher's inherent beliefs about this mythical Standard English is not only an imaginary written standard, but there also exists a fabled standard accent and pronunciation. Hierarchization of language varieties is a phenomenon not usually discussed in SLA, whether in English or other languages (see Wernicke, 2016, for her work in French). However, as students still inform teachers that they have a British English (BE) or North American English (NAE) accent—or that they wish to acquire this accent—it is another component that ought to be addressed in SLA teacher education. As Richards (2015) noted, "there has been a growing demand for North American English in places where British English was the traditional model, particularly among young people for whom American English is 'cool'…it more closely resembles their 'idea' of English" (p. 15).

In one study, Wernicke (2016) interviewed several participants in an immersion study abroad program to delineate their feelings as Canadian French speakers when they encountered French as spoken by L1 French speakers in France. For the most part, the participants—French teachers in Canada—felt inferior to their European counterparts. Even some of the teachers felt that French as spoken in France was the only "true" standard French. If teachers impose an idea of one true standard English—including its accent—that is only perpetuating linguistic imperialism and creating access without diversity.

2.3.5.1 L1 English Varieties

Even language teachers in countries where English is the dominant language like the UK or US must recognize that they must teach English in a different way than they would to first language English speakers (Labi, 2011). Indeed, they are teaching a variety of English in a

multinational classroom. Graddol's (2006) work for the British Council further highlighted this, "When measured against the standard of a native speaker, few EFL learners will be perfect. Within traditional EFL methodology there is an inbuilt ideological positioning of the student as outsider and failure – however proficient they become" (p. 83). Subtrirelu and Lindemann (2016) conducted research that investigates the bridging between native speakers (NS) and non-native speakers (NNS). The authors expanded upon three intercommunication strategies from ELF to help NS-NNS interactions: perspective taking, increasing intergroup contact, and teaching L1 speakers clarification strategies. Their work highlighted the gap in current research into effective training strategies research regarding improving L1 speakers' interactions with L2 speakers regarding patience, intelligibility, and positive perception of what the speaker constitutes as a successful interaction.

2.3.5.2 L2 English Varieties

L2 English varieties have merit particularly associated with ELF learners. For example, students have praised the L2 English speaking teachers as speaking a more comprehensible form of English in evaluation forms (Labi, 2011). Foley (1988, as cited in Richards, 2015) discovered that in countries with newer varieties of English—Kachru's Outer Circle—older varieties like British English or American English were not preferred because there exists a local variety of English. This finding was supported by Kirkpatricks's (2007) research that accent-inflected English was mark of pride in cultural identity to the first language and not inadequacy regarding ability. Both Labi (2011) and Richards (2015) remarked that first language English language teachers must teach an English that uses high frequency vocabulary, avoids colloquialisms and idioms, and is sensitive to dialect and marked accents in not just the national, but also international, classroom. "The variety of English emphasized should be based on the teaching context, the

teacher's ability and style, as well as their learners' needs and goal, both educationally and culturally" (Richards, 2015, p. 24).

2.4 Oral Corrective Feedback in SLA

For ESL/EFL teachers, the focus of my study, the need to balance corrective feedback (CF) with what is an error, and more importantly, what constitutes an error that should be corrected in class, is crucial to my research question. While oral corrective feedback is paramount to learners, what constitutes an error based on the varieties of World Englishes is the subject of debate. Indeed, the manner of feedback—implicit versus explicit, written verses oral—is also critical in the global language learning classroom.

Ellis, Loewen, and Erlam (2006) concluded that both implicit and explicit feedback are essential for teaching grammar in SLA. This points to the need for teachers to recognize the need to offer explicit feedback in the classroom. However, teachers must approach this feedback from a place of mutual respect for the students' variety of English and take meaning and context into account. Indeed, teachers first need to identify what constitutes an error. Woods (1989) noted that identifying an error was a difficult process and ultimately subjective. Further, he noted that standards in written versus oral modes of output would also affect the level and frequency of correction. Importantly for my position, Woods (1989) also noted ambiguity in "correct" pronunciation as a means of error correction. He stated, "[r]egarding pronunciation…it is nonetheless clear that different aspects of language are arbitrarily and inequitably emphasized in our error correction (Woods, 1989, pp. 62-63).

Research by Lyster, Saito, and Sato (2013) showed that CF helped increase the effects of instructional activities. In addition, their research also discussed which found that teachers tended to focus correction on syntactic errors, while learners benefited more from CF on lexical and pronunciation errors. This is extremely important information as varieties of English generally differ by lexicon and accent, so focusing on syntactic errors helps avoid the pitfalls of imposing a certain variety of English on learners, but also has been proven beneficial through empirical research.

Spada and Lyster (1997) created two research instruments for ESOL classroom observation research and language teacher education reflective practice. The researchers further supported the need for teachers to reflect on their practices, which was an early call for LTI research and the importance of language teacher education. For my problem of practice, Lyster and Ranta's (1995, as cited in Spada and Lyster, 1997) error treatment model provides the necessary bridge between corrective feedback and teacher self-identity work in SLA, specifically the teacher's linguistic identity and attitude toward what constitutes "correct English". I can use this model—Error Treatment Sequence (Figure 2, p. 795)—to help teachers understand the importance of feedback in the L2 classroom; feedback must be measured and moderated from an ethical perceptive to help the student achieve success in English.

2.5 Conclusion

As Widdowson (1994) stated, "As soon as you accept that English serves the communicative and communal needs of different communities, it follows logically that it must be diverse. An international language has to be an independent language" (p. 385). While given over

20 years ago, the theme of Widdowson's address is still pertinent and timely to today's debate regarding ownership and guardianship of the English language. Thinking about my problem of practice, this conflict where teachers erroneously assume that they are the caretakers—gatekeepers—of English creates tension in the classroom between teacher and student. While it may not be bias, an innate hierarchization of English based on LTI is a serious issue in the 21st SLA classroom that must be researched.

3.0 Methodology

3.1 Inquiry Goal

The goal of this inquiry is to ultimately create a dissertation on the cogent topic of LTIs' influence on oral corrective feedback strategies in SLA. This dissertation is composed of new empirical research on first language English speaker teachers LTIs. Teachers had a voice to "think through" their classroom choices and that information will be analyzed using the methods outlined above in Chapter 1 that will help teachers make informed decisions in their classrooms regarding oral corrective feedback strategies regarding perceived pronunciation errors. Feedback is necessary in SLA, but the quantity, quality, and timing must be carefully selected to create the best classroom experience for the stakeholder-students. This classroom experience also speaks to lowering the Affective Filter, which Krashen (1982) and this author consider necessary to allow language acquisition and learning to take place. The final deliverable product will combine features of three areas of research: first language English speaker teacher's language teacher identities, oral corrective feedback strategies in the second language acquisition field, and varietal perceptions of World Englishes. Since English language learning continues to grow as an industry and career, the dearth of this research is critical to advancing best practices in the field.

3.2 Participants

Participation in the survey was completed voluntary. It was also anonymous. No personally identifiable information (PII) was collected. The complete anonymity was necessary in the hope of inducing candidness. The participants were sought from three sources that this researcher was familiar with: the Intensive English Program (IEP) at the small university where I teach, the IEP at the university where this dissertation is being completed, and an outreach to a small group of international teachers that I completed a TESOL course with. As the survey was completely anonymous, this researcher cannot determine where the participants were ultimately from. As noted in Chapter 1, 19 started the survey, and 10 teachers completed it.

Criteria for inclusion in their completed surveys' data analysis procedures was twofold: first, participants must be currently teaching ESOL. This first criterion was chosen because teachers must be able to self-analysis OCF strategies currently being used in their classrooms. Second, participants must be fluent English speakers. The nuances and complexities of teaching English pronunciation require that high competence using the language is necessary. It should be explicitly noted that participants did not have to be first language English speakers, although all who completed the survey stated that they were L1 English speakers. Competent users of English, as self-measured by the Common European Framework and References of Languages (CEFR) of a C2 level (fluent) is sufficient (Council of Europe, 2016).

Regarding trustworthiness, only quantitative examination was completed in this study. All of the participants remain anonymous to the researcher. The only information the participants have about the researcher is my name and university affiliation. Data is stored in Qualtrics and only shared between the researcher and the three members of her dissertation committee. It should be noted that a pilot sample composed of a volunteer reviewed the survey and provided feedback.

This person's responses were excluded from final analysis since feedback was given to this researcher.

3.3 Data Collection Procedures

Between January – February 2019, I conduct an online survey concerning the error correction strategies used in the SLA classroom. Although Converse, Wolfe, Huang, & Oswald's (2008) research suggested a higher response rate by mail than with Web surveys, this is not possible for my study for two reasons: survey participants are anonymous, and logistically, I cannot mail out surveys across the globe. Two contact persons at each respective university were given the survey link and asked to distribute it to their employees. Participants were not incentivized and were not required to complete the survey as part of their work duties. For the international teachers, they were contacted twice; once, they were sent a message by this researcher in their private WhatsApp group to ask if they would be interested in completing a dissertation survey. Then, they were emailed the survey link, again being reassured that participation was not only voluntary but strictly anonymous.

