



**İNGİLİZCENİN YABANCI DİL OLARAK
ÖĞRETİLDİĞİ SINIF ORTAMLARINDA
İŞLEVSEL TELAFFUZ EĞİTİMİNE YÖNELİK BİR
AÇIKLAYICI SIRALI DESEN ÇALIŞMASI**

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(An Explanatory Study on Functional Pronunciation Instruction in EFL Classroom Settings)

YÜKSEK LİSANS TEZİ

Gözde GÜÇ ÜRESİN

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Erzurum

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Gözde GÜÇ ÜRESİN tarafından hazırlanan “İngilizcenin Yabancı Dil Olarak Öğretildiği Sınıf Ortamlarında İşlevsel Telaffuz Eğitimine Yönelik Bir Açıklayıcı Sıralı Desen Çalışması” başlıklı çalışması .. / .. / 202. Tarihinde yapılan tez savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yabancı Diller Eğitimi Ana Bilim Dalı, İngiliz Dili ve Eğitimi Bilim Dalında yüksek lisans tezi olarak kabul edilmiştir.

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Yüksek Lisans Tezi olarak sunduğum “İngilizcenin Yabancı Dil Olarak Öğretildiği Sınıf Ortamlarında İşlevsel Telaffuz Eğitimine Yönelik Bir Açıklayıcı Sıralı Desen Çalışması” başlıklı çalışmanın tarafımdan bilimsel etik ilkelere uyularak yazıldığını ve yararlandığım eserleri kaynakçada gösterdiğimi beyan ederim.

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ÖZ

YÜKSEK LİSANS TEZİ

İNGİLİZCENİN YABANCI DİL OLARAK ÖĞRETİLDİĞİ SINIF ORTAMLARINDA İŞLEVSEL TELAFFUZ EĞİTİMİNE YÖNELİK BİR AÇIKLAYICI SIRALI DESEN ÇALIŞMASI

Gözde GÜÇ ÜRESİN

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Amaç: Bu çalışma, Türkiye bağlamında Ağrı ilindeki ilkökul, ortaokul ve lise İngilizce öğretmenlerinin telaffuz eğitimine yönelik tutumlarını ve kullandıkları teknik ve uygulamaları incelemeyi ve bu tutum ve tekniklerin arkasındaki nedenleri açıklamayı amaçlamaktadır.

Yöntem: Çalışmada, nicel ve nitel yöntemlerin bir arada kullanıldığı sıralı açıklayıcı araştırma deseni kullanılmıştır. Nicel verileri toplamak için anketler kullanılmış, nitel veriler ise öğretmenlerle yapılan yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Katılımcılar Ağrı ilindeki İngilizce öğretmenleridir. İlkokul, ortaokul ve liselerde çalışan 60 İngilizce öğretmenine bir anket uygulanmış ve veriler IBMSPSS 23 aracılığıyla analiz edilmiştir. Veri dağılımının normallliğini tespit etmek için Kolmogorov-Smirnov testi uygulanmıştır. Ayrıca gruplar arasındaki farklılıkları belirlemek için one way Anova testi kullanılmıştır. Araştırmanın nitel bölümünde ise, yarı yapılandırılmış görüşme için 12 katılımcı belirlenmiş ve elde edilen verilerin derinlemesine analizi için “betimsel içerik analiz” adımları izlenmiştir.

Bulgular: Sonuçlar, öğretmenlerin çalıştıkları sınıf düzeylerine bakılmaksızın telaffuz eğitimine yönelik nispeten olumlu tutumlara sahip olduklarını göstermiştir. Öğretmenler geleneksel tekniklerden çoğunlukla tekrar ve düzeltmeyi, özgün tekniklerden ise oyun ve ikili çalışmayı tercih etmişlerdir.

Sonuçlar: Anket ve görüşmelerden elde edilen bulgulara göre öğretmenlerin telaffuz öğretimine yönelik tutumlarının çoğunlukla olumlu olduğu söylenebilir. Ayrıca öğretmenler, öğrencilerinin düzeyine ve ihtiyaçlarına göre hem teknolojik hem de geleneksel uygulama ve teknikleri tercih etmişlerdir. Bulguların, İngilizce’ nin yabancı dil olarak öğretildiği ortamlarda telaffuz eğitimindeki düzeltmelere ve iyileştirmelere katkı sağlayacağına inanılmaktadır.

Anahtar Kelimeler: işlevsel telaffuz eğitimi, İngiliz dili eğitimi, telaffuz eğitiminde tutum ve uygulamalar, açıklayıcı sıralı desen, yabancı dil olarak İngilizce

ABSTRACT

MASTER'S THESIS

AN EXPLANATORY STUDY ON FUNCTIONAL PRONUNCIATION INSTRUCTION IN EFL CLASSROOM SETTINGS

Gözde GÜÇ ÜRESİN

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Purpose: This study aims to investigate the teachers' attitudes and their applied techniques and practices in pronunciation instruction, in addition to explaining the reasons behind these attitudes and techniques of primary, secondary, and high school ELT teachers in Ağrı province in the Turkish EFL context.

Method: This study was based on a sequential explanatory research design, in which quantitative and qualitative methods were used together. Questionnaires were used to collect quantitative data and qualitative data were collected via semi-structured interviews conducted with teachers. The participants were ELT teachers in Ağrı province. A scale was applied to 60 ELT teachers of primary, secondary and high schools and data from questionnaires were analyzed via IBMSPSS 23. Kolmogorov-Smirnov test was conducted to detect the normality of data distribution. Furthermore, one-way Anova test was used to determine the differences between groups. In the qualitative part of the study, 12 participants were selected for semi-structured interviews and "description, analysis, interpretation" steps were followed to deeply analyze them.

Findings: The results showed that teachers had relatively positive attitudes towards teaching pronunciation regardless of their learners' grade level. They mostly preferred repetition and correction among traditional techniques, in addition to games and pair works among authentic techniques.

Conclusions: In accordance with the findings obtained from questionnaires and interviews, it can be said that teachers mostly had positive attitudes towards pronunciation instruction. Moreover, teachers preferred both technological and traditional practices and techniques according to their learners' level and needs. It is believed that the findings will contribute to the adjustments and improvements in pronunciation instruction in EFL context.

Keywords: functional pronunciation instruction, ELT, attitudes and practices in pronunciation instruction, explanatory research design, EFL

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CHAPTER ONE

Introduction

In English Language Teaching (ELT), there are many aspects to which teachers significantly pay attention. To accomplish intelligibility in English, besides vocabulary and grammar teaching; reading, writing, listening, and speaking are basic skills that teachers mainly focus in instruction. In this regard, although pronunciation directly correlated with speaking and listening skills, significantly affects pragmatic aspects of the language reception and production, pronunciation teaching is ignored by many teachers and as Ameni et al. (2016) stated “it is observed that it is rarely taught”. In the literature, the main reason put behind this ignorance is that pronunciation teaching is “ineffective and hard to teach” (Yağız, 2018). In fact, the techniques and approaches followed in pronunciation teaching vary from teacher to teacher. Some teachers aim to improve pronunciation by using Audio Lingual Method and Direct Method, while some teachers favor using Communicative Language Teaching to raise awareness for pragmatic coherence (Gürsoy & Hüseyinoğlu, 2017). Accordingly, it seems that teachers’ attitudes toward pronunciation teaching may have an impact upon the time and effort they would spend on pronunciation teaching. Also, teachers’ attitudes and beliefs obviously affect the sort of techniques and methods they use in pronunciation instruction. For this reason, a deeper understanding of the teachers’ attitudes and techniques they follow in their instruction and the reasons behind their preferences would be of importance in order to achieve successful pronunciation teaching.

Aim and Rationale of the Study

Pronunciation in ELT is one of the most challenging areas (Gürsoy & Hüseyinoğlu, 2017). There are difficult points for both teachers and students. Thus, pronunciation is disregarded by teachers, barely or never taught (Elnagar, 2020). However, pronunciation is one of the most important aspects for a meaningful communication. Morley (1991) states that whether or not teaching pronunciation should take place in language teaching is out of the question, what should be discussed and investigated is teaching pronunciation and how it should be taught in terms of pronunciation teaching. When all these are considered, it is obviously realized that pronunciation teaching should be cautiously dealt with and included in language teaching. To achieve this, teachers, who are one of the main factors in education, and attitudes

and techniques, which they apply or plan to apply, should be explored because teachers' attitudes and ideas affect the methods and techniques they use.

This study aims to investigate the mentioned problem and reveal the teachers' attitudes and their applied techniques and practices. In the literature, it is seen that similar studies have been conducted in different contexts. However, in the Turkish context, investigating teachers' attitudes and techniques for pronunciation teaching is one of the steps to improve pronunciation teaching (Yağız, 2018). Therefore, the main purpose of this study is to analyze the attitudes and techniques of primary, secondary, and high school ELT teachers in Ağrı province in the Turkish EFL context and try to explain the reasons behind these attitudes and techniques. In line with these aims, the current study investigates the following quantitative and qualitative research questions:

How can the qualitative data collected from interviews about pronunciation teaching in the EFL context in Ağrı province help us to justify the quantitative data for pronunciation teaching in the same context?

Quantitative Part

1. What are the attitudes and beliefs of primary, secondary, and high school teachers concerning pronunciation teaching in the EFL context in Ağrı?
2. What are the techniques and practices primary, secondary, and high school teachers use in pronunciation teaching in EFL context in Ağrı?
3. Is there a significant difference among grade levels in terms of primary, secondary, and high school teachers' attitudes and beliefs towards pronunciation teaching in the EFL context in Ağrı?
4. Is there a significant difference between grade levels in terms of primary, secondary, and high school teachers' techniques and practices they prefer in pronunciation teaching in the EFL context in Ağrı?

Qualitative Part

1. What are the evaluations and recommendations of primary, secondary, and high school teachers concerning pronunciation teaching in EFL context in Ağrı?

Conceptual Framework

Pronunciation teaching is one of the effective parts of language teaching alongside with reading, writing, listening, and speaking to communicate adequately and understandably. Although it has no apparent effect on writing and reading, pronunciation skill is directly

involved with speaking and listening skills (Metruk, 2017). The importance given to pronunciation teaching is undoubtedly related to the methods of teachers. For instance, the Grammar Translation Method and Reading-Based Approach barely attach importance to pronunciation teaching. The Audio-Lingual Method is also one of the methods, which ignore pronunciation teaching (Gürsoy & Hüseyinoğlu, 2017). The cognitive Approach neglects pronunciation teaching as well because it argued that native-like pronunciation is not realistic. On the contrary, the Direct Method aims to accomplish correct pronunciation. The Silent Way points out the importance of pronunciation and teaches stress, intonation, and blending (Awad, 2018). Unlike these methods, the Communicative Language Teaching method attaches the greatest importance to pronunciation teaching and argues that exposure to target language and choosing understandability rather than structure would improve pronunciation (Derwing & Thomson, 2014).

It can be seen that different methods regard pronunciation teaching at various levels. It is observed that two points create conflicts between teachers in terms of pronunciation teaching. The first conflict is between those, who support understandable pronunciation, against those, who support native or native-like pronunciation. According to Levis (2005), the nativity principle argues that native or native-like pronunciation is possible, thus the aim of pronunciation teaching should be native or native-like pronunciation. Until the 1960s, this principle was in the foreground. However, this principle started losing validity since it was realized that individual and environmental factors played important roles in pronunciation teaching. Contrary to this principle, understandability implies that communication can be achieved with comprehensible pronunciation despite different accents (Levis, 2005; Ghasemian & Shabani, 2017).

The second disagreement is about either giving priority to segmental or suprasegmental aspects of pronunciation teaching. Segmental phonemes refer to one sound, while suprasegmental phonemes include syllables and blending. Previously, it was believed that suprasegmental features were more important because they increased understandability (Levis, 2005). Ghasemian and Shabani (2017) suggested that pronunciation teaching should focus on suprasegmental features rather than segmental ones. Alghazo (2015) indicated that segmental and suprasegmental features should be given similar importance in pronunciation teaching. Yağız (2018) implied that teachers preferred segmental features to suprasegmental features. In addition, Saito (2013) stated that segmental features should be the main focus of pronunciation teaching.

Another important point of discussion is the techniques, methods, and applied practices of teachers in pronunciation teaching. On this topic, two alternatives are traditional practices or methods and technological practices or methods. Repetition, correction, and reading aloud are among the traditional practices and techniques (Buss, 2013). Celce-Murcia et al. (2010) stated that traditional techniques and methods include listening and imitation, minimal pair practices, tongue twisters, role-playing, reading aloud, and voice recording. Technological practices and methods contain playing games, watching videos, and listening to songs which all require technological devices or the internet (Awad, 2018; Ghasemian & Shabani, 2017). It is observed that teachers prefer these methods and practices in different ways.

Related Studies

Pronunciation teaching is a valuable part of language teaching. Gürsoy and Hüseyinoğlu (2017) suggested that pronunciation is one of the most difficult aspects of language learning. Even though it is hard, pronunciation plays an important role in language teaching and healthy communication. In previous parts, it was mentioned that along with methods and practices, understandability and native-like principles affect pronunciation teaching and teachers share separate opinions. In the same context that the current study was conducted in, Yağız (2018) indicated that many teachers are not aware of these principles and the differences between them. This assumption might partly be valid because even though all the ELT departments in Turkey have courses that include pronunciation, very few of them teach and guide how to teach pronunciation.

Teachers' Attitudes towards Pronunciation Teaching

Attitudes and beliefs of teachers about pronunciation teaching vary. Therefore, it is critical to investigate teachers' attitudes and beliefs to improve pronunciation teaching (Baker, 2014). Burgess and Spencer (2000) asserted that teachers are not sure to teach pronunciation because they do not see themselves and the education they received adequate enough. Similarly, Derwing et al. (2012) expressed that teachers' incapacity in teaching pronunciation is caused by their insufficient education. Buss (2016), in her study in Brazil, declared that teachers have positive attitudes and beliefs toward pronunciation teaching. Moreover, intern teachers also have positive attitudes and beliefs about pronunciation teaching (Gürsoy & Hüseyinoğlu, 2017). Teachers in Arabia are also said to have positive opinions about pronunciation teaching (Elnagar, 2020). On the other hand, Crozet and Liddicoat (1997) stated that teachers doubt there is a need for pronunciation teaching. It is an interesting result because many studies suggested that teachers believe they need detailed pronunciation teaching (Breitkreutz et al., 2001). It can

be seen that although teachers do not share the idea of separate pronunciation teaching education, they believe that it is crucial in communication.

