



วารสารอิเล็กทรอนิกส์  
ทางการศึกษา

OJED, Vol. 16, No. 2, 2021. Article ID: OJED-16-02-001  
Article Info: Received 16 February, 2020; Revised 3 July, 2021; Accepted 14 July, 2021

OJED

An Online Journal  
of Education

www.tci-thaijo.org/index.php/OJED

ความเชื่อและแนวการปฏิบัติของครูที่มีต่อการสอนการออกเสียงภาษาอังกฤษของครูระดับมัธยมศึกษา  
ตอนปลายที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศในมณฑลยูนนาน สาธารณรัฐประชาชนจีน  
Teachers' Beliefs and Practices towards Teaching English Pronunciation among English  
as a Foreign Language Senior High School Teachers in Yunnan Province, China

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บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์เพื่อศึกษา 1) ความเชื่อของครูมัธยมศึกษาตอนปลายในมณฑลยูนนานที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศที่มีต่อการสอนการออกเสียงภาษาอังกฤษ 2) การสอนการออกเสียงภาษาอังกฤษของครูมัธยมศึกษาตอนปลายในมณฑลยูนนานที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศ กลุ่มตัวอย่าง คือ ครู 59 คน โดยสุ่มแบบหลายขั้นตอน เก็บรวบรวมข้อมูลโดย 1) แบบสอบถามออนไลน์ 2) การสัมภาษณ์กึ่งโครงสร้าง และ 3) การสังเกตการสอนในห้องเรียน วิเคราะห์ข้อมูลเชิงปริมาณโดยใช้สถิติเชิงบรรยาย และข้อมูลเชิงคุณภาพโดยใช้การวิเคราะห์เนื้อหา ผลการวิจัย พบว่า 1) ความเชื่อของครูที่มีต่อการสอนการออกเสียงเป็นไปในเชิงบวกอย่างสูง เป้าหมายในการสอนมีความเชื่อผสมผสานระหว่างการออกเสียงให้เหมือนเจ้าของภาษากับการสื่อสารเพื่อความเข้าใจและความยากง่ายในการสื่อสาร การสอนมีความเชื่อผสมผสานวิธีปกติกับการสอนเพื่อการสื่อสาร และครูเชื่อว่าควรได้รับการอบรมการสอนการออกเสียง 2) ครูสอนการออกเสียงสระและพยัญชนะ จังหวะและทำนองเสียง แต่ความถี่ไม่สูงเพราะระบบการสอนเน้นการสอบ มีเวลาจำกัดและขาดการฝึกอบรมและครูใช้วิธีสอนแบบปกติและฝึกแบบควบคุม เป้าหมายในการสอนควรเป็นการสื่อสารเพื่อความเข้าใจและความยากง่ายในการสื่อสาร และควรอบรมวิธีการสอนการออกเสียงเพื่อการสื่อสารให้กับครู

**คำสำคัญ :** ความเชื่อครูสอนภาษาอังกฤษเป็นภาษาต่างประเทศ, การสอน, การออกเสียงภาษาอังกฤษ

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## Abstract

The objectives of this study were to examine 1) teachers' beliefs of senior high school teachers in Yunnan province who teach English as a foreign language towards teaching English pronunciation and 2) English pronunciation practices of senior high school teachers in Yunnan province who teach English as a foreign Language. The participants were 59 teachers using multi-stage sampling. Data were collected by using 1) online questionnaire; 2) semi-structured interview and 3) classroom observation. Quantitative data were analyzed by descriptive statistics and qualitative data were analyzed by content analysis. The findings revealed that 1) teachers' beliefs towards pronunciation teaching were highly positive. The beliefs in the goals of pronunciation teaching were mixed among native-like fluency, intelligibility and comprehensibility. They also have mixed beliefs in using traditional methods and communicative practices, and they believed they needed training in pronunciation teaching. 2) In terms of practices, they taught both segmental and supra-segmental features, but the frequencies were not high due to the examination-oriented system, time limitation and lack of pronunciation teaching training. They used traditional methods and controlled practices. Teaching goals should be intelligibility and comprehensibility. The training on how to use communicative methods to teach pronunciation should be provided for teachers.

