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NOVICE TEACHERS' MOTIVATIONS AND BELIEFS TO DEVELOP
PRONUNCIATION IN THE ENGLISH LANGUAGE

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Trabalho de Conclusão de Curso de Letras Inglês do Departamento de Estudos da Língua Inglesa, suas Literaturas e Tradução, da Universidade Federal do Ceará, como requisito parcial à obtenção do título de Licenciado em Letras Inglês.

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RESUMO

Esta pesquisa tem como objetivos compreender as motivações e crenças de professores iniciantes de inglês em relação à suas pronúncias da língua Inglesa e analisar como estes professores moldam e desenvolvem seus sistemas de auto motivação e crenças acerca do tema. Para alcançar tal intento, foram conduzidas entrevistas com três professores, abrangendo suas experiências em escolas públicas, privadas e cursos independentes de línguas. As perguntas utilizadas nas entrevistas abordaram tópicos pertinentes, incluindo pronúncia, ensino da língua inglesa, suas variantes, além das motivações e sentimentos relacionados ao estudo e desenvolvimento do tema. A fim de aprofundar a compreensão sobre as motivações, recorreu-se ao Auto-Sistema Motivacional em L2, proposto por Zoltan Dörnyei, que abrange as autoimagens que aprendizes de língua criam em relação a quem precisam ser, quem desejam se tornar e quem temem se tornar enquanto aprendizes de língua. Os dados coletados durante as entrevistas revelaram-se satisfatórios para a resolução das questões de pesquisa, proporcionando reflexões acerca das crenças, emoções e motivações e ainda considerações dos participantes sobre temas como sotaque, inteligibilidade, variantes do inglês e aspirações dos docentes. Entretanto, tais aspectos trouxeram uma abordagem diferente para a conclusão das hipóteses deste estudo.

Palavras-chave: Pronúncia de Professores Iniciantes; Motivação; Crenças.

ABSTRACT

This research aims to understand the motivations and beliefs of novice English teachers regarding their pronunciation and to analyze how they shape and develop their self-motivational systems and beliefs concerning English pronunciation. To achieve this goal, interviews were conducted with three teachers, encompassing their experiences in public schools, private institutions, and independent language courses. The interview questions covered relevant topics, including pronunciation, English language teaching, English variants, as well as motivations and feelings related to the study and development of the subject. In order to deepen the understanding of motivations, the L2 Motivational Self-System, proposed by Zoltan Dörnyei, was employed, which encompasses the self-images that language learners create regarding who they need to be, who they wish to become, and who they fear becoming. The data collected during the interviews proved satisfactory for resolving the research questions, providing insights into participants' beliefs, emotions, motivations, and considerations on topics such as accent, intelligibility, English variants, and teachers' aspirations. However, these aspects brought a different approach to the conclusion of the hypotheses in this study.

Keywords: Novice Teachers' Pronunciation; Motivation; Beliefs.

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1. INTRODUCTION

Language learners embark on a multifaceted journey through intricate linguistic systems during the process of acquiring a language. This research, therefore, seeks to analyze pronunciation, specifically examining motivations and beliefs of novice teachers in developing their pronunciation in the English language, as well as their perceptions toward these processes.

To reach this objective, interviews with novice English teachers, both at the undergraduate and graduate levels, were conducted, to explore their self-motivations and beliefs concerning their pronunciation. This exploration is reinforced by the analysis of their aspirations, objectives, and apprehensions within the realm of the English language. In pursuit of this objective, the study incorporates Dörnyei's L2 Motivational Self-System, which provides self-guides reflecting what language learners aspire to achieve in the future, specifically regarding their pronunciation.

The research also delves into participants' beliefs toward the language, recognizing that students harbor reflections on their emotions when interacting with the English language. Additionally, aspects such as accent, English variations, and intelligibility are analyzed as integral components of the identity that participants construct as language learners and teachers.

Upon completion of interviews and data collection, the study endeavors to address the following research questions: "What beliefs do participants hold about pronunciation development?" and "How was the participants' motivational self-system built to develop their pronunciation in the English language?" The means to study this subject aims to understand English teachers' perceptions of their pronunciation, recognizing it as a concern for various language learners, and comprehending how novice English teachers shape their motivational self-systems regarding English pronunciation.

As a working hypothesis, this paper posits that participants' envisioned identities towards pronunciation are the most impacting systems on their motivations. This encompasses their aspirations, the person they aim or need to become, and the person they fear becoming (MARKUS; NURIUS, 1986). These systems play a pivotal role in influencing their motivations to act, learn, and transform themselves as language learners and teachers.

2. THEORETICAL FRAMEWORKS

This paper employs Zoltan Dörnyei's research on the L2 motivational self-system as its primary framework for analyzing the motivations of novice teachers to enhance

pronunciation skills. Dörnyei's sociolinguistic model introduces an examination of individuals' perceptions of their present and future self-images and how these perceptions function as motivational factors for language learning (DÖRNYEI; CSIZÉR; NÉMETH, 2006).

A psychological underpinning to the L2 Motivational Self System is found in the theory of Possible Selves (MARKUS; NURIUS, 1986), which encompasses individuals' concepts of what they have to be, what they aspire to become, and what they fear becoming. These selves pertain to yet unrealized events, serving as future self-guides (DÖRNYEI; USHIODA, 2009), and address aspects such as hopes and fantasies, always grounded in reality.

The L2 Motivational Self System delves into learners' self-models of attitudes towards the language, taking into account their perceptions and the communities surrounding them. The first model is the Ideal Self, representing an idealized image of oneself as fluent and professionally successful in the language. As stated by Dörnyei, Csizér and Németh (2006, p. 92), "The fully-fledged Ideal L2 Self is a vivid and real image: one can see, hear and feel one's ideal self."

The second model directly addresses obligations towards the language, whether professional or academic, such as achieving good grades, fulfilling duties, facing tests (fear of failure), and workplace expectations—the Ought-to Self (DÖRNYEI; CSIZÉR; NÉMETH, 2006). The Ought-to Self is characterized by what learners believe they must be to avert potential negative outcomes (DÖRNYEI; USHIODA, 2009), prompting learners to distance themselves from it, often not aligning with their own desires and wishes.