The goals of teachers in pronunciation teaching may be different from each other. Awad (2018) indicated that Brazilian and Palestinian teachers prefer understandability in pronunciation teaching. Ghasemian and Shabani (2017) implied that the focal point of pronunciation teaching should be suprasegmental features rather than segmental features. Likewise, they asserted that understandability is a more realistic goal than native or native-like pronunciation. In Vietnamese context, Newton and Nguyen (2020) reached a similar result and expressed that the aim of pronunciation teaching is understandability. These studies indicate that the understandability principle should be the main objective of pronunciation teaching. Even though understandability is the main focus in pronunciation teaching, some researchers doubt that pronunciation teaching may be sufficient if suprasegmental features are not taught. Saito (2013) stated that segmental and suprasegmental features should be one of the priorities in pronunciation teaching. Yağız (2018) suggested that teachers in Turkey ignore stress and intonation because they regard themselves as insufficient. Thus, it can be said that teachers attach importance to understandability not only for communication concerns but also, they are aware of their incapability to teach pronunciation. Awad (2018) believes that there is need for research on teachers' attitudes and beliefs in various contexts. For this reason, this study investigates the attitudes and beliefs of teachers towards pronunciation teaching in the Turkish context to contribute to the studies for pronunciation teaching.

Teachers' Practices and Techniques

Celce-Muria et al. (2010) stated that the practices and techniques in pronunciation teaching are “listening and imitating, phonetic practices, minimal pair practices, visual aids, tongue twisters, stress practices, reading aloud and voice recording” (p. 8-10). Awad (2018) indicated that most teachers use these techniques and practices mixed all together. Indonesian teachers mostly use teacher explanation and presentation techniques for pronunciation (Moedjito, 2016). Hismanoğlu (2010) asserted that reading aloud and dialogue practices are the most favored techniques by teachers. Ghasemian and Shabani (2017) declared that Iranian teachers mostly use listen & repeat and reading-aloud techniques. Similarly in Ireland, Murphy (2011) expressed that listening & repeating and reading aloud techniques are frequently preferred by teachers. In Saudi Arabia, traditional techniques such as repeating, reading aloud, and correction practices are applied by teachers (Elnagar, 2020). Vietnamese teachers think that the correction technique might be helpful because it may raise awareness among students (Newton & Nguyen, 2020). Although it is commonly used by teachers, Numrich (1996)

suggests that correction techniques might affect students' speaking skills negatively. In general, it is observed that teachers' applied practices and techniques are in line with their attitudes and beliefs (Ghasemian & Shabani, 2017).

Overall, all these studies show that teachers' attitudes & beliefs and practices & techniques toward pronunciation teaching might differ. This study aims to reveal teachers' attitudes and beliefs about pronunciation teaching in addition to teachers' applied practices and techniques. In this way, paving new ways for both ELT departments' new adjustments for pronunciation teaching and teachers is one of the goals of this study.

Significance

Increasing the effect and value of pronunciation teaching is one of the necessary steps in language teaching (Gürsoy & Hüseyinoğlu, 2017). To increase this effect and value, teachers' attitudes and beliefs should be known because they affect the practices and techniques. Therefore, this study intends to investigate teachers' attitudes and techniques thoroughly by conducting questionnaires and semi-structured interviews. Although there have been studies that examined students' attitudes and beliefs, it is critical to analyze teachers' attitudes toward language teaching in the Turkish context (Yağız, 2018). In light of this, teachers' genuine opinions and practices may be revealed to analyze the results of teachers' education for pronunciation teaching. As a result, in case of any need, adjustments might be helpful for teachers' education, or seminars and in-service trainings may be organized to improve teachers' attitudes and practices.

Transferability

The purpose of this study is to investigate ELT teachers' attitudes, beliefs, practices, and techniques for pronunciation teaching in EFL context in Turkey, and the underlying reasons for these beliefs and practices. Therefore, on the basis of the focus in the literature review on pronunciation teaching, ELT teachers' practical and intellectual approaches might be revealed so that the areas which need adjustments and improvements might be aroused. Moreover, determining the applied techniques and methods in pronunciation teaching in EFL contexts may make a way for questioning the strengths and weaknesses of the selected practices and methods. Thus, it may give an insight into how the teaching should be, how it can be improved, or how it can continue. In this way, pronunciation teaching in schools can be revised so that we can help our students to improve their communication skills even though they cannot have native-like pronunciation skills. Furthermore, similar studies can be conducted in different regions or countries so other teachers' awareness on this topic might be positively raised.

Assumptions

It was assumed that participants would join the study voluntarily in order to express their opinions about pronunciation teaching. In addition, it was also assumed that they honestly answered the questions in both questionnaire and interviews without being affected by anyone and anything. Another assumption was that all the participants in the region of this study had the Internet connection to participate in the study and in-service EFL teachers had at least two years of teaching experience. Moreover, it was assumed that the participants would allow the researcher to record the interviews by signing consent forms before the interviews. Furthermore, it was assumed that participants would state practices and techniques they preferred for their pronunciation teaching in both traditional and technological methods.

Limitations

This study includes some limitations in a couple of aspects. Since this study aimed to investigate the applied practices of EFL teachers for pronunciation instruction, there could have been more data if classroom observation had been conducted in the classes of teachers who participated in this study. Due to time and allowance restraints, there were not enough opportunities to conduct classroom observation. Future studies might conduct classroom observation in addition to questionnaires and semi-structured interviews. Moreover, semi-structured interviews could be conducted with more participants if time and another researcher were available for this study. Forthcoming studies might be conducted with two or more researchers rather than only one researcher so that more detailed data could be collected.

In addition, this study was only conducted in Ağrı province in Turkey. Participants from other regions and cities would have enriched the collected data for this research. Even though participants were from different grade levels such as primary, secondary, and high school, EFL teachers from preparatory or ELT departments might offer more opinions and practices on pronunciation instruction. Thus, future studies might include participants from other cities and other grade levels to improve the collected data to reach comprehensive results.

Another limitation of this study was that the items in the questionnaire were adjusted and arranged from other studies which researched similar topics in different contexts. Thus, a questionnaire, the items of which were developed and arranged according to the Turkish context, might reveal different results. Therefore, future studies covering questionnaires, the items of which are specifically modified for specific contexts, would be more appropriate.

Delimitations

This study was conducted in Ağrı province only in order to reveal EFL teachers' attitudes towards and practices in pronunciation teaching. Ağrı province is among the five lowest cities in terms of academic success and high school- university entrance exams success rate in Turkey (MoNE, 2021). Therefore, EFL teachers' practices and beliefs should be investigated in this area so that possible problems, deficiencies can be revealed on practice level. In addition, students in this area are bilingual speakers who speak Turkish and Kurdish. It was important to investigate if this situation made any difference in pronunciation teaching. Furthermore, there are only a few ELT departments at university level in this area. Thus, it was more appropriate to conduct this study at primary, secondary, and high school grades. Moreover, it was essential to examine and reveal possible significant difference among grade levels in terms of pronunciation practices.

Definition of Terms

Pronunciation

In Oxford Dictionary (2023) this term is defined as “the way in which a language or a particular word or sound is pronounced” and “the way in which a particular person pronounces the words of a language”.

Pronunciation Teaching

This term includes any type of teaching, lecturing, education, tutoring, and training about improving and developing pronunciation skills (Oxford Dictionary, 2023).

ELT

In Cambridge Dictionary (2023), it is defined as “the teaching of English to speakers of other languages”. In Oxford Dictionary (2023), it is given as “the teaching of English to people for whom it is not the first language”. In Collins Dictionary (2023), it is explained as “the teaching of English to people whose first language is not English”.

EFL

Cambridge Dictionary (2023) explains EFL as “the teaching of English to students whose first language is not English”. Oxford Dictionary (2023) explains this term as “the teaching of English to people for whom it is not the first language”. Collins Dictionary (2023) explains this term as “the teaching of English to people whose first language is not English”.

EFL Context

This term refers to the environment, framework, situation, and circumstances in which EFL teaching takes place (Cambridge Dictionary, 2023).

Attitudes

Cambridge Dictionary (2023) refers to this term as “a feeling or opinion about something or someone, or a way of behaving that is caused by this”. Oxford Dictionary (2023) refers to this term as “the way that you think and feel about somebody/something; the way that you behave towards somebody/something that shows how you think and feel”

Beliefs

Cambridge Dictionary (2023) explains this term as “the feeling of being certain that something exists or is true”. Oxford Dictionary (2023) explains this term as “a strong feeling that something/somebody exists or is true; confidence that something/somebody is good or right”.

Techniques

Cambridge Dictionary (2023) explains this term as “a way of doing something that needs skill or thought”. Oxford Dictionary (2023) refers to this term as “a particular way of doing something, especially one in which you have to learn special skills”.

Practices

Cambridge Dictionary (2023) explains this term as “the act of doing something regularly or repeatedly to improve your skill at doing it”. Oxford Dictionary (2023) explains this term as “doing an activity or training regularly so that you can improve your skill; the time you spend doing this”.

CHAPTER TWO

Literature Review

In the ELT field, there have been different opinions about pronunciation teaching in terms of practices, techniques, and beliefs. Teachers and students might have similar or different ideas about pronunciation teaching in different contexts. This study aims to investigate teachers' beliefs and practices for pronunciation teaching in the Turkish context. In the literature, there have been studies that investigated teacher beliefs or attitudes along with practices and techniques for pronunciation teaching.

Pronunciation Teaching in ELT

Levis (2005) attempted to review and summarize the latest paradigms and views for pronunciation teaching. Pronunciation has been neglected by many approaches such as cognitive movement or grammar-translation method. The author suggested that the importance given to pronunciation teaching was based on teachers' attitudes and intuition. In my opinion, this is a very important and correct statement because teachers are the deciders of the classroom practices and techniques no matter what curriculum, book, or material they use. Moreover, teachers' attitudes and beliefs are affected by the current movements, approaches, techniques, or methods in language teaching. The writer indicates that there are two conflicts that affect the attitudes and practices for pronunciation teaching all over the world. The first one of these conflicts is nativeness against intelligibility or understandability. Nativeness refers to the ability of pronunciation which is very close to that one of a native speaker. Although it can be achieved with motivation, high exposure to the target language, and practices, recent research has suggested that it is not a realistic purpose for pronunciation teaching. This principle is still valid in some language learning environments because it aims to eliminate the accent. On the other hand, intelligibility aims to achieve understandable communication regardless of the accent or native-like pronunciation. Thus, pronunciation teaching needs to focus on this principle so that successful communication might occur because the ultimate goal of the language learning is communication. The intelligibility principle might be the main focus because practices and techniques should be adjusted and organized for understandable communication rather than perfect and native-like pronunciation. It is because development in pronunciation would not be fast enough to achieve native pronunciation in the short amount of time left for pronunciation teaching. In addition, the selection of these principles depends on the context and learners. It is

because the native speaker and non-native speaker context are not the same in terms of practices and techniques. The second conflict is whether to teach segmental or suprasegmental features in pronunciation instruction. Even though the beliefs and attitudes differ in the field of ELT, suprasegmental features have been favored by teachers in pronunciation teaching. It is believed that suprasegmental features help speakers to improve their understandability while segmental features mostly aim to develop native-like pronunciation. From my point of view, both features should be taught but the aim should be understandability because English is now a lingua franca which means it is the common language of all nations. For that reason, speakers should not waste their time to achieve native-like pronunciation when they can improve understandability and create a successful communication environment. This study is an important cornerstone in the field of pronunciation teaching beliefs and attitudes. Again, these principles are selected according to the attitudes and beliefs of teachers. Therefore, it is pivotal to investigate the attitudes and beliefs of teachers so that we may have views of what type of practices they would use according to the principles they would follow. Moreover, Levis (2005) suggested that new studies were needed in different contexts to examine teachers' preferences among these principles for pronunciation teaching.

Deterding and Lewis (2018) explored problems in teaching pronunciation, especially in word stress practices, in EFL contexts. First of all, the authors implied that pronunciation teaching might differ in terms of practices and techniques according to the targeted skill: listening or speaking. This is an interesting side because a language learner usually tries to improve all the skills at once. However, it might change due to different contexts and goals because some learners might want to improve their listening while others might desire to improve their speaking skills. This is an important and often ignored aspect of pronunciation teaching. For instance, the writers suggested videos or TV series might help for improving listening skills more than speaking skills in pronunciation teaching. The researchers implied that intelligibility was a more reachable goal for pronunciation teaching. Thus, they suggested that some segmental and suprasegmental features might be taught less. The writers prioritized word stress in their study because they considered it important in terms of intelligible pronunciation. As a result, teachers need to consider teaching word stress in their pronunciation teaching according to the researchers.

Juma (2021) examined the usage of animations and YouTube videos in pronunciation teaching in the Iraqi context. Participants in this study were 44 university students in Iraq. After conducting a pre-test, students were divided into two groups: experimental and control groups. The control group was taught by using traditional methods such as imitation, and repetition for

pronunciation teaching. The experimental group was taught with two applications and YouTube videos to investigate the effects of online sources in pronunciation teaching. After the lessons, post-test was conducted to both groups in order to compare the differences. Pre-test results were nearly the same in both groups. Post-test results showed that there was a significant difference between the two groups in favor of the experimental group which was taught with online applications and YouTube videos. The results showed an interesting point which was control group's test scores were worse than pre-test. This study was another supportive result of the usage of technological materials, techniques, and practices in pronunciation teaching. These sources are both fun and appealing for students because they are intimate with these sources and applications in their daily life. Thus, implementing activities and practices which are related to students' daily lives would help teachers to make their lessons more attractive for pronunciation teaching.

Dolmacı and Kılıç (2021) examined pre-service teachers' opinions and needs for pronunciation teaching in the Turkish context. The participants were 231 students at universities in Turkey. The data was collected via a questionnaire that inquired pre-service teachers' beliefs and needs for pronunciation teaching. The results showed that pre-service EFL teachers had insufficient knowledge of pronunciation in terms of segmental and suprasegmental features. Thus, their self-confidence was low due to fear of making mistakes. Other problems for pre-service teachers were problematic sounds in English and minimal pairs. Accordingly, there is a clear need for extra training or courses to improve their pronunciation skill. Another interesting result was that pre-service teachers used traditional practices such as repetition and correction more than technological practices. Even though they were using technological devices in every part of their daily lives, they did not prioritize technological practices for pronunciation teaching. This might be caused by a lack of awareness. For instance, they might not know which applications or websites are useful for pronunciation teaching. On the other hand, almost all the participants believed that pronunciation was an important skill in language learning. Furthermore, participants declared that pronunciation was important but it might change because of the aim of using the target language.

