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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**A STUDY ON EFL TEACHERS' BELIEFS AND PRACTICES REGARDING  
PRONUNCIATION TEACHING AT STATE SCHOOLS**

**THESIS BY  
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## DEDICATION

*To my teachers and students...*



**ETHICS DECLARATION**

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I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of any circumstances contradicting with my declaration.

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**ABSTRACT****EXPLORING EFL TEACHERS BELIEFS AND PRACTICES REGARDING  
PRONUNCIATION TEACHING AT STATE SCHOOLS****Selda ASLAN****Master Thesis, Department of English Language Education****Supervisor: Dr. Aysun YURDAIŞIK DAĞTAŞ****September 2021, 93 pages**

Pronunciation is a very important language skill for communication. Pronunciation is about how the language is spoken and how the sounds get together to form vocabulary. Clear pronunciation enables us to speak more confidently and understand what we hear. In case of bad pronunciation, understanding the speaker becomes a real challenge since communication cannot be achieved without intelligible pronunciation. This study aims to explore the English teachers' beliefs and practices regarding pronunciation teaching at state schools in Hatay, Turkey. In this study both quantitative and qualitative instruments is used to obtain deeper understanding of the EFL teachers' beliefs and practices regarding pronunciation. The teaching pronunciation questionnaire is applied to 155 English teachers who are working at Turkish Ministry of Education state schools in Hatay, Turkey. In addition to the questionnaire, an interview is applied to eighteen teachers. For the analysis of the quantitative data, descriptive statistics, independent t-test and One-Way ANOVA were employed; while, the interviews were interpreted through content analysis. As a result of descriptive statistics, the EFL teachers were found neutral towards pronunciation. However, the qualitative data revealed positive stance towards pronunciation. Unlike the quantitative results, the teachers were on the side of intelligible pronunciation rather than native-like accent. Also, all of the teachers were in agreement that they need more training in pronunciation. Furthermore, the teachers were in consistency towards teaching pronunciation implicitly. Finally, the teachers were not specific about how much time they allocate for teaching pronunciation in both quantitative and qualitative results of the study.

*Key words:* pronunciation teaching, EFL teachers, intelligibility, implicit instruction

**ÖZ****DEVLET OKULLARINDAKİ İNGİLİZCE ÖĞRETMENLERİNİN TELAFFUZ  
ÖĞRETİMİNE İLİŞKİN İNANÇLARI VE UYGULAMALARI****Selda ASLAN****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Öğr. Üyesi Aysun YURDAIŞIK DAĞTAŞ****Eylül 2021, 93 Sayfa**

Telaffuz konuşma için çok önemli bir dil becerisidir. Telaffuz dilin konuşulması ve seslerin kelimeleri oluşturmak için biraraya gelmesiyle ilgilidir. Anlaşılır bir telaffuz, daha özgüvenli konuşmamızı ve duyduklarımızı anlamamızı sağlar. Kötü telaffuz durumunda konuşanı anlamak çok zor hale gelir çünkü iletişim anlaşılır bir telaffuz olmadan başarılmaz. Bu çalışma Hatay devlet okullarındaki İngilizce öğretmenlerinin telaffuza ilişkin inanç ve uygulamalarını araştırmayı amaçlamaktadır. Bu çalışmada İngilizce öğretmenlerinin telaffuza yönelik inanç ve uygulamalarını daha derinlemesine anlamak için nitel ve nicel araçlar kullanılmıştır. Telaffuz öğretimi anketi Hatayda Milli Eğitim Bakanlığına bağlı devlet okullarında çalışan 155 İngilizce öğretmenine uygulanmıştır. Ankete ek olarak, 18 öğretmenle görüşme sağlanmıştır. Nicel veri analizi için betimsel istatistikler, bağımsız örneklem testi ve tek yönlü ANOVA testleri uygulanırken, görüşmelerin yorumlanması içerik analizi ile yapılmıştır. Betimsel istatistik sonuçlarına göre, öğretmenlerin telaffuza karşı kararsız bir tutum içinde oldukları bulunmuştur. Bununla beraber, nitel analiz öğretmenlerin telaffuza karşı pozitif duruşunu açığa çıkarmıştır. Nicel veriden farklı olarak, İngilizce öğretmenleri yerel aksandan ziyede anlaşılır bir telaffuzdan yana olmuşlardır. Ayrıca, bütün öğretmenler telaffuzla ilgili daha çok eğitime ihtiyaçları olduğu konusunda hemfikir olmuşlardır. Dahası, bütün öğretmenler telaffuzu dolaylı olarak öğretme de tutarlı bir tavır içinde olmuşlardır. Son olarak, hem nitel hem de nicel sonuçlara göre bütün öğretmenler telaffuza ne kadar zaman ayırdıkları konusunda belirsiz olmuşlardır.

*Anahtar kelimeler:* telaffuz öğretimi, İngilizce öğretmenleri, anlaşılabilirlik, dolaylı öğretim

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**ABBREVIATIONS**

EFL : English as a Foreign Language

ELT : English Language Teaching

ELF : English as a Lingua Franca



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## 1. INTRODUCTION

### **Background of the Study**

Pronunciation is about how the language is spoken and how the sounds get together to form vocabulary. Richard & Schmidt (2002) described pronunciation as the way of generating certain sounds. In case of bad pronunciation, understanding the speaker becomes a real challenge since communication cannot be achieved without intelligible pronunciation. However, some researchers believe that it is an ignored language skill (Hardison, 2010; Harmer, 2015; O'Brien, 2004). Pronunciation training enables learners to become much more aware of the sounds of the language instead of just thinking about vocabulary and grammar. Thus, learners become aware of the phonemes, rhymes, rhythm, intonation, linking of vocabulary and so on. Morley (1991) defines pronunciation as a significant part of communicative competence. Wong (1987) asserts that if non-native speakers' pronunciation is under a certain level despite the fact that their vocabulary and grammar are sufficient, they cannot communicate effectively. Kelly (2007) argues that when teachers schedule their classes they generally neglect pronunciation and they focus more on grammar and lexical features of English. Yates and Zielinski (2009) believe that teachers should teach the general rules and principles of English pronunciation to their learners by teaching the new sounds, words, sentences and phrases for understandable pronunciation. Laroy (1995) states that teachers should guide and support their students to learn the correct pronunciation.

### **Statement of the Problem**

Harmer (2001) maintained that the initial goal of teaching and learning in any language is to be able to communicate in the target language. Communicating in the target language requires the speaker to have an accurate pronunciation (Harmer, 2001). Comprehensible pronunciation is significant for communicative competence (Morley, 1991; Gilakjani & Sabouri, 2016). Julia (2002) asserts that pronunciation is one of the crucial skills and the base of oral speech for English learners at all stages. In fact, without clear pronunciation, communication and spoken language would not exist (Julai, 2002). Inadequate pronunciation leads to misunderstandings and even hinders the person's speaking confidence. Gilakjani (2012) believes that teachers should promote their learners to achieve understandable and clear speaking. He continues to say that, if a person has an understandable pronunciation grammar mistakes can be tolerated,

because grammatical mistakes do not hinder the message but even one wrongly pronounced word may cause very important misunderstandings. Despite being indispensable for proficiency in the language, pronunciation is not covered very much in EFL classes compared to other language skills (Al Fakhri, 2003; Derwing & Munro, 2005; Gilbert, 2010). Bai & Yuan (2019) found that because the schools focus on exam results, most teachers are forced to teach reading, grammar, and writing, and they have limited time to teach pronunciation. When English teachers do not teach certain aspects of pronunciation, students are just memorizing the pronunciation of new vocabulary. Besides, pronunciation is interconnected with speaking and listening skills. It is actually a complement for these language skills. Clear pronunciation enables us to speak more confidently and understand what we hear. It needs to be explained and taught much more deeply and thoroughly in the classrooms.

Pronunciation is neglected in EFL classes in many different parts of the world (Kelly, 1969; Lin, Fan, & Chen, 1995; Wong, 1993; Wei and Zhou, 2002; Dalton, 2002; Dağtan, 2020; Moedjito, 2008). Gilakjani & Sabouri (2016) claim that teachers neglect teaching pronunciation because they do not feel confident about their pronunciation knowledge as much as their grammar and lexis knowledge. Teaching pronunciation from the beginning is crucial because some pronunciation mistakes can be very difficult to change after they are acquired wrongly. Gilbert (2008) explains that pronunciation teaching is ignored in EFL classrooms because of two reasons. The first reason is teachers do not have enough time to focus on pronunciation. The second reason is students psychological barriers cause them feel more secure about grammar and vocabulary than they feel about pronunciation. Additionally, Kelly (2000) expresses two different reasons for not teaching pronunciation: one reason is teachers are not interested in teaching pronunciation, the other reason is teachers do not have enough knowledge to teach pronunciation. In a study in Turkey, teachers explained that they do not teach pronunciation because it is not expected in the curriculum (Yağız, 2018). The reason for ignoring pronunciation is teachers' reluctance to teach it. The inadequate materials and lacking knowledge of how to evaluate learners' pronunciation causes the unwillingness to teach pronunciation (Macdonald, 2002; Baker and Murhy, 2011). Harmer (2001) asserts that teachers do not pay enough attention to teaching pronunciation because they are deprived of qualified and convenient teaching materials, and time to practice pronunciation. Behzadi & Fahimniya (2014) state that pronunciation has not been given enough importance among researchers in Iran and

researchers focused on language skills instead of pronunciation. In conclusion, most of the studies indicate that pronunciation is ignored because teachers lack the knowledge of how to teach it and the curriculum gives very little focus on pronunciation.

### **Purpose of the Study and Research Questions**

The aim of the research is to investigate the teachers' beliefs about teaching pronunciation and their classroom practices. Yağız (2018) claims that there is not enough research about pronunciation teaching beliefs and practices of Turkish foreign language teachers. This study aims to shine light on the beliefs and practices of teachers about pronunciation. With this regard, this study also aims to discover how teachers actually teach pronunciation and what their perceptions are about teaching pronunciation in their classes.

Taking into account this purpose, three research questions are investigated in this study:

1. What are the Turkish EFL teachers' beliefs and practices regarding teaching pronunciation?
2. Are there any significant differences between teachers' perceptions in terms of
  - a. Gender;
  - b. Age;
  - c. School levels;
  - d. Educational background;
  - e. Teaching experience;
  - f. Graduation diploma;
3. How do Turkish EFL teachers describe their beliefs and practices regarding pronunciation?

### **Significance of the Study**

The absence of an adequate language environment students are exposed to (Derwing & Munro, 2005; Al-Zoubi, 2018), makes non-native English teachers' situation even more difficult. Students are exposed to the foreign language mainly in their classrooms and they are deprived of the opportunity to hear the language outside of the classroom (Al-Zoubi, 2018). Teaching pronunciation in a foreign language classroom becomes essential for the language teachers because the students are dependent on their teachers

for learning the correct pronunciation. Focusing on non-native English teachers' beliefs and practices about pronunciation in Turkish context is significant, since we need to understand their beliefs and perceptions that dominate their teaching practices in order to enhance pronunciation instruction. This study will enlighten the literature on English teachers' beliefs and practices about pronunciation. Also this study will increase teachers' awareness about teaching pronunciation and lead them to think about how to teach pronunciation.





## **2. LITERATURE REVIEW**

This section gives more details about pronunciation, the components of pronunciation, pronunciation teaching methods, and approaches. In addition to that, previous studies in the literature about pronunciation teaching beliefs and practices of teachers in different parts of the world will be referred to in this part of the research.

### **The Definition of Pronunciation**

Pronunciation is how we utter and combine the sounds of the language together. Burgess and Spencer (2000) define pronunciation as, “the practice and meaningful use of target language phonological features in speaking, supported by practice in interpreting those phonological features in target language discourse that one hears” (pp. 191-192). Madden and Moore (1997, p. 3) define pronunciation as, “the most obvious and unavoidable marker of a language learner’s proficiency”, and it is essential for the intelligibility of EFL speakers. Fraser (2000) defines pronunciation as the most significant oral communication skill. Pronunciation is the basic skill for oral communication and the lack of pronunciation leads to lack of oral communication (Julai, 2002). As can be understood from all of these definitions, pronunciation is crucial for mastering the speaking skill and being understood by other people.

### **The Components of Pronunciation**

Pronunciation consists of two major components which are segmental and suprasegmental components. Segmental components involve individual sounds; vowels and consonants. Suprasegmental components involve stress, intonation, rhythm, and connected speech.

#### **Segmental Components**

Segmental components are the phonemes which can be defined as the smallest unit of speech that distinguish one word from the other (Cambridge Dictionary). There are 44 phonemes in English Received Pronunciation (20 vowels and 24 consonants). If learners are not taught these phonemes from the beginning they will most likely transfer the phonemes of their mother tongue to English. For instance, there is not an /æ/ sound in Turkish and Turkish students tend to replace this sound with /e/ sound. If they do not learn it from the beginning they will pronounce “man, bad, bag, bat,” as “men, bed,

beg, bet,” and this may cause misunderstandings. In order to make students familiar with the sounds, the phonemic alphabet can be used in the classroom. Celce-Murcia, Brinton, and Goodwin (1996) defend the use of the phonemic alphabet because they think using a phonemic description of letters will help students understand pronunciation visually and orally. Minimal pairs are important part of segmental features because they can enable learners to differentiate between similar sounds such as, “pan-pen, sheep-ship, cup-cop,” and so on. Also teaching place of articulation, can be helpful for students because when they know how to pronounce the sound and where to put their tongue, they become aware of the sounds. Harmer (2005) suggests that learning the place of articulation of sounds, and the stresses of syllables assists learners to develop their comprehension and understandability. Focusing on sounds enables learners to be aware of word stress, sound features, and also spoken English (Harmer, 2001).

### **Suprasegmental Components**

Suprasegmental components include stress, rhythm, intonation, and connected speech. Suprasegmental features go beyond the separate sounds. Word stress refers to the emphasized syllable of the word. The stressed syllable is said more prominently, while the other syllables are weak. In some words the stress of the word may even change the meaning such as; REbel (noun), reBEL(verb), ADDress(noun), addRESS(verb), etc. Field (2005) believes that if word stress is uttered wrongly this causes misunderstandings for the listener about how to place the word in the speech regardless of being native or non-native. Sentence stress refers to content words and function words in a sentence. Content words are stressed while function words are not stressed. For example, “How is it going?” becomes “Howzt going”. In this sentence “is” and “it” are function words so they almost disappear. Intonation is the rising or falling pitch of the sentence. “Wh” questions have a falling intonation such as “Where did you go? ”. On the other hand, yes/no questions have a rising intonation such as “Can you imagine? ”. Connected speech is linking words with each other so they are said smoothly and naturally. Connected speech has some features such as catenation, linking, assimilation, contraction, reduction, weak forms, and ellipsis. These features of pronunciation are very useful in real life speech and they need to be explained thoroughly to students. The patterns of connected speech are explained below.

An actress. → a nactress (catenation)

Go out. → go w out (intrusion)

I am going to do it. → I'm gonna do it. (contraction)

I have got to go. → I gotta go. (contraction)

Where did you go? → Whereju go? (assimilation)

How are you doing? → How ya doing? (reduction of “are” and weak form of “you”)

Just do it. → Jus do it. (elision)

Where is he? → Whre is i? (elision)

Generally students learn formal classroom language in their English classes, so when they hear native speakers' speech they often struggle to understand it and this causes low self-efficacy for students. English teachers in Turkey generally tend to teach pronunciation with segmental level, and skip the supersegmental level (Yağız, 2018). Teachers reported that they do not teach suprasegmental features of pronunciation because they lack adequate knowledge of it (Yağız, 2018). Derwing et al (1998) highlighted that teaching suprasegmental aspects of pronunciation is more efficient for achieving fluency and comprehensibility. The most prominent elements of pronunciation that play a more important role in oral speech are intonation, stress, and rhythm (Wong, 1993). Suprasegmental features unlike segmental features, which deal with sounds one by one, deal with pronunciation in a much broader way. Actually, suprasegmental features enable learners to understand the chain of speech by focusing on the whole picture rather than focusing on the individual sounds.