Lastly, beyond the scope of the L2 Motivational Self-System, it is pertinent to underscore a possible self introduced by Markus and Nurius (1986)—the Feared Self. This notion encapsulates what the learner does not want to be or become. While learners acknowledge the negative consequences of not attaining their Ideal self, considering the potential failure of the original intention has been recognized in motivational psychology as a potent source of energy to sustain engagement in the learning process (DÖRNYEI; USHIODA, 2009).

Regarding the issue of motivation, Dörnyei, Scizér and Németh (2006, p. 9) characterizes it as "nothing less than the reasons for human behavior, impacting directly one's language acquisition course," and asserts that it applies not only to acquire new languages, but in daily life, by being teachers, students, athletes, housekeepers, and others, the term motivation is widely embraced, being affected by one's emotions and cognitions (DÖRNYEI, 2014).

Having elucidated the motivational framework guiding the primary research focus of this paper, it is pertinent to provide illustrative instances of its positive and effective

application, as demonstrated in various studies associated with Dörnyei. In the book "Motivation, Language Attitudes and Globalization" (2006), Dörnyei, Csizér and Németh present an extensive L2 motivation survey conducted in Hungary between 1993 and 2004. This survey analyzed students and their motivation towards five different languages, considering socio-cultural and educational factors and their impact on the overall research.

Additional instances are found in another work by Dörnyei, featuring contributions from diverse global research endeavors. The book "Motivation, Language Identity and the L2 Self" (2009) showcases chapters reporting empirical investigations of the L2 Motivational Self System, with a focus on various countries such as Japan, China, and Iran. Furthermore, it analyzes different levels of education, encompassing secondary school and university-level language learning. The enumerated examples serve to substantiate the accuracy and applicability of the L2 Motivational Self System in the analysis of language learning motivation.

In complementing the self-system developed by Dörnyei for the study of language learners' motivations, this paper extends its analysis to encompass the perceptions of language and motivations of teachers, as they constitute the primary focus of inquiry herein. Dörnyei and Ushioda (2009) discuss the dimensions of a complementary concept, the Possible Language Teacher Self. Analogous to the previously presented self-system, this concept encompasses the personalities of an Ideal, an Ought-to, and introduces the notions of a Feared self. The authors explicate these concepts as follows:

> "(1) The Ideal Language Teacher Self, constitutes identity goals and aspirations of the language teachers, that is, involves the self which they would ideally like to attain […] (2) The Ought-to Language Teacher Self, refers to the language teachers' cognitive representations of their responsibilities and obligations with regard to their work; this may involve latent expectations of colleagues, parents and students, as well as the normative pressures of the school rules and norms [...] (3) The Feared Language Teacher Self is the teachers' vision of negative consequences. It refers to someone that the teacher could become if either the ideals or perceived obligations and responsibilities were not lived up to" (DÖRNYEI; USHIODA, 2009. p. 315-316).

The incorporation of the Possible Language Teacher Self proves to be a valuable addition to this paper, given its direct relevance to the previously examined scope. This is particularly pertinent considering that the teaching profession necessitates motivation for entry and sustained engagement, as well as pursuit of career advancement and associated incentives, such as a desire to enhance proficiency and attain recognition, appreciation, and respect (DÖRNYEI; USHIODA, 2009).

A significant portion of this paper is dedicated to the examination of participants'

beliefs concerning their pronunciation skills. In furtherance of this objective, the novice teachers interviewed articulated their beliefs encompassing a broad spectrum of professional, personal, and social dimensions. This is comprehensible given that scrutinizing these beliefs facilitates the recognition of learners across various behavioral dimensions, including cognition, experiences and strategies, social and political perceptions, and affective considerations (LARSEN-FREEMAN, *apud* BARCELOS, 2004, p. 126).

Within the pedagogical context, beliefs can be analyzed in both general and specific situations, encompassing both actual and hypothetical scenarios (GIMENEZ, 1994). In the context of the pronunciation aspect examined in this paper, for example, participants' beliefs may extend to emotions, language perceptions, and pedagogical considerations. The examination of these beliefs aids in comprehending the ideas, habits, traditions, modes, and prevailing thoughts (BARCELOS, 2004) of the teachers under study and the operational dynamics of their perceptions.

To augment the intricacies of beliefs, it is imperative to delve into the identities that participants may portray as English teachers and how their cumulative life experiences have shaped their teaching roles and perceptions of pronunciation. Moita Lopes (2013) defines identity as a range of processes, such as social, cultural, political and economic. The author underscores that notions of sensibility and feeling structure should overlay aspects of competence (MOITA LOPES, 2013). This perspective is particularly pertinent, given the diverse range of possibilities for each learner to develop or study a language, intertwined with the impact of emotions on pronunciation development.

Establishing a nexus between identities and the examination of the self, Van Lier (apud, DÖRNYEI, 2009, p. 337) articulates the following perspective:

> "Identities are ways of relating the self to the world, through cycles of perception, action and interpretation. The self is a harmony between the environment (physical, social and symbolic) with satisfactory identity (shaped by both self-perception and others-perceptions)." (VAN LIER, apud DÖRNYEI, 2009, p.337).

Having presented the primary frameworks guiding this study — motivation and beliefs — it is imperative to delve into various facets of pronunciation that may significantly influence participants' reflections on the English language. These include accent, English variations, comprehensibility, intelligibility, and additional factors crucial to understanding participants' perspectives, such as the role of English as a Lingua Franca.

Commencing with pronunciation, it stands as a prominent and conspicuous aspect

of spoken communication and, arguably, the linguistic feature most susceptible to judgment (MURPHY, 2014). Historically stigmatized, pronunciation has been considered uninteresting and not particularly beneficial for some educators (ZARZYCKI, 2020).