Cox et al. (2019) investigated teachers' problems in pronunciation teaching and developed a website that included tools, sources, and practices for teachers to use in pronunciation teaching. Research has shown that teachers mostly attach importance to pronunciation and most of them aim for intelligibility which is the understandability of communication. However, as the writers of this study suggested, some teachers do not regard pronunciation as much of a prioritized skill as speaking or writing. Thus, they might not spend

enough time to practice and teach pronunciation. Even if teachers taught pronunciation, they focused on only some of the important aspects of pronunciation such as segmental and specific traditional practices such as repetition or correction. Therefore, the writers observed the lessons at a university in the USA to collect data about the problems and needs of pronunciation teaching. Classroom observations revealed that teachers spent less than a quarter of their total teaching time. However, most of the pronunciation teaching was integrated with speaking and listening skills. On contrary to other research in the field, teachers in this study focused on suprasegmental features more than segmental features. This might be caused by English being taught as a second language, not foreign language. Thus, students were aware of some aspects of the target language. For these problems, the authors came up with some solutions for pronunciation teaching. First of all, “pronunciation pedagogy” might be a part of the ELT departments’ curriculum. This is an important suggestion that was made by many other researchers mentioned in this thesis as well. Another suggestion from the authors was that “Computer Assisted Pronunciation Teaching” might be useful for students. This is a very possible solution because, in today’s world, online sources have become a crucial part of teaching, especially after the Covid-19 pandemic. Students might be able to practice by themselves online and teachers might follow their progress. Moreover, the writers suggested that videos, songs, and online games might be helpful for students to improve their pronunciation. Overall, the authors aimed to combine all these suggestions in one particular website for pronunciation teaching. According to the results of their study, most of the teachers thought this would be utterly helpful for teachers and students.

Couper (2020) investigated native and non-native English teachers’ attitudes, beliefs, and practices in Uruguay and New Zealand. In addition, the author aimed to examine teachers’ questions about pronunciation teaching in these two contexts and come up with solutions and answers. 28 semi-structured interviews were conducted with non-native teachers from Uruguay. In New Zealand, data from native teachers were collected via a questionnaire with 83 teachers, semi-structured interviews with 19 teachers and 6 classroom observations. There were many problems and questions from teachers about pronunciation teaching. First of all, teachers from both contexts were concerned with learner differences. The author suggested that setting goals for each group of learners should be the first step. This is logical because there will always be differences between learners in terms of competence level or goal of language learning. Therefore, setting goals according to the learners would be the first step to rise above the problems in pronunciation teaching. Another problem for teachers in both contexts was which aspect of pronunciation they needed to teach. For this problem, teachers need to decide on segmental or suprasegmental, intelligibility or native-like pronunciation. For these conflicts,

learner needs should be the main concern of teachers. Their attitudes might differ in terms of selecting sides on these conflicts but the aim and target are improving students' pronunciation levels. One more problem for teachers in both contexts was to decide how to teach pronunciation and which practices to apply in pronunciation teaching. The writer proposed that teachers should follow the communicative language teaching approach and develop practices, which include "controlled practice and feedback", listening practices, role-playing activities, and gap-filling activities. In addition, teachers might integrate these practices and pronunciation teaching into speaking and listening activities. If there were time issues, teachers need to consider and decide the priorities for their students and make their choices accordingly. In my opinion, these are practical solutions to some problematic aspects of pronunciation teaching. Especially, teachers need to arrange their teaching time, materials, and practices according to the needs and aims of their students. Thus, teachers need to adjust their attitudes toward their students and make compromises.

Isaacs (2009) attempted to summarize what has been done in pronunciation teaching over the years. Pronunciation was an important part of language teaching in Audiolingualism. Repetition and imitation practices were popular to improve accuracy. Minimal pairs and segmental features were practiced mostly. Later on, the pronunciation was ignored and regarded as a part of linguistics with the arrival of naturalistic approaches. With the rise of communicative approaches, the intelligibility principle became an important goal for pronunciation teaching. One of the reasons for disregarding pronunciation in language teaching was insufficient education and training that teachers had had in their university education. However, this situation has been changing in recent years with the addition of listening and pronunciation courses in ELT departments. On the other hand, another problematic area in pronunciation teaching has been insufficient materials and practices available in textbooks and curriculums. Since the Internet started to become popular, online sources, practices, and materials have become widespread in pronunciation teaching. Another debated area is the teaching of segmental and suprasegmental features in pronunciation teaching. There have been different studies in which some teachers taught segmental while others taught suprasegmental features prior to the other one. However, recent studies have shown that both features should be taught and targeted in pronunciation teaching to improve understandability.

Teachers' Attitudes and Beliefs towards Pronunciation Teaching

Research in International Context

In his study in Indonesian context, Moedjito (2016) examined teachers' and students' perceptions of pronunciation teaching. This is an interesting study because it helps us to realize

the differences in beliefs and opinions between teachers and students. After reviewing the literature on similar studies, the author states the aim of the study: to establish the differences between teachers' and students' attitudes toward pronunciation teaching. The study was carried out with 110 teachers and 230 students from Indonesian universities. The data was collected via questionnaire and in-depth interviews. The results showed that the participants believed that pronunciation was a difficult area to teach and learn. In addition, both sides believed that pronunciation should be included in the language learning process. In terms of the aim of pronunciation teaching, participants preferred understandability to the nativeness principle. Even though the order of importance changed from students to teachers, both groups accepted that similar techniques and practices were helpful for pronunciation teaching. This is an important study because it shows us that students regard pronunciation as an important skill as much as teachers. When the beliefs and attitudes of teachers and students overlap, it is much easier for teachers to provide healthy environment and successful learning.

In their study in the Iranian context, Ameni et al. (2016) attempted to investigate Iranian EFL teachers' attitudes and cognition of pronunciation teaching and practices for the development of pronunciation skills. The study aimed to examine the attitudes of teachers to compare and analyze their beliefs and attitudes. Thus, the study would help the researchers to review the relationship between the attitudes and practices that teachers preferred for pronunciation teaching. The study was conducted with five teachers who had five to ten years of experience and had taught oral communication classes in language institutions in Iran. In addition, fifty-seven students who were studying in these language institutions participated in the study. The data was collected from total number of three semi structured interviews with the teachers in three different time periods. Moreover, questionnaire was used to gather data from students about pronunciation cognition. The results showed that teachers used almost all types of practices and techniques while teaching pronunciation in their oral communication classes. Teachers used explicit explanations during the lesson to teach some features about pronunciation. Teachers used production techniques and repetition practices for pronunciation teaching. Games and dramas were used with lower-level students while presentation and discussion techniques were used with more advanced learners. This result is crucial and valuable because it shows us that teachers might review and change their practices and techniques according to the level of students. In my opinion, this is correct and beneficial because not every student may learn with the same activity or practice. This is an important point that each teacher should take into consideration while teaching pronunciation. Another result of the study revealed that teachers mostly used controlled techniques rather than guided

or free techniques for pronunciation teaching. This may be because of the difference between the levels of learners.

Saito (2013) investigated Japanese EFL teachers' perspectives and their priorities on pronunciation teaching in terms of intelligibility and nativeness principles. Intelligible pronunciation aims to accomplish successful and understandable communication while nativeness aims to achieve perfect and native-like pronunciation. Furthermore, teachers might go for both segmental and suprasegmental features in pronunciation teaching. Thus, it is valuable to learn teachers' attitudes and beliefs about their choice between these principles. The participants in the current study were 120 EFL teachers in Japanese universities. The data was collected via questionnaires that investigated teachers' perception of pronunciation teaching. The results showed that Japanese EFL teachers prioritized segmental features in their pronunciation teaching.

Newton and Nguyen (2020) explored Vietnamese teachers' beliefs and practices for pronunciation teaching. According to the literature, the authors suggested that there was a need to investigate teachers' beliefs and practices for pronunciation teaching in order to improve pronunciation instruction. The study was conducted with 6 EFL teachers at universities in Vietnam. The data was collected through classroom observation by the researchers. In addition, after each class, interviews were conducted with teachers in order to analyze teachers' beliefs and attitudes toward pronunciation teaching in detail. The results revealed that teachers mostly preferred listening and repeating techniques while teaching pronunciation. In addition, teachers used correction techniques in their lessons. In terms of segmental and suprasegmental features, teachers mostly focused on the segmental errors of students. In my opinion, teachers focus on segmental features because correction can be made at the moment of the mistake and it is easy to present and practice. Another result showed that all the teachers in the study preferred intelligible pronunciation to native-like pronunciation. To me, this is important because in non-native speaking environments it is not realistic to aim for native-like pronunciation. Understandable communication might be achieved more easily and in a much shorter time without demotivating any student. Just like in other studies from different contexts, Vietnamese teachers believed that they shape their pronunciation teaching according to their students and their level of language. From my standpoint, this belief of teachers should be valid and permanent in each context because the receiver side of teaching is the students. Thus, our practices and techniques should be formed according to our learners. Besides, teachers reported that making students aware of their mistakes and the importance of pronunciation was another concern of their pronunciation teaching. This is another worthwhile result because if teachers

believe in the importance of pronunciation, then they would help and lead their students to realize the importance of pronunciation as well, which would make both sides' jobs easier.

Georgiou (2018) examined EFL teachers' attitudes and beliefs toward pronunciation teaching in Cyprus. In addition, the author investigated teachers' practices for pronunciation teaching and the differences between the various age groups. This is particularly interesting because older and younger teachers might have different beliefs and practices for pronunciation due to the changing materials and technological opportunities. Ninety-eight teachers from state schools in Cyprus participated in the study and they were aged between 23 and 61. The data was collected via a questionnaire which investigated teachers' attitudes, beliefs, and practices for pronunciation teaching. The results showed that younger teachers believed that pronunciation is hard to learn in a foreign language learning environment. However, older teachers stated that pronunciation could be acquired in a foreign language learning environment. In my opinion, this might be due to experience because as teachers gain experience, they begin to realize the importance of understandable communication. All three groups agreed that pronunciation is difficult to teach and half of them believed that their pronunciation teaching did not affect the communicative skills of their students. This is very crucial because it shows that teachers do not believe in themselves. Moreover, all the age groups think in the same way. This might be due to their students' weak competence or conditions. Another intriguing result was that all the teachers believed intelligible pronunciation should be the goal of pronunciation teaching and the oldest group preferred intelligibility more than the younger groups. This might prove that the more experienced teachers become, the more they realize the execution of successful communication is more valuable than perfect pronunciation. All the groups stated that they had little time, insufficient materials, and lacked curriculum for pronunciation teaching. As the groups got older, participants asserted that they needed fewer training or seminars for pronunciation teaching. This is open for discussion because it may be due to education at universities used to be better to equip teachers with enough competence to teach pronunciation. Or else, younger teachers are more open-minded to improve themselves than older teachers. When it came to practices, all the groups used the same practices at a similar rate such as minimal pair drills, reading aloud, and repetition. This is a unique study in terms of comparing different age groups of teachers. Even though practices were similar, beliefs and attitudes significantly differed.

Baker and Murphy (2011) investigated teachers' cognition about pronunciation teaching. Teacher cognition includes teachers' beliefs, practices, and interactions with students. In addition, teachers' knowledge should be separated from their beliefs because they might be

different. Thus, the authors reviewed the literature on these topics about pronunciation teaching. In order to investigate teacher cognition, the writers suggested that teachers' actual classroom practices should also have been examined closely. However, there were not enough studies that focused on teachers' cognition and their actual classroom practices and techniques. The researcher indicated that there was definitely a need for more studies that examined teachers' practices for pronunciation teaching because of the emerging new materials, techniques, and practices such as videos, songs, computer software, and Internet resources. In accordance with the analysis of the researcher, it is clear that there is still a need for research to investigate teachers' cognitions and beliefs for pronunciation teaching in addition to the practices and techniques they use in the classrooms.

Chen (2016) investigated Chinese EFL teachers' beliefs about pronunciation teaching in terms of intelligible pronunciation and their teaching strategies. The participants in the study were forty-seven EFL teachers at primary schools in China. The data was collected by conducting a questionnaire which investigated teachers' beliefs and practices for pronunciation teaching and interviews with four participants in order to analyze teachers' beliefs and practices deeper. In addition, classroom observations were conducted by the researcher to monitor teachers' practices and techniques in the real classroom environment. According to the results, teachers used repetition and segmental-level practices more than other strategies to teach pronunciation. Another interesting result from this study was that teachers believed suprasegmental features might disrupt the intelligibility of pronunciation. This might explain their choice of segmental features to teach. Therefore, teachers used reading aloud and modeling correct pronunciation strategies to improve students' intelligibility. Most of the participants preferred intelligibility to native-like pronunciation. This result was consistent with their choice of strategies and techniques which aimed at understandable pronunciation. Classroom observations showed that teachers mostly used repetition and correction which were consistent with the results from the questionnaire. Thus, teachers really taught and used what they believed would help them. This was another study that showed teachers favored intelligibility over native-like pronunciation. Furthermore, they taught segmental features more than suprasegmental features.

Couper (2016) investigated teachers' cognition for pronunciation teaching in the New Zealand context. Previous studies showed that teachers mostly taught segmental features because they were not sure how to teach suprasegmental features. In addition, most of the practices they applied were repetition, correction, or reading aloud. The author aimed to examine teachers' cognition, and their practices for pronunciation teaching. Moreover, the

author also aimed to make some assumptions and suggestions for improving teachers' awareness and their instruction of pronunciation. The study was conducted with 19 teachers from institutions in New Zealand. The data was collected via semi-structured interviews with teachers. The data were analyzed descriptively after transcriptions of the interviews were finished. The results showed that teachers had little or no instruction at the university level on how to teach pronunciation. This result suggests that there is a considerable need for teacher training for pronunciation instruction. Teachers' lack of knowledge consisted of stress, intonation, and phonology which are suprasegmental features in pronunciation teaching. Thus, it is predictable that teachers focused on segmental features while teaching pronunciation. Most of the participants in this study aimed for intelligibility in their pronunciation teaching. Some of them also preferred to aim for accuracy and fluency alongside understandability. Teachers had awareness of the importance of teaching suprasegmental features in pronunciation even though they mostly taught segmental features. This might indicate that teachers did not have enough time to teach suprasegmental features in their lessons. Furthermore, teachers stated that they had planned their lessons according to the needs of their students. This might be another reason why they did not focus on suprasegmental features because their learners might have needed only segmental features in order to be intelligible in their communications. Teachers also declared that their beliefs affect their teaching practices. For instance, one of the participants asserted that she believed native-like pronunciation is important for her. Thus, she aimed for native-like pronunciation in her lessons and applied her practices for this purpose. Overall, most of the participants stated that they had insufficient knowledge about some aspects of pronunciation such as articulation, stress, and intonation. This indicates that extra courses at the university level for pre-service teachers, or seminars, and training for in-service teachers might be helpful to eliminate this lack of knowledge.