3.4 Survey

The survey consisted of mostly Likert scale questions with some free questions. Specifically, detailed scenarios were given, to gauge teachers' identification of errors based on pronunciation using British English (BE) and American English (NAE) models with International

Phonetic Alphabetic (IPA) transcription. The transcriptions came from the Oxford English Dictionary; this source was chosen because it always provides BE and AE models in IPA format. It should be noted that all pronunciation scenarios will have errors. This is method is used so that teachers do not assume that all examples are British vs. American pronunciations. Moreover, since the Oxford English dictionary provides multiple BE and AE pronunciations, all choices are correct in that they are recognized as possible utterances. In addition, some scenarios featured student responses with multiple errors, which teachers had to denote how—if at all—they would correct the specific errors.

The survey itself was created and disseminated in Qualtrics and distributed via email link to the three facilitators for the three different groups. The survey was composed of a total of 56 questions across seven sections to represent all points of inquiry. As there was no follow-up interview, the survey had to be quite specific and cover a range of topics. Even with this level of detail, the survey required less than 20 minutes to complete for the average participant. Participants were made aware in all communications ahead of time and when the survey link was disseminated that they approximate completion time was in the vicinity of 20 minutes.

3.4.1 Pronunciation Beliefs

The first section consisted of 10 questions regarding the teacher's own pronunciation beliefs. The questions were a combination of Likert scales, open answers, and check boxes. For this section, the participants had to reflect on their beliefs as practicing teachers in the ESOL context, but they also had to signify if their beliefs differed based on asking about OCF in the L1 versus L2 contexts.

3.4.2 Oral Corrective Feedback

The second section consisted of seven questions OCF strategies teachers used and their general frequency in doing so. Of particular interest to this researcher was how much time teachers stated they spent teaching vocabulary in an average lesson (based on a 100% scale). The questions in this section were a combination of Likert scales, open answers, and sliding scales. For this section, the participants had to review what they are frequently doing in their classroom when thinking specifically about giving OCF.

3.4.3 Scenarios

There were two mini-dialogue examples for this section. Each scenario contained four errors, all of which were different. Teachers had to check how (if at all) they would correct each error. The utterances used are all common errors for ELs that I have witnessed in my own teaching. Indeed, the eight errors would be common errors that any ESOL teacher has encountered. Furthermore, this section was created and included to mimic the real-life teaching context where students are making multiple errors in the same response and the teacher has to judge what and how to correct for each.

3.4.4 Pronunciation Examples

While students may not be providing one-word answers, this section was particularly interesting for me as the researcher because of having multiple pronunciations of the same word represented. Teachers were able to choose multiple possibilities for each pronunciation (five

words total, with four possible pronunciations per example) based on whether they thought the utterance was "correct" based on their own interpretation of what constituted a correct utterance in their self-identified variety of English, an acceptable pronunciation, an incorrect pronunciation, an unacceptable pronunciation, and to acknowledge which way noted they used.

3.4.5 English and Language Learning

In this portion of the survey, which totaled nine questions, I wanted to focus on the teacher's own particular language learning history and experiences. Some of the questions from the pronunciation beliefs section were repeated as now teachers had to discern what methods worked for them when learning English in contrast to what methods they are using in their own classrooms. Participants also self-identified which variety of English they spoke. Specifically, there was an open-ended question follow-up so if a variety was not listed any participants could write in what they identify as a speaker of.

3.4.6 Demographics

Besides the usual age and education questions, this section had questions specific to my research questions. I was most interested in how long teachers have been ESOL teachers and if they have any other teaching experiences besides ESOL. Language learning experiences were also denoted here. As this section is very specific to the lines of inquiry noted, this was the longest section with 12 questions.

3.4.7 Final Thoughts

The final section was the shortest with five questions. Unique to this, participants were asked to reflect on the experience of taking the survey itself, including the absence of any pertinent topics they thought should have been included. The most interesting question from a research perspective was the second to last question, which asked participants to state their opinion on whether completing a survey such as the one they just filled in should be part of an ESOL teacher's hiring process.

3.5 Data Analysis Procedures

Data was organized and analyzed using quantitative methods for this survey. Major themes were determined, argued, placed in context with information from the literature review and ultimately interpreted to further knowledge in the ESOL SLA field. In particular, this information was compared with Young, Walsh, and Schartner's (2016) survey findings to determine any correlation of responses. The Young et al. (2016) research is the closest published research that I could find that aligned with my problem of practice.

3.5.1 Exploratory Data Analysis (EDA) Methods

Quantitative data analysis was conducted using exploratory data analysis methods, as created by Tukey (1977). Exploratory data analysis was chosen because it is "strategy of data analysis that emphasizes maintaining an open mind to alternative possibilities" (Yu, 2017, p. 1).

Since there is almost no research on my particular topic, it would be disingenuous for this researcher to take a position on findings, since there are almost no findings that this survey results can be compared to. Therefore, I chose exploratory data analysis to visualize the data as a whole without trying to inform a particular viewpoint. Additionally, Yu (2017) commented that

> in many stages of inquiry, the working questions are non-probabilistic and the focal point should be the data at hand rather than the probabilistic inference in the long run… prematurely adopting a specific statistical model would hinder the researchers from considering different possible solutions (p.1).

3.5.2 Efforts to Reduce Confirmation Bias

Sarniak (2015) identified nine types of research bias: four types of respondent biases (acquiescence, social desirability, habituation, and sponsor) and five types of researched biases (confirmation, culture, question-order, leading questions and wording, and the halo effect). This researcher is focused on confirmation bias. Since all researchers have opinions on what their research may find, it is vital for researchers to try to keep an open mind. I have tried to find the results interesting instead of validating. Using EDA has aided this process, since alternative possibilities are welcomed as new lines of inquiry instead of invalidating the results received. As such, the study topic also aids this because there are few results to compare to. My results may or may not be typical, but there is no latent desire to force them to fit preconceived SLA LTI parameters since these parameters simply do not exist. As Sarniak (2015) noted, "To minimize confirmation bias, researchers must continually reevaluate impressions of respondents and challenge preexisting assumptions and hypotheses" (para. 8). Furthermore, Nickerson (1998) defined confirmation bias as *motivated* and *unmotivated*. While this is an area to watch, since I

approach the results in terms of "What did the participants say?" instead of "How did their results inform my hypotheses?" it is hoped that confirmation bias has been reduced. Indeed, while the survey could have been shorter than 56 questions, the long design and multiple topics were used as a safeguard against confirmation bias.

3.6 Researcher Background

The researcher is a full-time ESOL teacher currently employed as an online teacher for the largest private language company in the world. In addition to these full-time duties, I also teach part-time at a local university in the graduate education program, specifically for those students pursing the Master of Science in TESOL degree or state ESL certification. I currently teach two courses in the program: applied linguistics and professional development in the overview course needed for graduation. I will be celebrating ten years in the ESOL field this September. In terms of education, I have a Bachelor of Architecture degree with a minor in Italian and a Master's of Science in TESOL degree from the university I currently teach at. I speak English as my first language and also speak six other languages, ranked from most to least proficient: Italian, French, German, Polish, Spanish, and Mandarin. I have lived in three countries (USA, Italy, and Germany) and have visited 21 countries so far.

4.0 Results and Major Findings

4.1 Overview

Given the small body of research currently on this topic, the results were eagerly anticipated. As previously noted in Chapter I, unfortunately, one of the limitations of the study is the small number of completed surveys as compared to the survey response rate. However, those that did complete the survey, and indeed, all questions that were answered provide key information as to the state of the participants LTIs regarding their OCF strategies concerning feedback at the time the survey was completed. It should further be noted that the surveys were completed in January and February 2019 when teachers were in the classroom and teaching and not during a hiatus. While I do not have the data set to know if that made a difference, this researcher hopes that since participants were completing the survey during their respective semesters that some of the strategies were being implemented in their classrooms. One possibility, to be further discussed in Chapter V, is to evaluate teachers' usage of the strategies noted in the survey itself.

4.2 Research Questions Discussion

From the process of establishing a problem of practice, which can inform not only further research in SLA but also my own practices, three research questions were determined. These questions are connected, with each one informed and refined by the previous one. Each one will be discussed with findings based upon the survey results.

4.2.1 Question 1: What oral correction strategies do the participants (SLA English language teachers) use in their classrooms?

From the survey question, teachers had several choices of strategies that they could use regarding OCF: explicit correction, recasts, clarification requests, metalinguistic clues, elicitation, and repetition. There was also a follow-up question where participants could name strategies not listed that they also use. Only one new strategy was specified, that of "gesture (pointing to my mouth in a specific shape)." However, as the gesture was a clue to the correct pronunciation, I would classify this as a metalinguistic clue and not a separate strategy unto itself since the object was for the student to think about the correct mouth shape needed to form the mispronounced utterance.

The most interesting result was that explicit correction and recasts were used the most frequently, i.e. more than 60% of the time when a strategy was being used. Repetition requests were the third most frequently used. Metalinguistic clues and elicitation were used less frequently. In addition, one of the 10 participants noted that they used elicit correction 100% of the time, and two participants noted they used recasts 100% of the time (see Figure 1). In Panova and Lyster's (2002) study, recasting was the most frequently used OCF. Since both Panova and Lyster's (2002) participants and mine teach adult (18 years and older) learners, the possibility of teachers using more explicit correction because of learner ages cannot be eliminated. Furthermore, since teachers in my research noted that they thought teaching individual phonemes, i.e. sounds, was the most important component of pronunciation (Figure 2), which corresponds to their rating teaching clear pronunciation, i.e. speaker intelligibility, as the most important aspect of teaching pronunciation.