For novice teachers, the motives behind these nuanced conceptualizations might be discussed, notably the prevalent notion that English pronounced by a native speaker—be it in American or British variations—is deemed superior, while non-native English accents are perceived as inferior (JENKINS, 2009). However, it is crucial to acknowledge the inherent diversity among English speakers, and reflections of possible mistakes in pronunciation might be analyzed as formation of identity to a language learner (SILVA, 2016). Pronunciation is also intricately linked to confidence, necessitating heightened awareness and encouragement for second and foreign language learners (MURPHY, 2014).

Consequently, the pedagogical emphasis on teaching and studying pronunciation parallels the significance attributed to various facets of language acquisition, contributing to a broader understanding of the language and imbuing students' professional lives with purpose, evident in realms such as travel, business, and communication (MURPHY, 2014).

In the realm of accents, it is considered the foremost and potent element of language capable of evoking reactions to linguistic variations (SILVA, 2016). Challenges faced by students and teachers include attempts to emulate native-speaker English accents, grappling with the possibility of being understood in one's own accent, or even attempting to distance oneself from a particular accent. Jenkins (2009) aptly describes accent as an integral part of a person's identity, and negative conceptions associated with accents must be extricated from learners' ideals of language acquisition. Addressing misconceptions, Murphy (2014) refutes the notion that foreign accent 'reduction' automatically enhances comprehensibility. Silva (2016, p. 56) advocates for a nuanced understanding of accent, highlighting that "when we think about accents, we need to take into account the fact that it is socially conceived. It also means that an accent is the concept of sound tightly connected with the idea of a population of speakers with the same geographical origins."

When examining accents, the spotlight often falls on North American and British variations, perceived as the epitomes of successful "Englishes" with special status in the English-speaking world (JENKINS, 2009). This perpetuates a belief that non-native English accents are inherently inferior. It is important to shift the focus away from native variations, prompting learners to consider the kind of English they aspire to achieve, as articulated by Souza (2016, p. 102): "Although sometimes ignored, everybody has an accent (a speech style) [...] Therefore, there is much more to an accent than just the way words are pronounced or the

way the intonation is materialized."

As previously indicated, certain native-speaking countries have assumed a pivotal role in the dissemination of English. The United States and the United Kingdom maintain strong connections to the language, consistently emerging as primary associations with the English language for the majority of language learners, a trend evident in the findings of the interviews conducted for this research. Several contributing factors underpin this predominance, as delineated by Gilquin (2018) are economic influence, reflecting the extensive connections and agreements that both the United States and the United Kingdom have established with countries where English is spoken as a second or foreign language. Additionally, historical contexts, specifically the colonial relations that persist between the United States/United Kingdom and countries where English is used as a second or foreign language, play a significant role. Many of these nations share a colonial past with the United Kingdom. Finally, a geographical factor comes into play, as non-native English-speaking countries tend to mirror language aspects from native English-speaking countries that are geographically proximate to them.

It is noteworthy that despite the United Kingdom being the originator of English, American English, as opposed to British English, is now perceived as the most prevalent variation among English speakers. This may be attributed to factors such as media and political influence, the fact considered is that the American variation of English is relevant to all other varieties of the language (GILQUIN, 2018).

Examining the influence of American English in the educational domain, Silva (2016) contends that in Brazilian schools, this variation tends to be the most commonly used. This phenomenon is likely connected to the forms of exposure Brazil receives from the United States, spanning domains such as entertainment and technology. Nevertheless, it is crucial to underscore, as highlighted by Jenkins (2009), that learners are not obliged to emulate the speech patterns of Americans or Britons. Similar to the concept of identity, learners may choose to retain their unique linguistic identity.

To comprehend the perceptions of novice teachers regarding their pronunciation, it is crucial to investigate their understanding of English as a Lingua Franca (ELF) and whether this linguistic aspect influences their own pronunciation skills. In seeking a precise definition, Jenkins characterizes English as a Lingua Franca as a wider conception of the language, stating that both native speakers and English as a second language speakers participate in English as a Lingua Franca communication (JENKINS, 2006).

The English language is undergoing transformation, deviating from native-speaker norms due to interactions between individuals from diverse linguistic backgrounds (GIMENEZ

et al., 2018). This shift is accompanied by the rise of a pedagogy intended to amplify the voices traditionally silenced by imperialistic measures in foreign language teaching (SILVA, 2016). In the realm of pedagogy, Gimenez et al. (2018) advocate for teaching English based on notions of interculturality, difference, and interpersonal relations. The authors emphasize the importance of exploring the roles English plays in local cultures and the cultures of potential future interlocutors.

Jenkins (2006) defines "world Englishes" as an umbrella term encompassing all varieties of English worldwide and the various approaches used to describe and analyze them. As Gilquin (2018) highlights, English is proliferating daily through popular media content, the internet, and geographical factors, making exposure to the language outside the classroom nearly unavoidable for learners.

Local aspects of English speaking, specifically Brazilian accents, merit consideration. Silva (2016), in her research on Brazilian accents, interviewed English language speakers from various countries, including native speakers, second language learners, and foreign language speakers. Her findings underscore the significance attributed to intelligibility in evaluating accents, with the Brazilian accent of English receiving highly positive ratings in terms of intelligibility (SILVA, 2016).

The concept of nativeness remains a universally accepted criterion for authenticity. Silva (2016) challenges this perspective, urging Brazilian speakers of English to cease the constant apologies for having an English accent different from others and to embrace the reality that English belongs to whoever speaks it. Understanding teachers' perceptions of their English production and teaching skills is crucial (ZARZYCKI, 2020, and MURPHY, 2014). It is essential not only to focus on English pronunciation directed at a specific variation but also to comprehend the diverse manifestations of English, recognizing both commonalities and differences (JENKINS, 2006). Moreover, it is imperative to acknowledge that intelligibility in English, or any other language, holds greater importance than adhering to a native-speaker accent (GIMENEZ et al., 2018).

3. METHODOLOGICAL DESIGN

This study aimed to comprehend the array of beliefs and motivations underpinning the development of pronunciation in the English language among novice language teachers. The research question concerning beliefs was addressed by analyzing various themes interlinked with participants' reflections on the English language, while motivational aspects

were examined with the assistance of Dörnyei's L2 Motivational Self-System.

