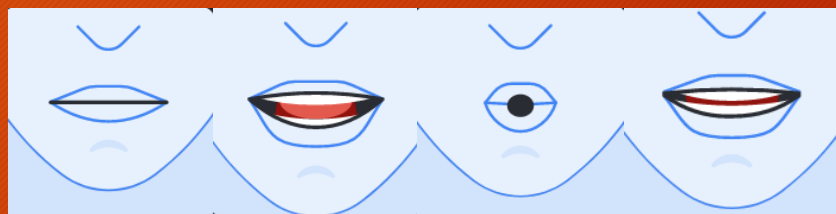




Making room for identity and prospective non-native teachers' voices in second language (L2) pronunciation teaching



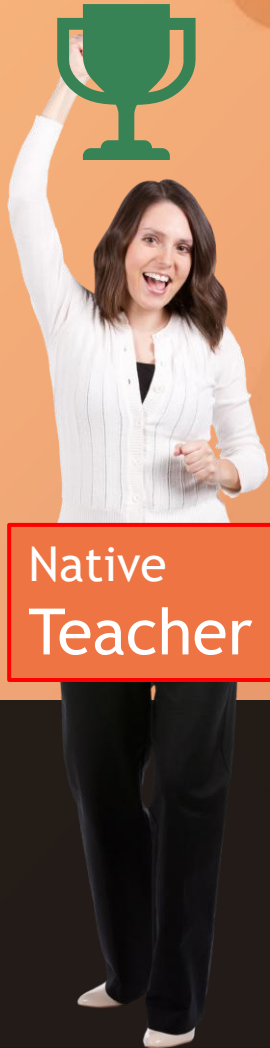
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November 5th, 2025
Florence

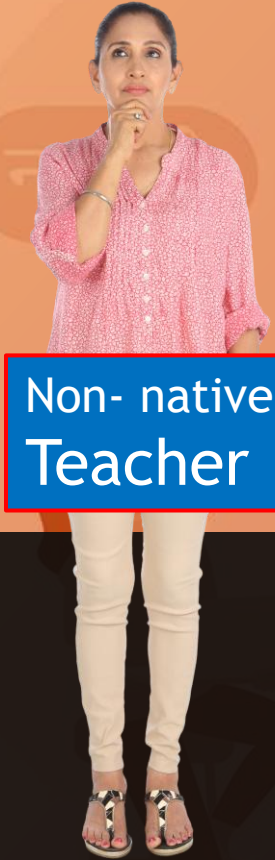
Teachers lack
confidence to teach
L2 pronunciation
(Couper, 2017, Buss, 2016,
Tsang, 2021)

They
say...

↓ #Inadequacy (Bernat, 2008)
↓ #Accent dissatisfaction
↓ #Limitations (in time,
pedagogical and phonological
knowledge) (Foote, Holtby, Derwing, 2011)
= *neglected skill* :(



Native
Teacher



Non- native
Teacher

ELT ecological environment

#Native speakerism privileges
native speaker identity

(Alghazo & Zidan, 2019, Gonçalves & Zarate, 2024)



привет

HELLO

HOLA

你好

الها

LTI

= Language Teacher Identity (Barkhuizen et al., 2017)

#Dynamic #Multilayered
#Experiential #Emotional

Sociocultural
theory

A quantitative study

Goals

- Develop prospective teachers' self-knowledge
- Use an innovative methodology to capture emotions and lived experiences in a quantitative manner

Research questions:

- How does it feel to speak my L2?
- How does my L2 accent feel?
- What would my L2 pronunciation instruction look like?

Participants and L2 Felt Identity Instrument

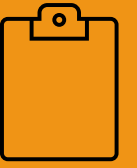


Survey

The survey was administered to **71 pre-service teachers** and it was written in *Spanish*. It contained **10 items** with three types of questions:

- 1 Semantic differential scales
- 2 Categorical metaphor items
- 3 Binary choice items

1. Semantic differentials



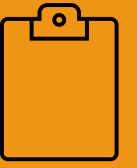
Survey

Here are a few examples of semantic differentials that were used in the study.

- To measure the degree to which speakers felt L2 pronunciation was an integrated part of themselves, a scale named **Ownership** was used.

An imitation 1 2 3 4 5 6 7 A part of me

1. Semantic differential



Survey

- To measure the speakers' perceived freedom of expression, a semantic differential scale termed **Liberating** was used.