Given that Lyster et al. (2013) noted that students wanted more correction and more explicit correction than they received, it was surprising that explicit correction was the most frequent OCF

strategy used with 80% of respondents using it frequently in their classrooms. To further illuminate this result, it should be noted that *m* =16.05 for years teaching. The least experienced teacher still had five years teaching experience; the most had 35 years. As a result, the participants, as experienced teachers, may be more comfortable using explicit correction as they are more confident in their teaching abilities compared to novice teachers. While I cannot say this at this time, teachers' comfort level using explicit correction as compared to their experience is an exciting line of future inquiry.

4.2.2 Question 2: What is the rationale associated with these strategies, i.e. how do ESOL teachers evaluate what constitutes a pronunciation error and how to correct those errors?

Meaning making was the most important factor when participants decided to correct utterances. One hundred percent of participants corrected an error that interfered with meaning; eighty percent corrected unclear meaning after the first attempt and twenty percent after the second. Of the three categories mentioned, pronunciation variation was the second most common to be corrected, with 90% correcting it within the second time of being uttered. This question was specifically worded as correcting an utterance when the pronunciation is different than the English variety standard. Here we are seeing for the first time the idea emerging of my variety is correct and an intelligible but an "other" variety is incorrect. As all of the teachers work in an ESOL setting, none are teaching L1 English speakers. So, a development toward an accent preference (Wernicke, 2016) appears to be in process. Alarmingly, none of the participants would not correct a different standard of pronunciation even when it did not interfere with intelligibility. Again, a false dichotomy of different equals less may be emerging.

To further examine this possible trend, I included two scenarios with multiple errors and asked—using the same six OCF strategies previously mentioned how they would correct each error. All of the errors are ones that I have encountered in my career. I was curious as to how teachers would correct these individual errors or if they would be corrected at all. It should be noted that teachers always had the option to state that they would not correct any of the eight errors in this section. For a minimal pair error like *smile* /smaɪl/ versus *smell* /smɛl/, the correction rate was 100% and the most common means of OCF was explicit correction (39.13%) followed by recasts (21.74%), which correlates with the information noted in the previous research question that explicit corrections and recasts were the most common OCF strategies used.

Another common mistake included in the scenarios since ELs sometimes confuse *quiet* /ˈkwaɪˌət/ with *quite* /kwaɪt/. In my experience, this is a simple correction best suited to recasts or clarification requests. The participants agreed, as recast was the most popular strategy, closely followed by clarification requests, and somewhat surprisingly to this researcher, explicit correction. (Thinking back to my own language teacher education, I was told by my professors to use explicit correction when the mistake was offensive, unintelligible, or frequent. As such, the popularity of using explicit correction for this error was surprising to me as the student may simply have forgotten that the two words look very similar but have different pronunciations and meanings.)

The most surprising use of explicit correction from Scenario 1 was using it for an intonation mistake. Depending on their L1, some ELs experience problems using intonation when asking questions, i.e. a rising intonation for a question that they do not know the answer to. As this error does not interfere with meaning, it is not something that I would correct unless it was part of a larger problem of monotone speaking. Of all of the scenario questions, this one had the most

disparate responses. The most common answer was not to correct the error at all (28.57%) with metalinguistic clues and explicit correction being the second most common correction means. Based on the response variety for this example, if further research were conducted with an interview component, I would definitely ask teachers to explain their choices for this type of error.

The second scenario contained three examples like the first. The first error was also a minimal pair error, but it contained a pejorative. While this is a common error for ELs from languages that do not have "long" vowels, given that *beach* /biʧ/ was being interpreted as *bitch* /bɪʧ/, teachers were quick to explicitly correct this error in the most direct manner; fully two-thirds of respondents would address this by explicit correction. Given the cultural indicators, explicit correction was expected as the most popular means of correction.

I also included another common error that some ELs make, substituting one phoneme for another, in this case /b/ for /v/, which is a common error for L1 Spanish speaking ELs. Again, explicit correction was the most popular choice with half of the recipients noting it as a strategy they would use. However, I found this choice troubling because if students do not have a phoneme in their L1, explicit correction will not work because the students are only hearing what they have already said before. They need explicit teaching, not explicit correction here.

The last error noted was a simple word choice error, which is another common mistake regardless of L1, that of substituting *funny* for *fun*. Interestingly, the OCF strategies here were varied with all being used. Again, explicit correction was the most popular choice at 38.10%. Recast was the second most popular and metalinguistic clues was third. This was the first time that metalinguistic clues had been a top three choice of any of the six scenario words.

4.2.3 Question 3: How do these strategies for classifying and correcting a perceived pronunciation error relate to the instructor's prior intercultural learning and teaching experiences?

From my perspective, the most interesting of these, and the point of debarkation for this problem of practice was the potential for teachers to incorrectly identify correct utterances and incorrect based upon their own LTIs. All of the pronunciation examples noted were acceptable utterances in the main Inner Circle (Kachru, 1992) language families. For any teacher to note that any of the pronunciations were incorrect or unacceptable is a red flag. While there is not enough data at this time to note that this misidentification is directly related to linguistic imperialism (Widdowson, 1994), it should give ESOL researchers and practioners pause that teachers are using what they only known (Menard-Warwick, 2014) to create a standard of correct English that simply does not exist. Furthermore, since checking an utterance's acceptable form is as simple as a dictionary search (online or hard copy), the idea that teachers are arbitrarily classifying utterances incorrectly does suggest a manifestation of linguistic imperialism, even if subconscious or unintentional. Given the imbalance between teacher and student (no matter if adults) in the ESOL classroom (Janks, 2010), ESOL teachers must be extremely careful of discounting an acceptable utterance is a different English variety as an incorrect one.

When looking at the language learning data in comparison to the utterances noted above, the identification of correct and acceptable pronunciations as incorrect and unacceptable was surprising. For example, nine out of ten participants speak at least one additional language other than English (all of whom noted English as their L1), so almost all have had language learning experiences. In ESOL, creating an LTI is strongly linked to empathy based on previous language learning experiences (Kanno & Stuart, 2011; Lau, 2016; De Costa & Norton, 2017). Furthermore,

half of the participants have taught in at least one other country. The mean number of countries visited by the participants was $m = 3.60$, so teachers have traveled and/or worked outside of their home countries. Therefore, identifying some British English pronunciations as unacceptable or incorrect was unexpected. This researcher can only conclude that teachers, unless working or living where a different variety of English is spoken than the one the teacher identifies with, need more exposure to World Englishes since their students' experiences learning English may be vastly different. For example, British English pronunciation is the official English variety used in Mainland China's public-school system, but American English is often used at the university level; see Young et al. (2016) for interviews regarding teacher confusion as to language variety used. If a Chinese student came to study in the United States, would one of these survey participants be correcting British English pronunciations? This question could be another line of inquiry in a future research project. Conversely, since no British English identifying participants completed the survey, there is no data to compare if American English pronunciations were erroneously noted as incorrect or unacceptable. This certainly presents a new line of inquiry.

4.3 Comparison to Young, Walsh, and Scharrner's (2016) Study

As previously noted, since there is so little research on teacher LTIs in general, and how those LTIs inform classroom decisions, particularly of non-novice teachers, the study by Young et al. (2016) was very important to compare my findings to. Surveying teachers about their English variety revealed a lack of clarity in Young et al.'s (2016) study. Unlike in Young et al.'s (2016) work, one noted difference was that the teachers in my survey were very cognizant of the variety of English that they spoke and used.

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Teachers in Young et al.'s work (2016) also noted that they were interested in World Englishes and learning more about them. I did not ask a direct question concerning World Englishes in my survey, so I cannot note if my participants shared the same views. One belief that was common between both studies was that "Emergent from our findings was a need among the teachers to work towards a 'standard' model for learners, largely for pragmatic reasons related to examinations and employment" (Young et al., 2016, p. 15).

The last comparison to Young et al. (2016), the need for further research on this topic, I wholeheartedly agree with. A was noted by the authors,

> we advocate further research which looks at the relationship between teacher cognitions of language variety and the extent to which those cognitions inform classroom practice. Are some varieties more difficult or easier to teach or learn than others? How do certain varieties influence teaching methodology? And how do reflections on practice inform decisions concerning choice of variety, if at all? In sum, there is still much work needed to enhance our understandings of the complex relationship between language varieties and classroom practice (Young et al., 2016, p. 17).

4.4 Emergent Themes

Although the completion pool was small, the survey's thoroughness and rigor of design created exciting spaces within this inquiry and dissertation process. By examining these results using quantitative data analysis, three themes emerged that were not part of the inquiry question process. These themes were OCF strategies learning the L1, time spent teaching pronunciation, and the survey completion rate itself.

It was always a crucial part of this investigation that teachers be asked about their own beliefs regarding pronunciation. As previously noted, even if teachers are not aware of their LTI construction(s), they are still drawing on previous language learning and teaching experiences to inform their classroom decisions. So, using a 7-point Likert scale measuring usefulness/uselessness, teachers were asked to rate all of the six OCF strategies previously discussed. While I was surprised by the answer that explicit correction was the most effective strategy when the participants were learning English, it is again supported by Menard-Warwick (2014) who notes that teachers build their identities because of the ways they have experienced the world. Logically, the way they have learned English will inform their classroom decisions, too. Furthermore, the second most useful strategy did match what teachers are using in their classrooms, recasts. Clarification requests and metalinguistic clues were thought moderately effective, while elicitation and repetition were thought mostly useless, which mirrors teachers own strategies used in the scenario sections previously discussed.