None of the elements of pronunciation should be prioritized over the other and both segmental features (e.g., consonants and vowels) and suprasegmental features (e.g., stress, rhythm, intonation, and linking) should be involved in teaching pronunciation (Brown, 2002; Jenkins, 2000; Jones, 2002; Wong, 1987). The segmental and suprasegmental components of pronunciation complement each other and teaching both of them in combination with each other enables learners to understand pronunciation thoroughly.

### **English as a Lingua Franca and Teaching Pronunciation**

English has become the Lingua Franca (ELF) – a common language between people who do not share the same native language (Patsko, 2013). Dauer (2005) asserts that up until now, two accents were dominant in language field which are: Received

Pronunciation (RP) and General American Accent (AmE). Later on, Jenkins (2000) introduced a new accent for the millions of non-native speakers of English around the world who are incapable of learning RP or AmE pronunciation (Dauer, 2005). Jenkins (2000) believed that learners should not be obliged to select between two models of English which they may not want to be classified with, and also they may not need a native-accent. Jenkins (2000) emphasizes that in order to embrace learners from various language backgrounds, an international English as a Lingua Franca needs to be established. Jenkins (2000, 2002) had created Lingua Franca Core (LFC), a list of pronunciation features that prevented the flow of communication in her multilingual classes, to simplify intelligible pronunciation among users of English as a Lingua Franca (ELF). Non-native speakers' universal errors should be used in language course books in order to fulfill intelligibility as much as possible (Jenkins, 2000). Jenkins (2000) proposed that the basics of the LFC consists of: all consonants except  $\theta/ \delta$  can be replaced by  $f/v$ , consonant clusters; long and short vowels, vowels shortened before voiceless consonants, and lengthened before voiced consonants; nuclear stress. As a matter of fact, LFC focuses on the phonemic level of pronunciation, rather than suprasegmental aspects of it. This suggestion was supported by Atar (2020) who proposed that LFC is useful for non-native speakers since it provides the common sounds required for intelligibility and helps learners understand at least the needed sounds for communication. Marek & Lowe (2020) suggests that the idea of considering all of pronunciation features equivalently important needs to be abandoned and LFC is useful for teachers in order to set up their priorities about pronunciation aspects.

Schaetzel (2009) suggests that teachers must realize that English has become Lingua Franca all around the world so the goal of teaching pronunciation needs to be equipping the students with the skills that help them speak intelligibly both with native and non-native speakers. Accomplishing pronunciation is highly needed in this commonplace world because everybody needs to acquire international communication skills for any area of study or job (Lord, 2008).

### **Factors That Affect Learning Pronunciation**

Although intelligibility has become the attainable aim of teaching pronunciation (e.g Morley, 1991; Jenkins, 2000; Celce-Murcia et al., 2010; Brinton, 2012) recent research (e.g Timmis, 2002; Tergujeff, 2013a) has emphasized that some learners still consider native-like pronunciation as an ideal goal. However, there are some important factors

that affect attaining native-like pronunciation. These factors are discussed thoroughly below.

### **Age**

Age is considered as an important factor in language learning. Lenneberg (1967) claims that language will be best learned between the age of 2 and puberty. He claims that after puberty it is almost impossible to achieve native-like pronunciation. He calls this Critical Period Hypothesis. According to his hypothesis, the first years of life are very important for learning a language before the brain lateralization is completed. Ellis (1997) defines CPH as, “a period as second language competence can be obtained if learning achieved before a certain age is reached”. Lenneberg (1967) defends that after puberty full mastery of the language will not be achieved. Johnson and Newport (1989) conducted a study in the USA with Chinese and Korean speakers who had arrived in the USA between the ages of 3-39. They found that a late age of first exposure to a second language is a hinder to native or native like performance in that language. Thompson (1991) also conducted a study in the United States with Russian speakers and the results showed that participants who were exposed to the language at an early age spoke better than the adult ones, and they had more accurate pronunciation. Beginning at an especially early age will be better for acquiring the pronunciation accurately. Adults’ brains will be loaded with their mother tongue when they begin to learn the language so it will be much more difficult for adults to eliminate their mother tongue and think in the foreign language when they are learning the foreign language. The Common European Framework of references for languages recommends starting to teach pronunciation from the beginning stage of learning especially from an early age (CEFR, 2001).

On the other hand, there were also some researchers who rejected the Critical Period Hypothesis. Long (1990) argues that the best way to disprove the Critical Period Hypothesis is to look at the learners who achieved native-like proficiency even though they started learning the language after puberty. White and Genesee (1996) tested 89 adult speakers in terms of their language proficiency. They found that native-like proficiency is attainable even after puberty. Up to this point, the connection between age and the ability of second language pronunciation is not exactly proved because there are many other factors that affect the second language acquisition such as aptitude, motivation, anxiety, learning strategies, and so on.

## **Exposure**

The amount of the exposure to the foreign language is very crucial for the learners because more exposure to the language enables the learners to immerse themselves in the language. Most learners think that if they live in an English-speaking country they can learn the language perfectly. Kenworthy (1987) points out that Spanish speakers who migrated to the USA many years ago still could not speak English because they spent most of their time outside of the English-speaking environment. There are some people who speak the language fluently even though they live in a non-English speaking country. In Turkey, learners are only exposed to the language at school most of the time. Therefore, it is crucial for teachers to engage students in the target language and speak with them in the target language.

## **First Language**

When we start learning a language, we already have our mother tongue in our brain. We think in our native language, and we are used to our mother tongue's rules, vocabulary, pronunciation, and spelling. This knowledge sometimes may be helpful when we learn a foreign language and, sometimes may be hindering for us. English pronunciation is always difficult for non-native speakers because the spelling and pronunciation are different and there are no connections between spelling and pronunciation most of the time. Robert Lado (1957) argued that most of the mistakes that are made in the second language are the result of the interference of the first language. For example, Spanish speakers put a vowel in front of "sp" consonant clusters such as, "speak" becomes "espeak". Similarly, Turkish speakers tend to make mistakes due to their first language interference. Turkish is written and pronounced the same way, but English is spelled and pronounced differently. Besides, there are some specific sounds that do not exist in Turkish phonetic system such as, "/w/, /ð/, /θ/, /æ/, /ŋ/". Turkish learners confuse them with, "/v/, /d/, /t/, /e/, /n/" and they pronounce them wrongly. They apply the rule of their mother tongue to the target language. This leads to fossilization which means developing a mistake and not being able to change it. Most of the time students develop fossilization on some words such as instead of saying blood /blʌd/ they may say /blud/ even after becoming an advanced speaker. Some advanced speakers excel at grammar, reading and vocabulary, but they may still have difficulties with pronunciation.

There are also suprasegmental features that affect learners' English pronunciation. Tennant (2007) states that the difference between some languages which have a syllable-timed pattern, and English which has a stress-timed pattern, causes some confusion for non-native speakers while adopting the new pattern and eliminating their native pronunciation. Turkish is a syllable-timed language but English is a stress-timed language. Turkish has a regular rhythm of syllables. In English, content words are stressed whereas functional words are unstressed which is called "connected speech" in English. When a native English speaker cuts, reduces or omits the functional words it becomes too difficult for Turkish learners to understand what he or she said. Connected speech is one of the most troublesome causing parts of English pronunciation. Teaching pronunciation to Turkish students from the very beginning could help them understand the different aspects of pronunciation; starting with the phonemes of the language and then continuing with the suprasegmental features of the pronunciation.

### **Pronunciation Teaching Approaches and Methods**

Celce-Murcia et al. (1996) explain that there are three main approaches to teaching pronunciation in the field of English language teaching: an intuitive-imitative approach, an analytic-linguistic approach, and an integrative approach. The first one refers to the learner's ability to listen and imitate the sounds of the target language by exposure and without explicit instruction. The second one refers to using phonetic alphabet, charts of sound, and so on to support imitation and listening. The second approach obviously defends explicit teaching in addition to imitation and repetition. This approach was developed to complement intuitive-imitative approach rather than replacing it (Celce-Murcia, Goodwin and Brinton, 1996:2). In the present integrative approach, pronunciation is considered as an integral aspect of pronunciation instead of an isolated drill (Hismanoğlu & Hismanoğlu, 2010). In this approach, task-based activities and listening activities are utilized to practice pronunciation.

Throughout the last century language teaching methods have changed and so has the pronunciation teaching. The Grammar Translation Method did not focus on pronunciation, whereas with Direct Method and Audio-Lingual Method, pronunciation started to gain importance. Audio-Lingual Method preferred explicit teaching of pronunciation while Direct Method preferred implicit teaching of pronunciation. In 1970s and 1980s Silent Way and Community Language Learning still emphasized the accuracy but minimised the teacher imitation. In Communicative Language Teaching,

fluency was preferred over accuracy and meaningful communication was the priority. Therefore, suprasegmentals were prioritized over segmentals in CLT. Natural approach, which was pioneered by Krashen in the 1970s and 1980s, suggests that language, including the pronunciation skill, can only be acquired instead of learned (Krashen, 1982). Current views in teaching pronunciation aim to integrate fluency with accuracy with the help of available technology and authentic materials. Table 1 below which was adapted from Hismanoğlu & Hismanoğlu, (2010) presents how the teaching of pronunciation has changed in accordance with new methods over the last century.





**Table 1.***Approaches to teaching pronunciation*

<b>Years</b>	<b>Approach</b>	<b>Definition</b>
19th century	Grammar Translation and reading-based approaches	Oral communication was not the primary goal of language instruction. Therefore, little attention was given to speaking, and almost none to pronunciation.
The late 1800s and early 1900s	Direct method	Teachers provided students with a model for native like speech. By listening and then imitating the modeler, students improved their pronunciation.
1940s and 1950s	Audio lingual method	Pronunciation was taught explicitly from the start. Learners imitated or repeated after their teacher or a recorded model. Teachers used a visual transcription system or articulation chart. Technique: minimal pair drill.
1960s	Cognitive approach	This de-emphasized pronunciation in favor of grammar and vocabulary because (a) it was assumed that native like pronunciation was an unrealistic objective and could not be achieved and (b) time would be better spent on teaching more learnable items, such as grammatical structures and words.
1970s	Silent way	The learners focused on the sound system without having to learn a phonetic alphabet or explicit linguistic information. Attention was on the accuracy of sounds and structure of the target language from the very beginning. Tools: sound-color chart, the Fidel charts, word charts, and color rods.

	Community language learning	The pronunciation syllabus was primarily student initiated and designed. Students decided what they wanted to practice and used the teacher as a resource. The approach was intuitive and imitative.
Mid-late 1970s (1980s today)	Communicative approach	The ultimate goal was communication. Teaching pronunciation was urgent and intelligible pronunciation was seen as necessary in oral communication. The techniques used to teach pronunciation were: listening and imitating, phonetic training, minimal pair drills, contextualized minimal pairs, visual aids, tongue twisters, developmental approximation drills, practice of vowel shifts and stress shifts related by affixation, reading aloud/recitation, recordings of learners' production.
20th century More recent	Total physical response	Students would begin to speak when they were ready. They were expected to make errors in the initial stage and teachers were tolerant of them.
	Natural approach	The initial focus on listening without pressure to speak gave the learners the opportunity to internalize the target sound system.
Today	New directions	New thoughts from other fields, such as drama, psychology, and speech pathology. Techniques: the use of fluency-building activities, accuracy-oriented exercises, appeals to multisensory modes of learning, adaptation of authentic materials, and use of instructional technology in the teaching of pronunciation.

## Pronunciation Teaching Techniques

Pronunciation can be taught in many different ways. In fact, using different kinds of techniques helps EFL teachers teach all of the aspects of pronunciation rather than focusing on one aspect. Ur (1996) proposes different techniques for practicing pronunciation in the classroom which are: imitation, repetition drills, recording your voice and comparing to native models, dialogues, tongue twisters, and self-correction by listening to recordings of your own speech. Similarly, studies conducted for young learners indicate that the most suitable teaching techniques for young learners are: drilling, minimal pairs, listening and repeating, ear training, tongue twisters, songs, rhymes, chants, phonics, reading aloud, and recording pronunciation (Reid, 2016; Hudson, 2012; Celce-Murcia, Brinton, & Goodwin, 2002; Morley, 1994;). The techniques which are explained in detail below are taken from Reid, & Debranova's (2020) study and also Lin, Fan, & Chen's (1995) study.

**Sound Drills:** After teaching a sound, teachers can give vocabulary that involves the sound. Then the teacher asks the students to repeat in a row. One student says one word then next student says the second and it continues with the next student. They repeat the sounds as much as possible. For instance, after teaching the /w/ sound, repeating these words: week, when, watch, wall, warm, winter, weather and so on. Teachers can also give the sounds in sentences. An example to sound drill can be like this: “When did you watch TV? I watched TV last night. I bought a new watch last week. The weather is not warm in winter. There is a picture on the wall.”

**Listen and repeat:** Teachers can read a dialogue line by line and then ask the students to repeat each line one by one. Teachers also can use a tape recording and ask students to repeat what they heard. This activity gives the students opportunities to learn the pronunciation from the beginning before making any mistakes.

**Minimal pairs:** Teachers can use the most confused sounds one by one and give the difference between them. Then they can have them listen to a list of words and tick the correct sound. For instance teachers can use minimal pair activities for the “i:-i, j-tʃ, tʃ-dʒ, f-v, v-w” sounds.

**Ear training:** Teachers can have the students listen to a dialogue or an interview by looking at the subtitles. Then they will listen to the same dialogue without looking at the subtitles. When they listen the second time, their ears will be much more familiar with the sounds. Teachers can also use songs in the same way, at first listening with lyrics, and then without lyrics.

**Tongue twisters:** Tongue twisters are very effective for teaching pronunciation and they can create an enjoyable atmosphere in the classroom. A teacher writes a tongue twister about the sound that they taught and they ask the students to say it out loud. Each student tries to say it first slowly and then faster. For instance, if the teacher is teaching the “/b/” sound they can use this tongue twister: “Betty buys bagels from the bakery.” Teachers also can ask students to create their own tongue twisters.

**Songs:** Songs can be used for teaching many different features of pronunciation. They can be used to teach consonant sounds, vowels, rhythm, intonation, and connected speech. Teachers can choose a song and have the students listen to it with lyrics. Then they can explain and underline the intonation, vowels, consonants, and connected speech. For example, teachers can use famous singers’ songs such as Miley Cyrus “The Climb”, Michael Jackson “They Don’t Care About Us”, Lady Gaga “Poker Face”. These songs can help the students to be aware of popular culture and have fun while learning. Teachers can use nursery rhymes for young learners and ask the students to sing along with the songs. Songs are very useful for keeping young learners engaged in the lesson.

**Rhymes/Chants:** Rhymes are comprised of words that end with the same last sound. They are used in poems and songs. Chants are words or phrases that are repeated many times. Generally rhymes and chants are combined together in poems or songs. Teachers can ask the students to listen and repeat the rhymes. Then the teacher explains which sound is being repeated in the rhyme. After some practice, the teacher may ask students to write their own rhymes and chants. Some example rhymes and chants are:

*Catch a falling star and put it in your pocket*

*Save it for a rainy day*

*Catch a falling star and put it in your pocket*

*Never let it fade away*

*Sandy, have two candies,*

*Give one candy to Andy, Sandy*

*If you have two candies*

*Give one candy to Sandy, Andy.*

**Reading aloud:** Teachers can use reading texts and dialogues to have the students practice pronunciation. Teachers ask each student to read the text and listen to their pronunciation. After correcting their mistakes, teachers can ask their students to read again.