The methodology chosen to conduct these examinations involved interviews on the aforementioned themes. Three novice English teachers were selected as participants, aiming to encompass the primary conventional fields of English teaching: public schools, private schools, and independent English courses. The interviews, each lasting approximately thirty minutes, provided sufficient time for participants to comprehend the questions and articulate their thoughts and perceptions regarding themes such as emotions towards pronunciation, accent, beliefs, and motivations concerning the language.

Participants were given the option to choose the language in which they felt more comfortable speaking during the interviews—Portuguese or English. The interviews took place both in person and online, allowing participants to select the format that was more accessible for them. Each interview was recorded for subsequent transcription and data analysis. Participants had the freedom to answer only those questions with which they felt comfortable; however, all three participants responded to all the posed questions. Their identities will remain confidential, and they signed the "Termo de Consentimento Livre e Esclarecido" in accordance with UFC's Ethics Council policies.

The questions were divided into three categories: initial/demographic questions for participants to introduce themselves as language learners and discuss personal aspects, reflections on pronunciation, and questions related to participants' teaching perceptions. The list of questions is attached in the appendix.

3.1. Research Participants

A brief overview of each research participant is provided below, intending to furnish essential information about their studies, backgrounds, and experiences with the English language. Three participants were interviewed for this study, and the sequence used to describe them here will be followed when presenting the research findings:

Teacher R: is a 26-year-old woman, a graduate of Universidade Federal do Ceará. She started teaching at a public school in February 2023, with a few years of teaching experience, emphasizing experiences as an English tutor from a young age. She learned the language initially at school but enrolled in an independent English course to enhance her proficiency and continued learning during her undergraduate studies. The teacher chose to participate in an online interview and preferred to converse in Portuguese.

Teacher A: is a 30-year-old woman, a graduate of Universidade Estadual do Ceará.

She began teaching at an independent English course in May 2020, after a career change and deciding to pursue English undergraduate studies. The participant learned the language at an independent English course and is currently seeking specialization in the teaching field. The teacher opted for an online interview and chose to converse in Portuguese.

Teacher N: is a 26-year-old man, an undergraduate at Universidade Estadual do Ceará. He began teaching at a private school in January 2023, following more than one year as an intern in the same school. He stated that the private school was his first formal teaching experience, having taught only singular classes as a substitute teacher or during job interviews. The participant informed that he learned the English language through games and movies but reinforced his knowledge after taking English classes at Centro de Línguas Estrangeiras do Ceará. The teacher had an in-person interview and preferred to converse in English.

None of the participants had experience abroad.

4. FINDINGS

This paper is dedicated to the examination of two research questions and a hypothesis. The interviews conducted were deemed satisfactory in attaining a comprehensive understanding of participants' perceptions, beliefs, and motivations regarding their pronunciation development in the English language. Furthermore, these interviews provided the essential data required for addressing this study research questions.

In presenting the findings related to the first research question, "what beliefs do participants hold about pronunciation development", the interviews revealed discernible patterns on recurring themes that warrant discussion. In conjunction with participants' overarching beliefs about the English language, certain recurrent topics surfaced to augment the discourse on participants' pronunciation development.

To facilitate a lucid analysis, this paper opted to categorize the aforementioned recurrent topics into three themes that were explored throughout the interview questions: I. participants' emotions; II. perceptions of accent and intelligibility and comprehensibility; and III. participants' perspectives toward English variations. Consequently, the data is presented sequentially, first introducing participants' beliefs and subsequently delving into the three aforementioned themes to fortify their perceptions on the subject under study.

4.1. Participants' Beliefs

4.1.1. Participants' emotions: fear, shame, nervousness and satisfaction

A noteworthy initial consideration pertains to participants' beliefs regarding their current pronunciation. All interviewed teachers expressed contentment and satisfaction with their pronunciation skills. Teacher R exhibits an awareness when exploring her pronunciation, by perceiving as satisfied, although thinking it could practice more: *"Estou satisfeita. O que eu não estou satisfeita é que eu não, eu não pratico".* Both teachers A and N demonstrated their delightiment towards pronunciation, as put by Teacher A *"eu sou assim, satisfeitíssima com a minha língua, com o meu speaking, sabe? Atualmente eu sou muito satisfeita."*, and Teacher N: *"I'm very satisfied with it. You know, like, I can pronounce things the way that I think they should be pronounced".*

While Teacher R and Teacher A both exhibited some dissatisfaction in specific areas, such as the desire to enhance vocabulary or reduce Brazilian Portuguese influence in their English pronunciation, Teacher N consistently asserted having an excellent English pronunciation, as emphasized at various points during the interview. This preliminary exploration is pertinent to the subsequent question addressed by participants regarding which of the four basic language skills—speaking, writing, listening, and reading—they perceived as the most important and challenging. Teachers R and A contended that the speaking skill was both the most important and challenging for them, aligning with their acknowledgment of the need for improvement in their English pronunciation. In contrast, Teacher N prioritized the writing skill as the most important, contending that challenges in writing were more prevalent than those encountered in speaking. This viewpoint is reflected in Teacher N's reflections on pronunciation, as no negative perceptions were expressed in the initial response.

Throughout the interviews, it became evident that participants' beliefs were intricately linked to their emotions, as articulated by Barcelos (2004) that beliefs, as elucidated, transcend mere cognitive constructs and assume a social dimension, influencing our interactions with various contexts and shaping our capacity for reflection and contemplation— much akin to the role of emotions. Consequently, a diverse array of emotions was observed to impact the participants' expressions concerning pronunciation throughout the interviews.

A prevalent emotion discernible in the interviews was the participants' sense of satisfaction with their pronunciation skills, as previously noted. However, it is imperative to acknowledge that negative emotions were recurrently emphasized, notably instances of shame, specifically the shame associated with potential criticism while communicating in the English language.