Research in Turkish Context

Gürsoy and Hüseyinoğlu (2017) examined ELT teacher trainees' attitudes toward pronunciation teaching. It is important to know not only in service teachers' perceptions but also pre-service teachers' perceptions because they might shed light on the future of pronunciation teaching. The study was conducted at a Turkish state university. The participants were 111 both freshman and senior year students to review any difference between grade levels. The data was collected through a questionnaire and interviews. Questionnaires were completed by all the participants while one on one interviews were made with eleven voluntary students. The quantitative data analysis of the questionnaires was done via SPSS. The content analysis was conducted for qualitative data from the interviews. The results from the questionnaires

showed that the teacher trainees had positive attitudes towards pronunciation and they believed pronunciation was an important skill. It is interesting because it is believed that pronunciation is neglected by many teachers. The participants also claimed that their pronunciation training helped them. It is a critical result because it shows that we need pronunciation training at the university level and it is helpful for future teachers. The interview results revealed that the participants had positive perceptions of pronunciation and they enjoyed their pronunciation training. In addition, participants suggested that pronunciation teaching should be in the high school curriculum. This is another interesting point and it is a serious recommendation which should be taken into consideration carefully, in my opinion. Moreover, it was revealed that attitudes towards the pronunciation of the students did not significantly differ in terms of grade level but their self-perception of their level did differ. This is also crucial because it shows that pronunciation teaching throughout their education helped them in their practices for teaching pronunciation. Overall, this study showed that pre-service teachers' attitude towards pronunciation was positive and they valued their training at the university level because of its contributions for their pronunciation level.

In the same context of the current study, Yağız (2018) examined Turkish EFL teachers' cognitions about pronunciation teaching and their practices. The participants of the study were 164 non-native EFL teachers in Turkish universities. The data were collected by using a questionnaire and semi-structured interviews for deeper analysis. In addition, the researcher observed classrooms to collect data for practices and techniques for pronunciation teaching. The results showed that teachers were content with their pronunciation levels. In terms of the nativeness and intelligibility principles, most teachers preferred nativeness over intelligibility. This is an interesting point because even though recent research has suggested that understandability has become the favorable aim for pronunciation teaching, it is not the case for Turkish teachers. Therefore, the current study is important to confirm or conflict with the results of this study. Moreover, teachers stated that they mostly used correction for apparent mistakes. Thus, teachers did not care much about the suprasegmental features in their pronunciation teaching. Once again, it seems that Turkish teachers do not follow the trend of teaching suprasegmental features in pronunciation teaching. Because of their negligence of suprasegmental features, the practices and techniques for pronunciation teaching are very few. In my opinion, this study shows that additional studies are needed to investigate the attitudes and beliefs as well as practices and techniques of Turkish EFL teachers so that necessary adjustments and training might be provided for the improvement of pronunciation teaching.

In the Turkish context, Dağtan (2020) examined lecturers' and students' beliefs about pronunciation teaching. According to the aim of his study, lecturers' beliefs were deeply analyzed and examined. The author aimed to investigate lecturers' and students' beliefs and views on pronunciation teaching. In addition, the lecturers' ideas about improving pronunciation teaching were investigated. This side is important because teachers' ideas about improvement or upgrades for pronunciation teaching might be valuable because they are on the field and they can see and analyze what is wrong or problematic in pronunciation teaching. The participants in the study were 125 students and 6 lecturers at a Turkish state university. The data was collected via two separate questionnaires, one for students and one for teachers. Furthermore, one on one interviews were conducted to gather more detailed data about teachers' beliefs about pronunciation teaching. The collected data were analyzed both quantitatively and qualitatively. The results showed that teachers were unsure about the possible effects of having a native speaker as a pronunciation instructor. This is an interesting result for me because it reveals that teachers are convinced or at least not unconfident about their competence to teach pronunciation. In order to believe this, teachers should have enough competence or training in pronunciation. Teachers believed that students' L1 played a factor in the success of pronunciation teaching. However, it was not particularly analyzed or explained in the study. For me, it would be interesting to investigate how L1 affects the success of pronunciation instruction. Another result revealed that teachers were doubtful about native-like pronunciation goals because they believed intelligibility would be more achievable. Moreover, teachers were not sure if eliminating foreign accents was logical and necessary. These two beliefs stated by teachers clearly indicate that teachers prefer intelligibility to native-like pronunciation. Teachers also stated that segmental features were difficult to teach problematic sounds to the learners such as “-th” or “w” sounds. Another intriguing result exhibited that teachers were not happy with their training for pronunciation. They implied that they could have had more training for pronunciation. Moreover, teachers declared that pronunciation teaching should include communicative techniques and practices because the focus should not be only on segmental features and practices. Teachers also asserted that pronunciation can be taught at any level only if teachers were motivated enough and equipped with enough competence and sufficient materials and practices. This result means that teachers are eager to teach pronunciation. The last result unveiled that teachers believed there should be a separate linguistic course that aims at pronunciation teaching. This is critical because it shows that teachers were not satisfied with their own learning period. Therefore, there should be a course for students to practice more freely and for teachers to practice and use different techniques more efficiently.

Uzun (2022) investigated pre-service EFL teachers' attitudes and beliefs towards pronunciation teaching in the Turkish context. Since they are future teachers, it is critical to know their attitudes and beliefs so that if there is something wrong, early adjustments and improvements can be made in university-level classes. In addition, differences between in-service and pre-service teachers might give us hints about what is wrong or good about current teaching materials, techniques, and the environment. Participants in the study were 150 university students who were studying in ELT programs at three state universities in Turkey. Data was collected through questionnaires that inquired pre-service EFL teachers' attitudes and beliefs about pronunciation teaching. All the participants in the study had taken two Listening and Pronunciation courses in their first year at universities. After a pilot study had been conducted, data collection was completed at three state universities with the questionnaire which searched for pre-service EFL teachers' attitudes and beliefs about pronunciation teaching. The results unveiled that pre-service EFL teachers were aware of the importance of pronunciation and they believed it should be included in the language teaching programs. The participants stated that listening is the most related skill to pronunciation. This is interesting because when we teach pronunciation, we mostly aim for improving speaking and communication. This may be because of few speaking activities and few chances to speak in the target language. Another interesting result from the study is that only half of the participants thought they were competent enough to teach pronunciation. This shows both insufficient training and a lack of confidence. Therefore, university programs need to think over their curriculum. Participants were divided about native-like pronunciation and intelligible pronunciation conflict. This shows that they might not be aware of these principles and they do not have much experience in the field. This was an appealing study because it uncovered the lacking knowledge and awareness of pre-service EFL teachers on some aspects of pronunciation. This situation indicates that extra training is necessary before they start teaching in a real learning environment.

Çağatay (2021) investigated Turkish non-native teachers' beliefs and opinions on their pronunciation levels and pronunciation teaching. In addition, the author also examined teachers' opinions in terms of teaching intonation and possible differences between experienced and novice teachers. The participants of the study were 60 non-native EFL teachers from 29 universities in Turkey. The data collection was completed via a survey that investigated teachers' opinions and beliefs. The results revealed that teachers were divided in half in terms of native-like or intelligible teachers. Even though they had different opinions about nativity and understandability, they all agreed that pronunciation and intonation were important. On the other hand, most of the teachers did not believe that students needed to have native-like

pronunciation. This is a conflicting result because even though some teachers believed they should have native-like pronunciation; this was not the case when it came to students. This might be because teachers believe that students' pronunciation should be intelligible and they might improve their pronunciation to be native-like. Another conflicting result was that teachers believed if they had had native-like pronunciation, they would have been happy and proud. This shows that even though they preferred intelligible pronunciation, they secretly wished to sound native-like. This study is both surprising and critical because it showed the conflict among teachers in terms of their beliefs and opinions on pronunciation teaching. To me, these results indicate that there is an extreme need for raising the awareness of teachers with training or seminars. It is because if teachers cannot decide what to believe, then they would have struggles in their teaching.

Zeybek (2018) investigated pre-service Turkish EFL teachers' attitudes and beliefs regarding pronunciation teaching. It is a known fact that attitudes affect the learning and teaching process both positively and negatively. Thus, it is important to know teachers' attitudes toward pronunciation teaching in order to make necessary adjustments and raise their awareness. The best way to do that is at the university level when they are pre-service teachers. In terms of practices for pronunciation teaching, the most common ones are traditional practices such as repetition and correction. In addition, the writer aimed to find out if there was any difference between grade levels of pre-service EFL teachers. The participants in this study were 105 ELT students from 4-grade levels and all had taken Listening and Pronunciation classes. The quantitative data was collected by applying attitude inventory to all the participants in the study in order to learn pre-service teachers' attitudes for pronunciation teaching. Moreover, the qualitative data was collected by conducting semi-structured interviews with 13 participants from first and final grade levels in order to compare their attitudes and practices. Quantitative data analysis was done thanks to using SPSS while qualitative data analysis was conducted by transcribing interviews and making descriptive analysis. The results revealed that pre-service EFL teachers in Turkey had cognitive attitudes for pronunciation teaching more than other types of attitudes such as self-efficacy. In terms of grade level difference, there was no significant difference in attitudes between grade levels. Pre-service EFL teachers stated that pronunciation teaching should begin at early age. On the basis of practices and techniques, they believed that technological sources and practices should be used more such as songs, videos, movies, and games. This is an expected result for me because these pre-service teachers have grown with technological devices. Thus, coming generations would also be intimate with technology so that technological practices and techniques would capture their attention and be more fun. In another result, senior students had less positive attitudes than other grades, even though it was

not significant. This might be caused by their classroom observations in their internship programs because they might have seen traditional methods and practices being used rather than new technological practices and techniques.

Teachers' Practices and Techniques in Pronunciation Teaching

Research in International Context

Elnagar (2020) investigated teachers' attitudes, beliefs, and practices for pronunciation teaching based on their training. The study was conducted with 50 instructors from King Abdul Aziz University. The data was collected via a questionnaire that searched for participants' pronunciation teaching practices and attitudes. The SPSS was used for quantitative data analysis. The results showed that most of the instructors had training in pronunciation. Most of the participants stated that they used dictionaries, dictation, reading aloud, minimal pairs, and correction techniques for their pronunciation teaching. However, most of them do not prefer the transcription technique. These results suggest that most of the teachers use traditional techniques. This is interesting because even though technology has developed in recent years, very few techniques are used with it. Similar to other studies, the teachers were aware of the importance of pronunciation teaching. Although the teachers confirmed the importance of teaching pronunciation, they did not prepare any extra material for the activity. Therefore, it seems important to make more activities and techniques available for teachers to use while teaching pronunciation.

In an attempt to investigate techniques for pronunciation teaching, Metruk (2017) explored the usage of a dictionary for pronunciation teaching in the Slovakian context. The study was done with twenty-one university-level students. The data was collected via a questionnaire that investigated the usage of dictionaries for pronunciation teaching. The results revealed that most of the students used online dictionaries once a week at most. This is a surprising result because online dictionaries are very common thanks to technological developments. One might expect more frequent usage of online sources for pronunciation teaching. Most of the participants stated that they checked the pronunciation of the word with dictionaries while looking up the meaning. They did this by listening to the pronunciation of the word rather than looking it up in the phonetic alphabet. It is understandable because using the phonetic alphabet is another subject by itself and it needs practice just like pronunciation. The participants also stated that they practiced the pronunciation of the word by themselves after listening to it. Overall, the results suggest that students use dictionaries to practice pronunciation along with vocabulary practice. Thus, this is an important study for teachers because they can show students how to use an online dictionary more effectively. They can also

use them more often in their pronunciation teaching because online dictionaries allow learners to practice by themselves.

Awad (2018) investigated EFL teachers' beliefs and practices because they affect the process of language learning. The study was conducted in two different contexts: Brazil and Palestine. The study reviewed the literature in terms of teachers' beliefs and practices regarding pronunciation teaching in various contexts. Later, the author briefly summarized the status of ELT in these two countries. The participants of the study were one ELT teacher from Brazil and another ELT teacher from Palestine. The data was collected through 30 minutes long semi-structured interviews with the participants about their beliefs and practices for pronunciation teaching. The result showed that the beliefs of the participants differed from each other in terms of positive attitudes toward pronunciation teaching. Both participants stated that pronunciation was a difficult skill to master. The goal of the pronunciation teaching was different for each participant in terms of nativeness vs. understandability. In relation to practices and techniques, both participants generally used similar ones such as role plays, games, and videos. This is an important point because even though the beliefs and attitudes are different, similar practices are preferred by both sides. In my opinion, this suggests that the number of practices or techniques available for pronunciation teaching is not many. Therefore, new practices or techniques are needed in pronunciation teaching.

Ghasemian and Shabani (2017) examined Iranian EFL teachers' applied practices and techniques for pronunciation teaching. In addition, the authors tried to reveal if there was any relation between teachers' characteristics and their choices of techniques and practices for pronunciation teaching. This study is important because teachers' characteristics might influence their attitudes and beliefs toward pronunciation teaching. The data was collected from sixty university instructors in Iran. The instruments for data collection were a characteristics inventory and a questionnaire for teaching techniques and methods. The results showed that Iranian EFL teachers used listen and imitate techniques the most. Reading aloud and recitation techniques followed as other most favored and used techniques for pronunciation teaching by Iranian EFL teachers. On the contrary, recording techniques were the least preferred ones by teachers for pronunciation teaching. In my opinion, this indicates that teachers would like to give feedback to their students at the moment of the production not later on. Therefore, it was interesting to investigate teachers' techniques and practices in the Turkish context to compare with our neighbor country, Iran. In addition, the results revealed that the characteristics of the teachers and their choice of techniques had a significant relationship. Thus, it is crucial to find

out teachers' attitudes and beliefs because their choice of techniques and practices are influenced by their affective stance.

Yoshida (2018) examined the tools for practising pronunciation. The writer suggested that teachers need to consider the usefulness, accuracy, practicality, and cost of a new technique, practice, or tool for pronunciation teaching. With the help of technological tools, teachers may record and evaluate students' pronunciation skills. Teachers might use online dictionaries for practising segmental features. Other online sources such as BBC and TED might be preferred for practising suprasegmental features in pronunciation teaching. Moreover, teachers might suggest and lead students to many online sources for practising pronunciation by themselves in their free time. Overall, the author believes that teachers need to consider what is the most suitable and practical source or practice for their group of students because each group or class might have different needs in terms of practising pronunciation.

Footo et al. (2013) investigated teachers' practices and techniques for pronunciation teaching. Previous studies have shown that teachers merge pronunciation teaching with their language classes by focusing on both segmental and suprasegmental features. Furthermore, most teachers believe that intelligibility should be the main goal. However, teachers do not agree on what affects intelligibility most and which feature to focus on in their pronunciation teaching. In terms of practices for pronunciation teaching, teachers mostly use repetition and correction. These are the results of the literature review conducted by the authors of this study. The writers of this study aimed to examine the frequency of pronunciation teaching, aspects of pronunciation in teaching, and practices for pronunciation teaching. The data was collected by conducting 40 hours of classroom observation in three different classes at a secondary school in Canada. Both video and voice recordings of teachers and students were taken to analyze more deeply pronunciation teaching. The results showed that teachers taught pronunciation less than vocabulary and grammar. On average, teachers practised pronunciation three times in a lesson. At all times they practised pronunciation, teachers focused on segmental features such as consonants, plural sounds, or problematic sounds. All teachers mostly used repetition and correction techniques for pronunciation teaching in their lessons. Another interesting and consistent result was that teachers rarely pre-planned their pronunciation teaching. These results suggest that even though teachers believe that they focus on pronunciation, it is not the case when it comes to real practice. In addition, the results of this study indicate that teachers do not prepare pronunciation instruction before their lessons. Thus, there is a clear need for the implementation of pronunciation practices and materials in lesson plans and textbooks. For this

purpose, teachers need training and seminars to raise their awareness of the importance of pronunciation teaching.