**Recording pronunciation:** Teachers can give the students a text or a dialogue and ask the students to read the text out loud and record their pronunciation. Then they can listen to the recording in the classroom and the teacher gives the students feedback about their mistakes. The students can hear their own voice and become aware of their mistakes so this helps them develop themselves.

**Corrections:** Teachers can use corrections while they are doing reading and speaking activities. Teachers can take notes while they are listening to the students and later they can correct the mistakes. Some teachers correct the mistakes immediately while others think correcting mistakes while a student is reading or speaking may cause the student to feel embarrassed. Pronunciation mistakes should be corrected before they become a habit.

**Use of mirrors:** Lin, Fan, & Chen (1995) define mirrors technique as a self-correction tool for students when they are imitating the sounds. Teachers can show the students how the sound is produced and the shape of the mouth while it is produced. Then they can ask students to use a mirror and look at the mirror while they are articulating the sound. Students will be aware of the place of articulation and when they produce the sound they can make the same sound.

**International Phonetic Alphabet:** Teachers can use IPA to show the students the phonetic symbols of the English sounds. After the students learn the IPA they can look at the dictionary and understand the pronunciation of the sound by looking at the phonetic description.

**Visual aids:** Teachers can use visual aids to make the sounds more permanent for learners. They can use different colours and vocabulary for each sound and write them on a poster. Then they can hang up the posters on the pinboard. So, the students will be able to see them and remember them.

**Tapping and clapping:** Teachers can use this activity to teach word stress. Lin, Fan & Chen (1995) points out that this technique is very useful to help students understand stressed and unstressed syllables. Teachers can give a list of words and underline the stressed syllable. While uttering the words, students can clap their hands or clap on the

desk for the stressed syllable. For instance: “HOnest, imPORtant, CONtract, conTRACT.”

**Stress shift:** Teachers can use this technique to teach how the stress changes when the word gets a suffix. For example: “CELebrate, celeBRAtion, DIscriminate, discrimiNAtion, POLitics, poLITical, PSYchology, psychoLOGical, inFORM, inforMAtion, inFORMative,” etc.

English teachers may choose to teach International Phonetic Alphabet, specific sounds, minimal pairs, and so on while some others may want to teach it through incorporating it with the language skills. The section of Common European Framework of Reference (2001) on phonological competencies involves information about learners’ capability to produce and recognize phonemes, syllables, word stress, sentence stress, intonation, rhythm, reduction of vowel sounds, weak and strong forms, elision, assimilation, and other phonetic features. Further recommendations are to expose learners to spoken authentic language, to imitate teachers or native speakers from the recordings, phonetic drilling, ear-training, tongue twisters, explicit teaching, phonetic transcriptions, reading aloud, etc.

Celce Murcia et al. (1996) proposed that commonly used pronunciation teaching techniques are; listening and imitation, using phonetic alphabet and articulatory descriptions, minimal pair drills, visual aids, tongue twisters, practice of vowels and consonants, stress shifts, reading aloud and recordings of learners’ own voice (pp.8-10). Research conducted in different parts of the world show that traditional methods such as repetition of sound drills, reading aloud, correcting mistakes and imitation were preferred by English teachers (Frazer, 2000; Hismanoğlu and Hismanoğlu, 2010; Benzies, 2013; Tergujeff, 2013b; Yağız, 2018; Szyszka, 2016; Georgiou, 2018). Most of the teachers use a combination of these methods which suits their teaching aims. Foote, Holtby, & Derwing (2011) conducted a survey in Canada and they found that the most popular pronunciation teaching techniques were preferred to be minimal pairs (bingo and telephone games), repetition, recordings, and the use of mirrors. Buss, (2015) surveyed sixty teachers about their pronunciation teaching beliefs and practices in a Brazilian context. She found that most of the teachers stick to traditional methods such as focusing on word-level fetures, individual sounds repetition, and phonetic alphabet. To summarize, as a consequence of all of these studies the most commonly used pronunciation teaching techniques are listening and repeating, reading aloud, correction, and songs.

### **Conducted Research on How to Teach Pronunciation**

In the 21st century, teaching pronunciation has shifted from being a subcategory of teaching methods to become a main category of language skills. Teachers' beliefs about how to teach pronunciation profoundly affects their classroom practices. If the teacher focuses on grammar and vocabulary they will skip pronunciation teaching. If the teacher focuses on communicative skills they can realize that pronunciation is the core of teaching English.

English is spoken approximately by 1.5 billion people around the world and the non-native speakers of English outnumber the native-speakers of English (Crystal, 2008). There has been a remarkable rise in oral communication between not only native-speakers and non-native speakers of English, but also between non-native speakers themselves (Jenkins, 2000; Canagarajah, 2005; Crystal, 1997; Graddol, 2006). In this regard, intelligible pronunciation becomes the most salient part of the language. Levis (2005) claims that two main principles define the direction of teaching pronunciation: the nativeness principle and the intelligibility principle. Intelligible pronunciation is speaking clearly and understandably instead of trying to become perfect at a particular accent. Some teachers believe that intelligibility is very important and they aim for intelligibility success for their learners while some others believe having a native-like accent is very important and they attempt to teach their students a native-like accent. In the 21st century most of the communication occurs among non-native speakers and this leads to an accent variability in different countries and regions (Crofton-Martin, 2015). For this reason, being intelligible makes much more sense than having a perfect American accent or British accent. Levis (2005) believes that a native pronunciation model is not realistic because it is very difficult for non-native speakers to achieve native-like pronunciation. Szpyra-Kozłowska (2017) argues that speakers who are intelligible and comprehensible can provide models for English learners. The goal of pronunciation is to make a speaker understandable to other speakers, not to obtain an exact copy of a native accent (Morley, 1991; Ur, 1996; Fraser, 2000; Jenkins, 2002; Cook, 2009; Gilakjani, 2016; Zoghbor, 2018; Moedjito, 2016; Atar, 2018). Morley (1991) highlighted that learners must establish functional intelligibility and communicability. Crofton-Martin (2015) conducted a research study in the UK about teachers' and students' beliefs about pronunciation. She found that a great amount of the teachers want their students to be intelligible when they are speaking English. She states that most of the teachers think that reaching native-like pronunciation does not

sound realistic. English is spoken in many different countries and it has a variety of accents. Students do not hear just one English accent throughout their learning period. If the speaker can be understood by other people it is okay if you can tell they are from a specific region or country (Celce-Murcia, Brinton, & Goodwin, 2010). When a person speaks the foreign language it may be obvious that they are Hispanic, Arabic, Indian and so on but their accent does not matter if their pronunciation is clear and understandable. Students most of the time confuse some similar words such as, “sweet and sweat, bad and bed,” and so on. These types of mistakes cause misunderstandings for the listener. Being intelligible requires having the right pronunciation but not necessarily a specific native accent. Buckingham (2015) conducted a study in Oman and explored the role of native-speaker accents in teaching English. The study found that the teachers taught pronunciation regularly though they did not teach one accent as a role model. Dağtan, (2020) and Moedjito (2016), conducted a research study with teachers and students and it was evident that both teachers and students preferred intelligible pronunciation to native-like accent in both of the studies. However, O’Brien (2004) argued that non-native pronunciations most often caused problems considering intelligibility. In order to excel at the language properly native-like pronunciation is compulsory (Setter & Jenkins, 2005).

Some teachers teach pronunciation by integrating it with other language skills. Some others believe that it should be taught as a separate class with teaching the segmental and suprasegmental aspects of pronunciation. Krashen (1981) maintained that teaching pronunciation is not necessary because learners internalise it through comprehensible input and communicative activities. Burgess and Spencer (2000) studied 32 teachers from a variety of ESL courses in the UK. Most of the respondents explained that they integrated pronunciation teaching with other language skills and dealt with pronunciation problems as they came up. Awad, M. (2018) applied a study on teachers’ beliefs and practices of teaching pronunciation in two different contexts. In this study, one participant was a Brazilian-English teacher and the other participant was a Phalastinian-English teacher. The researcher found that both of the teachers preferred teaching pronunciation implicitly through exposure and integration with other skills. Also both of the teachers believed that intelligibility is their aim for their students. They preferred to use various accents. They gave importance to teaching “clear pronunciation” instead of a specific accent. Breikreutz, Derwing, and Rossiter (2001) conducted a research study in Canada about teachers’ beliefs and approaches regarding



teaching pronunciation. They found that nearly half of the respondents preferred pronunciation teaching as a separate course and the others declared that they preferred teaching pronunciation by integrating it with other language skills. Foote, Holtby, and Derwing (2011) replicated this study after ten years and they found that Canadian teachers' beliefs and practices remain the same, yet they have more training opportunities compared to ten years before. Crofton-Martin (2015) found in her study that most of the teachers preferred to integrate pronunciation in their classes rather than teaching it explicitly. Buss, (2015) revealed in her study that most of the teachers preferred to incorporate pronunciation in General English classes and they taught specific features when needed. On the contrary, some researchers explored the efficiency of teaching pronunciation explicitly in the language classrooms (Couper, 2003, 2006; Ghorbani, Neissari, & Kargozari, 2016; Saito, 2007, 2011, 2012). Couper, 2003 states that explicit teaching of pronunciation improves the accuracy of the learner's pronunciation and reduces their pronunciation errors. Explicit pronunciation in English language teaching immerses learners with activities which assist them to keep their focus particularly on pronunciation without being distracted by a different language skill such as grammar (Ghorbani et al, 2016). Saito, 2007 found that explicit vowel instruction had improved the learners' vowel production and reduced their phonological errors. Ghorbani et al. (2016) claim that explicit vowel training raises learners' awareness, hence it is more efficient than implicit vowel instruction. Esling (1998) points out that awareness-raising activities can be helpful for learners to tackle the pronunciation errors resulting from first language transfer and universal errors. Explicit pronunciation can be helpful because it raises students' awareness about the sounds, stress, intonation, and rhythm of the language whilst integrating pronunciation with other language skills might also be helpful because learners can learn it subconsciously. EFL teachers make their decisions regarding what is the best way to teach pronunciation according to their learners' needs and levels.

Baker, (2011) interviewed five ESL teachers with regard to their cognitions and practices of pronunciation teaching and found that the amount of pronunciation training, the teaching experience, and their cooperation with their colleagues have a remarkable impact on their practices, knowledge, and pedagogical choices. Studies revealed that teachers lack enough knowledge about how to teach pronunciation and they need professional training on how to teach pronunciation (Breitkreutz, Derwing, & Rossiter, 2001; Baker, 2011; Couper, 2016; Burns, 2006; Dağtan, 2020). Henderson et al. (2015)

surveyed 640 English teachers in Europe. They found that even though English teachers think that training is important for teaching pronunciation, they believe being a native speaker is enough for teaching pronunciation well. Bai and Yuan (2019) interviewed 16 teachers, whose native language is Cantonese, about their pronunciation teaching beliefs and practices, in Hong Kong. They expressed that all of the participants agreed that pronunciation promotes effective daily communication and increases self-confidence and motivation. They also accepted that pronunciation should be part of the English curriculum. The teachers also pointed out that they find teaching pronunciation difficult on account of being non-native speakers of English and this affects their self-efficacy beliefs. Most of the teachers confirmed that they lack professional training in teaching pronunciation so they believe that native English teachers are better at teaching pronunciation. Gilbert argues that non-native English teachers can become remarkable teachers in pronunciation because they present a reachable model for their students and they can also relate to their personal experiences they gained while learning the target language. Macdonald (2002) conducted a research study in Australia and found that the participants, even though they are native-speakers of English, were not willing to teach pronunciation because they did not know how to evaluate it or how to correct their students' pronunciation mistakes. The unwillingness of teachers in teaching pronunciation may result from not feeling adequately set up with the basics of pronunciation which leads to the feeling of anxiety to accede the responsibility of teaching pronunciation (Fromkin, Rodman, & Hyams, 2011). It can be concluded from the studies that EFL teachers are aware of the importance of pronunciation, however they need more instruction on how to teach and how to assess pronunciation.

### **3. METHODOLOGY**

The purpose of the study was to investigate pronunciation teaching beliefs and practices of EFL teachers working at state schools in Hatay, Turkey. This chapter gives information about the research design, settings and participants, instruments, data analysis and reliability of the research.

#### **3.1. Research Design**

Even though quantitative and qualitative seem to have opposite approaches from each other, different authors such as Dörnyei (2007), Creswell (2014) and Cohen et al. (2011) claim that these two research methods must be regarded as complementary to each other. Colpaert (2012) points out that in quantitative research the data is collected in the form of numbers, charts, and in percentages so it has the advantage of being objective, measurable, and comparable. In qualitative research, the data is collected in the form of words or pictures instead of numbers (Fraenkel et al., 2012). With regard to these qualities a combination of both qualitative and quantitative research design was used in this current study. As mixed method research, in this study questionnaires and interviews were used in order to complement each other. As Fraenkel et al. (2012) explains, by using two different research methods researchers will be able to collect and analyze more and various types of data compared to using only one approach. According to Creswell & Plano Clark (2007:9) a mixed method approach provides more comprehensive evidence for studying a research problem than either quantitative or qualitative research alone, and that it ‘helps answer questions that cannot be answered by qualitative or quantitative approaches alone’. In this study, descriptive design was used for both quantitative and qualitative research. Fraenkel et al. (2012) express that descriptive study is a study that describes every element as thoroughly and as carefully as possible. Descriptive design aims to answer “how” instead of “why” questions. Descriptive design defines a population in terms of their beliefs and behaviors about a subject by measuring and analyzing them.

#### **3.2. Settings and Participants**

This study was conducted at state schools in the Hatay province, which is located in the southern border of Turkey. The setting of the study was elementary, secondary and

high schools in Hatay, Turkey. English is the main foreign language taught at state schools in Turkey. Students start to learn English at second grade in elementary schools and it is taught for 2 hours a week. In secondary schools it is taught for 3 hours a week for fifth and sixth grades, and 4 hours a week for seventh and eighth grades. If there is optional English it becomes five to six hours a week. In high schools, English is taught at least four hours a week.

Etikan et al. (2016) define purposive sampling as focusing on participants with specific features who would be able to help with the present research. This study included 155 teachers who are working as English teachers at Turkish Ministry of Education state schools in Hatay (see Table 2). The reason for selecting state school teachers was to obtain a better understanding of the pronunciation practices of these EFL teachers in their local situation. In this study, three criteria were needed to select participants; being EFL teacher, working at state schools, and working in Hatay province. Therefore, the participants who meet these criteria were selected through a purposive-based sampling method. They were asked for their permission to participate in the present study (see appendix 2 ). The data was collected from English teachers by sharing the online link of the questionnaire. The semi-structured interview was applied to 18 participants who volunteered to do the interview.

**Table 2.***Demographic Information of the Participant EFL Teachers*

<b>Descriptive Statistics</b>	<b>N</b>	<b>%</b>
<b>Gender</b>		
Female	117	75.5
Male	38	24.5
<b>Age</b>		
25-29	27	17.4
30-34	47	30.3
35-39	38	24.5
40 and over	43	27.7
<b>Educational Background</b>		
Bachelor's	134	86.5
MA/Phd	21	13.5
<b>Teaching Experience</b>		
1-5 Years	25	16.1
6-10 Years	40	25.8
11- 15 Years	44	28.4
16-20 years	21	13.5
20 Years and over	25	16.1
<b>School Level</b>		
Primary School	23	14.8
Secondary School	79	51.0
High School	53	34.2
<b>Graduation Diploma</b>		
English Language Teaching	124	80.0
English Culture and Literature	22	14.2
English Linguistics	4	2.6
English Translation and Interpretation	1	.6
Other	4	2.6
<b>Having Received a Pronunciation Course</b>		
Yes	21	13.5
No	134	86.5

As shown in Table 2 among the all participants (N=155), most of the participants were female (N=117, 75.5%) and 38 of them were male (24.5%). The age groups diverged from 25-29 to 40 and over and the highest number belonged to the 30-34 age group with 30.3%. On the other hand, the lowest group of the participants belonged to the 25-29 years of age group (N=27, 17.4%). This shows that the majority of the participants were middle-aged teachers. Considering years of experience in English language teaching, 11-15 years had the highest number and percentage (N=44, 28.4%) and following 6-10 years had the second biggest number (N=40, 25.8%). This can indicate that most of the participants were not novice teachers because they had at least five years of experience. When it comes to the levels of schools, the secondary school teachers outnumbered the other school groups (N=79, 51%). The second highest number belonged to high school teachers (N=53, 34.2%). In terms of educational background the number of teachers with a bachelor's degree was astronomically higher than the MA/Phd group (N=134, 86.5%). Similarly, in terms of graduation diploma, the number of English Language Teaching group was remarkably higher than the other groups (N=124, 80%). Regarding a pronunciation course, the teachers who did not receive a pronunciation course generated the biggest number (N=134, 86.5%).