Transcriptions reveal that shame influenced Teacher R's perception of her quality of language production, as articulated: *"A dificuldade das pessoas é falar que sente vergonha porque acha que a pronúncia não está boa,"* and *"minha pronúncia é boa, ela é inteligível, mas ela não tem um sotaque americano."* The participant linked fluency and good pronunciation to native-like proficiency in the language. Importantly, the emotional context undergoes a transformative shift when the participant delves into her English language background, recounting experiences up to her undergraduate studies. It becomes evident that language studies at the university altered the participant's perspective, leading her to the realization that there is no cause for shame in how the language is produced: *"mas que depois que eu estudei na UFC eu entendi que eu não preciso ter vergonha disso."*

The analysis reveals the presence of multiple negative emotions in participants' pronunciation development. Nervousness, for example, was explicitly mentioned by two teachers, R and A, particularly when asked to engage in spoken English practice: *"quando alguém diz assim 'vamos começar a conversar em inglês? Pra treinar.' Aí, eu fico nervosa,"*, and *"no começo [as being a teacher] batia um nervoso muito grande, e sumia a palavra da boca."* According to participants, these emotions were intricately linked to the perceived judgment by others. Teacher R associated this judgment with feelings of fear and depreciation, believing that both speakers and non-speakers would criticize her speaking abilities. Simultaneously, Teacher A expressed indignation concerning how Brazilian individuals tend to assess the speaking skills of language learners.

Various emotions associated with the challenges of being understood and working as a teacher were underscored. Both Teachers R and N elucidated the wearisome and arduous nature of addressing pronunciation in the classroom, expressing concerns about being comprehensible to students and ensuring students' understanding.

Conversely, participants conveyed positive emotions throughout the interviews, revealing how their optimistic beliefs influenced their professional development. Teacher R, on multiple occasions, highlighted the emotion of empathy toward students and herself, recognizing the significance of effective communication beyond pronunciation and the need to adapt for better understanding. Teacher A concluded her interview by expressing the sense of being *"awesome"* as a teacher and enumerated circumstances reinforcing her beliefs: *"porque eu achava que aquele conteúdo não ia ser útil para os alunos. E tem professor que não liga para isso. Só vai passar ali e manda fazer o livro, então eu sou top mesmo!"* Additionally, Teacher N consistently conveyed that pronunciation did not evoke negative emotions, considering himself an excellent English speaker and a fluent individual.

4.1.2. Participants' perceptions of accent: intelligibility and comprehensibility

Another recurring theme throughout the interviews pertained to participants' beliefs regarding intelligibility and comprehensibility. This belief was interlinked with participants' reflections on pronunciation, their perceptions of the ideal English teacher, communication, and the importance of being understood in the English language.

Concerning communication, Teacher R associated it with comprehensibility, stating, *"O importante é se a pessoa que eu estou me comunicando tá me entendendo"*. Meanwhile, Teacher N linked communication to fluency, expressing, "*you have to have a certain level of comprehension. If you're fluent, you communicate well, you're good*." All three participants shared a similar perspective on pronunciation, asserting that although pronunciation is not the sole determinant of fluency, being intelligible and attaining a certain level of correctness in pronunciation is equally important.

Correctness emerged as a crucial aspect for Teacher A, who associated it with proper pronunciation and comprehensibility: "*tentar pronunciar as palavras corretamente, mas pronunciar e ser compreendido é importante*". The participant reiterated this belief multiple times during the interview, linking these sentiments to her perceptions of accent and how Brazilian Portuguese influenced English production.

Accent was a recurrent theme as well. Participants' perceptions on this matter encompassed their beliefs about nativeness, sounding or speaking like a native of the English language, and the impact of Brazilian Portuguese on English language production.

Teachers R and A reflected on the enduring influence of Brazilian Portuguese on their speaking skills. Initially, these beliefs were linked to negative emotions such as nervousness, shame, and comparisons to native speakers. However, as participants progressed through their undergraduate courses or embarked on their teaching careers, these beliefs transformed into an awareness that having an accent was acceptable and natural and would not impede their production of the English language.

Teacher R's progression on the topic of accent during the interview is evident in the following statements: "*minha pronúncia é boa, mas ainda tem muita influência [from Brazilian Portuguese] por eu ser uma pessoa brasileira*" and *"Eu tenho uma boa pronúncia, mas ela [pronunciation] não tem um sotaque americano"*. With a newfound awareness acquired through university studies, Teacher R adopts a different approach: *"mas que depois que eu estudei na UFC eu entendi que eu não preciso ter vergonha disso [accent and pronunciation]"* and *"Eu*

tenho um sotaque brasileiro porque eu sou brasileira e eu não tenho que mudar isso. Não tenho vergonha". Despite this, references to native speakers still persist in her discourse.

Teacher A's interview present an interesting dichotomy regarding accent. The participant emphasizes the importance of recognizing oneself as a non-native English speaker, understanding that accent poses no problems to speech, and refraining from making efforts to attain a native-like pronunciation. It is stated *"eu nem sequer tento falar sem sotaque"*, *"Às vezes eu falando em inglês é tipo como se eu estivesse falando em português"*, and *"as pessoas me dizem 'ai, você fala inglês como se você estivesse falando português!'"*. However, in different moments, the participant expresses that accent is still an impediment for her, and too impacted by her mother tongue. It was discussed by her *"eu acho que eu tenho ainda muito sotaque, um sotaque forte brasileiro, sabe?"*, and *"mas eu acho que eu poderia melhorar essa questão do sotaque, sabe?"*.

In contrast, Teacher N, complementing his positive beliefs about pronunciation and fluency, did not express any depreciation regarding accent. He simply highlighted what follows *"and he [an English speaker] said to me that my accent, my pronunciation was really good. And he complimented it. And some other people at UECE, also here at my work and many other places."*

4.1.3. Participants' perspectives toward English variations: North American and European Englishes

It is noteworthy that the three participants did not consider important to sound or imitate a native pronunciation when asked, "Do you think it is important to speak as a Native speaker of English?". Responses such as *"Não, eu não acho que é importante falar assim, como o nativo não"*, or simply *"não"*.

Teacher R questioned the utility of striving to speak like a native, stating that *"Então não adianta eu tentar, eu como brasileira, me esforçar loucamente pra ter uma pronúncia igual a de um americano. Vai ser muito difícil. E é uma coisa meio que um trabalho desnecessário, é uma coisa só pra uma aparência, sendo que eu falando com um sotaque brasileiro, claro, pronunciando tudo corretamente [...] a pessoa vai me entender do mesmo jeito"*.

