



Reconsidering Assumptions of Beginner Teachers' Needs: An Examination of Commonly Used Pronunciation Textbooks

Novice teachers often look to textbooks and teacher's manuals for guidance when preparing courses, learning course content, and delivering instruction to students. In the field of pronunciation, however, materials creators face an unusual difficulty when designing resources because beginner teachers often are not truly novices: They might have limited experience teaching pronunciation content but be experienced teachers in other language fields, such as writing, reading, or ESL. This article examines 8 pronunciation texts (5 textbooks and 3 corresponding teacher's manuals) to discover what guidance is offered to teachers. In particular, the researcher, a writing instructor who recently tutored pronunciation, offers insights into an analysis of this support for different types of beginner teachers—novice, advanced beginner, and competent. The findings include recommendations for authors and publishers of such materials as well as for program directors and teachers to enhance and ensure the usefulness of these resources for all instructors.

All teachers begin as novices, anxious about any number of issues related to teaching: the curriculum, the students, scheduling the term, building authority, and so on. While all novice teachers face challenges, not all beginner teachers are novices, and the teaching of pronunciation presents unusual difficulties for instructors trying to gain expertise. Three key realities that influence beginner pronunciation teachers are important. First, though scholars are inclined to agree that pronunciation is a crucial aspect of teaching English to language learners, few pronunciation-focused courses are

offered; typically pronunciation, if it is offered, is incorporated into courses dedicated to a variety of ESL topics. Next, compared to other TESOL specialties, fewer established textbooks, pedagogical training opportunities, and resources exist to aid teaching pronunciation. Finally, even faculty expertise is not certain. Celce-Murcia, Brinton, and Goodwin (2010) observe that ESL programs are often housed in English departments with teachers more likely trained in literature than linguistics.

In sum, these facts illustrate that teachers have limited resources to aid teaching pronunciation regardless of whether they teach the topic in a stand-alone course or as a component of a general ESL class. That is especially important since teachers of pronunciation, while perhaps confident teaching in other areas, might not be trained in pronunciation pedagogy and content. Thus, while some beginner pronunciation teachers might need help developing classroom-management skills or a teaching persona, more of them likely need guidance learning and designing activities around content related to the English sound system.

Typically, beginner teachers turn to a variety of resources to guide them as they build expertise. They might seek out local mentors, read scholarship in the field, and attend disciplinary conferences—though these options can be unavailable, time consuming, and expensive. More easily accessible options are online resources and forums, and, of course, the textbook and teacher’s manual, if one has been provided. Yet, the abundance of supplemental resources indicates that the textbooks and teacher’s manuals might not be as useful for pronunciation teachers as the authors and publishers would like to believe,¹ perhaps in part because pronunciation teachers come from a variety of backgrounds with a range of experience.

Examining expertise in teaching, Berliner (1994) articulates five stages at which expertise is developed. At the first stage, the novice level, teachers are “learning the objective facts and features of situations” to acquire expertise (p. 10). At the second stage, the advanced beginner level, teachers have more confidence and willingness to be critiqued but are still developing “strategic knowledge—when to ignore or break the rules and when to follow them” (p. 11). In these first two stages, Berliner claims, the teachers are “not yet actively determining through personal agency what is happening” (p. 12).

Berliner argues that most, though not all, teachers move into the third stage, the competent level, during which they “make conscious choices,” “set priorities,” “have rational goals,” and “choose sensible means for reaching the ends they have in mind” (p. 13). Their experience guides them on what is and is not necessary, but they are not yet

“very fast, fluid or flexible in their behavior” (p. 14). Those qualities come in the final two stages, the proficient level, which some teachers reach, and the expert level, which very few achieve.

Berliner’s categorization of expertise development may be usefully applied to the field of pronunciation because not all beginner pronunciation teachers are strictly novices. Often, teachers of pronunciation have experience teaching in related fields (ESL, writing, reading, etc.). As such, they might have more advanced skills of managing, confronting, or circumventing general teaching issues that novices do not yet have; however, if teaching unfamiliar content, they might feel uncertain about tackling content-related challenges, such as assessing students’ pronunciation needs and designing appropriate activities to teach those topics or reach learners at differing levels. The authors and publishers of the textbooks and teacher’s manuals should expect teachers to turn to these resources to help with these tasks. Yet how do these resources offer support for beginner pronunciation teachers?