### **3.3. Instruments**

The instruments utilized in this study were a questionnaire which comprised of demographic questions, pronunciation beliefs and pronunciation practices items, and a semi-structured interview.

#### **3.3.1. Teaching Pronunciation Questionnaire**

The questionnaire was developed by Yağız, O. (2018) and was used in his study called, "EFL Language Teachers' Cognitions and Observed Classroom Practices about L2 Pronunciation: The Context of Turkey". In this study the same version of the questionnaire by Yağız (2018) was utilized and was prepared in a Google form. The link of the questionnaire was then delivered to the EFL teachers. The questionnaire conducted in this study consists of three parts which are: demographic questions, teaching pronunciation beliefs items, and teaching pronunciation practice items (see appendix 3). The demographic information part of the questionnaire was adapted from Yağız (2018) and the researcher added some more questions to obtain more detail about

the personal information of the participants. Demographic items searched for age, gender, teaching experience, educational background, graduation diploma, which school level they teach, and if they received any special pronunciation course throughout their career. The demographic questions were asked for the second research question of this study to make associations between the perceptions of teachers and their demographic information.

The second part of the questionnaire consisted of pronunciation beliefs items. It consisted of seventeen items which aimed to find out teachers' beliefs about pronunciation. This questionnaire was designed by using 5-point Likert-type scale. All of the items had five options from strongly disagree to strongly agree (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). The Cronbach Alpha value is stated to be .84 by Yağız, (2018). In this study the Cronbach Alpha value was found to be .84 for the total questionnaire which is accepted as high reliability in quantitative studies. The Cronbach Alpha for the pronunciation beliefs items was found to be .82 which is highly reliable. The pronunciation beliefs items were employed to implicitly find out the EFL teachers' perceptions on teaching pronunciation.

The third part of the questionnaire consisted of pronunciation practices items. This subgroup included 8 items which were employed to understand the teachers' pronunciation practices indirectly. The items had five options from strongly disagree to strongly agree (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). The Cronbach Alpha for the pronunciation practices items was found to be .63 which is quite reliable (Lorcu, 2015, s. 207-208). The item which was; "I am reluctant to correct my students' pronunciation mistakes" was removed from the teaching pronunciation practices subgroup because it decreased the reliability score of the subgroup. This item was included in descriptive statistics but it was not taken into account for inferential statistics.

### **3.3.2. Semi-Structured Interviews**

To collect qualitative data, a semi-structured interview was conducted. Semi-structured interviews were preferred because they enable flexibility, as highlighted by Nunan (1992:149-50) and McDonough & McDonough (1997:183). In this study, interviews were adapted from Awad's (2018) qualitative study and some additions were made for the purpose of this study (see appendix 4). For this study, the purpose of this

study is to find out EFL teachers' pronunciation beliefs indirectly and their reflective practices in the classrooms. The participants were reached out to by Whatsup Messenger and were informed about the study. Because of the pandemic, none of the participants wanted to have the interview face-to-face. Thus, the interviews were held on Zoom at a convenient time for the participants. Furthermore, both Directorate of National Education in Hatay and Çağ University administration were asked for their permission to conduct the research. The approval of the ethics committee was obtained (see Appendix 1, Appendix 5). Additionally, permission from the Office of the Governor and Directorate of Ministry of Education in Hatay was asked (see appendix 6, 7, and 8). Then, the study was carried out in online settings.

### **3.4. Data Analysis**

In this study there were both quantitative and qualitative data collection tools, so two ways of data analysis were carried out. The quantitative part of the study was analyzed through Statistical Package of Social Sciences (SPSS). Descriptive analysis was conducted to find answers to the first research question and inferential statistics were employed for the second research question. In these analysis the results of standard deviations, mean scores, and percentages were taken into account for the items of the questionnaire. The distribution of the collected data was normal, hence parametric tests as independent sample t-test and One-Way ANOVA were conducted to find an association between the demographic profile and pronunciation beliefs and practices of EFL teachers.

The analysis of the interviews was carried out through content analysis. The data collected by employing semi-structured interviews was recorded. The recorded audios were converted to text through 360converter.com and transcribed. Then, the collected data was coded and categorized by the researcher under the themes in relation to the teaching pronunciation questionnaire items. After that, the data was interpreted by the researcher and consultation was taken from an expert specialized in the same field.

### **3.5. Reliability/Trustworthiness**

To ensure the reliability and trustworthiness of the study the scales were analyzed through SPSS and Cronbach Alpha score of the questionnaire was presented. Moreover



the scales were piloted on a group of teachers before starting to collect the real data and asked for their opinions regarding the items.

Other than quantitative data, this study was also conducted qualitatively in order to increase the validity of the research. Creswell and Plano Clark (2007:72-3) points out that using triangulation to complement the questionnaires' findings strengthens their validity, and they describe this as explanatory design. To avoid bias in the qualitative part of the research some other qualitative studies were examined as useful resources (Awad, 2018; Bai & Yuan, 2019; Baker & Burri, 2016). To ensure the trustworthiness of the study, the supervisor of the thesis was consulted during the data analysis. In addition to that, the data was analyzed meticulously straightaway to maintain the trustworthiness of the study. Furthermore the researcher avoided adding any personal comments to the answers of the participants.

## **4. FINDINGS**

This chapter puts forward the quantitative and qualitative results of the study. In the first section the SPSS data analysis of the research was presented according to the purpose of the study and the results were given. The descriptive statistics of the pronunciation beliefs and practices items, the relationship between the demographic information of the participants and the pronunciation beliefs and practices are presented. Also the mean score of the teaching pronunciation questionnaire and the subdomains of the questionnaire were presented. In the second section, the analysis of the qualitative data was presented. First, the codes and categories of the interview data were given. After that, extracts from the interviews and interpretation of the qualitative data were presented.

### **Quantitative Findings of the Study**

The teaching pronunciation (total) questionnaire was applied to 155 teachers who were working at state schools in Hatay, Turkey. First of all the data was checked if there were any missing answers and a missing data analysis was employed. The analysis proved that there was no missing data. Then the data was checked if it was parametric or non-parametric. The normality of the data was tested by comparing Kolmogorov-Smirnov to Shapiro Wilk statistical results, and analyzing skewness kurtosis value and q-q plot graphs. There was no observed deviating values so no data was removed. The data of the questionnaire was checked for normality and because the series was normally distributed parametric tests were utilized. The two groups were tested with independent sample t-test and more than two groups were tested with One-Way ANOVA. If a significant difference detected between the groups, Levene's statistical value was checked. The variances were homogeneously distributed so LSD Post hoc test was conducted to reveal which group or groups the difference stemmed from. The statistically significant difference was accepted as  $p < 0.05$ .

### **Findings of the Research Question 1**

This part intends to answer the first question of the research which was, "What are the Turkish EFL teachers' beliefs and practices regarding teaching pronunciation?". For this reason, descriptive statistics of the teaching pronunciation (total) questionnaire and

its subgroups were given in Table 3. The mean scores are ordered from the highest to the lowest with the standard deviations.

**Table 3.**

*Descriptive Statistics of Teaching Pronunciation Beliefs and Practices Questionnaire*

	N	M	SD
Teaching Pronunciation Beliefs	155	2.66	0.50
Teaching Pronunciation Practices	155	2.88	0.55
Teaching Pronunciation (Total)	155	2.73	0.46

As can be seen in Table 3, the total score of teaching pronunciation is between disagree and neutral ( $M=2.73$ ,  $SD=0.46$ ). The mean score of the pronunciation beliefs subgroup ( $M=2.66$ ,  $SD=0.50$ ) is lower than the mean score of pronunciation practices subgroup ( $M=2.88$ ,  $SD=0.55$ ). It can be concluded that the teachers' pronunciation beliefs and practices were neutral, that is they neither agree nor disagree with the items. They may not have certain ideas about their teaching pronunciation perceptions and how to practice it in the classroom. In order to understand the questionnaire results in more detail, descriptive statistics were conducted for each item distinctly.

Table 4 shows the items of pronunciation beliefs subgroup and its descriptive statistics. As for the self-confidence of teachers about their pronunciation, they are not confident about their knowledge of pronunciation (item 1,  $M=2.45$ ; item 2,  $M=2.52$ ; item 7,  $M=2.41$ ; item 6,  $M=2.34$ ). This result reveals that the teachers do not trust their knowledge on both segmental and supersegmental aspects of pronunciation. The teachers believe that they have adequate background knowledge in pronunciation (item 3,  $M=2.35$ ), however they disagree that the pronunciation instruction they received at the university level could help them lead their students (item 4,  $M=2.37$ ). The teachers agreed with the idea that the curriculum does not involve the pronunciation skill so that they do not cover this skill in classes (item 13,  $M=3.50$ ). The majority of the teachers agreed that they need to receive more training on pronunciation to develop their teaching pronunciation skills (item 8,  $M=3.24$ ; item 5,  $M=3.17$ ). The teachers were unsure about their knowledge on assessing pronunciation (item 16,  $M=2.70$ ), yet most of the teachers acknowledged that they need training on assessing pronunciation (item 9,  $M=3.20$ ). Similarly, the participants considerably agreed that the purpose of their

students should be achieving native-like accent (item 17,  $M=3.14$ ). Regarding their attitudes towards teaching pronunciation the teachers do not prefer to pay attention to their students pronunciation (item 15,  $M=1.98$ ) and they are not certain about interfering their students' pronunciation mistakes. The teachers seems to not have a certain attitude about pronunciation mistakes (item 14,  $M=2.95$ ). Also, they do not accept that explicit pronunciation instruction is beneficial for their students (item 12,  $M=2.12$ ). Although the teachers believe that correct pronunciation is required for communication (item 11,  $M=2.56$ ), they disagreed that pronunciation should be regarded as important for communication (item 10,  $M=2.21$ ). These results show that the curriculum is not sufficient for teaching pronunciation and the teachers need more training on pronunciation.



**Table 4.***Descriptive Statistics of Pronunciation Beliefs Items*

Items	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree		M	SD
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
13. The current curriculum does not encourage me to teach pronunciation.	6	3.9	33	21.3	27	17.4	55	35.5	34	21.9	3.50	1.16
8. I need to improve my English pronunciation.	9	5.8	38	24.5	25	16.1	73	47.1	10	6.5	3.24	1.08
9. I need training in assessing pronunciation.	6	3.9	38	24.5	40	25.8	61	39.4	10	6.5	3.20	1.01
5. I need training in how to teach pronunciation.	11	7.1	45	29.0	24	15.5	57	36.8	18	11.6	3.17	1.18
17. My students should aim at native-like pronunciation.	8	5.2	50	32.3	30	19.4	47	30.3	20	12.9	3.14	1.16
14. I am not sure about to what extent I should tolerate my students' pronunciation mistakes.	8	5.2	54	34.8	38	24.5	48	31.0	7	4.5	2.95	1.02
16. I do not know how to assess my students' pronunciation.	10	6.5	70	45.2	37	23.9	33	21.3	5	3.2	2.70	0.98
11. Communication does not require correct pronunciation.	23	14.8	67	43.2	26	16.8	33	21.3	6	3.9	2.56	1.10
2. I am good at practicing suprasegmentals (stress, rhythm and intonation).	9	5.8	77	49.7	50	32.3	18	11.6	1	0.6	2.52	0.80
1. I am satisfied with my own English pronunciation.	10	6.5	87	56.1	33	21.3	24	15.5	1	0.6	2.45	0.86
7. I am good at reading phonemic symbols (e.g., θ, w, d, æ).	27	17.4	64	41.3	40	25.8	22	14.2	2	1.3	2.41	0.98
4. The pronunciation course I had taken at university adequately helps me guide students.	23	14.8	76	49.0	32	20.6	23	14.8	1	.6	2.37	0.93
3. I do not have enough background knowledge in English pronunciation.	31	20.0	66	42.6	31	20.0	27	17.4	0	0	2.35	0.99
6. I am good at teaching pronunciation.	17	11.0	78	50.3	50	32.3	10	6.5	0	0	2.34	0.76
10. Pronunciation should be viewed as a crucial part of communication.	42	27.1	68	43.9	18	11.6	25	16.1	2	1.3	2.21	1.06
12. I believe that explicit pronunciation instruction contributes to students.	24	15.5	92	59.4	35	22.6	4	2.6	0	0	2.12	0.69
15. Monitoring students' pronunciation is necessary.	34	21.9	97	62.6	17	11.0	7	4.5	0	0	1.98	0.72

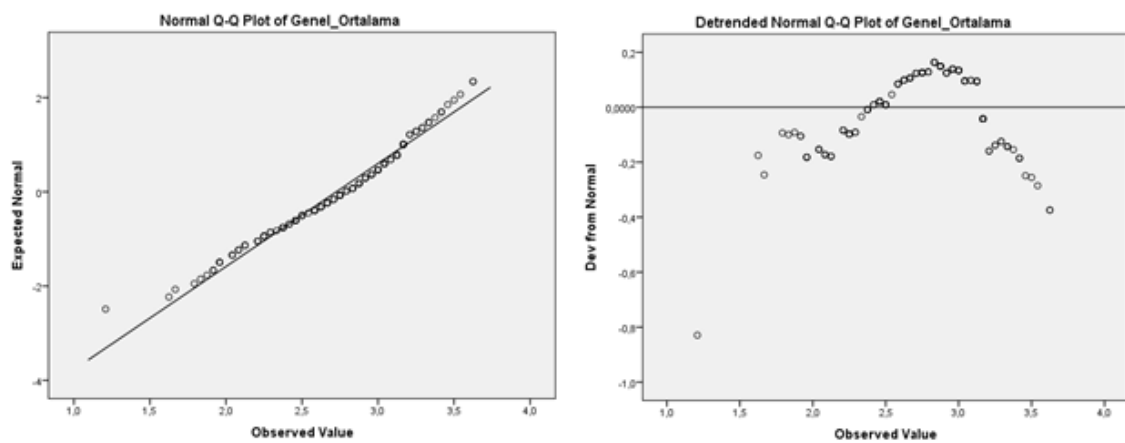
The results of the descriptive statistics of pronunciation practices subgroup are shown in Table 5. The results showed that the teachers slightly agreed that they have suitable resources to teach pronunciation (item 22,  $M=3.17$ ). The teachers were undecided about the time they spent for pronunciation instruction (item 8,  $M=2.83$ ), their attitudes towards correcting pronunciation mistakes of their students (item 24,  $M=2.77$ ; item 25,  $M=3.06$ ) and the aspect of pronunciation they are focusing on (item 20,  $M=2.99$ ; item 21,  $M=3.10$ ). They relatively agreed that pronunciation needs to be changed regardless of the identity of the learners (item 23,  $M=2.55$ ). Also, the teachers can not decide their attitude towards pronunciation while they are assessing their students speaking performance (item 24,  $M=2.77$ ). According to the results, it can be said that the teachers are not precise about their pronunciation practices in their classrooms and they do not have certain principles about how to correct their students' pronunciation mistakes.