Teacher A, additionally, brings forth a compelling argument, demonstrating perceptions of language variation and English as a lingua franca when explaining that even in native speaker countries, there is not only one variation or accent of the language: *"Eu acho que ele [the accent] não precisa imitar, tentar imitar o americano, né? Até porque americano de*

onde? Do Texas? Da Flórida? De qual americano?"

This statement from Teacher A presents a valid perspective to delve into the last significant theme regarding participants' beliefs about their pronunciation: language variations, particularly in the English language. Despite the reflections on pronunciation and accent previously presented in these findings, all three participants, as a common ground, self-identified as American English speakers.

To substantiate this preference, Teacher R asserted being more familiar with the American variation, stating *"Eu prefiro a americana [pronunciation] porque é a que eu estou mais familiarizada [...] e eu sinto que ela é mais fluida"*. In this context, the participant indicates a transitional phase, as she has never been to the United States but holds the belief that she is more familiar with American pronunciation. This familiarity may stem from exposure to American media, significantly influenced by culture, music, and cinema.

Similarly, Teacher A associates the preference for the American variation with its accessibility. She states, *"O inglês que eu utilizo é o inglês americano, que é o inglês mais acessível, né?"*. While acknowledging the diversity of English accents within a single country, the participant believes that correct pronunciation aligns with American English, possibly influenced by the Americanization of the English language brought about by the media. The teacher perceives American English as the most accessible, and this belief may complement her view that 'good' pronunciation aligns with correctness.

In contrast to the previous narratives, Teacher N, although also considering himself an American English speaker, displays less dependency on a specific variation. He enumerates various English variations and even discusses situations where the British variation could be useful. The interviewee states, *"I can do a very good British accent, but I don't really prefer, you know, like when I'm trying to be funny or something like that, I do a British accent, you know?"* and *"sometimes the British accent is good for me because when I speak it, I speak it slowly."* He demonstrates knowledge of a range of different variations, saying, *"I can recognize an Australian, Irish, I think Scottish too, Canadian, yeah, because Canadians, they have the /o/s, right?"*.

The extensive data presented herein serve to systematically organize and illustrate a diverse array of beliefs articulated by the three early educators regarding their pronunciation background and development.

4.2. Participants' Motivational Self-Systems

Addressing the second research question of this paper, which investigates the motivational self-system constructed by the participants, framed as "How was participants' motivational self-system built to develop their pronunciation?", an analytical lens is applied through Dörnyei's L2 Motivational Self-System. This framework explores the self-images cultivated by participants, encompassing their aspirational Ideal self, prescriptive Ought-to self, and the apprehended Feared self.

Contrary to the initial hypothesis that motivation is the most impacting system in participants' pronunciation development, insights gathered from interviews reveal that the early teachers indeed held self-motivational systems, however, these systems were primarily linked to their professional beliefs, encompassing notions of what constitutes a good teacher, how English teachers should conduct themselves in the classroom, and even their envisioned professional trajectories.

Nevertheless, Dörnyei's conceptualization of the Possible Language Teacher Self (DÖRNYEI; USHIODA, 2009) introduces personalities of an ideal, an ought-to, and a feared self, analogous to the L2 motivational self-system. Consequently, while pronunciation did not emerge as the primary reason for participants' motivation toward the English language, the acquired data remains pertinent for analysis, shedding light on their identities as English language educators.

Subsequently, addressing the second research question involves a thematic analysis using the possible selves within the L2 motivational self-system, facilitated by the concept of the Possible Language Teacher Self (DÖRNYEI; USHIODA, 2009). However, before delving into the analysis employing motivational self-system themes, it is pivotal to comprehend the origins of participants' motivations to become English teachers, with each emphasizing distinct motives.

Teacher R, for example, underscored her motivations rooted in familial influence, a childhood desire to become a teacher, and admiration for her American idol. *"Desde criança eu sempre tive meu pai como referência. Ele é professor"*, *"Porque eu já queria ser professora e aí decidi que ia ser de inglês e soube que para cursar Letras inglês na UFC você teria que ter um background, teria que já saber alguma coisa."*, and *"eu me tornei fã da Beyoncé e o inglês cada vez mais presente na minha vida, eu vi que eu me identificava muito [with English] e aí então eu passei a querer ser professora de inglês."*

For Teacher A, motivations appeared to stem from acceptance and affinity with the language, coupled with the significance of attaining a degree. She expressed, *"Não foi nada surreal do tipo 'eu decidi ser professora porque eu amo, eu quero ajudar as pessoas'"*, and *"Eu*

sei inglês, eu adoro inglês, eu acho muito bonito, né?" Here, the participant elucidates the influence of lived experiences and social context on motivation to learn the language.

Teacher N's decision to become an English teacher seemed primarily driven by proficiency with the language. This assertion aligns with the participant's reflections on pronunciation, indicating a lack of challenges in speaking the language and an absence of negative feelings related to pronunciation. Despite embodying the idealized image of an English speaker, no intrinsic motivation to become a teacher is apparent; rather, chance played a pivotal role. As articulated, *"I basically just got into the English course because it was easier for me"*, *"I got into it [undergraduation course], and then I started to accept that idea, the idea that I would eventually teach English"*, and *"I didn't have any desire to do that [become a teacher], but I did it,"* concluding with *"my motivations come from, pretty much, they don't come from a dream or, like, a dream to become an English Teacher."*

4.2.1. Participants' Ideal Selves: satisfied and safe speaker, experienced teachers

Upon elucidating the motivations underpinning each participant's choice to become a teacher, the models derived from the motivational self-system can now be examined. Initially, the model corresponding to the identity goals and aspirations of language teaching, encapsulating what they ideally aspire to achieve (DÖRNYEI; USHIODA, 2009) – the Ideal self.