**Keywords:** EFL teachers' beliefs, practices, English pronunciation

## Introduction

Pronunciation plays an essential role in English language teaching and learning as learners' communicative competence is largely shaped by it (Gilakjani, 2012). Learning English pronunciation can improve students' listening and speaking ability. A major part of spoken interaction in a foreign language is to be clear and easy to understand (Fernandez & Hughes, 2010). Inaccurate pronunciation may lead to misunderstanding among listeners or even negative impact on a general communication. Therefore, pronunciation is a necessary part for English language learning.

In the People's Republic of China, the National English Curriculum Standards for General High School issued by the Ministry of Education (2017) obviously recognizes the importance of teaching English pronunciation. It states that every senior high school student has to master the basic knowledge of pronunciation, which includes vowel and consonant sounds, stress, rhythm and intonation. Teachers need to teach students to understand English native and non-native speakers in different contexts and to communicate with them effectively.

Yunnan province follows the standards set by the national curriculum. English is important to the province because of two major reasons. First, there are trading and development projects such as the Belt and Road Initiative with Southeast Asian countries such as Laos, Vietnam, Thailand and Myanmar (Li, 2017). Therefore, English is used as a tool to communicate with Southeast Asian partners. Secondly, students in Yunnan who want to choose English or English-related majors at university must take an English oral examination and pass it before entering university. Teaching English pronunciation at senior high school level is thus very crucial in preparing students for their studies at universities.

Research studies have shown that there are problems with English language teaching and learning among Yunnan province. Zhao (2017) conducted research to compare speaking skills among the university students of Yunnan, Singapore, Thailand and Laos. She found that Yunnan students' speaking skills were much weaker than those of Singapore and Thailand. In terms of teaching English pronunciation, Yan (2008) also found that the quality of teaching English pronunciation and students' speech in Yunnan province were relatively lower than the other parts of China because many Yunnan EFL teachers didn't pay much attention to teaching English pronunciation and the teaching methods were mainly teacher-centered instructions. Yang (2015) also found that Yunnan EFL teachers used traditional teaching methods such as repetition and imitation in teaching English pronunciation. Ma (2013) found that senior high school teachers in Yunnan province often paid more attention to teaching grammar, vocabulary and composition. Pronunciation practice was relatively rare or completely neglected.

The reason for such practices in teaching pronunciation in Yunnan province could be associated with the beliefs among teachers. Yagiz (2018) said that "foreign language education has overwhelmingly ignored the pronunciation aspect of language instruction due to the belief that pronunciation instruction would be ineffective and difficult to teach". Therefore, by exploring teachers' beliefs in English pronunciation instruction, we could understand teachers' practices in the EFL classrooms (Alsofyani & Algethami, 2017).

Previous studies about teachers' beliefs and practices towards teaching English pronunciation had been conducted in many different countries, such as Foote et al. (2011) in Canada, Buss (2016) in Brazil and Alsofyani and Algethami (2017) in Saudi Arabia. However, none of research about teachers' beliefs and practices towards teaching English pronunciation has been done in Yunnan province. There was no evidence to show the

beliefs Yunnan EFL teachers had and how those beliefs affected the way they taught English pronunciation. This study, therefore, explored Yunnan EFL senior high school teachers' beliefs and practices towards teaching English pronunciation.

### **Research Objective**

1. To examine EFL senior high school teachers' beliefs towards teaching English pronunciation
2. To examine EFL senior high school teachers' beliefs towards teaching English pronunciation

### **Research Methodology**

#### **Definition of terms**

1. Teachers' beliefs refer to a set of subjective judgments, attitudes and cognitions about the teaching of English segmental and supra-segmental features that Yunnan EFL teachers gradually set up and apply in the classroom based on their teaching experiences and professional development.

2. Practices refer to the teaching of English segmental features, which are vowel and consonant sounds and supra-segmental features, which are stress, rhythm and intonation in English language.

3. EFL senior high school teachers refer to Chinese English teachers in Yunnan province who teach grades 10, 11 and 12.

#### **Population and participants**

Yunnan province has 5 regions: the east, west, south, north and central. According to Yunnan Statistics Bureau of Education Development (2020), there were 547 public senior high schools. Multi-stage sampling was used to select 10 schools out of 547, namely 2 schools for each region. From those 10 schools, 60 EFL teachers were selected as the representatives of Yunnan EFL senior high school teachers. 59 teachers participated in the study.