Many researchers (Ball & Cohen, 1996; Ball & Feiman-Nemser, 1988; Collopy, 2003; Remillard, 2000; Warford & Reeves, 2003) illustrate various ways in which these types of texts aid teachers in the creation and adaptation of curriculum in different fields. Yet few have studied these resources in relation to instructors at differing stages of expertise in teaching, specifically the three beginner levels (novice, advanced beginner, and competent), and why an understanding of these stages might be valuable for authors and publishers to more fully address all beginner teachers’ needs. Thus, in this project, I found that examining pronunciation textbooks and teacher’s manuals can be useful to unpack such concerns specifically because beginner pronunciation teachers are not all novices.

Background

To best understand this problem, two topics need to be discussed more fully: novice teachers and materials development. Over the past three decades, researchers have examined the perceptions, experiences, and growth of teachers, especially novice teachers. For novices, everything is new: the curriculum, the students, how to schedule the term, how to build authority, and so forth (Feiman-Nemser, 2003). There is a steep learning curve, and while some things can be learned before the teacher steps into the classroom, others cannot. Certain skills are crafted only by being in the classroom (Numrich, 1996; Pennington & Richards, 1997). Thus, novice teachers must gain experience both with the content of the course and with pedagogy in order to improve and gain confidence.

For example, in an examination of reflections by novice TESOL

teachers during three 10-week teacher-training practica, Brinton and Holten (1989) found that participants did not demonstrate increased confidence or familiarity with the act of teaching until the second practicum. These findings support Berliner's claim that as novice teachers move toward advanced beginner and competent levels their awareness of general teaching practices grows. Thus, the difference in the awareness, confidence, and abilities of novice, advanced beginner, and competent teachers likely influences the types of guidance and resources they seek out.

This observation is related to Darcy, Ewert, and Lidster's (2012) list of challenges that pronunciation teachers face: They are "confronted with contradictory purposes and practices for pronunciation instruction," are given "guidelines for teacher training and classroom materials [that] are not well-defined," have "a general lack of guidance from research in determining level-appropriate pronunciation activity," and find that "most materials are written for high-level learners" (p. 93). To make matters more difficult, little has been written about the process of creating pronunciation textbooks and teacher's manuals to guide materials creators. And while these texts should be crafted by experts in pronunciation content and in teaching that information, Dubin (1995) raises concerns that these individuals may be skilled at creating and adapting materials for their own ways of teaching, but they might not be as adept at designing materials useful for those with different teaching methods. Collins and Evans (2007) note that tacit knowledge is a component of expertise, so it is understandable that experts at teaching pronunciation who perform certain acts tacitly might have trouble explaining their techniques to beginner teachers who likely want explicit advice.

Additionally, materials creators spend less energy considering the teachers and resources for them than the students and their resources (Ball & Cohen, 1996; Ben-Peretz, 1990; Remillard, 2000). In fact, many textbook authors complete the textbook only to find out later in the publication process that teacher's manuals or other supplementary teaching materials also need to be designed. Thus, these resources tend to be "treated as a back-drop" to the textbook, with only rare occurrences for follow-up to discover whether, how, or why teachers implemented or adapted materials in their teaching and learning (Remillard, 2000, p. 333). Even Grant (1995), when reflecting on her process of writing *Well Said*, articulates that textbook authors should give attention to both learners and teachers, yet she spends five pages discussing learner-related issues and not even one full page on matters related to the teacher. Though seemingly not a balanced examination, Grant's points highlight specific needs for textbook authors to

consider: Materials should be designed to enhance teachers' content knowledge, to communicate the "why's" and "how's" of instruction, and to offer suggestions and activities that are "relevant, interesting, and authentic" (p. 117).

Yet it is difficult for materials creators to adequately reach these goals. Because conversations between materials creators and teachers do not typically occur, authors must make assumptions about teachers' abilities, styles of teaching, and knowledge. Additionally, teachers might not consider themselves to be the audience of textbooks and teachers' guides, hindering what they might learn from those texts (Collopy, 2003). Such assumptions might hamper a teacher's ability to use material effectively, especially a beginner teacher under pressure to simultaneously learn content and the methods for teaching it.