Teacher R's ideal self, as revealed in the conversation, appears to be a work in progress. The participant expresses contentment with her pronunciation: *"Estou satisfeita [with the speaking skills]. O que eu não estou satisfeita é que eu não pratico"*. However, this satisfaction may have established a comfort zone, leading the interviewee to seek attributes that are already within, as indicated by the statement *"Eu preciso ter mais segurança no que eu sei, em tudo que eu já construí"*. Ultimately, the participant acknowledges the need to *"exercitar [the English language] pra que eu possa melhorar ainda mais"*. While the motivation is not explicitly linked to pronunciation, it revolves around the broader goal of language improvement and practice.

Teacher A's ideal self aligns more closely with her actual self (The individual the participant presently embodies). The participant seeks improvement, and her notion is concrete: *"Eu acho que já está bom. Eu acho que inevitavelmente, eu vou melhorar, ainda mais quando eu fizer a minha especialização em ensino de língua inglesa",* and additionally, "*E o fato de eu gostar de inglês, isso me ajuda bastante também, porque eu sempre quero melhorar*". These

statements reflect a balance between the teacher's ideal and ought-to self, with her goals and aspirations interconnected into her personal and professional pursuits. The interviewee appears, at certain moments, unaffected by negative critiques, stating, *"quando a pessoa fala da minha pronúncia, que eu vejo que é, sei lá, criticando, eu não ligo"*. She concludes with a delightful and casual reflection on the pride of being a teacher – *"uma professora bem top!"*.

Taking into account every aspect previously mentioned about Teacher N's perceptions of pronunciation, it is evident that his ideal self is primarily linked to speaking skills and fluency. Despite expressing concerns and fears, which will be addressed below, the participant emphasizes and demonstrates confidence in his pronunciation and speech abilities throughout the entire conversation. *"I can pronounce things the way that I think they should be pronounced. And I don't remember many times in which people actually corrected me"*, *"I consider myself to be very fluent, and my English is very good, and I can express myself really well."* The participant is fulfilled in pronunciation and proficiency areas, asserting, *"But at the moment, I don't think it [pronunciation] needs improvement."*

4.2.2. Participants' Ought-to Selves: expert teacher, always learning

The ought-to self, pertaining to obligations and responsibilities within the context of work, encompassing reflections on what must be undertaken by learners and the virtues implicated in the responsibilities of a teacher, the persona one is obliged to embody. This self-system is delineated by notions of practice, improvement, and the challenges inherent in language teaching and language learning for the three participants.

Teacher R's ought-to self is intertwined with strategies for practicing the English language: *"A única coisa que eu sempre faço é ouvir música, cantar músicas em inglês, aprender letras. A única coisa que eu ainda continuo fazendo, mas ir atrás de algo mais sério, eu ainda não fui, mas eu sei que eu preciso"*. Additionally, the belief that the teacher must consistently strive for improvement is evident: *"Eu, como professora, a gente sempre precisa continuar aprendendo e exercitando"*. Throughout the interview, the participant also expressed empathy towards her students' social and cultural contexts, underscoring how these considerations influence their motivation to learn the language.

Teacher A's ought-to self prompts reflections on continuous improvement: *"A gente está em constante improvement"*. Furthermore, the participant accentuates a different aspect: maturation concerning her English language proficiency: *"eu amadureci também na questão de pensar que eu não preciso saber de tudo, nem na minha língua eu não sei"*. In both statements,

the interviewee reveals the development of her beliefs regarding being an effective English teacher. Reinforcing her identity as an English teacher, Teacher A iterated twice during the interview the presence of motivations related to enhancing language skills, both before and after assuming the role of a teacher, aligning with the aforementioned beliefs of perpetual improvement as a teacher.

Regarding Teacher N, the ought-to self contrasts with the concept of improvement, as articulated by the other participants: *"Every time I had a new assignment at the university, I wanted to do it better. I wanted to improve it."* Additionally, the interviewee emphasizes the concept of challenge, narrating his language background. Despite production skills not presenting a challenge, Teacher N is conscious of the importance of continually enhancing proficiency: *"I mean, they [the four language skills] are always challenging in one way or another, but not challenging in the sense that they are hard, but challenging in a sense that they never end."*

4.2.3. Participants' Feared Selves: being judged, fears and frustration

The third and final self-system analyzed encapsulates the apprehension one may internalize toward the language. It encompasses the negative consequences of failing to achieve either the ideal or ought-to self. The feared self, represents the identity a person fears becoming or does not wish to embody.

For Teacher R, the feared self is intertwined with emotions of nervousness and the fear of judgment: *"Em público. Muitas pessoas me ouvindo, fora os meus alunos ou até mesmo com alguém, quando alguém diz assim 'vamos começar a conversar em inglês? Pra treinar.' Aí, eu fico nervosa"*. Additionally, in the statement *"menina, essa pessoa aprendeu inglês mesmo? Onde foi?', porque eu fiquei com medo do julgamento"*. The teacher associates dissatisfaction with pronunciation and speaking skills to a comparison with her peers during the undergraduate course: *"Eu me formei ano passado, mas já faz tanto tempo que eu não estou em uma sala de aula da UFC, que eu não estou exercendo isso, que eu fui perdendo, e eu sei que eu não devo deixar isso pra lá [...] mas me deixa nervosa"*. Furthermore, Teacher R mentions frustrations and challenges associated with teaching a language in the socio-cultural context of public schools in Brazil.

Teacher A's feared self is triggered when commenting about the judgments that other Brazilians make toward English learners: *"Porque o brasileiro é bicho pra criticar o inglês do outro, principalmente o brasileiro que não sabe inglês"*. The participant expresses

outrage when judged by others, although she previously stated that she is not bothered when her pronunciation is criticized. Creating a linear connection to Teacher A's beliefs, correctness was an aspect quoted at various moments during the participant's interview, and it is present in her feared identities as well. The participant believes that a teacher must have correct pronunciation, fearing that students could learn something wrong or make any sort of mistake, *"porque senão ele vai ensinar uma coisa errada, vai passar para frente uma coisa errada e aquele aluno vai passar para frente também"*.