#### **Research instruments**

1. Online questionnaire: It was modified from Buss (2016) which consisted of three sections with a total of 43 items: (1) Demographic information (13 items); (2) beliefs about

teaching pronunciation (22 items) with a 5-point Likert scale; (3) teaching pronunciation practices (8 items) in a multiple choices format.

2. Semi-structured interview questions: It consisted of 6 questions to gain in-depth information about teachers' beliefs and practices of teaching pronunciation.

3. Classroom observation checklist: It consisted of 11 items, plus field notes.

All 3 instruments were validated by 2 experts in the field of TEFL from Chulalongkorn University and 1 expert from Yuxi Normal University in China by using Index of Item Objective Congruence (IOC). Then, the instruments were translated into Chinese. Back translation was used to check the validity of the translation. Finally, a pilot study was conducted and revisions were made prior to the main study.

### **Data collection**

1. Online questionnaire was posted on SurveyMonkey application for 4 weeks. 59 participants completed the questionnaire.

2. 5 teachers were purposively selected from 59 participants. They were interviewed in Chinese via WeChat calls and were audio recorded. Each teacher was interviewed for 10-15 minutes.

3. 3 teachers from the 5 interviewees were purposively selected for classroom observations. They taught English at 3 schools with different lessons and different materials. Each teacher was observed once and each class lasted for 40 minutes. Due to the Covid-19 pandemic, the instructions were observed via live video calls and video recorded. There were two observers: one was the researcher and the other one was an experienced Chinese EFL senior high school teacher.

### **Data analysis**

1. The online questionnaire was analyzed by using means and standard deviation.

2. The audio-recordings of the interviews were transcribed into texts and were analyzed and categorized by using content analysis.

3. The checklists of the recorded classroom observations were analyzed by using the means and standard deviation. Cohen's Kappa was used to determine the inter-rater reliability. The field notes were transcribed into texts and were analyzed by content analysis.

## Results

### 1. Teachers' beliefs towards teaching English pronunciation

The major findings were shown in Table 1. Items 7 and 8 were considered as negative statements and reversed scores were presented.

**Table 1**

*Teachers' beliefs on teaching English pronunciation (N=59)*

Statements	Number (Percentage)					M	SD
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree		
1. Teaching pronunciation is an essential part of teaching English.	2 (3.39)	0 (0.00)	0 (0.00)	20 (33.90)	37 (62.71)	4.53	0.81
2. The goal of pronunciation teaching should be to eliminate foreign accent as much as possible.	6 (10.17)	30 (50.85)	10 (16.95)	12 (20.34)	1 (1.69)	2.53	0.98
3. Native speakers should be the model for pronunciation teaching.	0 (0.00)	18 (30.51)	18 (30.51)	21 (35.59)	2 (3.39)	3.12	0.89
4. Teaching pronunciation should help make students comfortably intelligible to their listeners.	0 (0.00)	2 (3.39)	3 (5.08)	42 (71.19)	12 (20.34)	4.08	0.62
5. I think English sounds (e.g. vowels and consonants) are highly important in pronunciation teaching.	1 (1.69)	2 (3.39)	0 (0.00)	40 (67.80)	16 (27.12)	4.15	0.73
6. I think stress, rhythm and intonation are highly important in pronunciation teaching.	1 (1.69)	0 (0.00)	3 (5.08)	35 (59.32)	20 (33.90)	4.24	0.70
7. It is not possible to teach pronunciation communicatively.*	0 (0.00)	4 (6.78)	11 (18.64)	34 (57.63)	10 (16.95)	3.85	0.78
8. Pronunciation is best learned through language immersion, without the need for rules or theoretical explanations.*	1 (1.69)	13 (22.03)	8 (13.56)	32 (54.24)	5 (8.47)	3.46	0.98
9. Communicative practice is the best way to teach pronunciation.	0 (0.00)	9 (15.25)	17 (28.81)	29 (49.15)	4 (6.78)	3.47	0.83
10. I wish I had more training in teaching pronunciation.	1 (1.69)	2 (3.39)	2 (3.39)	33 (55.93)	21 (35.59)	4.20	0.80

From Table 1, the 3 statements with the highest mean scores were Statement 1: *Teaching pronunciation is an essential part of teaching English* ( $M = 4.53$ ), followed by Statement 6: *I think stress, rhythm and intonation are highly important in pronunciation teaching* ( $M = 4.24$ ) and Statement 10: *I wish I had more training in teaching pronunciation* ( $M = 4.20$ ). The 3 statements with the lowest mean scores were Statement 2: *The goal of pronunciation teaching should be to eliminate foreign accent as much as possible* ( $M = 2.53$ ), followed by Statement 3: *Native speakers should be the model for pronunciation teaching* ( $M = 3.12$ ) and Statement 8: *Pronunciation is best learned through language immersion, without the need for rules or theoretical explanations* ( $M = 3.46$ ).