So if textbook writers direct most of the content of their materials to students, have difficulty expressing their tacit teaching knowledge, rarely get feedback from users of the materials, and have their helpful instruction often overlooked by teachers anyway—aside from the fact that they rarely receive compensation for writing teacher's manuals—it is not surprising that there has been little examination of adapting curriculum materials to the instruction and pedagogies of all types of beginner pronunciation instructors. This article offers a starting point for that dialogue. In it I analyze topics presented in the pronunciation textbooks and teacher's manuals to pinpoint the support that current pronunciation textbooks and teacher's manuals do and do not provide. Since each text presents topics differently and in different amounts, which likely affects whether and how instructors use the texts, the results might encourage communication opportunities for creating additional and improved resources for pronunciation instructors, especially those who are beginner but not novice teachers.

Methods

For this study, five pronunciation textbooks and three teacher's manuals were gathered to examine how they provide help for beginner instructors. These five textbooks were chosen because they include the most commonly used pronunciation textbooks currently in use.² Of these five textbooks, three are still being printed with teacher's manuals, and those are included in the examination. Figure 1 catalogs the texts examined.

A qualitative approach was implemented to find key information that a novice teacher might look for. Grounded theory, an inductive methodology in which the data are drawn out of the examination of these textbooks, was initially used to find terms and topics dealing with pronunciation instruction that could be listed, categorized, and

<i>Title</i>	<i>Author(s)</i>	<i>Publisher</i>
<i>Accurate English</i>	Rebecca M. Dauer (1993)	Prentice Hall Regents
<i>Clear Speech</i> , 4th ed. <i>Clear Speech</i> teacher's manual	Judy B. Gilbert (2012a, 2012b)	Cambridge University Press
<i>Focus on Pronunciation</i> , 3rd ed.	Linda Lane (2013)	Longman
<i>Pronunciation Plus</i> <i>Pronunciation Plus</i> teacher's manual	Martin Hewings and Sharon Goldstein (1999a, 1999b)	Cambridge University Press
<i>Well Said</i> , 3rd ed. ³ <i>Well Said</i> teacher's manual	Linda Grant (2010a, 2010b)	Heinle Cengage Learning

Figure 1. Pronunciation textbooks and teacher's manuals.

analyzed. The tables of contents and indexes of the eight collected texts were searched for terminology related to teaching tools or tips; for call-out boxes, chapter sections, and exercises directed to teachers; and for introductions or appendices targeted at teachers.

An open coding process provides what Strauss and Corbin (1998) consider a sense of “where to start, what to look for, and how to recognize it when [seen]” (p. 223). Since open coding and data collection are integrated activities, an initial pass through the texts was made to find the common items and information communicated to instructors. Codes were designed out of the patterns of discussions and instructions to teachers occurring in the texts. From these codes, five major topics were located, listed, and categorized in a recursive process.

Results and Discussion

An analysis of the five textbooks and three teacher's manuals yielded a list of five general topics directed to instructors and designed to aid their teaching of pronunciation: course preparation, course content, metacognitive rationale, activity modification, and additional resources. They presented themselves in two key ways: First, through the organization and layout of the texts (e.g., section headings, such as instructor notes or references, and other visual cues, such as call-

out boxes), and second, by language that indicates the instructor as audience (e.g., language such as “please teach,” “to explain rhythm to students,” or “ask students to”). Naturally, not all of the texts included all of these topics. Figures 2 and 3 denote which topics appeared in which textbooks and teacher’s manuals, respectively.

<i>Title</i>	<i>Course preparation</i>	<i>Course content</i>	<i>Metacognitive rationale</i>	<i>Activity modification</i>	<i>Additional resources</i>
<i>Accurate English</i>	✓	✓		✓	✓
<i>Clear Speech, 4th ed.</i>	✓	✓			
<i>Focus on Pronunciation</i>	✓	✓			
<i>Pronunciation Plus</i>		✓			
<i>Well Said, 3rd ed.</i>		✓			

Figure 2. Topics present in pronunciation textbooks.

<i>Title</i>	<i>Course preparation</i>	<i>Course content</i>	<i>Metacognitive rationale</i>	<i>Activity modification</i>	<i>Additional resources</i>
<i>Clear Speech, 4th ed.</i>	✓	✓	✓	✓	✓
<i>Pronunciation Plus</i>	✓	✓	✓	✓	✓
<i>Well Said, 3rd ed.</i>	✓	✓	✓	✓	✓

Figure 3. Topics present in teacher’s manuals.