Sifakis and Sougari (2005) examined EFL teachers' beliefs and practices for pronunciation teaching in Greece. In addition, the authors attempted to find out if there was any relation between practice choice and the context of teaching. Participants in this study were 421 EFL teachers in Greek schools. The data collection was conducted by applying a survey to teachers to analyze their beliefs and practices for pronunciation teaching. Before data collection, the authors conducted a pilot survey to make sure the data was valid and reliable. The data was analyzed by another independent rater to ensure reliability. The results showed that teachers regarded their pronunciation skills as high and native-like. They stated that they were engaged with native speakers and they almost always used the target language in their classrooms. This is an interesting result because teachers believe they are native-like depending on their communication with native speakers. Even though there had not been any evaluations or tests, they thought they were almost perfect. In terms of native-like pronunciation against understandable pronunciation goals for learners, young learners' teachers aimed native-like pronunciation while upper learners' teachers took intelligibility as their main purpose in pronunciation teaching. This is also appealing because teachers try to pass nativity at early ages while students got older, they switched to intelligibility. This result might indicate that young learners' teachers failed to teach native-like pronunciation, thus, upper learners' teachers teach intelligible pronunciation. Another result was conflicting in this study with Greek EFL teachers. Teachers asserted that native-like pronunciation should be aimed. However, they also stated that intelligible pronunciation should also be aimed. This might signify that teachers were not aware of these principles in pronunciation teaching. Therefore, there is a need for seminars or training for teachers to raise awareness on these principles in pronunciation teaching. When it came to practices for pronunciation teaching, there were significant differences between grade levels. For young learners, teachers used correction, repetition, dialogues, and feedback practices more than upper learners' teachers. This is consistent with teachers' beliefs because they aimed for native-like pronunciation at early ages. Teachers used videos much less but it might be caused by the time of the conduct of this study which was 2005. Technological sources, applications, and practices have spread faster in the last 10 years. This was an important study because it revealed that grade levels affect teachers' attitudes, beliefs, and practices.

Research in Turkish Context

Cinkara and Saldıraner (2021) investigated the usage of songs for pronunciation teaching in the Turkish context. Since music improves motivation and memory, songs can be used in teaching as well. In terms of pronunciation teaching, songs might be helpful to teachers for practicing intonation, stress, and segmental and suprasegmental features. Therefore, the authors aimed to investigate the usage of songs in pronunciation teaching and compare the effects of songs and texts-based pronunciation teaching. The participants were 72 students in Turkish state secondary schools. There were two groups: control and experimental. The experimental group included 37 students who were taught pronunciation with songs while the control group included 35 students who were taught pronunciation with traditional textbook practices. The data was collected by recording students' voices and the graders were two native speakers. The results showed that the song groups' (experimental) post-test points were higher than text group (control). In my opinion, this study is very important because it shows us that songs are really powerful practices for pronunciation teaching in terms of improving students. Moreover, students' motivations were higher in the song group. This result is also critical because motivating students might mean motivating teachers as well. Thus, teachers' beliefs and attitudes for songs might get better because of the positive effects of the tool on students.

Yetkin (2017) attempted to investigate the learning strategies and techniques for pronunciation in the Turkish context. In addition, the writer tried to examine the influence of personality traits on the selection of pronunciation teaching techniques and practices. The participants in the study were twenty-seven students in a state university in Turkey. The data was collected via the "strategic pronunciation learning strategies scale" which aimed to reveal the strategies for pronunciation learning. Hypothesis testing and input strategies were mostly used by learners for pronunciation teaching. Furthermore, students preferred having good environment to practice pronunciation and guess the correct version of the pronunciation of an unknown word. This is an interesting result because despite all the technological devices and sources for pronunciation practice, students do not prefer them and make a guess. This result indicates that teachers need to lead and guide students for appropriate sources and practices for pronunciation teaching.

Yürük (2020) investigated the usage of "The Kahoot" application as a source for pronunciation teaching at the university level in Turkish context. Moreover, the author focused on problematic sounds in English for Turkish learners and attempted to find out if the Kahoot application was helpful or not to improve the pronunciation skills of learners. The participants in the study were 60 students studying at Translation Department at Selçuk University. The

data was collected by applying pre-test and post-test to the students who were divided into two groups: control and experimental group. The teaching process was adjusted for the experimental group by including the Kahoot application. Students' pronunciation of words, which included problematic sounds, was recorded and evaluated by the researcher and two experts at the university. According to the results, pre-test showed that students in both groups struggled with problematic sounds such as “-th” or “-ng”. Post-test results revealed that the experimental group, which was taught by using the Kahoot application, was better than the control group in terms of pronunciation of problematic sounds in English for Turkish learners. Another important result was that students stated that they had fun and learned new things with the Kahoot application. This study is valuable in terms of showing that the usage of online sources or applications might really help teachers and students. In today's world, all teachers and students use technological devices and applications. Therefore, it is only logical to use these sources for the goals in our classrooms.

Overall, after reviewing the literature, it is observed that there are different attitudes, practices, and principles in pronunciation teaching all over the world and in Turkish context. Intelligibility and nativeness conflict is the first argument point between teachers for pronunciation teaching. Intelligibility refers to the understandability of communication while nativeness is involved with flawless pronunciation. Teachers' attitudes and beliefs on these principles vary according to the contexts, learner needs, and the purpose of education. Although intelligibility has become more important since English is a lingua franca and most of its speakers are non-native speakers, there are still some teachers who believe perfect pronunciation should be targeted in pronunciation teaching. Another discussion point is which aspect of pronunciation should be prioritized, segmental features or suprasegmental features. Segmental features are referred to as single sounds in the language while suprasegmental features can be syllables and phrases. Although it has been said that both features should be taught, research has shown that most teachers teach segmental features because of time, practice, and material issues. While teaching pronunciation based on these principles, teachers use various types of practices and techniques. Even though the most common ones are traditional practices such as repetition, correction, and reading aloud, new practices and techniques have emerged thanks to technological devices and the Internet. In light of these studies in the literature, the current study aims to investigate teachers' attitudes & beliefs and practices & techniques while teaching pronunciation in the Turkish context.

CHAPTER THREE

Methodology

Research Method

In this study, quantitative and qualitative methods were used together because a sequential explanatory research design was followed. Thus, both quantitative and qualitative data was collected and precisely analyzed to explain the results in detail. Quantitative data were collected via questionnaires with teachers, followed by semi-structured interviews conducted with teachers to collect qualitative data. Quantitative paradigm was followed to identify any variation across primary, secondary and high schools' teachers regarding beliefs, techniques, and practices about pronunciation teaching. Thanks to qualitative paradigm followed, participants' attitudes and beliefs were explored to explain the reasons behind quantitative findings (Özmen & Karamustafaoğlu, 2019).

Population and Sample

The population of the current study was the ELT teachers in Ağrı province working in the 2022-2023 academic year. The sampling technique followed for the quantitative part of the study was the purposeful random sampling because, in this study, a more specific participant group, rather than a more general one, was aimed (Büyüköztürk et al., 2020). Therefore, the participants were 60 ELT teachers of primary, secondary and high schools in Ağrı province for quantitative part of the study. At this point, following the recommendations of similar studies (Awad, 2018; Ghasemian & Shabani, 2017), out of the teachers in Ağrı, teachers with at least 2 years of experience in all grade levels were selected because teachers' in-service experiences might cause differences in teachers' attitudes, beliefs, and practices. Criterion sampling and stratified sampling methods were followed in the qualitative part of the study and 12 participants were selected for semi-structured interviews about their beliefs and practices for pronunciation teaching. Again, it was carefully checked that the participants were teachers in Ağrı province who had at least 2 years of experience as in the quantitative part. The stratified sampling method was followed to decide the number of teachers with whom the interviews were conducted only after the ratio of grade levels (primary, secondary, high school) and the number of teachers were identified (McMillan & Schumacher, 2014). Thus, for qualitative

parts, the four of the participants were primary school English teachers, the other four were secondary school English teachers, and the left four were high school English teachers.

Data Collection Tools

Scale

In this study, a scale was used as the quantitative data collection tool. Scales are helpful data-collection tools for researchers because they enable them to gather clear and direct information or data, collect data less expensively, collect more data in less time, and identify participants' attitudes and beliefs (Özmen & Karamustafaoğlu, 2019). Therefore, to reveal ELT teachers' attitudes and beliefs towards pronunciation teaching, a scale, designed by Gürsoy and Hüseyinoğlu (2017), was used (App 1). It was a 5-point likert-scale in which responders specify their level of agreement to a statement typically in five points; (1) Strongly disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly agree and revealed teachers' attitudes and beliefs towards pronunciation teaching. There were separate items which investigated EFL teachers' attitudes and beliefs for pronunciation instruction. In addition, there were some items which examined EFL teachers' applied practices and techniques for teaching pronunciation. For the reliability of the items, Cronbach Alpha, the internal consistency, was measured as the question items were carefully designed to find answers to the research questions and distractors were eliminated to improve validity (Büyüköztürk et al., 2020).

Interview

The qualitative data of the current study were collected via a semi-structured interview which was prepared by the researcher after reviewing the literature about similar studies and revisions of the supervisor (App 2). Semi-structured interviews help the researchers to analyze the topic in detail alongside structured answers. In this type of interview, participants can freely express themselves (Büyüköztürk et al., 2020). In addition, the researcher can make situational modifications by posing more adaptable questions. For the validity of the interview, questions were cautiously designed to overlap with the research topic and questions. In addition, background information was collected about the participants to carry out interviews without disrupting the privacy of the participants. The questions were clearly explained, free and relaxed environment for the participant was established so that the collected data was valid and reliable. The interviews were conducted in Turkish; then, the answers of the participants were translated into English and this translation was checked by an English expert, who was academic in ELT department. At the end of the interviews, attitudes and beliefs of ELT teachers towards pronunciation teaching and their applied practices and techniques were explicitly expressed.

With approval from the participants, the interviews were recorded to analyze more deeply afterward.

Data Collection and Analysis

The study started with the questionnaires conducted with teachers after necessary allowances were taken and final adjustments were done with the supervisor. The questionnaires were conducted face to face because researcher took control of the data collection procedure. A warm but objective relationship was achieved so that the data was reliable and valid (Büyüköztürk et al., 2020). After quantitative data were collected via questionnaires, qualitative data were collected by conducting semi-structured interviews. Then, in an environment where participants felt comfortable and secure, teachers' attitudes and beliefs, their preferred practices and methods were revealed. Before the interviews, participants signed participant consent forms were obtained to record the interview process. Necessary information was provided to the participants so that any questions or doubts were taken care of. After the interviews, thanks to the recordings, the written scripts of the interviews were sent to the participants and they were asked if they needed to make any changes or approve the interview. Thus, the data which were collected and analyzed were more valid and reliable. After the questionnaires and the interviews were finished, the quantitative and qualitative data analysis processes were next. Many of the assumptions were correct. For instance, in semi-structured interviews, participants comfortably explained their beliefs and practices about pronunciation teaching. In addition, all the participants agreed and allowed to be recorded during the interviews so that transcriptions could be extracted.

For quantitative data analysis, data from the questionnaires were uploaded to the IBMSPSS 23 to indicate teachers' attitudes and beliefs towards pronunciation teaching. While analyzing the data, descriptive statistical methods (number, percentage, mean) were used. Positive, neutral or negative attitudes and beliefs were detected by calculating the frequency and the percentages of the answers to the questionnaire items. Kolmogorov-Smirnov test was conducted to determine whether the data distribution was normal or not. Moreover, to detect differentiation, one-way Anova test was used to compare more than two groups, and Scheffe test was used to detect the groups which caused differentiation.

For qualitative data analysis, the interviews were deeply analyzed and “description, analysis, interpretation” steps were followed so that the results were revealed with the descriptive content analysis (Şimşek & Yıldırım, 2018). In this way, after participants' comments and opinions were explained in detail, interpretations and predictions about the causes and results of these ideas and comments were made. As a result, ELT teachers' attitudes

and beliefs along with their practices and techniques about pronunciation teaching were clarified.

The Role of the Researcher

The study was conducted based on both qualitative and quantitative data. The researcher tried to make sure that the questionnaire was related to the research topic and purpose of the research by moving forwards according to the experts' and the supervisor's opinions so that the validity and the reliability of the quantitative data were provided. Moreover, for the qualitative side of the study, the researcher did the interviews by creating a comfortable and relaxed environment for the participants and approaching the participants without any prejudice and in an objective way. In addition, the collected data was shared with the participants to ensure the validity and reliability of the qualitative data.

Besides, the researcher of the study is also high-school English language teacher, which was carefully controlled in the data collection and analysis process, because of any possible bias that could have an impact of the participants' answers and the data induction in the analysis. Here, the researcher followed the positivist paradigm, which requires being objective in all the processes of the study. Still, for deeper analysis of qualitative findings, the researcher also cared constructivist paradigm, through which the dimensions of functional pronunciation instruction could be highlighted in detail. In this regard, the researcher preferred to have interviews with the volunteer language teachers from different schools, thanks to which any sort of researcher impact on the participants in terms of the answers they would provide was controlled; the participants in these schools were not familiar to the content of the study and the researcher of the study.

Ethical Assurances

Ethical considerations were paid attention in each step of the study. Procedures and policies were conducted according to the institution rules and suggestions (App 3). In addition, all the participants were clearly informed about what they were asked to do and why they were asked to take part in the study. For qualitative part of the study, consent forms (App 4) were signed and agreed by the participants to continue with semi-structured interviews and recording of these interviews. They were also informed that they could leave the study and interviews at any point without any penalty or need for explanation. There was no other information asked from the participants such as personal information. In results section, statements of the participants were presented without revealing their names or any other private information.

During data collection process, the researcher was objective as much as possible to prevent any influence to data collection process.



CHAPTER FOUR

Findings

This study aims to investigate EFL teachers' beliefs and attitudes in addition to their practices and techniques in pronunciation teaching in Ağrı province of Turkey. The findings of the previously mentioned five research questions are presented in two sub sections: qualitative results and quantitative results. Quantitative results focus on teachers' differences in terms of attitudes, beliefs, techniques and practices for pronunciation teaching according to their teaching grade level by conducted questionnaire. Qualitative results focus on teachers' beliefs, attitudes, techniques and practices for pronunciation teaching by analyzing both questionnaire and interviews. Results are explained and demonstrated in detail by using tables and quotations from questionnaire and interviews.