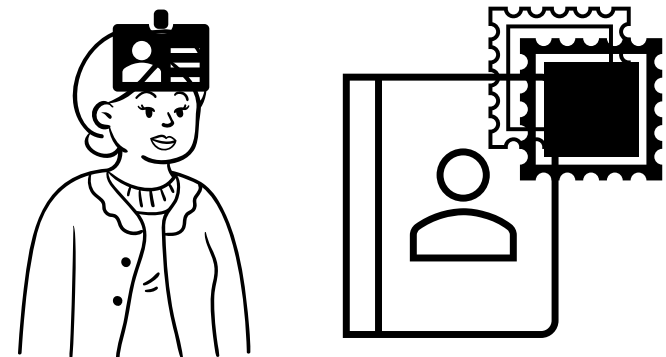
Limiting 1 2 3 4 5 6 7 Liberating

- **Accent experience** was a metaphorical

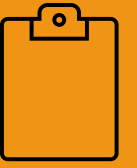
scale whose poles were:

'Like wearing a passport on your forehead' (1)

'Like carrying a passport with multiple stamps' (7)



2. Metaphor Items



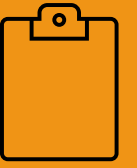
Survey

To explore the multifaceted nature of L2 identity, we included: multiple-choice items requiring participants to select **one or two metaphors** that best described their experience.

This categorical variable was named L2 Speaker Persona and included options such as:

- ‘At home’
- ‘An actor on stage’
- ‘A chameleon’

3. Binary choice items



Survey

To measure the construct of Identity Shift, participants had to choose between two statements.

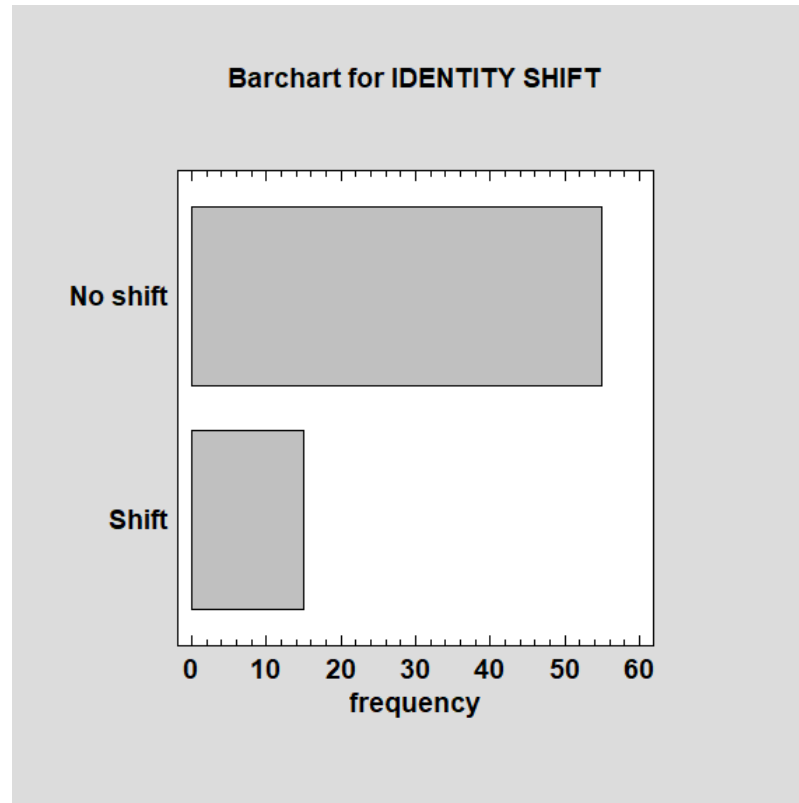
- a. 'I am the same person'
- b. 'I behave and think differently when I speak my L2'