Teacher N's feared self is similarly connected to his students but also to the teaching program adopted in the school he works. The participant states, *"that specific book, specific guideline […] and sometimes I feel like it's not the proper way that it should be for those students."*, *"But here I have teenagers who don't want to be in class or that don't like English that much."*, and *"and I don't trust them to speak the words in the best pronunciation, quote on quote, right? It's complicated"*. The teacher lacks confidence in students' pronunciation skills and demonstrates an emotion of disappointment, in addition to the belief that the content approached by the book used is programmatic and does not consider students' needs.

4.2.4. Participants' Future Motivations

To further explore the subject of motivation, a question posed during the interviews holds significance for the conclusion. The question inquired about the participants' motivations for their future roles as English teachers. Once again, the responses from two participants did not consider pronunciation as the primary motivation for the future. This is evident by now, as all three participants expressed satisfaction with their pronunciation skills, thereby refuting the research hypothesis once again.

The three interviewees linked their future motivations to their realizations in the teaching field. Teacher R aspires to travel abroad to enhance communication in the English language, reaffirming a belief that being in a native country is crucial for language acquisition: *"Eu sinto muita vontade de ir para fora. Eu acho que para um país que fala inglês, não necessariamente os Estados Unidos. Eu acho que isso vai melhorar muito a minha fala, porque lá eu não vou ter escolha, eu vou ter que me comunicar"*. Teacher A, for instance, introduces the notions of improving knowledge and financial stability as the main motivation for the future: *"eu quero fazer uma especialização em ensino de língua inglesa e eu quero ser concursada do Estado"*. Finally, Teacher N relates future motivations to gaining more experience as a teacher: *"I want to improve, to get better experiences. You know, teach other classes, teaching in other*

scenarios, teaching other subjects, you know, and improve, not my vocabulary, but my strategies. I would have more experiences and they would amount to a better Teacher," once again highlighting the ideal self not related to pronunciation.

5. CONCLUSION

Throughout this research, the primary roles of beliefs and motivations in the development and historical background of novice teachers has been underscored. In the study, participants elucidated how their motivations prompted them to initiate language learning and, notably, how this spectrum of motivations sustained their commitment and propelled them to aspire to and perpetuate their advancements in the realm of the English language. The data collected through the three interviews conducted proved to be satisfactory for investigate and delving into the research questions proposed in this paper. Of particular interest is the revelation regarding the second research question, which explores participants' motivations for developing pronunciation in English. The responses provided by novice teachers presented varied aspects of motivations, deviating from the anticipated ideas and warranting a distinct approach in this study's hypothesis.

Commencing the analysis with the first research question, "What beliefs do participants hold about pronunciation development?" the study concluded that a variety of factors influences participants' beliefs regarding their pronunciation. Emotions, both positive and negative, emerged as pivotal influences in their perceptions of learning and teaching the language, especially during moments of language use. The participants expressed how their pronunciation impacted their feelings and described their satisfaction, with some characterizing themselves as "really good" or even "the top."

In addition to the impact of emotions on participants' beliefs, their reflections on accents were examined. All three participants perceived their pronunciations in English as American. Importantly, the participants shared positive beliefs regarding comprehensibility, collectively asserting that being understood is more crucial than sounding like a native English speaker. Jenkins (2006, p. 173) contributed a pertinent insight on English variations, suggesting that "Teachers and their learners, it is widely agreed, need to learn not (a variety of) English, but about Englishes, their similarities and differences, issues involved in intelligibility, the strong link between language and identity, and so on".

Addressing the second research question, "How was the participants' motivational self-system built to develop their pronunciation in the English language?" a notable finding

emerged: contrary to expectations, novice teachers' motivations were not the primary systems driving pronunciation development, thereby challenging the paper's initial hypothesis.

Beyond pronunciation, participants articulated motivations related to the English language as a tool for enhancing their teaching abilities. They reflected on early motivations to learn English and their aspirations to be deemed a "proper" teacher, emphasizing intelligibility, comprehensibility, correctness, repetition, and future aspirations linked to gaining more teaching experience, international adventures, and financial stability— notably, without pronounced expectations related to pronunciation.

In conclusion, it is intriguing to highlight the dynamic nature of participants' overall perceptions, which fluctuated during the interviews. Participants demonstrated moments of satisfaction with their pronunciation or teaching aspects, yet at other times, they acknowledged areas for potential improvement. This may be connected to deeper reflections during the interview on themes that participants were not initially prompted to consider.

To further substantiate the aforementioned considerations, it would be insightful to conduct follow-up interviews at a later period and analyze how participants' beliefs and motivations may evolve over time.

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APPENDIX – INTERVIEW'S QUESTIONS

Initial (Demographical) Questions
1. How participant wants to be mentioned?
2. Talk briefly about your English language background (How did you started learning the language, how long have you been learning English, how long have you been teaching, where do you teach, where do you study/studied, do you have experience abroad).

Pronunciation Related Questions
1. Considering the four skills of language communication: speaking, reading, listening or writing, which one is the most important for you, as a learner? Which one is the most challenging to learn and develop? Why?
2. How do you evaluate your pronunciation? Are you satisfied with it or do you think it needs improvement?
3. What are your thoughts about a "beautiful" or "perfect" pronunciation of English?
4. What do you know about English national variants? Do you prefer any of them (such as US or UK variations)? What do you think about Brazilian English and the role of Brazil to the language?
5. Do you think it is important to speak as a Native speaker of English?
6. Do you consider your pronunciation different from the English of a native speakers? How does this question make you feel?
7. Has another English speaker around you (friends, family, peers, teachers, etc.) ever mentioned or commented about your pronunciation? How did you feel about it? Do you feel nervous when speaking English at any circumstance (meeting other English speakers, or at work, for example)?
8. What do you do to improve your pronunciation?

Teaching Related Questions
2. Talk about your motivations to become a teacher.
3. How do you think it has to be an English Teacher pronunciation?
4. In your opinion, what is an "excellent" English teacher like?
5. How is your relation to English inside your classroom? Do you prioritize any variety of English?
6. How is your relation to pronunciation inside classroom (do you use any technique to teach pronunciation, how is pronunciation handled by your students.
7. Talk briefly about your expectation as an English teacher to the future. Who do you want to be, and what do you want to achieve?