

An Investigation of EFL Teachers' Cognition and Practices Regarding Pronunciation

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ABSTRACT

This study aimed to examine the cognitions of 140 EFL teachers regarding their pronunciation and their teaching practices. The participants teach English in the preparatory years in four different Saudi universities. Quantitative and qualitative methods (questionnaire and interviews) were used to gain a better understanding of the teachers' cognitions. The results revealed that the participants valued pronunciation, and they have positive attitudes towards its instruction. Their teaching practices tended to be traditional; the predominant approach was to deal with word-level features, especially problematic sounds, through repetition as the need arose. Although the vast majority of teachers claimed to be comfortable teaching pronunciation, they reported a wish for more pronunciation training. The results showed that teachers who studied phonology at university pay more attention to teaching pronunciation than those who did not. On the other hand, there was no correlation between teaching experience and teachers' cognitions of their pronunciation and teaching practices. The paper concludes with recommendations for preparing L2 teachers to teach English pronunciation in their classroom contexts.

1. INTRODUCTION

The expanding global use of the English has heightened the demand for English language teaching and renewed a scholarly interest in pronunciation. With an advanced understanding of the language, specialists currently agree that explicit instruction in