## **2. Pronunciation Teaching Practices**

Regarding the frequency of teaching English pronunciation, 64.41% of the participants indicated that they taught pronunciation only 1–2 times per month. Only 13.56% taught it 7 or more times per month. 5.08% stated that they never taught it.

With regards to the way they taught English pronunciation, most teachers taught it by correcting mispronunciation (71.19%). 52.54% integrated pronunciation instruction into their general English instructions. 25.42% used pronunciation activities in the textbook; only 10.17% used extra resources.

In terms of the content of pronunciation teaching, the teachers taught both segmental features and supra-segmental features but the focus was on segmental features than supra-segmental features (94.92% and 72.88% respectively). Besides, they did not spend much time on teaching those features (mostly 1%–10%).

Concerning the activities used to teach pronunciation, listening and discriminating different sounds was the most prevalent activity used by teachers (72.88%). Reading minimal pairs and using videos or animations to teach pronunciation were also preferred (55.93% and 52.54% respectively). Not many teachers used role play, problem solving, tasks and games to practice pronunciation (44.07%).

With regards to the strategies used to teach segmental features, most teachers (91.53%) chose phonetic symbols as their favorite strategy. Some used individual sound exercises (72.88%) while others preferred using minimal pairs (55.93%). Besides, a few teachers (6.78%) specified that they taught segmental features by listening to tapes and using mirror to observe tongue movement.

As for strategies to teach supra-segmental features, teachers chose stress placement activities as the most prevalent activities (72.88%), followed by syllable structure activities (67.80%) and imitation and repetition (64.41%). Interestingly, some teachers specified other methods such as reading aloud, singing and tongue twisters (16.95%).

### 3. The results of the interview

Yunnan EFL teachers' interview responses were presented in 6 themes:

**3.1 The importance of teaching pronunciation:** All 5 teachers agreed that pronunciation was very important in English language teaching because it could help listening and speaking skills, vocabulary learning and improve students' self-confidence and learning motivation.

**3.2 The goals of teaching pronunciation:** 3 teachers preferred to set native-like competence as the goal while 2 teachers aimed for students to understand others and to be understood by others even though they had an accent.

*I think my goal is to be native-like. I would correct students' Chinglish pronunciation if it occurs. I think we should imitate the pronunciation and intonation of native speakers when learning a language. If students speak non-standard English, then others may not quite understand what the students say. (teacher 3)*

*There is no need to reach Standard English pronunciation because it is difficult to achieve the same pronunciation as English native speakers. It is OK if students' speech can be understood. (teacher 5)*

**3.3 The contents of teaching pronunciation:** 4 teachers taught both segmental and supra-segmental features but focused more on segmental. 1 teacher didn't teach pronunciation.

*I focus on vowels and consonants because students often have problems with them. (teacher4)*

**3.4 The frequency of teaching pronunciation:** 4 teachers often taught English pronunciation. Only 1 teacher rarely taught it because he focused on training students for the college entrance examination.

**3.5 The activities of teaching pronunciation:** The most frequent activities were using phonetic symbols, listening and pronunciation drills by reading aloud. 4 teachers used activities to teach pronunciation.

*I used a lot of activities to teach pronunciation such as singing English*



*songs, role-playing and playing games to make students interested in English. (teacher 3)*

**3.6 The difficult parts of teaching pronunciation:** 4 teachers found stress, rhythm and intonation difficult to teach because the students' English pronunciation was always influenced by Chinese pronunciation. Only 1 teacher thought vowels and consonants were difficult to teach.

