

**Teaching Pronunciation for ASEAN Englishes:  
Cambodian Pre- Service Teachers' Cognitions and Pronunciation Instruction**

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This study set out to explore teachers' cognitions about pronunciation instruction and their possible relationship with classroom practices. Based on qualitative data of three pre-service non-native English speaking teachers, it reported on findings within the framework of the Association of South East Asian Nations (ASEAN). Data were obtained from interviews and classroom observations and were coded and analysed thematically to understand the teachers' emic perspectives of pronunciation instruction. Four themes emerged from the data and were discussed in relation to the 2015 ASEAN economic integration, to challenge the current status of English as foreign language in Cambodian English language teaching context. The paper concludes with implications for language teacher education and calls for more research to expand the ASEAN English as a lingua franca literature.