Trustworthiness of the Data

Credibility, transferability, dependability, and confirmability are discussed in order to prove trustworthiness (Guest et al., 2012). Method triangulation and member-checking procedures helps to confirm credibility (Guion et al., 2011). In member checking, the transcriptions the characteristics of the population of the study contribute to the transferability of results. The target population was EFL teachers in Ağrı; all the participants were suitable for this criterion. Even though the sample group was small, all the participants work in primary, secondary and high schools in Ağrı, and thus, the results might be transferable to the contexts, where English language teachers have similar characteristics. Therefore, the demographics of the participants are provided so that transferability might be understood.

The data instruments and data trail documentation might establish the data dependability (Guest et al., 2014). The methodology and design are explained in detail including the data collection tools. All the data were collected without personal identifiers and none of the participants had prior relationship with the researcher. The consent form also assured participants that any kind of personal identifiers were removed from the study.

Reliability and Validity of the Data

In order to provide reliability of the items in the questionnaire, Cronbach Alpha Reliability Statistics was conducted. Cronbach reliability estimates the questionnaire items

surpassed the .70 reliability threshold; items estimate above .72 for the questionnaire (Table 1). In addition, data from the interviews were carefully collected and analyzed in order to make sure data are independent of one another and they are not influenced by anything else (Pallant, 2021). Moreover, normality tests were conducted in order to make sure that the data are normally distributed. The tests revealed that Skewness test was .259 and Kurtosis test was .185 which means that they are between normality grades of -1 and +1 (Hair et al., 2013). Furthermore, Kolmogorov-Smirnov test's significance level was .20 and Shapiro-Wilk test's significance level was .614 which means that the data was normally distributed because the test results were over .05. For the data which were from the interviews with teachers, transcribed data were sent to the participants in case they desired to make any changes. Moreover, descriptive analysis of the qualitative data was conducted by another expert from the field without giving any personal information about the participants.

Table 1. *Cronbach Analysis Reliability Statistics*

Cronbach's Alpha	N of Items
.726	26

Quantitative Findings

This section includes quantitative results which are related to research questions of this study. In these research questions, EFL teachers' attitudes, beliefs, practices and techniques towards pronunciation teaching along with possible differences between primary, secondary, and high school teachers were investigated.

Demographic Data

Number of descriptive statistics was conducted in order to describe properties of the data and participants. The study included 60 participants who were EFL teachers in Ağrı province. 75% of the participants were female (n=45), while 25% of the participants were male (n=15). Since one of the aims of this study is to investigate the difference between teaching grade of teachers in terms of their attitudes and practices for pronunciation teaching, grade levels of teachers were asked in the questionnaire. 18.3% of the teachers worked in primary schools, 40% of the teachers worked in secondary schools, and 41.7% of the teachers worked in high schools in Ağrı. In terms of experience in teaching, 10% of the teachers were novice who had 1-2 years of experience (n=6), 46.7% of the teachers had 3-5 years of experience (n=28), 21.7% of the teachers had 6-10 years of experience (n=13), while 21.7% of the teachers had 10+ years of experience (n=13). Considering it may give some insight about teachers'

attitudes and beliefs towards pronunciation, another question in the questionnaire investigated whether teachers had pronunciation instruction at university or not. 83.3% of the teachers had pronunciation instruction at university (n=50) while 16.7% of the teachers did not have pronunciation instruction at university (n=10). This is an interesting result since pronunciation is an important part of language teaching, which shows that there are specific courses devoted to pronunciation instruction in ELT or English Literature departments.

Findings Related to Research Questions

Research Question 1: What are the attitudes and beliefs of primary, secondary, and high school teachers towards pronunciation teaching in EFL context in Ağrı province?

To answer the first research question, means of the items from the questionnaire about the attitudes and beliefs of teachers towards pronunciation teaching were computed and calculated. In the questionnaire 10 out of 16 questions were about the attitude and beliefs of teachers towards pronunciation teaching. All the items were likert-scale questions (strongly agree (1), agree (2), neutral (3), disagree (4), and strongly disagree (5)). All the items were positively asked which means strongly agree and agree answers were related to positive attitude and beliefs while disagree and strongly disagree answers were related to negative attitudes. The items in the questionnaire related to the teachers' attitudes and beliefs were:

“Pronunciation is an important skill” (Q1),

“I think learning pronunciation is easy” (Q2),

“Learning pronunciation contributes to my English speaking skill” (Q3),

“I think pronunciation instruction can improve students' pronunciation skill” (Q4),

“I like teaching pronunciation” (Q5),

“I think accurate pronunciation is important” (Q6),

“Speaking freely is more important than accurate pronunciation” (Q7),

“While speaking, attention should be paid to the accurate pronunciation” (Q8),

“Native-like pronunciation should be the target in pronunciation instruction” (Q15),

“Intelligibility should be the target in pronunciation instruction” (Q16).

Strongly agree answers state positive attitude and beliefs while strongly disagree answers state negative attitude and beliefs. When these 10 items in the questionnaire which are related to teachers' attitude and beliefs are considered, a total of 11 points refers to the maximum positive attitude and belief points while total of 55 points refer to the minimum

positive attitude and belief points. Via SPSS, these items were computed in order to get mean score for attitude and beliefs of teachers (Table 2). In the table, it can be seen that mean score of these items is 21.226 of 60 participants. Minimum participant score was 11, which refers to the maximum positive attitude and belief. On the other hand, maximum participant score was 31, which refers to neutral attitude and belief for pronunciation teaching. Mean score might indicate that teachers had relatively positive attitude and beliefs. Between these 10 items, 2 items (Q2 and Q8) came forward with more mean scores (2.93 and 2.88) which indicate less positive attitude and beliefs. These results might display that teachers might not think that learning pronunciation is easy and accuracy should be the target in pronunciation teaching. In addition, among the items, 2 items (Q1 and Q3) emerged with less mean scores (1.48 and 1.55) which means more positive attitude and beliefs for pronunciation teaching. These results might point out that teachers believe that pronunciation is valuable and important for improving English.

Table 2. *Descriptive Statistics for Attitudes and Beliefs*

<i>Items in the Questionnaire</i>	<i>M</i>	<i>SD</i>
2. I think learning pronunciation is easy.	2.93	.918
8. While speaking, attention should be paid to the accurate pronunciation.	2.85	1.005
15. Native-like pronunciation should be the target in pronunciation instruction.	2.60	1.167
7. Speaking freely is more important than accurate pronunciation.	2.50	1.112
5. I like teaching pronunciation.	2.00	1.119
16. Intelligibility should be the target in pronunciation instruction	1.90	.774
6. I think accurate pronunciation is important.	1.76	.789
4. I think pronunciation instruction can improve students' pronunciation skill.	1.66	.655
3. Learning pronunciation contributes to my English speaking skill.	1.55	.811

Research Question 2: What are the techniques and applied practices of primary, secondary, and high school teachers towards pronunciation teaching in EFL context in Ağrı province?

In order to answer this research question, mean scores of the items in the questionnaire which were related to the teachers' practices and techniques for pronunciation teaching were computed. As in the attitude and belief part, all the items were asked positively which means "strongly agree" and "agree" answers refer to positive usage of techniques and practices for pronunciation teaching. On the other hand, "disagree" and "strongly disagree" answers refer to

negative usage of practices and techniques for pronunciation teaching. The items related to the techniques and practices used by teachers for pronunciation teaching were:

“I think pronunciation instruction should be given as a separate subject in English lessons” (Q9),

“Pronunciation instruction should be integrated into other language skills” (Q10),

“Special techniques and practices should be used in lessons for pronunciation instruction” (Q11),

“Repetition exercises should be applied in lessons for pronunciation instruction” (Q12),

“Act-out exercises should be applied in lessons for pronunciation instruction” (Q13),

“Songs and videos should be used in lessons for pronunciation instruction” (Q14).

When these items are considered, total points of 6 mean maximum usage of practices and techniques for pronunciation teaching. Nonetheless, total points of 30 mean minimum usage of practices and techniques for pronunciation teaching. Mean score of the 60 participants' answers to these 6 items were 11 (Table 3). This may indicate that teachers relatively used practices and techniques for pronunciation teaching often. When the items were checked thoroughly, minimum participant score was 6, which signs to the maximum usage of practices and techniques for pronunciation teaching. On the contrary, maximum participant score was 20, which mean relatively less usage of practices and techniques for pronunciation teaching. Out of these 6 items, one item (Q14) was mostly favored by the participants with mean score of 1.35. This might signify that teachers highly praise and use songs and videos in their pronunciation instruction. However, one item (Q9) had the lowest mean score of 2.30. This might hint that teachers give importance to pronunciation but they do not use techniques and practices to teach it separately.

Table 3. *Descriptive Statistics for Practices and Techniques*

<i>Items in the Questionnaire</i>	<i>M</i>	<i>SD</i>
9. I think pronunciation instruction should be given as a separate subject in English lessons.	2.30	1.139
12. Repetition exercises should be applied in lessons for pronunciation instruction.	2.00	.823
10. Pronunciation instruction should be integrated into other language skills.	1.96	.919
11. Special techniques and practices should be used in lessons for pronunciation instruction.	1.83	.668

Table 3. *(Continued)*

13. Act-out exercises should be applied in lessons for pronunciation instruction.	1.65	.777
14. Songs and videos should be used in lessons for pronunciation instruction.	1.35	.684

Research Question 3: Is there a significant difference between grade levels in terms of primary, secondary, and high school teachers' attitudes and beliefs towards pronunciation teaching in EFL context in Ağrı province?

In this study, 13 of the participants were primary school teachers, 22 of the participants were secondary school teachers, and 25 of the teachers were high school teachers. In order to investigate any possible difference between grade levels of teachers in terms of their attitude and beliefs towards pronunciation teaching, One-Way Anova test should be conducted. However, since number of participants in each group of grade levels was lower than 30, Kruskal Wallis test was conducted to reveal any possible difference between grade levels of teachers (Table 4). The aim was to reveal any difference between teachers' grade levels in terms of their attitudes and beliefs towards pronunciation teaching. Nevertheless, the conducted test showed that there was no significant difference between primary, secondary, and high school teachers in regard to their attitudes and beliefs for pronunciation instruction because p value (0.84) was over 0.05.

Table 4. *Kruskal-Wallis Test for Difference of Attitude and Beliefs*

Grade Levels	n	X	S.s.	χ^2	p	df
1-Primary	13	21.69	3.198			
2-Secondary	22	20.86	3.602	.330	.848	-
3-High School	25	21.40	4.769			

Research Question 4: Is there a significant difference between grade levels in terms of primary, secondary, and high school teachers' techniques and applied practices in pronunciation teaching in EFL context in Ağrı province?

In addition to beliefs and attitude, teachers' applied practices and techniques for pronunciation teaching were investigated. In order to reveal any possible difference between primary, secondary, and high school teachers in terms of practices and techniques for pronunciation teaching, One-Way Anova test were supposed to be conducted. On the other hand, these three groups contain less than 30 participants. Therefore, One-Way Anova test could not be conducted. For this reason, non parametric version of One-Way Anova Test,

Kruskal-Wallis Test was conducted to reveal any possible difference between primary, secondary, and high school teachers in regard to their practices and techniques for pronunciation instruction. The result showed that there was no significant difference among teacher groups in terms of their applied practices and techniques for pronunciation teaching because p value (0.59) was over 0.05 (Table 5).

Table 5. *Kruskal-Wallis Test for Difference of Practice and Technique*

Grade Levels	n	X	S.s.	χ^2	p	df
1-Primary	13	12.15	3.312			
2-Secondary	22	10.68	2.495	1.031	.597	-
3-High School	25	10.92	3.340			

Qualitative Findings

Research Question 1: What are the evaluations and recommendations of primary, secondary, and high school teachers for pronunciation teaching in EFL context in Ağrı province?

In order to understand and explain quantitative findings more deeply, semi structured interviews were conducted with 12 participants who had already completed the questionnaire. Four of the participants were primary school English teachers and four of them were secondary school English teachers; the left four participants were high school English teachers. With participants' consent, the interviews were recorded. Then, the recordings were transcribed. After that, 6 themes were created according to the aim of the research and the answers of the participants. These themes were:

1. Significance of Pronunciation in EFL Contexts,
2. Teachers' Attitudes towards Pronunciation Instruction,
3. Approaches/Techniques in Pronunciation Instruction,
4. Native-like Pronunciation vs. Intelligible/Comprehensible Pronunciation,
5. Pronunciation as a Separate Skill vs. Integrated within Other Skills,
6. Syllabus and Instruction of Pronunciation in Turkey.

Significance of Pronunciation in EFL Contexts

In terms of the significance of pronunciation instruction, apart from 1 participant, all the participants stated that pronunciation instruction was important and significant in EFL Teaching. Participant 4 stated that:

For me, pronunciation is not my priority in my classes.

Those who stated that pronunciation was significant had different reasons for their opinions. Participant 7 stated that:

Pronunciation, which is the sound of the language like a melody of a song, is important to like or dislike a language in the first place.

Participant 9 said:

Pronunciation is essential due to the intelligibility in communication.

Participant 11 told:

Number of non-native speakers of English has surpassed native speakers. Thus, understandable pronunciation is required for healthy communication.

It can be understood that teachers regard pronunciation as an essential part of language teaching.

Teachers' Attitudes towards Pronunciation Instruction

In order to find out the answer for basic research question of this study, participants were asked about their attitudes towards pronunciation instruction. Participants had usually positive attitudes for pronunciation instruction. Participant 1 stated that:

I have positive attitudes towards pronunciation because it is important in language teaching.

However, some of the participants declared that their attitudes might change according to their teaching context. For this reason, Participant 3 said that:

I have more positive attitudes when I teach lower grades because they are more open to pronunciation teaching. On the contrary, I have more difficulty with 7th or 8th grades because they aim for High School Entrance Exam (LGS).

Participant 5 stated that:

I have positive attitudes when my students' proficiency level is higher.

Another interesting statement from participant 4 was:

Pronunciation is not my priority because of my students' levels and parents' expectations. Maybe I would have more positive attitudes and prioritize pronunciation if students and parents had demanded better pronunciation skills.

Approaches/Techniques in Pronunciation Instruction

In terms of techniques and practices, there were different opinions. Some teachers preferred traditional techniques such as repetition and correction, while some teachers used technological techniques. Participant 1 stated that:

Drama, songs, and movies with subtitles can be really helpful in my pronunciation instruction.

In addition, some teachers use both traditional and modern techniques together in their pronunciation teaching. Participant 2 said that:

I use repetition for pronunciation teaching. Sometimes, I use repetition with pair or groups if the pronunciation of the target word is hard. In addition, I prefer songs and videos because they are more interesting and attractive for students.

Participant 3 told that:

I usually start with repetition. If I teach students who have been my students for two or three years, they are more accustomed to technological techniques in pronunciation instruction.