#### **4. The results of the classroom observation**

3 EFL senior high school teachers were observed. They were named Teacher A, Teacher B and Teacher C. The classroom observations showed that Teacher A mainly taught segmental features (e.g., single vowel sounds /ɪ/, /i:/, /e/, /æ/, /ʌ/) by using repetition. Teacher B taught both segmental features (e.g., long vowel /ɔ:/ and short vowel /ɒ/) and supra-segmental features (e.g., words stress: awkward /'ɔ:kwəd/, desperate /'despəɾət/, smoking /'smoʊkɪŋ/) by using phonetic symbols and hand gestures. Teacher C taught both segmental features (e.g., vowels: /u:/, /ju:/, /a:/, /i:/ and consonants: /s/, /k/, /θ/, /ð/, /f/) and supra-segmental features (e.g., stress: "incense" /'ɪnsens/ and /ɪn'sens/) by using repetition and minimal pairs. All 3 teachers didn't provide activities for students to practice. Students were not encouraged to practice pronunciation, but all three teachers tried to correct students' pronunciation errors.

#### **Discussion and conclusion**

Two questions were answered in this study: (1) What were the EFL senior high school teachers' beliefs towards teaching pronunciation? (2) What English pronunciation practices EFL senior high school teachers used in Yunnan province?

##### **EFL senior high school teachers' beliefs towards teaching pronunciation**

In order to answer the first research question, Yunnan EFL teachers' beliefs can be discussed in five aspects which were the importance, the goals, the contents, the methods of teaching pronunciation and other beliefs as follows:

**A. The beliefs on the importance of teaching pronunciation:** There was a very high agreement on the importance of teaching pronunciation among Yunnan EFL teachers. This was confirmed by the interviews of 5 teachers. In the classroom observation, all 3 teachers integrated pronunciation into their classes. The similar findings were congruent with studies by Breitkreutz et al. (2001), Buss (2016) and Alsofyani and Algethami (2017).

**B. The beliefs on the goals of teaching pronunciation:** There were mixed beliefs among native-like fluency, intelligibility and comprehensibility. Both the questionnaire and interviews showed that some teachers set intelligibility and comprehensibility as the goal of teaching pronunciation which could improve learners' confidence and communicative competence, while some other teachers set the native-like fluency as the goal because they wanted students to reach high pronunciation proficiency. However, when three classes were observed, all teachers corrected students' mispronunciation and asked them to pronounce certain sounds or stress and intonation repeatedly until it was satisfactory. So, it appeared that the teachers' goal was native-like competence. Previous studies from other countries such as Atli and Bergil (2012) in Turkey, Buss (2016) in Brazil and Alsofyani and Algethami (2017) in Saudi Arabia showed that their teaching goal was intelligibility and comprehensibility, which was different from the current study.

**C. The beliefs on the contents of teaching pronunciation:** Most Yunnan EFL teachers believed that both segmental and supra-segmental features were highly important in teaching pronunciation. The findings were confirmed by the 4 teachers in the interviews: both features were taught in their classes. The belief was consistent with the classroom observations as all 3 teachers taught both features. The same findings were also showed in the studies of Zhang (2018), Breitzkreutz et al. (2001) and Foote et al. (2011).

**D. The beliefs on how to teach pronunciation:** Yunnan EFL teachers held mixed beliefs that both traditional methods and communicative practices could be effective in teaching pronunciation. In the interviews, 4 teachers believed that communicative activities such as playing games, role-playing and making conversations could make the class more interesting and could increase students' confidence, motivation and communicative competence. However, in the actual classroom instructions, all 3 teachers didn't use communicative activities. On the contrary, they used phonetic symbols, mispronunciation correction and repetition. This was contradictory with the beliefs in the questionnaire and interviews. The reason could be that they had limited time to design communicative activities because there were too many contents to teach such as vocabulary, grammar and composition required by the curriculum. Another reason might be the lack of training in communicative practices.

**E. The other beliefs on teaching pronunciation:** Most Yunnan EFL teachers wanted to teach pronunciation and nearly all teachers showed high wishes to have more training in

teaching pronunciation because they didn't have much training before. The similar findings were also discussed in the studies of Buss (2016) and Alsofyani and Algethami (2017), which showed that they hoped to gain more training to improve their pronunciation teaching skills.

### **EFL senior high school teachers' pronunciation teaching practices**

In order to answer the second research question, five themes were discussed which were the frequencies, the methods, the contents, the activities and techniques of teaching pronunciation.