While quantity does not necessarily reflect quality, these observations indicate a possible connection between how often topics that aid teaching appear and how useful the guidance itself is. I should make clear that the results of my study are not meant to promote a particular textbook or teacher’s manual over another; instead this study was designed to help illustrate instances in these texts that do and do not offer clear guidance for instructors at novice, advanced beginner, and competent levels, and to begin to create opportunities for dialogue between beginner pronunciation teachers and materials creators to continue to improve these resources.

What follows is a discussion of each of the five topics, descriptions of how the pronunciation texts demonstrate the topics, and brief examinations of the possible impact of these topics on beginner teachers.

Course Preparation

Significant preparation goes into the content and structure of the course before a term even begins. For the theme of course preparation, three criteria were taken into consideration for rating the texts: designing the syllabus, scheduling course content, and crafting instructions for diagnostic testing.

First, even though Numrich (1996) found novice ESL instructors struggled to plan a syllabus—a complex act involving knowing the key elements of course content, incorporating activities that will best help students reach their pronunciation goals, and effectively correlating those activities to the material found in the textbook and other course materials—of the eight texts examined, none give advice on syllabus design.

Second, *Accurate English*, *Clear Speech*, *Focus on Pronunciation*, the *Pronunciation Plus* teacher's manual, and the *Well Said* teacher's manual offer scheduling tips for the class term, specifically including information about how to best organize the books' content: *Accurate English* gives a "Suggested Plan" for the term schedule (Dauer, 1993, p. vii); *Clear Speech* notes the order in which topics should be covered (Gilbert, 2012a); *Focus on Pronunciation* tells teachers that they "can 'skip around'" rather than follow the order of the textbook (Lane, 2013, p. vi); the teacher's manual for *Pronunciation Plus* describes four ways in which the eight parts of the textbook can be taught (Hewings & Goldstein, 1999b); and the teacher's manual for *Well Said* informs teachers of information that must be covered if certain chapters are rearranged or omitted (Grant, 2010b).

Third, a course-preparation activity that many pronunciation teachers use is the diagnostic test to assess students' needs and help plan the course curriculum. *Accurate English*, the *Clear Speech* teacher's manual, and the *Well Said* teacher's manual supply the teacher with clear guidelines for performing a diagnostic test and also providing sample tests for the teacher to use. *Accurate English* and the *Clear Speech* teacher's manuals go a bit further by also suggesting repeating the test at the end of the term as a way to identify progress and needs for future instruction (Gilbert, 2012b) and by suggesting that students participate in a self-analysis or as a class responding to each other's tests (Dauer, 1993).

In sum, topics covering course preparation in these texts might

not be equally useful to novice, advanced beginners, and competent teachers. Novices might benefit from training on syllabus design, while advanced beginner and competent teachers might not be bothered by the omission. However, all beginner teachers could benefit from detailed explanations on scheduling course content and the delivery and analysis of diagnostic tests since some might not have enough control of the course content to know why it is better for some topics to precede others or how to help students take control of their learning.

Course Content

Once teachers are certain which concepts and skills must be taught in a particular course, they must ensure they comprehend the material and the purpose of presenting material through certain activities because, as Williams (1983) observes, “The teacher takes over where the textbook leaves off” (p. 254). For the theme of course content, three criteria were taken into consideration for rating the texts: introducing ideas to students and teachers, defining terminology, and explaining the importance of pronunciation features.

All eight textbooks and teacher’s manuals include these elements. Yet, likely because textbooks are designed with the students in mind, they provide teachers with only basic information. *Focus on Pronunciation* offers the most contextualization by giving definitions, descriptions of how the mouth forms sounds, examples of proper use, and real-world examples of miscommunication of that use. The *Well Said* teacher’s manual provides the least material of the teacher’s manuals, presenting half-page explanations of background information in the chapters and occasional “Instructor Notes” with reminders and strategies. It does, however, offer a 4.5-page-long chart that lists common pronunciation problems and indicates typically which students will have which problems based on their native language (Grant, 2010b).

Meanwhile, the *Pronunciation Plus* teacher’s manual offers introductions within the overviews of the book’s parts, as well as within each unit’s background section, that offer terminology, definitions, and general notes to help teachers understand the material covered in the textbook. The *Clear Speech* teacher’s manual offers brief unit overviews of the terminology and materials in the textbook as well as sections describing student expectations to help the teacher know how to emphasize certain material.