Statgraphics v.18

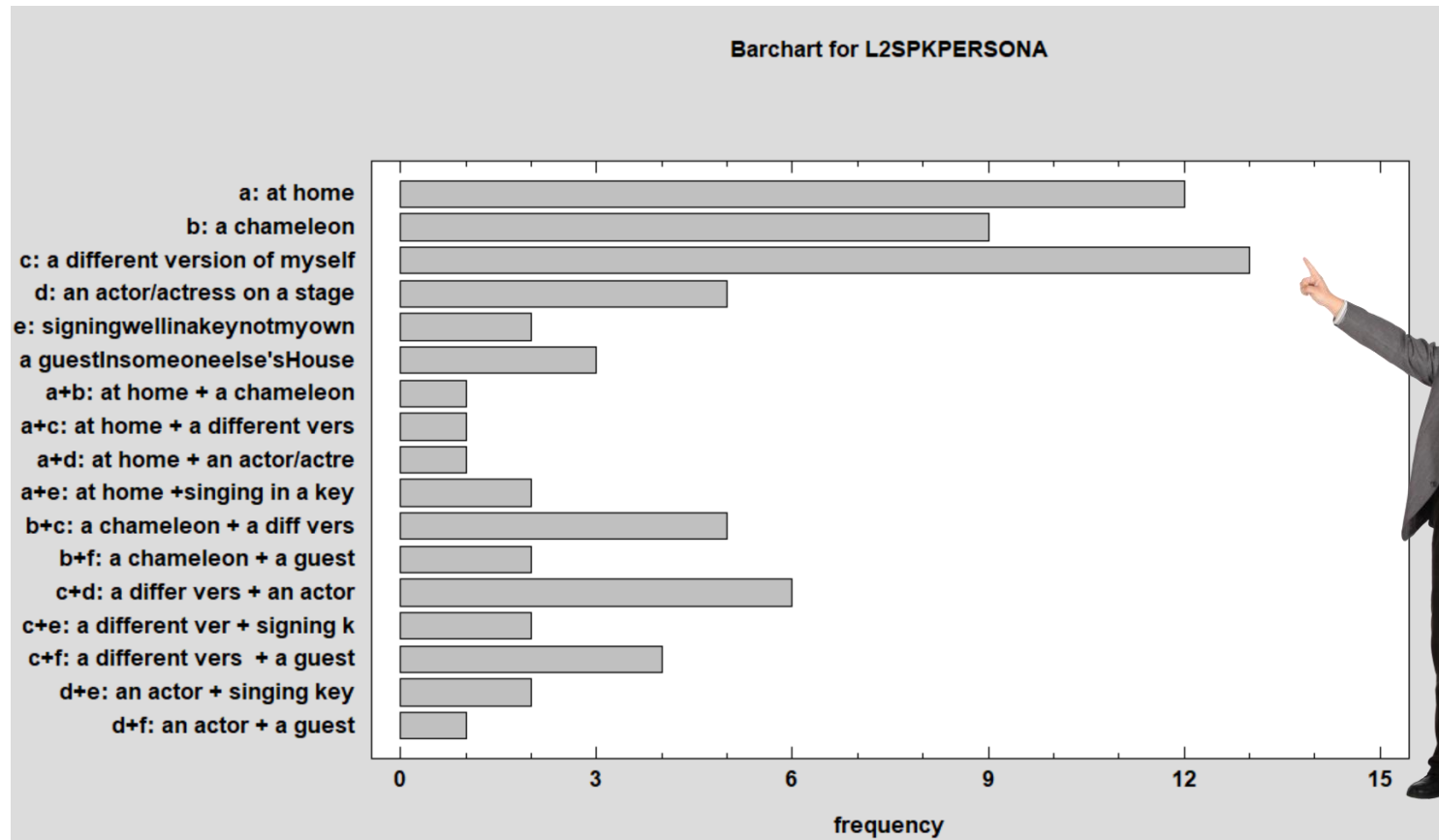


- **Descriptive** (mean, median and standard deviation)
- **Inferential statistics** (Pearson product-moment correlations)

Findings #1. A stable self, but...