**Table 5.***Descriptive Statistics of Items of Pronunciation Practices*

Items	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree		M	SD
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
22. I have appropriate materials and resources to teach pronunciation.	7	4.5	43	27.7	35	22.6	57	36.8	13	8.4	3.17	1.07
21. I mostly devote time to individual speech sounds in my classes (e.g., θ, w, d sounds).	3	1.9	44	28.4	49	31.6	52	33.5	7	4.5	3.10	0.93
25. I am reluctant to correct my students' pronunciation mistakes	13	8.4	41	26.5	32	20.6	61	39.4	8	5.2	3.06	1.10
20. I mostly devote time to rhythm, stress, and intonation in my classes.	8	5.2	47	30.3	44	28.4	50	32.3	6	3.9	2.99	0.99
18. I do not devote time to teaching pronunciation.	12	7.7	59	38.1	30	19.4	51	32.9	3	1.9	2.83	1.04
24. I ignore my students' pronunciation performance while evaluating their speaking skills.	10	6.5	60	38.7	44	28.4	37	23.9	4	2.6	2.77	0.97
19. My students expect me to correct their pronunciation.	11	7.1	60	38.7	40	25.8	42	27.1	2	1.3	2.77	0.97
23. Since the way of speaking is a part of an individual's identity pronunciation does not need to be changed.	18	11.6	65	41.9	45	29.0	23	14.8	4	2.6	2.55	0.97

## Findings of the Research Question 2

The second research question was, “Are there any significant differences between teachers’ perceptions in terms of; gender, age, school levels, educational background, teaching experience, and graduation diploma?”. This question aimed to find out the relationship between the demographic information and their answers to pronunciation beliefs and pronunciation practices. Before moving to analysis the normality test was conducted. According to Q-Q plot and Detrended Q-Q plot results the data was found normally distributed (see Figure 1). For this reason, parametric tests were conducted for the analysis of the research question 2. Independent sample t-test was employed for two groups and One-Way ANOVA was employed for more than two groups.



**Figure 1.** *Q-Q Plot ve Detrended Q-Q Plot Graphics*

First of all, Independent t-test was conducted to investigate the difference between teaching pronunciation perceptions and gender (See Table 6). The results demonstrate that there is no statistically significant difference between the groups related to their pronunciation teaching perceptions ( $p=.843$ ,  $p<.05$ ). Also no significant difference was found between gender and the subgroups; beliefs and practices ( $p=.589$ ;  $p=.536$ ,  $p<.05$ ). In other words gender does not have any influence on teaching pronunciation perceptions of EFL teachers.



**Table 6.***The Results of the Independent t-test Related to Gender*

Variables	Gender	N	M	SD	t	p
Teaching	Female	117	2.73	0.42	.198	.843
Pronunciation (Total)	Male	38	2.71	0.55		
Teaching	Female	117	2.67	0.48	.541	.589
Pronunciation Beliefs	Male	38	2.62	0.54		
Teaching	Female	117	2.87	0.49	-.621	.536
Pronunciation Practices	Male	38	2.93	0.70		

In order to find the difference between age and teaching pronunciation perceptions of EFL teachers One-Way ANOVA was utilized. In Table 7, ANOVA results of the age groups and pronunciation teaching perceptions of EFL teachers are presented. As the descriptive statistics are examined, while the mean scores of the 25-29 group were the highest (M=2.86; M=2.77; M=3.07), the mean scores of the 40 and over age group were lowest (M=2.59; M=2.53, M=2.75). This might indicate that younger teachers acknowledge the pronunciation skill more than elderly teachers. However, in general no significant difference was found between the age groups and their teaching pronunciation perceptions ( $p>0.05$ ).

**Table 7.***The Results of the One-Way ANOVA Related to Age*

Variables	Age	N	M	SD	F	p
Teaching	25-29	27	2.86	0.44	2.141	.097
Pronunciation (Total)	30-34	47	2.76	0.45		
	35-39	38	2.75	0.42		
	40 and over	43	2.59	0.47		
Teaching	25-29	27	2.77	0.47	1.672	.175
Pronunciation Beliefs	30-34	47	2.71	0.50		
	35-39	38	2.67	0.45		
	40 and over	43	2.53	0.52		
Teaching	25-29	27	3.07	0.57	2.016	.114
Pronunciation Practices	30-34	47	2.87	0.54		
	35-39	38	2.93	0.52		
	40 and over	43	2.75	0.55		

The difference between school levels of EFL teachers and their answers to teaching pronunciation questionnaire were analyzed through One-Way ANOVA test (See Table 8). The results prove that there is a significant difference between school levels related to their teaching pronunciation ( $F_{(2,152)}=3.838$ ;  $p=.024$ ). In order to understand the reason for this difference, LSD post hoc test was employed. The post hoc test results showed that the high school teachers differed from the other school levels in terms of their teaching pronunciation in general. Also, a significant difference was detected between the groups and their pronunciation practices ( $F_{(2,152)}=3.449$ ;  $p=.034$ ). LSD post hoc test was used to reveal the reason for the difference. The results indicated that high school level teachers differed from the other groups in views of their pronunciation practices. The high school teachers had the lowest mean scores for the total questionnaire and for the subgroups of the questionnaire ( $M=2.60$ ;  $M=2.54$ ;  $M=2.73$ ). On the other hand, the mean scores of primary school teachers were the highest for the total questionnaire and the subgroups of the questionnaire ( $M=2.88$ ;  $M=2.83$ ;  $M=2.99$ ). This may be because high school students are not eager to learn like young learners. It can be concluded that, primary school teachers who teach young learners seemed to have higher perceptions about pronunciation and teaching pronunciation than the other groups. This may be because young learners are more eager to imitate their teachers and willing to do what they say.

**Table 8.**

*The Results of One-Way ANOVA Related to School Levels*

Variables	School	N	M	SD	F	p
Teaching	Primary school	23	2.88	0.32	3.838	.024*
Pronunciation (Total)	Secondary school	79	2.77	0.42		
	High school	53	2.60	0.51		
Teaching	Primary school	23	2.83	0.34	3.015	.052
Pronunciation Beliefs	Secondary school	79	2.69	0.47		
	High school	53	2.54	0.56		
Teaching	Primary school	23	2.99	0.41	3.449	.034*
Pronunciation Practices	Secondary school	79	2.96	0.56		
	High school	53	2.73	0.55		

The mean difference is significant at the 0.05 level

The difference between teachers' educational background and their teaching pronunciation perceptions was analyzed through independent t-test (see Table 9). The descriptive results revealed that the mean scores of the MA/Phd group were higher (M=2.83; M=2.78; M=2.93) than the bachelor's degree group both for the total questionnaire and the subgroups (M=2.71; M=2.64; M=2.88). This might pinpoint that the highly educated group had more awareness about pronunciation and practicing pronunciation. However, there was no significant difference between the educational background of teachers and their teaching pronunciation perceptions ( $p>0.05$ ).

**Table 9.**

*The Results of the Independent t-test Related to Educational Background*

<b>Variables</b>	<b>Educational Background</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>t</b>	<b>p</b>
Teaching	Bachelor's degree	134	2.71	0.46	-1.098	.274
Pronunciation (total)	MA / Phd	21	2.83	0.42		
Teaching	Bachelor's degree	134	2.64	0.49	-1.230	.221
Pronunciation Beliefs	MA / Phd	21	2.78	0.47		
Teaching	Bachelor's degree	134	2.88	0.56	-.428	.670
Pronunciation Practices	MA / Phd	21	2.93	0.50		

The difference between teaching experience of teachers and teaching pronunciation perceptions was analyzed through One-Way ANOVA (see Table 10). Considering descriptive statistics, the highest mean score belongs to 1-5 years (M=2.82) for the teaching pronunciation perceptions and for teaching pronunciation practices (2.98). The 1-5 years and 6-10 years age groups has an equal mean score (M=2.75) for teaching pronunciation beliefs. On the other hand, the more experienced teachers have lower mean scores (M=2.50; M=2.58; M=2.69) than the less experienced teachers. It can be said that the experienced teachers were less in favour of teaching pronunciation compared to novice teachers. However the test result shows that there is no significant difference between the teaching experience of teachers and their answers to the teaching pronunciation perceptions ( $p>0.05$ ).

**Table 10.***The Results of the One-Way ANOVA Related to Teaching Experience*

<b>Variables</b>	<b>Experiences</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>F</b>	<b>p</b>
Teaching	1-5 Years	25	2.82	0.39	1.486	.209
Pronunciation (total)	6-10 Years	40	2.79	0.42		
	11-15 Years	44	2.75	0.46		
	16-20 Years	21	2.58	0.53		
	21+	25	2.60	0.46		
Teaching	1-5 Years	25	2.75	0.42	1.501	.205
Pronunciation Beliefs	6-10 Years	40	2.75	0.49		
	11-15 Years	44	2.69	0.48		
	16-20 Years	21	2.54	0.54		
	21+	25	2.50	0.52		
Teaching	1-5 Years	25	2.98	0.54	.956	.434
Pronunciation Practices	6-10 Years	40	2.90	0.52		
	11-15 Years	44	2.93	0.55		
	16-20 Years	21	2.69	0.61		
	21+	25	2.85	0.54		

Table 11 below, shows the result of One-Way ANOVA related to graduation diploma and teaching pronunciation perceptions. The English Language Teaching group comprises of 124 participants. The English Culture and Literature group consists of 22 teachers. The English Linguistics, English Translation and Interpretation and Other consisted of 9 teachers. This group was accepted as one group and referred to as Other in the Table 11. As seen in Table 11, a significant difference was detected between teaching pronunciation practices and graduation diploma ( $p=.035$ ). In order to determine the reason of the difference, LSD post hoc test was employed and the test results showed that the ELT group ( $M=2.94$ ) gave higher points to the pronunciation practices items. This result shows that the graduation diploma has an impact on pronunciation practices of EFL teachers.

**Table 11.***The Results of the One-Way ANOVA Related to Graduation Diploma*

<b>Variables</b>	<b>Graduation Diploma</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>F</b>	<b>p</b>
Teaching	English language teaching	124	2.74	0.44	.358	.699
Pronunciation (total)	English language and literature	22	2.70	0.40		
	Other	9	2.62	0.75		
Teaching	English language teaching	124	2.66	0.48	.086	.918
Pronunciation Beliefs	English language and literature	22	2.70	0.42		
	Other	9	2.63	0.86		
Teaching	English language teaching	124	2.94	0.54	3.415	.035*
Pronunciation Practices	English language and literature	22	2.69	0.54		
	Other	9	2.59	0.62		

*\*The mean difference is significant at the 0.05 level*

To summarize, the results of the research question 2 demonstrated that not all the demographic characteristics had a significant effect on teaching pronunciation perceptions and the subgroups of; beliefs and practices. The school levels, the graduation diploma, and receiving a pronunciation course had an influence on their answers to teaching pronunciation questionnaire and its subgroups.

### **Findings of the Research Question 3**

In order to investigate “How do Turkish EFL teachers describe their beliefs and practices regarding pronunciation?” semi-structured interviews were conducted with 18 volunteer EFL teachers. In order to gain a broader understanding, 9 open-ended interview questions were asked to the teachers. The interview data was subjected to content analysis through coding and categorizing the data under different themes. The answers were classified into 8 categories in relation to teaching pronunciation questionnaire items. The categories were constructed under two themes which were beliefs and practices. Table 12 shows the categories and codes of the interview data.

**Table 12.***Analysis of Interview Data*

<b>Teaching Pronunciation Beliefs</b>	
<b>Category</b>	<b>Code</b>
The significance of pronunciation	Correct pronunciation
	Disregard of pronunciation
Self-confidence about pronunciation	Checking the dictionary
	Self-assurance
Pronunciation teaching goal	Comprehensibility
	Native-like accent
Receiving instruction	Improvement of pronunciation
	No necessity for training
<b>Teaching Pronunciation Practices</b>	
<b>Category</b>	<b>Code</b>
Allocation of time for pronunciation	Limited time
	Ignorance of pronunciation
Correctness of pronunciation	Immediate error correction
	Note taking
Teaching pronunciation approach	Implicit instruction
	Explicit instruction
Pronunciation teaching techniques	Typicalness of techniques
	Variability of techniques

The first theme of the interview data was teaching pronunciation beliefs. The questionnaire results showed uncertain stance ( $M=2.66$ ). However, the interview results showed that the teachers value pronunciation and they have positive attitudes towards pronunciation. It can be inferred from the results that almost all of the teachers were aware of the importance of pronunciation because it is necessary to use the language accurately. The teachers stated that pronunciation is important to use the language correctly.

*Interviewee 10: Yes, it is important. It is crucial to speak a language properly.*

*Interviewee 12: Yes, I think it is important because wrong pronunciation may lead different meanings.*

Only the 7th interviewee had a negative attitude towards pronunciation and thought correct pronunciation does not matter as long as the person is understood.

*Interviewee 7: No, I DO not think it is important as soon as you can express yourself. I think it is enough for a person to express himself to be able to communicate. After all, the most important thing is to agree, even if the pronunciation is not correct.*

As for the self-confidence, the teachers acknowledged that even though they have confidence in their pronunciation knowledge, they look up in a dictionary for verification. When they see a new word they may not know its pronunciation. For instance some of the interviewees reported that:

*Interviewee 5: Sometimes I am not confident about it. Yes, I see a new word and sometimes I pronounce it wrong.*

*Interviewee 13: Mostly I feel confident but I look up for its correct pronunciation. In order to share the most accurate information with my students, I use a dictionary when I am not sure.*

In relation to their teaching goal, most of the teachers considered being intelligible is their goal for their students. They stated that they want their students to be understandable and clear instead of speaking with a native-accent. However this result was in disparity with the questionnaire result. In the questionnaire the teachers disagreed to the item that suggests pronunciation does not need to be changed. This maybe because teachers did not perceive what the item means. They expressed that:

*Interviewee 2: To make them intelligible students. I think the important thing is to be able to teach to speak at an understandable level. It is enough if students can communicate and express themselves in a foreign language in their life outside of school.*

*Interviewee 5: Intelligible speakers. Raising clear speakers is my priority. Even if their pronunciation is not good, it is enough to understand what they are talking about. This shows that they are able to communicate.*

Although most of the teachers suggested that clear and understandable pronunciation is their aim for their students, some teachers informed that they would rather teach a native-like accent.

*Interviewee 1: For my students my goal is to support them to have a native-like accent such as British.*

*Interviewee 3: So-so native like accent. It would be good to hear it from my students.*

On the other hand, one of the participants highlighted that the only purpose is to help the students receive high results in exams and speaking skills are not the focus.

Therefore, he or she asserted that neither having a native-like accent nor being intelligible was an aim for his or her students.

*Interviewee 12: Unfortunately, none of them. Passing exam is the goal. Unfortunately, it is very difficult for students to speak English in Turkey. That's why their success in the exams is considered an important step for them.*

With regard to receiving further training in pronunciation, most of the participants expressed that they would like to receive more training in order to develop their teaching pronunciation skills and become more competent. It has been found that most of the teachers were very enthusiastic about improving themselves in their field continuously. However, some participants stated that taking more education on pronunciation is not necessary.