It should also be mentioned that for those pronunciation instructors who are not native English speakers, the texts give little advice on how to handle content that might be affected by their own accents. For instructors who are anxious about their accents, the textbooks and manuals offer only as much support as what is directed to students.

For example, in the *Clear Speech* teacher's manual, the author discusses that "pronunciation is very personal," yet she describes this feature only in relation to the student (Gilbert, 2012b, p. xi). While helping the teacher consider how students might be resistant to learning pronunciation, there is no consideration for the teacher who might also have similar discomfort but who also has to teach the material. In fact, in the introductory pages of *Well Said*, a letter to the students comfortingly reminds them that the goal is about communicating clearly, not about removing all traces of an accent (Grant, 2010a). This same encouragement regarding the perhaps more pressure-filled challenge of teaching pronunciation is not offered in the letter to the teacher. That being said, all of the textbooks examined offer some sort of audio support that likely would help the teacher provide a wider variety of examples for students to listen to. Additionally, if students concede that having an accent is acceptable, that allows the instructor to focus more on the content than the delivery.

The results of this examination, however, show that the *Clear Speech* and *Pronunciation Plus* teacher's manuals provide the most explanation of terminology and material that teachers could implement throughout the term to assist students, making them the most useful for beginner teachers who are not experts in pronunciation or who would like multiple ways of explaining content to students. For teachers working with students who have a broader range of needs, all of the texts examined offer enough clarification of key concepts and terms that beginner teachers would find these texts useful in limited ways.

Metacognitive Rationale

Ball and Cohen (1996) acknowledge that curriculum materials should contribute more to helping teachers recognize how materials could be used in classroom contexts and become more aware of the strengths and weaknesses of the tasks created by the textbook authors. For the theme of metacognitive rationale, one criterion was taken into consideration for rating the texts: explanations for how activities or content guide students' performance and learning.

Only the three teacher's manuals include these descriptions, though to varying degrees. The teacher's manuals for *Pronunciation Plus* and *Well Said* touch only vaguely on justifications for why students are learning certain skills, such as explaining what students should learn from listening activities (Grant, 2012b). However, the *Clear Speech* teacher's manual gives far more detail in explaining why activities are useful to students' learning instead of simply how teach-

ers can use them. For example, the introduction to the *Clear Speech* teacher's manual explains the purposes of a variety of included activities, noting, "Focused listening activities provide a solid foundation for confident, accurate speaking. ... Taking dictation alerts students to areas of listening perception that still need improvement" (Gilbert, 2012b, p. xii).

Of all of these resources, the teacher's manual for *Clear Speech* provides the most direct information and tips to aid beginner teachers who might need such rationale reiterated in the context of the activities they will teach. That also helps ensure that the teacher does not cut material that could be useful for the students' learning. While all of the texts articulate how particular pronunciation activities will be helpful in certain circumstances, beginner teachers unfamiliar with the content would benefit from more clearly presented rationales explaining why certain tasks are useful for particular students.

Activity Modification

Numrich's (1996) study indicated that novice teachers often struggled with modifying textbook activities to meet individual students' needs. For the theme of activity modification, one criterion was taken into consideration for rating the texts: the inclusion of suggestions for adapting the textbook's activities to meet the needs and skill levels of students.

While all of the textbooks offer extra practice tasks, only *Accurate English* and the three teacher's manuals give explanations for when to use them and how to modify them to students' needs. The *Clear Speech* teacher's manual provides a limited array of practice strategies, such as directing students to orally practice words they have written (Gilbert, 2012b). *Accurate English* is also limited to an explanation of various ways students can practice pronunciation using minimal pair sentences (e.g., repetition, identification, etc.) and a variety of "Advanced" activities to be used by students with more proficiency (Dauer, 1993, p. ix).

However, the *Well Said* teacher's manual offers more expansive advice in the form of Instructor Notes and Notes for Advanced Students that propose richer explanations, adaptations, and extensions of tasks. This text also offers teachers additional resources, such as a review of voiced and voiceless consonants, and provides external resources, including alternative practice activities. The teacher's manual for *Pronunciation Plus* provides a variety of extensions to help teachers who need additional or more challenging practice tasks for their students. For example, the teacher is prompted to have students write

and read aloud sentences using words from a crossword puzzle to challenge their pronunciation and their comprehension of the words. Nearly every unit has at least one extension, and many have three or more.