Next, I noted that participants indicated that teaching pronunciation was important, but only spent an average of 11.9% of their time teaching this component (Figure 4). In contrast, both explicit grammar and vocabulary instruction combined constituted 44.1% of total class time. While speaking and vocabulary are important components, they need to include a pronunciation component for effective retention of the materials. This class time breakdown contradicts the participants' number one concern of teaching phonemes in the L2 classroom, which is explicit pronunciation instruction of isolated sounds (Figure 2).

One theme that surprisingly emerged from this inquiry was the willingness of respondents to not complete the survey, stopping approximately halfway through. While completion rates are generally lower than response rates, feedback received from the survey reflection portion noted

that some participants were surprised that the survey was as long and detailed as it was. Since this information was stated on the opening page with approximate completion time and number of questions, I can perhaps deduce that these teachers were unfamiliar with the rigors of a dissertation survey. That is, as practitioners who do not conduct research, even participatory action research, they were unfamiliar with the rigor involved in completing a survey. However, this researcher must also note possible reasons for incompletion may be due to boredom or difficulty, which is a fault of the survey design itself. One possibility for future research is to "pick and choose" from this extensive question pool to create shorter surveys that may be more conducive for completing.

4.5 Findings Summary

In conclusion, although this study was small scale, with only 10 participants completing it, interesting themes emerged. Teachers relied more on explicit corrections in their classrooms than expected, until one considered that teachers' thought that explicit correction was the most useful OCF strategy when they were learning English themselves. Also, with veteran teachers as the participants, using explicit correction may not have been a problem, given the years of experience in the ESOL classroom each teacher has.

While there were positives, the pronunciation section showed that noting different varieties of English that have different pronunciation than the participants as incorrect or unacceptable was alarming. Teachers, especially veteran teachers, need to know their students' language learning histories, which entails knowing about other varieties of English than the teachers' own, in this case, other varieties than American English. In the future, if teachers were to take this or a similar survey at their place of practice, administration would be able to use similar findings as the impetus

for much needed professional development opportunities on World Englishes and avoiding linguistic imperialism.

5.0 Conclusions and Recommendations

5.1 Overview

Completing this inquiry has been an eye-opening experience. The role of researcher and teacher should be a necessary balance for all educators. For, informed classroom practices inform research, and research is needed to avow or disavow classroom practices that may be ineffective or even harmful. As such, I am proposing two sets of recommendations based on the findings of this dissertation in practice.

5.2 Recommendations for Practice

From the analysis of the data, the main recommendation for practice is that teachers must become familiar with more English varieties than their own. This can be accomplished by simple means like a dictionary search to determine a different variety of pronunciation to immersion and cultural exchange in a different variety of English. More formal information can be disseminated through localized professional development in the teachers' places of practice. Reading the works of Kachru and Widdowson would be especially helpful. Teachers must actively self-reflect on their LTIs to make sure they are respecting all varieties of English and not just the teachers' own. While researchers like Kachru (1992) have noted a polarization of native versus non-native speakers of English, this researcher's inquiry shows that some American English-speaking teachers incorrectly assumed British English pronunciations were incorrect or unacceptable.

Further, I would note that teachers need to be explicitly taught, again through the medium of professional development initiatives, that all English speakers, no matter what variety need to be respected. For, as Liddicoat and Scarino (2013) noted, communication is "a complex performance of identity" (p. 13).

5.3 Recommendations for Research

Several times throughout this dissertation the paucity of LTI research, especially regarding teacher perceptions of LTI, has been noted. There are still too few studies on this critical SLA topic, even with the focus of the last few years. Critical self-reflection and analysis can easily be done as participatory action research with teachers examining themselves. Examining our own metalinguistic clues and strategies helps to inform our classroom decisions. Since the world is effectively shrinking, by which I mean teachers are exposed to an ever-greater variety of students from different languages and English learning histories through the online medium, so research will need to be conducted at the intersection of these L1 teachers and their L2 students. In future, I would like to continue to refine this survey so that it becomes a protocol that can be used to focus professional development for existing teachers and to help hone and refine empathetic characteristics and overall LTIs for teachers new to a place of practice. ESOL continues to grow as a career and field, and we must adapt to our new challenges by conducting and reviewing research that unites academic rigor with the complexities of the 21st Century language classroom.

6.0 Dissemination Plan

6.1 Overview

Throughout this investigative process, I have realized the paramount importance of dissemination of this research. Currently, the exegesis of this document exists only as part of a dissertation requirement at the university. Without further dissemination, the findings and ideas for future research remain bottled up. Thus, eventual diffusion of the findings was a critical component of the impetus for this study, and one that has been a key concept of my motivation for pursing doctoral studies in the first place. Since we know that the researcher's prerogative may not match the practioner's oeuvre (Legutke, 2016), showing that scholarly research can be conducted by practicing professionals—no matter what topic—helps all TESOL practioners. Specifically, as the paucity of LTI research has been noted time and again in this document, any fomentation of these ideas should be welcomed by the ESOL community.

6.2 Future Dissemination Plans

The TESOL community at large needs to see research on LTIs investigations especially for the hundreds of thousands of ESOL teachers worldwide that are already practicing yet have no experience with self-reflection and self-analysis of their own LTIs. Ideally, professional development at the micro-level is the best time usage for teachers to eventually learn how to analyze their decision processes, but first they must learn why they should conduct this reflection

in the first place. As such, highlighting the results from this investigation needs to be approached from two different, yet symbiotic stances, written and presented interactions with the research findings.

6.2.1 Written Broadcasts

In part to fulfill the dissemination requirements of this degree and in larger part because of the need, the primary means of dissemination envisioned by this researcher has always been publication. While not all ESOL teachers are conducting research, through sources like *TESOL Quarterly* and *The Modern Language Journal*, practioners in the field keep abreast of current topics. My ultimate aim has always been to raise consciousness of how LTIs inform classroom decisions, particularly regarding a fractious component such as OCF strategies regarding pronunciation. As Menard-Warwick (2014) showed, in constructing identities for themselves and their students, teachers drew upon familiar ways based upon their own LTIs to repropagate ways of conceptualizing the world, and English teaching, based upon their own experiences (p. 182). Teachers cannot critically self-examine their LTIs if they are not conscious of the processes and experiences involved to construct them in the first place. As a result, teachers need to see and/or read about these processes as a first step to critical self-analysis of their own classroom decisions. So, reading about this research—and future research like it—is a first step in a greater dissemination process across TESOL parameters.

6.2.2 Presentation and Conference Propagations

Besides the written means aforementioned, another key means of distribution is via presentations at conferences. Both the TESOL and IATEFL associations have international conferences each year, in the United States and the United Kingdom, respectively. With most practitioners being teachers and administrators and not academicians, practical knowledge of the LTI problem can be quickly disseminated via presentation sessions. Indeed, the Intercultural Communication and Teacher Education interest sections (using TESOL's nomenclature for them) request presentation topics that would be beneficial for the widest audience. Since all language teachers have language learning experiences and are in the continual process of constructing, reforging, and reshaping their own LTIs---consciously or subconsciously—the widest possible audience must be reached for this initial research. My plan is to submit for presentation at TESOL 2020 and build connections from there for future research opportunities on this critical topic.

6.3 Concluding Remarks

This dissertation process and research analysis has shown that there is a dearth of research concerning working ESOL teachers in the field in the newer study area of LTIs in SLA. Surveying teachers as to their classroom beliefs and choices is another important step in furthering this area in TESOL. Legutke (2016) particularly noted that a discursive gulf exists between language researchers and TESOL practioners with the result being that language teachers are being marginalized in the research and publication arenas. Therefore, dissemination and publication of this research in practioners journals and presenting at conferences is critical to disseminate this

message further and link the seemingly co-existing yet currently diametrically opposite fields of

language researchers and language teachers. Furthermore, research on this topic will also help me

as a practitioner. For, the importance of this topic reflects issues I confront in my global language

classroom every day. Surely, when Descartes wrote, *je pense, donc je suis* (I think, therefore, I

am), I can extrapolate to "I analyze my language teacher identities, therefore I am what I

consciously teach."

Dissertation Survey (FINAL)

The purpose of this research study is to ascertain language teachers' views on oral corrective feedback (OCF) strategies they use in the English to Speakers of Other Languages (ESOL) classroom regarding pronunciation. For that reason, we will be surveying ESOL teachers to ask them to self-reflect on these strategies and their experiences to complete a brief (approximately 20 minutes) questionnaire. If you are willing to participate, our questionnaire will ask about background (e.g., age, years of education, years of teaching, teaching experiences), as well as about OCF, pronunciation, and self-reflection questions as to the efficacy of the survey instrument itself. There are no foreseeable risks associated with this project; you will be providing feedback on this survey instrument that may be used as a future protocol for ESOL teachers. This is an entirely anonymous questionnaire, and so your responses will not be identifiable in any way; no personally identifiable information (PII) will be generated. All responses are confidential, and results will be kept under lock and key on a protected and encrypted portable hard drive (electronic copies). Your participation is voluntary, and you may withdraw from this project at any time. Your responses will not be identifiable in any way; no personally identifiable information (PII) will be generated as a result of participating and no identifiable information, including IP address, will be collected. Please note because we will not be able to connect your identity to your individual responses, any data collected up to that point will continue to be used.

This study is being conducted by Jessica Raczkowski at the University of Pittsburgh, who can be reached at +1.570.814.6074 or jkr30@pitt.edu if you have any questions.

How important are the following when teaching pronunciation in the ESOL classroom?