*Interviewee 1: Yes, I do. Of course, the more we practice, the better. After all, we are Turks. No matter how well we know the language, the language we use the most is our mother tongue. That's why extra training is a must.*

*Interviewee 4: Of course, I wish I had more time to study. There is no end to one's self-development. I would like to keep learning continuously. But unfortunately, I don't have that much extra time.*

*Interviewee 7: No, I don't wish. I don't think I need or have time for this. I don't think it's necessary.*

*Interviewee 10: No, I don't. Because I had been densely educated at college and also, I hesitate a word's pronunciation I can immediately use apps such as google translate to learn it.*

Some of the participants were not quite sure about receiving more training on pronunciation. For instance two of the participants replied that:

*Interviewee 12: Maybe. So, it's not really necessary though. If I had some extra free time, maybe I would consider it. It's my field after all.*

*Interviewee 15: Maybe. It's possible. If I have time, I can think about it.*

The second theme of the interview data was teaching pronunciation practices. The questionnaire results showed an uncertain stance for this parameter (M=2.88). Similarly, the interview results revealed an unsure stance towards pronunciation. Considering the time spent on pronunciation, most of the participants affirmed that they spend very little amount of time for teaching pronunciation. Some of the participants stated that they spend time on pronunciation when they are teaching new words. The results show that the teachers do not determine a specific amount of time for teaching pronunciation



*Interviewee 8: I spend five minutes each class. But sometimes I work on new words from each unit I spend more time on words and their pronunciation at the beginning of each unit like that.*

*Interviewee 9: I have not such a time schedule to teach pronunciation. It can be whenever we come across a new word or when a pronunciation mistake is made by any of the students. It feels much more spontaneous and natural.*

Most of the teachers highlighted that they would like to spend more time on pronunciation yet the curriculum, absent materials and the exams were the main handicaps that were preventing them. However, some participants pointed out that, they were not willing to allocate more time for pronunciation because they thought it is unnecessary.

*Interviewee 4: We always have paper based exam (LGS) pronunciation is not important and I ignore it.*

*Interviewee 8: Yes, I would like to of course because it is a bit hard to have enough time for pronunciation because curriculum has a lot of topics we don't have enough time to work on pronunciation.*

*Interviewee 7: No, I wouldn't like to spend more time. I do not spend time in my lessons for pronunciation. I don't think this is necessary.*

*Interviewee 17: No. That time I allocate to pronunciation is sufficient. So I don't think it's necessary to take the time for more extra pronunciation.*

In terms of their approach to teaching pronunciation as a separate class or integrating it with other language skills, almost all of the teachers stated that they teach pronunciation implicitly by incorporating it with other language skills. Some teachers reported that they especially prefer to integrate pronunciation with reading activities.

*Interviewee 9: I usually integrate it with other language skills. I make my students read the texts before the classes. I urge them to check the pronunciations of the words that they have difficulty in pronouncing. Then they read the text aloud in the classes and I make short evaluation of their pronunciation. If necessary, I sometimes give them further homework, like "Please, read this text loud at home and record it. Then send it to me." They do it willingly. I would start with teaching segmentals.*

*Interviewee 11: By speaking and reading. I support the development of my students' pronunciation with various exercises in my classes. Reading and speaking are the most important exercises for pronunciation in my opinion. Connected speech.*

Only two interviewees stated that they believe pronunciation should be taught separately but they did not explain how they teach it separately.

*Interviewee 1: I don't integrate. I don't think it's appropriate to combine pronunciation with other skills. It should be separate. That's why I prefer to teach separately without combining it with other skills.*

*Interviewee 18: I don't integrate it with other skill. In my opinion, pronunciation should be taught separately, it would not be appropriate and sufficient to combine it with other skills.*

Regarding pronunciation mistakes, more than half of the participants emphasized that they preferred straightforward error correction. Thus, they think they prevent mispronunciation and promote accurate pronunciation. Some participants acknowledged that they note down the pronunciation mistakes and refer to them later because they did not want to intervene with the activity.

*Interviewee 18: I correct it immediately. When a student makes a pronunciation mistake, I prefer to correct it immediately. Pronunciation errors settle very quickly. It is very difficult to fix after a while.*

*Interviewee 16: I take notes and correct them. I think it makes more sense to note the mistakes. Students already do not have enough self-confidence to speak English. I think it becomes more difficult for them to learn when they constantly correct and intervene.*

Only the 12<sup>th</sup> and 15<sup>th</sup> participant replied that they do not have a certain approach to correct the pronunciation mistakes.

*Interviewee 12: It changes from student to student and class to class...I sometimes correct immediately, sometimes use peer correction.*

*Interviewee 15: I don't know. I can't say for sure about this. I do it the way it fits. It is not always the same in every lesson.*

When it came to techniques that were used to practice pronunciation in the classroom, some teachers were committed to traditional techniques such as listening and repeating, and reading aloud.

*Interviewee 4: Repeating. Especially repetition is very useful in learning and permanence of pronunciation. That's why I attach importance to repetition as the basis of pronunciation exercises.*

*Interviewee 18: Listen and repeat. I use fairly classical methods and I think they are sufficient. The variety of methods can also be confusing.*

Most of the participants stated that they preferred a variety of activities such as listening, songs, repetition, speaking, reading aloud, tongue twisters and minimal pairs to practice pronunciation in the classroom. Also, some of them reported that they use videos, cartoons and phonetic alphabets.

*Interviewee 1: I try to use many activities such as listening, repeating, songs, and minimal pairs. Such activities are very useful in teaching pronunciation. Students learn pronunciation easier with the help of various activities and I think this is more permanent.*

*Interviewee 14: Listen and repeat, rhymes, songs, reading aloud, role plays, videos. The use of various and different techniques allows students to learn the pronunciation of words more easily.*

It can be inferred from the interview data that teachers believe that pronunciation is an important language skill, yet they cannot allocate time for it due to the curriculum and exams. The teachers were undecided about their knowledge of pronunciation and they needed to consult a dictionary to be sure. Nearly all of the teachers preferred implicit teaching of pronunciation and they pursued comprehensibility as their teaching aim of pronunciation. The teachers stated that they correct pronunciation mistakes immediately. In general most of the teachers used repetition, listening and repeating, reading aloud, songs and tongue twisters to teach pronunciation. Most of the participants confirmed that they wish to receive further education in pronunciation.

## **5. DISCUSSION AND CONCLUSION**

This study aimed to explore the teaching pronunciation beliefs and practices of 155 EFL teachers working at state schools in the Hatay province. The relationship between the EFL teachers' teaching pronunciation beliefs and practices and their demographic information were investigated. The descriptive statistics of the questionnaire items were examined thoroughly. For this analysis, the teaching pronunciation (total) questionnaire was utilized. Also, a semi-structured interview was conducted with eighteen EFL teachers. The discussions of each research question, pedagogical implications, limitations, suggestions for further studies, and the conclusion of the study were explained in detail.

### **Discussion of the Quantitative Findings**

#### **Discussion of the Research Question 1**

The first research question was "What are the Turkish EFL teachers' beliefs and practices regarding teaching pronunciation?". The perspectives of the teachers were examined by conducting 25 items of teaching pronunciation questionnaire. This questionnaire involved items about teaching pronunciation goals, assessing pronunciation, training on pronunciation, practicing pronunciation, and correcting pronunciation mistakes. The collected data was analyzed by applying descriptive statistics. The results demonstrated that the EFL teachers do not have certain principles about pronunciation and how to practice it in the classroom. Also, they do not have a positive attitude towards pronunciation. This may be because pronunciation is an ignored language skill in Turkey (Yağız, 2018; Dağtan, 2020). Also, another reason maybe the pronunciation skill is not covered adequately in the current curricula. The teachers had the same views related to the curriculum with the teachers in these studies (Yağız, 2018; Moedjito, 2016) that pronunciation was not included in the curriculum. The exam focused curriculum leads the teachers to focus on grammar and vocabulary rather than pronunciation (Bai & Yuan, 2019). Thus, they are deprived of necessary resources and time to teach pronunciation. The teachers seemed rather undecided on the importance of pronunciation for communication. An assumption for this result may be that they focus on grammar and vocabulary rather than speaking skills. On the contrary, a recent study applied in a Turkish context found that teachers held strong beliefs on

teaching pronunciation with communication (Dağtan, 2020). Also, in some recent studies (Yağız, 2018; Bai & Yuan, 2019; Tran & Nguyen, 2020), the effect of teaching pronunciation on communication was highly appreciated. Pronunciation is an essential factor that enables students to communicate with other people (O'Brien, 2004). Most of the communication problems monitored amidst language learners are resulted from pronunciation errors (Jenkins, 2000). In addition, the participants were also ambiguous with their background knowledge. They did not believe the pronunciation course that they had taken at the university was sufficient to lead their students, yet they thought they had enough background knowledge about pronunciation. For most of the participants, the pronunciation instruction that they received at the university was their background knowledge. It can be understood that the participants were very much unsure about their knowledge of pronunciation. This may be resulted from not taking further courses on pronunciation. Also the teachers lacked self-confidence in pronunciation. This result was in agreement with some other studies (Macdonald, 2002; Bai & Yuan, 2019). Bai & Yuan conducted a qualitative study in Hong Kong and reached to the conclusion that teachers were not confident about their pronunciation skills and not well-prepared to teach pronunciation. Also, Macdonald (2002) conducted a study in Australia and it was found that the participants accepted that they did not have self-confidence in teaching pronunciation. On the contrary, in a different study (Henderson et al., 2012) teachers were confident about their knowledge of pronunciation and teaching skills. The participants low-self-efficacy may have resulted from their lack of knowledge and lack of training on pronunciation. In line with this study, the lack of enough knowledge about how to teach pronunciation and need on professional training were noted in many other studies (Breitkreutz, Derwing, & Rossiter, 2001; Baker, 2011; Couper, 2016; Burns, 2006; Dağtan, 2020). However, a study conducted in a Turkish context found that teachers do not feel a need to pursue training on pronunciation (Yağız, 2018). In a study conducted in a Brazilian context (Buss, 2015), it was stated that despite their high confidence and qualification in pronunciation, the teachers needed more training.

Another remarkable outcome of the present study was that the participants do not appreciate explicit pronunciation instruction. This may have resulted from their lack of knowledge and the curriculum not involving pronunciation. A similar result was noted in a study carried out in the UK (Crofton-Martin, 2015) that teachers teach pronunciation by integrating it so that students will not even realize they are practicing

it. Buss (2015) reached an opposite conclusion; that explicit pronunciation teaching can develop learners' communication in English, and exposing learners to good input is not adequate to teach pronunciation to learners. An opposite result was stated in a previous study carried out in Turkey (Yağız, 2018); that teachers believe students could benefit from explicit pronunciation instruction. When it comes to correcting pronunciation mistakes, teachers were quite unsure about how to do it. They do not have a certain stand about pronunciation errors. This may have been caused by not defining certain principles about how to deal with pronunciation mistakes. Similarly, the same result was noted in Yağız's (2018) previous study. Nonetheless, Elnagar (2020) and Tran & Nguyen (2020) reached a different conclusion that teachers hold much importance on correcting mistakes. The participants were relatively in favor of aiming towards a native-accent and losing their foreign accent. This view was in disparity with many other studies (Crofton-Martin, 2015; Tran & Nguyen, 2020; Buss, 2015; Awad, 2018; Moedjito, 2016; Foote, Holtby, & Derwing, 2011; Alsofyani & Algethami, 2017). As a matter of fact, the participants were also not precise about which aspects of pronunciation they focused on and the time they spent on pronunciation. Nonetheless, they tend to practice segmental features more than suprasegmental features. The same result was reported in a study carried out by Yağız (2018) that teachers mostly allocated time to individual sounds. This may have resulted from their lack of knowledge as stated earlier.

To sum up, the participants generally did not hold certain beliefs or practices about pronunciation. They do not have self-confidence about their own pronunciation. They are unsure about how to correct their students' pronunciation mistakes. They need to develop their pronunciation teaching skills. Pronunciation is not covered in the curriculum so the teachers do not know how to involve it in their classes. This may be because English teachers mostly rely on their course books and practice the activities in the course books (Özmert, 2019).

### **Discussion of the Research Question 2**

The second research question was, "Are there any significant differences between teachers' perceptions in terms of; gender, age, school levels, educational background, teaching experience, and graduation diploma?".

In terms of gender variable, no statistically significant difference was detected. This may have stemmed from participant teachers' uncertain stand towards pronunciation. In

addition to that, teachers in state schools have to follow a curriculum and the curriculum does not involve pronunciation skills. The English course books focus on reading, vocabulary, and grammar. Furthermore, the exams are focused on these skills. This may cause the teachers to avoid practicing pronunciation skills in the classroom. However in literature, teaching pronunciation was not investigated in relation to gender. The studies in literature evaluated the pronunciation teaching beliefs and practices of EFL teachers without focusing on gender variable.

For the age variable, no significant difference was noticed. Despite the lack of a significant difference, the mean score of the teachers decreased as the age got older. This may be because young teachers are more aware of current developments in language teaching and more willing to address the uncovered language skills. However, elderly teachers may tend to remain committed to traditional methods such as focusing on Grammar Translation Method. Georgiou, (2018) found out a similar result in his study which he conducted on different age groups concerning their pronunciation perceptions and practices. The study revealed that the elder group teachers neglected the pronunciation skill compared to other language skills. Also, all of the age groups faced the same obstacles, such as time constraint and lack of education in pronunciation (Georgiou, 2018).

Regarding the school levels variable, a significant difference was found for the total questionnaire and for the pronunciation practices subdomain. The post hoc test result showed that this difference stemmed from high school English teachers. High school teachers had the lowest mean scores, whereas primary school teachers had the highest mean scores. This may have resulted from teaching young learners. Young learners are more enthusiastic and active compared to older groups (Cameron, 2001). Also, children are more likely to imitate what they hear and observe (Bandura, 1977). Therefore, primary school teachers can benefit from these features of young learners and feel more motivated to focus on pronunciation skills. Besides, they may be aware of the fact that starting to teach pronunciation from a young age is beneficial for learners (O'Brien, 2004). However, the high school teachers mean scores showed that they were the least practicing group. An assumption would be that the high school students are preparing to the university entrance exam and they are more focused on grammar, vocabulary, and reading skills because the exam tests these skills. This situation discourages English teachers and they cannot focus on all of the language skills. This issue was also addressed in Dağtan's study (2020) stating that the foreign language assessment tests

mainly focus on grammar, vocabulary, and reading, and they need to be reviewed in order to embrace all four language skills.

The educational background and pronunciation teaching perception of teachers were also investigated, yet no significant difference was detected either for teaching pronunciation questionnaire or the subgroups: beliefs and practices. The teachers' pronunciation beliefs and practices were not influenced by their educational background. In a study also conducted in a Turkish context (Sarıkaya, 2013); no significant difference was found between educational background and teaching pronunciation, the teachers had positive attitudes towards teaching pronunciation. However, in this present study the mean scores showed that regardless of their educational backgrounds, teachers are uncertain about their pronunciation beliefs and practices. This may be because even though after they obtain further education, teachers try to cover the curriculum and prepare their students for the exams. In relation to the graduation diploma, there was a significant difference between the groups in their pronunciation teaching practices. According to the post hoc test the difference was on the side of ELT group. This showed that the ELT graduates were more willing to practice pronunciation than the other groups. Also, the ELT department focuses on how to teach the foreign language, the teaching approaches, methods, techniques and so on rather than focusing on culture and literature. For this reason, ELT graduates were more likely to practice the pronunciation skill compared to the other groups.

As for the teaching experience variable, no significant difference was detected between different groups of teachers. Based on groups' mean scores, the less experienced teachers showed higher mean scores than more experienced teachers, yet all of the groups were neutral in terms of their beliefs and practices. Also, in Sarıkaya (2013) no significant difference was found related to teaching experience and teaching pronunciation perceptions of teachers. Teaching experience did not have an influence in EFL teachers' teaching pronunciation perceptions. It can be assumed that, being non-native English teachers, the participants are not satisfied with their own pronunciation. In a study conducted in Hong Kong (Bai & Yuan, 2019), the participants explained that they were skeptical about their own pronunciation as non-native English teachers, and they were confused about which English accent to teach to their students. Braine (2010) argued that, since non-native English teachers cannot use the target language in real life, they perceive themselves as inadequate in pronunciation. Ngan (2018), proclaimed that non-native teachers felt a lack of confidence in pronunciation because they did not have



a native-accent like a native English speaker and they were struggling to pronounce some specific sounds.