Participant 4 stated that:

I mostly use imitation and correction. However, since my students like authentic materials, I also prefer technological materials such as movies and songs.

Participant 6 said that:

I prefer correction and dialogues. Since they are a bit old fashioned in today's technological world, I also use songs and videos.

Participant 9 told:

I use a mixture of traditional and modern techniques. I prefer repetition, correction, songs, and videos.

Participant 10:

I immediately correct any false pronunciation. Especially in reading practices, I mostly use repetition. In addition, I use Instagram because there are many influencers who can help students with correct pronunciations.

Some teachers do not believe that traditional techniques are helpful. They mostly prefer modern and technological techniques in their pronunciation teaching.

Participant 1:

I observe that repetition or interference and correction do not work well on students.

Participant 5:

I use “voscreen” and my students love it while studying pronunciation.

Participant 7:

We use games because children are comfortable with tablets and smart boards.

Participant 11:

I use videos and songs in order to draw students’ attention in my pronunciation teaching.

Participant 12:

I prefer songs and especially dubbing. Students choose some scenes from movies or videos. There is a significant difference in terms of pronunciation between students who practice dubbing and who do not.

Native-like Pronunciation vs. Intelligible/Comprehensible Pronunciation

As reviewed in the literature previously, it was mentioned that one of the distinction points in pronunciation teaching was the target of nativeness or intelligibility. As in other studies, participants in this study had different opinions about this topic. While some teachers believe that intelligible pronunciation should be the target, other teachers believe that native-like pronunciation should be the target in pronunciation teaching. Some of the participants believe that target can change according to our learners’ proficiency level and aim.

Participant 1:

Actually, if we can achieve, native-like pronunciation would be great. However, considering students’ level and their purpose, we can change our target to intelligible pronunciation.

Participant 8:

For high proficiency level, we can consider native-like pronunciation. If the proficiency level is lower, I prefer understandable pronunciation. For me, intelligible pronunciation and healthy communication are enough.

Participant 11:

I would like my students to have native-like pronunciation. However, in order to be realistic, intelligibility might be our target in pronunciation teaching.

Some participants stated that for learners who passed the critical period and learn English as a foreign language, it is too difficult to have native-like pronunciation.

Participant 4:

Since we have passed the critical period and learn English as a foreign language, native-like pronunciation would be very difficult. Therefore, intelligible pronunciation should be enough.

Participant 5:

Intelligibility is enough for me because no matter how much we practice, we cannot have native-like pronunciation.

Participant 6:

I think both are important but for EFL learners, intelligibility is more important than native-like pronunciation.

The rest of the participants aimed for intelligible pronunciation.

Pronunciation as a Separate Skill vs. Integrated within Other Skills

Another point of emphasis in the interviews was whether to teach pronunciation separately or integrating it with other skills such as listening and speaking. Most of the participants preferred teaching pronunciation integrated with other skills.

Participant 1:

I think we need to integrate pronunciation to all the skills. Instead of teaching it separately, we need to use all the skills to teach pronunciation inclusively. It is better to combine all the skills.

Participant 2:

I find it better to combine pronunciation with other skills. Therefore, I integrate pronunciation mostly with speaking because it is more permanent than other skills.

Many participants stated that they integrated pronunciation with reading, listening, and speaking. It seems that teachers use all the skills except for writing with pronunciation instruction.

Participant 8:

I think integrating pronunciation with other skills would make the instruction more interesting for students.

Only one participant stated that pronunciation teaching should be separate.

Participant 7:

I think pronunciation teaching is not sufficient in language teaching. It is not in the curriculum. Thus, I think we should teach it as a separate lesson. Similarly, at university, we learned pronunciation in a separate lesson.

Syllabus and Instruction of Pronunciation in Turkey

In the last part of the interviews, teachers were asked about the syllabus and curriculum status, giving importance to pronunciation teaching and basic problems that they face.

Participant 1:

Students have been carrying basic problems about their pronunciation which occurred during their first years of education.

Participant 3:

I cannot use activities which are above my students' proficiency level even though they are in the textbook.

Participant 4:

Because of an exam which is based on reading skill (LGS), I cannot attach enough importance to pronunciation.

Participant 5:

I would like to spare some time for pronunciation but in order to catch up the curriculum and syllabus I cannot give enough importance.

Participant 6:

I try to use pronunciation parts in Ministry's main book separately. In my previous schools, I used to spend more time on pronunciation, but now I cannot because of my students' level.

Participant 7:

Because of the curriculum, I cannot spend enough time to teach pronunciation. Apart from listening, I mostly prepare my students for the High School Entrance Exam (LGS).

Participant 8:

Middle school curriculum does not have enough and fun activities for pronunciation as in high school curriculum. Because of the exams, I cannot spend enough time on pronunciation except for short activities for about 5 minutes.

Participant 9:

I try to teach intonation and stress as much as possible.

Participant 11:

Number of students makes teaching pronunciation harder for me.

Teachers go through many problems such as crowded classes, curriculum, and entrance exams which all make pronunciation teaching difficult.

Consequently, quantitative data showed us that EFL teachers had relatively positive attitudes towards pronunciation and they believed that pronunciation was an important element in language teaching. In terms of practices and techniques, teachers used both traditional and technological techniques for pronunciation teaching. Another aim of this study was to reveal possible significant differences among teachers of different grade levels. On the contrary, there was no significant difference on the basis of attitudes and beliefs as well as practices and techniques for pronunciation instruction. Moreover, qualitative data also revealed that teachers had positive attitudes towards pronunciation and believed it was valuable for language teaching. On the other hand, interviews showed that teachers had some problems in the practice of pronunciation teaching such as time constraints, entrance exams, and low proficiency levels of students. Moreover, teachers stated that they preferred teaching pronunciation integrated with other skills. Nonetheless, teachers were separated between native-like pronunciation and intelligible pronunciation for the purpose of pronunciation instruction.

CHAPTER FIVE

Discussion

As mentioned in the literature review, in many contexts, teachers had positive attitudes towards teaching pronunciation and they were mostly aware of the importance of pronunciation teaching in EFL teaching. Furthermore, teachers used different types of practices and activities such as repetition or correction for pronunciation instruction. This present study also aimed to investigate EFL teachers' attitudes and practices for pronunciation teaching in Turkish context. Overall, the results showed that teachers had relatively positive attitudes towards teaching pronunciation and they mostly preferred repetition, correction, games, and pair works. In this chapter, these results were discussed in detail.

Discussion of the Findings of First Research Question

The first research question aimed to find out EFL teachers' attitudes and beliefs towards pronunciation teaching in Turkish context. The current study found that teachers had positive attitudes for teaching pronunciation. This finding is consistent with the study of Gürsoy and Hüseyinoğlu (2017), in which they found that EFL teachers had positive attitudes towards teaching pronunciation. This result may be explained by the fact that EFL teachers had pronunciation courses at university which might have increased their awareness of the importance of pronunciation skills. Moreover, with the advances in technology, there are many types of activities and practices to improve pronunciation skills compared to the past which would result in more lesson time for pronunciation. Another indication might be that increasing awareness of pronunciation skills among students might enforce teachers to spend more time and have more positive attitudes toward pronunciation teaching. One unanticipated outcome was that most of the teachers did not think that teaching pronunciation was easy. This also accords with our analysis of Awad (2018) and Georgiu (2018), who found that younger EFL teachers thought teaching pronunciation was rather difficult. A possible explanation for these results may be the lack of competence in pronunciation skills among teachers (Chien, 2019). Another reason for this result might be that teachers cannot spare enough time to teach pronunciation because of written or entrance exams which exclude pronunciation (Chen & Tai, 2015). In addition, most of them did not prioritize accuracy over fluency. This study contradicts previous observations of Yağız (2018) which indicated that EFL teachers in Turkey preferred nativeness and accuracy to fluency and intelligibility. However, this result is consistent with

Dağtan's (2020) study which found that EFL teachers in the Turkish context preferred intelligibility and fluency to accuracy and nativeness. This might be explained on the fact that teachers accepted the intelligibility or understandability principle rather than the nativeness principle. Furthermore, thanks to approaches such as CLT which prioritize fluency and intelligibility in communication, teachers move in this direction for pronunciation teaching. These data must be interpreted with caution because in different regions and at different student levels, results might differ. Overall, these findings suggest that more time should be spared for pronunciation teaching. In addition, pronunciation and speaking skills should be added to exams so that teachers and students might focus more on these skills (Chen & Tai, 2015). Thus, this is an important issue for the future because teachers' opinions and attitudes might be investigated including these skills on exams.

Discussion of the Findings of the Second Research Question

The second research question of this study investigated EFL teachers' preferences of practices and techniques for teaching pronunciation in Turkish context. The results showed that teachers often used traditional and technological practices and techniques for pronunciation teaching. Their most preferred activity and practice were songs and videos. This result contradicts with Elnagar's (2020) and Ghasemian and Shabani's (2017) study which indicated that teachers mostly used traditional practices such as dictionaries, repetitions, and corrections. On the other hand, this result supported Awad (2018) and Yoshida (2018), whose studies suggested that teachers used videos and games for pronunciation teaching. There are several possible explanations for this result. Firstly, with technology becoming a crucial part in our daily lives, teachers realized that they could benefit from this tool in their classes by using videos and songs. Moreover, in many schools in Turkey, there are smart boards in classrooms with the Internet connection so that teachers can easily open and find materials such as songs and videos (Sesma et al., 2022). Another reason can be that teachers might have realized that traditional techniques and practices such as repetition and correction were not effective enough. One last possible explanation can be specific to this study. In Ağrı, EFL teachers are relatively younger than in other regions and cities. Therefore, they are more used to technological devices and resources which they can prefer to use for pronunciation teaching in their classes. This result might not be generalized to all other regions and cities because of this reason. In addition, teachers preferred teaching pronunciation integrated with other skills to teaching it separately. This study confirms the results of Cox et al. (2019) since it was mentioned that teachers preferred teaching pronunciation integrated with other skills. However, the findings of the current study do not support Dağtan's (2020) study which indicated that teachers believed

pronunciation teaching should be separated and taught as another course in EFL contexts. There are possible explanations for this result. Firstly, since pronunciation skill is not included in entrance exams or written exams, teachers might ignore teaching it separately. In relation to this reason, another possible interpretation can be that teachers cannot spare enough time to teach pronunciation separately. Furthermore, teachers might not regard themselves as competent enough to teach pronunciation skills separate from other skills. Thus, they might prefer teaching pronunciation integrated with other skills such as speaking and listening (Darcy et al., 2020).

Discussion of the Findings of the Third and Fourth Research Questions

The next two research questions aimed to find out if there was any significant difference between teachers of three grade levels (primary, secondary, and high school) in terms of their attitudes and beliefs as well as practices and techniques for pronunciation teaching. However, the results revealed that there was no such significant difference between teachers of different grade levels in terms of their attitudes and practices for pronunciation teaching. This was a surprising result because it can be assumed that there could be differences for activities between primary and high schools since learners' levels and interests would be different from each other. On the other hand, these results reflect those of Zeybek's (2018) which indicated that there was no significant difference in terms of attitudes and practices between teachers of different grade levels. However, the findings of the current study do not support the results of the study of Sifakis and Sougari (2005) which revealed that there was significant difference in terms of attitudes and practices for pronunciation teaching between teachers of different grade levels. It seems possible that these results are due to time constraint since teachers cannot find enough time to use different practices. In addition, since students' levels are fairly lower than average in Turkey, teachers might mostly focus on basic elements of English rather than pronunciation skill. It can be suggested that even though teachers of all grade levels possess positive attitudes towards pronunciation teaching, their practices do not differ significantly because of learner levels and time constraints. This is an important issue for future research because future studies might also conduct classroom observations to analyze teachers' practices and techniques for pronunciation instruction more deeply.

Discussion of the Findings of the Qualitative Research Question

In the qualitative part of this study, participants' evaluations and recommendations were investigated for pronunciation teaching in EFL context. The results were explained under 6 themes: Significance of Pronunciation in EFL Contexts, Teachers' Attitudes towards

Pronunciation Instruction, Approaches/Techniques in Pronunciation Instruction, Native-like Pronunciation vs. Intelligible/Comprehensible Pronunciation, and Pronunciation as a Separate Skill vs. Integrated within Other Skills, Syllabus, and Instruction of Pronunciation in Turkey. The results revealed that most of the teachers in this study regarded pronunciation as an important aspect of language teaching and they had relatively positive attitudes towards teaching pronunciation. This finding is consistent with the studies of Buss (2016), Gürsoy and Hüseyinoğlu (2017), and Elnagar (2020). This result might indicate that teachers are aware of the importance of pronunciation for healthy communication in target language. Their pronunciation courses at university, or personal experiences might be the reason of this awareness for pronunciation teaching. In terms of practices and techniques, participants' opinions differed between traditional and technological practices and techniques for pronunciation teaching. This result supported the studies of Hismanoğlu (2010), Murphy (2011), and Awad (2018). There might be possible reasons of this difference between techniques and practices for pronunciation teaching. Some teachers might not have the necessary equipment to use technological practices. The purpose of the learners might lead teachers to use traditional techniques if learners only aim for entrance exams. On the contrary, for young learners, technological techniques might be selected more often.

On the basis of intelligible or native-like pronunciation, teachers in this study were separated as well. There can be several explanations for this result. Personal experiences using the language might affect their attitudes and opinions on this subject. If a teacher cannot use the language fluently, their tendency might lead in this direction. On the other hand, interactions with native speakers might lead or force teachers to aim for native-like pronunciation in their teaching. Their education at university might be effective. For instance, teachers who graduated from a university, the medium of instruction of which is English, might aim for native-like pronunciation. Their students' levels might affect their opinions on this subject. With low level students, native-like pronunciation might be difficult to aim. Furthermore, teachers mostly preferred teaching pronunciation integrated with other skills instead of teaching it separately. A possible explanation for this result might be time constraint. In speaking instruction, teachers might be more focused on activities raising pronunciation awareness. Lastly, teachers had problems in pronunciation teaching such as crowded classes, curriculum, and entrance exams. One possible explanation can be that curriculum and entrance exams might hold teachers back to spend more time on pronunciation.