	Extreme ly important (1)	Ve ry important (2)	Moderat ely important (3)	Slight ly important (4)	N ot at all important (5)
Teachi ng clear pronunciation (ability of the listener to understand the speaker) (1)	○	○	○	○	○
Teachi ng correct pronunciation (pronouncing each word as compared to a perceived variety of English) (2)	○	○	○	○	○
Teachi ng physical placement and movement of the speech organs to make sounds (3)	○	○	○	○	○
Focusi ng on individual word stress (stress on the correct syllable) (4)	○	○	○	○	○
Focusi ng on sentence stress (connected speech and tonic	○	○	○	○	○

prominence [stressed words]) (5)					
Teaching intonation (e.g. rising intonation for questions one doesn't know the answer to) (6)	◯	◯	◯	◯	◯

Are there any ideas that are important to teaching pronunciation in the ESOL classroom that were not mentioned in the previous question? If so, please list them (separated by a comma). If none, write **NA**.

_____

What do you consider important when teaching pronunciation in the ESOL classroom? (Check all that apply.)

☐ Connected speech (1)

☐ Intonation (2)

☐ Sentence stress (3)

☐ Sounds (4)

☐ Word Stress (5)

Are there any other factors that you consider important when teaching pronunciation other than connected speech, intonation, sentence stress, sounds, and word stress that were not listed? If so, what are they? If nothing, write **NA**.

_____

_____

_____

_____

_____

How important do you consider the following when teaching pronunciation in the **L1 (first language)** English classroom?

	Extremely important (1)	Very important (2)	Moderately important (3)	Slightly important (4)	Not at all important (5)	Not applicable (6)
Connected speech (1)	○	○	○	○	○	○
Intonation (2)	○	○	○	○	○	○
Sentence stress (3)	○	○	○	○	○	○
Sounds (4)	○	○	○	○	○	○
Word Stress (5)	○	○	○	○	○	○

How important do you consider the following when teaching pronunciation in the **English as a second or subsequent language (L2, L3, etc.)** classroom?

	Extre mely important (1)	V ery importan t (2)	Moder ately important (3)	Slig htly important (4)	N ot at all importa nt (5)	N ot applicab le (6)
Conn ected speech (1)	○	○	○	○	○	○
Intona tion (2)	○	○	○	○	○	○
Sente nce stress (3)	○	○	○	○	○	○
Sound s (4)	○	○	○	○	○	○
Word Stress (5)	○	○	○	○	○	○

If your answers differed between what is important when **teaching** English pronunciation as an L1 vs. L2, why did they differ? If they did not differ, write **NA**.
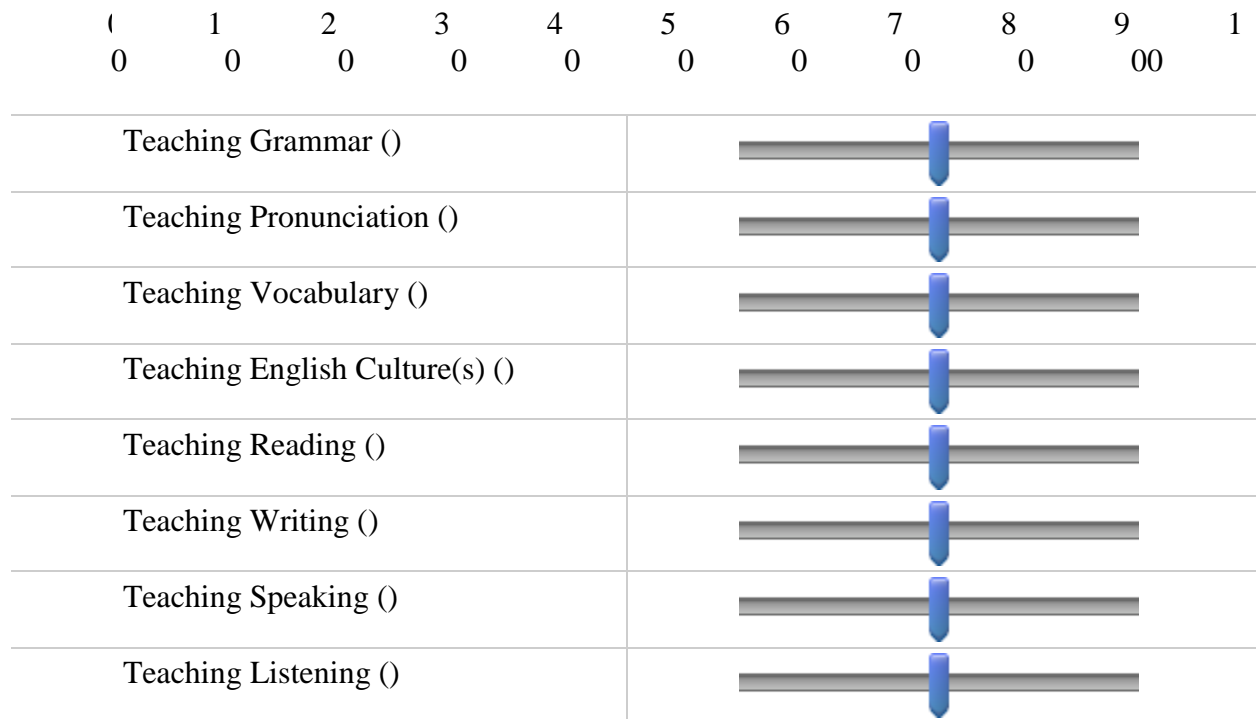
_____

_____

_____

_____

_____

How important are the following when speaking **English as a first language (L1)**?

	Extremely important (1)	Very important (2)	Moderately important (3)	Slightly important (4)	Not at all important (5)
Using clear pronunciation (ability of the listener to understand the speaker) (1)	○	○	○	○	○
Using correct pronunciation (pronouncing each word as compared to a perceived variety of English) (2)	○	○	○	○	○
Using correct word stress (3)	○	○	○	○	○
Using correct sentence stress (4)	○	○	○	○	○
Using correct intonation (5)	○	○	○	○	○

How important are the following when speaking **English as a second or subsequent language (L2, L3, etc.)**?

	Extreme ly important (1)	Ver y important (2)	Moderate ly important (3)	Slightl y important (4)	N ot at all important (5)
Usin g clear pronunciatio n (ability of the listener to understand the speaker) (1)	○	○	○	○	○
Usin g correct pronunciatio n (pronouncin g each word as compared to a perceived variety of English) (2)	○	○	○	○	○
Usin g correct word stress (3)	○	○	○	○	○
Usin g correct sentence stress (4)	○	○	○	○	○
Usin g correct intonation (5)	○	○	○	○	○

If your answers differed between what is important when **speaking** English as an L1 vs. L2, why did they differ? If they did not differ, write **NA**.

_____

_____

_____

_____

_____

What percentage of your class time (thinking about an average class), do you spend on the following main aspects? (The total must add up to 100%.)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 00 | |

Teaching Grammar ()	
Teaching Pronunciation ()	
Teaching Vocabulary ()	
Teaching English Culture(s) ()	
Teaching Reading ()	
Teaching Writing ()	
Teaching Speaking ()	
Teaching Listening ()	

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Thinking of the following oral corrective feedback strategies, how often do you use them in your average ESL/EFL English class?

	Always: 100% of the time (1)	Usually: 80-99% of the time (2)	Frequently: 60-79% of the time (3)	Sometimes: 40-59% of the time (4)	Occasionally: 20-39% of the time (5)	Rarely: 1-19% of the time (6)	Never: 0% of the time (7)
Explicit correction (indicating the error and its correction) (1)	○	○	○	○	○	○	○
Recast (Teacher reformulates using correction without alerting student) (2)	○	○	○	○	○	○	○
Clarification request (e.g., "Excuse me?") (3)	○	○	○	○	○	○	○
Metalinguistic clues (e.g., "Do we say it like that?") (4)	○	○	○	○	○	○	○
Elicitation (e.g., "Say that again.") (5)	○	○	○	○	○	○	○

Rep etition (repeating the error and using intonation to highlight it) (6)	○	○	○	○	○	○ ○

Are there other oral corrective feedback strategies that you use that were not named in the previous question? If so, please list them here. Separate each strategy used by a comma. If none, write **NA**.

_____

Thinking of the following oral corrective feedback strategies, how **important** are they when correcting pronunciation?

	Extrem ely important (1)	Ve ry important (2)	Moderat ely important (3)	Sligh tly important (4)	N ot at all importan t (5)
Explicit correction (1)	○	○	○	○	○
Recasts (2)	○	○	○	○	○
Clarificati on requests (3)	○	○	○	○	○
Metalingui stic clues (4)	○	○	○	○	○
Elicitation (5)	○	○	○	○	○
Repetition (6)	○	○	○	○	○

Thinking of the following oral corrective feedback strategies, how **effective** do you find them when correcting pronunciation?

	Extremely effective (1)	Very effective (2)	Moderately effective (3)	Slightly effective (4)	Not effective at all (5)	Not applicable/not used (6)
Explicit correction (1)	○	○	○	○	○	○
Recasts (2)	○	○	○	○	○	○
Clarification requests (3)	○	○	○	○	○	○
Metalinguistic clues (4)	○	○	○	○	○	○
Elicitation (5)	○	○	○	○	○	○
Repetition (6)	○	○	○	○	○	○

Thinking about your average class, when do you correct the utterance if the

	After the first time (1)	After the second time (2)	After the third or more times (3)	I don't correct this (4)
word or sentence meaning is unclear? (1)	○	○	○	○
pronunciation is different than the English variety standard (e.g. "pine tree" sounds like "pin tree")? (2)	○	○	○	○
intonation is different than intended (e.g., not using rising intonation for a question, speaking in a monotone)? (3)	○	○	○	○

Thinking about your average class period--whatever length of time that may be--, how often do you do the following?