To sum up, there were some demographic factors that had an influence on teaching pronunciation perceptions of the participant EFL teachers such as school levels, graduation diploma, and receiving a special pronunciation course. This may be because in Turkey primary schools are expected to focus more on listening and speaking skills, they can practice pronunciation more than other school levels. In addition to that, in Turkey ELT departments are mainly concerned about how to teach the language, while other departments focus more on translating or literature. This gives the ELT department graduates more vision on practicing different language skills. Besides, receiving a pronunciation course would make a difference yet in this current study the difference was not in favour of the group who received a pronunciation course. This may be because teachers did not utilize this instruction in their classrooms or the number gap was huge between the two groups that it led to a difference.

### **Discussion of the Research Question 3**

The third question of the research was “How do Turkish EFL teachers describe their beliefs and practices regarding pronunciation?”. For this reason, semi-structured interviews were conducted. The questions were grouped under two parameters which were pronunciation beliefs and practices, as in the teaching pronunciation questionnaire.

First of all, considering pronunciation beliefs, the participants showed strong positive perceptions about pronunciation. The interview results were inconsistent with the teaching pronunciation questionnaire results. According to the questionnaire teachers' beliefs towards pronunciation were neutral. This difference may have resulted from the fact that in the questionnaire there were too many participants and their mean scores reflected their stance, but in the interviews the participants' explanations were examined one by one and in more detail.

The first question was related to the importance of pronunciation. The teachers highly regarded pronunciation as important. This result was in harmony with these studies (Bai & Yuan, 2019; Yağız, 2018; Alsofyani & Algethami, 2017; Awad, 2018; Elnagar, 2020; Buss, 2015; Tran & Nguyen, 2020; Breitkrautz, Derwing & Rossiter, 2001). On the other hand, in a qualitative study conducted in Malaysia (Shah, Othman, & Senom, 2017), it was highlighted that teachers regarded pronunciation as inferior to the four language skills (reading, writing, speaking, listening) and it received minor

attention from teachers.

As for the teachers self-confidence about their pronunciation knowledge, the teachers were found rather unconfident about their pronunciation because most of the teachers affirmed that they need to check the dictionary from time to time. This result was in alignment with the teaching pronunciation questionnaire because most of the teachers disagreed with the items related to pronunciation knowledge. Also some other studies reached the same conclusion (Gilakjani & Sabouri 2016; Shah et al., 2017; Macdonald, 2002) that teachers do not trust their pronunciation knowledge. Buss (2015) reached an opposite result in her study that the participants were confident about their teaching pronunciation knowledge and performance.

In terms of teaching goals, nearly all of the teachers confirmed that they aim for clear and understandable speech for their students. This result was in discrepancy with the teaching pronunciation questionnaire result. According to the questionnaire results the teachers slightly agreed with aiming for native-like accent for their students and they disagreed with pronunciation does not need to be changed to preserve the identity. This may be because teachers did not understand what the item meant, especially the item related to preserving identity. Also, the confusion of teachers may have resulted from the popular accents of British and American English in Turkey which was stated in Dağtan's (2020) study. The interview results were consistent with many other studies (Awad, 2018; Moedjito, 2016; Dağtan, 2020; Alsofyani & Algethami, 2017; Crofton-Martin, 2015) in terms of aiming at intelligible pronunciation. Bai & Yuan (2019) found a different result which was; teachers still valued speaking like a native-speaker and they refrained from teaching pronunciation because they do not have a native-accent. In this study teachers wanted their students to speak clearly because they may be conscious of the difficulty of achieving a native-like accent. After all, the students are not using the language outside of the classroom and they are mainly learning vocabulary and grammar. For this reason, the participants found intelligibility more logical for their students.

As for willingness to receive further instruction on pronunciation the teaching pronunciation questionnaire, results were in alignment with the interview results. Both of the data results showed that the participants wish to receive more education on pronunciation. The teachers expressed that they want to increase their knowledge on pronunciation and on how to teach pronunciation. These results were consistent with other studies (Dağtan, 2020; Alsofyani & Algethami, 2017; Breitkrautz et al., 2001;

Gilakjani & Sabouri, 2016; Tran & Nguyen, 2020). However, Yağız (2018) found that teachers were unsure related to receiving more training on pronunciation. As stated in some other studies (Fraser, 2000; Macdonald, 2002), not having enough knowledge resulted in low self-assurance about pronunciation.

In relation to pronunciation practices, the results showed that despite the inadequate time they spent on pronunciation the teachers taught pronunciation without actually focusing on it. This result was consistent with the teaching pronunciation questionnaire result. In relation to time spent on pronunciation most of the participants accepted they spent limited time on pronunciation. Their reason was the absence of pronunciation skills in the curriculum and the Turkish education system that focuses more on the exam results. Two other studies conducted in the Asian context (Bai & Yuan, 2019; Shah et al., 2017) reached the same result that the participants also could not separate the proper time for pronunciation because of curriculum and exams. On the other hand, most of the participants in this study maintained that they would like to spend more time on pronunciation. The teachers' lack of knowledge as stated earlier may have hindered them from practicing pronunciation skills even if they realize how important it is.

With regard to how they teach pronunciation, most of the participants explained that they teach pronunciation by integrating it with the other language skills such as reading, dialogues, listening, vocabulary, and speaking. The participants confirmed that they do not allocate a separate class on pronunciation because it is not included in the curriculum, thus they teach it by blending it with the activities. This result was consistent with the teaching pronunciation questionnaire result. The participants disagreed with the, "explicit pronunciation instruction contribute to students," item. Awad (2018) conducted a case study with two English teachers who reported that they teach pronunciation by integrating it with the other language skills. Besides, two other studies conducted in the Arabic context (Elnagar, 2020; Alsofyani & Algethami, 2017) found similar results that teachers preferred to teach pronunciation with communication activities rather than teaching it explicitly. The findings of Shah et al. (2017) were in agreement with this study which were; instead of applying explicit pronunciation instruction, teachers taught pronunciation implicitly by blending it with reading and speaking skills. On the other hand, Buss (2015) reached a different outcome in her study, the teachers believed that explicit pronunciation activities improves language accuracy. As for their focus of pronunciation aspects, the teachers were rather unsure. Some of the teachers explained that they focus on segmentals. Only two teachers

considered teaching connected speech. Teachers in this study concentrated on segmentals more than supersegmentals. In another study applied in the Turkish context (Yağız, 2018) , a similar result was found that the teachers allocate time on pronunciation but mostly on the individual sounds. This result was on the same grounds with (Buss, 2015; Yağız, 2018; Tergujeff, 2012; Shah et al., 2017). However in literature supersegmental features have been regarded as more significant than segmentals (e.g. Derwing et al. 1998; Pennington & Richards, 1986).

Concerning the techniques they use to teach pronunciation, teachers stated that they use various techniques such as listening and repeating, reading aloud, songs, tongue twisters, role plays, videos, cartoons, minimal pairs, and phonetic alphabet. Also, Reid & Debnarova (2020) found that teachers used similar techniques. In this present study, despite stating earlier that they spend little time on pronunciation, they actually do teach pronunciation. However, they are not even aware of how much they teach it because they do not specifically plan it in a daily lesson plan. They teach it when they feel the need by integrating it with other language skills such as listening, reading, and speaking yet it never comes first as a skill. Similarly, Shah et al. (2017) reached the same conclusion in their study.

In terms of correcting pronunciation mistakes, the teaching pronunciation questionnaire results and the interview results were inconsistent with each other. The teachers showed an undecided stance related to items about correcting mistakes. The teachers seemed unsure about to what extent they tolerate the mistakes and were reluctant to correct the mistakes. However, the interview results showed that teachers correct the pronunciation mistakes because they do not want their students to mispronounce the words. Also, the participants stated that they want to prevent the mistake before it becomes a habit and they want to teach the right pronunciation from the beginning. Moreover, the teachers affirmed that when they correct a student's pronunciation mistake the other students can learn simultaneously. On the other hand, the other teachers who preferred correction afterwords stated that they do not want to intervene with the flow of the activity so they take notes and correct the mistakes later. Elnagar, (2020) and Alsofyani & Algethami, (2017) found that most of the teachers correct the pronunciation mistakes yet they did not state if the teachers correct it immediately or later. Salehi et al. (2016) reached the same outcome that some teachers correct the pronunciation mistakes instantly whereas others choose to correct the mistakes later. Numrich (1996) attained an inconsistent result with this study; that

teachers refrained from correcting errors immediately because related to their own English learning experiences, they felt demotivated when their teachers interrupted them while speaking.

To summarize, the participants of the study valued teaching pronunciation, yet the inadequacy of their knowledge lead them to feel unconfident and unsure about their teaching practices. Also, the participants appreciated comprehensibility of speech instead of native-like accent.

### **Pedagogical Implications of the Study**

This study intended to find out the EFL teachers' teaching pronunciation beliefs and practices. It can be concluded that the results confirmed the previous studies' results on the lack of pronunciation skill in the curriculum. The teachers left confused about focusing on pronunciation because of exams and course books. In order to expect teachers to teach pronunciation, pronunciation skills need to be included in the curriculum and English course books, both with segmental and suprasegmental features. When it is included in the curriculum the teachers can be more determined to teach pronunciation and have guidance to lead them. Also the teachers were not sure about their pronunciation knowledge. In this sense, more training programs such as courses, workshops, and seminars should be provided to teachers because they do not have enough background knowledge about pronunciation.

It can be inferred that the teachers were not sure about how much time to spend on pronunciation and they mostly tend to blend it with other language skills. By that, the teachers can not focus on pronunciation thoroughly, they just give some pronunciation of the vocabulary and correct the mistakes while doing reading activities. To remove this uncertainty, English classes can be planned specifically as listening, reading, pronunciation, speaking, writing, vocabulary, and grammar. By that, the EFL teachers can feel sure about which skill to focus on and how much time to allocate for each skill. Also, pronunciation skills can be made part of the assessment system.

The other issue was that teachers mostly rely on reading aloud, listening and repeating, imitating and practicing dialogues while teaching pronunciation. Teachers should be provided with technology and information about how to use the technology in order to use more listening resources such as videos, movies, TED talks, cartoons, and songs. Teachers also should be provided with information about how to utilize visual images of phonetic alphabet. Overall, each of these modifications in the education

system could help teachers to focus on teaching the language with all of its aspects and have more resources to teach pronunciation.

### **Limitations**

This research provides valuable findings about pronunciation beliefs and practices of EFL teachers. Nonetheless, it has some limitations and weaknesses that need to be considered.

First of all, the number of the participants. Despite the large number of EFL teachers working at schools only 155 of them enlisted to participate in this study. For the interviews, only the volunteers were included and they were eighteen teachers. For this reason, the results of the study can not be generalized.

Moreover, only two types of data collection tools were employed in this study. Although questionnaire and interview were used in this research, in-depth perception of the investigated issues are demanded.

Finally, this study investigated the EFL teachers only in one city of Turkey. For generalizations, more data from numerous contexts can provide more comprehensive findings and pedagogical implications in the Turkish EFL context.

### **Further Suggestions**

With regard to limitations and weaknesses of the present study, some suggestions are offered for further studies. Firstly, the number of the participants can be expanded and more various context can be added in order to attain more generalizable results.

Also, some other qualitative data collection tools can be employed such as classroom observation and teacher journals. These tools, can remarkably bring more insight about teachers' understanding of teaching pronunciation beliefs and practices. In addition to that, the investigation of the study can be extended to a longer period of time in order to obtain more comprehensive data.

Finally, in addition to teachers' views on pronunciation, students' views can be investigated to realize students' visions about how they want to learn pronunciation and what they think about pronunciation. This can make contributions to the literature by giving both teachers' and students' perspectives about pronunciation skills.

## **Conclusion**

This study aimed to investigate the EFL teachers' beliefs, practices and views of pronunciation in a Turkish EFL setting, specifically in state schools in Hatay. The quantitative data was used to find the beliefs and practices of EFL teachers and the relationship related to their demographic information. Also, qualitative data was utilized to understand the views of EFL teachers on pronunciation. It was evident from the results of the questionnaire that teachers were uncertain about their beliefs and practices of pronunciation. However, it was clear from the interview results that teachers regarded pronunciation as very important. It is realized that the teachers were uncertain about their self-sufficiency in pronunciation. The teachers supported the idea of clear and understandable pronunciation although the quantitative data findings were on the slightly native-accent side. For this reason, the teachers relied on implicit teaching of pronunciation instead of explicit instruction.

Teachers used various techniques to practice pronunciation, however they were ingrained with other language skills. They were not specific or sure about the time they spent on teaching pronunciation. They were also displeased with their former pronunciation instruction and they strongly aspired to receive professional training on pronunciation.

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## APPENDICES

## Appendix A. Approval of Ethics Committee

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Selda ASLAN
ÖĞRENCİ NO	20198018
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi Anabilim Dalı
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2020 / 2021 GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	İngilizce öğretmenlerinin telaffuz öğretmeye ilişkin inanç ve uygulamalarını araştırılması
TEZİN AMACI	Bu çalışma öğretmenlerin telaffuz öğretme hakkındaki inançlarını ve sınıftaki uygulamalarını araştırmayı amaçlamaktadır. Bu betimsel araştırma karma yöntemlerle yürütülecek olup, katılımcıların demografik bilgileri ve telaffuz öğretme anketlerine verdikleri cevapların yanı sıra bu konuyla ilgili bir röportajda sundukları verilerin tamamını ilişkilendirecektir.
TEZİN TÜRKÇE ÖZETİ	Telaffuz iletişim kurmanın önemli bir parçasıdır. Gerçekte, anlaşılır bir telaffuz olmadan başkaları tarafından anlaşılabiliriz. Yetersiz telaffuz yanlış anlaşılmalara yol açar ve hatta kişinin konuşma özgüvenini engeller. Bu çalışma Türkiye' de telaffuz eğitimi ile ilgili İngilizce öğretmenlerin inanç ve uygulamalarını keşfetmeyi amaçlamaktadır. Bu çalışmada öğretmenlerin telaffuzla ilgili inanç ve uygulamalarını daha derinlemesine anlamak için nitel ve nicel enstrümanlar kullanılacaktır. Anket devlete bağlı ilköğretim, ortaokul ve lisede çalışan 150 İngilizce öğretmenine uygulanacaktır. Buna ek olarak 10 tane öğretmene röportaj uygulanacaktır. Demografik bilgi, telaffuz öğretme inançları ve uygulamaları için anket kullanılacak, ayrıca araştırmacı tarafından geliştirilen yarı yapılandırılmış bir röportaj uygulanacaktır. Veriler nitel ve nicel olarak toplanacak, bu nedenle veri analizi uygun yollarla yapılacaktır: istatistiksel bulgular için SPSS kullanımı ve görüşmenin transkripsiyonları için içerik analizi. Bu çalışma Türkiye literatüründe daha önce çok araştırılmamış bir konuyu araştırdığı için literatürdeki boşluğu dolduracaktır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	M.E.B. HATAY İLİ DEVLET OKULLARI
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/	HATAY İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ

<b>MÜDÜRLÜĞÜ - İLİ - İLÇESİ)</b>	
<b>YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER</b>	Hatay İl Milli Eğitim Müdürlüğüne bağlı tüm İlçe Milli Eğitim Müdürlüklerine gönderilmek suretiyle İngilizce Öğretmenliği, İngiliz Dili ve Edebiyatı, Amerikan Dili ve Edebiyatı, Çeviribilim, İngilizce Mütercim-Tercümanlık gibi bölümlerden mezun olan tüm İngilizce öğretmenleri çalışmaya katıldıklarına dair Onay Formunu doldurup bu araştırmaya katılabileceklerdir. Bu araştırma demografik bilgiler (yaş, tecrübe yılı sayısı, mezun olunan bölüm vs.), telaffuz öğretme inançları ve uygulamaları olmak üzere üç (3) anket uygulanarak ve daha sonrasında gönüllülü katılımcıların yer alacağı bir yarı-yapılandırılmış röportaj ile yürütülecektir.
<b>UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI</b>	1. (1) Sayfa Onay Formu 2. (1) Sayfa Demografik Bilgi Anketi 3.. (2) Telaffuz Öğretme İnançları Anketi 4. (1) Sayfa Telaffuz Öğretimi Sınıf Uygulamaları Anketi 5) Bir (1) Sayfa Röportaj Soruları
<b>EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)</b>	1) Bir (1) Sayfa Onay Formu 2) Bir (1) Sayfa Demografik Bilgi Anketi 3) İki (2) Telaffuz Öğretme İnançları Anketi 4) Bir (1) Sayfa Telaffuz Öğretimi Sınıf Uygulamaları Anketi 5) Bir (1) Sayfa Röportaj Soruları