**A. The frequencies of teaching pronunciation:** The frequencies of teaching pronunciation in Yunnan were not high. The questionnaire showed that most teachers taught pronunciation only 1-2 times per month. But in the interviews, 4 teachers said that they often taught pronunciation. When 3 classes were observed, pronunciation was not taught separately, but was integrated into vocabulary and reading classes. The possible reason may be because the school curriculum and national policy focused more on teaching grammar, vocabulary and test-taking skills. The findings were different from studies by Buss (2016) in Brazil and Alsofyani and Algethami (2017) in Saudi Arabia, which showed that most teachers often or always taught pronunciation in class.

**B. The methods of teaching pronunciation:** Most Yunnan EFL teachers taught pronunciation by controlled practices such as correcting mispronunciation by imitation and repetition and it was confirmed in the classroom observations. The same results were found in the studies of Foote et al. (2011) and Alsofyani and Algethami (2017). This was probably because it was a direct and effective way to solve students' problems. The interviews results, however, were contradictory since most teachers said they preferred communicative activities to teach pronunciation.

**C. The contents of pronunciation teaching:** Yunnan EFL teachers taught both segmental and supra-segmental features but segmental features were more emphasized. The finding agreed with the interviews and the classroom observations. The same result was reported in (Breitkreutz et al., 2001; Buss, 2016; Alsofyani and Algethami, 2017).

**D. The activities of teaching pronunciation:** Yunnan EFL teachers preferred using traditional activities, such as audio-lingual practice activities, reading minimal pairs and the drills of reading aloud to teach pronunciation. The findings were congruent with the interviews. However, during the classroom observations, all 3 teachers didn't apply

individual, pair and group activities to teach pronunciation. The reason was probably because of the examination requirements which focused more on grammar, vocabulary, writing and other English skills. Moreover, most teachers did not have pronunciation teaching experiences due to the lack of training.

**E. The techniques of teaching segmental and supra-segmental features:** Yunnan EFL teachers frequently used phonetic symbols, individual sound exercises and minimal pairs to teach segmental features. Stress placement activities, syllable structure activities and imitation and repetition were used to teach supra-segmental features. Some of these techniques were also mentioned in the interviews and found during classroom observations. The same result was also found in Alsofyani and Algethami (2017), which showed that phonetic symbols, individual sound exercises and minimal pairs were the most effective techniques used to teach segmental features. The syllable structure activities and imitation and repetition were frequently used to teach supra-segmental features by Brazilian teachers in Buss (2016).

In summary, the beliefs and practices among Yunnan EFL senior high school teachers were mostly reflected in their interviews and class observations. There were a few inconsistencies due to some limitations.

### **The relationship between Yunnan EFL teachers' beliefs and teaching practices**

As Zhang (2018) stated that teachers' beliefs played an important role in English language teaching. The current study showed that teachers' beliefs influenced their teaching practices in four aspects. First of all, most teachers believed that teaching pronunciation was important, so they integrated pronunciation into their classes. Second, Yunnan EFL teachers believed that both segmental features and supra-segmental features were highly important in teaching pronunciation, so both features were taught in classes. Third, most teachers believed that mispronunciation correction was an effective way to teach pronunciation, so it was highly used in the classrooms.

However, the relationship between teachers' beliefs and teaching practices is rather complex because many factors could affect it. For example, some teachers believed that English pronunciation could be taught communicatively, but they didn't use any communicative activities in the actual classroom instruction because of time constraints and lack of training.

## The Pedagogical Implications

The findings from the current study provide some practical suggestions for teaching English pronunciation. 1) Yunnan EFL teachers should be encouraged to spend more time on teaching English pronunciation, with a balance on segmental and supra-segmental features. Intelligibility and comprehensibility should be the goals to teach pronunciation as they can help to improve learners' confidence and communicative competence. 2) Compared with traditional teaching methods, the modern teaching methods which are learner-centered and activity-based can motivate learners to be fully engaged in the lessons. Free practices like role-plays and communicative activities such as talk show interview, news reporting and story-telling are recommended. 3) English pronunciation teaching training should be provided for Yunnan EFL teachers.

## Recommendations for Future Research

Firstly, the current study only focused on senior high school EFL teachers. Other levels of teachers such as junior high school, primary school and elementary school should be involved in the research. Secondly, the participants in this study were EFL senior high school teachers. However, other stakeholders such as curriculum developers, school administrators and students should be included to investigate their beliefs and practices on teaching and learning English pronunciation. Thirdly, the researcher could not observe the instructions in actual classrooms because of the Covid-19 pandemic. In the future research, it is necessary to conduct classroom observation in an authentic school setting.

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