	A lways: 100% of the time (1)	U sually: 80-99% of the time (2)	Fre quently: 60-79% of the time (3)	So metimes: 40-59% of the time (4)	Occ asionally: 20-39% of the time (5)	R arely: 1-19% of the time (6)	N ever: 0% of the time (7)
t each pronunc iation as its own topic? (1)	○	○	○	○	○	○	○
t each pronunc iation embedd ed in another topic, like vocabul ary? (2)	○	○	○	○	○	○	○
g ive oral correcti ve feedbac k regardin g pronunc iation? (3)	○	○	○	○	○	○	○

give written corrective feedback regarding pronunciation? (4)	○	○	○	○	○	○	○
use the International Phonetic Alphabet (IPA) when teaching pronunciation? (5)	○	○	○	○	○	○	○
play recordings that feature only your variety of English being used? (6)	○	○	○	○	○	○	○

| p lay recordings that feature a variety of Englishes being used? (7) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

The following scenarios take a closer look at how you would use English in your classroom. In the following scenarios, certain words are highlighted. Indicate what oral corrective feedback strategies, if any, you would use in this specific instance. You are focusing on the error in **bold**. *Check ALL the choices that you would use.*

Student: "I think I'm really shy. I don't like to **smile** (sounds like *smell*) much. I'm quiet and don't have many friends. What about you; do you have many friends?"

☐ explicit correction (1)

☐ recasts (2)

☐ clarification requests (3)

☐ metalinguistic clues (4)

☐ elicitation (5)

☐ repetition (6)

☐ I would not correct (7)

Student: "I think I'm really shy. I don't like to smile much. I'm **quiet** (says *quite* instead of *quiet*) and don't have many friends. What about you; do you have many friends ?"

☐ explicit correction (1)

☐ recasts (2)

☐ clarification requests (3)

☐ metalinguistic clues (4)

☐ elicitation (5)

☐ repetition (6)

☐ I would not correct (7)

Student: "I think I'm really shy. I don't like to smile much. I'm quiet and don't have many friends. What about you; **do you have many friends** (no rising intonation for a question that the student does not know the answer to)?"

☐ explicition correction (1)

☐ recasts (2)

☐ clarification requests (3)

☐ metalinguistic clues (4)

☐ elicitiation (5)

☐ repetition (6)

☐ I would not correct (7)

The following scenarios take a closer look at how you would use English in your classroom. In the following scenarios, certain words are highlighted. Indicate what oral corrective feedback strategies, if any, you would use in this specific instance. You are focusing on the error in **bold**. *Check **ALL** the choices that you would use.*

We had a great weekend! We went to the **beach** (sounds like *bich*) and I went swimming. It was very fun.

☐ explicit correction (1)

☐ recasts (2)

☐ clarifcation requests (3)

☐ metalinguistic cluues (4)

☐ elicitation (5)

☐ repetition (6)

☐ I would not correct (7)

We had a great weekend! We went to the beach and I went swimming. It was **very** (sounds like berry) fun.

☐ explicit correction (1)

☐ recasts (2)

☐ clarification requests (3)

☐ metalinguistic clues (4)

☐ elicitation (5)

☐ repetition (6)

☐ I would not correct (7)

We had a great weekend! We went to the beach and I went swimming. It was very **fun** (says *funny* instead of *fun*).

☐ explicit correction (1)

☐ recasts (2)

☐ clarification requests (3)

☐ metalinguistic clues (4)

☐ elicitation (5)

☐ repetition (6)

☐ I would not correct (7)

The following examples use the International Phonetic Alphabet (IPA) for pronunciation. The pronunciation examples themselves were retrieved from the Oxford English Dictionary. *Check all that apply.*

Think about your language learning student in your average class using the following pronunciation. You do not have to use all of the boxes. SCHEDULE (N)

	Correct pronunciation (the standard pronunciation of this word in a variety of English) (1)	Acceptable pronunciation (the meaning is clear, but it may be a different pronunciation than the one you use) (2)	Incorrect pronunciation (3)	Unacceptable pronunciation (4)	How I pronounce this word (5)
SHED-yule /ˈʃɛd͵juːl/ (1)	☐	☐	☐	☐	☐
SKED-you-el /ˈskɛ͵dʒul/ (2)	☐	☐	☐	☐	☐
SKED-gel /ˈskɛ͵dʒəl/ (3)	☐	☐	☐	☐	☐
SHEH-jewel /ˈʃɛ͵djʊl/ (4)	☐	☐	☐	☐	☐

Think about your language learning student in your average class using the following pronunciation. You do not have to use all of the boxes. CONTROVERSY (N)

	Correct pronunciation (the standard pronunciation of this work in a variety of English) (1)	Acceptable pronunciation (the meaning is clear, but it may be a different pronunciation than the one you use) (2)	Incorrect pronunciation (3)	Unacceptable pronunciation (4)	How I pronounce this word (5)
CON-tre-veh-see /ˈkɒn,trə,vəː,si/ (1)	☐	☐	☐	☐	☐
ken-TREH-veh-see /,kənˈtrɒ,və,si/ (2)	☐	☐	☐	☐	☐
CON-tra-ver-see /ˈkɑn,trəˌvər,si/ (3)	☐	☐	☐	☐	☐

Think about your language learning student in your average class using the following pronunciation. Drag the word into the appropriate box. You do not have to use all of the boxes.

PENALIZE (V)

	Correct pronunciation (the standard pronunciation of this work in a variety of English) (1)	Acceptable pronunciation (the meaning is clear, but it may be a different pronunciation than the one you use) (2)	Incorrect pronunciation (3)	Unacceptable pronunciation (4)	How I pronounce this word (5)
PEE-nehl-ihze /ˈpiː,nə,lʌɪz/ (1)	☐	☐	☐	☐	☐
PEE-nl-ihze /ˈpiː,nl̩,ʌɪz/ (2)	☐	☐	☐	☐	☐
PEN-hl-ize /ˈpɛn,l,aɪz/ (3)	☐	☐	☐	☐	☐
PEE-nl-ize /ˈpin,l,aɪz/ (4)	☐	☐	☐	☐	☐

Think about your language learning student in your average class using the following pronunciation. Drag the word into the appropriate box. You do not have to use all of the boxes. ADULT (ADJ and N)

	Correct pronunciation (the standard pronunciation of this work in a variety of English) (1)	Acceptable pronunciation (the meaning is clear, but it may be a different pronunciation than the one you use) (2)	Incorrect pronunciation (3)	Unacceptable pronunciation (4)	How I pronounce this word (5)
AD-ult /'ad,ʌlt/ (1)	☐	☐	☐	☐	☐
uh-DOLT /,ə'dʌlt/ (2)	☐	☐	☐	☐	☐
uh-DULT /,ə'dəlt/ (3)	☐	☐	☐	☐	☐
AH-dult /'æ,dəlt/ (4)	☐	☐	☐	☐	☐

Think about your language learning student in your average class using the following pronunciation. Drag the word into the appropriate box. You do not have to use all of the boxes.

BROCHURE (N)

	Correct pronunciation (the standard pronunciation of this work in a variety of English) (1)	Acceptable pronunciation (the meaning is clear, but it may be a different pronunciation than the one you use) (2)	Incorrect pronunciation (3)	Unacceptable pronunciation (4)	How I pronounce this word (5)
BRO-shuh /ˈbrəʊˌʃə/ (1)	☐	☐	☐	☐	☐
bre-SHUH /ˌbrəˈʃʊə/ (2)	☐	☐	☐	☐	☐
bro-SHUY /ˌbroʊˈʃjʊə/ (3)	☐	☐	☐	☐	☐
bro- SURE /ˌbroʊˈʃʊ(ə)r/ (4)	☐	☐	☐	☐	☐

End of Block: Pronunciation Examples

The following questions are about English language learning and language learning experiences in general.

English is my _____ language.

○ first (1)

○ second (2)

○ third (3)

○ fourth or more (4)

I first learned to speak English _____.

○ at home (1)

○ in primary/elementary school (ages 5-12) (2)

○ in secondary/high school (ages 13-18/19) (3)

○ in university (4)

○ as an adult (18+) but not at university (5)

Using the **Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)**, how would you rate your overall English ability?

○ A1 (Breakthrough or beginner) (1)

○ A2 (Waystage or elementary) (2)

○ B1 (Threshold or intermediate) (3)

○ B2 (Vantage or upper intermediate) (4)

○ C1 (Effective operational proficiency or advanced) (5)

○ C2 (Mastery or proficiency) (6)

Thinking about your English learning history, how useful were these oral corrective feedback strategies for you personally?

	Extremely useful (1)	Moderately useful (2)	Slightly useful (3)	Neither useful nor useless (4)	Slightly useless (5)	Moderately useless (6)	Extremely useless (7)
explicit correction (1)	☐	☐	☐	☐	☐	☐	☐
recasts (2)	☐	☐	☐	☐	☐	☐	☐
clarification requests (3)	☐	☐	☐	☐	☐	☐	☐
metalinguistic clues (4)	☐	☐	☐	☐	☐	☐	☐
elicitation (5)	☐	☐	☐	☐	☐	☐	☐
repetition (6)	☐	☐	☐	☐	☐	☐	☐

Thinking about your English learning history, how important were these pronunciation ideas for you personally when learning to speak English?