<b>ÖĞRENCİNİN ADI - SOYADI: Selda ASLAN</b>		<b>ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır</b>		
		<b>TARİH: 03/ 12/ 2020</b>		
<b>TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>				
<b>1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.</b>				
<b>2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.</b>				
<b>1.TEZ DANIŞMANININ ONAYI</b>	<b>2.TEZ DANIŞMANININ ONAYI (VARSA)</b>	<b>SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI</b>	<b>A.B.D. BAŞKANININ ONAYI</b>	
Adı - Soyadı: Aysun YURDAIŞIK DAĞTAŞ	Adı - Soyadı: .....	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	
Unvanı : Dr.Öğr.Üyesi	Unvanı: .....	Unvanı:Doç. Dr.	Unvanı: Prof. Dr.	
İmzası : Evrak onayı e-posta ile alınmıştır	İmzası: .....	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır	
03.12.2020	/ / 20	28.12.2020	28.12.2020	
<b>ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER</b>				
Adı - Soyadı: <b>Mustafa BAŞARAN</b>	Adı - Soyadı: <b>Yücel ERTEKİN (yerine)</b>	Adı - Soyadı: <b>Deniz Aynur GÜLER</b>	Adı - Soyadı: <b>Ali Engin OBA (yerine)</b>	Adı - Soyadı: <b>Mustafa Tevfik ODMAN</b>
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.
İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır
..... / ..... / 20.....	<b>Dr. Öğr.Üyesi Sami DOĞRU</b>	... / ..... / 20.....	<b>Araş. Gör. Özge ÇETİNER</b>	/ / 20
<b>Etik Kurulu Jüri Başkanı - Asıl Üye</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>
<b>OY BİRLİĞİ İLE</b>	<input checked="" type="radio"/>	<b>Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup 05/ 01 / 2021 - 31 / 05 / 2021 tarihleri arasında uygulanmak üzere gerekli izin verilmesi taraflarımızca uygundur.</b>		
<b>OY ÇOKLUĞU İLE</b>	<input type="radio"/>			
<b>AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.</b>				

## Appendix B. Consent Form of the Study

ÇAĞ UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

**Thesis: A Study on EFL Teachers' Beliefs and Practices Regarding Pronunciation Teaching at State Schools**

**Responsible Researcher:** Lect. Selda ASLAN

**Responsible Supervisor:** Dr. Aysun YURDAIŞIK DAĞTAŞ

**Name of Participant:** \_\_\_\_\_

1. I consent to participate in this project, the details of which have been explained to me, and I have been provided with a written plain language statement to keep.
2. I understand that the purpose of this research is to investigate post method pedagogy perceptions and reflective practices based on these perceptions.
3. I understand that my participation in this project is for research purposes only.
4. I acknowledge that the possible effects of participating in this research project have been explained to my satisfaction.
5. In this thesis, I will be required to be interviewed once and I needed I can be interviewed for more detail. Also, I will be required to fill in the questionnaires.
6. I understand that my interviews may be audio and/or videotaped.
7. I understand that my participation is voluntary and that I am free to withdraw from this project anytime without explanation or prejudice and to withdraw any unprocessed data that I have provided.
8. I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements; my data will be password protected and accessible only by the named researchers.
9. I understand that given the small number of participants involved in the study, it may not be possible to guarantee my anonymity.
10. I understand that after I sign and return this consent form, it will be retained by the researcher.

**Participant Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Appendix C. Teaching Pronunciation Beliefs and Practices Questionnaire (taken from Yağız, 2018)**

**Questionnaire**

**Part 1 Demographic Information**

1. Age

25-29

30-34

35-39

40 and over

2. Gender

Male

Female

3. The level of school you teach

Primary school

Secondary school

High school

4. Years of experience as an English teacher

1-5 years  6-10 years  11-15 years 16-20 years 20-.....

5. Have you ever received a special pronunciation course

Yes

No

6. Your graduation diploma

English language teaching

English language and literature

American culture and literature

English linguistics

English translation and interpretation

Other \_\_\_\_\_

7. Educational background

Bachelor's degree

MA / Phd

**PART 2**

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1. I am satisfied with my own English pronunciation.					
2. I am good at practicing suprasegmentals (stress, rhythm and intonation).					
3. I do not have enough background knowledge in English pronunciation.					
4. The pronunciation course I had taken at university adequately helps me guide students.					
5. I need training in how to teach pronunciation.					
6. I am good at teaching pronunciation.					
7. I am good at reading phonemic symbols (e.g., θ, w, d, æ).					
8. I need to improve my English pronunciation.					
9. I need training in assessing pronunciation.					
10. Pronunciation should be viewed as a crucial part of communication.					
11. Communication does not require correct pronunciation.					
12. I believe that explicit pronunciation instruction contributes to students.					
13. The current curriculum does not encourage me to teach pronunciation.					

14. I am not sure about to what extent I should tolerate my students' pronunciation mistakes.					
15. Monitoring students' pronunciation is necessary.					
16. I do not know how to assess my students' pronunciation.					
17. My students should aim at native-like pronunciation.					
<b>Language Teachers' Pronunciation Practices (Part 3)</b>	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
18. I do not devote time to teaching pronunciation.					
19. My students expect me to correct their pronunciation.					
20. I mostly devote time to rhythm, stress, and intonation in my classes.					
21. I mostly devote time to individual speech sounds in my classes (e.g., θ, w, d sounds).					
22. I have appropriate materials and resources to teach pronunciation.					
23. Since the way of speaking is a part of an individual's identity, pronunciation does not need to be changed.					
24. I ignore my students' pronunciation performance while evaluating their speaking skills.					
25. I am reluctant to correct my students' pronunciation mistakes.					



## **Appendix D. Interview Questions**

1. Do you think teaching pronunciation is important? Why?
2. Do you feel confident about your pronunciation knowledge? Can you explain it more?
3. How much time do you spend to teach pronunciation?
4. Would you like to spend more time on pronunciation?
5. Do you teach pronunciation as a separate class or by integrating it with other language skills? If you integrate pronunciation with other skills how do you integrate it? Which features of pronunciation do you focus on; segmentals, suprasegmentals, connected speech, etc.
6. What is your principle about correcting pronunciation mistakes? Do you correct the mistakes immediately or do you take notes and later correct them?
7. What is your goal for your students? To be intelligible speakers or to have a native-like accent?
8. What kind of activities do you use most to practice pronunciation in the classroom? Can you give examples?
9. Do you wish to receive more training on pronunciation? Why?

## Appendix E. Application Request for Permission to Conduct Questionnaires and Interviews (Çağ University)



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100001261  
Konu : Selda ASLAN'a Ait Tez Anket İzni  
Hakkında

19.02.2021

### DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198018 numaralı öğrencimiz olan **Selda ASLAN**, "**İngilizce öğretmenlerinin telaffuz öğretme inançları ve uygulamaları**" konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi **Dr. Öğr. Üyesi Aysun YURDAIŞIK DAĞTAŞ** danışmanlığında yürütmektedir. Adı geçen öğrenci tez çalışmasında **Hatay İl Millî Eğitim Müdürlüğüne bağlı tüm devlet okullarında halen çalışmakta olan İngilizce Öğretmenlerini** kapsamak üzere kopyası EK'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin kurumsal mail adreslerinden onaylar online olarak alınmış olup, gerekli iznin verilmesini arz ederim.

Prof. Dr. Ünal AY  
Rektör

Ek : 3 sayfa tez etik kurul izin formu, 6 sayfa Ölçek ve Anketler, 8 sayfa tez etik kurul izin onay e-postaları, 24 sayfa tez önerisi, 1 sayfa ön başvuru dilekçesi, 2 sayfa taahhütname.

Dağıtım  
Gereği:  
Hatay İl Millî Eğitim Müdürlüğüne

Bilgi:  
Hatay Valiliğine

E-Posta: aycarkol@ceg.edu.tr



Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

Doğrulama adresi: <https://tibs.cag.edu.tr/BelgeDogrulama> - Doğrulama kodu: **FF51937**

## Appendix F. Commitments

**MİLLÎ EĞİTİM BAKANLIĞINA BAĞLI OKUL VE KURUMLARDA  
GERÇEKLEŞTİRİLECEK ARAŞTIRMA UYGULAMALARINA İLİŞKİN  
ARAŞTIRMA İZİN BAŞVURU TAHHÜTNAMESİ**

1. Araştırmam boyunca anayasa/kanun ve yönetmeliklere uygun davranacağımı,
2. Araştırmayı yürüteceğim okulun/kurumun kurallarına uyacağımı,
3. Araştırmam boyunca hiç kimseyi araştırmama/çalışmama katılmaya zorlamayacağımı,
4. Araştırmayı/çalışmayı bana tahsis edilen mekân/sınıf ve zamanda gerçekleştireceğimi,
5. Araştırmamın olası fiziksel/ruhsal zararları konusunda katılımcıları bilgilendireceğimi,
6. Araştırmam/ çalışmam sırasında topladığım kişisel bilgileri koruyacağımı,
7. Araştırmam/ çalışmam için gerektiği kadar veri toplayacağımı,
8. Araştırma/çalışma sırasında öğrencilerin derslerinde/çalışmalarında herhangi bir kayıplarının olmayacağını,
9. Araştırmam/çalışmam sırasında herhangi bir ticari faaliyette bulunmayacağımı, katılımcıları herhangi bir ürün/eser/tedaviye yönlendirmeyeceğimi,
10. Araştırma izin evraklarını okul yönetimine teslim edeceğimi,
11. Araştırma/çalışma sırasında izni olan evrakları kullanacağımı,
12. Tıbbi araştırmalarda araştırma/çalışmanın uygulama sırasında etik kurallara uyacağımı,
13. Araştırma/çalışma sırasında topladığım ses ve görüntü kayıtlarını güvenilir ortamlarda saklayacağımı ve araştırma/çalışma sonrasında imha edeceğimi,
14. Genelge hükümlerine aykırı davranmam ve herhangi bir yanlış ifade, beyan ve maddi gerçeği gizleme gibi durumlarda adli ve idari işlemlerin yürütülmesini kabul edeceğimi,
15. İzin alınmış araştırmalarda/projelerde insanlarla ilgili yapılacak anket, görüşme, gözlem, alan araştırması, uygulama ve incelemelerde sağlık, güvenlik, insan hakları, mevcut mevzuat hükümleri, hukukun genel ilkelerini ihlal etmeyeceğimi ve etik ilkelere uyacağımı,
16. Araştırma ile ilgili sonuç raporlarını çalışmamın bitiş tarihinden itibaren 30 gün içinde izin aldığım birime ulaştıracağımı,

Kabul ettiğimi beyan ederim.

Araştırmanın Adı : İngilizce Öğretmenlerinin telaffuz eğitimi  
inşaları ve uygulamaları.

Araştırmacı : SELDA ASLAN

Tarih : 17.02.2021

İmza

İsim - Soyisim : SELDA...ASLAN

Veri toplama araçları

SELDA ASLAN  
Öğrenci

Dilekçe ve eklerinin üst yazı ile HATAY VALİLİĞİ İL MİLLÎ EĞİTİM MÜDÜRLÜĞÜNE ulaştırılması gerekmektedir.

## Appendix G. Approval Letter from Directorate of National Education in Hatay



T.C.  
HATAY VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : E-32889839-605.01-21935253  
Konu : Selda ASLAN'ın  
Araştırma İzin Onayı

08.03.2021

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Sosyal Bilimler Enstitüsü Müdürlüğü)

Çağ Üniversitesi Sosyal Bilimleri Enstitüsü İngiliz Dili Eğitimi Ana Bilim Dalı programı öğrencisi Selda ASLAN'ın "Türkiye'deki İngilizce Öğretmenlerinin Telaffuz Eğitimi İnançları Ve Uygulamaları" ile ilgili araştırma izin onayı ekte sunulmuştur.  
Bilgilerinize arz ederim.

Mustafa KARASU  
İl Millî Eğitim Müdür V.

Aslı İmzalıdır

Ek: Onay (1 sayfa)

Bu belge güvenli elektronik imza ile imzalanmıştır.

Adres : Ürgen Paşa Mah Şehit İsmail Yıldırım Sokak Hatay İl Millî Eğitim  
Müdürlüğü Sitesi No: 2/1 31010 Antakya/Hatay  
Telefon No : 0 (326) 227 68 68  
E-Posta: stratejigelismec11@meb.gov.tr  
Kep Adresi : meb@hs01.kep.tr

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ebys>

Bilgi için: Özlem ÇOLAK Memur (1133)

Unvan: Memur  
İnternet Adresi: meb@hs01.kep.tr

Faks: 3262276969

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden **fd6f-36d4-3dc1-b244-6827** kodu ile teyit edilebilir.



## Appendix H. Approval Request from the Office of Governor



T.C.  
HATAY VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : E-32889839-605.01-21914232  
Konu : Selda ASLAN'ın  
Araştırma İzin Onayı

08.03.2021

### VALİLİK MAKAMINA

Çağ Üniversitesi Sosyal Bilimleri Enstitüsü İngiliz Dili Eğitimi Ana Bilim Dalı programı öğrencisi Selda ASLAN'ın "Türkiye'deki İngilizce Öğretmenlerinin Telaffuz Eğitimi İnançları Ve Uygulamaları" konulu araştırmaya yapmayı talep etmektedir.

Söz konusu çalışmanın "Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 21.01.2020 tarihli ve 81576613-10.06.02-E.1563890 ve 2020/2 nolu Araştırma Uygulama İzinleri Genelgesine" uygun olduğundan, ilgilinin araştırmanın yüz yüze eğitim öğretime ara verilmesi göz önüne alınarak örgün eğitimin tam olarak başlamasıyla birlikte Müdürlüğümüzün izni ile deretimi ilçe millî eğitim müdürlükleri ve okul/kurum idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, gönüllülük esasına dayalı, elde edilen verilerin kamuoyu ile paylaşılmadan önce Müdürlüğümüzün ilgili birimine iletilmesi ve onaylı bir örneği Müdürlüğümüzde muhafaza edilen, uygulama sırasında da mühürlü ve imzalı örnekten çoğaltılan veri toplama araçlarının kullanılması koşuluyla; İlimiz genelinde resmi ilköğretim, ortaokul ve liselerde görevli İngilizce öğretmenlerine yönelik uygulama çalışması yapmasını, olurlarınıza arz ederim.

Mahmut SABAH  
İl Millî Eğitim Şube Müdürü

OLUR  
Mustafa KARASU  
Vali a.  
İl Millî Eğitim Müdür V.

*Bu belge güvenli elektronik imsa ile imzalanmıştır.*

Adres : Üçgen Paşa Mah. Şahit İsmail Yılmaz Sokak Hatay İl Millî Eğitim  
Müdürlüğü Sıra No : 2131010 Antakya/Hatay  
Telefon No : 0 (324) 227 6848  
E-Posta : cts@ilgiz.bilgim31@meb.gov.tr  
Kapı Adresi : meb@le01.hay.tr

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-oby>  
Bilgi için : Çakır ÇOLAK Memur (1133)  
İmza : Memur  
Faks : 3142276949



Bu evrak güvenli elektronik imsa ile imzalanmıştır. <https://www.turkiye.gov.tr/meb-oby> adresinden 8b29-b8ff-311e-9c55-8a2c kodu ile doğruladılabilir.