CHAPTER SIX

Implications, Recommendations and Conclusions

In Turkish context, pronunciation teaching has been an area which needs more attention and importance. Pronunciation is a crucial part of speaking skill which is the basic and most important skill for healthy and understandable communication. To improve pronunciation skill, pronunciation teaching should be investigated deeply to make changes which can have positive effects. For this investigation, teachers might be the first to look for and gather information from. Since it was mentioned that teachers' attitudes could shape their teaching and practices, it is critical to have information about their beliefs and applied methods for pronunciation teaching. Thus, the current study aimed to examine Turkish EFL teachers' attitudes and practices for pronunciation teaching by conducting a questionnaire and one-on-one interviews with EFL teachers in Ağrı, Turkey. After reviewing the literature on teachers' attitudes and practices for pronunciation teaching, the main research questions with qualitative and quantitative aspects of the study were stated. Then, the data collection procedure began with a questionnaire which examined EFL teachers' attitudes and practices towards pronunciation teaching. Next, semi-structured interviews were conducted with 12 EFL teachers to gather detailed information about and reach a deeper understanding of their attitudes and practices for pronunciation teaching. Later, data analysis began by conducting several tests on SPSS for quantitative data analysis and descriptive data analysis was conducted for qualitative data analysis. Finally, results were stated with possible explanations. On the other hand, the study had several limitations. Classroom observations could be done if there was more time so that there could be more data to analyze teachers' practices for pronunciation teaching. In addition, more semi-structured interviews could be conducted for more information on teachers' attitudes toward pronunciation teaching. Moreover, similar studies can be conducted in different regions and cities for more data on this subject.

Implications

The study focused on teachers' attitudes and practices towards pronunciation teaching. There were several themes which came forwards with the results of this study. Teachers mostly had positive attitudes towards pronunciation teaching. They preferred both traditional and technological practices and techniques in pronunciation instruction. In addition, teachers mostly chose intelligible and understandable pronunciation over accurate and native-like

pronunciation. In terms of approaches, CLT was popular among teachers because it mainly aimed for improving speaking and pronunciation skills. Furthermore, teachers mostly preferred teaching pronunciation by integrating with other skills to teaching it separately. The first research question of the study examined EFL teachers' attitudes towards pronunciation teaching. The results showed that teachers mostly had positive attitudes towards pronunciation teaching. It can be indicated that teachers believe pronunciation is an important skill and they attach importance improving this skill. Thus, in textbooks and curriculum, pronunciation skill might have more teaching time and material to improve this skill. In the literature review, similar results were found since teachers all over the world believe that pronunciation is an important skill for intelligible communication.

The second research question examined the practices and techniques teachers use for pronunciation teaching. The results showed that teachers use different techniques and practices. For instance, technological materials and practices were preferred such as videos, songs, games. In addition, traditional techniques and practices were also used by teachers such as correction and repetition. This might indicate that teachers might use different types of practices and techniques for pronunciation teaching. According to the needs of the learners, time and equipment, this preference might differ. For example, for young learners in primary schools' teachers might use songs and videos more than correction. On the contrary, for high school learners, role-play or discussion techniques can be used more. If there is a time constraint, repetition or correction might save time for teachers. Thus, this preference can be affected by many elements.

The current study also aimed to compare and contrast the attitudes and practices of EFL teachers who teach in primary, secondary, and high schools. The third research question aimed to examine possible significant difference between teachers of primary, secondary, and high schools in terms of their attitudes towards pronunciation teaching. However, the results revealed that there was no significant difference among teachers of different grade levels. This result might be positive because it shows that all teachers from different grade levels think that pronunciation is important and they have positive attitudes towards pronunciation instruction.

The fourth research question aimed to find out if there was significant difference between primary, secondary, and high school teachers on the basis of their usage of practices and techniques for pronunciation teaching. The results showed that there was no significant difference in terms of their usage of techniques and practices for pronunciation instruction. This was a surprising result because a degree of difference between primary and high school teachers

in terms of their applied practices for pronunciation teaching can be expected. On the other hand, it was revealed that all teachers used similar practices and techniques.

The fifth research question examined EFL teachers' evaluations and recommendations for pronunciation teaching. The results showed that teachers integrated pronunciation teaching with other skills. This might indicate that they might have time constraint to teach it separately. In addition, they preferred intelligible pronunciation to native-like pronunciation. This might indicate that teachers believe that healthy communication should be the target rather than native-like pronunciation. Moreover, teachers also had some problems in pronunciation teaching. Large classes, time constraints, and entrance exams which ignore pronunciation were the basic problems for pronunciation teaching. This might indicate that high school and university entrance exams should include pronunciation and speaking so that teachers can spare more time to improve these skills. With smaller classes, students would have more time to practice pronunciation and teachers might create and use various materials and practices for pronunciation instruction.

Recommendations for Practice

The results of the study can be interpreted in various ways. Teachers might go towards Communicative Language Teaching (CLT) for pronunciation teaching in terms of approaches because of its aim for intelligible pronunciation and communication. On the basis of practices and techniques, there are many options for teachers of different grade levels. For primary school teachers, gamification can be very helpful because they are fun and motivating for students to practice pronunciation. In secondary and high schools, games, role-plays, and pair-works might be useful in pronunciation instruction. With the help of technological tools such as smart boards and smart phones, students might participate in the lessons with more enthusiasm. Previous studies also showed that younger learners like games, songs, and videos more than traditional techniques such as repetition and correction. Therefore, these practices might be used more by EFL teachers for pronunciation instruction. In addition, extra practices and activities might be added to the curriculum by the Ministry of Education to be used in pronunciation teaching. Thus, the time constraint problem might be overcome because teachers would have more time in the curriculum to practice.

For secondary and primary schools, even if teachers focus on pronunciation and speaking starting from the 2nd grade, when these students become 8th grade students; they mostly give up studying and practising for pronunciation because they need to focus on the high school entrance exam. On the contrary, if English was not in the high school entrance exam, teachers' focus on pronunciation would continue without any interference and students'

pronunciation skills would continue to develop throughout both 8th grade and high school. In this way, practices and techniques for pronunciation teaching might find more teaching time in the English lessons in 8th grades.

Furthermore, there are only two class hours of English a week at primary schools. Therefore, there is a time constraint for EFL teachers to practice and teach pronunciation at primary schools. However, it is a known fact that students would get more permanent input at younger ages. Thus, if weekly class hours would be more than 2. EFL teachers would have more time to practice and teach pronunciation at primary schools where students' competence would increase faster than elderly ages. To integrate suggested activities such as gamification, songs or technological tools, it is seemingly of importance that the class hours of English courses might be above.

Also, extra-curricular activities can also be planned by the teachers in supporting pronunciation. At this point, the teachers may motivate students to follow sort of podcasts or watching films, listening songs that would catch their attention, which will probably raise pronunciation awareness. In this regard, learner autonomy requires to be cared by the teachers and, so the sort of extra-curricular activities can be planned on the basis of learners' interests.

Recommendations for Future Research

This study aimed to find out EFL teachers' attitudes and practices towards pronunciation teaching. For data collection process, both questionnaire and semi-structured interviews were conducted. Questionnaire and semi-structured interviews revealed teachers' attitudes and practices for pronunciation teaching. In addition, future studies would add classroom observations to data collection process. Thus, researchers would get a chance to see and observe EFL teachers' practices at first hand. As a result, there would be more data to analyze and reveal teachers' pronunciation practices and techniques.

This study was conducted in Ağrı province in Turkey. For more detailed data and information on teachers' attitudes and practices for pronunciation teaching, future studies might be conducted in other cities and regions in Turkey. In addition, there could be more participants in future studies so that more data could be available to be analyzed on teachers' attitudes and practices towards pronunciation teaching. Moreover, this study examined primary, secondary, and high school teachers' attitudes and practices towards pronunciation teaching. Future studies might add university level teachers to compare and contrast the attitudes and practices of EFL teachers for pronunciation teaching. Furthermore, future studies might take into consideration

comparing private and state schools on this topic. Therefore, we might have an idea about the teaching of pronunciation in different environments with different curriculum.

Conclusion

This study aimed to investigate Turkish EFL teachers' attitudes and practices towards pronunciation teaching. Since pronunciation is a problematic area in EFL contexts and teachers' attitudes and beliefs affect their practices and techniques, it was important to examine teachers' attitudes and practices. In addition, possible differences or similarities between primary, secondary, and high school teachers were examined on attitudes and practices towards pronunciation teaching. Thus, problems and needs about pronunciation teaching might be revealed to improve the quality of pronunciation instruction. Overall, the results showed that teachers mostly had positive attitudes towards pronunciation teaching. Moreover, teachers preferred both technological and traditional practices and techniques according to their learners' level and needs. Another result of the study was that there was no significant difference among primary, secondary, and high school teachers on the basis of their attitudes and practices towards pronunciation teaching. Furthermore, teachers stated some problematic areas in pronunciation teaching such as lack of time and entrance exams. Thus, some recommendations were made to overcome these problems in pronunciation teaching. More lesson time and exclusion of English from entrance exams would help teachers to make pronunciation teaching more efficient and beneficial for students.

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APPENDICES

Appendix 1. Questionnaire for the Attitudes, Beliefs and Practices of EFL Teachers towards Pronunciation Teaching

PART 1

Please choose the best answer for you.

1- Gender: Female..... Male.....

2- Which level/grade do you teach? Primary..... Secondary..... High School.....

2- Teaching Experience: 1-2 years.... 3-5 years.... 6-10 years.... 10+ years....

4- I had pronunciation instruction at university. Yes.... No....

PART 2

In this section there are 16 statements about pronunciation skill. Please read each statement carefully and choose only one option.

Item Number	ITEMS	S t r o n g l y A g r e e	A g r e e	N e u t r a l	D i s a g r e e	S t r o n g l y D i s a g r e e
1.	Pronunciation is an important skill.					
2.	I think learning pronunciation is easy.					
3.	Learning (about) pronunciation contributes to my English speaking skill.					

4.	I think pronunciation instruction can improve the students' pronunciation skill.					
5.	I like teaching pronunciation.					
6.	I think accurate pronunciation is important.					
7.	Speaking freely is more important than accurate pronunciation.					
8.	While speaking, attention should be paid to the accurate pronunciation.					
9.	I think pronunciation instruction should be given as a separate subject in English lessons.					
10.	Pronunciation instruction should be integrated into other language skills.					
11.	Special techniques and practices should be used in lessons for pronunciation instruction.					
12.	Repetition exercises should be applied in lessons for pronunciation instruction.					
13.	Act-out exercises should be applied in lessons for pronunciation instruction.					
14.	Songs and videos should be used in lessons for pronunciation instruction.					
15.	Native-like pronunciation should be the target in pronunciation instruction.					
16.	Intelligibility should be the target in pronunciation instruction.					

Appendix 2. Interview Questions

- 1- Telaffuz eğitimi İngilizcede önemli midir? Neden?
- 2- Telaffuz eğitime yönelik tutumunuz ve düşünceleriniz nelerdir?
- 3- Telaffuzda hedef ana dile yakınlık mı yoksa anlaşılabilirlik mi olmalıdır?
- 4- Telaffuz eğitimi diğer dil becerileriyle birlikte mi yoksa ayrı olarak mı verilmelidir?
- 5- Telaffuz eğitiminde ne tür teknik ve yöntemler uygularsınız?
- 6- Telaffuz eğitiminde klasik yöntemler mi (tekrar, taklit, düzeltme) yoksa teknolojik yöntemler mi (şarkı, video, sözlük uygulamaları, film) kullanırsınız?
- 7- Telaffuz eğitime gerekli ve yeterli önemi gösterdiğinizi düşünür müsünüz?

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Eğitim Bilimleri Birim Etik Kurul Başkanlığı
PROJE DEĞERLENDİRME FORMU

Projenin/Çalışmanın Adı: Danışmanlığını Doç.Dr. Merve GEÇİKLİ'nin yürüttüğü yüksek lisans öğrencisi GÖZDE GÜÇ ÜRESİN'nin " İngilizcenin Yabancı Dil Olarak Öğretildiği Sınıf Ortamlarında İşlevsel Telaffuz Eğitimine Yönelik Bir Açıklayıcı Sıralı Desen Çalışması" isimli yüksek lisans çalışması ile ilgili Etik Kurul uygunluk onay belgesi talep edilmesi.

Gönderildiği Tarih: 05.07.2022

Teslim Tarihi: 05.07.2022

Değerlendirenin Adı Soyadı: Sosyal ve Beşeri Bilimler Etik Kurulu Başkanlığı Adına

Prof. Dr. Muhsine BÖREKÇİ
Etik Kurul Başkanı

İmza :

Bu Yüksek Lisans Tez uygundur: ☒

Gerekçe/Açıklama: Yapılacak çalışmada yaklaşım ve yöntemler dikkate alınarak, konu ile ilgili çalışmaların gerçekleştirilmesinde etik ve bilimsel açıdan herhangi bir sakınca bulunmamaktadır.

Bu Yüksek Lisans Tez uygun değildir: ☐
Gerekçe/Açıklama

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ERZURUM

Toplantının Mahiyeti :Etik Kurul
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Toplantının Sayısı :08

Karar-10: Danışmanlığını Doç.Dr. Merve GEÇİKLİ'nin yürüttüğü yüksek lisans öğrencisi GÖZDE GÜÇ ÜRESİN'nin "İngilizcenin Yabancı Dil Olarak Öğretildiği Sınıf Ortamlarında İşlevsel Telaffuz Eğitimine Yönelik Bir Açıklayıcı Sıralı Desen Çalışması" isimli yüksek lisans çalışması ile ilgili etik kurul onay belgesi talebi ile ilgili husus görüşüldü

Yapılan görüşmelerden sonra adı geçeninin "İngilizcenin Yabancı Dil Olarak Öğretildiği Sınıf Ortamlarında İşlevsel Telaffuz Eğitimine Yönelik Bir Açıklayıcı Sıralı Desen Çalışması" isimli tez çalışması ile ilgili çalışmaların gerçekleştirilmesinde etik ve bilimsel yönden sakınca bulunmadığına,

oy birliği ile karar verilmiştir.

Prof. Dr. Muhsine BÖREKÇİ
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KARAR BİLGİLERİ	Toplantı Sayısı: 08 Karar No: 10	Toplantı Tarihi: 05.07.2022
	Aşağıda bilgileri verilen yüksek lisans tez ile ilgili çalışmanın, etik ilkeler açısından değerlendirilmesi isteği ile ilgili husus görüşüldü. Yapılan görüşmelerden sonra; söz konusu yüksek lisans tez ile ilgili yapılacak çalışma için, araştırmanın gerekçe, amaç, yaklaşım ve yöntemleri dikkate alınarak konuyla ilgili çalışmanın gerçekleştirilmesinde etik ve bilimsel yönden sakınca bulunmadığına, Etik Kurulu oy birliği ile karar vermiştir.	
ÇALIŞMA BİLGİLERİ	Proje Yürütücüsü: GÖZDE GÜÇ ÜRESİN Çalışma Konusu: İngilizcenin Yabancı Dil Olarak Öğretildiği Sınıf Ortamlarında İşlevsel Telaffuz Eğitimine Yönelik Bir Açıklayıcı Sıralı Desen Çalışması	

EĞİTİM BİLİMLERİ BİRİM ETİK KURULU		İMZA
Prof. Dr. Muhsine BÖREKÇİ	Etik Kurul Başkanı	
Prof.Dr. Yavuz TAŞKESENLİGİL	Etik Kurul Başkan Yardımcısı	
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