	Extreme ly important (1)	Ve ry important (2)	Moderat ely important (3)	Slight ly important (4)	N ot at all important (5)
Learni ng clear pronunciation (ability of the listener to understand the speaker) (1)	○	○	○	○	○
Learni ng correct pronunciation (pronouncing each word as compared to a perceived variety of English) (2)	○	○	○	○	○
Learni ng physical placement and movement of the speech organs to make sounds (3)	○	○	○	○	○
Focusi ng on individual word stress (stress on the correct syllable) (4)	○	○	○	○	○

Focusing on sentence stress (connected speech and tonic prominence [stressed words]) (5)	○	○	○	○	○
Learning intonation (e.g. rising intonation for questions one doesn't know the answer to) (6)	○	○	○	○	○

What variety of English would you say you speak?

○ American English (1)

○ Australian English (2)

○ British English (3)

○ Canadian English (4)

○ Caribbean English (5)

○ Indian English (6)

○ Irish English (7)

○ New Zealand English (8)

○ Nigerian English (9)

○ Singaporean English (10)

○ South African English (11)

○ Other (12)

If you answered "other" in the previous question, please write which variety of English you speak. (If your variety was listed in the previous question, please write **NA**).

_____

In addition to English, what other languages do you speak? Please separate each language with a comma. If you only speak English, please write **NA**.

_____

End of Block: English and Language Learning

✳

How many years have you been teaching ESL/EFL total? (Please answer in whole years rounding up if more than 6 months and rounding down if less than 6 months. If the time is less than 1 year, write the decimal equivalent, e.g. six months would be 0.5.)

_____

✳

How many years have you been teaching ESL/EFL here in your current position? (Please answer in whole years rounding up if more than 6 months and rounding down if less than 6 months. If the time is less than 1 year, write the decimal equivalent, e.g. six months would be 0.5.)

_____

✳

How many years have you been teaching, including other subjects? (Please answer in whole years rounding up if more than 6 months and rounding down if less than 6 months. If the time is less than 1 year, write the decimal equivalent, e.g. six months would be 0.5.)

_____

What other subjects, if any, have you taught **to ESOL students**? (Choose all that apply.)

☐ Language (other than English) (1)

☐ History (2)

☐ Arts (3)

☐ Drama (4)

☐ Mathematics (5)

☐ English Literature (6)

☐ Social Sciences (e.g. Psychology) (7)

☐ Natural Sciences (e.g. Chemistry) (8)

☐ Technology/Computers (9)

What other subjects have you taught **to non-ESOL students, e.g. L1 English speakers or in a language other than English**? (Choose all that apply.)

☐ Language (other than English) (1)

☐ History (2)

☐ Arts (3)

☐ Drama (4)

☐ Mathematics (5)

☐ English Literature (6)

☐ Social Sciences (e.g. Psychology) (7)

☐ Natural Sciences (e.g. Chemistry) (8)

☐ Technology/Computers (9)

What is your highest degree of education attained?

○ High school diploma or equivalent (1)

○ Associate's degree or equivalent (2)

○ Bachelor's degree or equivalent (3)

○ Master's degree or equivalent (4)

○ Doctoral degree or equivalent (5)

What is your age? (If you prefer not to answer, please write "**prefer not to answer**".)

_____

What country do you live in now? (If you prefer not to answer, please write "**prefer not to answer**".)

_____

What countries have you lived in in the past? Please separate each answer by a comma. (If you prefer not to answer, please write "**prefer not to answer**".)

_____

What countries, including the one you are currently working in, have you taught in? Please separate each answer by a comma. (If you prefer not to answer, please write "**prefer not to answer**".) If you have not taught in a different country, please write **NA**.

_____

How many countries, besides the one you are currently living in, have you visited?

○ 0 (I've never been outside the country I live in) (1)

○ 1-5 (2)

○ 6-10 (3)

○ 11-15 (4)

○ 16-20 (5)

○ 21+ (6)

Choose the approximate location on the map (click on) the place that speaks the English variety you identify the most with.

What topic(s) did you expect to be discussed in this survey that was not? Separate each topic by a comma. If **none**, please write "**NA**".

_____

What question(s) did you expect that were not included in this survey? Separate each question by a comma. If **none**, please write "**NA**".

_____

Based on your experience, what can be added to this survey to improve it? Separate each idea by a comma. If **nothing**, write "**NA**".

_____

Do you think a survey such as this should be part of an ESL/EFL teacher's hiring process? Why or why not?
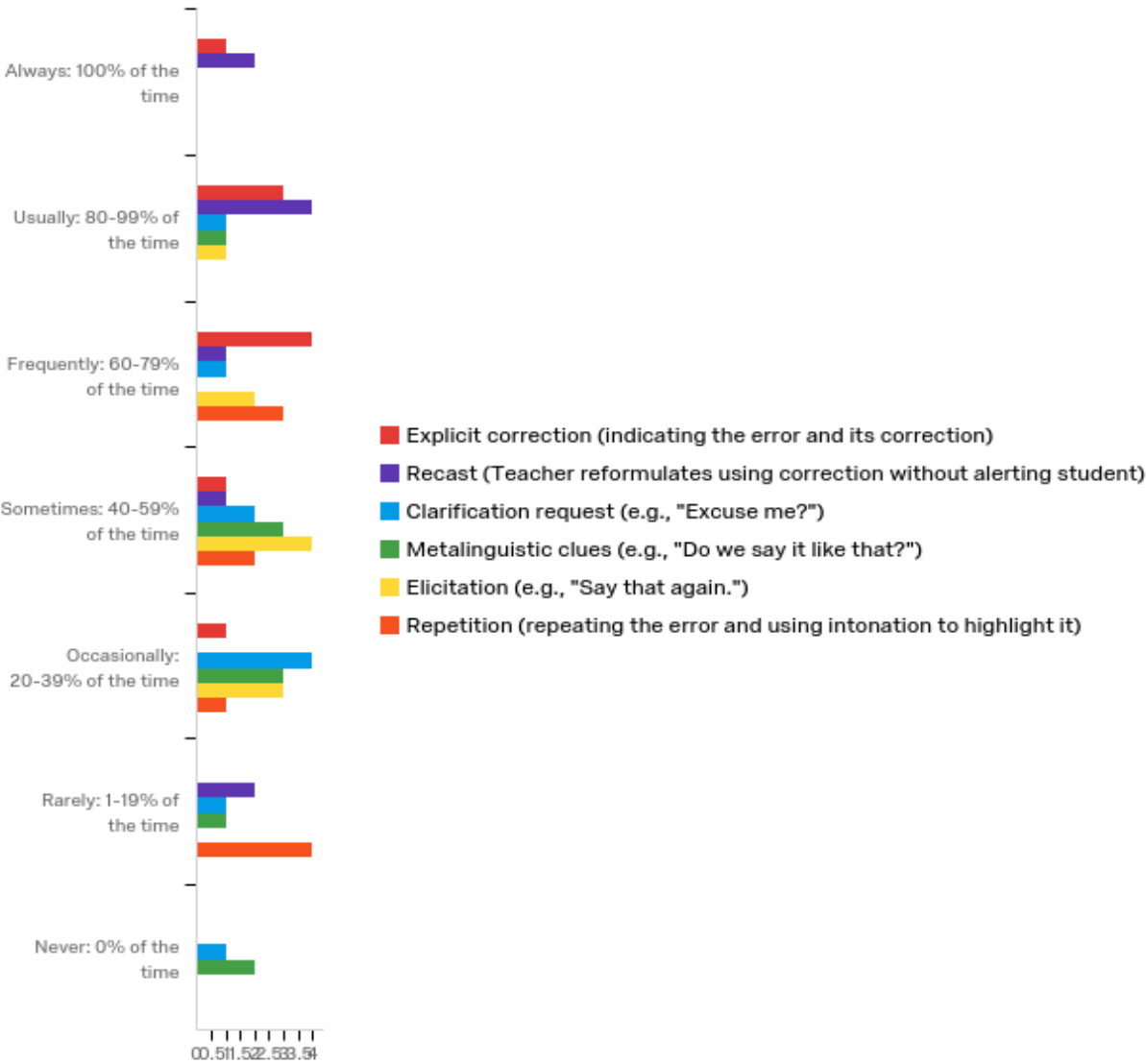
_____

How was your experience taking this survey?