Thus, the suggestions in the *Pronunciation Plus* and *Well Said* teacher's manuals offer the most help for beginner teachers to give students additional practice. These texts provide assistance for teachers to consider how to quickly modify textbook activities and gain insight on creating their own activities for additional training. Even so, little rationale is provided as to why certain activity modifications might be best implemented, and the teachers are still required to do much of that adaptation on their own.

Additional Resources

Finally, novice teachers often do not have bountiful resources from which to draw additional activities or enhance their teaching of certain pronunciation features. For the theme of additional resources, one criterion was taken into consideration for rating the texts: links to other sources that offer insight into concepts or useful classroom activities.

Once again, only *Accurate English* and the three teacher's manuals include these resources.⁴ *Accurate English* provides a reference page including nine sources with one-sentence annotations. In the *Pronunciation Plus* teacher's manual, the authors provide "A Recommended Books" list of eight texts with a corresponding chart identifying common L1-specific pronunciation problems (Hewings & Goldstein, 1999b, p. x). Meanwhile, both the *Clear Speech* and *Well Said* teacher's manuals offer 49-source reference pages, which are cited at key points through the manuals to effectively guide teachers' work. The *Clear Speech* teacher's manual also includes Teaching Tip call-out boxes that describe additional activities designed by individuals whose texts are listed in the bibliography, such as William Acton's "Syllablettes" or "The Walkabout" (Gilbert, 2012b, p. 33).

Because the sources in the *Clear Speech* and *Well Said* teacher's manuals are referenced within the manuals, teachers can easily take note of what might be useful as they create their lesson plans or address a certain topic. When examining the sources included, I noted that some focused only on child learners while others used technical language that might cause confusion for someone not trained in linguistics. Still, having access to these resources could help beginner teachers (especially those who have some language/linguistics training) feel that they have meaningful and accessible support to build their confidence and expertise.

Conclusion

The analysis of pronunciation textbooks and teacher's manuals presented here demonstrates that materials creators are concerned with and offer support for instructors teaching pronunciation; however, that assistance is limited in terms of the types of advice and guidance given, neither of which address the range of needs of beginner teachers. The results reinforce Ball and Cohen's (1996) observations that curriculum developers have often "failed to appreciate teachers' need to learn in order to use new materials," "tend to assume that curriculum materials can operate nearly independently on students," and rarely "seem to have carefully analyzed the role teachers play in creating curriculum" (pp. 6-7). Based on my findings, I conclude that this limitation stems in part from the fact that textbook authors, though experts in the content and their own teaching practices, are no longer beginner teachers. Because of their expertise, the authors seem to think about their instruction goals and planning as well as the course content in different ways from how beginner teachers do. All this evidence supports Numrich's (1996) claim that what materials creators think beginner teachers need to know, and what they include in their resources, might not always match what beginner teachers actually need.

As demonstrated in this article, few commonly used pronunciation textbooks provide assistance on metacognitive rationale, activity modification, or additional resources. While all three teacher's manuals do offer guidance on all five topics examined, they are not consistent in their approach or scope. While the greatest guidance occurred in the teacher's manuals rather than in the textbooks, they both have strengths and weaknesses, so it would be up to the individual teacher to decide what guidance would be most helpful. As such, this research project's results are not meant to promote a particular textbook or teacher's manual over another.

What this study does highlight is that teacher's manuals for pronunciation textbooks can be exceptionally useful for all types of beginner teachers, especially if there could be more direct consideration of their needs.⁵ Of course, curriculum designers can do only so much to aid teachers' use of materials, and they should not be expected to foresee and offer aid for every instructor's potential struggle (Ball & Cohen, 1996). But the creators of these materials (and their publishers) could call for feedback from teachers to learn how their materials are being used and in what ways they do and do not aid teaching. Feedback could also be gathered when considering topics of concern beyond those addressed through this research; for instance, instructors who are not native English speakers might want more guidance

on teaching pronunciation when they themselves are conscious of their accents. As Brinton and Holten (1989) note, teachers' "perceptions of themselves" and "understanding of the craft of teaching" evolve through time, so communicating with novice, advanced beginner, and competent teachers can provide materials creators different, yet invaluable, perspectives (p. 350).