1. A stable self, but a multilayered persona



Findings #2 Inauthentic vs. Authentic self

Pearson Product-Moment Correlations

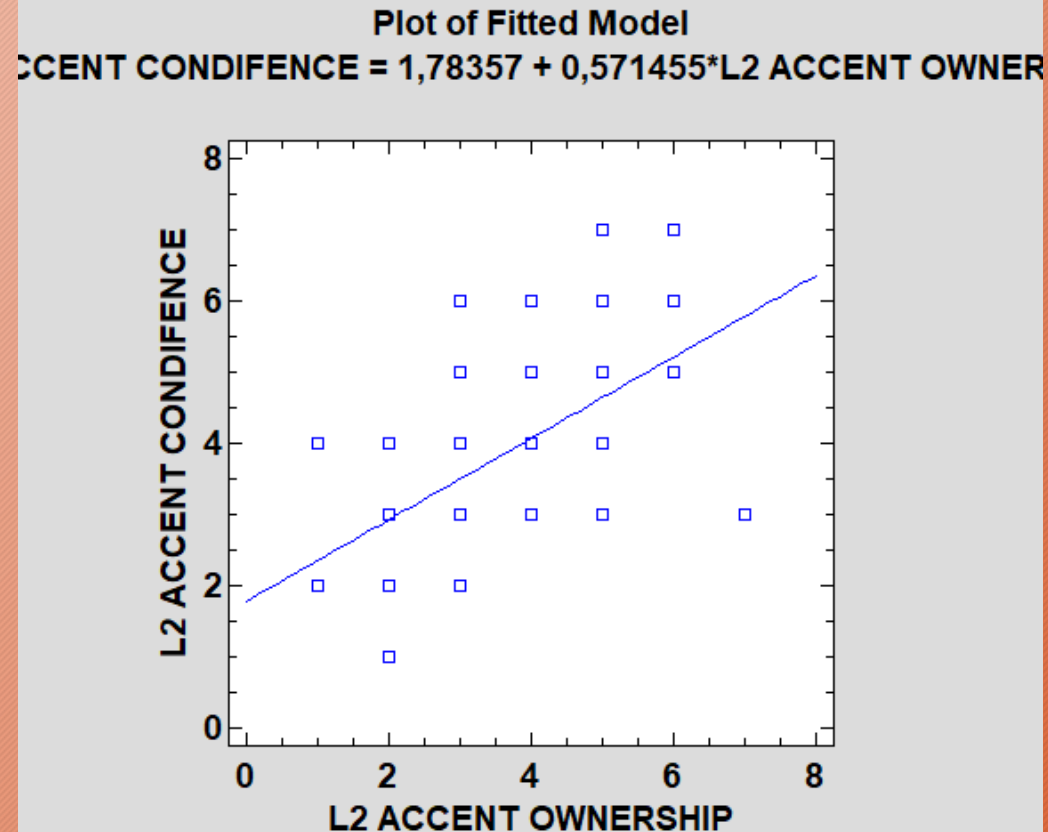
X = not significant at 5%

-1,0 1,0

ARTIFICIALITY		0,45	0,38	X	X	X	X	X	X	X	X	-0,36	-0,25	X	-0,33	-0,28	-0,34	-0,48	-0,52	-0,51
OTHERNESS	0,45		0,37	X	X	X	X	X	X	X	X	X	-0,25	X	-0,37	X	X	-0,35	-0,32	X
LIMITING	0,38	0,37		X	X	X	X	X	X	X	X	X	X	X	X	X	-0,26	-0,39	-0,25	-0,30
NON-NATIVE TEACHER IDENTITY	X	X	X		X	X	X	X	X	-0,25	-0,29	X	X	X	X	X	X	X	X	X
Native Origin LEGITIMACY	X	X	X	X		X	X	X	X	-0,32	X	X	X	X	X	X	X	X	X	X
INTELLIGIBILITY FOCUS	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
L2 ACCENT FLEXIBILITY	X	X	X	X	X	X		X	0,66	X	X	X	X	X	X	X	X	X	X	X
L2INTERLOCUTOR	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
L2 ACCENT VARIABILITY	X	X	X	X	X	X	0,66	X		0,30	X	X	X	X	X	X	X	X	X	X
LANGUAGE AS CONTEXTUAL	X	X	X	-0,25	-0,32	X	X	X	0,30		X	-0,30	X	0,55	X	X	X	X	X	X
TEACHING LIKELIHOOD	X	X	X	-0,29	X	X	X	X	X	X		X	X	X	X	X	X	X	0,24	X
L2 ACCENT CARE	-0,36	X	X	X	X	X	X	X	X	-0,30	X		X	X	X	X	X	X	0,41	0,23
L2EDUCATION	-0,25	-0,25	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	0,24
LANGUAGE AS SOCIAL PRACTICE	X	X	X	X	X	X	X	X	X	0,55	X	X	X		X	X	X	0,40	X	0,25
HOURS L2	-0,33	-0,37	X	X	X	X	X	X	X	X	X	X	X	X		0,29	0,30	0,28	X	0,25
L2IMMERSION	-0,28	X	X	X	X	X	X	X	X	X	X	X	X	X	0,29		0,25	0,36	0,30	0,35
L2 ACCENT PERCEPTION	-0,34	X	-0,26	X	X	X	X	X	X	X	X	X	X	X	0,30	0,25		0,30	0,41	0,56
L2 ACCENT RELAXATION	-0,48	-0,35	-0,39	X	X	X	X	X	X	X	X	X	X	0,40	0,28	0,36	0,30		0,53	0,46
L2 ACCENT CONFIDENCE	-0,52	-0,32	-0,25	X	X	X	X	X	X	X	0,24	0,41	X	X	X	0,30	0,41	0,53		0,58
L2 ACCENT OWNERSHIP	-0,51	X	-0,30	X	X	X	X	X	X	X	X	0,23	0,24	0,25	0,25	0,35	0,56	0,46	0,58	

Findings #3

Accent ownership as a predictor of L2 Accent confidence



Conclusion

Call to
action



- **Pedagogical approaches should integrate new L2 socially-situated and socially-developed identities within the larger self.**
- **Avoid conventional labels in the construction of an individual's professional identity.**

ILL Conference, 5-7 November 2025, Florence



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