○ Extremely positive (1)

○ Moderately positive (2)

○ Slightly positive (3)

○ Neither positive nor negative (4)

○ Slightly negative (5)

○ Moderately negative (6)
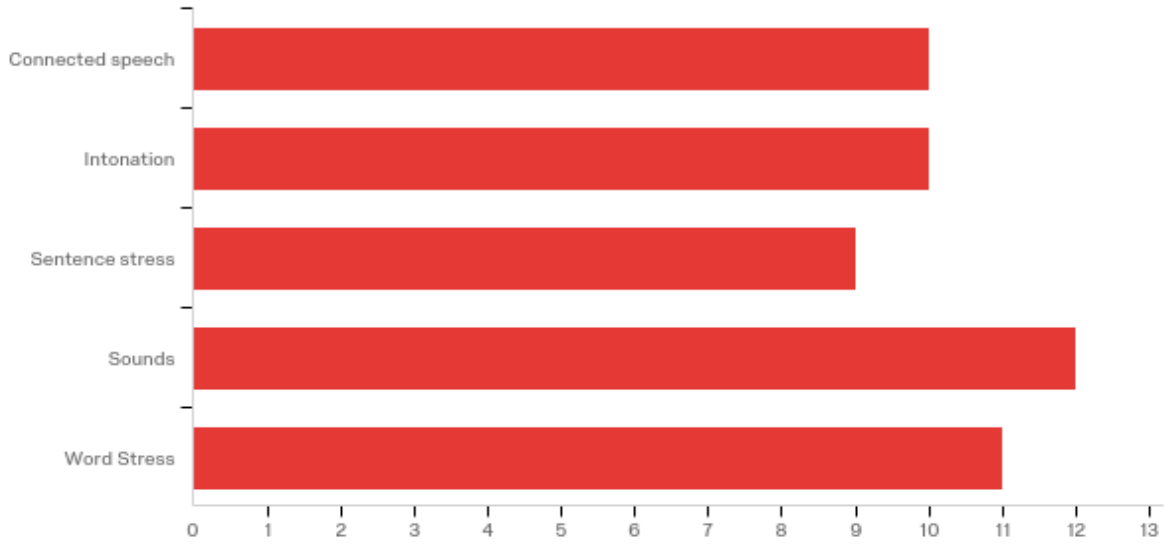
○ Extremely negative (7)

End of Block: Final Thoughts

Figure 1. Thinking of the following oral corrective feedback strategies, how often do you use them in your

average ESL/EFL English class?

#	Answer	%	Count
1	Connected speech	19.23%	10
2	Intonation	19.23%	10
3	Sentence stress	17.31%	9
4	Sounds	23.08%	12
5	Word Stress	21.15%	11
	Total	100%	52

Figure 2. What do you consider important when teaching pronunciation in the ESOL classroom?
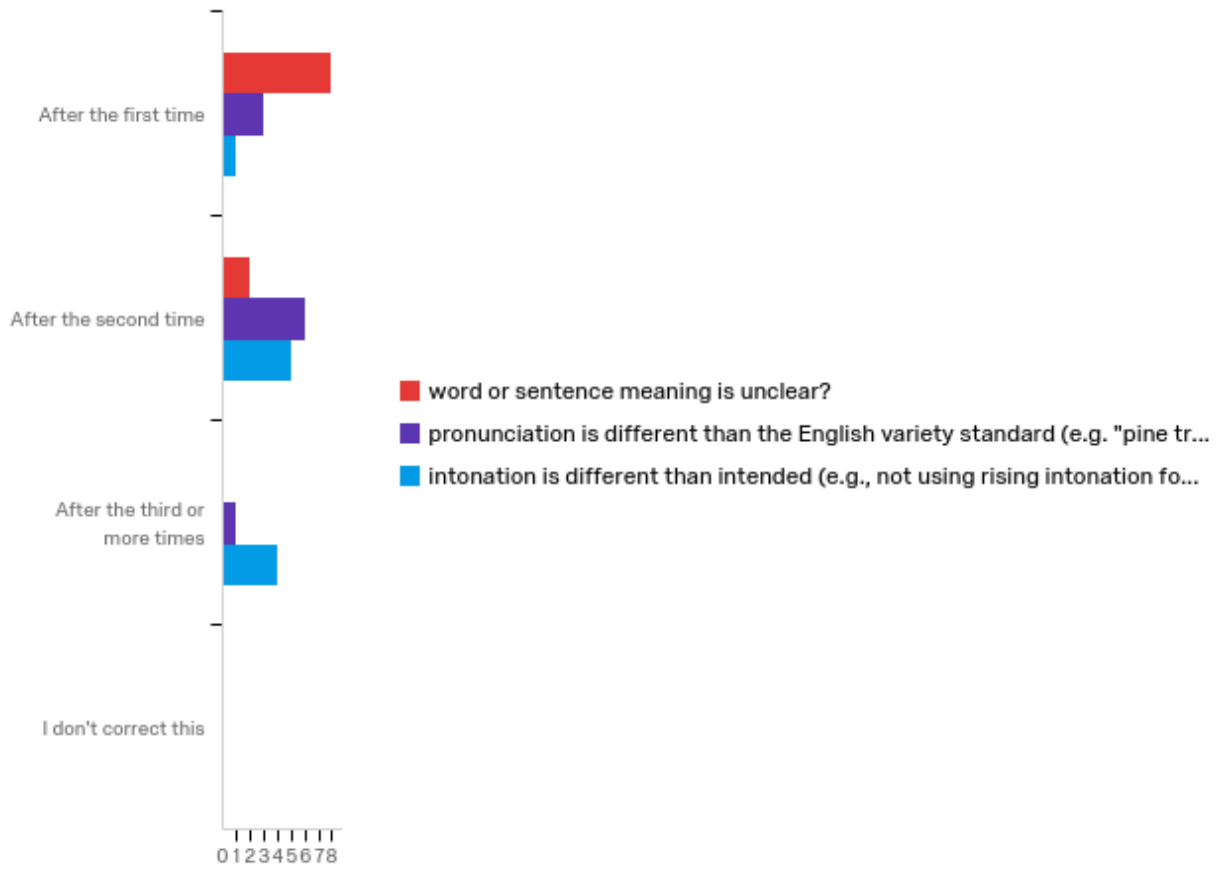
Figure 3. When do you correct an error?

Teaching Grammar — 20.6

Teaching Pronunciation — 11.9

Teaching Vocabulary — 23.5

Teaching English Culture(s) — 7.4

Teaching Reading — 11.5

Teaching Writing — 11.3

Teaching Speaking — 16.4

Teaching Listening — 12.1
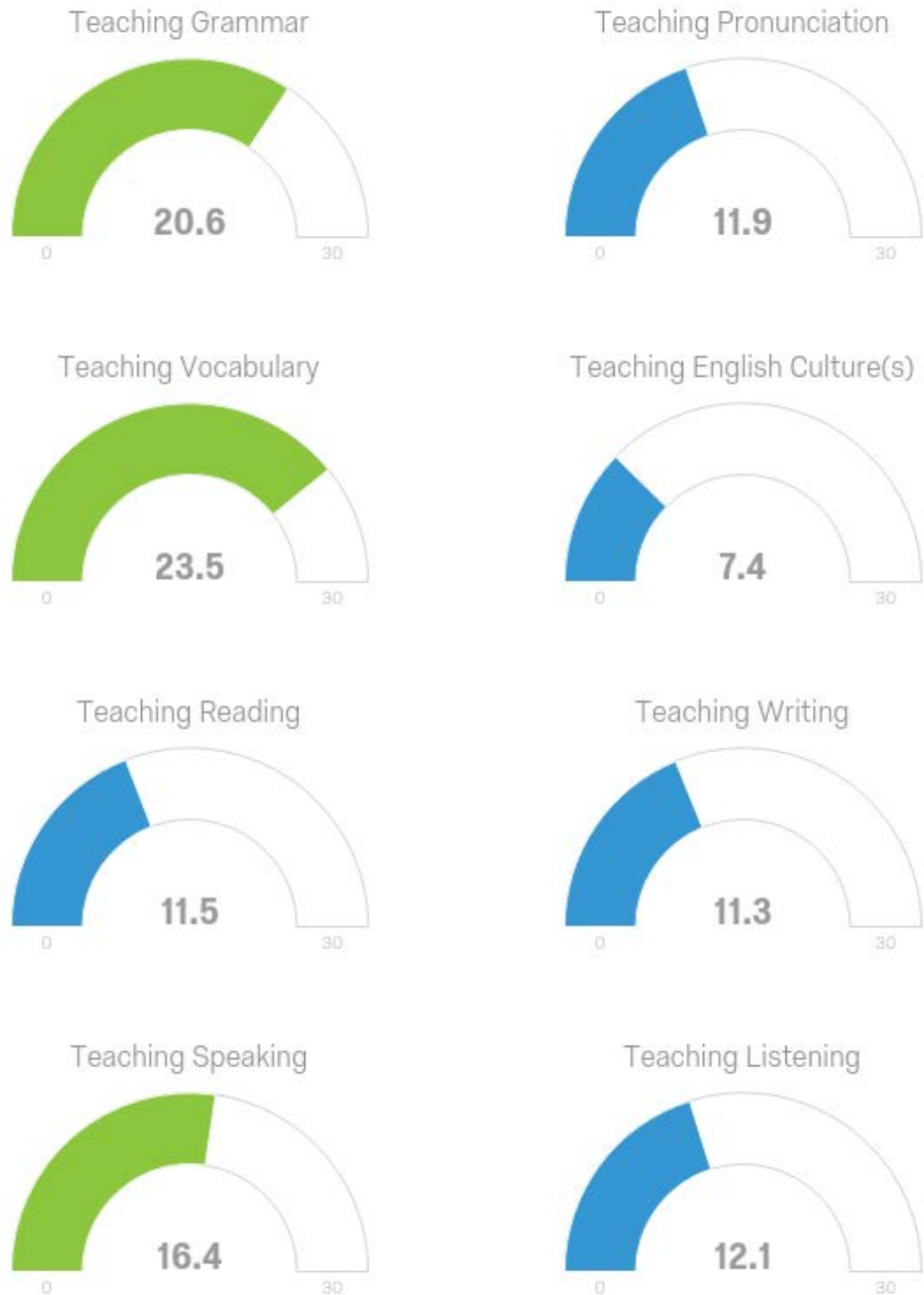
Figure 4. Percentage of class time by topic

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