Additionally, when considering pronunciation teachers' needs, textbook authors and publishers should consider more fully how the supplemental materials will be delivered to the teachers. Not all teachers are given physical copies of the teacher's manuals (see also Sonsaat, 2018 [this issue]). The lack of such a resource can be detrimental for pronunciation instruction since this research has shown these materials to be valuable tools for beginner teachers. Meanwhile, existing online materials often include only the audio for listening activities in the textbooks and answers to activities in the textbooks, yet these resources could offer much more. Forward-looking publishing companies might provide more of these resources online, but in formats that more obviously promote the materials as useful for teachers as well as making them accessible to all teachers, even if they have used copies of the textbooks. While digital resources do have drawbacks, such as the need for the teacher to have a sustained Internet connection and the need for someone to maintain the webpages, benefits of online resources include that materials can be organized and located efficiently, more materials can be included than what is feasible in a print text, content can be more quickly and easily updated than print materials, and community among teachers using the site could be developed in order to share ideas and concerns. Having a space managed by the publisher would be beneficial because it could be used for teachers and materials creators to hold mindful conversations about the types of materials needed to better help teachers teach.

Even though many of the findings in this study indicate that novice teachers' needs are, at times, similar to those of advanced beginner and competent teachers, there are differences that would affect the ways teachers interact with the materials and the advice they would look for. Hence, gaining a variety of beginner teachers' perspectives might also result in materials creators' including topics of teaching aids beyond the five discussed in this article or calling for adaptation of such resources' delivery methods to guarantee greater access. Ideally, implementing critiques from that feedback loop could improve sales of textbooks and resources, help shape more confident, informed teachers, and thus improve students' learning of pronunciation.

In sum, ensuring that all teachers feel supported is an important component to their teaching, since Darcy, Ewert, and Lidster (2012)

show that “teachers find pronunciation instruction difficult to manage” (p. 100), especially novices who are working to become more confident and self-aware as teachers. It must be noted that this study is limited in that it does not survey beginner teachers to fully identify themes of needs specific to novice, advanced beginner, and competent pronunciation teachers, and more research is needed to examine how these beginner teachers use the materials in these texts, what they do and do not find useful, and what materials they wish they had. In tandem, more opportunities for instructors, especially beginner teachers, and materials creators to share in meaningful dialogue about the teaching of pronunciation and the guidance needed to do so well would be appropriate for making such materials more helpful to a wider range of pronunciation instructors.

Author

Erin Zimmerman is an assistant professor in the English Department at the American University of Beirut. She is also director of the Writing Center and the Writing in the Disciplines Program. She holds a master’s degree in Literature from Appalachian State University and a PhD in Rhetoric and Professional Communication from Iowa State University.

Notes

¹Online supplemental teaching resources include those associated with disciplinary organizations and international organizations, such as TESOL International Association (tesol.org) and British Council (teachingenglish.org.uk), respectively; those affiliated with learning centers, such as Pronunciation Studio (fluentu.com); and user-generated content platforms, such as Busy Teacher (busyteacher.org/).

²These textbooks were chosen as ones most often used by pronunciation teachers with the help of Dr. John Levis, the Interdisciplinary Program in Linguistics chair at Iowa State University and a teacher of ESL for more than 25 years with a specialty in pronunciation.

³Though the 4th edition of *Well Said* was published in 2017, the teacher’s manual is available only online, and a code is needed for access. Because I had a used copy of the textbook, I was unable to gain access to the teacher’s manual. Thus, because I had access to both the 3rd edition of the textbook and teacher’s manual, I analyzed those. It should be noted as well that since sometimes instructors are given used textbooks or share textbooks, they also might not have access to this additional information.

⁴All of the textbooks come with audio supplements, and some with online apps and websites. I did not examine the audio supplements as they appeared to include only the activities printed in the textbooks

with few or no modifications. Also, because I had used copies of these books, I did not have access to much of the online materials. The exception was the Heinle Cengage Learning website, which includes online supplements for the *Well Said* 4th edition, including additional practice activities that instructors can use in digital or offline form and an FAQ section on how to integrate that technology into the syllabus and to track student progress. The *Clear Speech* textbook also claims to have an openly available corresponding app, but I could not find it.⁵This study indicates that more comprehensive teaching materials tend to be included in the teacher's manuals than in the textbooks. However, Byrd and Constantinides (1995) observe that many instructors do not receive teacher's manuals (p. 139). Thus, publishers and program/department directors need to be more conscious of the need for such materials to be distributed to beginner teachers so that they have more support in their teaching.

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